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## Introduction to This Handbook

The policies in this handbook take effect August 19, 2024. The following contains information regarding policies and procedures for clinical psychology graduate students. This document was created with the goal of integrating Graduate School and departmental rules, with rules specifically related to the clinical psychology training program. It is critical that students are familiar with and follow these rules carefully, since they outline requirements for successful completion of the Ph.D in clinical psychology. The most recent copies of this handbook can be obtained on the department's web site, which also includes links to LSU and Graduate School resources. Students are encouraged to become familiar with these resources as well. If you have any questions about these policies, please contact your advisor (for academic/research matters,) the Director of Clinical Training (DCT; for clinical program policies/procedures), the Director of Graduate Training (DGT; for department graduate program policies), or the department graduate coordinator (for forms, deadlines, and protocol). We are all here to help; we want you to be successful!

## Introduction to the Clinical Psychology Training Program

The Clinical Program has been accredited by the American Psychological Association (APA) since 1956. The program received re-accreditation in 2018 and the next site visit will be in 2028. For more information on our program's accreditation status, you may contact the APA Commission on Accreditation at the following: 750 First Street, NE, Washington, DC 20002-4242, Phone: (202) 336-5979, Fax: (202) 336-5978, or on the APA Accreditation website. The Clinical Psychology program at Louisiana State University is one of five graduate programs in the department. The other programs are: Behavioral Analysis, Cognitive and Brain Sciences, Industrial/Organizational, and School Psychology. The department and our program encourage collaboration with other programs within the department.

Our program adopts the **Clinical Scientist model that emphasizes the integration of the scientific and applied aspects of clinical psychology**. Training focuses on conducting psychological research and on conducting clinical services in a scientific fashion, evaluating the clinical literature from a scientist's perspective, calling upon relevant empirical findings and principles in the creation and/or application of clinical procedures, and, integrating basic and applied (clinical) psychology into a suitable professional frame of reference. As such, the goal of the program is to graduate clinical scientists, all of whom have the knowledge and skills to function both as basic and applied researchers, as well as independent providers and overseers of clinical services.







**Knowledge in Scientific Psychology** requirements is met through many courses which integrate knowledge across multiple areas of psychology. For example, PSYC 7030 integrates cognitive, biological, and social aspects of behavior.

**Students in program prior to 2019:** Students who took one but not both of PSYC7034 or 7030 prior to Fall 2019 must take PSYC7030 (Neurocognitive Basis of Behavior) to fulfill requirements concerning cognitive, biological, and affective bases of behavior. Students who took one but not both of PSYC7040 or 7929 prior to Fall 2019 must take PSYC7040 (Sociocultural Bases of Behavior) to fulfill requirements concerning social bases of behavior and individual and cultural diversity. Students who took both 7034 and 7030 prior to Fall 2019 do not need to take the new 7030; students who took both 7040 and 7929 prior to Fall 2019 do not need to take the new 7040.

**Timing of Courses**

To prepare for clinical work, students are required to complete the following courses in their first year (and no later than end of their second year in the event that the course is not offered in the student’s first year): Professional Considerations in Psychology (PSYC 7999), Developmental Disorders and Psychopathology of Children (PSYC 7171) or Advanced Psychopathology (PSYC 7982), and Child Behavior Therapy (PSYC 7972) or Behavior Therapy (PSYC 7185). Students are also required to complete at least one assessment course within their first two years.

To prepare students for thesis work, PSYC 4111 and 7117 must be completed within the first two years. All other required coursework must be successfully completed (earn a grade of B- or higher) by the end of the fourth year (or by degree completion). Required coursework is outlined below.

Table 2 provides a recommended timeline for completed courses that would meet these requirements. Schedules may have to vary depending on availability of courses or based on the recommendations of students’ major professor.

**Table 2. Recommended Courses by Year**

**Year 1**

<b>Fall</b>	<b>Spring</b>
Intermediate Statistics (PSYC 4111) Psychological Assessment I (PSYC 7125) Advanced Psychopathology (PSYC 7982) <b>OR</b> Dev. Disorder in Children (PYC 7171) Clinical Practicum (1 hour; PSYC 7688) *Clinical Neuropsychology Seminar (1 hour; PSYC 7525)	Advanced Statistics (PSYC 7111) Professional Considerations (PSYC 7999) Behavior Therapy (PSYC 7185) <b>OR</b> Child Behavior Therapy (PSYC 7972) Clinical Practicum (1 hour; PSYC 7689) *Clinical Neuropsychology Seminar (1 hour; PSYC 7525)



## Year 2

<p><b>Fall</b>                  Sociocultural Bases of Behavior (PSYC 7040)                  Clinical Practicum (PSYC 7688)                  Thesis hours (PSYC 8000)                  *Clinical Neuropsychology Seminar (1 hour; PSYC 7525)</p>	<p><b>Spring</b>                  Assessment II (PSYC 7925)                  Research Methods (PSYC 7117)                  Clinical Practicum (PSYC 7689)                  Thesis hours (PSYC 8000)                  *Clinical Neuropsychology Seminar (1 hour; PSYC 7525)</p>
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## Year 3

<p><b>Fall</b>                  Behavioral Perspective of Development (PSYC 7949) <b>OR</b>                  Lifespan Development (PSYC 7979)                  History of Modern Psychology (PSYC 4008)                  Clinical Practicum (PSYC7688)                  *Clinical Neuropsychology Seminar (1 hour; PSYC 7525)</p>	<p><b>Spring</b>                  Neurocognitive Bases of Behavior (PSYC 7030)                  Consultation and Supervision (PSYC 7960)                  Clinical Practicum (PSYC 7689)                   *Clinical Neuropsychology Seminar (1 hour; PSYC 7525)</p>
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## Year 4

<p><b>Fall</b>                  Dissertation hours (PSYC 9000)                  Clinical Practicum (PSYC7688)                  *Clinical Neuropsychology Seminar (1 hour; PSYC 7525)</p>	<p><b>Spring</b>                  Dissertation hours (PSYC 9000)                  Clinical Practicum (PSYC 7689)                  *Clinical Neuropsychology Seminar (1 hour; PSYC 7525)</p>
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## Year 5

<p>Internship (PSYC 7997)</p>
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\*Students in the Neuropsychology Emphasis only.

### Course Waivers

If a student has taken a course or multiple courses that is similar in content to one of these courses and meets the same DSK or PWC as the course at LSU, the student may consider waiving the LSU course. The waived course will not show up on the student's transcript. The following steps are needed to obtain a course waiver. The course must first be approved for waiver by the major professor, then the course instructor at LSU, and finally the Director of Clinical Training (DCT). It is the responsibility of the student requesting the waiver to provide copies of course syllabi to the major professor, course instructor, and DCT. The process for obtaining waivers



PSYC 7939: Seminar in Experimental Psychology	12
PSYC 7950: Industrial/Organizational Psychology Internship	12
PSYC 7951: Competencies and Perspectives in IO Psychology	12
PSYC 7958: Current Problems in Industrial Psychology	12
PSYC 7959: Current Problems in Industrial Psychology	12
PSYC 7969: Internship in School Psychology	12
PSYC 7990: Teaching of Psychology	4
PSYC 7997: Clinical Psychology Internship	12
PSYC 8000: Thesis Research	6
PSYC 8939: Independent Research: Experimental Psychology	15
PSYC 8959: Independent Research-Industrial Psychology	15
PSYC 9000: Dissertation Research	12

### Practicum

The Clinical Program is strongly committed to clinical training. Practicum experiences are vital in helping students acquire evidence-based knowledge and competence in psychological assessment, measurement, intervention, professional attitudes and behaviors, communication and interpersonal skills, ethical and legal conduct of psychological services, and issues related to cultural and individual diversity. The settings (e.g., hospitals, clinics, forensic facilities), populations served, and the services provided are consistent with the program's immediate and long-term training aims and competencies.

Students are required to conduct clinical services for at least two years in the context of PSYC7688/9. Students are required to conduct clinical services under the direct clinical supervisor of at least two different core clinical faculty. Most students complete at least one year of PSYC7688/9 with their major professor and one year with a different core clinical faculty member. Given that not all major professors provide clinical supervision in the context of PSYC7688/9, some students will gain experience conducting clinical work under the direct supervision of two core clinical faculty other than their major professor.

The timing, location, and credit hours for each year's practica is determined individually with each student upon consultation with the core clinical faculty member clinical supervisor. Students typically register for 3 credit hours of practica per semester (including summers) during which clinical services are provided. First year students may also enroll in PSYC7688/9 (typically for 1 credit hour) to engage in didactic and procedural training (based on the training model of their major professor's lab). All students in the clinical psychology graduate program are required to complete a minimum of 12 credit hours of PSYC7688/7689 (see Table 1) prior to leaving for internship.

As part of their clinical training, students are required to obtain assessment and intervention training at the LSU Psychological Services Center (PSC). Specifically, prior to applying for internship, students are required to complete 4 psychological evaluations and complete 40 hours of intervention at the PSC. Students must submit a list of the cases they wish to use for this requirement to the Director of the PSC by October 15 in the academic year that the student plans to apply for internship. The Director of the PSC will then confirm whether this requirement has been met and inform the DCT. Students are required to have been the primary student clinician completing the evaluation for any evaluation they plan to use towards this requirement. Therefore, an evaluation can only be counted for a single student even if multiple students participated in the evaluation. Evaluations should include the administration of at least two measures of one or more of the following domains: cognitive, language/communication, developmental, adaptive, or academic functioning. Please note that this definition is more restrictive than the requirements for an integrated report for internship applications. For intervention hours, these need to be direct client contact providing intervention services to a client.

A list of program-approved practicum sites is included in Appendix F. As evidenced by this list, students have ample opportunity to gain a variety of clinical experiences. Although settings for practicum are diverse, they all share the following in common: (1) sites are committed to training, (2) sites provide supervised experience working with diverse individuals with a variety of presenting problems, (3) sites provide opportunities for experience to gain profession-wide competencies, (4) training is appropriate for student level of training, (5) all cases are supervised by licensed doctoral-level psychologists who meet with student therapists on a weekly basis, and (6) all case supervisors observe student delivery of psychological services at least once per evaluation period.

Note that graduate students only are permitted to participate in clinical activities as part of a formal training experience as sanctioned by the Clinical Program. Moreover, only clinical hours that occur in the context of program-approved practicum sites will count towards the doctoral training experiences that are documented within the internship application process (APPIC).

**Proposing New Practicum Sites.** Occasionally students desire a clinical training experience that is not among the program-approved practicum sites. We encourage students to participate in innovative training that is relevant to their training goals. However, to ensure consistency in training and that students will obtain a structured clinical experience, new training opportunities must be carefully reviewed by the Director of Clinical Training before such assignments can be offered. If a student has identified such a clinical experience, they should discuss the site with their major professor. If the major pr





1. Students may not begin collecting data with human participants until the project has been approved by LSU's IRB committee (Institutional Review Board). This process may take some time depending on the status of the project (e.g., expedited versus full review).
2. If participants are LS

are all part of the doctoral requirements provided above:

At least 15 hours at the 7000 level or above;

A primary area consisting of a minimum of six hours of earned credit in a specified field of study (clinical), which may include seminar or practicum credit;

Two courses from the following list: PSYC 4111, PSYC 7020, PSYC 7111, and PSYC 7117; and

Six credits of PSYC 8000.

Failure to comply with these guidelines and deadlines will result in loss of financial support for at least one semest 35i -28.of



- 3. Oral Examination:** The oral examination will involve the general examination committee (including the Dean's Representative) who will have a vote. The student must demonstrate independent mastery of the research included in the written document during the oral examination.
- 4.** The defense of General Exam must be scheduled 4 weeks

Graduate Coordinator verifies the information on the worksheet from the student's file,





Director of Clinical Training, and the Clinical Area faculty. This plan defines the student's problem(s), identifies the expected changes, specifies possible methods that could be used to reach those goals, and designates a date for goal attainment or re-evaluation. During this remedial period, the student is on programmatic-probation. Students who choose not to accept the remedial plan may be dismissed from the program. Similarly, students who fail to attain specified goals by the specified date may be dismissed from the program.

4. The Director of Graduate Studies and Department Chair are notified of the specific problem(s) and the remediation plan.

5. At the end of the remediation plan, four options exist:

- a. A decision that the specified concerns no longer present a significant problem and the student is allowed to continue in the program.
- b. Continued probation and remediation, with an updated remediation plan.
- c. Recommendation to the student that he/she leave the program.
- d. Recommendation of formal dismissal from the program. Students are given 14 days to prepare a response to the notification of dismissal and have the opportunity to ask the clinical area faculty to formally review their case. Students may also appeal the decision (see Grievance Policy for more information).

### **Retention in the Program**

The Department of Psychology expects the highest ethical and professional behavior from all graduate students at all times. This includes adhering to the LSU Code of Conduct for students, as APA's Ethical Principles of Psychologists and Code of Conduct (this can be found at APA Ethical Guidelines Website). Unethical or improper behavior (on or off campus) may warrant disciplinary action including termination from the program.

The following is a checklist outlines requirements that will aid students with remaining in good standing with the program.

- Maintain semester and cumulative grade point average of 3.0 or better.
- Complete courses with a grade of "B-" or better. Note that students are permitted no more than one course grade below a B- and that a B- in a course in a semester when other courses are P/F or S/U will result in academic probation.
- Meet expectations on all items on all annual and practicum evaluation forms.
- Successfully propose thesis preferably in the 3<sup>rd</sup> semester and no later than the 10<sup>th</sup> class day of the 4<sup>th</sup> semester.
- Successfully defend thesis no later than the last day of final exams of the 5<sup>th</sup> semester in the program.
- Successfully complete the general exam prior to the dissertation proposal meeting.
- Successfully propose dissertation proposal (i.e., pass proposal meeting) by October 15 prior to applying for internship.
- Successfully complete APA-accredited internship (if applicable) within seven years of entering the program.
- Successfully defend dissertation within seven years of entering the program.



differences, including intersectionality, in articulating an approach to working effectively with diverse individuals and groups.

Demonstrate the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews differ with their own.

In addition, State of Louisiana Board of Examiners in Psychology recognizes the importance of continuing training in issues related to diversity, equity, and inclusion by requiring that all licensed psychologists by state statute must obtain at least 2 hours of required continuing professional development within the area of multiculturalism or diversity: [LA Administrative Code, Title 46, Part LXIII \(updated May 2023\)](#): S803 Requirements.

As a result of this commitment, training in multiculturalism and diversity is a critical part of all aspects of the training in the clinical psychology doctoral program.

### **Coursework**

Our faculty strive to integrate training in multiculturalism and diversity across all courses. Course syllabi include explicit statements regarding how each course includes this training.

*PSY C 7040 Sociocultural Basis of Behavior*, a course with an explicit focus on didactic instruction working with diverse clients and theories of culturally competent delivery of psychological services. This required course is typically taken in the 2nd year of the program.

### **Research Experiences**

Students have many opportunities to gain supervised research experience with diverse samples. Several faculty members conduct research that is explicitly focused on race/ethnicity, gender, and/or gender identity.

Students must address issues of diversity in their masters' thesis and dissertation projects and must adequately attend to these issues in their oral defense in order to pass their thesis and dissertation defenses.

### **Practicum Experiences**

Students receive experience conducting clinical work with individuals from historically 0.00theseir master





their training as a clinician, but this is not required by our program. Several options are available for students to identify a local therapist who can provide treatment at a reasonable cost. First, students are entitled to free services at the LSU Student Health Center. However, some students may have reservations about this option. For the most up-to-date referral options for therapists in the community (i.e., not at LSU's Student Health Center), students are encouraged to seek a referral from Student Health or to obtain referral from the Director of Clinical Training. There are also student organizations on campus that have mental health as a focus and that could provide support and guidance.

### **Complaints/Grievance Policy and Procedures**

Given the intensity of the training and the apprenticeship nature of graduate work, students may experience difficulties with procedures, policies, faculty, or fellow graduate students during the course of graduate training. The faculty are committed to making the training process as fair as possible, while also maintaining high standards for completion of a Ph.D. degree. Further, policies for grievances must recognize the inherent power differential between graduate students and faculty.

### **Concerns about the Program Curriculum/Training**

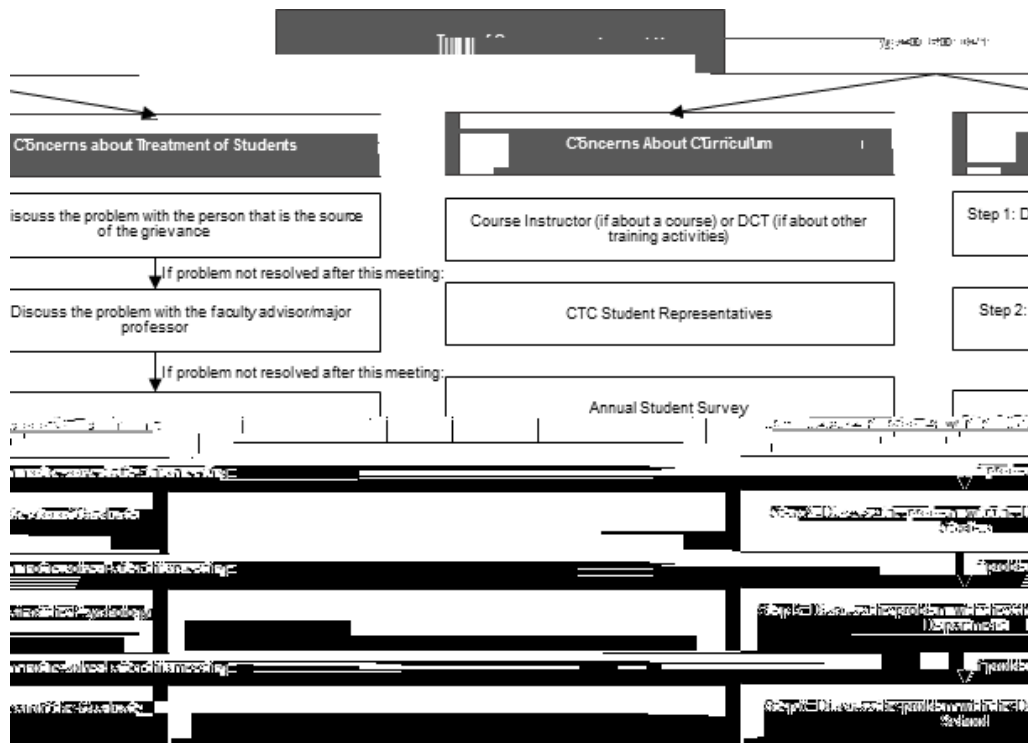
If a student has feedback for the program concerning a course, the curriculum or other training requirements, the student is encouraged to discuss this feedback with the course instructor (if concerns about a particular existing course) or the Director of Clinical Training (if concern is about other training requirements). Students are also encouraged to share their programmatic feedback with the Curriculum Training Committee (CTC) student representatives, who will present the feedback to the Clinical Area Faculty at the next CTC meeting. Students can also present this feedback to the faculty during the annual student survey, an annual student evaluation of the program.

### **Concerns about Student Treatment**

If a student believes that they have been treated unfairly or inappropriately by faculty, staff, or other students either on an academic or interpersonal matter, the course of action should be consistent with the APA's ethical principles and APA Guidelines on Equitable and Respectful Treatment of Students in Graduate Psychology Programs. That is, the student should first discuss the problem with the person that is the source of the grievance and attempt a resolution of the area of concern (sharing concerns directly with the person with whom they have the concern to let the person know what they've done was concerning so the person can either clarify a misunderstanding or learn that their behavior was inappropriate and grow from the interaction). In recognition of the power differential between students and faculty, the student can invite a third party of their choice to be present in the meeting for support. If this does not resolve the problem, the student should next discuss this concern with their major professor (the student's primary source of mentorship on professional issues in the program), unless the major professor is the source of student's concern. If a resolution is not obtained by discussion with the student's major professor, the student is to meet with the Director of the Clinical Training (as they are clinical area level person to whom to bring concerns regarding program affiliated faculty). If a resolution is not obtained by discussion with the DCT, the student is to meet with the Director of Graduate

Studies. If a resolution is not obtained by discussion with the Director of Graduate Studies, the student is to meet with the Chair of the Department of Psychology. If a resolution is not obtained by discussion with the Department Chair, the student can meet with the Dean of the Graduate School (see Figure below for order in which to consult concerning grievances)

There may be circumstances in which the student feels that they cannot discuss the issue with one of the parties described above (e.g., one of the persons in the chain above is the basis of concern); in such instances, the student is encouraged to discuss the matter with the next person in the chain outlined above. In addition, students are protected by University policies and procedures that govern student's rights, appeals, and due processes. A link to LSU's policy on grievances and appeals can be obtained on the department's Graduate Student Resources web page.



There are three important exceptions to this grievance procedure. First, in accordance with Title IX and other applicable law, LSU is committed to providing a learning, working, and living environment that promotes integrity, civility, and mutual respect in an environment free of discrimination on the basis of sex and sexual misconduct which includes sex discrimination,





immediately preceding travel.

Summer enrollment is not required, but if travel is being requested for conferences during the summer, the st

*dissertation.*

6. Students who are the recipient of an assistantship must secure written permission to work additional hours outside of that assistantship. The additional work must be related to the student's education to merit approval. Students' major professor and the Director of Graduate Studies must approve the additional work.







<b>Competency:</b> <i>(iii) Individual and cultural diversity</i>	
<b>Elements</b>	<p>An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.</p> <p>Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.</p> <p>The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.</p>
	Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.
<b>MLAs</b>	<p>Must pass courses (PSYC7040; PSYC7688/7689) with a B- or better</p> <p>Must pass thesis and dissertation meetings</p> <p>Student rated as “Meets Expectation” on the Annual Student Evaluation Form in the area of individual and cultural diversity</p> <p>Student rated as “Meets Expectation” on the Practicum Evaluation Form in the area of individual and cultural diversity</p>
<b>Competency:</b> <i>(iv) Professional values, attitudes, and behaviors</i>	
<b>Elements</b>	<p>Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others</p> <p>Engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.</p> <p>Actively seek and demonstrate openness and responsiveness to feedback and supervision.</p> <p>Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.</p>
<b>MLAs</b>	<p>Must pass courses (PSYC7688/7689) with a B- or better</p> <p>Student rated as “Meets Expectation” on the Annual Student Evaluation Form in the area of professionalism</p> <p>Student rated as “Meets Expectation” on the Practicum Evaluation Form in the area of professionalism</p>
<b>Competency:</b> <i>(v) Communications and interpersonal skills</i>	
<b>Elements</b>	<p>Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, Beha9ye</p>



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<b>MLAs</b>	How outcomes are measured: Must pass course (PSYC9960) with a B- or better
<b>Competency:</b>	

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

### **Aim 1. Research**

Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

Conduct research or other scholarly activities.

Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

*Yes – Meets Expectations*

*No – Does Not Meet Expectations*

*NA – Not Observed*

### **Aim 2. Ethical and Legal Standards**

Be knowledgeable of and act in accordance with each of the following:

\*the current version of the APA Ethical Principles of Psychologists and Code of Conduct;

\*Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and

\*Relevant professional standards and guidelines.

Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.

Conduct self in an ethical manner in all professional activities.

*Yes – Meets Expectations*

*No – Does Not Meet Expectations*

*NA – Not Observed*

### **Aim 3. Individual and Cultural Diversity**

An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.

Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research training, supervision/consultation, and service.





## **Appendix C: Practicum Evaluation Form**

### **Aim 1. Ethical and Legal Standards**

Be knowledgeable of and act in accordance with each of the following:

\*the current version of the APA Ethical Principles of Psychologists and Code of Conduct;

\*Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and

\*Relevant professional standards and guidelines.

Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.

Conduct self in an ethical manner in all professional activities.

*Yes – Meets Expectations*

*No – Does Not Meet Expectations*

*NA – Not Observed*

### **Aim 2. Individual and Cultural Diversity**

An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.

Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.

The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities).

This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group





Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.

Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

*Yes – Meets Expectations*

*No – Does Not Meet Expectations*

*NA – Not Observed*

### **Aim 5. Assessment**

Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.

Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.

Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

*Yes – Meets Expectations*

*No – Does Not Meet Expectations*

*NA – Not Observed*

### **Aim 6. Intervention**

Establish and maintain effective relationships with the recipients of psychological services.

Develop evidence-based intervention plans specific to the service delivery goals.







## Appendix E: Program Checklist

(For students entering with a Master's degree)

### Year 1:

Enroll in liability insurance & submit proof of insurance to the Administrative Coordinator of Graduate Studies each year  
Complete Human Subjects training & submit certificate of completion to the Administrative Coordinator of Graduate Studies  
Begin taking DSK and PWC courses. *Note. PSYC7999, a therapy course (PSYC7185 or PSYC7972 if child emphasis), and a psychopathology course are to be taken in the first year.*  
Schedule practicum hours each semester (1-3 depending on prior experience)  
Apply for thesis waiver.  
Complete approved DEI training and submit certificate of completion to the DCT.

### Year 2:

Continue taking DSK and PWC courses. *Note: PSYC 4111, 7117, and 7125 must be completed by end of Year 2.*  
Schedule practicum hours each semester. *Students must complete one year of practicum with a Clinical Psychology faculty member who is not the student's major professor during their 2<sup>nd</sup>, 3<sup>rd</sup>, or 4<sup>th</sup> year*  
Choose a minor area of study and a minor professor (if applicable)  
Complete approved DEI training and submit certificate of completion to the DCT.

### Year 3:

Continue taking DSK and PWC courses.  
Schedule three practicum hours each semester.  
Complete minor courses and project (minor must be completed before taking the General Exam)  
Defend General Examination  
Complete approved DEI training and submit certificate of completion to the DCT.

### Year 4:

Complete DSK and PWC courses.  
Schedule practicum hours each semester.  
Successfully defend (i.e., pass) Dissertation proposal before applying for internship and **no later than October 15** the year applying for internship. General exam must be successfully defended prior to Dissertation Proposal.  
Submit request for DCT to complete APPIC form at least two weeks prior to first internship application due date (and after passing dissertation proposal meeting).  
Apply for internship.  
Complete approved DEI training and submit certificate of completion to the DCT.

### Year 5:

One year of an APA-accredited clinical internship (enroll in at least one credit of PSYC7997 per semester on internship)

Defend dissertation (this may also be done in year 4)

Notify Graduate Coordinator of intention to graduate

Submit Verification of Concentration form

**GRADUATE!**

## Appendix E: Thesis, General Exam, and Dissertation Evaluation Scales

### Framing the Study

1. The student reviews and synthesizes the available literature within a domain of psychological inquiry

Inadequate  
Needs improvement  
Proficient  
Excellent

2. The student builds a scientific case for the importance and appropriateness of specific research problems

Inadequate  
Needs improvement  
Proficient  
Excellent

3. The student proposes relevant research questions and hypotheses that can be investigated to answer specific research problems

Inadequate  
Needs improvement  
Proficient  
Excellent

### Designing and Carrying out Study Methods

1. The student targets a population of interest and obtains sufficient and relevant participants to answer the research questions, including knowledge of individual and cultural differences relevant to study design

Inadequate  
Needs improvement  
Proficient  
Excellent

2. The student identifies relevant variables of interest, measures for assessing those variables (including review of data regarding psychometrics), and manipulations of relevant variables (for experimental studies) to answer the research questions

Inadequate

Needs improvement  
Proficient  
Excellent

3. The student devises and carries out procedures for obtaining participant consent, collecting data, providing interventions and/or manipulating variables (for experimental studies), and other relevant means to answer the research questions in a manner consistent with the APA Ethical Principles of Psychologist and Code of Conduct and relevant laws, regulations, and rules.

Inadequate  
Needs improvement  
Proficient  
Excellent

### **Devising and Conducting Data Analyses**

1. The student devises an analytic plan to answer the research questions

Inadequate  
Needs improvement  
Proficient  
Excellent

2. The student conducts preliminary analyses (as warranted) to account for issues related to the internal validity of the primary analyses (e.g., testing statistical assumptions, power, and psychometric properties of measures; evaluating inter-observer agreement and implementation fidelity data)

Inadequate  
Needs improvement  
Proficient  
Excellent

3. The student conducts the primary analyses and any additional, posthoc analyses (as warranted) to answer the research questions

Inadequate  
Needs improvement  
Proficient  
Excellent

### **Relaying, Interpreting, and Discussing Results**





Inadequate

## Appendix F: Program- Approved Practicum

**Onsite Practicum:**

**Psychological Services Center (PSC)**, under the supervision of Clinical Area Faculty (all licensed clinical psychologists): Dr. Julia Buckner, Dr. Matt Calamia, Dr. Paul Frick, Dr. Amy Mikolajewski, and Dr. Ray Tucker.

**External Practicum Sites:**

Site	On-Site SupervisorName	LSU Faculty Contact
<b>Baton Rouge Clinic, Pediatric Psychology</b>	Paul Frick, PhD Ryan Hill, PhD Amy Mikolajewski, PhD	Frick, Hill, Mikolajewski
<b>Capitol Area Human Services District (CAHSD), Community Mental Health Clinic</b>	Brian Gros, PhD Paul Tuminello, LCSW-ACSW	Cohen
<b>East Louisiana State Psychiatric Hospital (ELSPH)</b>	Gina Manguno-Mire, Ph.D., Dr. Beth Arredondo, and Dr. Thomandra Sam	Cohen
<b>Gulfsouth Autism Center</b>	Daniene Neal, PhD	Frick
<b>Jefferson Neurobehavioral Group Neuropsychological Assessment/ Sage Rehabilitation Hospital</b>	Lauren Rasmussen, PsyD	Calamia
<b>Ochsner Medical Center: Neuropsychology</b>	Bern Lee, Ph.D.	Calamia
<b>Our Lady of the Lake Center for Psychiatric Services: Adult Assessment</b>	Matt Calamia, PhD	Calamia
<b>Our Lady of the Lake Center for Psychiatric Services: Adult Therapy</b>	Julie Buckner, PhD	Buckner
<b>Our Lady of the Lake Center for Psychiatric Services: Child Services</b>	Paul Frick, PhD.	Frick
<b>Our Lady of the Lake Hospital Emergency Department</b>	Lee Tynes, MD, PhD	Tucker
<b>Our Lady of the Lake Health Pediatric Development and Therapy Center</b>	Cordelia Bell, BCaBA	Donaldson
<b>Our Lady of the Lake Hospital Psychiatric Inpatient Adolescent Unit (Tau)</b>	Ryan Hill, PhD	Hill



## **Appendix G: Optional Emphasis Requirements**

### **Clinical Child Emphasis Requirements**

**Goals:** The Clinical Child Emphasis (CCE) is open to any student who has been admitted to the APA accredited doctoral program in Clinical Psychology at Louisiana State University and all students in the CCE must meet all of the requirements of this doctoral program. Consistent with the overall Clinical Psychology program, the CCE subscribes to the scientist-practitioner model of clinical training that emphasizes the integration of the scientific and applied aspects of clinical psychology. The goal of the CCE is to provide a specified set of didactic, practical, and research experiences that allow the student to competently provide evidence-based psychological services to children and adolescents and to make important contributions to research that advance theory and practice in clinical child psychology.

**Coursework:** Students in the CCE must take the following courses as part of their doctoral degree requirements:

PSYC 7171 Developmental Disorders & Psychopathology of Children

PSYC 7972 Child Behavior Therapy

PSYC7949 Behavioral Perspective on Lifestyle Development

or

PSYC7979 Current Problems in Developmental Psychology: Lifespan Development

**PSCY 7125 Psychological Assessment I (Students in the CCE must be checked out on the intelligence test administered to a child or adolescent).**

**Research:** Students must complete a dissertation that is on a topic that significantly advances research in clinical child and adolescent psychology.

**Practica:** Students must take a minimum of 2 full years (12 credit hours) of practicum (PSYC 7688 Practicum in Clinical Psychology/PSYC 7689 Practicum in Clinical Psychology) that involve supervised training in evidence-based clinical services to children and adolescents.

**Internship:** Students must complete an APA-accredited internship that involves providing supervised psychological interventions to children and/or adolescents.

## **Neuropsychology Emphasis Requirements**

**Goals:** The Houston Conference guidelines for training in clinical neuropsychology specify that doctoral education should include 1) general training in the clinical psychology and 2) the “foundations for the study of brain-behavior relations and the practice of clinical neuropsychology”.

The Neuropsychology Emphasis at LSU is organized to meet these goals and prepare