

LSU Clinical Psychology Handbook 2025-2026

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Introduction to This Handbook

The policies in this handbook take effect August 18, 2025. 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.

The Clinical Psychology Program espouses a **mentorship training model** in which students work primarily with a single faculty member throughout their training. However, students often collaborate with other departmental faculty members both in research and clinical training.

The values of the clinical faculty members emphasize **respect for mentees and other students and faculty, active promotion of human welfare and social justice**, and

ethical/professional behavior in all interactions within and outside of training settings.

Training Objectives

Consistent with the definition of Health Service Psychology (HSP) in the Standards of Accreditation, our program aims to prepare students for careers in HSP by offering broad and general training when appropriate, emphasizing the following elements:

- Integration of empirical evidence and practice: practice is evidence-based and evidence is practice-informed.
- Training that is sequential, cumulative, graded in complexity, and designed to prepare students for careers in academic, research, and applied settings.
- Respect for and understanding of cultural and individual differences and diversity.

The sequential and cumulative program requirements are detailed below. In the first year, students are prepared for the objectives of the program primarily through coursework. Once they have attained basic skills and information, practical experience is gained via mentoring on practica and on research projects (e.g., masters thesis and doctoral dissertation). Expectations for students increase as they progress through the program. More support and direction are provided initially with increased autonomy and independence later in one's training.

An integral part of the mentor model is the role of the student's mentor, as a primary supervisor, role model, and source of professional support for the student. All faculty make expectations and lab requirements for their students clear. They also establish a schedule of regular meetings with the students that are of sufficient frequency and duration to provide competent mentorship. While the exact frequency and duration of supervisory meetings may vary depending on the level of training of the student, the student's individual needs, and the types of activities being supervised, it always involves regular individual meetings with the student that take place at least monthly during the academic year prior to internship.

Optional Emphases and Minors

All students complete training consistent with the specialization of clinical psychology. There is additional coursework and practical/research training that allows interested students to complete specialty areas of study, including clinical child psychology and neuropsychology emphases. See Appendix G for description of requirements for these optional training opportunities.

Further, students may also choose to minor in an area of interest, including but not limited to a minor in Applied Behavior Analysis, through our department's Behavioral Analysis program. A student should discuss the requirements for their Minor Degree with their major professor and select a minor professor, appropriate for their proposed minor. The minor should be at least 12 hours with at least 9 hours in classwork (i.e., not research or practicum). The student has to find a psychology faculty member who is willing to be the minor chair, who approves of how the hours are met, and agrees to be on the student's general exam and dissertation committees. Once the requirements

are agreed upon, the requirements should be put in writing and signed by both the minor professor and the student to show what was agreed upon. A student should give this written agreement to the Graduate Coordinator of the Department of Psychology.

Curriculum

Students in the Clinical Program are expected to devote full-time to graduate study and complete the requirements for the Ph.D. within 5 to 7 years. The below tables of Courses by Year and Program Checklists (Appendix D) illustrate possible timetables for completion of degree requirements. Although circumstances may require some adjustment of this timetable, students are encouraged to adhere to these schedules as closely as possible.

Students may not register for more than 4 courses in any semester (unless they obtain approval from their major professor and the DCT). Students must maintain a GPA of 3.0 or better (cumulative and semester GPA) to remain “in good standing” with the Graduate School. Also, a student cannot get more than 2 grades below B- to remain in good standing. **The first semester a student’s GPA drops below 3.0 or that a B- or U/F is made will result in academic probation.** While on academic probation, students are ineligible for funding. If a student’s cumulative and semester GPAs are not 3.0 or better after one semester of academic probation, the student will be terminated from the university by the Graduate School.

Students are allowed two attempts to pass a required course. Failure to do so results in immediate termination from the program. Thus, if you wait until your final year in the program to take a course, you will get only one opportunity to pass the course. It is important to discuss your schedule with your major professor.

After completion of the General Exam, students must be registered continuously for at least 3 credit hours each regular semester. The Graduate School considers the Spring and Fall semesters as “regular semesters” but not the Summer.

Required Courses

The following (Table 1) are courses required by the Clinical Program.

| Table 1: Required Courses |
|---|
| A. Discipline-Specific Knowledge: Consistent with APA guidelines, the LSU Clinical Program is committed to training students in a general knowledge base in psychology, broadly defined, to serve as a foundation for their training in HSP. To facilitate this goal, clinical students are required to complete courses in each of the following areas to meet these DSK (see also Appendix A).** |
| History and Systems of Psychology |
| PSYC4008 History of Modern Psychology |
| Affective, Biological, and Cognitive Aspects of Behavior |
| PSCY7030 Neurocognitive Basis of Behavior |
| Developmental Aspects of Behavior |
| PSYC7949 Behavioral Perspective on Lifestyle Development or PSYC7979 Current Problems in Developmental Psychology: Lifespan Development |

| |
|---|
| Quantitative Methods |
| PSYC 4111 Intermediate Statistics |
| PPYC 7111 Advanced Statistics |
| B. Profession-Wide Competency Courses: Consistent with APA guidelines, the LSU Clinical Program is committed to training students in specific PWCs. Thus, to acquire a solid foundation in the theory and method of clinical psychology, all clinical students are required to complete the following (see also Appendix A): |
| Research |
| PSYC 7117 Methodology and Research Design |
| Ethical and legal standards: Professional values attitudes, and behaviors |
| PSYC 7999 Professional Considerations in Psychology |
| Individual and Cultural Diversity |
| PSYC7040 Sociocultural Bases of Behavior |
| Assessment |
| PSYC 7982 Advanced Psychopathology or PSYC7171 Developmental Disorders & Psychopathology of Children* |
| PSYC 7125 Psychological Assessment I |
| PSYC 7925 Psychological Assessment II |
| Intervention |
| PSYC 7972 Child Behavior Therapy* or PSYC 7185 Behavior Therapy |
| Supervision and Consultation |
| PSYC7960 Supervision and Consultation |
| C. Practicum, Research, and Internship |
| PSYC 7688 or PSYC 7689 Practicum in Clinical Psychology (at least 12 credit hours) |
| PSYC 8000 Thesis Research (6 credit hours) |
| PSYC 9000 Dissertation Research (12 credit hours) |
| PSYC 7997 Clinical Psychology Internship (at least one credit hour per semester on predoctoral internship; at least 3 credit hours) |

* This course required for those on Clinical Child Psychology Emphasis

** Some DSK requirements are met by PWC course. **Social Aspects of Behavior** requirements are met with PSYC 7040 Sociocultural Basis of Behavior; **Research Methods** requirements are met with PSYC 7177 Methodology and research design; **Psychometrics** requirements are met with PSYC 7125 Psychological Assessment I and PSYC 7925 Psychological Assessment II. **Advanced Integrative Knowledge in Scientific Psychology** requirements is met through may 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 should complete the following courses in their first year (and are required to complete them 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 | |
|---|--|
| <p>Fall Intermediate Statistics (PSYC 4111) Psychological Assessment I (PSYC 7125) Advanced Psychopathology (PSYC 7982) OR Dev. Disorder in Children (PYC 7171) Clinical Practicum (1 hour; PSYC 7688) *Clinical Neuropsychology Seminar (1 hour; PSYC 7525)</p> | <p>Spring Advanced Statistics (PSYC 7111) Professional Considerations (PSYC 7999) Behavior Therapy (PSYC 7185) OR Child Behavior Therapy (PSYC 7972) Clinical Practicum (1 hour; PSYC 7689) *Clinical Neuropsychology Seminar (1 hour; PSYC 7525)</p> |

Year 2

| | |
|--|---|
| <p>Fall Assessment II (PSYC 7925) Research Methods (PSYC 7117) Thesis hours (PSYC 8000) Clinical Practicum (PSYC 7688) *Clinical Neuropsychology Seminar (1 hour; PSYC 7525)</p> | <p>Spring History of Modern Psychology (PSYC 4008) Clinical Practicum (PSYC 7689) Consultation and Supervision (PSYC 7960) Thesis hours (PSYC 8000) *Clinical Neuropsychology Seminar (1 hour; PSYC 7525)</p> |
|--|---|

Year 3

| | |
|--|---|
| <p>Fall Sociocultural Bases of Behavior (PSYC 7040) Behavioral Perspective of Development (PSYC 7949) OR Lifespan Development (PSYC 7979) Clinical Practicum (PSYC7688) *Clinical Neuropsychology Seminar (1 hour; PSYC 7525)</p> | <p>Spring Neurocognitive Bases of Behavior (PSYC 7030) Clinical Practicum (PSYC 7689) *Clinical Neuropsychology Seminar (1 hour; PSYC 7525)</p> |
|--|---|

Year 4

| | |
|--|---|
| <p>Fall Dissertation hours (PSYC 9000) Clinical Practicum (PSYC7688) *Clinical Neuropsychology Seminar (1 hour; PSYC 7525)</p> | <p>Spring Dissertation hours (PSYC 9000) Clinical Practicum (PSYC 7689) *Clinical Neuropsychology Seminar (1 hour; PSYC 7525)</p> |
|--|---|

Year 5

| |
|-------------------------------|
| <p>Internship (PSYC 7997)</p> |
|-------------------------------|

*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 is as follows:

1. Obtain syllabus of LSU course and course that was taken at other institution

- (or multiple syllabi, if a student would like the content of multiple courses taken at a previous institution to meet the same requirements as an LSU course).
2. Obtain a Course Waiver Form from graduate coordinator.
 3. Have major professor compare the course syllabi and sign Course Waiver Form if approved.
 4. Have LSU course instructor determine if course content is similar and sign Course Waiver form if approved.
 - The syllabus from the previous class (or classes) covers 80% or more of the content in the LSU class.
 - The readings and course requirements are clearly at a graduate level.
 - The student earned a B- or better in the course.
 5. Have the DCT review the syllabus and determine whether the course meets relevant APA and program related training aims and competencies and sign Course Waiver form if approved.
 6. Students may waive a maximum of 12 credit hours.

Waiver for History of Psychology. A course waiver can be obtained by those students who successfully completed (i.e., made at least a B-) an undergraduate course in History of Psychology. To do so, the student must email the Director of Clinical Training with the following information:

- The request to waive history.
- A copy of the transcript of the school from which you successfully completed an undergraduate History of Psychology course.

Course Hour Maximums

Most courses can only be taken once for credit towards a degree. The following courses can be repeated for credit towards a degree but are limited in the number of hours that can be used for degree credit. For example, a student can register for more than 12 hours of PSYC 9000 Dissertation Research but only 12 hours can count toward the hours needed to graduate with the Ph.D.

| Course | Max Credit Hours |
|--|------------------|
| BIOL 4008: Selected Topics in Biological Sciences | 6 |
| PSYC 4999: Independent Reading and Research in Psychology | 6 |
| PSYC 7525: Clinical Neuropsychology Seminar | 12 |
| PSYC 7668: Practicum in School Psychology | 6 |
| PSYC 7669: Practicum in School Psychology | 6 |
| PSYC 7688: Practicum in Clinical Psychology | 12 |
| PSYC 7689: Practicum in Clinical Psychology | 12 |
| PSYC 7690: Teaching of Psychology Practicum | 4 |
| PSYC 7938: Seminar in Experimental Psychology | 12 |
| 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 and they must have been supervised by two different licensed psychologists. At least one year (two semesters) of practicum must be under the direct clinical supervision of a 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. However, if the second supervisor is not a core clinical faculty member, students must submit an Approved Alternate Supervisor form (see Appendix H) to the DCT for the second supervisor that has the following information:

- documentation that the supervisor is a licensed psychologist;
- description of the services to be supervised, how they are evidence-based, how they add significantly to the student's training, and how the supervisor's training and experience are appropriate for the services being supervised;
- description of the supervision that will be provided by the supervisor;
- designation of a core clinical faculty member who agrees to monitor the quality of supervision provided to the student; and
- approval by the student's major professor.

This form must be approved prior to the student starting the practicum.

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 professor approves the clinical experience, the major professor

will complete a Practicum Application. The completed application form is to be submitted via email to the Director of Clinical Training, who will review the application and determine the appropriateness of the training experience as a potential practicum site.

Telehealth/Telepsychology Services. Telehealth/telepsychology (defined below) occurs at some practicum sites. Telehealth is permitted if (1) it is consistent with our other training standards (e.g., supervision requirement, approval of practicum sites) and (2) follows guidelines from Louisiana State Board of Examiners in Psychology and the American Psychological Association, including the provision of appropriate informed consent for services.

LSBEP definition of telepsychology: "The practice of psychology which includes assessment, diagnosis, intervention, consultation or information by psychologist using interactive telecommunication technology that enables a psychologist and a client, at two different locations separated by distance to interact via two-way video and audio transmissions simultaneously. " The LSBEP guidelines are in place "to facilitate the process for licensed psychologists to provide telepsychology services to residents of Louisiana." Services are provided within the state of LA (i.e., services are conducted in LA by student clinicians and limited to clients or patients also physically located in LA). Students should also be aware of APPIC guidelines for counting telehealth hours as part of practicum hours. Hours using two-way, interactive videoconferencing as part of diagnostic and therapeutic services do count as practicum hours but other activities (e.g., phone sessions) do not. The below text is from the 2018 AAPI manual; however, students are encouraged to consult the latest edition of the manual for the year in which they apply for internship. This is an evolving area of practice and guidelines may change over time.

2018 AAPI manual excerpt:

Practicum hours concern "professional activities that you have provided in the presence of a client. Telehealth, for the purposes of the AAPI, focuses on two-way, interactive videoconferencing as the modality by which telehealth services are provided. In order to count the hours delivered using this technology the focus of the clinical application should include diagnostic and therapeutic services. Clinical applications of telehealth encompass diagnostic, therapeutic, and forensic modalities across the lifespan.

Common applications include pre-hospitalization assessment and post-hospital follow-up care, scheduled and urgent outpatient visits, psychotherapy and consultation. This does not include phone sessions or clinical supervision. All services must be appropriately supervised by a licensed clinician. Please note that not all states count these types of hours toward licensure and you should carefully review particular state regulations as needed."

Thesis, General Examination, and Dissertation Procedures

General Information

1. Students should consult with their major professor when forming their thesis, general exam, and dissertation committees.
2. Committee meetings are scheduled once the major professor or the majority of the departmental committee indicates that the document is sufficient for committee review. A final draft that meets departmental standards must be submitted to the committee two weeks in advance of the meeting. Students must find an agreeable time and date for all committee members. Students and committee members are to schedule proposal and defense meetings for a minimum of 90 minutes for thesis meetings and 2 hours for the general examination and dissertation meetings.
3. **At least four weeks** prior to a meeting, students must complete the Graduate Milestones Survey on the Graduate Student Resources page of the department's web site. This will go to the graduate coordinator, who will provide students with all forms needed for the meeting and for obtaining approval of the committee from the Graduate School. This includes appointing the Graduate School Representative to the General Exam and Dissertation committees.
4. **At least two weeks** prior to a committee meeting, students must give their committee members a copy of their advisor-approved document.
5. Although the document must be written using APA style, student thesis and dissertations must be submitted to the Graduate School in the required format, using the link provided on the departmental web site. Students cannot hand in the final document to the Graduate School editor until the semester they graduate.
6. Students must defend their dissertation within seven years of beginning the program. Extensions to this deadline are allowed only for students with very extreme circumstances such as a very serious illness. The student's graduate advising committee, the Director of Clinical Training, and the Director of Graduate Studies must support the petition for an extension, but final approval rests with the Graduate School.
7. The terms "successfully propose," "successfully defend" or "successfully pass" an exam mean that the student has the necessary paperwork (forms differ for each exam) signed as "passed" by their committee.

Committee Members

1. Students' committee chair is their major professor.
2. Students' **thesis committee** must have at least three members. At least at least 1 member must be a full member of the Graduate Faculty (i.e., Associate or Full Professor).
3. Students' **general exam and dissertation committees** must have at least 4 members. The university appointed Dean's Representative, minor professor (if applicable), and 2 (1 if a minor professor) other members should be professors from the Psychology department or a department pertinent to the project. At least 2/3 of the psychology department faculty on the committee must be a full member of the Graduate Faculty (i.e., Associate or Full Professor). At least two committee members must be faculty in the clinical area.
4. Students' Deans representative and all other committee members must attend the proposal and defense meetings.

5. Students' committee should not change from the proposal to defense except under extraordinary circumstances and with the approval of the committee chair and the chair of the department.
6. Any changes to the committee must be approved by the student's committee chair and reported to the graduate coordinator, in writing, immediately. All committees are subject to approval by the department chair.

Data Collection

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 LSU undergraduate psychology students, students must obtain a number for their study from the department's subject pool manager once the project is approved. This number is how the department keeps track of the study. Students determine how many credit points a study will be worth to a participant based on time of participation. Each ½ hour of participation = 1 creditpoint.

Criteria for Passing

Oral Defenses of the Master's Thesis, General Examination, and Dissertation are required by the Clinical Psychology Program. In the Oral Defense, the student has a formal meeting with their committee members to present and answer questions about the written document. Passing the thesis, general examination, and dissertation meetings are requirements of the program (see Appendix A). There are three possible outcomes of each defense meeting: Pass, Fail, Retake. If a student passes and revisions are needed, and can be satisfactorily completed within two weeks of the oral defense meeting, then a Pass may be granted by the committee. However, if revisions are necessary that take longer than two weeks to complete, the committee may grant a Retake. In cases in which revisions are necessary, the committee will attach a memorandum to the signature page specifying the required revisions, and a clear plan of the timeline for the Retake. A Retake does not necessarily require another meeting of the committee. Failure of the thesis, general examination, or dissertation defense will lead to dismissal from the program. Only one failing vote is allowed for a student to successfully pass regardless of the number of committee members. An unsuccessful Retake will be considered a Fail and will result in dismissal from the program.

Thesis Deadlines and Registration Requirements

1. Ideally, students should successfully propose their thesis by the end of their 3rd semester and they must propose it by the 10th day of class their 4th semester.
2. Students must successfully defend their thesis by the day prior to the date of graduation in their 5th semester (note: if a student's PSYC8000 grade includes whether the defense is passed, the student must successfully defend prior to the date grades are due).
3. Students must apply to the Graduate School for their defense meeting via the Graduate Milestones Survey on the department's web site at least four weeks prior to their meeting.
4. Students must register for thesis hours (PSYC 8000) any semester they are working on the thesis project. This includes the semester the student proposes,

the semester the student defends, and the semester that the student submits the thesis. A minimum of six (6) thesis hours in total are required

In addition to writing a thesis document and successfully passing a master's thesis defense, the department requires the following class requirements before obtaining a master's degree, which 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 semester and could result in termination from the doctoral program.

Students who are dismissed from the doctoral program, but are granted permission to complete the master's degree, are granted permission to remain in the program for one additional year only, regardless of whether or not the master's degree is completed.

Thesis Waiver

Students who enter the program with a masters degree and have completed a thesis at another institution can apply for the thesis requirement to be waived. The following steps are to be taken in the below order:

1. Student completes the department's Thesis Waiver form and submits it to the student's major professor, with a copy of the thesis document.
2. The major professor reviews the thesis document to ensure that the quality is equivalent to an LSU thesis and meets relevant APA-accredited training aims and competencies (see Appendix A).
3. Once approved by the major professor, the major professor will email the thesis to the DCT and the Director of Research of the Department of Psychology to review to ensure that the document meets relevant APA-accredited training aims and competencies. The thesis must be approved by both the DCT and Director of Research.
4. The major professor, DCT, and Director of Research complete an online RSES form ratings to document their assessment of compliance with aims and competencies.

General Examination Deadlines and Requirements

1. The general examination must be completed prior to the dissertation proposal. The general exam consists of two components: a written literature review and an oral defense.
2. **Written Examination:** The written portion of the general examination is an integrative literature review that makes an important theoretical contribution to psychological research and/or provides clear directions for future empirical studies that will make an important contribution to research.
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 prior to the meeting using the Graduate Milestones Survey on the department's web site.
5. **Criteria for Passing:** To pass the general examination, the student must demonstrate an ability to synthesize an area of psychological research in a way that makes an important theoretical contribution and/or that provides clear directions for future, empirical studies that will make an important contribution to research. See Appendix E for evaluation rubric. All votes of the examining committee must be recorded and signed on the signature pages provided by the graduate coordinator. The committee chair will give them to the graduate coordinator who will forward them to the Graduate School.

Dissertation Deadlines and Requirements

1. A proposal of the dissertation must be successfully defended to the Dissertation committee (i.e., pass the proposal meeting) by **September 15** in the academic year that the student plans to apply for internship.
2. Students must successfully propose their Dissertation before applying for internship.
3. Students cannot propose their dissertation until they have passed their General Examination. However, the dissertation proposal meeting can be held immediately following the General Examination defense.
4. Students must apply for their proposal meeting at least four weeks prior to meeting using Graduate Milestones Survey on the department's web site.
5. Students must register for dissertation hours (PSYC 9000) any semester they are working on the project. This includes the semester they defend. Although students do not have to be registered for dissertation hours the semester they meet with the Graduate School editor, they do have to be registered for a minimum of one credit hour. (If students are registered as "degree only", they are not eligible to meet with the editor.) Students must have a minimum total of 12 dissertation credit hours to defend their dissertation.
6. Students cannot submit a final dissertation to the Graduate School editor until the semester they graduate. If they are registered as Degree Only the semester that they graduate, the final dissertation should be submitted to the Graduate School editor after the previous semester's Dissertation Submission deadline, but before the end of that semester.

Degree Audit

The degree audit represents your individualized degree program and lists the classes you have taken or intend to take. The degree audit is your contract with the department regarding your course requirements for the doctoral degree. The degree audit is a part of the *Request for Master's Examination & Degree Audit* and the *Request for Doctoral Examination and Degree Audit* (general exam defense). When requesting a Masters or Doctoral Examination, the department's Graduate Coordinator will send the student a degree audit worksheet to complete. Once the Graduate Coordinator verifies the information on the worksheet from the student's file, the information will be included on the appropriate forms that must be approved by the student's Advisory Committee and the department chair prior to submission to the Graduate School.

Internship

Timeline

APA-accredited internships are required for Ph.D. degree in clinical psychology. Students generally go on internship in their 5th year in the program. Students complete the pre-doctoral internship when all other program requirements have been completed with the possible exception of the Dissertation defense. Students must have passed their Dissertation Proposal no later than **September 15** the academic year they apply for internship. Students must also have completed all MLAs prior to applying for internship (or be on track to meet them). See Appendix A for all MLAs.

Registration Rules

1. APA-accredited internships are generally 12 months long. Students must enroll in at least 1 credit hour of PSYC7997 (Clinical Psychology Internship) for every semester they are on internship. For example, if an internship runs July 1-June 30, the student must enroll in one credit hour of PSYC7997 for Summer, Fall, Spring, and Summer semesters.
2. Students must enroll in at least 3 credit hours per semester Fall and Spring semesters. This can be achieved via PSYC7997 along with dissertation or research hours. For example, a student can enroll in 1 hour of 7997 and 2 hours of 9000 for 3 credit hours Fall and/or Spring semester.
3. The Graduate School will waive tuition (up to eight credit hours in the regular semester and five in the Summer) while the student is on internship. Most internships span two summer semesters and the Graduate School will only waive tuition for one summer. Students who are on a full time TA or GA during the academic year prior to internship will have the next summer tuition waived, as part of the TA/GA. The Graduate School waiver will cover the second summer. However, students on other sources of funding (e.g., externships not funded through the university, dissertation fellowships) or who did not receive funding during the academic year prior to internship will have to cover one summer of tuition during internship.
4. The Graduate School will waive tuition up to eight credit hours in the regular semester and five in the Summer while the student is on internship. Full-time registration is nine credit hours in the regular semester and six hours in the summer. If a student is receiving student loans or on an international visa, it is the student's responsibility to find out what the requirements are for registration, which may require full-time registration.

General Information

1. Students must inform the DCT that they plan to apply for internship at the start of the fall semester in which they plan to apply.
2. In APPIC, students must submit their application to the DCT for verification at least two weeks prior to their first application deadline. **The application should be submitted for verification by the DCT only after the student has completed final data entry and after completing the *Request for Doctoral Examination and Degree Audit* (general exam defense).** Changes to the application after the DCT has submitted verification could result in failure to meet application deadlines
3. Students must inform the Director of Clinical Training and the graduate coordinator that they have applied for internship. When accepted, they must provide a copy of their acceptance letter to the graduate coordinator as soon as possible.
4. If an internship is successfully completed by July 31st and all other qualifications are met, a student may graduate in the summer semester. If an internship is not successfully completed by July 31st, students are not eligible to graduate until the fall semester. Students may apply for an exception to the 7/31 deadline in the event that their internship officially ends prior to graduation and the internship site training director is willing and able to provide the DCT with a letter stating that the student will successfully complete the internship before the date grades are due for degree-seeking candidates.

Application for Degree

At the beginning of the semester in which students plan to defend their thesis or dissertation, they should:

1. Go to the department's Graduate Student Resources web page and, under the list of Graduate School Resources, go the link for "Graduation Checklist". This will direct students to the calendar showing when all material are due for graduation that semester.
2. Go to the Graduate Student Resources web page and follow the Graduate School – Forms link, to obtain the Application for Degree form for the appropriate degree (i.e., Master's or Doctoral).
3. Complete the Application for Degree form, sign it, forward it to the major professor to sign.
4. Forward signed Application for Degree form to the Graduate Coordinator. The Graduate Coordinator will verify that the requirements are correct and match the student's degree audit form. The Graduate Coordinator will forward it to the Graduate Training Director to sign and send it to the Graduate School.
5. Complete and submit the Verification of Concentration form. This will allow the students concentration in Clinical Psychology to appear on their transcript.

Graduation Time Limits

Most students complete their Ph.D. degree in five years, counting the internship requirement. The maximum time allowed from entrance to the completion of the Ph.D. is seven years. A student must have special permission from their committee, the Director of Clinical Training, the Director of Graduate Studies, and the Dean of the Graduate

School to exceed this time limit. This permission is not routinely given and must involve exceptional circumstances.

The Graduate School does not formally recognize leave of absence. **Failure to complete the Ph.D. program within the seven-year period will result in termination from the program.**

The Graduate School requires students to graduate within one semester of completing their dissertation defense and internship (if applicable). If this deadline is missed, the student will be required to re-defend in order to graduate.

Teaching as Instructor of Record

Teaching is not a requirement of the clinical program. However, any graduate student wishing to be appointed as an instructor of record on a graduate assistantship must fulfill the following departmental requirements to apply:

- Earn their master's degree prior to the beginning of the appointment.
- Provide the Graduate Coordinator with an official transcript indicating your master's degree, even if from LSU.
- Complete PSYC 7990, Teaching of Psychology, or receive written approval for an equivalent course at another university.
- Enroll in the Teaching of Psychology Practicum, PSYC 7690 while teaching the class.

Licensure

Following graduation, students may wish to obtain a license to practice clinical psychology. No clinical psychology doctoral program leads directly to licensure; licensure requirements are set by state agencies and are varied and can change. That said, for most states, obtaining a doctoral degree from an APA-accredited doctoral program meets the educational requirements for licensure. Yet, it is the student's responsibility to determine licensure requirements for a state they want to be licensed in, although program faculty may be able to help. In addition, the Association of State and Provincial Psychology Boards (ASPPB) has developed a resource that includes information regarding licensing requirements at each state which is located on their website at <http://psybook.asppb.org/>.

Evaluation of Student Progress

Year-End Evaluations

Students are expected to maintain consistent progress toward their degree and meet the aims and competencies of the program by the appropriate deadlines. In the last month of the academic year, students meet with their major professors to discuss progress in meeting program requirements. During this meeting, the major professor provides feedback to the student via the **Annual Review Form** (Appendix B). Students also meet with practicum supervisors to review the **Practicum Evaluation Form** (Appendix C). Students and advisors sign the Annual Review Form and students and practicum supervisors sign the Practicum Evaluation Form. These forms are maintained in the student's file.

Remediation Plans

Failure to meet expectations seldom occurs. It is reserved for students with difficulties sufficiently serious to raise the possibility of eventual dismissal, such as failure to meet academic deadlines, research incompetence, ethical and professional shortcomings, failure to correct identified deficits in meeting administrative requirements (attendance, clinical services-related paperwork), failure to respond to supervision, and any behavior that puts patient well-being in jeopardy or research activity that violates the responsible and ethical conduct of research. When such issues arise, a remediation plan is implemented with all steps documented in writing, as well as communicated to the student during a formal conference with the major professor, the Director of Clinical Training, and any other clinical area faculty involved in the plan.

To establish a remediation plan:

1. The major professor notifies the Director of Clinical Training and Clinical Area faculty of the problem as soon as possible (e.g., by next CTC meeting).
2. The student is formally notified of the specific problem areas noted by the faculty, verbally and in writing.
3. Unless the problems are severe enough to warrant immediate termination from the program, a plan to remedy the problem is developed by the student's major professor, 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 3rd semester and no later than the 10th class day of the 4th semester.
- Successfully defend thesis no later than the last day of final exams of the 5th 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 ~~September~~ **September 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.

Diversity

Respect for Diversity

LSU’s Clinical Psychology doctoral program recognizes the importance of training in cultural and individual differences and diversity for all health service providers. The importance of this training is reflected in the standards for accreditation developed by the American Psychological Association (<https://www.apa.org/ed/accreditation/standards-of-accreditation.pdf>).

In the accreditation Standard I.A1.c, accreditation requirements state that an accredited program: “engages in actions that indicate respect for and understanding of cultural and individual differences and diversity.”

This requirement was recently reaffirmed by the Committee on Accreditation in its recent memo “Addressing Accredited Program Questions about the Enforcement of Diversity Accreditation” sent to accredited programs on March 21, 2025 (https://irp.cdn-website.com/a14f9462/files/uploaded/Message_from_the_APA_CoA-bbe3899b.pdf/).

LSU’s Clinical Psychology doctoral program has been accredited by the American Psychological Association (APA) since 1956 and it is the only accredited clinical doctoral program in the State of Louisiana. It unequivocally seeks to uphold these standards because like, APA, we view these standards as to integral to training in Clinical Psychology due to a number of reasons.

First, the Clinical Psychology Program unequivocally denounces racism and other forms of hateful and discriminatory behavior with regard to culture, ethnicity, gender, sexual orientation, socioeconomic status, age, ability, among others. **Racism and discrimination cause significant mental health concerns in those subjected to it and the program is committed to ending them.** It is an integral part of the program’s mission to promote positive mental health for all people.

Second, there is a paucity of trained mental health providers in many communities across the United States. The rate of underserved communities is especially acute in Louisiana. **The**

program is committed to reducing the number of communities that are underserved by mental health providers by training health service providers who can meet the needs of these underserved communities.

Third, the history of psychology has been plagued by research that is not applicable to persons from diverse backgrounds and with the development of treatments that are limited in their effectiveness for individuals from diverse backgrounds. These serious limitations in the field of psychology have been in-part due to the lack of diversity in those conducting research and developing treatments. **We are committed to conducting research and developing treatments that benefit all members of society.**

Based on the importance of individual and cultural diversity to doctoral level training in all areas of psychology, not just clinical psychology, the Psychology Department formed the [Committee on Diversity and Outreach in Psychology](#) to help it fulfill this critical part of its training mission.

Training in Multiculturalism and Diversity

The LSU Clinical Psychology program views training in individual and cultural diversity as an essential component of training in clinical psychology. This commitment is shared by the American Psychological Association, the American Psychological Association (<https://www.apa.org/ed/accreditation/standards-of-accreditation.pdf>).

To show this commitment, accredited programs must demonstrate that all students show competence related to individual and cultural diversity in their course work, research, and practical training. According to Standard II.B.1 b., students in accredited programs must:

- Demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- Demonstrate 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.
- Demonstrate the ability to integrate awareness and knowledge of individual and cultural 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.

The Louisiana Legislature also recognizes the critical nature of training in individual and cultural diversity in the training of psychologists. It recently passed LA Administrative Code, Title 46, Part LXIII (updated May 2023) (<https://lsbep.org/wp-content/uploads/46v63-rev-5-2023.pdf>) requiring that for a psychologist to be licensed to practice in the state of Louisiana, they must be trained in:

“Individual and Cultural Diversity. For example, individuals are sensitive to cultural and individual diversity of clients and committed to providing culturally sensitive services. Individuals are aware of how one’s background impacts clinical work and are committed to continuing to explore their own cultural identity issues and how they relate to clinical practice.”

Thus, LSU shares the view of the American Psychology Association and the State of Louisiana that training in multiculturalism and diversity is a critical part of all aspects of 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.
- *PSYC 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 theyear 3rd 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 underrepresented groups (including but not limited to diversity in terms of race, ethnicity, religion, sexual orientation, gender identity, age, socioeconomic status) during practica, during which students' attitudes and approaches to working with diverse clients are monitored and discussed during supervision meetings. Students must demonstrate competence in addressing issues related to multiculturalism and diversity in their practicum performance in order to pass this required course.

Additional Training

- Each year prior to internship, both students and faculty must document at least one hour of training in a multiculturalism/diversity related topic that is approved by the Director of Clinical Training.
- Multiple training opportunities for additional training in multiculturalism/diversity related topics are offered throughout the year through the clinical area seminar series.

Student Involvement

Students are integrally involved in the direction and decisions of the Clinical Program. Students are asked for substantial input in decisions regarding training opportunities and program policies and procedures. Several opportunities for student involvement include:

1. *Attendance at Clinical Area Faculty Meetings.* Students are asked annually to nominate Student Representatives to attend Clinical Program faculty meetings. The Student Representatives serve as liaisons between their fellow students and the faculty, conveying the thoughts, ideas, and needs of students during the faculty meetings and providing minutes of the faculty meetings to all students.

2. *Diversity Training.* As noted above, students are encouraged to serve on CDOP, the mission of which is to foster an atmosphere that promotes open dialogue about cultural issues and to develop our Clinical Program into an exemplary model for producing culturally aware practitioners and researchers.
3. *Graduate Student Admissions.* Students play a central role in the clinical program's recruitment of graduate students. In particular, students take the primary role in planning many aspects of "Interview Day" when invited applicants visit the campus to interview. This includes housing applicants, coordinating transportation for applicants, interviewing applicants, and participating in the applicant party.
4. *Social Planning.* Students also are encouraged to organize and participate in various student-driven social events throughout the course of each academic year. Examples include student-organized activities such as tailgates and faculty-organized events such as the Beginning of the Year Party, Winter Party, and lab-based End of the Year parties. Students are encouraged to initiate ways to socialize and get to know each other as a support network.

Disability, Impairment, or Psychological Distress

The clinical area recognizes and is committed to the important legal and ethical responsibility to make appropriate accommodations for students experiencing an impairment in their well-being and ability to function competently as a graduate student or clinical psychology trainee. Students who are experiencing disability, impairment, or distress are strongly encouraged to contact their primary research advisor and the Director of Clinical Training to obtain assistance (e.g., support services, referral information). It is important that at least one member of the faculty be aware of issues that may affect any student's ability to thrive within the program and perform their professional duties. It also is ethically necessary for the clinical faculty to determine whether a student's abilities are compromised in a significant manner that may meaningfully affect their professional conduct with the public. Students experiencing an extensive or ongoing disability (e.g., learning disability, a physical or mental health condition) that may affect academic, research, and/or clinical performance should consult with LSU's [Office of Disability's Services](#). The DCT is available to help students navigate this process and implement any need accommodations.

Students may be interested in seeking treatment for their own mental health concerns. In some cases, therapy will be recommended to students to help resolve issues that seem to interfere with professional functioning as part of a student's remediation plan. Some students also may feel that the experience of therapy, as a client, may add to 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

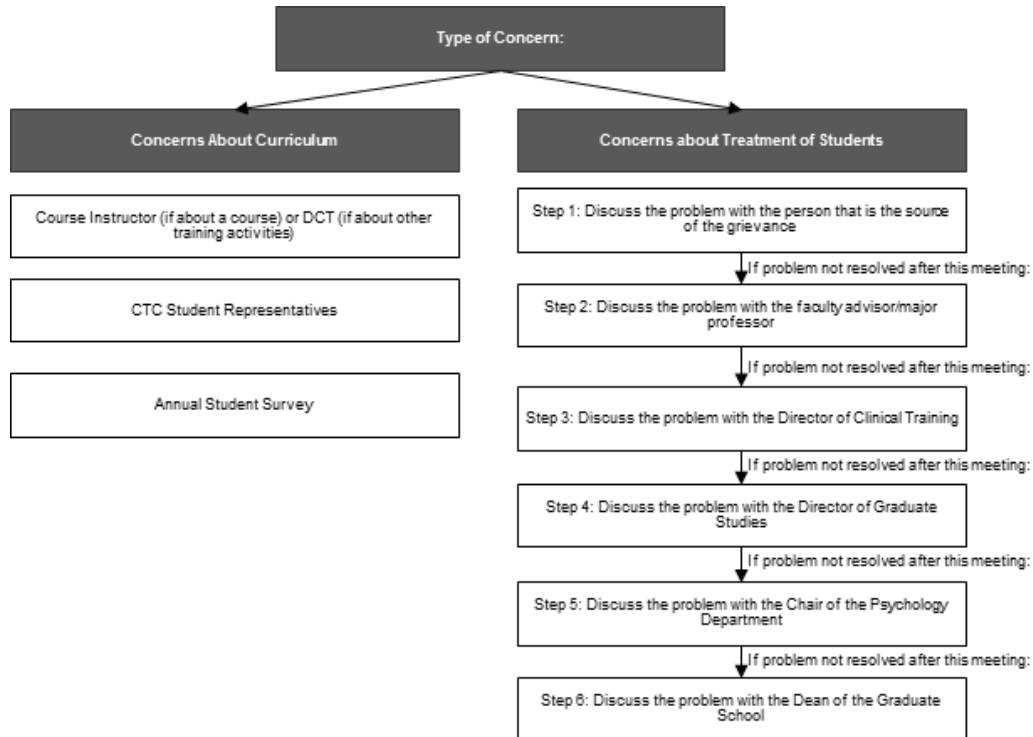
If a student has feedback for the program concerning a course, the curriculum or other training requirements, the student is encouraged to discuss this feedback with the course instructor (if concerns about a particular existing course) or the Director of Clinical Training (if concern is about other 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, sexual harassment, dating violence, domestic violence, sexual assault, stalking and retaliation. LSU prohibits sex discrimination and sexual misconduct. This policy applies to all persons without regard to sexual orientation, gender identity, and/or gender expression. Information concerning LSU’s Sexual Misconduct policies, including information on reporting incidents of sexual misconduct, can be located at LSU’s Title IX website. An important part of this policy is that **all LSU faculty are obligated to report any suspected cases of sexual assault, sexual battery, stalking, or sexual harassment directly to LSU’s Title IX Coordinator.** Second, pursuant to state law, **all LSU faculty are obligated to report any instances of power-based violence directed against a student to LSU’s Title IX Coordinator.** Third, for this grievance policy to be effective, students must feel free to discuss their concerns with faculty without fear of retaliation from the faculty member. Thus, **any instances of retaliation should be reported directly to chair of the Department of Psychology.**

Change in Mentors

The Clinical Area operates under the mentorship model. Therefore, students are admitted to the program with a commitment to work with a specific core faculty member. This major professor is the student’s primary advisor, primary research and clinical mentor, and often provides the student with funding. Thus, changing mentors may make it more difficult for the student to accomplish their training goals and may lead to a loss in funding. Further, students must have a major professor to remain in the program and thus, the student must find another core faculty who is willing and able to serve as a major professor to remain in the program. Thus, changing major

professors should only be done in very unusual circumstances, only after the student has discussed any concerns with their major professor, and when it is clear that a change in major professors is in the best interest of the student and their training goals.

After discussing concerns with their major professor, students who are considering changing their mentor should first consult with the DCT, unless the DCT is the student's mentor, in which case the student should consult with the Director of Graduate Training. The DCT will review with the student their reasons for changing mentors and the potential effects on their training and funding. Should the student decide to continue to pursue a change in mentors, they should then meet with their mentor to discuss:

- their reason for the change;
- the effects of the change on any ongoing research projects, including thesis and dissertation projects;
- the effects of the change on ongoing practicum;
- the effects of the change on the student's funding; and
- the optimal time for the change.

The major professor will then bring the potential change in mentor for discussion at the next meeting of the clinical faculty. The student will then meet with other core faculty to determine if someone can serve as their major professor. The student will have one full semester after they leave a major professor to find a new major professor to remain in the program. The student can choose to continue with their current major professor or have the DCT act as a temporary major professor during this transition period.

Other Resources for Students with Concerns

In the event that the student's concern involves diversity, students are still advised to following the above policies and procedures. However, students may also consult with the Psychology Department's Committee on Diversity & Outreach in Psychology (CDOP) Clinical Area faculty member and/or Clinical Area graduate student representative.

LSU also offers an online reporting system (i.e. the LSU CARES web site) to help students, faculty, staff, families, and friends submit reports about:

- potential violations of the LSU Code of Student Conduct;
- concerns regarding sexual misconduct and hazing;
- concerns surrounding acts of bias or discrimination;
- complaints or grievances; and concerns about students in crisis or distress.

Social Media Policy

Most students have a public presence on the internet as well as email signature lines, and voicemail/answering machine messages. However, students should consider the potential impact of this information on their professional image. For example, if the student uses their personal telephone or email account for professional purposes, clients, research participants, and potential employers may view the student as less professional than desired. Likewise, information available about you on public media is accessible by clients, internship directors, and employers. Less than professional portrayals of yourself could be a detriment to you and reflect poorly on LSU. Whenever

you associate yourself with Louisiana State University, you are depicting yourself professionally. Detailed guidelines for your presence on social media can be found on LSU's Social Media Policy website and LSU's policy on e-mail signature can be found on LSU's Policy on Email signatures web site, both of which are linked on the department's Graduate Student's Resource Page.

Graduate Student Travel Awards

The Graduate Student Association offers a travel award which provides reimbursement of approved travel expenses to qualified students who attend professional conferences to present the results of their research. Attendance alone is not sufficient. Conferences must be widely recognized; university-sponsored events do not qualify. The award will be a reimbursement after both travel and an Expense Report have been completed. Students must follow all university regulations governing travel to obtain reimbursement.

The current allotments for these awards are:

\$100 for in-state travel

\$200 for out-of-state travel

\$450 for international travel

Students who receive an award from the GSA automatically receive \$400 additional funds from the College of Humanities and Social Sciences. No additional application is necessary.

Doctoral students are eligible to receive three awards during the student's academic career. Also, students can only receive one award per academic year.

Eligibility

To be eligible for funding, a student must:

- Be presenting work completed while enrolled at LSU.
- Be listed as first author of the abstract. Consideration will be given to students who have been invited to exhibit or perform their artistic work.
- Be enrolled full time during the semester of travel as well as the Fall/Spring semester immediately preceding travel. The student is required to be enrolled full-time and maintain full-time enrollment during the semester of travel. In addition, since all research for the presentation must have been conducted while enrolled at LSU, the student is also required to have been enrolled full-time for at least one regular semester (fall or spring) of graduate study at LSU immediately preceding travel.
- Summer enrollment is not required, but if travel is being requested for conferences during the summer, the student must have been enrolled full-time in the previous spring semester and either the summer or upcoming fall semester.
- Be in good academic standing..

Application Process

Applications may be submitted as early as three calendar months prior to departure but must be received by the Graduate School no later than one calendar month prior to departure. Applications received less than one calendar month prior to departure will be denied. It is the student's responsibility to ensure that the application is turned into the

Graduate School in a timely manner.

To apply for the GSA Travel Award, students must complete the Graduate Student Travel Award Application. After completing the required information, students need to attach the following documents to the form:

Award Notification

If a student has submitted by the 15th of the month, they will have a response by the 15th of the next month. However, if a student's application was submitted after the 15th, they can expect to hear back not next month, but the following month. For example, an applicant who submits on the 14th of September will be notified by October 15th. Conversely, an applicant who submits on the 16th of September will be notified by November 15th.

Students will be notified of the GSA Committee's decision via email from GSATravelAward@lsu.edu. If approved, the notification email must be attached to the Expense Report in WorkDay to receive reimbursement.

Additional Rules and Guidelines

1. The clinical area requires that all graduate students obtain liability insurance. One option is through the American Psychological Association Trust Insurance.
2. Students are responsible for maintaining frequent communication with the department. It is important that students inform the department of their most current and accurate contact information, including email, telephone numbers, and address.
3. Information is sent out by emails throughout the year with reminders of deadlines, rules, and other important information. Emails are sent to a student's MyLSU account. Therefore, it is imperative that students check their LSU email daily. If they are unable to receive emails for any reason, students should contact the graduate coordinator and their major professor immediately.
4. Graduate student mailboxes are located in the Psychology Office (Room 236). Students should check their mail on a regular basis as faculty and staff often place things in students' mailbox.
5. The department is a student's liaison to the Graduate School. If a student has questions or concerns about Graduate School policies and procedures, they should contact the graduate coordinator. All documents submitted to the Graduate School must be forwarded from the graduate coordinator. The only exceptions are submission of a student's *final thesis and 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.

Appendix A: Program Aims and Minimum Levels of Achievement

Consistent with APA guidelines, the LSU Clinical Program is committed to training students in a general knowledge base in psychology (i.e., Discipline Specific Knowledge), broadly defined, to serve as a foundation for their training in Health Service Psychology. Also consistent with APA guidelines, the LSU Clinical Program is committed to training students in specific Profession-Wide Competencies to acquire a solid foundation in the theory and method of clinical psychology. To meet these goals, clinical students are required to meet the following minimal levels of achievement for each of the below knowledge areas and competencies as of Fall 2019*:

| Discipline Specific Knowledge | |
|---|---|
| Knowledge Area: | <i>History and Systems of Psychology</i> |
| Minimum levels of achievement (MLAs) | <ul style="list-style-type: none"> • Must pass PSYC 4008 History of Psychology with a B- or better |
| Knowledge Area: | <i>Affective Aspects of Behavior</i> |
| MLAs | <ul style="list-style-type: none"> • Must pass PSYC 7030 Neurocognitive Basis of Behavior with a B- or better |
| Knowledge Area: | <i>Biological Aspects of Behavior</i> |
| MLAs | <ul style="list-style-type: none"> • Must pass PSYC 7030 Neurocognitive Basis of Behavior with a B- or better |
| Knowledge Area: | <i>Cognitive Aspects of Behavior</i> |
| MLAs | <ul style="list-style-type: none"> • Must pass PSYC 7030 Neurocognitive Basis of Behavior with a B- or better |
| Knowledge Area: | <i>Developmental Aspects of Behavior</i> |
| MLAs | <ul style="list-style-type: none"> • Must pass PSYC 7979 Current Problems in Developmental Psychology: Lifespan Development <u>or</u> PSYC 7949 Behavioral Perspective on Lifespan Development with a B- or better |
| Knowledge Area: | <i>Social Aspects of Behavior</i> |
| MLAs | <ul style="list-style-type: none"> • Must pass PSYC 7040 Sociocultural Bases of Behavior with a B- or better |
| Knowledge Area: | <i>Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas (excluding History and Systems)</i> |
| MLAs | <ul style="list-style-type: none"> • Must pass courses with advanced integrative knowledge (e.g., PSYC 7030 Neurocognitive Basis of Behavior) with a B- or better |
| Knowledge | <i>Research Methods</i> |

| | |
|------------------------|---|
| Area: | |
| MLAs | <ul style="list-style-type: none"> • Must pass PSYC 7117 Methodology and Research Design with a B- or better • Must pass proposals and defenses of thesis and dissertation |
| Knowledge Area: | <i>Quantitative Methods</i> |
| MLAs | <ul style="list-style-type: none"> • Must pass PSYC4111 Intermediate Statistics and PSYC 7111 Advanced Statistics with a B- or better • Must pass proposals and defenses of thesis and dissertation |
| Knowledge Area: | <i>Psychometrics</i> |
| MLAs | <ul style="list-style-type: none"> • Must pass PSYC 7125 Psychological Assessment I and PSYC 7925 Psychological Assessment II with a B- or better • Must pass proposals and defenses of thesis and dissertation |

| Profession-Wide Competencies | |
|-------------------------------------|---|
| Competency: | <i>(i) Research</i> |
| Elements | <ul style="list-style-type: none"> • 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. |
| MLAs | <ul style="list-style-type: none"> • Must pass courses (PSYC 7117, PSYC4111, PSYC7111) with a B- or better • Must pass thesis and dissertation meetings • Student rated as “Meets expectations” on annual evaluation for in the area of research |
| Competency: | <i>(ii) Ethical and legal standards</i> |
| Elements | <ul style="list-style-type: none"> • Be knowledgeable of and act in accordance with each of the following: <ul style="list-style-type: none"> ○ 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. |
| MLAs | <ul style="list-style-type: none"> • Must pass courses (PSYC7999; PSYC7688/7689) with a B- or better • Must pass thesis and dissertation meetings • Student rated as “Meets Expectation” on the Annual Student Evaluation Form in the area of ethics • Student rated as “Meets Expectation” on the Practicum Evaluation Form in the area of ethics |

| | |
|--|---|
| Competency: <i>(iii) Individual and cultural diversity</i> | |
| Elements | <ul style="list-style-type: none"> • 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 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. |
| | <ul style="list-style-type: none"> • 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. |
| MLAs | <ul style="list-style-type: none"> • Must pass courses (PSYC7040; PSYC7688/7689) with a B- or better • Must pass thesis and dissertation meetings • Student rated as “Meets Expectation” on the Annual Student Evaluation Form in the area of individual and cultural diversity • Student rated as “Meets Expectation” on the Practicum Evaluation Form in the area of individual and cultural diversity |
| Competency: <i>(iv) Professional values, attitudes, and behaviors</i> | |
| Elements | <ul style="list-style-type: none"> • 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 • Engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. • Actively seek and demonstrate openness and responsiveness to feedback and supervision. • Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training. |
| MLAs | <ul style="list-style-type: none"> • Must pass courses (PSYC7688/7689) with a B- or better • Student rated as “Meets Expectation” on the Annual Student Evaluation Form in the area of professionalism • Student rated as “Meets Expectation” on the Practicum Evaluation Form in the area of professionalism |
| Competency: <i>(v) Communications and interpersonal skills</i> | |
| Elements | <ul style="list-style-type: none"> • Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. • 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. |

| | |
|--|--|
| MLAs | <ul style="list-style-type: none"> • Must pass courses (PSYC7688/7689) with a B- or better • Must pass thesis and dissertation meetings • Student rated as “Meets Expectation” on the Annual Student Evaluation Form in the area of professionalism • Student rated as “Meets Expectation” on the Practicum Evaluation Form in the area of professionalism |
| Competency: (vi) <i>Assessment</i> | |
| Elements | <ul style="list-style-type: none"> • 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. |
| | <ul style="list-style-type: none"> • 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. |
| MLAs | <ul style="list-style-type: none"> • Must pass courses (PSCY7125; PSYC7925; PSYC7982 or PSYC7171; PSYC7688/7689) with a B- or better • Student rated as “Meets Expectation” on the Annual Student Evaluation Form in the area of assessment • Student rated as “Meets Expectation” on the Practicum Evaluation Form in the area of assessment |
| Competency: (vii) <i>Intervention</i> | |
| Elements | <ul style="list-style-type: none"> • Establish and maintain effective relationships with the recipients of psychological services. • Develop evidence-based intervention plans specific to the service delivery goals. • Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. • Demonstrate the ability to apply the relevant research literature to clinical decision making. • Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking. • Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation. |
| MLAs | <p>How outcomes are measured:</p> <ul style="list-style-type: none"> • Must pass courses (PSYC7185 or PSYC7972; PSYC7688/7689) with a B- or better • Student rated as “Meets Expectation” on the Annual Student Evaluation Form in the area of intervention • Student rated as “Meets Expectation” on the Practicum Evaluation Form in the area of intervention |
| Competency: (viii) <i>Supervision</i> | |
| Elements | <ul style="list-style-type: none"> • Demonstrate knowledge of supervision models and practices. |

| | |
|--------------------|--|
| MLAs | How outcomes are measured: <ul style="list-style-type: none"> • Must pass course (PSYC9960) with a B- or better |
| | |
| Competency: | <i>(ix) Consultation and interprofessional/interdisciplinary skills</i> |
| Elements | <ul style="list-style-type: none"> • Demonstrate knowledge and respect for the roles and perspectives of other professions. • Demonstrates knowledge of consultation models and practices. |
| MLAs | How outcomes are measured: <ul style="list-style-type: none"> • Must pass course (PSYC9960) with a B- or better |

Note: 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.

* **Note:** PSYC7625 Psychological Assessment I Practicum is required for students who entered the program prior to the 2019-2020 year.

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.

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.

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.

Yes – Meets Expectations

No – Does Not Meet Expectations

NA – Not Observed

Aim 4. Professional Values and Attitudes

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.

Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.

Actively seek and demonstrate openness and responsiveness to feedback and supervision.

Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Yes – Meets Expectations

No – Does Not Meet Expectations

NA – Not Observed

Aim 5. Communication and Interpersonal Skills

Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

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 6. 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, classifications, 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

Additional Annual Student Evaluation Form Content

1. Supervisor
2. Date of Evaluation
3. Academic Year of Evaluation

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

membership, demographic characteristics, or worldviews create conflict with their own.

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.

Yes – Meets Expectations

No – Does Not Meet Expectations

NA – Not Observed

Aim 3. Professional Values and Attitudes

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.

Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.

Actively seek and demonstrate openness and responsiveness to feedback and supervision.

Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Yes – Meets Expectations

No – Does Not Meet Expectations

NA – Not Observed

Aim 4. Communication and Interpersonal Skills

Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

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.

Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

Demonstrate the ability to apply the relevant research literature to clinical decision making.

Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.

Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

Yes – Meets Expectations

No – Does Not Meet Expectations

NA – Not Observed

Additional Practicum Evaluation Form Content

1. Name of Site
2. Supervisor
3. Date of Evaluation
4. Academic Year of Evaluation
5. All Assessment Hours at the Site
6. All Intervention Hours at the Site
7. Supervisor directly observed the student with a client and provided feedback

Appendix D: Program Checklist

(For students entering with a Bachelor'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 one practicum hour each semester
- ❑ Begin working on Master's Thesis
- ❑ 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 three 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 2nd, 3rd, or 4th year*
- ❑ Choose a minor area of study and a minor professor (if applicable).
- ❑ Hold a master's thesis prospectus meeting by the **10th day** of the fourth semester.
- ❑ 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)
- ❑ Students must complete their Master's thesis by the end of their 5th semester (the last day to defend is the day before commencement, no meetings are held on commencement).
- ❑ Defend General Examination
- ❑ Complete approved DEI training and submit certificate of completion to the DCT.

Year 4

- ❑ Complete DSK and PWC courses
- ❑ Schedule three practicum hours each semester
- ❑ Successfully defend (i.e., pass) Dissertation proposal before applying for internship and **no later than September 15** the year applying for internship. General exam must be successfully defended prior to Dissertation Proposal meeting.
- ❑ Graduate Coordinator and 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

1. The student relays results from the preliminary, primary, and post-hoc (as warranted) analyses to answer the research questions

Inadequate
Needs improvement
Proficient
Excellent

2. The student interprets and frames the results from all analyses to answer the research questions

Inadequate
Needs improvement
Proficient
Excellent

3. The student discusses the internal and external validity of the results, detailing methodological limitations and implications for theory, practice, and future research (as warranted)

Inadequate
Needs improvement
Proficient
Excellent

Communication and Presenting the Study

1. The student communicates the study in writing using professional language and adheres to APA Style guidelines

Inadequate
Needs improvement
Proficient
Excellent

2. The student presents the study orally using professional language and provides adequate content coverage of all major study sections

Inadequate
Needs improvement
Proficient
Excellent

3. The student responds to committee's questions and critiques of the study by demonstrating professional courtesy and directly attends to and attempts to resolve (if possible) relevant issues

Inadequate
Needs improvement
Proficient
Excellent

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. Dan Capron, Dr. Paul Frick, Dr. Ryan Hill, Dr. Amy Mikolajewski, Dr. Elia Soto, and Dr. Ray Tucker.

External Practicum Sites:

| Site | On-Site SupervisorName | LSU Faculty Contact |
|--|--|------------------------------------|
| Baton Rouge Clinic, Pediatric Psychology | Paul Frick, PhD, Ryan Hill, PhD Amy Mikolajewski, PhD | Frick, Hill, Mikolajewski |
| Believe Therapeutic Group Home | Maxine Campbell, MP. PhD | Frick |
| Capitol Area Human Services District (CAHSD), Community Mental Health Clinic | Brian Gros, PhD Paul Tuminello, LCSW-ACSW | Cohen |
| East Louisiana State Psychiatric Hospital (ELSPH) | Gina Manguno-Mire, Ph.D., Dr. Beth Arredondo | Cohen |
| Gulfsouth Autism Center | Daniene Neal, PhD | Frick |
| Jefferson Neurobehavioral Group Neuropsychological Assessment/ Sage Rehabilitation Hospital | Lauren Rasmussen, PsyD | Calamia |
| Ochsner Medical Center: Neuropsychology | Bern Lee, Ph.D. | Calamia |
| Our Lady of the Lake Center for Psychiatric Services: Adult Assessment | Matt Calamia, PhD | Calamia |
| Our Lady of the Lake Center for Psychiatric Services: Adult Therapy | Julie Buckner, PhD | Buckner |
| Our Lady of the Lake Center for Psychiatric Services: Child Services | Ryan Hill, Ph.D., Amy Mikolajewski, Ph.D., and Elia Soto, Ph.D | Hill, Mikolajewski, and Soto |
| Our Lady of the Lake Hospital Emergency Department | Lee Tynes, MD, PhD | Tucker |
| Our Lady of the Lake Hospital Psychiatric Inpatient Adolescent Unit (Tau) | Ryan Hill, PhD | Hill |
| Our Lady of the Lake Hospital | Julie Buckner, PhD | Buckner |
| St. Christopher's Addiction Wellness Center | Star Marks, LPC, LMFT, LAC | Buckner |

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 students for a clinical internship involving significant training in clinical neuropsychology. In addition to completing the general requirements for a degree in clinical psychology, students interested in completing the Neuropsychology Emphasis must complete the following requirements:

Research: A major emphasis is placed on conducting research in neuropsychology to prepare students for careers in academic or research settings. Students must submit for publication at least one first authored publication on a topic related to neuropsychology. It is expected, but not required, that students well exceed this threshold.

Coursework: Psychological Assessment II, a course which provides an introduction to neuropsychological assessment, is a requirement for all clinical students in the program. Students must take Clinical Neuropsychology Seminar each semester they are enrolled on-campus (with a minimum of 3 semesters). This structure will allow for the accumulation of foundational knowledge in neuropsychology over time in a flexible manner that derives benefits from having graduate students at different levels of their training in the same class. The content of this course will vary each semester and provide graduate students with knowledge in the foundations for the study of brain-behavior relationships (e.g., neurological and related disorders including their etiology, pathology, course and treatment) and foundations for the practice of clinical neuropsychology (e.g., professional issues and ethics in neuropsychology). Students on the neuropsychology emphasis are also encouraged to take additional coursework in topics such as neuroanatomy or neuroimaging.

Practicum: A minimum of two practica in neuropsychological assessment is required. At least one practicum must include exposure to a breadth of different clinical conditions frequently encountered in neuropsychological assessment (e.g., stroke, Alzheimer’s disease, Parkinson’s disease, and TBI).

Dissertation: The dissertation topic must be related to neuropsychology.

Internship: An APA-accredited internship with significant neuropsychological training is required.

Appendix H: Approved Alternate Supervisor Form

Student Name:

Semester(s) of Supervision:

Name of Supervisor:

License Number:

Site of practicum (must be an approved practicum site):

Describe services to be supervised (services must be evidence-based):

Describe how services will enhance students' training:

Describe supervisor's qualifications for supervision:

Describe how a core faculty member will monitor the quality of supervision:

Student

Core faculty member monitor

Major Professor