

GRADUATE STUDENT HANDBOOK

2018-2019

CLINICAL PSYCHOLOGY PROGRAM DEPARTMENT OF PSYCHOLOGY



UNIVERSITY OF
SOUTH DAKOTA

*The mission of the Clinical Psychology Program is
to prepare clinical psychologists who will work effectively as scientist-
practitioners within the culturally diverse world.*

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SECTION I. INTRODUCTION TO THE GRADUATE HANDBOOK

The purpose of this handbook is to assist you in assuming your role as an active and informed participant in the Clinical Psychology Program (CPP, or “the Program”). It includes important Program, Department of Psychology (Department) and University of South Dakota (USD) policies and procedures that are guided or informed by regulations and expectations established by the Clinical Training Committee (CTC, consisting of all core clinical faculty and two elected student representatives), the USD Graduate School and College of Arts & Sciences, and national professional standards and ethics (e.g., APA, APA Commission on Accreditation, Association of State and Provincial Psychology Boards, etc.). The handbook also includes guidelines, forms, templates, and practical suggestions to help you navigate the academic, research, clinical, and service components of the Program.

The information contained in this handbook is also intended to complement other important published materials, such as the Psychological Services Center Manual and the USD Graduate Catalog. Current and past editions of the Clinical Psychology Program Handbook are available at <http://www.usd.edu/arts-and-sciences/clinical-psychology/handbooks>. Current and past editions of the USD Graduate Catalog are available at <http://catalog.usd.edu/>.

Program students and faculty are expected to be familiar with, and abide by, the policies and procedures printed in this document and its appendices. Students are also expected to remain aware of various deadlines and other significant dates publicized by the Program, Department, and Graduate School. By becoming familiar with the Program and Graduate School policies and procedures, and the accompanying "steps" lists provided in this handbook, you will be able to anticipate and more effectively complete your graduate education and training as a member of the USD Clinical Psychology Program.

This handbook is updated annually. If Program, Department, or Graduate School requirements, policies, or procedures are introduced or modified between annual revisions of the handbook, you will be informed of such changes via electronic mail or announcements in the Seminar in Professional Development.

Suggestions for revisions of this handbook are welcome anytime. Submit them to the Director of Clinical Training (DCT).

SECTION II. PROGRAM MISSION, TRAINING MODEL AND GOALS

"OUR-Story"

The Clinical Psychology Program in the Department of Psychology at The University of South Dakota was established in 1967 and graduated its first doctoral students in 1970. The Program has been continuously accredited by the American Psychological Association since 1971. To maintain our accreditation, the Program submits an annual report summarizing the past academic year’s activities of the core and affiliated faculty, students, and alums (e.g., publications, presentations, professional activities, internships, post docs, employment, etc.). A more detailed self-study report is prepared every five-seven years, which is reviewed by the APA Commission on Accreditation and is followed by a site visit from a three- person accreditation team. The outcome of these program evaluation and accreditation review processes determines the Program’s continuing accreditation status.

The Program’s last site visit took place in November 2016 and we were notified in April 2017 that the Program is accredited for seven years (the maximum time allowed between accreditation visits). The Program’s next visit will be in the 2023 review cycle.

Although the DCT is responsible for the preparation of the final self-study report, Program faculty and students actively collaborate in various components of the Program review process and contribute information to the

process as a whole. Copies of previous self-study documents are available for review by clinical students and faculty upon request to the DCT.

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 - 4242
Phone: (202) 336-5979/
Email: apaaccred@apa.org www.apa.org/ed/accreditation*

PROGRAM MISSION

The mission of the Clinical Psychology Program is to prepare clinical psychologists who will work effectively as scientist-practitioners within the culturally diverse world.

DIVERSITY STATEMENT

The Clinical Psychology Program recognizes that our Program, our campus and community, and our nation are increasingly diverse. Thus, as is reflected in the Program's Mission Statement, we are committed to recruiting, educating, and training students who will work competently and effectively within this multicultural society. Recognizing that learning is enhanced by diverse perspectives and experiences, the Program strives to incorporate diversity related context and conversations in our teaching, research, and service as well as in our clinical training and mentoring. We value the diversity of the Program's students, faculty, and staff and, as such, we are committed to providing a welcoming, inclusive environment where civil and respectful discourse is the standard and not the exception.

TRAINING MODEL AND PROGRAM AIMS

The Clinical Psychology Program adheres to the scientist-practitioner model of training as originally proposed in the Boulder Conference over 60 years ago, and as revalidated and refined in the *Proceedings from the 1990 National Conference on Scientist-Practitioner Education and Training for the Professional Practice of Psychology* (Belar & Perry, 1992). In this model, science and practice are truly integrated rather than simply parallel processes—science informs practice and science is informed by -- and relevant to practice. As a health service psychology (HSP) program who has its roots in the scientist-practitioner model, we seek to prepare psychologists who are not only able to generate new knowledge through their research and scholarly activities, but who are also able to be effective consumers of the literature and to effectively integrate science and scientific thinking into their clinical practice.

Consistent with the definition of Health Service Psychology (HSP) in the American Psychological Association Standards of Accreditation, we seek to prepare students for careers in HSP by offering clinical training where such training emphasizes:

- The integration of theory, science, and practice;
- A training approach that is sequential, cumulative, and graded in complexity;
- Preparation of socially responsible professionals who demonstrate respect for individual and cultural differences in their contributions to the science and practice of psychology;
- Eligibility for licensure as a doctoral level psychologist;
- Preparation of clinical psychologists who have the appropriate theoretical background skills, and experience to function as professionals in a research, academic, and/or clinical capacity.

Specifically, the five general aims of the University of South Dakota Clinical Psychology PhD Program are to produce PhDs in Clinical Psychology who:

1. have a broad knowledge of scientific psychology;
2. have knowledge of and adhere to the ethical standards of the profession, and who demonstrate appropriate professional conduct;
3. are sensitive to cultural and individual differences and who demonstrate flexibility and social responsibility in the application of psychological principles and techniques to a wide variety of populations and across a range of settings;
4. have specialized knowledge and experiences with (a) assessment (including the selection and use of psychological assessment procedures and the interpretation of assessment data), (b) clinical intervention, including selection and application of evidence-based interventions and subsequent evaluation of psychological services, (c) supervision, and (d) consultation; and

5. can effectively communicate their knowledge of psychology within and outside of the discipline, and understands the role of psychologist as advocate for socially responsible policy.

Each Program aim has a number of competencies associated with it. A complete listing of the Program aims and competencies, as well as related outcome measures and evaluation benchmarks, is provided in **Appendix A**.

OVERVIEW OF TRAINING FOCI

The Program offers a broad exposure to a range of clinical and research training experiences involving a variety of settings and populations.

The Program incorporates an evidence-based approach to its clinical training. While the primary theoretical orientation of the clinical faculty and practicum supervisors is cognitive-behavioral, specific theoretical orientations of individual clinical faculty and supervisors also include behavioral, developmental/systems, and psychodynamic (e.g., interpersonal, object relations).

Supervised clinical training is available on campus and in the community. On-campus training occurs through the Program's in-house clinic, the Psychological Services Center (PSC), the University Student Counseling Center (SCC), and a Student Athlete Success Center. In 2018-2019, off-campus training sites include a comprehensive rural community mental health center, an adolescent residential substance abuse treatment facility, the state psychiatric hospital (both adult and adolescent units), a tribal youth emergency shelter, the state prison, and a program that provides comprehensive treatment services for children and adults with developmental disabilities.

Students receive training through the PSC throughout their time in the Program, and opportunities for at least two additional 9-12 month practicum experiences at other sites. Additional training opportunities are developed as student interest and funding opportunities become available.

In addition, core clinical faculty maintain active research programs involving laboratory-based research, survey studies, and/or community-based, field research. As such, students are exposed to a diversity of research methodologies, including traditional quantitative methods as well as community based participatory research, qualitative methods, and program evaluation. Specific faculty research interests include (1) rural community psychology; (2) cross-cultural/individual differences, with a particular focus on Native American mental health; (3) disaster mental health and psychological first aid; (4) trauma (including interpersonal trauma, generational trauma, and PTSD); (5) substance abuse; (7) Acceptance & Commitment Therapy, and, (8) assessment, psychometrics, and personality.

(Refer to the Program faculty website for additional information about faculty research
<https://www.usd.edu/arts-and-sciences/clinical-psychology/faculty>)

SECTION III. PROGRAM ORGANIZATIONAL STRUCTURE

Administratively housed within the Department of Psychology, the Clinical Psychology Program offers one of the two doctoral specializations within Psychology (the other being Human Factors). In addition, within the Program, the Clinical/Disaster specialization is available to interested clinical students.

The DCT, in consultation with the Department Chair (Chair) and the Clinical Training Committee (CTC), assumes primary responsibility for Program oversight and management. The CTC consists of all members of the core clinical faculty and two elected student representatives (one representing students in their first two years in the Program; one representing students in their third year and above). The CTC is chaired by the DCT and meets bi-weekly across the academic year and through email interactions as needed in the summer. These meetings serve as the primary setting for Program updates, as well as for ongoing program evaluation, planning, and problem-solving. The majority of Program decisions are made and clarified in these meetings. Student representatives have full participation with the faculty and have an equal vote on all issues other than those personnel or student evaluation related issues. Clinical faculty seek and value student input and participation in Program decisions. At the same time, faculty reserve the right to enact their training responsibilities without student endorsement.

The Disaster Mental Health Institute (DMHI) is staffed by Program faculty and students. The Psychological Services Center (PSC) is the in-house training clinic affiliated with/managed by the Program. Both the DMHI and PSC are directed by members of the core clinical faculty. The Department faculty and staff associated with the Clinical Program are outlined in the Department organizational chart (**Appendix B**).

STUDENT INPUT TO THE PROGRAM

Student input to the Program is encouraged and seriously heeded. Faculty-student interaction and input occur regularly both through solicited and unsolicited feedback. Formal input is encouraged through a number of different mechanisms. The primary mechanism for this exchange is via the elected CTC student representatives who serve as conduits and advocates for student issues. They invite input from and provide feedback to students on various topics under discussion in CTC or elsewhere in the Program or Department. Student input and feedback are also invited each semester during designated sessions of the Seminar in Professional Development (facilitated by the DCT or student CTC reps). During the admissions process, a senior student is selected among volunteers to serve as a voting member on the Admissions Committee and, in this role, also coordinates/reports on student feedback about the applicants to the Admissions Committee. Finally, information exchange within the Program takes place via the various student-led/faculty mentored groups.

SECTION IV. ETHICS AND PROFESSIONALISM

ETHICS

All students are expected to be familiar with and must abide by the ethical principles and codes of conduct of the American Psychological Association (APA) **and** the Association of State and Provincial Boards (ASPPB; as required by the South Dakota Board of Psychology Examiners). Full copies of these codes are provided to all clinical students at new student orientation and are provided online at the links below:

- (a) APA Ethical Principles of Psychologists and Code of Conduct (2002, with 2010 Amendments)
<http://www.apa.org/ethics/code/>
- (b) Association of State and Provincial Psychology Boards (ASPPB) Code of Conduct (2013)
https://c.ymcdn.com/sites/asppb.site-ym.com/resource/resmgr/Guidelines/Code_of_Conduct_Updated_2013.pdf

- (c) APA Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality, 2017 (adopted by APA Council of Representatives, August 2017) <http://www.apa.org/about/policy/multicultural-guidelines.PDF>

Students are expected to familiarize themselves with the content of these documents at the start of their matriculation in the Program and utilize them as a resource across their training experiences (and beyond). Failure to abide by these ethical principles and codes of professional conduct will result in a censure by the faculty. Repeated offenses or a particularly egregious single offense may result in dismissal from the Program.

In addition to the APA and ASPPB ethics codes, students are also expected to be familiar with relevant documents relating to emerging ethical and professional issues. A number of APA approved practice guidelines (e.g.; forensic; working with older adults; practice in health care delivery systems; record keeping, working with diverse clients, etc.) are available at www.apa.org/practice/guidelines/index.aspx. These practice guidelines help educate, inform and extend ethical conduct for practitioners in training and in practice.

The Center for Ethical Practice also maintains a resource page with links to these and a number of other APA resources relating to ethical research and practice. <http://www.centerforethicalpractice.org/Links-Psychologists.htm>

PROFESSIONALISM AND PROFESSIONAL ETIQUETTE

It is important to remember that from the start of your education and training in this Program through the remainder of your professional life, you represent Clinical Psychology as a profession in the classroom, clinical and research settings, and community. As such, you are expected to demonstrate professionalism in your actions and interactions with peers, faculty, staff, supervisors and other professionals, as well as with the students you teach/mentor, your clients, your research participants, and others with whom you work.

Listed below are some of the domains of professionalism that students are expected to follow.

Dress in Professional Environments¹

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

While some people portray this as personal rights issue, the concern here is not whether or not you have the “right” to look as you choose. Rather, the issue is what the impact is of the choices you make. A student’s appearance sends a message about their level of competence, trustworthiness, dependability, and other desirable professional attributes. It can influence the degree of respect others will have for them. Because of others’ reactions to a person’s appearance, it can impact an individual’s effectiveness and ability to adequately represent them or the program, and as a result can potentially impact outcomes. (Note: There will be practicum, internship or even employment settings that have a strict dress code with restrictions on your *overall* appearance (including piercings and exposed tattoos), often for many of the same reasons this issue is presented here.)

¹ Taken directly (with only minor modifications) from the San Diego State University Joint Clinical Program Handbook’s Dress Code, found at <http://clinpsyc.sdsu.edu/student-handbook/professional-issues/dress-code/> Used with permission.

Students should use common sense about what is considered professional dress. If students are uncertain about what is appropriate, there are faculty, staff and other students to ask. Being mindful of this issue may save one the embarrassment of having it called to their attention.

Professional attire is most appropriate when a student sees a client for therapy or assessment in the PSC or on practicum, is running research participants, presenting in class, proposing/defending their thesis and dissertation, and attending professional meetings and conferences, or is otherwise representing the Program on campus or in the community. Be aware that clients, research participants, and undergraduate students see Program students as professionals and it is expected that they will dress accordingly. What students wear is not generally a concern when they are in class, in their offices, or in the PSC quiet room.

Listed below is a non-exhaustive list of what is and what is not considered professional dress.²

Examples of professional dress. Clothing that fit well, are in good condition, ironed (if needed), and, for the most part, more on the conservative side (e.g., dresses and skirts that are of sufficient length to not be too revealing when either standing or sitting; sweaters, dress tees, polo shirts, button-up shirts and blouses; dress shoes, dress boots, loafers, oxfords, dress sandals).

Examples of what not to wear (e.g., attire that may make a less than professional impression): Clothing that do not fit well or are overly casual, revealing, or are in bad shape (e.g., shorts or skirts that are overly revealing when sitting or standing; spaghetti-strap tops or dresses, unless worn under an appropriate top or jacket; sweatshirts, work-out shirts or clothing; halter tops, cut-out tops, off-the shoulder tops, tops that are so tight or low cut that they are revealing; Severely worn footwear).

Use of Cell Phones

Professionalism is expected in appropriate student use of cell phones and texting. Use the vibrate function or turn your cell phone off during all classes, in clinical and research sessions, during supervision and meetings with your mentor or mentees, while teaching, and when presenting at or attending sessions at a professional meeting or conference. **It is disrespectful, inappropriate, and unprofessional to send or respond to calls, texts, and/or emails during these activities.**

Because cell phones are subject to possible deliberate and inadvertent interception, **use caution** when using cell phones for calls to clients or calls that include confidential client information. This also applies to calls involving confidential information to/about research participants or your students (if a TA or instructor of record).

Furthermore, if your cell phone or home telephone is ever used for professional purposes (research, teaching, or clinical activities), be sure the voice mail greeting is appropriate and professional in demeanor and content. Greetings on voicemail services and answering machines should be thoughtfully constructed.

Responsibilities Regarding Websites, Blogs, Email, and Email Signature³

The Council of University Directors of Clinical Psychology (CUDCP) has shared information with member programs concerning the potential implications of information clinical graduate students share in various electronic modalities, such as blogs, Facebook, Instagram, Twitter, LinkedIn, personal web pages or blogs, emails, and recorded messages on home or cell phone voicemails. These electronic media are being accessed or used in ways

² The dress code guidelines may be modified on a case by case basis (e.g., when working with a child client; variations approved by training site, etc.). Discuss these variations with site supervisors and/or advisor.

³ This information modeled after comments shared on the Council of University Directors of Clinical Psychology, CUDCP, listserv and a prepared statement presented in KU's Child Clinical Program Training Manual.

that extend beyond their original intent. That is, what may seem to be fun, informative, and candid might actually put the student and, by extension, the Program, USD, and/or the profession in a bad light. Furthermore, there are now a number of anecdotes from training programs and at universities where graduate students, interns, or job applicants have been negatively affected by material on websites, blogs, emails, and voicemail messages.

Examples of how these media have been accessed include, but are not limited to, the following:

- (a) Internship programs report conducting web searches on applicants' names before inviting applicants for interviews and before deciding to rank an applicant in the match.
- (b) Clients conduct web-based searches on student names and finding information about therapists (and decline to come to clinics based on what they find).
- (c) Potential employers conduct on-line searches of potential employees prior to interviews and job offers.
- (d) Legal authorities look at websites for evidence of illegal activities. Some *prima facie* evidence may be gained from websites such as photographs, but text may also alert authorities to investigate further.
- (e) Emails from faculty and students have been shared with/published in newspapers, which, in turn, has caused harm for those involved.
- (f) Answering machine/voicemail messages designed to be entertaining to your peers, express your individuality, and reflect your sense of humor, are likely to be perceived as unprofessional when accessed by supervisors, students, clients, or current or potential employers. Consequently, what might be seen as "private" self-disclosures reflecting a student's perception of them among friends, may actually be very public. This includes blogs, personal pages in Facebook and Instagram, Twitter (or similar social media sites) that may have been started **before** graduate school. Anything on the internet is potentially available to all who seek.

When you identify yourself as a graduate student in this Program, the Program faculty have an interest in how you portray yourself and the Program. Students are advised to engage in "safe" internet/electronic practices and be cognizant about your professional demeanor and presentation. If you report doing something unethical or illegal or if you are depicted on a website or in an email as doing something unethical or illegal, this information will be considered as any other professional or ethical issue that may occur in the Program. Program faculty will not actively search out Program students' webpages or social media sites. However, if we become aware of content that identifies you as a clinical psychology student or as a student in the program and is considered by the faculty to be unethical, illegal, or to contain objectionable material, this information will be considered as any other professional or ethical issue that may occur in the Program. As such, these situations may be used to determine your status and/or continuation in the Program.

As a preventive measure, students (and faculty) should approach online blogs, social media, and websites that include personal information very carefully. Consider content you share regarding the Program; your clinical, research, and service activities; and comments about colleagues, faculty, and supervisors. Consider the image you wish to portray in the content and signature lines of your email. In these cases, is there anything posted that you would not want the Program faculty, employers, family, students, supervisors, or clients to read or view? **Be professional and ethical at all times. When in doubt, consult!**

Faculty and trainees should be mindful of the ethics involved in accessing online information about their students (when an instructor of TA) or future, current, or past clients without permission from those involved or without having a justifiable/professional reason for doing so. Similarly, faculty and students should consider the ethics involved in accepting "Friend" requests from your current students or former or current clients. In all cases, consult with a faculty advisor or supervisor before doing so.

All USD students are expected to be familiar with and adhere to SD Board of Regents/USD policies regarding appropriate use of information technology and network access (available at: <http://www.usd.edu/policies>).

Additional Information about Use of Email

USD provides a campus email account for all students upon entering the University. The account is free of charge and remains active as long as the student remains actively enrolled. Per USD's Student Communication's Policy, email sent by the University and the Program to the student's university assigned email address constitutes an official means of communication.

Do not use email (or texting) to communicate with PSC clients unless approved to do so by your clinical supervisor (refer to PSC Manual for more information about this policy). Check with supervisors at off campus practicum sites regarding their email and texting policies. Any communications with clients are considered clinical information and clinical supervisors should be utilized in making those decisions.

With regard to email messages, CUDCP members have shared examples where students have included content in their message concerning themselves, others or the Program that was inappropriate, unprofessional, or unethical to share with others. Therefore, students are advised to be mindful of what you include in your email messages because you may not be in complete control of who eventually views these emails (e.g., if they are forwarded to others or inadvertently sent out to a complete email list) or how the content of the email will affect the impressions others may form of you, both personally and professionally.

CONTRIBUTING TO A RESPECTFUL AND CIVIL COMMUNITY

The Program values diversity in backgrounds, perspectives, and experiences of our faculty, students, and staff, and believes that learning in the classroom, clinic, research lab, and community is enhanced by this diversity. This diversity may also create discomfort or tension at times and when this happens, students and faculty are expected to address these issues professionally, utilizing Program resources as needed to do so in a way the promotes open discussion and resolution of the issues. Disrespectful or uncivil behavior will be addressed directly with those involved.

Students are also expected to be respectful in their nonverbal and verbal communications during class and other Program activities. Showing respect for presenters and others in attendance in the classroom, supervision, research labs, student offices, and during professional presentations is another important professional behavior. You should refrain from doing or saying things that intentionally communicate disrespect for the presenter/s or other attendees (e.g., side-bar conversations, reading the newspaper; making disparaging remarks; texting; responding to emails or surfing the web during a discussion or presentation). Furthermore, it is expected that students will not bring other work to do while attending these activities (e.g., no double-tasking, working on projects on laptops or otherwise). Repeated signs of disrespect will be reflected in student evaluations and, when they occur in courses, may result in reductions in course grades.

TIMELINESS AS A PROFESSIONAL BEHAVIOR

Being on time for scheduled activities is an important professional behavior - one that is expected across nearly all professional/training environments (e.g., classes, placements, therapy, supervision, etc.). Thus, it is expected that students will be in attendance and ready to start at these events at the scheduled times. If you are running late or need to be absent, a sign of professionalism is to notify the person(s) affected (e.g., instructor, supervisor, colleague, etc.) as soon as possible--ideally before this takes place, but, if that is not possible, as soon as possible afterwards. Frequent tardiness and absenteeism will be reflected in student evaluations and may result in reductions in course grades.

Timely response to email requests, without repeated reminders, is also an example of professional behavior expected of students in the Program. Important Program announcements, updates, and requests for information are made primarily through email messages sent to students' USD email addresses, thus it is critical that you check these messages regularly. Repeated failure to respond in a timely fashion to email requests creates additional work for those trying to contact you and may contribute to delays in actions that need to take place within the Program (e.g., assistantship or team assignments) or between the Program and other entities (e.g., Financial Aid, Graduate School, practicum supervisors).

SECTION V. PROGRAM CURRICULUM

Course Sequence

The course schedules, by year of entry, are provided in **Appendix C**. The academic requirements for the specialty track in Clinical/Disaster Psychology are provided here:

http://catalog.usd.edu/preview_program.php?catoid=26&poid=4469&returnto=1342 .

The current course schedule is as follows:

CLINICAL PSYCHOLOGY CURRICULUM (9/30/2018)

YEAR 1

FALL

- PSYC 786: Seminar in Professional Development (1)
- PSYC 798: Masters Thesis Research (1-2)
- PSYC 747: Seminar in Science & Practice I (2)
- PSYC 771: Research Design & Stats I (3)
- PSYC 750: Adult Psychopathology (3)
- PSYC 792: Orientation to the Field of Clinical Psychology (2)

SPRING

- PSYC 786: Seminar in Professional Development (1)
- PSYC 798: Masters Thesis Research (1-2)
- PSYC 748: Seminar in Science & Practice II (2)
- PSYC 772: Research Design & Stats II (3)
- PSYC 751: Assessment I (3)
- PSYC 792: Modern Psychology (3)

YEAR 2

FALL

- PSYC 701: Teaching of Psychology (1)
- PSYC 752: Assessment II (3)
- PSYC 779: Child Psychopathology (2)
- PSYC 749: Vertical Clinical Team (2)
- PSYC 786: Seminar in Professional Development (1)
- PSYC 798: Masters Thesis Research (1-2)
- FAMP 540: Interdisciplinary Health Teams (3) (required year long course for LEND trainees)

SPRING

- PSYC 701: Teaching of Psychology (1)
- PSYC 749: Vertical Clinical Team (2)
- PSYC 786: Seminar in Professional Development (1)
- PSYC 798: Masters Thesis Research (1-2)
- FAMP 540: Interdisciplinary Health Teams (3) (required year long course for LEND trainees)
- PSYC 792: Modern Psychology (3)

YEAR 3

FALL

- PSYC 749: Vertical Clinical Team (2)
- PSYC 786: Seminar in Professional Development (1)
- PSYC 780: Rural Community Psychology (3)
- PSYC 898: Dissertation Research in Psychology (1-6)
- PSYC 769: Clinical Psychology Practicum (1)
- PSYC 792: Topics: Psychology of Addictive Behavior (3) (*integrative course*)
- PSYC 657: Traumatic Stress (3) (*integrative course*)

SPRING

- PSYC 749: Vertical Clinical Team (2)
- PSYC 786: Seminar in Professional Development (1)
- PSYC 898: Dissertation Research in Psychology (1-6)
- PSYC 769: Clinical Psychology Practicum (1)
- PSYC 781: Child & Family Psychotherapy (3)
- PSYC 777: Statistics Topic: Multilevel Modeling (3) (*advanced stats*)
- EDER 763: Qualitative Research (3) (*advanced stats*)

YEAR 4

FALL

- PSYC 749: Vertical Clinical Team (2)
- PSYC 765: Peer Supervision Practicum (2)
- PSYC 786: Seminar in Professional Development (1)
- PSYC 780: Rural Community Psychology (3)
- PSYC 898: Dissertation Research in Psychology (1-6)
- PSYC 769: Clinical Psychology Practicum (1)
- PSYC 792: Clinical Supervision (1)
- PSYC 792: Topics: Psychology of Addictive Behavior (3) (*integrative course*)
- PSYC 657: Traumatic Stress (3) (*integrative course*)

SPRING

- PSYC 749: Vertical Clinical Team (2)
- PSYC 786: Seminar in Professional Development (1)
- PSYC 898: Dissertation Research in Psychology (1-6)
- PSYC 769: Clinical Psychology Practicum (1)
- PSYC 781: Child & Family Psychotherapy (3)
- PSYC 777: Stats Topics Multilevel Modeling (3) (*advanced stats*)
- EDER 763: Qualitative Research (3) (*advanced stats*)

TRANSFER OF GRADUATE CREDIT

USD Graduate School policy permits a maximum of 12 semester hours of graduate credit to be transferred towards the Program MA if these credits meet the following criteria:

1. These credits must have been completed in a regionally accredited institution and must have grades of A or B.
2. These credits must have been completed no more than 7 years prior to the conferment of the USD graduate degree (e.g., if your USD MA is conferred in 2017, transfer credits must have been completed no earlier than 2010).

(Refer to the Graduate Catalog for more information: <http://catalog.usd.edu>)

To request approval of transfer credit, the student completes the Approval Form for Graduate Credit Transfer (found on the USD portal at: <http://www.usd.edu/graduate-school/student-resources> then click on Graduate Student Forms). The student must first discuss this request with their major advisor then submit the completed form to the DCT for review and approval. Once approved by the DCT, the student then submits the form with supporting documentation to the Dean of the Graduate School. The final decision regarding transfer credits is made by the Dean of the Graduate School. Exceptions are made on a case by case basis and require a justification by the student and the DCT.

Requests for transfer credits should be made by the end of your first semester in the Program.

NOTE: For students entering the program with a Master's degree in psychology (or closely related field) AND a Program approved empirical Master's thesis, the student's entire Master's degree is accepted and the student is not required to repeat a second Master's degree in the program. The DCT notifies the Graduate School when this occurs. Accepting the previous Master's degree does not automatically exempt students from completing required coursework in the program (see below).

When a previous Master's degree is accepted, credits from this degree are not officially transferred into the USD clinical program therefore no separate USD Master's Program of Study needs to be submitted. Refer to PhD Program of Study instructions here: <https://portal.usd.edu/academics/graduate-school/forms.cfm?casLogin=1>

REQUEST FOR COURSE EQUIVALENCY

Students entering the USD Clinical Program who have completed graduate coursework prior to entering the Program may be eligible to "waive" courses that are comparable to required courses in the Program's curriculum.

In order to be considered for equivalency, the following criteria must be met:

1. The course must have been offered by a **Psychology** Department ("PSYC" prefix).
2. The course must have been taken at the graduate level and the student earned an A or B for the course.

The procedures for requesting a course equivalency are as follows:

1. The student submits an equivalency request in writing to the DCT, describing how the first two criteria (above) are met. A copy of the previous course syllabus must be included with each course equivalency request.
2. For REQUIRED Program courses: The DCT will ask the current or most recent instructor for the course under consideration to review the request. If necessary, the instructor and student will meet to discuss the content and similarities and differences in the two courses. The course instructor, in consultation with the DCT and student's major advisor, will determine whether the course content is substantially similar to the course for which it is to be substituted.
3. For ELECTIVE courses: The student's major advisor will review the course syllabus and make a recommendation to the DCT regarding elective course equivalency. The major advisor may choose to consult with the current or most recent course instructor if additional input is desired before forwarding a recommendation to the DCT.

Following the review process outlined above, the DCT will communicate the final course equivalency decision to the student and their major advisor in writing. A copy of this decision will be maintained in the student's Program file. The approved equivalent courses will be noted as such on the student's Program of Study.

Both the Program and the Grad School allow up to 12 credit hours that can be approved for equivalency. The Program courses for which course equivalency will **not** be approved include the following: (1) the two required assessment courses (PSYC 751 & 752), (2) Seminar in Science and Practice I & II (PSYC 747, 748), (3) Seminar in Professional Development (PSYC 786), (4) Clinical Vertical Team (PSYC 749), and (5) Peer Supervision Practicum (PSYC 765).

Other approved graduate courses must be substituted for courses approved as equivalent in order to ensure completion of at least 106 credit hours (Master's and doctoral credits combined; of which at least 54 must be credits taken after the Master's degree was awarded).

REQUEST FOR MASTER'S THESIS EQUIVALENCY

Students who completed an empirical thesis as part of a Master's degree they earned prior to entering the USD Clinical Program, may not be required to complete a second thesis in the Program if the following criteria are met:

1. The thesis was part of a Master's degree in Psychology or a closely related field (e.g., counseling, social work) that was awarded no more than 7 years prior to the start of the USD Clinical Program.
2. The thesis project utilized quantitative or qualitative research methodology (as opposed to a literature review or term paper).
3. The final document with approval signatures is presented for Program review. The DCT and the student's major advisor review the thesis and determine its equivalency to the thesis requirements in the Program.

The student submits a letter to the DCT requesting thesis equivalency, and includes a copy of the thesis. In the letter the student should indicate how the first two criteria above are met. The DCT and the student's major advisor will present their recommendation to the core clinical faculty for a vote regarding approval of the thesis equivalency request. Based on the results of this review/ vote, the DCT will notify the student in writing of the faculty's decision. This decision will also be noted in the student's Program file.

Students who are approved for Master's thesis equivalency may begin taking dissertation credit hours as soon as they are ready to start work on their dissertation project (typically no earlier than the second semester of their first year in the Program).

As noted above, in approving a thesis equivalency request, the Program is also accepting the student's previously earned Master's degree and, as such, the student is not required to complete another Master's degree at USD. At least 54 semester credit hours must be earned post- Master's in residence in our Program. As noted above,

equivalency approval of a previously earned, thesis-based Master's degree does not exempt a student from taking required coursework in the Program.

Students may initiate the process of seeking coursework and thesis equivalency (if applicable) after they have been notified of their acceptance for admission to the Program, but this should take place no later than the end of their first semester in residence.

NO-AUDIT POLICY

Students may not audit graduate level courses taught by Program faculty for the following reasons:

1. To ensure that we have the minimum number of enrolled graduate students in the class, as required by the University for the course to "make." If students choose to sit in on an interesting course but not enroll in it, the chance that a course will not "make" is increased.
2. To ensure that those in the class are not only getting the most from the class through full participation (e.g., doing the required reading, doing written assignments, tests/papers, etc.), but that they are also contributing to the class on a regular basis (e.g., participating in class discussion, etc.). Our experience has been that students too easily lose incentive to do these things if they are not enrolled in the class.
3. To ensure that the faculty and the Department receive workload credit (which comes in part from enrollments in courses) for teaching. Thus, even if non-enrolled students promise to be full participants in the class, the faculty person is faced with the additional work that comes with additional students without getting the workload credit which comes from enrollment numbers.

Exceptions to the No-Audit Policy

1. When a student has already taken a similar course at another university but is required to attend all or portions of the USD course to obtain course content that had not been included in the previous course (e.g., cross cultural aspect). In these cases, the student may be asked to enroll in independent study credits; (PSYC 791). Students are discouraged from simply sitting in the class as a "refresher" course and not enroll in any credits (though this can be decided on a case by case basis).
2. **Students who are course instructors-of-record are required to enroll in PSYC 709: Seminar in Teaching Psychology the first two semesters they teach a Psychology course. After this, they are required to attend (but not register) for this seminar any subsequent semesters they teach.**

SECTION VI. DISASTER MENTAL HEALTH INSTITUTE AND SPECIALTY TRACK IN CLINICAL DISASTER PSYCHOLOGY

The Disaster Mental Health Institute (DMHI) was established within the Department of Psychology in 1993 as the Disaster Mental Health Center. In that same year, the South Dakota Board of Regents approved its designation as an Institute, in recognition of its focused training, research, and service activities related to disaster mental health. On July 1, 1997, the DMHI was awarded the designation as one of nine Regental Centers of Excellence established at state universities across South Dakota (1 of 3 allotted to USD). As such, the DMHI received State funds to support staff, graduate assistantships, and operating expenses. Unfortunately, due to system wide budget cuts, the Center of Excellence funds were officially discontinued at the end of the 2009 academic year.

The DMHI retains its Institute status following the budget cuts. Furthermore, the doctoral specialization in Clinical/Disaster Psychology within the Clinical Program has been retained. DMHI graduate student support has been shifted to Clinical Program (Departmental) allocations. Secretarial support for DMHI faculty is primarily provided by the Clinical Program secretary (or Department secretary, as needed) and general operational expenses are covered within the Department's budget and/or through grants/contracts awarded to the DMHI.

The DMHI-affiliated staff consists of core clinical faculty who allocate a portion of their time to teaching DMHI graduate and/or undergraduate courses, supervising DMHI-related research, and participating in local, regional,

national, and/or international training, outreach, and service activities. Dr. Raluca Simons serves as the Director of the DMHI.

The DMHI affiliated faculty and students completing the Clinical/disaster specialization are available to help communities in South Dakota, across the nation, and around the world in disaster preparedness from the mental health perspective. The DMHI has already provided substantial service to South Dakota, the nation, and the international community. Faculty and graduate students participating in these and other disaster mental health activities have received considerable recognition for being on the forefront of using psychological principles to assist disaster victims, family members, and relief workers in coping with the stress of natural and human-caused disasters.

The DMHI specialty track is open to ALL interested students admitted to the Clinical Program. The academic requirements for the Clinical/Disaster Psychology specialty track are listed here: http://catalog.usd.edu/preview_program.php?catoid=26&poid=4469&returnto=1342 . Clinical Students may also take DMHI classes as electives without completing to complete specialization.

Students who successfully complete the requirements for the specialization track will have this noted on their **final** USD transcript at the same time their PhD degree and specialization in Clinical Psychology are noted on the final transcript. In order to add the Clinical/Disaster Psychology specialization to the final transcript, students must submit a Change in Specialization Form (<https://portal.usd.edu/academics/graduate-school/forms.cfm?casLogin=1>) when they submit the related PhD Program of Study (<https://portal.usd.edu/academics/graduate-school/forms.cfm?casLogin=1>).

SECTION VII. ASSISTANTSHIPS, FELLOWSHIPS, AND EMPLOYMENT

ASSISTANTSHIP POLICIES

A variety of graduate assistantships are available to Clinical Psychology graduate students. These include University (Department) funded teaching and research assistantships, grant funded research assistantships, and a wide variety of contracted and/or direct pay graduate clinical trainee assistantships at several campus or community based mental health/practicum settings. A list of the assistantship assignments for 2018-2019 is provided in **Appendix D**.

Assistantship Funding and Tuition Reductions

The 2018-2019 USD minimum assistantship stipend is \$7,796 for two semesters. ALL assistantship awards that meet the minimum stipend requirement, regardless of source, include a reduction of tuition costs.

Per SDBOR [Policy 5:22](#), resident graduate assistants and resident graduate student fellows shall be assessed fifty-three percent (53%) of the resident graduate tuition rate for all on-campus courses, in addition to 100% of the general activity fee and discipline fees. Nonresident graduate assistants and nonresident graduate student fellows shall be assessed sixty-three percent (63%) of the resident graduate tuition rate for all on-campus courses, in addition to 100% of the general activity fee and discipline fees. Any graduate assistants taking distance, off-campus, or Center courses will receive a tuition reduction equal to the reduction applied to the resident graduate assistant on-campus tuition rate. The waived tuition is part of the compensation for the graduate work. Graduate students enrolled in USD's online and education center courses are eligible for a special discounted tuition rate. The PDC program, through the School of Education, is managed uniquely in that online courses are grandfathered as state-support courses. Please note, not all graduate credit hours are eligible for the tuition remission or the discounted rate.

In the Clinical Program, assistantship stipend amounts vary from the minimum of \$7,796 per academic year (9 months) to approximately \$14,000 for a full year (12 months), depending on the type of assistantship, responsibilities, and funding source. Efforts are made to provide assistantship support to all clinical students in residence for at least four years (excluding time spent on any approved leave of absence). In general, efforts are also made to ensure all students receive at least two different 9-12 month clinical practica/traineeships prior to leaving for internship. If funding is available, pre-internship students on an approved extension in the program **may** receive funding in their extended year (though it may be at a lower rate than in their previous years).

For an estimate of student expenses for an academic year (tuition, fees, and other expenses), refer to the *Student Admissions, Outcomes, and Other Information* link on the Program [homepage: http://www.usd.edu/arts-and-sciences/clinical-psychology/student-admissions](http://www.usd.edu/arts-and-sciences/clinical-psychology/student-admissions)

Eligibility for Assistantships

Per Graduate School policy, to be eligible for an assistantship, graduate assistants must be fully admitted, in good academic standing, maintain active status and be registered for at least 9 graduate credit hours during the fall and spring semesters. Furthermore, if assistantship responsibilities continue during the summer, **graduate assistants must register for at least 1 credit hour during any summer session** (Refer to the Graduate School assistantship policies and procedures on the portal <http://www.usd.edu/graduate-school/graduate-assistantships>)

NOTE. The 9 credit minimum in the fall/spring semesters *may* be reduced to 6 credits per semester by special request to, and approval from, the Graduate School. This option is typically granted only one time and only to students who are in their 5th (or higher) **and** final year in residence **and** for whom the reason for the extension is determined to be primarily outside of the student's control (e.g., program required; health related reasons; not matched for internship). Refer to Section VIII: Time in Program, for additional information.

Federal Internal Revenue Procedure 98-16 requires students with graduate assistantships to enroll in at least 3 credits hours during the summer term to qualify for the FICA exception. USD policy only requires students on an assistantship to register for 1 credit hour during the summer. While the amount involved is small, students may wish to consider enrolling in a minimum of 3 credits in order to avoid tax liability in the summer. **Students receiving financial aid must enroll in a minimum of 5 credits each semester (including summer) during which they receive aid.** For additional information on educational tax benefits related to graduate assistantship, refer to <http://www.irs.gov/uac/Tax-Benefits-for-Education:-Information-Center>

NOTE: Students on internship are not eligible for graduate assistantships or the tuition remission. Therefore, to avoid having to pay full tuition costs for credits earned, it is recommended that students enroll in all of their required dissertation credits prior to internship while they are still eligible for the tuition reduction (which will typically be their final summer in residence).

While on internship, students are considered as full-time students for the purposes of Financial Aid when they enroll in 1 credit of PSYC 894: Clinical Psychology Internship for each of 3 semesters -- Fall, Spring, and Summer. Full tuition and fees are charged for these credits.

LINK BETWEEN PROGRESS IN PROGRAM AND ASSISTANTSHIPS

1. Graduate assistantship funding is contingent on completing Master's degree requirements within a maximum of three years in residence (not including an approved leave of absence).
2. If Master's degree requirements are not completed by the end of a student's second year in the Program, they will receive written "Alert" notification from the Clinical faculty that they are delayed and must complete the thesis by the end of the third year.
3. Students who have not completed their Master's degree requirements by the end of their third year in the Program will receive a written "Warning" notification indicating that they are now seriously delayed and must complete the thesis by the end of the fourth year. Students who receive a "Warning" notification may not be eligible for a graduate assistantship and the accompanying tuition reduction or may be placed on a reduced assistantship in order to allow adequate time for degree completion.
4. Failure to complete the Master's requirements by the end of the student's fourth year in the Program may result in probation or dismissal from the Program with or without a terminal Master's degree, for failure to make satisfactory academic progress.

Refer to *Program Disciplinary Actions* in Section XII below for additional information.

Students may not be eligible for assistantship funding, or the accompanying tuition reduction, after five years in residence in the Program. (An approved leave of absence for up to one year will not count against this five year limit).

CLINICAL PRACTICA (aka Clinical Placements; Clinical Traineeships)

Psychological Services Center (PSC)

The Psychological Services Center (PSC) is the Program's in-house training clinic. It is the first and primary practicum site for all Clinical Psychology graduate students. It is administered by a Director (who is also a member of the core faculty), senior Clinical students who serve as clinic assistants, and a secretary. All PSC therapy cases are recorded on DVD and supervised by one of the three clinical core or adjunct faculty assigned to lead clinical vertical teams. Additional supervision may be provided by senior students on each team who provide supervised peer supervision as part of their supervision training.

First year students complete their practice assessments and practice interview sessions in the PSC as part of their assessment course and Science and Practice II courses in the Spring semester of their first year. First year students

are assigned to teams and participate in combined team training sessions across the academic year and shadow clinicians on their teams as part of the Science and Practice II course. Students begin their formal clinical practicum experiences in the PSC in their second year and continue their training at this site for a minimum of three years. Assignment to teams is based on a combination of factors including, but not limited to, student preference, year in Program, previous member on the supervisor's team, and supervisor input.

PSC Clinical Vertical Team and Peer Supervision Policies

1. Students are required to enroll in PSYC 749: Clinical Vertical Team for a minimum of 4 semester (excluding summers), starting in the fall of their second year.
2. To ensure that all clinical students are exposed to didactic and experimental supervision training. ALL students are expected to serve as peer supervisors during their FINAL year on team.
 - a. During this time, students register for PSYC 765: Peer Supervision Practicum instead of PSYC 749-- under the name of the team supervisor to whom they are assigned.
 - b. New peer supervisors are required to enroll in the one credit companion course, PSYC 768: Clinical Supervision, offered in the fall of every academic year.
 - c. PSYC 765 & 768: courses will be restricted to students who are in their FINAL, pre- internship year in the program. For most students, this will be in their 4th year. However, students who extend in the program for a fifth (or more year) are required to maintain continuous enrollment in PSYC 749 until they start their final year in residence.
 - d. Peer supervisors are expected to participate in vertical team activities (including direct clinical work).
 - e. Students are required to be enrolled in PSYC 765 for a minimum of one academic year (two semesters).
3. Enrollment in PSYC 749 OR PSYC 765 will be extended beyond the minimum number of semesters required (e.g., 4 semesters of PSYC 749; 2 semesters of PSYC 765) for the following reasons:
 - a. The student extends their time in residence beyond the required 4 years;
 - b. The students has not completed clinical orals;
 - c. The student is one of the PSC Clinic Assistants;
 - d. The current supervisor and major advisor recommend continued participation on team for additional clinical skill development prior to internship.
4. Students who meet the minimum expectations for participation in team and peer supervision and who subsequently extend in the program and continue on team, are encouraged to enroll in PSYC 765 rather than PSYC 749 (in recognition of their seniority on the team and continuation of development of supervisory skills/experience).

NOTE. Because PSYC 749 and PSYC 765 are co-occurring classes, students should only be registered for one of these each semester. If, by mistake, you have registered for both, please drop one per guidelines above.

External Clinical Practicum Sites

In addition to the PSC practicum experiences, students also complete a minimum of two 9-12 month, 16 -19 hour per week, clinical practica/traineeships at Program-approved sites. The Program maintains formal affiliation agreements with a variety of clinical practicum sites which are, in turn, characterized by a wide range of opportunities that match both the Program's mission and the students' professional interests. These sites provide funded and unfunded opportunities for supervised training with clients of all ages, presenting with a range of diagnoses/clinical service needs, in rural and urban settings. In addition, the majority of sites provide services to underserved populations (Native Americans, immigrants, low SES). The majority also provide opportunities for students to work as part of a multidisciplinary team.

While some placements emphasize assessment and others emphasize empirically supported individual and group therapy modalities, most provide a balance or gear the training experience to the students' interests. Some are

committed to train students in their pre-Master's years, while others are tailored for more experienced students. These placements are responsive to the needs of students at various levels of training, providing a graduated series of training experiences. Clinical training sites with approved affiliation agreements and/or contracts with the university and Program are considered to be officially sanctioned training sites. USD recognizes that the stipend paid to students by these sites as a graduate assistantship for tuition reduction purposes. That is, Clinical students on approved, funded clinical practica are eligible for the tuition reduction (exceeds the USD minimum stipend required to qualify for the tuition reduction).

Placement Match Process

In a meeting of all students in the spring of each year, the DCT and students describe training sites that will be available in the next academic year. Current trainees at the various sites also share information about their experiences at this time. Students receive a listing of sites that will be available in the upcoming year and are asked to identify/rank order their preferences.

Students submit their preferences to the DCT. The DCT considers preliminary matches and discusses these with practicum supervisors. Final matches are announced before the end of May. Variables considered in making the assignments include the training needs of the student, the student's expressed preference, the needs of the training site/agency, and the availability of training sites.

As mentioned previously, all students will have had training experiences in the PSC and in at least two additional clinical training/practicum sites prior leaving for internship.

Expectations While on Clinical Practica (Traineeships)

Participation in all clinical practicum training, both on and off campus, is considered a critical part of students' professional development as a competent and ethical practitioner. Once a "match" has been made to, and accepted by, a practicum site, the student or the placement may only make changes if there are extenuating circumstances. The site and the Program assume this is a professional commitment for the designated time period.

During the academic year, students are typically limited to a maximum of two days per week on external clinical practicum (most often 16 hours). There may be occasions that agencies request additional student assistance beyond the allotted time. In these instances, the placement supervisor is to request extra student time through the DCT. The DCT will review and discuss the request with the student's major advisor. If the advisor and DCT agree that this additional time will not have a negative impact on the student's progress or standing in the Program, the DCT will approve the time increase to an average of 20 hours per week. (Factors included in the decision to allow extra time on placement involve status of a student's research, progress in course work, etc.).

Students on practicum are not only trainees, but are also considered professionals within the agency where they work. As professionals, students must consider the collective implications of starting and ending dates and leave times. Thus, while it may be nice to maximize student vacation and/or study time, this is not be a priority while on site. Instead, efforts should be directed towards maximizing your training experiences during this time. Any requests for schedule changes OR leaves (for vacations, exams, etc.) must be made with the approval of the placement supervisor. Placement transitions will typically occur on June 22 and end on June 21st of the following year. Exceptions to this typically include the following:

The exiting student is leaving for internship (at which point they should not terminate the placement much more than two weeks prior to departure). Arrangements must be made prior to departure to ensure adequate coverage in that student's absence (i.e., the remaining student(s) may work extra days or an unplaced student may begin placement early).

TRACKING YOUR CLINICAL TRAINING EXPERIENCES

In anticipation of the information required on the standardized pre-doctoral clinical psychology internship Application for Professional Psychology Internship (APPI), students should begin documenting ALL of their clinical training experiences from the moment they begin the Program using Time2Track. Types of information that should be recorded (and appropriately disguised so not to disclose any identifying information on clients) include the number of clock hours of client contact, therapy format and theoretical orientation followed, client demographic characteristics (age, gender, ethnicity, sexual orientation, disability, etc.), numbers and types of psychological tests administered and reports written, and hours of supervision and other support activities. It is helpful for you to review the current application to guide your documentation procedures. The APPI is available through the Association of Professional Psychology Internship Centers (APPIC) website: <https://portal.appicas.org/>

All students are expected to keep their hours updated on a regular basis starting in their first semester in the program through the summer before they begin their internship. (Students may choose to continue entering hours through their internship for licensure purposes). At a minimum, these hours should be updated at the end of each semester and will be a required part of PSYC 786 seminar in Professional Development.

Students should review their Clinical hours with their major advisor prior to student evaluations in May so that their advisor can communicate their clinical progress and needs for the following year.

Validating Previously Earned Master's Practicum Hours (Policy approved by CTC, 8/31/10)

Practicum hours earned during graduate work occurring prior to the start of USD's Clinical Psychology Program must be verified/approved by the doctoral Program DCT before these practicum experiences may be included ("count") on the internship application (APPI). The only hours that will be considered for verification are those that were sanctioned practicum experiences (1) as part of a Psychology graduate program and (2) in clinical settings where the primary supervisor was a licensed clinical psychologist.

Once these two criteria have been met, the student is responsible for providing to the DCT, the following information for each individual practicum site/experience:

- (a) # of direct contact hours (categorized by therapy and related categories)
- (b) # of assessment hours (administration with clients – not practice- feedback to clients)
- (c) # of supervision hours (broken down by licensed psychologist vs. other licensed practitioners)
- (d) # support hours (test scoring, report writing, clinical notes, case conferences, other related activities usually all of the things you do while on a practicum that do not involve #s 1-3 above).

The primary supervisor for each site or the supervisor overseeing all practicum training (which must be a licensed psychologist), verifies, in writing, that these data are accurate, to the best of their knowledge. If a faculty supervisor in the Master's program oversaw these experiences and can verify the data, their signature may be sufficient. Ideally, the supervisor- approved summary would also be reviewed/approved by the director of your Master's program prior to submitting this information to the doctoral DCT.

While only the summary information is required for this doctoral verification, the student should have the necessary details about their practicum experiences to support the summary information. The detail should follow the detail required on the APPI.

This verification process should be completed no later than the end of your first year in the doctoral program.

STUDENTS SUPPORTED BY FUNDING SOURCES IN ADDITION TO PROGRAM ASSISTANTSHIPS (e.g. Military Scholarships or Fellowships through I.H.S., APA Minority Fellowship, N.I.H., NRSA, etc.)

Students are encouraged to seek external support for their graduate training through national grants and fellowships. Well-funded external fellowships or scholarships are designed so students may complete their education/training without having to seek additional funded teaching, research or clinical assistantships that might consume time that could be dedicated towards completing their degree requirements.

Fellowship/scholarship funded students will continue to receive assistantship funding if (1) Program or practicum site funds are available and/or (2) funded traineeships are acceptable to the conditions of their fellowship/scholarship.

However, if there is ever a time that the Program does not have adequate funds to support all eligible students in residence, the DCT reserves the right to offer a reduced assistantship to students who have secured external funding, especially if the funding covers the cost of tuition. (This option would only be considered in dire financial circumstances in the Program and is not likely to occur.)

“MOONLIGHTING” (NON-PROGRAM EMPLOYMENT and VOLUNTEER ACTIVITIES)

Due to the additional demands of an already busy schedule, students are encouraged to consider the time commitments and potential impact on their academic progress when seeking part-time paid or volunteer work outside of the Program. If a student chooses to seek part-time employment or volunteer experiences, they need to ensure that there is no conflict of interest or misrepresentation of themselves as a Clinical Psychology trainee/student in these positions. Furthermore, these experiences should be discussed with your major advisor or the DCT prior to beginning a paid or volunteer position. The faculty will monitor the impact of the additional work and should the student's academic work, thesis or dissertation, or overall progress in the program be negatively affected, the student will meet with their advisor to consider possible alternatives.

SECTION VIII. LENGTH OF TIME IN PROGRAM

Clinical Psychology students are expected to complete a minimum of four years in residence at USD prior to the completion of a required one-year predoctoral internship at a program-approved site. While in residence, students must enroll in at least 9 credits per semester during the academic year to be considered as full-time students. Students may be approved for a minimum of 6 credits/semester during an approved extension to the 4 years in residence (see below).⁴

EXTENTION OF TIME IN RESIDENCE (PRE-INTERNSHIP)

Students may be approved to extend their time in the program prior to internship. There are both faculty initiated and student initiated requests for an approved pre-internship extension.

1. **Faculty initiated requests** most frequently involve academic or professional performance concerns requiring the student to complete a remediation plan prior to internship.
2. **Student initiated requests** are most likely related to (1) pursuing a dual degree (e.g., MPA or MBA), (2) participation in an international externship as part of the clinical/disaster psychology specialization, (3) unavoidable or unexpected personal circumstances (e.g., major illness or personal crisis; often involving a leave of absence, described below) or (4) circumstances outside of the student's direct control (e.g., failure to match for internship; additional requirements of a scholarship or fellowship).

⁴ While on internship, students are considered as full time students when they enroll in 1 credit of PSYC 894: Clinical Psychology Internship for each of 3 semesters - Fall, Spring, and Summer.

- In some circumstances, **faculty and students work/plan together** early in their graduate training, to proactively plan to spread out degree requirements across 5 years in residence instead of 4 in order to support the student’s successful completion of program requirements. Examples of these circumstances include an extension to accommodate a registered disability, or to provide additional time for a student who has the primary/sole parenting or caregiver responsibilities.

A student-initiated request for an extension should be first discussed with the student’s major advisor then with the DCT. The DCT will then present the request to the core clinical faculty for their discussion and assent (formal approval is not required for extension requests). Typically, a pre- internship extension will not exceed one year (excluding any approved leaves of absence, as described below). Student-initiated extension requests are viewed as a privilege (not a right) and will be granted only if the student is in good standing and is otherwise making good progress in the Program.

Whether faculty or student initiated, students who receive approved pre-internship extensions in the Program remain eligible for graduate assistantships but will not receive priority nor be guaranteed funding beyond their 4th year in residence. During the extended pre-internship year, students may be approved to enroll in a 6 credits per semester per curricular design of the program and approval of the Graduate School.

Course requirements during the pre-internship extended year

During an approved pre-internship extension, students are required to enroll in a minimum of 6 credits per Fall/Spring semester to retain their full-time status in the program. Students who receive an assistantship during their extended year may request a Graduate School exception to the 9 credit hour enrollment requirement. (see <https://portal.usd.edu/academics/graduate-school/graduate-assistantships.cfm>). This exception will be granted a maximum of two semesters.

In most cases, students will have completed the core clinical program curriculum pre-internship extension simply because of the rotational format of many of our courses. Some may have “saved” some of their dissertation hours for this extended year. The table below outlines curricular options during the pre-internship extension.

FALL AND SPRING (minimum of 6 credits)	
765 Peer Supervision Practicum (2cr)	Required of all extended students (Fall/Spring)
769 Clinical Practicum (1cr) assistantship (Fall/Spring/Summer)	Required if student is on a clinical placement for their
768 Practicum - Clinical Supervision (1cr- Fall only)	Required if student did not take this class in their 4th year. (Fall)
898 Doctoral Dissertation Research	If student is still working on dissertation (these can exceed 15 credits, but 15 is the minimum) Note. For students who are extending because they did not match for internship, they may choose to take some elective courses OR, if they are still working on their dissertation, enroll in additional dissertation hours to focus on completing this prior to the start of internship.
Electives (DMHI or outside dept.)	To fulfill grant/fellowship or DMHI specialization requirements; to build specific skills/knowledge base as part of remediation plan OR to strengthen application to Internship
Remaining required courses	To fulfill program core courses requirements or specific remediation plan (if indicated)

SUMMER (minimum 1 credit if on assistantship; minimum 5 credits if receiving financial aid)	
769 Clinical Practicum (1cr)	Required if student is on a clinical placement for their assistantship
898 Doctoral Dissertation Research	If student is still working on dissertation (these can exceed 15 credits, but 15 is the minimum)
Electives (DMHI or outside dept.)	To fulfill grant/fellowship or DMHI specialization requirements; to build specific skills/knowledge base as part of remediation plan OR to strengthening application to Internship

LEAVE OF ABSENCE (AKA “HIATUS”)

Per Program policy, in the event that personal circumstances necessitate a leave of absence, students must first petition the core clinical faculty for such a leave. The student is expected to meet with their major advisor and DCT to discuss their reasons for requesting the leave and to discuss a proposed timeline for returning to the Program. The DCT will then forward the proposed request to the clinical faculty for their discussion and approval.

Students who do not plan to enroll in **any** credits during their leave of absence must also complete and submit a Leave of Absence Form. This form is available through the Graduate School Forms link via the resource page on the Graduate School website (<http://www.usd.edu/graduate-school/student-resources>). Upon receipt of the completed form, per Graduate School policy, *a student may request a leave of absence for up to three consecutive semester request will be reviewed by their graduate program and the Graduate School. If approved, the Graduate School will place the student on leave; the student will maintain their active status and is not required to reapply to resume enrollment at the University.*

If the Graduate School approves the Leave of Absence request:

- (a) The student will not receive a teaching, research, or clinical assistantship and should not represent themselves as a Clinical Psychology trainee in any employment they obtain during their time away from the Program.
- (b) The approved leave of absence will not exceed three terms (any consecutive combination of fall, spring, and summer).
- (c) Any time taken off does not reduce the Program’s minimum of 4 years in residence before internship. (That is, if one year is taken off, one year must be added to a student’s time in residence in the Program.)
- (d) Finally, a leave of absence does not stop the time frame for degree completion. That is, students are expected to complete their MA degree within seven years from their first registration and the Ph.D. within five years of receiving doctoral candidacy, regardless of the number of terms the student is on leave. (See Time to Degree Completion section below.)

Students wishing to return from an authorized leave of absence must petition the core clinical faculty in the semester preceding their return, requesting permission to return to the Program. Once approved, and if applicable, the DCT will contact the Graduate School Registration Officer to have the student’s program reactivated so they may register for credit bearing courses.

Per Graduate School policy: *Students not approved for a Leave of Absence or those who stop out of continuous enrollment and do not apply for a Leave of Absence will be inactivated and will need to reapply to re-enter the Graduate School.*

The Graduate School Leave of Absence policy is delineated in the online graduate catalog (http://catalog.usd.edu/content.php?catoid=26&navoid=1339#leave_of_absence)

Per Clinical Program policy: Students who take unauthorized leaves of absence will be dismissed from the Program.

TIME LIMITS TO DEGREE COMPLETION

According to USD Graduate School policy (<http://catalog.usd.edu/content.php?catoid=26&navoid=1339#top>), all **Master's** students must complete their Master's degree requirements within **seven** years of entry into the Program. Effective for the 2005 entering class, all PhD students must complete their degree requirements within **five** years of achieving doctoral candidacy.

CONTINUING ENROLLMENT FOR ABD (All But Dissertation) STUDENTS

Students who have completed all of their doctoral program requirements except the completion of their dissertation (ABD) are expected to enroll in PSYC 899D: Dissertation sustaining (zero credit/no cost) between the end of their internship and the completion of their dissertation (not to exceed the maximum of five years post admission to doctoral candidacy). Enrollment in PSYC 899D maintains the ABD student's active status at the university. Progress toward degree completion will be assessed at the end of each semester. Enrollment in PSYC 899D will be contingent on documented evidence that the ABD student is making substantial progress on their dissertation each semester. Progress will be assessed based on goals and a timeline set by the student and their advisor no later than one month post internship completion. Failure to demonstrate progress will result in dismissal from the program for failure to make adequate academic progress.

Students should be aware that (as of July 2017, the Graduate School is planning to end the Zero credit/no cost) credit. This may happen at any time.

NOTE. ABD students who choose to enroll as a part-time student during the semester following completion of their internship in order to complete their dissertation may be eligible for financial aid during this time which may delay the onset of loan repayment. The ABD student pursuing this option should check their status with financial aid PRIOR to enrolling in fee bearing credits. In these situations students are not eligible for graduate assistantships, and, as such, must pay full tuition for credits earned.

EXTENSION OF TIME TO DEGREE, POST-INTERNSHIP (ABD)

Students who do not complete their **PhD** requirements within the five year post candidacy deadline may be eligible to receive a one-time extension. Upon consultation with and support of their major advisor, the student submits their request for an extension in writing to the Director of Clinical Training. The Clinical faculty will discuss and vote on this request, and if approved, will forward the request to the Dean of the Graduate School.

The following criteria must be met prior to faculty approval:

- (a) There is evidence that the student has been actively working on their dissertation prior to and at the time an extension is requested and that steady progress is evident. They are on track for completion within the approved extension timeframe.
- (b) The student requesting this extension has completed all of their Program requirements except their dissertation.
- (c) The extension will not exceed two years beyond the current degree requirement deadline.
- (d) All course work on the Doctoral Program of Study that is more than seven years old must be validated. The Clinical faculty will recommend the method of course validation for Graduate School approval. This may include but not be limited to repeating a course, documenting experience and/or alternative methods of remaining current in the course materials, taking a content-based exam, preparing a lecture/presentation on a contemporary course topic, etc.

The Clinical faculty and the Graduate Dean must approve a request for an extension to the degree completion time limit.

NOTE: This one-time extension option is only available for the Ph.D. timeline limit. Extensions will not be permitted for completion of the MA degree requirements.

SECTION IX. COMPREHENSIVE EXAMINATIONS (“PRELIMS”) AND CLINICAL CASE PRESENTATION (“CLINICAL ORALS”)

COMPREHENSIVE EXAMINATIONS

Students are eligible to sit for their comprehensive examinations in the summer after they have completed requirements for their Master’s degree (typically following their second year in the Program). Eligibility to sit for these exams requires that the student has completed the coursework listed on the Master’s degree Program of Study and has successfully defended their Master’s thesis by the end of the Spring semester prior to the summer in which they plan to take prelims (typically offered in early August). In circumstances where substantial progress has been made on a thesis project and is nearing completion but will miss the May deadline, the student’s major advisor may petition the Clinical faculty, on the student’s behalf, for a one-time extension not to exceed the summer graduation deadlines established by the Graduate School. This request must be presented to the faculty no later than the final CTC meeting of the spring semester and should only be submitted if, in the advisor’s opinion, the student can realistically complete their project within the requested timeframe. Approval of the petition requires a simple majority vote of the Clinical faculty.

Students entering the Program with an approved Master’s degree (e.g., previous thesis/Master’s degree was approved and student is not required to complete another MA in the Program) may opt to take their exams after their first year in the Program. This should be done in consultation with the student’s major advisor.

Content of the Examinations

All Psychology graduate students are required to take the two-day general written examinations as well as exams in their specialty areas (e.g., Clinical, Human Factors). Clinical students take *Generals* after completing their Master’s degree requirements and take their *Clinical Oral Exam* in the Spring semester of the year before they apply for internship. General Comprehensive exam sessions will still only be offered once a year, typically around the second week of August.

1. *General Exams (Psychology core content)*. These exams are completed in two 8-hour days (open book, take home). Areas covered include: physiological, history & systems, learning, memory and cognition, developmental, personality theories, social, research methods and statistics, and general Psychology. Questions may be submitted by any faculty member in the Department but are specifically solicited from the instructors of these core content areas.

Grading of Written Exams

Various combinations of pairs of Clinical and Human Factors faculty are assigned to grade the general exam questions. In most cases, at least one of the scorers in each pair is the current or former course instructor for the question’s content area. The two graders’ scores are averaged together. To pass the overall examination, students must receive an average overall score of 2.0 (on a 4-point scoring template) across all questions on the general and on the clinical components of the comprehensive examination.

Remediation of Individual Questions (revised policy approved by Clinical Faculty, 1/14/11; updated in CTC, 2/17/11)

Students who pass the overall general exams, but fail any question or section of the examination, are **REQUIRED** to remediate the failed question or section. Remediation may include additional course work, readings, and/or re-examination on the section previously failed and is determined by the primary faculty grader(s).

Faculty graders are expected to return completed remediation work within 10 working days of having received the student's work. However, if the faculty person requires extra time, every effort should be made to review/grade the remediation work prior to the end of the semester in which the remediation work is submitted. Consistent with a mastery model, there is no limit to the number of times a student can submit revisions of remediated questions or sections; however, the faculty should be as clear as possible about expectations for what is expected in the remediation and communicate this to the student. Remediation must be completed as a condition for recommendation to doctoral candidacy.

For students applying to internship in the semester following completion of prelims: Remediation must be completed by the end of semester in which students are notified of their prelims scores (e.g. mid-December). Students who do not meet this deadline will be required to delay their application for internship until the next year's application cycle. If this occurs, they have until the end of the Spring semester to complete their remediation.

For students NOT applying to internship in the semester following completion of prelims: Remediation must be completed by the end of the Spring semester following notification of passing prelims (e.g., mid-May). Students who do not meet this deadline will be required to retake the entire Generals prelims at the next offering.

Clarification of terms and timeframes for faculty turnaround for grading prelim remediation:

1. "Completion" refers to when the faculty remediator notifies the student and the Director of Clinical Training that remediation is complete (NOT when students submit their question to the grader).
2. Faculty graders are expected to return completed remediation work within 10 working days of having received the student's work. However, if the faculty person requires extra time, every effort should be made to review/grade the remediation work prior to the end of the semester in which the remediation work is submitted.
3. "Working days" refers to days that faculty are on contract (August 22 – May 21) excluding when the university is not in session (e.g., Holidays, Thanksgiving break, winter break, spring break, Easter break).

Modification in remediation notification procedures:

Faculty advisors will receive a copy of the required remediation at the same time students receive this information.

NOTE: At this time, the remediation deadlines and consequences AND the time frame for faculty turnaround are policies in the Clinical Psychology Program. The Human Factors Program guidelines may differ and thus, while Human Factors faculty often comply with the expectations of the Clinical Program, they are not bound to these deadlines. Therefore, when completing remediation with Human Factors faculty, students should discuss deadlines with these faculty and allow adequate time to complete the process within the Clinical Program's expected timeframe.

Retaking Failed Major Components of the Comprehensive Exams

If a student receives an overall failing score on the general written exams, they will be allowed one opportunity to retake the failed group of exam questions (general or clinical). If the failed exam component is failed a second time, a recommendation will be made to the Graduate School that the student be dismissed from their respective

doctoral program. If there are compelling reasons/extenuating circumstances contributing to a student's failing performance on the general exam, they may be permitted to take the exam more than two times if a minimum of two-thirds of the full-time faculty support this recommendation.

NOTE: Cheating or plagiarizing on the preliminary exams is a serious violation of academic integrity and professional ethics. If this occurs, the consequences may include, but are not limited to: (1) failing a portion of or the entire exam and receiving a formal censure from the Program, with the requirement that the student retake the exam at the next exam offering, (2) step (1) coupled with an ethics remediation and/or probation, or (3) dismissal from the Program. (Refer to Section XI: Academic Standards and Progress for additional information regarding procedures for addressing academic misconduct.)

Clinical Case Presentation ("Clinical Orals")

The primary purpose for clinical orals is for clinical students to provide a sample of their "best" clinical work (written, oral, demonstration of skills) prior to applying for internship. It is an opportunity for students to demonstrate the depth and breadth of their clinical knowledge. Clinical faculty agree that a more accurate sample of this level of skill would come after students have had the opportunity to accumulate supervised clinical experiences (through the PSC and external practica). Students should plan to complete their clinical orals in the spring semester preceding the fall they apply for internship. Typically this is in the spring of the student's 4th year in the program.

However, if a student is on an extended timeline, they must delay clinical orals until the spring before they apply for internship. This allows faculty to evaluate pre- internship clinical skills closer in time to when they would typically write internship letters of recommendation AND allows students time for remediation and re-takes, if needed, prior to submitting internship applications. Clinical orals must be completed no later than October 1st of the semester students apply for internship.

The clinical orals case must be a PSC case that has been active within the academic year prior to the clinical orals to ensure that the orals committee is viewing a recent sample of the student's clinical work. Students submit a written summary of the case to each committee member at least ten working days before the clinical orals meeting. The orals document is not to exceed 10 single spaced pages and provides a case history, assessments, diagnosis, case conceptualization, and treatment plan/outcome. Evidence-based practice should be evident and empirical support for conceptualization, assessment, and intervention, as relevant, should be included. Assessment results (raw data, tables, diagnosis) maybe included in an attachment that is not counted against the 10 page limit. Students will be asked specific questions relating to: (1) Assessment; (2) Psychopathology; (3) Safety/Risk Assessment; and (4) Ability to integrate. Knowledge about diversity and ethics/professional issues should be evident throughout the presentation. Students should select a five to ten minute video clip from a session(s) that demonstrates an interesting strategy that matches the students' case conceptualization and treatment plan. This video clip should highlight something that the clinician is doing, NOT something the client is doing.

Each student completing their clinical orals will present before a three-member orals committee. Committee members include a core faculty member selected by the student, the student's major advisor, and one core faculty member appointed by the DCT and the Clinical Orals Coordinator. The clinical orals committee will not include the current clinical supervisor. If the major advisor is also the current supervisor, a replacement committee member will be appointed in their place. The student verbally defends their assessment, conceptualization, and treatment approach during this meeting. During the orals meeting, the written case summary, the videotaped segment of a therapy session and the clinical chart are reviewed and the oral presentation/defense are reviewed and evaluated.

Grading of Clinical Orals

Grading of the clinical orals is done via a Pass/Fail vote by the clinical orals committee. The outcome of this vote may be (1) Pass, no remediation; (2) Pass, with specific remediation and specified timeline for completion of remediation; or (3) Fail, with specific remediation and timeline for repeating the clinical oral exam. Relevant competencies will be noted by the committee. The Clinical Orals Feedback Summary is attached as **Appendix E**.

SECTION X. EVALUATION OF STUDENT PROGRESS

MID-YEAR EVALUATION FOR FIRST YEAR STUDENTS

The Clinical faculty, with input from course instructors and assistantship supervisors complete an evaluation of first year students at the end of their first semester in the program. All core clinical faculty are in attendance at these evaluation meetings. Faculty review class performance and course grades, quality of work on the student's assistantship, progress in research, and general areas of professionalism (interpersonal/professional relationships, ethics, diversity, service, etc.). The DCT summarizes the results of the mid-year evaluation on an evaluation form filled out for each student. Students are encouraged to discuss the evaluation results with their major advisors.

If any areas of concern are raised during the mid-year evaluation, these are noted with recommendations for ways to address these before the next evaluation. If the concerns require a formal remediation plan, this plan will be included with the evaluation form and reviewed in a face to face meeting with the student, their major advisor, and the DCT. The faculty will review the student's progress according to the time frame outlined in the remediation plan, but no later than the end of the student's first year in the program (during the Annual Evaluation).

ANNUAL EVALUATION FOR ALL STUDENTS IN RESIDENCE

ALL students currently in residence (excluding students on internship and those who are ABD) are evaluated annually at the end of the Spring semester. Progress and advancement of relevant competencies will be assessed in the areas of coursework and research, clinical skills, performance on assistantship, and professional development. During the annual review, faculty also outline areas of strength and areas for continued development. (A copy of the Program's Graduate Student Annual Evaluation Form is provided in **Appendix F**).

The results of the annual evaluation are communicated to the student by the student's major advisor. The student receives a copy of the evaluation and the original is filed in the student's program file. Students may challenge all or part of the evaluation. (Refer to Appeals Section below.)

Students placed on a formal remediation plan (e.g., Alert, Warning, Censure, Probation) are notified in writing of the reason for the action taken and the expectations that must be met in order to complete the remediation plan or for removal from the respective disciplinary status. This written plan is also reviewed in a face to face meeting with the student and their major advisor. The DCT will also be present in discussions about censure or probation decisions. Students on a remediation plan will be evaluated by the entire faculty at times outlined in the remediation document.

While all core Program faculty may choose to be present during the annual student evaluations, clinical faculty who have had direct contact with the student during the past year (e.g., course instructor, research advisor, clinical supervisor, etc.), are expected to be present during that student's evaluation. All core clinical faculty are expected to attend evaluation discussions involving students who are on a remediation plan, on probation, or who otherwise may be needing close monitoring due to concerns about progress in the Program.

EVALUATION OF STUDENTS ON INTERNSHIP

Interns are evaluated by their predoctoral internship site at intervals decided by the internship, but most typically at midyear and at the completion of internship. Copies of these evaluations are sent to the Program and maintained in the student's program file. Program faculty discuss these evaluations during the annual student evaluation meetings.

EVALUATION OF ABD STUDENTS AND ASSESSMENT OF PROGRESS TOWARDS DEGREE COMPLETION (Approved by CTC, Spring 2013)

The Program's Graduate Student Annual Evaluation Form is not completed on ABD students. However, a general update on ABD student progress is discussed among the Clinical faculty during the annual fall faculty retreat and during the annual student evaluation meetings in the spring.

Effective in Fall 2013, in order for ABD students to continue in good standing in the Program and maintain "active" student status with the Graduate School, they are expected to make continual progress towards degree completion after completing their internship.

Per Graduate School policy:

Progress on the dissertation or thesis must be evident to retain active status and to allow future enrollment in dissertation and thesis sustaining courses. The student is responsible for submitting, in writing, such evidence to his/her committee chairperson each term and the committee chairperson will determine whether sufficient progress has been made to permit continued active status and continued enrollment in dissertation and thesis sustaining courses. If sufficient student progress has not been made, the committee chairperson will consult with the graduate program director. In turn, the graduate program will formally notify the student of his/her pending inactivation due to lack of progress; the graduate program will provide the student an opportunity to meet with the program director by a given date to state his/her case to continue in the program. After the meeting with the student or if the student does not respond by the response deadline, the graduate program director must make a decision. If the director's decision is to inactivate the student due to lack of progress, the action is managed like a dismissal. The program director sends the student a letter of dismissal and provides the student his/her appeal rights under [SDBOR policy 2.9](#). The Graduate School is copied on all formal communication with the student. If the student, once dismissed, wishes to return to the program, he/she would need to reapply.

http://catalog.usd.edu/content.php?catoid=26&navoid=1339#acad_stan_prog

As noted above, the clinical faculty will review ABD students' progress at the end of each semester prior to enrolling the ABD student in PSYC 899D for the following semester. Enrollment in 899D will be contingent on documented evidence that the ABD student is making substantial progress on their dissertation each semester. Progress will be assessed based on goals and a timeline set by the student and their advisor no later than one month post internship completion.

EVALUATION OF STUDENT INSTRUCTORS OF RECORD AND TEACHING ASSISTANTS

Teaching evaluations are completed on all course instructors at the end of each semester. USD utilizes the IDEA Student Rating of Instruction form. This form is distributed to each instructor prior to the end of each semester with specific instructions for administration to ensure confidentiality of respondents and accuracy/ value of the data. In addition, student instructors are encouraged to complete mid-term course evaluations (using either the USD form or a self-made form). Student instructors are also evaluated through their participation in the required

Seminar in Teaching (PSYC 709) and through classroom observations and feedback by faculty. These evaluations are included/reflected in the student's annual evaluation.

Teaching Assistants assigned to support the large undergraduate Psychology courses are evaluated at the end of each semester. The Department Coordinator for Undergraduate Studies (Dr. C. Struckman-Johnson) solicits evaluative feedback from each undergraduate course instructor with whom a TA worked. These forms are submitted to the Director of Clinical Training for inclusion in the students' mid-year and annual evaluations. Evaluation feedback for TAs assigned to graduate courses (e.g., Assessment I and II) is provided by the course instructors during the annual student evaluation.

EVALUATION OF CLINICAL PRATICA

Psychological Services Center / Vertical Clinical Team

Evaluation of Services

All Clinical students complete a minimum of three years of supervised practicum experience in the PSC. Supervision of this clinical work takes place in Vertical Clinical Teams. Team supervisors complete the Competency Evaluation Form (**Appendix G**) for each of their supervisees at the end of each semester the student is enrolled in team. Copies of these evaluations are included in the students' evaluation file and are discussed during the students' annual evaluation. The Competency Evaluation Form was modeled after *The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs disseminated by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC)* (<http://www.cctcpsychology.org/wp-content/uploads/2014/08/NCSP-CCCTC-model-Student-Competency.pdf>). The Program's CTCEF incorporates specific areas of clinical competency linked to Program aims, and competencies and identifies a number of specific areas of competency that are important to ensuring that the Clinical Program is meeting its goals to ensure students are prepared for internship and beyond.

Evaluation of Vertical Team Supervisors

Vertical Team Supervisors are also evaluated by their team members at the end of each semester. This information is provided to the supervisor in a summary report. (The Program Secretary collects the evaluation forms, provides means for the quantitative data and typed comments from the qualitative data, thus preserving the students' anonymity in the evaluation process). The DCT reviews a copy of the results of this evaluation and forwards the copy to the Department Chair for inclusion in the supervisor's Departmental annual evaluation.

External Clinical Practica (aka Clinical Placements; Clinical Traineeships)

Evaluation of Students

Clinical supervisors at each of the external practicum sites submit the Competency Evaluation Form for each of their student supervisees at mid-placement (January) and at the end of the placement (summer). The practicum supervisor is asked to review their evaluation results with the student prior to sending the completed evaluation form to the DCT. These evaluations are included in the student's evaluation file in SDU, Room 105 and are discussed during the student's annual evaluation.

Evaluation of Practicum Supervisor and Site

Students evaluate the practicum supervisors and sites at mid-placement and at the end of the placement. Completed forms are submitted to and reviewed by the DCT. Issues about the placement or supervisor deemed in need of immediate attention are addressed between the DCT and student and, if indicated, with the placement supervisor, as they occur. The DCT compiles aggregate information over 3-5 years per site and discusses these results with practicum supervisors during the annual visit to each practicum site. Students are encouraged to share their placement evaluations with their practicum supervisors.

SECTION XI. ACADEMIC STANDARDS AND PROGRESS

According to USD Graduate School Policy, as outlined in the Graduate School Policies in the online Graduate Catalog:

The graduate student admitted to a graduate program must make satisfactory academic progress each term toward completion of the graduate degree being sought. Students who fail to make satisfactory progress are subject to academic probation and possible dismissal. If the cumulative GPA of graduate students receiving assistantships falls below a 3.0, the student will not continue to receive the assistantship without the expressed approval of the program head and the Graduate Dean.

Any student placed academic probation by the Graduate School may pursue the University appeals procedures (described below).

COURSE GRADES

Clinical Psychology Program Grade Policy

Clinical students must receive a grade of "B" or better in all required graduate coursework completed while a student in the USD Clinical Psychology Program. Required courses include all required Psychology courses, the additional required stats/methods course (either in or outside of the Department), and any course required by the student's dissertation committee.

Any required course for which a grade of C, D, F, or U is received, may be repeated a maximum of two times to improve the grade to at least a B. Upon consultation with the course instructor, major advisor, and DCT, one of these retakes may be with an approved alternative course covering the same content area. This alternative course will count as one of the two retakes allowed. Failure to receive at least a B in a single course after two retakes will result in dismissal from the Program.

Students must earn at least a "C" for any elective courses taken in or outside of the Psychology Department.

Graduate School Grade Policy

In addition to overall satisfactory performance, graduate students must maintain a cumulative GPA average of 3.0 or above in all work included in the program of study submitted for their degree. Furthermore, no more than one-third of the credit hours with grades of "C" are permitted. Many programs further restrict grades of C. A cumulative GPA of 3.0 or higher is required to progress in the Graduate School. All grades of "Incomplete" on the program of study must be removed prior to graduation. Grades of "D", "F", or other unsatisfactory designations are not acceptable for graduate credit. This does not mean that grades of "D" and "F" may not be assigned to graduate students but that credit for courses in which such grades have been earned will not be counted toward a graduate degree although they are included in GPA calculations. For repeated courses at the undergraduate and graduate level, only the last grade is used in computing the grade point average.

http://catalog.usd.edu/content.php?catoid=26&navoid=1339#acad_stan_prog

REMOVAL OF INCOMPLETE GRADES

Satisfactory progress in the Program depends upon successful completion of coursework in a timely manner. That is, students are expected to complete course requirements by the end of the semester in which they enrolled in the course.

Graduate School Policy

An instructor may assign a grade of incomplete when a student encounters extenuating circumstances that preclude completion of a course. An incomplete provides the student with a limited amount of time to fulfill the course requirements without having to repeat the course. The student must be earning a passing grade at the time the circumstances necessitating the incomplete occur. Anticipated course failure is not an acceptable justification for an incomplete.

The assignment of an incomplete grade is at the instructor's discretion. Once the instructor agrees to grant an incomplete grade, the instructor and student must agree on a plan to complete the coursework which does not require repeating the course. The coursework must be completed within one calendar year from the last day of the semester in which the course was taken; extensions may be granted by the Graduate Dean upon petition. If the student completes the coursework within the specified time, grades of A, B, C, D, F, S, or U may be assigned. If the student fails to complete the coursework within the specified time, the incomplete grade will remain on the student's transcripts and the student will need to repeat the course to meet degree requirements.

http://catalog.usd.edu/content.php?catoid=26&navoid=1339#grading_sys

This plan should be signed by the professor and student receiving the incomplete and a copy placed in the student's file. Students have until the deadlines set by the course professor to complete any incomplete coursework (other than dissertation and internship credits).

All INC grades must be completed prior to the student leaving for internship.

PROBLEMS IN PROFESSIONAL COMPETENCY

Clinical Psychology is a profession in which competence and sensitivity in dealing with others (students, supervisees, colleagues, clients, etc.) is essential. Clinical students have a personal and professional/ethical responsibility to monitor and evaluate behaviors that may compromise their ability to function as Psychologists-in-training and to take steps to address any problems that arise. Similarly, Clinical faculty and relevant program personnel (e.g., clinical supervisors) have a professional, ethical, and potentially legal obligation to evaluate the competence of students across multiple aspects of performance, development, and functioning in areas other than, and in addition to, coursework, practica, scholarship, comprehensive examinations, or related program requirements and competencies. Academic competence in the Clinical program is defined and evaluated comprehensively. Such monitoring includes but is not limited to: (a) interpersonal and professional competence, (b) self-awareness, self-reflection, and self-evaluation; (c) openness to supervision, and (d) resolution of issues that interfere with professional development or judgment or function in a satisfactory manner.

<https://pr4tb8rrj317wdwt3xlafq2p-wpengine.netdna-ssl.com/wp-content/uploads/2014/08/NCSP-CTC-model-Student-Competency.pdf>

ACADEMIC INTEGRITY

According to the USD Graduate Catalog:

Academic integrity is a fundamental concept underlying the educational enterprise of the University. As such, the idea of academic integrity must be embraced by all who are members of the university community and must be a guiding principle in all actions of the University. Academic integrity encompasses the values of Honesty, Trust, Fairness, Respect, and Responsibility and is the foundation for the standards of acceptable behavior that apply to all within the university community. To this end, the University of

South Dakota seeks to embrace, promote, and maintain an atmosphere of honesty and integrity that can be summed up in the following simple statement: We are committed to honesty, fairness, trust, respect, and taking responsibility for our actions.

http://catalog.usd.edu/content.php?catoid=26&navoid=1339#grading_sys

This definition incorporates the aspirational ethical principles promulgated by the American Psychological Association and reflects standards that students and faculty should strive to attain in their coursework, research, and other academic and professional activities. **Academic dishonesty (e.g., cheating; plagiarism) is unacceptable behavior for all members of the Clinical Psychology Program and USD community.** Specific University procedures are in place to afford students due process in situations where faculty suspect that academic misconduct has taken place.

ACADEMIC XII. ACADEMIC STANDING, PROBATION, AND DISMISSAL

The Clinical Psychology Program's policies regarding academic standing, probation, and dismissal are consistent with those promulgated by the USD Graduate School.

PROGRAM DISCIPLINARY ACTIONS

Students may receive any of the following notification of disciplinary actions at any time during the year. Most typically, however, these will occur following discussions of student progress in the program at the end of the semester or end of academic year.

Program Alert

Students may receive an Alert for minor infractions of program policies or if delayed in academic, clinical, or research domains. The most common reason for receiving an alert is for failing to complete the Master's degree within two years of the student's entry to the program. An alert will also be issued when a student has received an INC in one course. The Alert may be sent via an email or in a letter that identifies the reason for the Alert, an outline of what must be done to be removed from Alert status and implications for failing to meet these expectations. A copy of the Alert is will be placed in the students' evaluation file.

Program Warning

A Program Warning is the next level of Program disciplinary action. Students may receive a Warning if the Clinical faculty determine that (1) the student has failed to make satisfactory progress in academic, clinical and/or research domains, (2) the student has not completed their Master's thesis by the end of their third year in the program, (3) the student has an INC in more than one course, and/or (4) the student consistently demonstrates professional immaturity as evidenced by making consistent errors in professional judgment and/or behavior (also described in the Problems in Professional Competency section above).

Notification of the Warning will be made in writing via email or in a letter and will be discussed in a meeting between the student and student's advisor. Included in written notification will be a summary of the events that led to the Warning, the reasons for the action being taken, the remediation requirements, the timeframe within which these requirements must be met, and the consequences that will occur if the student fails to satisfactorily meet these requirements. A copy of this letter will be placed in the student's evaluation file.

Program Censure

Program Censure is the third level of Program disciplinary action. Students may receive a Censure if the Clinical faculty determine that the student has failed to make satisfactory progress in academic (e.g. consistently receiving INC) and/or research (e.g., thesis completion exceeding 3 years) performance.

Students may also receive a Program Censure for a single major infraction (e.g., plagiarism, cheating) or multiple, repeated minor infractions. Notification of Program Censure will be provided both in a letter and verbally, in a meeting with the DCT, student, and student's advisor. As with the Program Warning, the Censure letter will provide a summary of the events that led to the Censure, the reasons for the action being taken, the remediation requirements, the timeframe within which these requirements must be met, and the consequences that will occur if the student fails to satisfactorily meet these requirements. A copy of this letter will be placed in the student's evaluation file.

While under censured status, Clinical faculty (1) will not write letters of recommendation for the student, (2) may restrict the number and nature of classes a student may take, and (3) may restrict the student's participation in professional/Program activities. Failure to meet the requirements of Program Censure may result in probation or dismissal from the Program.

Academic Probation

According to Graduate School policy:

If a student has more than one course of unsatisfactory work and/or has not maintained a 3.0 term or cumulative graduate GPA, the academic program places the student on warning, probation, or dismisses him/her from the program in keeping with department and Graduate School policies. Degree programs and the Graduate School review the academic standing of all graduate students each term, and program leaders notify students directly of academic warning, probation or dismissal. The Graduate School is copied on all student communication. A graduate student may be dismissed from the program at any time for failure to meet the academic performance and progress standards of the degree program's or Graduate School. The department is required to provide students a written notice of the issues and an opportunity to meet with the program head (face-to-face, teleconference, virtually) before dismissal action.

http://catalog.usd.edu/content.php?catoid=26&navoid=1339#acad_stan_prob

In addition to grade-based probation, the Program may recommend a student be placed on Probation for failure to make satisfactory progress relating to problems in professional competency, committing ethical violations, or, failing to satisfactorily remediate Program Alerts, Warnings, and/or Censures. While on Probation, clinical faculty (1) will not write letters of recommendation for the student, (2) may restrict the number and nature of classes a student may take, and (3) may restrict the student's participation in professional/Program. Furthermore, as with grade related academic probation, students on probation will not continue to receive the assistantship without the approval of the Department Chair and the Graduate Dean. Failure to meet the conditions of removal from probation may result in dismissal from the Program.

NOTE. IF A STUDENT IS CENSURED OR PLACED ON PROBATION DURING HIS/HER TENURE IN THE CLINICAL PSYCHOLOGY PROGRAM, THIS WILL BE NOTED ON THE DCT'S INTERNSHIP APPLICATION VERIFICATION FORM.

Dismissal from the Program

According to Graduate School policy, a graduate student may be dismissed from the Program at any time for failure to meet the Program's or Graduate School's academic performance and progress standards.

It is the policy of the Graduate School that any academic graduate department, through due process, may deny a graduate student continued enrollment in a program in accordance with department policies. The

reasons for dismissal include: (1) academic performance that does not meet the standards of the department and the Graduate School, or (2) conduct in violation or unfavorable of the ethical or professional standards of the degree program or discipline involved. Academic appeals are handled through the Graduate Academic Appeal Policy (SDBOR Policy 2:9, see below) and/or the Student Code of Conduct Policy in the event of an allegation of misconduct (SDBOR 3:4; see below). For further information, call the Graduate School 605-658-6140.

http://catalog.usd.edu/content.php?catoid=26&navoid=1339#acad_stan_prob

Faculty endorsement of dismissal from the Program may be made without a probationary period for major violations of ethical codes of the American Psychological Association and ASPPB, unprofessional behavior or behavior judged to be harmful to clients, faculty, staff, or other students; fraudulent behavior (misrepresenting self; falsifying information); and significant or repeated acts of academic dishonesty (cheating; plagiarism). The Program and department is required to provide students a written notice of the issues and an opportunity to meet with the program director (face-to-face, teleconference, virtually) before dismissal action.

A student receiving any of the disciplinary actions described above (from Alerts through Dismissal) shall have the right to a hearing with the Clinical faculty and may follow Program and University appeals procedures (described in the Appeals section, below).

SECTION XIII. GRADUATE STUDENT ACADEMIC APPEAL AND GRIEVANCE PROCEDURES

CLINICAL PROGRAM APPEALS

If a student has a complaint about the Clinical Psychology Program or their annual evaluation, or any disciplinary action that is taken against them, they may choose to first discuss this with their major advisor. If the problem is not resolved there, the student may schedule a meeting with the DCT. If the problem is still not satisfactorily resolved, a student may request, in writing, a hearing before the core clinical faculty. The written request for a hearing should include a precise statement of the problem. Within five working days of the receipt of a written request for a hearing, the faculty will convene and will meet with the student to discuss the problem (provided a majority of clinical faculty is on contract and in town). The final outcome of the student's appeal will be determined by a majority vote of the core clinical faculty present at the meeting in which the student's appeal was heard. If a student has a complaint about their external placement, the on-site or placement supervisor should be seen first. If the problem is not resolved there, the DCT should be informed of the concern and of the efforts made to resolve the problem on-site. A meeting may be scheduled between the placement supervisor and/or administrator, the DCT, and the student in an effort to resolve the problem.

NOTE. Clinical students may at any time opt to follow the University appeal and student grievance procedures in lieu of the procedure described above.

UNIVERSITY/GRADUATE SCHOOL ACADEMIC APPEALS AND GRIEVANCE PROCEDURES

If a student has a complaint about grades and/or other actions taken officially against the student by the Program or Graduate School, the student may choose to follow the standard University appeal procedure. A procedure has been established for impartial review and hearing of any academic grievance. The University's graduate academic appeal procedures can be found on the Student Resources link on the Graduate School's home page (<http://www.usd.edu/graduate-school/student-resources>) as well as in the online Graduate Catalog (<http://catalog.usd.edu/index.php?catoid=26>). For other grievance proceedings, the student should contact the Director of Student Rights & Responsibilities or the Equal Opportunity Director.

Per Graduate School Policy:

[SDBOR 3:4 Student Code of Conduct](#). Policy obliging students and student organizations to minimum standards of behavior within which, prohibited conduct, process regarding allegations of misconduct, possible outcomes, and appeal rights are treated. Students may be called upon to respond to allegations of misconduct in the form of notification from the Director of Student Rights & Responsibilities (or another designee). Students, too, may initiate a conduct complaint against another student, students, or student group under this policy.

[SDBOR 2:9 Student Appeals for Academic Affairs](#) guides disputes for academic decisions with a significant degree of finality such as a course grade or removal from a program.

http://catalog.usd.edu/content.php?catoid=26&navoid=1339#acad_stan_prob

SECTION XIV. NONDISCRIMINARY POLICY AND DISABILITY SERVICES

In accordance with the South Dakota Board of Regents Policy 1:19, the institutions under the jurisdiction of the Board of Regents shall offer equal opportunities in employment and for access to and participation in educational, extension and other institutional services to all persons qualified by academic preparation, experience, and ability for the various levels of employment or academic program or other institutional service, without discrimination based on sex, race, color, creed, national origin, ancestry, citizenship, gender, gender identification, transgender, sexual orientation, religion, age, disability, genetic information, veteran status, or any other status that may become protected under law against discrimination. The Board reaffirms its commitment to the objectives of affirmative action, equal opportunity and non-discrimination in accordance with state and federal law. Redress for alleged violations of those laws may be pursued at law or through the procedures established by the provisions of 1:18 of this policy. For additional information, please contact the Director, Equal Opportunity and Chief Title IX Coordinator, Khara Iverson, 205 Slagle Hall, Vermillion, SD 57069. Phone: 605-677-5651
Email: Khara.Iverson@usd.edu .

Admission decisions are made without regard to disabilities. All prospective students are expected to present academic credentials at or above the minimum standards for admission and meet any technical standards that may be required for admission to a specific program. If you are a prospective student with a disability and need assistance or accommodations during the admission/application process, please contact the Director of Disability Services, 119B Service Center North, USD, Vermillion, SD 57069. Phone: 605-677-6389 Fax: 605-677-3172
Email: disabilityservices@usd.edu .

Federal Law prohibits discrimination on the basis of disability (Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Act Amendments Act of 2009). The University has designated Ms. Roberta Ambur, Vice President of Administration & ITS, as the Coordinator to monitor compliance with these statutes. Section 504 obligates USD and Ms. Ambur to provide equal access for all persons with disabilities. Ms. Ambur can be reached at Room 209, Slagle Hall, Phone: 605-677-5661.

EDUCATIONAL ACCESS FOR STUDENTS WITH DISABILITIES

Any student who feels they may need academic accommodations based on an appropriately documented or suspected (not yet documented) disability should contact and register with Disability Services. Disability Services is the official office to assist student through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Per the Disability Services Policies:

Disability Services is an integral part of the University of South Dakota, committed to ensuring students with disabilities shall not be discriminated against because of their disability in accordance with Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, and Americans with Disabilities Act Amendment Act of 2008. Disability Services provides support to students with disabilities to ensure full and equal access to the educational opportunities, programs, and activities USD offers through the provision of reasonable and appropriate accommodations. Reasonable and appropriate accommodations do not fundamentally alter the nature of programs or lower academic and other essential performance standards.

A student is responsible for the accommodation process and actively participating in the process by making timely and appropriate disclosures and requests. Any delay in the process on the student's part may result in limiting the ability of Disability Services to provide reasonable accommodations. The process includes:

- *Self-Disclose Disability and Register - It is the student's responsibility to identify as a person with a disability and register with Disability Services. A student may self-disclose at any time, however students are encouraged to self-disclose and register before classes begin. A student may contact Disability Services via e-mail or phone to schedule a time to meet to self-disclose, register, and begin the interactive process of requesting accommodations.*
- *Provide Disability Documentation - A student must provide Disability Services with documentation to support their request for accommodations. Each student and each disability is unique, therefore the type of documentation each student provides will be different. However, all documentation must be current and relevant, address the current impact of the disability, and illustrate a connection between the disability and the requested accommodation.*
- *Request Accommodations - Accommodation requests are approved to ensure full access to the educational opportunities, programs, and activities of USD. Accommodations ensure access by lessening or removing a barrier that may exist due to the student's disability. A student must request accommodations that are reasonable and appropriate in a college setting.*
- *Actively Communicate - A student must actively and continuously communicate with Disability Services and their professors to assure the accommodations are effective. Active communication also allows for accommodations to be adjusted as needed throughout the course of the semester.*

<http://catalog.usd.edu/content.php?catoid=26&navoid=1327>

The clinical program faculty work with Disability Services to identify accommodations that are reasonable and appropriate within the context of a professional psychology program, including accommodations for classroom, research, and clinical settings. In order to qualify for accommodations, it is the student's responsibility to follow the guidelines set forth by Disability Services and present the necessary documentation to faculty and/or supervisors at the start of each semester for which accommodations are being requested.

For more information, please contact Ernetta L. Fox, Director, Office of Disability Services, Room 119 Services Center; located south of the School of Education and just northeast of Old Main. Phone: 677-6389; email: disabilityservices@usd.edu, website: <http://www.usd.edu/student-life/disability-services>

SECTION XV. GENERAL PROGRAM POLICIES AND PROCEDURES

PROFESSIONAL LIABILITY INSURANCE

All Clinical students and faculty are required to have their own professional liability (malpractice) insurance policy throughout their time in residence in the Program. Clinical students receive this insurance through an APA sponsored program and as such must be APA student affiliate member in order to be eligible for this coverage.

Application forms for this low cost coverage are available on-line at: <https://www.trustinsurance.com/Products-Services/Student-Liability> .

For students, the minimum coverage required is 1 million per incident/3 million coverage aggregate (at a cost of \$35 per year). **This insurance must be obtained by the end of your first year in the Program or before you begin to see clients in the PSC.** A copy of your current policy statement must be on file in your student file in Room 105 and must be updated annually while in residence in the Program.

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Students are encouraged to join and participate in professional organizations. **All students are required to become student affiliates of APA** (at a cost of \$67 per year) **by the end of their first year in the Program.** This membership not only makes you eligible for reduced subscription rates for APA journals, but also is required in order to subscribe to the APA Insurance Trust (APAIT) Professional liability insurance program. You may apply for APA membership on-line at <http://www.apa.org/members/your-membership/graduate.aspx> (Click on “apply online” then select the category “I want to join APA as an undergraduate or graduate student affiliate.”)

All graduate students who obtain student affiliate membership to APA are automatically members of APA Graduate Students (APAGS). For more information about APAGS and graduate student member resources, see <http://www.apa.org/apags/index.aspx>

Membership application forms for regional, and the other professional psychological associations (e.g., SDPA, MPA, APS, ABCT) are available on-line through the organization websites.

STUDENT SUPPORT SERVICES

A number of resources are available to graduate students on and off campus. For a complete list, please see: <https://usdinvolved.usd.edu/organizations>

Financial Aid

Specific information from and about Financial Aid directly relevant to Clinical students is provided at: <http://catalog.usd.edu/content.php?catoid=26&navoid=1345> .

STUDENT CONTACT INFORMATION (ADDRESS AND PHONE)

Students are expected to keep the Program and PSC secretaries informed of your current local home address and telephone/cell number. If you are seeing clients or are on a clinical placement, you are expected to inform the Program and PSC secretaries where/how you can be reached in case of an emergency. Thus, when you go out of town, including vacations, please post an address and phone number where you can be reached on the bulletin board in the PSC file room.

MAIL

Each graduate student in residence is assigned a mailbox in SDU 201. Mail received from both on- and off-campus is placed in the mailboxes. Outgoing off-campus business–related mail and on- campus exchange mail may be sent through the campus exchange mail system. Personal mail must be mailed at off-campus postal sites.

BUILDING and OFFICE KEYS

Students are issued keys that will open the outside doors to the building, their office, and the PSC quiet room. Keys for access to offices within the PSC and to room 205 are kept in the locked file cabinet in the PSC file room. Keys will be checked out from the University Police Dept. and will cost \$5. Lost/duplicate keys will cost additional \$5.

USE OF DEPARTMENT PHONES FOR LONG DISTANCE CALLS

Land line telephones are available for student use (local calls only) in the PSC quiet room. All PSC-related calls should be made from the land line phone located in the PSC quiet room. As mentioned above, because cell phones are subject to possible deliberate and inadvertent interception, **USE CAUTION** when using cell phones for calls to clients or calls that include confidential client information. This also applies to calls involving confidential information to/about research participants or your students (if a TA or instructor of record).

Long distance PSC calls to clients made from the clinic phones may be charged to PSC. (Long distance calls to clients from your personal phone or from your placement site cannot be reimbursed by the Program). Phone calls to your practicum site can NOT be charged to, or reimbursed by PSC or the Program.

DEPARTMENT COMPUTERS

Computers are available in the Department for student use. These computers are located in the PSC, Quiet Room, the SCIP Office (111), the Department mailroom (201), and in most faculty research labs and student offices. Computers located at the secretaries' work stations are OFF LIMITS for student use. Exceptions to this include the following:

In the PSC: Students who are providing coverage for the clinic (e.g., clinic assistants, clinic after hours graduate assistants, students "covering" in the secretary's absence) may use the PSC secretary's computer during the time they are on-duty in the clinic (for both clinic and academic work). Please check with the PSC secretary before using their computer.

In the Disaster Mental Health Institute: The DMHI is a separate training facility within the Clinical Program and Psychology Department. DMHI students should consult with the DMHI Director before using the DMHI fax machine and printer (there may be costs associated with the use of these, especially if not directly related to DMHI RA or TA duties). Any student or faculty not directly affiliated with the DMHI may not use the DMHI computers, fax machine, or printers without first seeking permission from the DMHI Director. Books and AV materials in the DMHI are available for check out/use by all Program students and faculty. See the DMHI Director for more information.

DEPARTMENT PRINTERS

ALL students who want to print materials from any of the departmentally supported printers located in 105, 205, the PSC, and the DMHI **must** pay a \$0.10 per page charge for documents that are not assistantship-sanctioned.

There is no charge for assistantship-sanctioned work but these must first be approved by the student's assistantship supervisor, who, in turn, must inform the appropriate secretary (or in the case of the DMHI, the DMHI Director) of this approval. Examples of assistantship sanctioned documents include PSC reports/notes; publicity for student groups (such as SCIP, ALLY, BRIDGES, etc.); TA/IOR handouts or exams; and RA research related documents. Non-sanctioned materials include your class papers or presentations, personal correspondence, email messages, theses, dissertations, or any other materials for personal use (academic or otherwise). Some research labs may have printers available for student use. Use of and any affiliated costs incurred with the use of these printers must be approved by the lab supervisor.

IMPORTANT NOTE: Printers are available for student use at various computer lab locations across campus. The University provides a \$28.00 allotment to each student (as well as faculty) for each academic year. Once this allotment has been depleted, there is a \$0.07 charge per page for black and white printing and a \$0.42 charge per page for color printing. For more information about this campus allocation and location of campus computer labs, see: <http://www.usd.edu/technology/printing-on-usd-campus>. (DCT NOTE: The \$28.00 allocation translates to 400

pages and is less expensive than the \$0.10 printer charge for use of Department printers)! For more information, refer to <http://www.usd.edu/technology/printing-on-usd-campus> .

DEPARTMENT COPY MACHINE

The Department's copy machine is located in SDU 205. Similar to the printing charges described above, there is a \$0.10 per page charge for all copies that are not assistantship sanctioned copies. There is no charge for assistantship sanctioned copies. **All copies must be recorded on the copier log located next to the copy machine.**

Students may use the Department copy machine to scan documents at no charge.

DEPARTMENT FAX MACHINES

The Department's copy machine also serves as the department's fax machine. It is available for general Department use in SDU 205 (605-677-3195). Again, as with use of Departmental printers or copy machine, there is no user charge for faxes sent or received if the information is assistantship sanctioned. All other use of the fax machine incurs a cost at the rate of \$1.00 per page for personal faxes received and \$.50 per page for personal faxes sent out.

COLLECTION OF USER CHARGES

All costs incurred through use of the Department printers, copier, and/or fax machines should be paid at time of use. However, these costs may be "charged". The Department secretary prepares monthly statements for any charges accrued during a given month. These bills should be paid upon receipt. If necessary, a payment plan may be negotiated with/approved by the Department Secretary; however, **the total balance must be paid by the end of each academic semester.** Failure to pay user charges may result in loss of these privileges.

SECRETARIAL ASSISTANCE

Secretaries will type any forms or letters involved with legitimate Departmental or PSC business for all graduate students. Faculty advisor approval should be obtained prior to submitting any typing project to the secretary. Any Departmental secretary may, for a fee, type personal work (e.g., thesis, dissertation, reports for class) for graduate students. This must be done after hours (i.e., not during the secretary's regular work hours).

USE OF STATE (FLEET) VEHICLES

Graduate students may be eligible to use a state fleet vehicle for Program related business (e.g., travel to a professional meeting or to a Program sanctioned outreach activity). Vehicles must be reserved ahead of time. Formal paperwork designating the university account to which the vehicle use will be charged and the approval of the account administrator (e.g., Department Chair; grant manager) are required to reserve a university vehicle. In January, 2011, the Board of Regents approved a Student Drivers policy.

Students may be authorized to drive university or state vehicles or personal vehicles for use in connection with University of South Dakota sponsored activities. Such requests must be approved by the sponsoring department or office. This document serves as a policy for student drivers as well as a contract for any student driver approved by the University.

All students who are approved to use a state vehicle must be familiar and comply with the contents of this policy. Overall, drivers must have a valid driver's license and show proof they have auto insurance before they are approved to drive a state vehicle. Students who receive their assistantship funds through USD do not need to show proof of auto insurance since they are covered under USD's policy.

SECTION XVI. CLINICAL PSYCHOLOGY PROGRAM ORGANIZATIONS

ADVOCACY COORDINATING TEAM (ACT) (<http://www.usd.edu/arts-and-sciences/psychology/student-organizations>)

The Advocacy Coordinating Team consists of students and faculty who are committed to advocating for the profession of Psychology at the local, state, regional and national level. The APA Graduate Student Association (APAGS) designates students to be regional coordinators, who in turn assist in the development of state and Department/Program based committees. The faculty advisor is Dr. Randy Quevillon.

ALLY GROUP

Since 1995, the Ally Group has consisted of students and faculty who share a commitment to understanding the connections between racism, sexism, socioeconomic status, heterosexism, and other forms of prejudice, discrimination, and injustice. Discussions and activities have focused on individual/personal awareness and growth as well as identifying strategies to promote inclusiveness in the Program, profession and community and to establish meaningful relationships among/with people of diverse backgrounds. The faculty mentor is Dr. Jean Caraway.

BUILDING BRIDGES COMMITTEE AND BUILDING BRIDGES CONFERENCE

(<http://www.usd.edu/arts-and-sciences/clinical-psychology/conference>)

The Building Bridges Conference, established as a grass roots initiative among the SCIP student leadership in 1997, has become a recognized regional conference with a primary focus on topics relating to Native Americans in higher education. Annual themes have included the integration of cultural values into the academic environment and creating connections with Native American students. The B.R.I.D.G.E. (Building Relationships, Integrating Diversity and Growth in Education) Conference Committee is comprised of Clinical students and faculty who serve as the conference planning committee. However, the entire Clinical Program participates in the implementation of the conference (set up, registration, serving meals, etc.). Dr. Boyd and Dr. Caraway provide general oversight of the BRIDGEs planning committee.

WELLNESS COMMITTEE

The Wellness Committee consists of a group of Clinical students who coordinate, plan and fund raise for social activities within the Clinical Training Program and Department of Psychology. Annual activities include: a fall welcoming picnic, and end of the year picnic/ farewell to interns pot-luck lunch.

STUDENTS OF COLOR IN PSYCHOLOGY (SCIP) MENTORING PROGRAM

(<https://sites.google.com/a/usd.edu/scip/>)

In 1993, the Psychology Department established the Students of Color in Psychology (SCIP) Mentoring Program. The SCIP program encourages students of color to explore issues of race and ethnicity in order to promote the full development of their unique personal and professional talents, abilities, and potentials. Undergraduate and graduate students of color from within the Department are encouraged to participate. Bi-weekly meetings and/or social events are held across the academic year. The faculty mentor is Dr. Beth Boyd.

SECTION XVII. STEPS TO THE PH.D.: A STUDENT GUIDE

The following list of "steps" is designed to help you successfully complete your Master's and doctoral degrees in a timely fashion. Typically, a student will proceed consecutively through the "steps" by the times indicated. The steps outlined are intended for students entering the Program with their bachelor's degree or with a non-thesis granting Master's degree. All modifications for those entering with an approved Master's degree (as described above) will be so noted.

STEP 1: Major Advisor and Participation in a Research Team

Your major advisor serves as one of your primary advocates and mentors during your matriculation in our Program and serves as the chairperson for your thesis committee and, most likely, also your dissertation committee; oversees the development of your programs of study; and provides your annual evaluation feedback.

Students often keep the same major advisor for both their thesis and dissertation projects. However, students have the option of changing major advisors and may do so for a variety of personal or professional reasons (e.g., personality conflicts, departure of faculty member, change in student's research interests). It is expected that students will consult with both their current and future major advisors prior to making a change and will be done in a professional manner. If changes are to be made, it is expected that these will take place PRIOR to a significant investment of time on the project by the major advisor. In only the most extenuating circumstances should a major advisor be changed following approval of the thesis or dissertation proposal.

All incoming students are strongly encouraged to attend and participate in at least one research team during their first year in the Program. In most cases, this will be the research team directed by their major advisor. However, participation in other research teams or collaboration with students across teams is encouraged as long as students are making appropriate progress and they have checked this with their major advisor. This participation exposes new students to the various research activities of the faculty members and the research of graduate and undergraduate student members of the teams.

NOTE: USD students and faculty participating on research teams (as well as those submitting research proposals) are required to complete an internet-based human subject education program prior to starting the program. The Collaborative IRB Training Initiative (CITI) course consists of 14 modules "encompassing the history of the IRB, regulations governing human subject research and topics specific to areas of particular importance, controversy or complexity. You must submit your Certificate of completion with your study proposal. This training is provided free of charge to anyone affiliated with USD" (CITI web). For more information about, and to complete, the CITI course, go to: <http://www.usd.edu/research/irb-application-process>

STEP 2: Research Committee

In addition to a major advisor, students select additional faculty to serve as members of their thesis and dissertation advisory committees. These committee members are responsible for helping the student develop, conduct, and interpret the results of their thesis and dissertation research. Select these committees with care and view them as an asset to help you with your graduate work. Students should make these decisions with the input of their major advisor.

All committee members MUST have graduate faculty status. It is important to check this out before you ask people to serve on your committee. All Departmental faculty are grad faculty; some, but not all, adjunct Psychology faculty are grad faculty; and most, but not all, extra- Departmental USD faculty are grad faculty. If you are unsure about the graduate faculty status of individuals you are considering for your committee, contact the Graduate School.

Approved by the USD Graduate Council Feb 2012: In addition, thesis/dissertation advisors must have regular, tenure/tenure-track, graduate faculty status within the department offering the student's degree program.

The Master's thesis committee is comprised of a minimum of three members. Two of these must be Psychology faculty in residence in the Psychology Department (one of whom is your major advisor). The third member must be an extra-departmental (i.e., non-Psychology) USD faculty person. It is often to your advantage that at least one of your committee members has a strong stats/experimental design background or specific content knowledge about the topic.

The dissertation committee is comprised of a minimum of five members. Four of these must be Psychology faculty (one of whom is your major advisor, who serves as committee chair). For the dissertation, you have the choice to fill one of the Psychology faculty positions with an adjunct Psychology faculty person with graduate faculty status. An adjunct faculty member may not serve as chair of a dissertation committee. The fifth member of this committee must be an extra-departmental (i.e., non-Psychology) USD faculty person. At least one of your committee members should have a strong stats/experimental design background.

Discuss research committee membership with your major advisor. If they agree with your choices, contact these individuals and invite them to serve on your committee. Once all committee members have agreed to serve, the student should formally "constitute" this committee by giving a written list of committee names, degrees, and departmental affiliations to the Program secretary in SDU 105.

They, in turn, will prepare a letter for the Dean of the Graduate School listing the relevant information about your committee members. Before this letter is sent to the Graduate School, you are responsible to obtain the signatures of your Major Advisor, the Department Chair, and the Director of Clinical Training. Once these are obtained and you have signed the letter, make a copy for your personal files and return the signed letter to the Program secretary (in SDU 105). They will make a copy for your student file, then forward this original to the Dean of the Graduate School.

If a change is made in your committee membership after the committee has been formally constituted, the student must "reconstitute" their committee. This is done by giving the Program secretary (in SDU 105) a revised list of your committee membership. A new letter will be prepared, appropriate signatures obtained, copies made, and the letter forwarded to the Dean of the Graduate School. A copy of this letter will be placed in your student file in SDU 105.

You may have more than the minimum number of committee members (but not fewer). However, remember that the more individuals you have on your committee, the more schedules you have to juggle when it comes time to schedule proposal and defense meetings! Sometimes the most difficult task is to coordinate everyone's schedule.

STEP 3: Program of Study

During your first year in the Program, it is recommended that you meet with your major advisor to discuss the courses that you plan to take as part of your Master's and/or doctoral training. The courses you select, in addition to those that are Program requirements, will be listed on either your Master's or Doctoral Program of Study. The Program of Study for each of these degrees must conform to the course requirements for the Clinical Training Program, the Department of Psychology, and the Graduate School.

It is to your advantage to at least prepare a draft version of a Program of Study early in your time in the Program. By so doing you are able to (1) protect yourself from having to take unanticipated courses late in your academic program, (2) select courses required by the Program and elective courses that match your interests/goals, and (3) lay-out a schedule that ensures timely completion of your graduate work. In order to take committee requirements/expectations into account, students are encouraged to complete their Programs of study in consultation with their major advisor and committee members.

Specific forms must be filled out for the Master's Program of Study and the Doctoral Program of Study. ***It is the student's responsibility to prepare these forms.*** These forms must be typed. Handwritten forms will not be accepted by the Graduate School. Copies of these forms can be accessed through the Graduate School Student Resources site <https://portal.usd.edu/academics/graduate-school/forms.cfm?casLogin=1> click on "Graduate Student Forms").

Though the Program Secretary is a resource for completing these forms, it is the student's responsibility to actually complete them.

Once the Program of Study form has been filled out, it is then reviewed and signed by your Major Advisor, all members of your thesis (or dissertation) research committee and the Department Chair. A copy of the signed form should be retained in your student file (in 105). The Program Secretary will forward the signed original Program of Study to the Dean of the Graduate School.

The courses listed on the Program of Study serve as a contract with the Graduate School. That is, all courses listed on these forms must be completed (with acceptable grades) prior to receiving Graduate School approval for graduation. All courses listed on the Programs of study must have a grade assigned prior to degree completion/graduation.

For the Master's Degree Program of Study, a minimum of 35 semester credit hours are required. At least six of these credit hours must be thesis credits. Students in the Program often complete 50-60 hours of course work prior to actually graduating with their Master's degree. However, only a core grouping of coursework completed in the first few semesters is included on the Master's Program of Study (35 credits). The remaining courses are included on the Doctoral Program of Study. (Please note that there may be slight variations between students, but these variations should be minimal).

All transfer courses must be listed on the Master's Program of Study (and must have prior Program and graduate school approval before the Program of Study is approved). Fifty percent or more of the coursework must be at the 700 level or above to qualify for graduation. **An example of a completed Master's Degree Program of Study form is included in Appendix H.**

For the (Ph.D.) Degree Program of Study, a minimum of 54 credit hours must have been earned as post-Master's degree credits at USD. A minimum of 15 hours of Dissertation credit is required. Fifty percent or more of the coursework must be at the 700 level or above to qualify for **graduation**. Two examples of a completed Doctoral Program of Study form are included in **Appendix I** (clinical specialization) and **Appendix J** (clinical specialization AND clinical/disaster psychology specialization).

COMPLETED PROGRAM OF STUDY FORMS MUST BE IN THE GRADUATE SCHOOL NO LATER THEN THE START OF THE SEMESTER IN WHICH YOU PLAN TO GRADUATE.

(For a listing of these dates, either check in SDU 105 or go to the portal-academics tab- academic policies and forms- graduate school, then click on the Graduate Student Responsibilities and Deadlines link in the left margin. If this timeline fits with the scheduling of your thesis or dissertation proposal meeting, tradition in the Program is that this form is prepared prior to, and signed following, the completion of the proposal meeting. (This prevents you from having to track down all of your committee members for signatures at a later time.)

You are responsible for seeing that a Program of Study is accurate, approved, and submitted to the graduate school on or before the specified deadline. Vigorously resist the temptation to procrastinate in the completion of this important step in your training.

STEP 4: The Master's (M.A.) Thesis

The purpose of the Master's thesis project is to provide training and supervised experience in the design, implementation, analysis, and interpretation of research.

All students who enter the Program without a thesis-based M.A. or M.S. degree comparable to the Master's Degree granted by USD's Clinical Program/Department of Psychology will be expected to complete a Master's Degree/thesis in our Program.

Selecting a Research Problem

The thesis research problem should be developed in collaboration with the student's major advisor/thesis chair. Usually research for the Master's thesis has a more restricted focus than research for the doctoral dissertation. (

The Proposal

In collaboration with their major advisor, a student prepares a formal proposal for the proposed research, including a thorough and professional review of the literature, a statement of the proposed hypotheses, methodology, and analyses and submit it to their chairperson for review. The chairperson will return drafts of the document to the student in a timely manner, however, students should allow at least five working days for each draft given to their chairperson for review. When the student and Chair are satisfied with the prospectus, the student will distribute copies of the proposal document to members of the thesis committee and schedule a meeting to discuss the proposal. The Committee members should have a copy of the proposal at least ten working days (excluding holidays and weekends) in advance of the proposal meeting.

Human Subjects (Institutional Review Board-IRB) Approval

Upon successful completion of the thesis proposal meeting, the student may prepare the paperwork for submission to the USD Institutional Review Board for review/ approval. Students should not submit IRB paperwork nor begin collecting data until after successfully completing their proposal meeting. The required forms are available online from the USD Research

Compliance Office <http://www.usd.edu/research/human-subjects-protection>

A copy of your Certificate of Completion of the CITI (online research ethics training course, described above) must either be on file with the IRB or accompany a copy of your study proposal.

The Defense

Upon completion of the research project, the student will submit a draft of the completed thesis to their Chair for review. Again, the student should allow at least five working days for each draft reviewed by the Chair. When the student and Chair are satisfied with the final draft, the student will distribute copies of the final document to members of the thesis committee and schedule a thesis defense meeting. The Committee members should have a copy of the final document at least ten working days (excluding holidays and weekends) in advance of the defense meeting.

Once the meeting time has been scheduled, the student should inform the Program Secretary so they can notify the Graduate School and post announcements about the meeting. The secretary will need the following information: Thesis title, date, time and location of defense meeting. A copy of your thesis should also be made available in 205 for general Departmental review prior to your meeting.

Time Frame for Completion of MA.

The USD Graduate School policy states that students must complete their Master's degree requirements within seven years from admission to the Master's Program. However, the Clinical Program expects research advisory committee approval of the M.A. thesis proposal by the start of the fall semester of year two and approval of the final document and completion of Master's degree requirements by the end of the spring semester of year two in the Program.

Graduate assistantship funding is contingent on completing Master's degree requirements within a maximum of three years in residence (not including an approved leave of absence). Refer to section information described above.

STEP 5: Comprehensive Examinations ("Prelims")

Currently, students typically take comprehensive examinations during the summer following their second year in the Program. Students must successfully defend their M.A. thesis prior to being approved to sit for the exams. Students entering the Program with an approved Master's degree may opt to take their preliminary exams after their first year in the Program. This should be done in consultation with the Major Advisor. (See Section IX above for a description of the prelims process.)

STEP 6: Clinical Case Presentation ("Clinical Orals")

Students must successfully pass Clinical Orals before receiving faculty's approval to apply for internship. Students should plan to complete their clinical orals in the spring semester preceding the fall they apply for internship. (See Section IX above for a description of the clinical case presentation process.)

STEP 7: Ph.D. Dissertation

As with the Master's thesis requirement, the purpose of the dissertation project is to provide training and supervised experience in the design, implementation, analysis, and interpretation of research. However, the expectation is that students will be prepared for a greater level of independence and creativity in the completion of this project and that the dissertation research should provide a significant contribution to the literature.

Selecting a Research Problem

The dissertation research project should be developed in collaboration with the student's major advisor/dissertation chair. However, relative to the thesis project, it is expected that students will demonstrate higher levels of independence in the development and implementation of the dissertation project than was characteristic of the thesis project.

The Proposal

Students are eligible to formally propose their dissertation at any point in time after they have completed their Master's degree. Students successfully propose their dissertation prior to submitting applications for internship. Students must have their master's document accepted by ProQuest before proposing their dissertation.

The student will prepare a formal proposal for the proposed research, including a thorough and professional review of the literature, a statement of the proposed hypotheses, methodology, and analyses and submit it to their Chair for review. The Chair will return drafts of the document to the student in a timely manner, however, students should allow at least five working days for each draft given to their Chair for review. When the student and Chair are satisfied with the prospectus, the student will distribute copies of the proposal document to members of the thesis committee and schedule a meeting to discuss the proposal. The Committee members should have a copy of the proposal at least ten working days (excluding holidays and weekends) in advance of the proposal meeting. Once the proposal is successfully completed the student is eligible for doctoral candidacy. This will be voted on by department faculty.

Human Subjects (IRB) Approval

Upon successful completion of the dissertation proposal meeting, the student may prepare the paperwork for submission to the USD Institutional Review Board for review/ approval. Students should not submit IRB paperwork nor begin collecting data until after successfully completing their proposal meeting. The required forms are available online from the USD Research Compliance Office (<http://www.usd.edu/research/human-subjects->

[protection](#)). A copy of your certificate of completion of the on-line human subject training program (CITI) must either be on file with the IRB or accompany a copy of your study proposal.

The Defense

Upon completion of the research the student will submit a draft of the completed dissertation to their Chair for review. Again, the student should allow at least five working days for each draft reviewed by the Chair. When the student and Chair are satisfied with the final draft, the student will distribute copies of the document to members of the dissertation committee and schedule a thesis defense meeting. The Committee members should have a copy of the proposal at least 10 working days (excluding holidays and weekends) in advance of the dissertation defense meeting. Once the meeting time has been scheduled, the student should inform the Program secretary (SDU 105) so they can notify the Graduate School and post announcements about the meeting. The secretary will need the following information: Dissertation title, date, time and location of defense meeting. A copy of your dissertation should also be made available in SDU 205 for general Departmental review prior to your meeting.

NOTE. For students who intend to “walk early” during the May commencement ceremonies and who would like to schedule their dissertation defense in within a few days of May commencement (to save on travel costs), copies of the dissertation must be distributed four weeks prior to the scheduled defense. Committee members will provide preliminary feedback within one week to confirm whether or not the student should make final travel/defense plans. (see Step 10 below)

Once students have made the revisions required by their Thesis Committee to their final document, and it is approved for submission by the Committee Chair, they must submit the document to ProQuest for publication. The student and the Committee Chair/Major Advisor are responsible for making sure the document is in the format required by the USD Graduate School and APA style prior to submission on ProQuest. Submission is done online using ProQuest at <http://www.etdadmin.com/sdakota> (information on how to navigate the ProQuest submittal process are available on the myUSD Portal and on the Graduate School website). Once submitted, the document is reviewed for consistency with Graduate School and APA style guidelines and sent back to the student if revisions are required. Students are then expected to make the noted revisions and resubmit the document as soon as possible. Final acceptance of the document is required before the student is certified for degree conferral.

Per Program policy passed on 10/1/15, students will not be allowed to propose their dissertation until they have received FINAL acceptance of their ProQuest submission. Students expecting to receive their Ph.D. may not turn in their graduation approval form until they receive final acceptance for their document.

Dissertation Proposal and Completion Timelines

Our Clinical Program in recent years has made efforts to facilitate completion of dissertations prior to the start of internship. Furthermore, internship sites have raised concerns about the “distraction” of dissertations during internship training and their interest in reducing this by increasing expectations for completion of dissertations prior to the start of internship. Therefore, Clinical students must successfully propose their dissertation prior to submitting applications for internship. Students who fail to meet this deadline will be required to defer the internship application process until the next application year. At a minimum, students are expected to have finished data collection for their dissertation prior to the start of their internship. Ideally, students will have defended their dissertation prior to the start of internship.

Dissertation progress at the start of internship should match what was indicated on the internship application (i.e., students should only indicate data collection or dissertation completion on the application form if they are reasonably certain that barring any unexpected or extenuating circumstances, they will meet these deadlines). Students who fail to meet the dissertation completion goals indicated on their applications will be expected to share this information with their internship training director prior to the start of their internship.

Student may begin enrolling in PSYC 898 (dissertation) as soon as their degree has been conferred (and their final document has been submitted to ProQuest). Students who enter the Program with an approved Master’s degree

may begin enrolling in Dissertation credits upon successful completion of one semester in the Program. A minimum of 15 dissertation hours are required by the Program prior to graduation. Because students are not eligible for the tuition reduction while on internship, it is to their fiscal benefit to enroll in all of their dissertation credit hours prior to leaving on internship.

STEP 8. Admission to Doctoral Candidacy

Admission to doctoral candidacy is dependent on successful completion of the (1) clinical and general preliminary examinations (including relevant remediation), (2) clinical orals (including relevant remediation), and (3) dissertation proposal. Following successful completion of (1) – (3), the Clinical faculty vote on their recommendation for candidacy and forward this recommendation to the entire Department of Psychology faculty. If a majority of faculty vote for admission to candidacy, a letter to this effect is forwarded to the Dean of the Graduate school and a copy maintained in the student's Program file. Doctoral candidacy must be approved by the Department faculty before students submit their internship preference/rank lists to the internship Match (typically in the first week in February). Students who fail to meet this deadline will be required to reapply for internship during the next application year.

Time Limits

As described in Section VIII above, the deadline for completing doctoral requirements is five years from doctoral candidacy. Upon special permission of the Graduate Dean, these timelines may be extended but all work beyond the Master's degree which is more than seven years old must be validated. The Clinical faculty will review extension requests, and if accepted, will determine which courses must be repeated and/or which content areas must be updated.

The Clinical faculty will forward to the Graduate Dean a recommendation regarding course requirements and a recommended deadline for completion. The Graduate Dean will review the request and will notify the student and Program of their decision. CLINICAL FACULTY WILL ONLY SUPPORT ONE RECOMMENDATION FOR PROGRAM EXTENSION. If students do not complete degree requirements within the extended deadline, the program will recommend to the dean that the student be terminated from the Program and the Graduate School. (See Section VIII above for additional information.)

STEP 9: The Pre-doctoral Clinical Psychology Internship

All Clinical students must complete a pre-doctoral one-calendar year, full-time, clinical internship which shall consist of at least 1800 hours. Students should familiarize themselves with the internship hours requirements for licensure in the states in which they think they may someday want to practice (e.g., some states require 2000 hours of predoctoral internship).

Students are strongly encouraged to complete APA accredited internships. However, as long as the demand for internships exceeds the availability of these sites (per national trends), students may apply to/accept offers from non-APA approved internship sites IF, AND ONLY IF, these sites are APPIC members (e.g., meet the strict APPIC member guidelines) and have been reviewed/approved by the DCT. Students should be knowledgeable of the limitations that attending a non-APA accredited site regarding future employment possibilities (e.g., federal positions often require an APA accredited internship; academic positions in APA accredited programs often also require an APA accredited internship) as well as possible licensure or other professional credential. Any exceptions to this policy must be approved by the core clinical faculty.⁵

⁵ For example, in 2011-2012, students were approved to apply for newly developed VAMC internship sites that did not have either APPIC membership or APA accreditation at the time of application. However, all of these sites were on track for meeting the standards set out by APPIC and APA and fully intended to achieve these credentials within the next two years, at the latest.)

Students register for 1 credit of PSYC 894, Clinical Internship, during each of 3 semesters (Fall, Spring, Summer) of the internship year. According to Graduate School policy, adopted in 1994, this single credit per semester classifies the student as full-time for purposes of financial aid. However, during the internship year, students are no longer eligible for the 1/3 in-state tuition rate and thus will be charged full in-state or out-of-state rates (whichever applies to you).

STEP 10: Graduation (PhD Degree conferral)

According to the APA Accreditation guidelines, students from accredited programs are expected to complete ALL graduation requirements on or before their graduation date. This includes the 12-month predoctoral internship. In accordance with these expectations, the USD Clinical Program will adhere to the following guidelines regarding summer graduation:

If your 12-month internship is officially over on or before August 20th, you are eligible to graduate in the summer. This presumes that you also meet USD's graduation deadlines regarding completion of your dissertation and that you have successfully completed all other Program requirements, including internship.

If your 12-month internship is officially over after August 20 you will **not** be eligible to graduate in the summer and must instead wait until December degree conferral to receive your degree. **THERE WILL BE ABSOLUTELY NO EXCEPTIONS TO THIS DEADLINE.** Most states will allow you to begin counting post-doctoral hours from the time that you have completed all degree requirements (internship, dissertation, including submission of final document to ProQuest) regardless of when the degree is actually conferred. You may want to check with the state licensing board in the state(s) in which you plan to work/do your post doc and see what their criteria are for starting to "count" post doc supervision hours.

Once students have made the revisions required by their Dissertation Committee to their final document, and it is approved for submission by the Committee Chair, they must submit the document to ProQuest for publication. **The student and the Committee Chair/Major Advisor are responsible for making sure the document is in the format required by the USD Graduate School and APA style prior to submission on ProQuest.** Submission is done online using ProQuest at <http://www.etdadmin.com/sdakota> (information on how to navigate the ProQuest submittal process are available on the myUSD Portal and on the Graduate School website). Once submitted, the document is reviewed for consistency with Graduate School and APA style guidelines and sent back to the student if revisions are required. Students are then expected to make the noted revisions and resubmit the document as soon as possible. **Final acceptance of the document is required before the student is certified for degree conferral.**

Per Graduate School policy, students expecting to receive their Ph.D. may not turn in their graduation approval form until they receive final acceptance for their document.

Policy for Early Participation in Commencement Ceremonies (effective 2010)

Since December 2009, USD no longer offers summer commencement ceremonies. Therefore, the only opportunities for Clinical students to participate in a commencement ceremony are in December and May. Early participation in the May commencement ceremonies may be a preferred option for Clinical students who (1) would typically meet all graduation requirements for the summer degree conferral (see above), (2) would like to participate in commencement ceremonies with classmates and (3) are unlikely to return to campus in December to go through ceremonies and (4) whose family/friends are more likely to be able to attend the summer graduation than December's ceremonies.

Early participation in the Spring (typically early May) commencement will be allowed if the following criteria are met:

1. The student successfully completes all of their coursework and successfully defends their dissertation prior to the May commencement ceremony.
2. The internship is officially completed on or before August 31.
3. The internship training director states, in writing to the DCT (may be sent electronically), that the student/intern is in good standing (no ethical/legal problems under consideration or pending) and is expected to complete the remainder of the internship without difficulty.
4. The student reviews and signs The Request to Attend Early Commencement Form (available on the portal under academic forms) and forwards this to the DCT within 4 weeks of the start of the Spring semester. Your signature on this form specifies that you understand and agree with the following:
 - a. Your name will not appear in the graduation program but will appear in the following December graduation program.
 - b. Participation in early commencement does not allow you to consider yourself as “graduated.” You must still successfully complete your internship and wait for the official diploma that will be issued in August.
5. The DCT reviews the form, and if all criteria are met, will sign the form and forward it to the Graduate School Registrar and Graduate Dean for their review and approval.

NOTE: As mentioned above, students who would like to walk in the May commencement ceremonies AND who would like to schedule their defense to coincide with the ceremonies (make one trip to USD); the defense document must be submitted to the dissertation committee no fewer than four weeks prior to the scheduled defense. The committee will provide a preliminary review within one week of receipt of this document. Students should not make their travel arrangements until the committee has provided approval to move ahead with the defense.

Students who are approved to “walk early” may not refer to themselves as “Dr.” nor add Ph.D. in their signature block until their degree has been conferred (degree completion posted on transcript, which is typically the last week of August). However, students may start counting post doc licensure hours after having successfully and completely fulfilled **all** Program/ degree requirements (including your internship).

SECTION XVII. SUMMARY OF DOCTORAL STUDENT GUIDELINES

Approval to propose dissertation

In order to formally propose their dissertation, a student must have successfully completed all requirements for the Master's degree.

Approval to submit internship applications

In order to apply for internship, a student must meet the following requirements:

1. Completion of Master's degree
2. Passing scores on general and clinical prelims (remediation can be pending)
3. Completion of clinical orals (remediation can be pending)
4. Committee approval of dissertation proposal
5. Approval of Clinical faculty

Students are not permitted to register for the internship match until they have been approved to apply for internship (e.g., passed all prelims, clinical orals, and dissertation proposal).

Requirements for Doctoral Candidacy

In order for a student to be forwarded to the entire Psychology Department faculty, the following requirements must be met:

1. Completion of Master's degree
2. Completion of General prelims (remediation must be completed)
3. Completion of clinical prelims (remediation must be completed)
4. Completion of Clinical Orals (remediation must be completed)
6. Passing Dissertation Proposal
7. Approval of Clinical Faculty
8. Approval of Department of Psychology Faculty

Approval to submit internship ranking list

In order to submit internship ranking list, a student must be a doctoral candidate.

APPENDIX A
PROGRAM AIMS AND COMPETENCIES

APPENDIX B

DEPARTMENT OF PSYCHOLOGY ORGANIZATIONAL CHART

APPENDIX C

YEAR BY YEAR SEQUENCE OF COURSES

APPENDIX D

2018-2019 ASSISTANTSHIPS

APPENDIX E

CLINICAL ORALS FEEDBACK SUMMARY

USD CPP Clinical Orals

Feedback Summary

Student:	Date:
Current Clinical Supervisor: JC SF JP	
Orals Committee: BB CB JC SL JP RQ JS RS (please circle members, and asterisk chair of committee)	

This form is used in evaluating the clinical case presentation that each CPP student must successfully complete prior to applying for internship. The presentation must focus on a therapy case that includes at least six sessions (assessment, feedback, and therapy). We are hoping these meetings will conclude in 1.5 hours, with 40-45 minutes of presentation, video example of work, and questions. This form conveys feedback about presentation skills and internship readiness. Although these numbers below are to give specific feedback in each area, the committee will meet at the end of the presentation and determine the following final score designation; Pass, Pass with remediation, Not Passing. Please note that this is not an average of these numbers, as some aspects may weigh more heavily than others in the committee members' overall determination and grading of this exercise.

Use the following scale to evaluate the student's demonstration of competencies as noted below.

0	1	2	3	4
Completely Unacceptable	Below Minimal Training Expectations – Improvement Needed	Meets Training Expectations – Achieved general level of competency	Exceeds Minimal Training Expectations	Exceptional

Documentation	Circle one
Attention to PSC policies regarding paperwork is evident throughout the client file. Chart review concerns have been appropriately addressed.	0 1 2 3 4 NA
Orals document is succinct, cohesive, and informative; written well with essential information and summaries of client background, assessment, behavioral observations, case conceptualization, diagnosis, intervention utilized, etc.	0 1 2 3 4 NA

Assessment	Circle one
Appropriate assessment methods and/or tools selected, taking into account the empirical literature and the client's presenting problem.	0 1 2 3 4 NA
Appropriately uses, interprets, and integrates assessment data into the case conceptualization, treatment planning, and treatment outcome.	0 1 2 3 4 NA

Case Conceptualization	Circle one
Conceptualization is appropriately grounded in theory, empirical literature, and clinical data.	0 1 2 3 4 NA
Student exhibits awareness of alternative conceptualizations and limits of own conceptualization.	0 1 2 3 4 NA

Intervention	Circle one
Treatment approach considers the 3 components of evidence-based practice (empirical support, clinician expertise, client characteristics/preference).	0 1 2 3 4 NA
Appropriate consideration of time limitations, resource constraints, and community resources in the choice of interventions. Able to modify therapeutic approach when necessary.	0 1 2 3 4 NA

Therapeutic Relationship	Circle one
Ability to establish atmosphere that facilitates effective communication (e.g., demonstrates concern and respect in an empathic manner).	0 1 2 3 4 NA
Able to effectively balance therapeutic working alliance and professional objectivity.	0 1 2 3 4 NA

Diversity and Ethics	Circle one
Assessment methods, case conceptualization, treatment approach, and discussion of outcome considers influence of client diversity (e.g., race/ethnicity, gender, sexual orientation, physical/intellectual ability, SES).	0 1 2 3 4 NA
Any ethical dilemmas were appropriately addressed.	0 1 2 3 4 NA

Self- Reflection	Circle one
Demonstrates awareness of own biases, attitudes, behavior, etc, and how these influence assessment and treatment.	0 1 2 3 4 NA
Demonstrates awareness of own expertise and limits of competence/effectiveness. Makes appropriate use of supervision and referral sources.	0 1 2 3 4 NA

Presentation	Circle one
Effectively communicates to audience, manages time appropriately, maintains a professional demeanor, coherent order of presentation, and appropriately uses slides/handouts/etc.	0 1 2 3 4 NA
Responsive to questions and feedback. Demonstrates flexibility in thinking regarding case conceptualizations, familiarity with assessment, diagnostics, empirical rationale, clinical judgement and rationale.	0 1 2 3 4 NA
Video presentation—(to include quality of excerpt, evidence of therapeutic relationship, demonstration of techniques consistent with conceptualization, etc.)	0 1 2 3 4 NA

(Modified from Hadjistavropoulos et al., 2010 and Petti, 2008)

Strengths of Presentation:	Remediation Required:
Overall Rating of Presentation: (Pass, Pass with remediation, Not Passing) _____	

Signature of Faculty Member filling out this form: _____

Continue comments on back as needed.

Original – student file
supervisor)

Copy – Student (to be shared/discussed with current clinical

APPENDIX F

GRADUATE STUDENT ANNUAL EVALUATION FORMS

APPENDIX G

CLINICAL TRAINEE COMPETENCY EVALUATION FORMS

APPENDIX H

MA PROGRAM OF STUDY TEMPLATE

APPENDIX I

DOCTORAL PROGRAM OF STUDY TEMPLATE

APPENDIX J

CLINICAL PSYCHOLOGY SPECIALIZATION & CLINICAL DISASTER SPECIALIZATION PROGRAM OF STUDY TEMPLATE

APPENDIX K

CLINICAL PROGRAM THESIS/DISSERTATION FORMAT GUIDELINES

