Clinical Psychology
Student Handbook

Bowling Green State University
Department of Psychology
Bowling Green, Ohio 43403

AY 2016-2017
As of Jan 5, 2017
# Clinical Psychology Student Handbook as of 1/5/2017

Bowling Green State University

## Table of Contents

### Overview of the Program
- Overview of Administrative Characteristics of the Department and Program, Accreditation Status, and the University Context................................................................. 4
- Overview of Student Characteristics and Residency Requirements........................................................................ 4
- Overview of Policies Regarding Cultural and Individual Diversity.................................................................................. 5
- Overview of Policy and Procedure Information Dissemination....................................................................................... 5

### Program Philosophy, Objectives, and Curriculum Plan
- Philosophy and Training Model of Clinical Program ........................................................................................................ 6
- Educational Goals, Training Objectives, and Competencies - Spring 2016................................................................. 6
- General Requirements for Doctoral Program in Clinical Psychology............................................................................. 9

### Curriculum Plan
- Psychology Department Core Curriculum ..................................................................................................................... 9
- Psychology Department Research Requirements ........................................................................................................... 10
- Clinical Training Program Courses and Practica ............................................................................................................. 11
- Basic Level Clinical Courses, and Practica Experiences ............................................................................................... 11
- Advanced Level Courses, and Practica Experiences .................................................................................................... 12

### Program Resources
- Clinical Program Core and Adjunct Faculty ................................................................................................................... 23
- Administrative Faculty and Staff ........................................................................................................................................ 23
- Sufficiency of Number and Kind of Faculty .................................................................................................................. 23
- Theoretical Perspectives and Experience, Competence and Credentials, and Role Modeling.................................................. 23
- Student Numbers, Characteristics, and Congruence with Program Goals and Objectives........................................... 23
- Students: Characteristics and Selection.......................................................................................................................... 24

### Program Resources and Student Support Services
- Financial Support.................................................................................................................................................................. 25
  - Graduate Student Stipend, General Fee, and Tuition Support...................................................................................... 25
  - Graduate Student Research and Travel Support........................................................................................................ 25
- Awards........................................................................................................................................................................... 25
  - Donald B. Leventhal Memorial Award........................................................................................................................ 25
  - Cecil M. Freeburne Award........................................................................................................................................ 25
  - Lowell Schipper Memorial Award.............................................................................................................................. 25
- Training Materials and Equipment................................................................................................................................... 26
- Physical Facilities.............................................................................................................................................................. 26
- Student Support Services................................................................................................................................................ 26

### Cultural and Individual Differences and Diversity
- Strategies and Practices Designed to Educate Students about Diversity................................................................. 26
  - The Diversity Committee........................................................................................................................................... 27

### Student-Faculty Relations
- Appeals Processes.......................................................................................................................................................... 28
- Grade Appeals.............................................................................................................................................................. 28
- Grievance Procedures................................................................................................................................................... 28
- Clinical Student Representatives................................................................................................................................. 28
- Psych Grads ACT.......................................................................................................................................................... 32
Appendices

Administrative Faculty and Staff in Psychology Department .......................................................... 33
Timeline of Important GSS Funding and Graduation Deadlines ................................................. 37
Student Supervisor Evaluation of Clinical Trainees ................................................................. 38
Tracking Log for Clinical Hours link ...................................................................................... 40
Clinical Students: Professional Development Activities Survey .............................................. 41
Clinical Student Course Checklist ............................................................................................ 44
Graduate Student Academic and Professional Update Form ..................................................... 50
Descriptions of External Clinical Placements ............................................................................. 53
Educational Goals, Training Objectives, and Competencies in Clinical Handbook AY09-10 to Fall15... 54
OVERVIEW OF THE PROGRAM

Overview of Administrative Characteristics of the Department and the Clinical Program

The doctoral program in clinical psychology at Bowling Green State University has been continuously accredited by the American Psychological Association since 1971. The program is committed to a scientist-practitioner model of training with the goal of preparing students for a variety of professional roles in clinical psychology. The program is located in the Psychology Department, which is part of the College of Arts and Sciences at Bowling Green State University. The clinical training program is the largest graduate program in the psychology department. Clinical faculty and students provide significant contributions to the research, teaching, and service mission of the department.

There are four streams of funding that provide support for students and faculty in the clinical training program. The first stream of funding is from the College of Arts and Sciences College Office which provides tuition scholarships for graduate students enrolled in the program. The second is from the Psychology Department’s operating budget which provides funding for student assistantships, research, and travel to graduate students across the entire department and for our “Clinical Academic Challenge” (CAC) program. Funding for the CAC program originally began in 1990 due to an individual grant from the Ohio Board of Regents in recognition of program excellence. The Ohio Board of Regents restructured funding for higher education Ohio some years ago and eliminated Academic Challenge grants to individual programs within departments. However, the Psychology Department has continued to provide a distinct line of funding for the research, teaching, and service missions of the clinical program drawing up the operating budget. In our department, we continue to refer to these funds as CAC funds. The CAC program provides support for external clinical placements, faculty and student research, and student and faculty travel, workshops, diversity initiatives, and administrative costs. The third stream of funding comes from the Psychological Services Center (PSC), an in-house training clinic that provides clinical services to members of the Bowling Green community and university students. The PSC provides funding for workshops and student travel to conferences. The fourth stream of funding is from external research grants and placement affiliations. These latter sources of funding provide support for research programs, assistantships, and student placements at external agencies.

The training program is located in the psychology building at Bowling Green State University. The building was renovated in 1998 and contains five floors of office and research space for psychology students and faculty. All students have offices located on the first through third floors of the building. All students have offices equipped with telephone and computer lines located on the first through fourth floors of the building. Faculty Offices are located on the second and third floors of the building. The Psychology Building has wireless internet access for students and faculty. There are computer laboratories for students and socialization spaces on the first and fourth floors of the building. The PSC is located on the third floor of the building. Additionally, the Institute for Psychological Research and Application (IPRA) and the J.P. Scott Center for Neuroscience are located on the third floor of the building. The fourth floor of the building houses the human research laboratories. Finally, the fifth floor of the building houses an animal laboratory primarily used by the neuroscience faculty.

Overview of Student Characteristics and Residency Requirements

The clinical program enrolls approximately 8-10 Ph.D. students each year out of a pool of approximately 120 – 160 applicants. The program requires that all students complete at least three years of full-time study with at least two of those years in residence at BGSU. In addition, students must complete a pre-doctoral off-site internship before the doctoral degree is awarded. After the first year, students are eligible to
apply for Ohio residency. Students who do not apply or are denied Ohio residency will be responsible for the non-resident fee.

**Overview of Policies Regarding Cultural and Individual Diversity**

The clinical training program strives to create an environment where cultural and individual diversity is explored, discussed, better understood, and enhanced through coursework, clinical placements, research funding, and recruitment/retention policies and procedures. In terms of coursework, all students are required to complete a seminar course in cultural and individual diversity. Additionally, cultural and individual diversity research and practice issues are integrated into core clinical courses. The clinical training program typically sponsors at least one workshop per year that is dedicated to cultural and individual diversity. Coursework and workshops are augmented by clinical placements where students are provided with opportunities to work with diverse populations and learn about cultural and individual diversity in schools, community mental health centers, outreach centers, and hospitals. The clinical program also has an active Diversity Committee whose mission is to raise awareness of the importance of diversity in the field of psychology and to create an environment in the psychology department that fosters diversity of culture, ethnicity, and lifestyle orientation. The program, department, and university adhere to policies and procedures related to nondiscriminatory admissions, recruitment, and retention which are described in the graduate handbook, graduate college catalogue, and the university mission statement.

**Overview of Policy and Procedure Information Dissemination**

There are six primary sources of written policy and procedure information for graduate students: 1) Psychology Department’s Graduate Handbook - http://www.bgsu.edu/arts-and-sciences/psychology/graduate-program.html; 2) Clinical Psychology Handbook (i.e., this document); 3) the Departmental Webpage - http://www.bgsu.edu/arts-and-sciences/psychology.html; 4) the Clinical Program Webpage http://www.bgsu.edu/arts-and-sciences/psychology/graduate-program/clinical.html; 5) the brochure for the Psychology Department - http://www.bgsu.edu/content/dam/BGSU/college-of-arts-and-sciences/psychology/documents/grad-brochure.pdf; 6) the Bowling Green State University (BGSU) Graduate College Catalog - http://www.bgsu.edu/content/dam/BGSU/graduate-college/doc/2015-16%20Graduate%20Catalog.pdf with distinct pdf links within this document for different topics. Together, these materials provide information about admission and degree requirements, administrative and financial assistance, student performance evaluation, advising, retention and termination decisions, and student due process/grievance procedures. Faculty due process/grievance procedures can be found in the following two documents: Academic Charter for Faculty - http://www.bgsu.edu/content/dam/BGSU/faculty-senate/documents/academic-charter/Academic-Charter-amended-03oct2014.pdf and the Collective Bargaining Agreement between the University and the BGSU Faculty Association - https://www.bgsu.edu/content/dam/BGSU/provost/documents/policies-guidelines/agreement-faculty-association.pdf.

Incoming graduate students complete a one-week Graduate Student Orientation (GSO) program prior to the first week of courses. During student orientation, all students are provided with written policy and procedure information in the form of The Psychology Department Graduate Handbook and The Clinical Psychology Student Handbook, meet with the DCT for a half day training, and are encouraged throughout their careers to consult clinical program, departmental, and university webpages for policy and procedure information as needed.
PROGRAM PHILOSOPHY, OBJECTIVES, AND CURRICULUM PLAN

Philosophy and Training Model of the Clinical Program

Overview

Bowling Green State University’s doctoral training program in clinical psychology is deeply rooted in the Boulder model of scientist-practitioner training. For over 45 years, our program has operated in accordance with the core principles of the Boulder model in that clinical training should encompass the integration of theory, research, and clinical practice. Our program is committed to training psychologists who value the importance of scientific inquiry and are able to apply scientific principles and methods of inquiry and evaluation to a wide array of clinical and social problems. Consistent with the National Conference on Scientist-Practitioner Education and Training for the Professional Practice of Psychology (Belar & Perry, 1992), our program strives to provide trainees with the skills and experiences needed to meaningfully contribute to the research and practice of psychology and to the welfare of individuals and groups from diverse backgrounds. In conceptualizing the scientist-practitioner, our philosophy is consistent with the basic vision set forth in the conference: “scientist-practitioner is not defined by a job title or a role, but rather by an integrated approach to both science and practice. The model entails the “development of interlocking skills to foster a career-long process of psychological investigation, assessment, and intervention” (Belar & Perry, 1992 pg 72).

The implementation of the scientist-practitioner model at BGSU manifests itself in an integrated, sequential, and graduated curriculum that promotes scholarship, intellectual flexibility, critical thinking, personal and professional self-reflection, and sensitivity to issues of individual, social and cultural diversity. The integration of science and practice includes recognition of the individual, social, and contextual factors that can cause and perpetuate human suffering, and acknowledges the importance of systematic inquiry, measurement, evaluation, consultation, collaboration and advocacy in working to advance scientific knowledge, lessen human suffering, and promote individual and social welfare.

The clinical program adheres to a training model where students work under the close supervision of faculty and clinical professionals who teach, model, and supervise the acquisition of increasingly more advanced skills and knowledge across the curriculum. The faculty is fully committed to mentoring students and provides multiple means by which students are exposed to graduated training, reflective learning, and increasing professional responsibility. In each aspect of our training program, from the curriculum sequence and concentration areas, research requirements, clinical practica and external placements, to teaching opportunities, scholarly presentations and writing, students learn from and collaborate with more advanced peers, faculty and clinical professionals. Our program is designed to prepare students for further training, including the life-long education necessary to make continued contributions to the profession. We expect that our graduates will be able to select and blend a number of career options and have the skills and expertise needed to work in universities, medical centers, hospitals, allied health settings, community mental health settings, independent practice settings, and government and non-profit organizations.

Educational Goals, Training Objectives, and Competencies

The clinical program has six overarching educational goals that are reflected in our curriculum and training experiences for doctoral students. The clinical program has a set of training objectives and accompanying student competences for each of the six educational goals. Educational goals, training objectives and competencies are summarized as follows*:

Goal 1: Produce graduates who can contribute to the knowledge and practice of psychology.
Objective 1A: Students will develop an awareness of and an appreciation for the evolving scientific and professional knowledge base associated with clinical psychology.

Competency 1: (C1) Students will gain foundational knowledge that reflects the breadth and depth of both clinical and non-clinical areas in psychology.
Competency 2: (C2) Students will gain foundational knowledge about ethical conduct in the science and practice of psychology and functionally engage in ethical conduct across all professional roles and settings.
Competency 3: (C3) Students will gain foundational knowledge about professionalism and functionally engage in professional conduct across all professional roles and settings. (See also Goal 6)

Objective 1B: Students will demonstrate the ability to evaluate, produce and disseminate well-written professional products.
Competency 1: (C4) Students will demonstrate the ability to use and critically evaluate the quality of professionally written products (e.g., research articles, psychological assessments or treatment plans, needs assessments).
Competency 2: (C5) Students will demonstrate scholarly and professional level writing skills
Competency 3: (C6) Students will demonstrate the ability to disseminate information effectively through public or professional presentations.

Goal 2: Produce graduates who have a thorough understanding of and ability to conduct methodologically sound and relevant research.

Objective 2A: Students will demonstrate foundational knowledge of the principles and practices related to the conducting rigorous psychological research.
Competency: (C7) Students will gain foundational knowledge to conduct methodologically sound and relevant research.

Objective 2B: Students will functionally demonstrate conceptual methodological, and practical skills to conduct, evaluate, and present research.
Competency: (C8) Students will demonstrate the ability to conduct, evaluate, and present research.

Goal 3: Produce graduates who have the foundational knowledge and functional competencies to engage in entry level clinical practice.

Objective 3A: Students will demonstrate foundational knowledge of the specific principles, theoretical foundations, and psychological processes that underlie the practice of psychological assessment and intervention.
Competency: (C9) Students will acquire foundational knowledge for conducting entry level assessment and intervention clinical practice.

Objective 3B: Students will demonstrate functional ability to assess individual differences in cognitive abilities, personality characteristics, adaptive and maladaptive behavior patterns and social systems.
Competency: (C10) Students will demonstrate the functional ability to engage in entry level psychological assessment skills for wide range of referral problems. Includes DSM and other diagnostic practices.

Objective 3C: Students will demonstrate functional ability to implement therapeutic interventions, evaluate their efficacy, and collaborate with other professionals within a variety of service systems.
**Competency 1:** (C11). Students will demonstrate functional ability to engage in entry level psychological interventions skills, evaluate their efficacy and collaborate with other professionals within a variety of service systems.

**Goal 4:** Produce graduates who are sensitive to individual differences and human diversity as they relate to the science and practice of clinical psychology.

**Objective 4:** Students will demonstrate an awareness of and appreciation for the complexity and diversity of human experiences.

**Competency:** (C12) Students will recognize self, others and interactions of self and others as shaped by Individual and Cultural Diversity (ICD; e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context.

**Goal 5:** Produce graduates who understand and strive to promote the integration of science and practice in psychology.

**Objective 5:** Students will demonstrate knowledge of and appreciation for models and techniques that promote the integration of science and practice in psychology.

**Competency:** (C13) Students will demonstrate foundational knowledge in evidence-based practice and demonstrate the functional ability to translate knowledge into practice.

**Goal 6:** Produce graduates who engage in life-long education to foster personal and professional growth and development.

**Objective 6A:** Students will gain foundational knowledge and functional skills to engage in reflective professional practice, and on-going personal growth over the lifespan.

**Competency 1:** (C14). Students will gain knowledge and skills that fosters self-awareness and self-reflection in research and practice, and engage in appropriate self-care that supports their professional development.

**Competency 2:** (C15) Students will seek out and be responsive to supervision and feedback from other professionals to facilitate professional and personal growth.

**Objective 6B:** Students will adopt attitudes and practices consistent with the principles of life-long learning, scholarly inquiry, clinical practice, and professional service.

**Competency:** (C16) Students will engage in professional activities consistent with life-long pattern of learning, scholarly inquiry, clinical practice, and professional service.

*Goals, objectives and competencies were updated in Spring 2016 as part of self-study process. See Appendix for the list that was in Handbook in AY09-Fall15.*

**Curriculum Plan**

Pages 9-11 describe the curriculum requirements for all graduate students in the Psychology Department that is designed to help them acquire competence in the general field of scientific psychology. **If a clinical student completes all of the classes on the Clinical Student Course Checklist (page 44-48), they will have fulfilled the department’s general requirements.**
Our program curriculum has remained stable and consistent over the past seven years. Pages 44-48 of the Clinical Psychology Handbook lay out the courses that all clinical students are required to take. It may be noted that in the university’s online Graduate College course catalog PSYC 7800 is called a Graduate Seminar. Historically, this course number has often been used for the following six classes in the Psychology Department.

1. PSYC 7800 (7370) Lifespan Development
2. PSYC 7800 (7040) Ethics and Professional Issues
3. PSYC 7800 (7030) Multicultural and Individual Diversity
4. PSYC 7800 (7180) Advanced Clinical Topics
5. PSYC 7800 (7190) Advanced Clinical Assessment
6. PSYC 7800 (7200) Advanced Clinical Intervention

Efforts began in AY15-16 to assign unique courses numbers to these six courses. These unique numbers are indicated in the list above in parentheses. The purpose of these numbers is to help clarify and distinguish different required courses. The proposed new course numbers are undergoing review and still need university approval. Throughout the text of the self-study and in our tables, we display both 7800 and the unique number each of these six courses to facilitate ease of comprehending how different courses map onto our goals, objectives, and competencies, and to report clearly grades for distinctive courses.

*Psychology Department Core Curriculum*

Core 1. Basic Statistical Theory (PSYC 6670, 3 hours; PSYC 6680, 3 hours). The aim of these courses is to provide students with the necessary theoretical background for designing experiments and the correct use of applied statistics.

Core 2. Methodology in Psychology (6280, 7800-methods, or an area approved methodology course). These courses are designed to provide students with the necessary theoretical background to read and critically evaluate the experimental literature and acquaint them with elementary techniques which will enable them to begin gathering data and experimental work as soon as possible.

Core 3. All students are required to take and successfully master the Content Core 3. All students are required to take a minimum of 2 courses from outside of their major area¹. The 2 courses must be taken from different areas (e.g., Neuroscience, Industrial-Organizational, etc). Areas outside of the Clinical area to obtain breadth are considered: 1) Neuroscience, 2) Cognitive Science, 3) Social/Personality, 4) Industrial-Organizational, 5) Developmental, and 6) Other/History. Clinical students are advised to review the Clinical Student Course Checklist as not all of these courses listed below fulfill requirements for the clinical program but could be taken as non-required electives. Again, if a clinical student completes all of the classes on the Clinical Student Course Checklist (page 44-48), they will have fulfilled the department’s general requirements.

<table>
<thead>
<tr>
<th>Number</th>
<th>Credit</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Neuroscience</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 7100</td>
<td>(3)</td>
<td>Basic Neuroscience &amp; Cognition</td>
</tr>
<tr>
<td>PSYC 7140</td>
<td>(3)</td>
<td>Psychobiology</td>
</tr>
<tr>
<td>PSYC 7800</td>
<td>(3)</td>
<td>Psychopharmacology</td>
</tr>
<tr>
<td><strong>Cognitive Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 7160</td>
<td>(3)</td>
<td>Human Judgment</td>
</tr>
</tbody>
</table>
Instructor may wish to request in advance that the Graduate Committee approve Content Core credit for a PSYC 7800. The Graduate Committee will consider the request based on course content, demand, and the number of regular Content Core courses offered. Typically, seminars in which the content is highly specialized are not approved as substitutes for Content Core Courses.

**Psychology Department Research Requirements**

Participation in research permits students to advance understanding of factors that influence human behavior and strategies that can be used to enhance well being and reduce suffering. Conducting research provides students with an opportunity to acquire and apply the basic competencies needed to become an independent researcher and research-practitioner such as the ability to: 1) conceptualize and design research projects that are methodologically sound; 2) implement research projects and collect data; and 3) organize and evaluate data using appropriate data analytic procedures and communicate research findings through scholarly writing and oral presentations. Conducting research allows students to contribute to the field of psychology and disseminate information to professional and lay audiences. By conducting research, students also gain expertise in a specific area of inquiry that is directly relevant to clinical practice or social justice.

There are two project-based research requirements: A Master's level thesis research project and the Ph.D. dissertation project. It should be emphasized that these are the minimum research requirements and that students are strongly encouraged to be involved in other research projects throughout graduate training (e.g., research groups, direct collaboration with faculty projects). Acceptable thesis and dissertation projects include: papers based on empirical research (at least one project must be of this type); theoretical papers; and integrated reviews in which an original construction is placed upon available evidence or in which disparate sections of evidence are related. Unacceptable projects include: reviews that are merely summaries of evidence and papers that are not produced with a considerable degree of independence by students. Students are encouraged to
submit their work to conferences and scholarly journals so that they can develop their research portfolio and acquire skills in oral and written presentations of research.

In addition to the thesis and dissertation project, students must complete a Preliminary Examination/Project prior to beginning their dissertations. There are three options open to students for completing the Preliminary Examination/Project requirement. Students, with guidance from their research sponsors and committees, may: (a) take a written and oral examination (b) elect to conduct another research project prior to the dissertation; or (c) write a theoretical or literature review paper that demonstrates knowledge of fundamental elements of research in psychology. If a student chooses to complete a written preliminary exam, he or she must assemble a detailed reference list of literature that covers the examination topic area. This reference list should cover general clinical psychology research and practice issues as well as an area of focus for the students developing research interests.

Additional important information regarding departmental requirements, procedures and deadlines for thesis, preliminary examination, and dissertation projects are provided in the Graduate Handbook. For example, please consult the Graduate Handbook for details about research requirements (pp. 11-17) and conditions of being placed on warning due to poor progress with research (pp. 32-37).

Clinical Training Program Courses and Practica

Along with Department requirements, there are clinical program requirements that reflect the mission and goals of the clinical program and are consistent program accreditation guidelines provided by APA. The Clinical Student Course Checklist, used for keeping track of degree progress, is located in the Appendix on page 44. Clinical courses and practica are divided into basic and advanced levels.

Basic Level Clinical Courses and Practica

Courses. During their first two years in the program, students are expected to meet the basic level clinical course requirements. These include: Clinical Interviewing and Issues (PSYC 6090); Foundations of Clinical Psychology Assessment (PSYC 6640); Behavior Pathology (PSYC 6080); Clinical Research Methods (PSYC 6280); Theory and Techniques of Therapy (PSYC 6310); Ethics and Professional Issues (PSYC 7800 (7040)); and Diversity in Clinical Training (PSYC 7800 (7030) or COUN 6760). Students are also required to take at least two semesters of one or more research groups (PSYC 7930). These initial courses are designed to provide students with introductory training to gain competencies in all six goal areas: Goal 1: Foundations of Practice (Scientific, Methodological and Theoretical); Professional Standards and Ethics Practice; Goal 2: Research Knowledge and Practice; Goal 4: Cultural and Individual Diversity; Goal 3: Clinical Knowledge and Practice; and Goal 6: Practice & Lifelong Learning. A grade of "A" or "B" is required to demonstrate a substantial understanding of, and competency in, the graded basic level courses. A grade of "satisfactory" is required to demonstrate a substantial understanding of, and competency in, the ungraded basic level clinical courses.

Practica. Basic Skills Teams, and Individual Supervision. Students begin acquiring supervised clinical experience by taking one semester of a Basic Clinical Assessment Skills Practicum Team (PSYC 6100) in their first year of study followed by two semesters of a Basic Skills Assessment and Psychotherapy Practicum team (PSYC 6110) during the second year. These team experiences are augmented by individual psychotherapy supervision (PSYC 7330) for second year students who will provide assessment and intervention services for one or two clients during the academic year. The teams and individual supervised clinical service experiences occur in the Psychological Services Center (PSC) and are designed to provide additional fundamental knowledge and clinical skills in the four goal areas of the program: Goal 1: Foundations of Practice (Scientific,
particularly 
skills to inform clinical practice and clinical skills to inform research. These advanced clinical research practice 
teams (PSYC 7330), receiving hour for hour supervision from core clinical 
faculty or other clinical supervisors affiliated with the PSC. A grade of “Satisfactory” in PSYC 7330 is required 
to demonstrate on-going progress in clinical competencies.

Important Note for incoming students as of 2016-2017. Clinical students who matriculate into the 
program in Fall 2016 and thereafter will be required at some point during their 2nd-4th years in the program to 
demonstrate advanced integrative knowledge across two or more content areas in accordance with a new 
regulation being required by APA’s Commission of Accreditation as of Jan 1, 2017 for APA accredited clinical 
PhD programs. The Commission of Accreditation will be releasing additional details about the implementing 
regulations for this requirement during the 2016-17 academic year. During AY 2016-17, the clinical faculty will 
be reviewing this additional information and exploring different options that students will be allowed to use to 
fulfill this new requirement. Incoming students should be aware that an additional course may be added to the 
list of Advanced Level Courses they take to fulfill this requirement.

Clinical Research Practice Teams Clients: Two semesters of advanced research practice integration 
teams (PSYC 7090) are required so that students receive intensive and specific training in how to use research 
skills to inform clinical practice and clinical skills to inform research. These advanced clinical research practice 
particularly courses contribute heavily to Goal 5: Research Practice Integration. These teams provide didactic
instruction along with direct, supervised, experiences that involve the integration of research and clinical practice. Most often, these projects provide opportunities for students to develop, implement, and evaluate the efficacy of research supported interventions provided on an individual, group, or community level. A grade of "satisfactory" is required to demonstrate a substantial understanding of, and competency in, the advanced research practice team.

**External Practica:** Upon satisfactory completion of basic level clinical courses and basic skills teams, students are eligible for external practicum placements. These placements typically span an academic year and summer and students typically receive stipends that are equivalent to research/teaching assistantships with equivalent hours. While on placement, students acquire experience in providing psychological services under the direct supervision of licensed psychologists, continued exposure to ethics and professional standards (Goal 1), the use of research supported interventions (Goal 4), and individual and cultural diversity (Goal 4). Most students complete two external placements during the third and fourth years of training. Placement supervisors complete a detailed evaluation for each student at the conclusion of the fall and spring semesters using the web-based Supervisor’s Evaluation of Clinical Trainees survey. Academic/Research Advisors also review these evaluations each semester. A practicum grade of “Satisfactory” or Unsatisfactory” is assigned by the DCT for PSYC 7970 based on these ratings and consultation with clinical supervisors and clinical faculty. Students are required to receive a “satisfactory” grade for all semesters that they are registered for PSYC 7970. Failure to meet this requirement will result in the student being immediately placed on warning status in the clinical program and the student will be provided with specific requirements and timeline for remediation. If criteria for remediation are not satisfactory met, the student can be dismissed from the clinical program.

The matching of students to external clinical placement sites involves a process that considers the interests and needs of the student as well as the views of the clinical faculty, placement site supervisors, the PSC Director, and the DCT. Each spring (typically in February) a meeting is held by the DCT to introduce or reacquaint students to the practicum process. During this meeting, names and descriptions of each year’s available placements are introduced and students have the opportunity to ask questions about each placement site to students who have been previously placed at each site. Each student then ranks his or her placement site preferences. Students are each assigned to interview at two or more placement sites, where they meet with the site supervisor(s). Student rankings, feedback from placement sites, recommendations from clinical faculty and the PSC Director are used by the DCT to make placement assignments. A brief description of external clinical placement sites that are currently available in our program can be found in the Appendix.

**Sanctioned Practica Experiences and Placements.**

As stated in the Graduate Handbook, students may not offer any form of psychological services to the public without proper faculty supervision. Violation of this rule can result in dismissal from the program and from the Graduate College. Students should consult with the DCT to determine whether practicum experiences they participate in throughout their graduate career are sanctioned or not. If clinical students want to pursue practicum opportunities outside of currently sanctioned practicum sites, students should notify the DCT to make arrangements to ensure the practicum hours are supervised and sanctioned. As stated in the American Psychology Postdoctoral and Internship Centers (APPIC) directions for completing online applications for pre-doctoral internships, students should only record intervention or consultation hours for which they received formal academic training and credit or which were sanctioned by the graduate program as relevant training or some work experiences (e.g., VA summer traineeship, clinical research positions, time spent in the same practicum setting after the official practicum has ended – if these experiences were required by our academic program).

**Training in Clinical Supervision.**
Doctoral students in the clinical program receive early exposure to models and processes of clinical supervision within the context of didactic courses such as Clinical Interviewing (PSYC 6090) and Clinical Assessment (PSYC 6640), through practicum experiences such as basic assessment and therapy teams (PSYC 6100, PSYC 6110), and through their own experience as supervisees in individual and group supervision at the PSC (PSYC 7330) and at external placements (PSYC 7970). In the context of courses and practicum, doctoral students engage in discussions, observations, and critiques with classmates about role play clients and ongoing clinical cases under the guidance of instructors who are licensed clinical psychologists. Collaboration among students and peer supervision is encouraged on assessment, therapy, and research-practice practicum teams. Throughout their training, clinical students learn about the supervision process by being supervised by clinical psychologists from a variety of orientations in intense, one hour per client weekly supervision sessions at the PSC, weekly one to two hour supervision sessions at community agency placements, and individual and group supervision sessions in clinical team practica.

Starting the summer of 2016, second year students enrolled in PSYC 7970 (Clinical Practicum) during the summer term will participate in formal supervision training with the DCT during the first six weeks of their external placements. This supervision training will occur in a seminar group setting with the DCT as an instructor-discussion leader. Students will be assigned readings, and participate in didactic training and discussion provided by the DCT on models of supervision. This formal training will further advance students’ understandings of various approaches to supervision, and the roles and responsibilities of supervisees and supervisors to maximize their learning experiences.

Beginning in their third year, clinical students may elect to participate in further formal peer supervision training opportunities. Students have the option to take a 1-credit course in clinical supervision where they are exposed to readings and discussion of supervision models and techniques, and provide direct supervision of first year students who are enrolled in the Clinical Interviewing course (Psych 6090). Student supervisors are expected to supervise 1 or 2 beginning clinical students as these students conduct role play intake interviews for Clinical Interviewing (PSYC 6090). The instructor of the interviewing course serves as the instructor and umbrella supervisor for the supervision course.

Often, students in their fourth year and above can elect to provide direct clinical supervision to second-year students conducting psychotherapy in the context of second year basic teams (Psyc 6110). The number of openings for student supervisors varies from year to year. Priority is given to students who are applying for pre-doctoral internship during the fall of the academic year. Student supervisors work closely with instructors responsible for basic teams to provide clinical supervision to students on teams for 1 or 2 psychotherapy cases. Team instructors provide umbrella supervision to student supervisors that may include assigned readings, observation of supervision sessions, and discussion about supervision topics and process. The overarching goal of the peer supervision class and PSYC 6110 peer supervision option is to provide additional formal opportunities for upper-level doctoral students to gain basic knowledge, skills, and experience in providing clinical supervision. Table 1 in the Appendix summarizes the overall objectives and specific knowledge and competencies that students are expected to obtain as a result of such training in clinical supervision.

Training in Consultation.

The clinical program has a long history of faculty and students providing consultation services that are integrated into various courses such as basic (PSYC 6100, PSYC 6110) and advanced teams (PSYC 7090), research groups (PSYC 7930), and independent student research (PSYC 6990; 7990). We have worked in the local area to help others work more effectively to fulfill their work-related or caretaking responsibilities to individuals, groups, organizations, and communities. Some of the contexts where research-informed
consultation services have been delivered include higher education and K-12 school systems, mental health organizations, religious organizations, advocacy groups, and the legal system. Further, as part of external practica, students are routinely provide differing examples of consultation provided to other mental health professionals, primary care or allied health care providers (e.g., physicians), school staff, or other human service organizations as part of externa practica (i.e., PSYC 7970). Starting the summer of 2016, second year students enrolled in PSYC 7970 (Clinical Practicum) during the summer term will participate in formal consultation training with the DCT as an instructor-discussion leader during the students’ second six week term of their external placements. The objective is for all students in the program to obtain foundational knowledge relevant to practica and consultation projects they or other students have participated in. Thus, this course will provide students with common knowledge and language rooted in theoretical models and history consultation in clinical psychology. The workshops will also provide every student in the program with exposure to various ways that consultation may manifest itself in different organizational contexts. This formal training will further advance students’ understandings of various approaches to consultation, and the roles and responsibilities of consultants, consultees, and organizations to maximize their students’ learning experiences.

Workshops, Colloquia, and Conference Attendance

Workshops and colloquia are offered to enhance the clinical and research training provided through courses, practica, and placements. Annual Diversity Workshops are organized by the Diversity Committee that is comprised of graduate students and the director of the PSC. The committee develops workshops in response to student feedback about preferred diversity topics in order to enhance student training in cultural and individual diversity. The Diversity Committee section in this handbook provides more information about such workshops. All students are strongly encouraged to attend all workshops and colloquia.

The clinical program has partnered with the BGSU University Student Counseling Center to offer a monthly colloquium series during the academic year that examines a range of clinical and research topics. The goal of the series is to provide increased opportunities for campus and community interaction and training for students and faculty in the helping professions. Clinical students are strongly encouraged to attend this colloquia series. Beginning in AY 2008-2009, all first year clinical students will be required to attend these monthly, one-hour presentations. Attendance will be taken at each colloquium for first year clinical students. First year students who do not regularly attend these colloquia will have their advisors notified.

Students are strongly encouraged to present at and attend regional, national, and international conferences to enhance their training. Financial support is provided to students for conference travel from several sources including: the Graduate College, the Psychology Department, the Psychological Services Center, and the Clinical Program (through the Clinical Academic Challenge program).

Clinical Concentration Areas

Students may elect to concentrate in Child Clinical Psychology, Community Psychology, or Health Psychology through advanced-level clinical electives, advanced research and practice teams, practicum placements, and research. Alternatively, students may choose to follow a general path by taking a sampling of advanced-level clinical electives, research and practice teams, practicum placements and research.

Concentration in Health Psychology. To concentrate in this area, students should take at least two out of three advanced concentration electives (i.e., advanced clinical topics elective, advanced assessment elective, and an advanced intervention elective). The advanced clinical assessment requirement should be satisfied with a course that emphasizes assessment in a health context or health-related problems (e.g., Health Psychology Assessment). The advanced clinical intervention course should provide instruction in, and the critical
evaluation of, interventions that are commonly encountered in Health Psychology settings (e.g., Cognitive Behavior Therapy, Health Psychology Interventions, Biofeedback). The advanced clinical topics course should also emphasize knowledge in areas that are directly relevant to research and practice in Health Psychology (e.g., Health Psychology Seminar, Psychophysiology). In addition, students are encouraged to seek out other electives that can "round out" their knowledge in Health Psychology (e.g., Epidemiology, Anatomy and Physiology; Psychopharmacology). Students should also participate in an advanced Clinical Research and Practice Team that offers research and clinical experiences in health psychology (e.g. Weight Management Issues). Students are encouraged to seek clinical practicum external placements that provide clinical experiences in health psychology (e.g., medical settings). Students can opt to work with any Psychology Department faculty member. At least some of their research should, however, be designed to evaluate bio-behavioral relationships. In addition, students in the Health Psychology concentration should participate in a health psychology-related research group for at least three semesters. Finally, it is strongly recommended that students consider a pre-doctoral internship that offers intensive training in health psychology.

Concentration in Clinical Child Psychology. To concentrate in this area, students should take at least two advanced courses (advanced clinical topics, clinical assessment, or clinical intervention) that focus on children, adolescents, and/or couples-marriage/families. For example, an advanced clinical topic elective would include a theory/research course about child psychopathology (e.g., specific disorders with a primary age of onset during childhood or adolescence; child functioning within family, school and/or community), couples-marriage, or family dynamics. An advanced clinical intervention elective would include a course on child, couples/marital or family prevention and interventions strategies (e.g., Couples Marital Therapy, Child and Family Therapy, Prevention Interventions in Schools). An advanced clinical assessment elective would include a course that devotes significant time to the applications of specific assessments approach to evaluate and make intervention recommendations to children or adolescents (e.g., Advanced Child and Family Assessment) and the significant adults in their lives (e.g., parents, teachers, legal system). Although the minimum requirement for the clinical child concentration is two advanced elective courses, at least one other advanced course is recommended. At least one semester of Advanced Clinical Research and Practice Team (PSYC 709) should focus on children/adolescents or on familial or community systems that focus on them (e.g., couples-marriage, families, schools). Students are encouraged to have at least one year of external clinical placement (Psych 797) with an agency that focuses on treatment interventions with children and families. It is strongly recommended that students select a pre-doctoral internship in which at least 50% of their time is spent working with children and families. In terms of research, students can opt to work with any Psychology Department faculty member in any area of research they choose for their thesis and dissertation. However, to insure some exposure to relevant issues in research in clinical child psychology, the student interested in this concentration should participate in three semesters of a research group that focuses on children, adolescents, marriage, or families.

Concentration in Clinical Community Psychology. To concentrate in this area, students should take at least two courses that reflect theory and assessment issues in community psychology (e.g. Community Psychology, Feminist Psychology and Diversity, Social Systems Assessment). Students should take at least one advanced team practicum (7090) in community psychology or systems-level intervention with a focus on disenfranchised adults. Students are encouraged to seek clinical practicum external placements (Psyc 7970) that provide experiences working with social systems, doing consultations, community collaborations or client advocacy. Students in the Clinical Community concentration are free to work with any Psychology Department faculty member in any area of research they choose for their Masters’ and dissertation research. In addition, students in the Clinical Community concentration should participate in the Community Research Group for at least three semesters. Finally, it is strongly recommended that students consider a pre-doctoral internship that offers significant experience in systems-level interventions.
General Clinical Psychology. Students who do not wish to concentrate in any of the areas noted above and/or who wish to establish a more general background in clinical psychology are free to select any of the advanced topics, advanced assessment, and advanced intervention offerings. As with all Psychology Department students, general track students must meet the departmental requirements. In addition, they must meet the basic and advanced level clinical skill course and practica requirements and the clinical practicum placement and internship requirements.

Developing Area of Interest: Psychology of Religion and Spirituality

Psychology of Religion and Spirituality. A growing body of empirical research has identified significant linkages between religion/spirituality, personal health and well-being, and relationship functioning. Furthermore, researchers and practitioners are now examining ways that various religious and spiritual resources, such as meditation, rituals, and religious/spiritual coping methods, can be integrated into psychological interventions for individuals and relationships. For over 20 years, the clinical program at BGSU has been among the very few programs in the country to offer advanced training in psychology and religion/spirituality. Numerous students have pursued their research in the psychology of religion for master’s theses and doctoral dissertations within the General Clinical Psychology area. Students interested in this area can also take coursework in the psychology of religion and spirituality, including seminars and advanced clinical practica in Existential Therapy, Spiritually-Integrated Psychotherapy, and the Psychology of Religion and Spirituality.

Internship

A one-year, off-site, pre-doctoral clinical psychology internship is required for completion of the clinical program. Beginning in 2012, the dissertation proposal must be completed and successfully proposed before a student is eligible to apply for internship. The deadline for having his/her dissertation successfully proposed is the end of the second week in October of the year in which the student wishes to apply for pre-doctoral internship. There will be no exceptions to this requirement, as a student will not be eligible to apply for pre-doctoral internship if her/his dissertation has not been successfully proposed and approved by her/his dissertation committee. The pre-doctoral internship must be successfully completed before the doctoral degree will be awarded. Typically, students complete their pre-doctoral internship during their sixth year in the program. Detailed information on average and median time to degree and internship match rates can be found by clicking the Student Admissions, Outcomes, and Other Data pdf on the Graduate Program in Clinical Psychology web page at http://www.bgsu.edu/arts-and-sciences/psychology/graduate-program/clinical.html.

Although internship application deadlines vary, the deadline of the vast majority of internship sites is between November 1 and November 30. The start date of internship varies from site to site, but most internships begin between July 1 and September 1. To view all internship sites, please consult the website of the Association of Psychology Postdoctoral and Internship Centers (APPIC-www.appic.org).

The first step in the process of applying for internship is for students to determine which sites are a “good fit” for them, in terms of interests and experience. For example, an applicant interested in pursuing work in pediatrics may apply to sites that offer pediatric rotations while students with clinical child experience typically look for internships that offer opportunities for training working with children and families. Although the number of sites to which students applies varies (general range from 15 – 25 applications), our students generally are invited to on-site interviews at about half of the sites to which they apply.

All sites require applicants to provide the following materials via the online application system: the completed AAPI, a current Curriculum Vitae (CV), official transcripts of graduate work, at least 3 letters of
recommendation from faculty or clinical supervisors, and certification eligibility for internship (online verification by the DCT). Some sites might require further materials (e.g., work samples, official transcripts of undergraduate work).

The AAPI form is composed of several sections. Applicants must provide 1) background and educational information, 2) information about personal and professional conduct, 3) a summary of degree progress, 4) a listing of publications and presentations, and 5) a summary of therapy, assessment, and psychological intervention experiences. Applicants must also complete four short essays (up to 500 words each). The essay topics address the applicant’s 1) autobiographical statement, 2) theoretical orientation, 3) experience with diversity, and 4) research experience and interests.

The certification of eligibility for internship is completed jointly by both the student and the Director of Clinical training (DCT). In this online form, the DCT verifies the student’s eligibility to apply for pre-doctoral internship based on completion of sanctioned practica hours. The DCT is asked to about each applicant’s strengths and areas of improvement as part of the verification process.

By about mid December, most internship sites inform applicants if they are invited for interviews. Some sites require on-site interviews while others offer phone interviews only. Many sites conduct their interviews between December 20 and January 31. After the applicant completes the interview process, s/he rank orders the sites s/he was interviewed at based on her/his preference for completing an internship at that site. The internship sites also rank the applicants that they have interviewed. Then, a computer software program performs what is called a Match, in which applicants’ rankings and site rankings are considered and internship assignments are made. It should be mentioned that to be eligible to participate in the match, applicants need to register through the National Matching Services and pay a registration fee. New procedures have been instituted for the match process as of fall 2010 for 2011-2012 internships. In this new process, applicants are notified about the results of the Phase I Match (as described above) usually during the second half of February. Applicants who were not matched in Phase I Match will be able to rank internship sites which still have openings and can enter a Phase II Match that takes place in mid-March (see www.appic.org for details).

Student Evaluation Procedures

At least at the end of each fall and spring semester each year, clinical faculty meet to evaluate students’ performance on the basis of student participation and contribution to courses, practica, and other training experiences, student performance on tests, scholarly writing, oral presentations, and faculty observation of research activities and clinical practice. For clinical training experiences (i.e., practica credit hours), the students receive both verbal and written feedback from clinical supervisors. Specifically, clinical supervisors complete an online Clinical Supervisor's Evaluation of Clinical Trainees form at the end of each fall and spring semester. A sample copy of the survey can be found at https://bgsu.az1.qualtrics.com/SE/?SID=SV_6VivYNNcnF1IMFI. (Appendix displays items as well). Students receive a final course grade for practica credit hours from clinical faculty based, in part, on these ratings. Clinical faculty rely on the the end-of-semester student evaluation meetings to help them detect emerging problems in student performance and develop appropriate interventions. Concerns about students from clinical faculty are noted and appropriate strategies to effectively deal with concerns are discussed. Strategies for remediation may include additional training, skill building exercises, development of timelines, greater involvement with specific cases, personal therapy, and so on. The nature of clinical faculty concerns and recommendations are communicated to the student in one of three ways: (a) direct verbal feedback from the student's clinical faculty advisor or supervisor; (b) a letter of concern from the DCT directing the student's attention to the problem and the recommended action; or (c) placement of the student on "clinical warning" status, in which specific problems are noted and a time line for resolving them is provided in the form of a letter from the DCT. Feedback from the student's academic advisor is the most common means of
communicating any concerns. However, the student's academic advisor, the Director of the PSC and/or the DCT are available to counsel the student about concerns and procedures. If a student on clinical warning status fails to make satisfactory progress in resolving the problems noted in the time frame allowed, the clinical faculty may elect to terminate the student from the program for unsatisfactory clinical performance.

The Psychology Department also has requirements for maintenance of good standing that apply to clinical students. These requirements are presented in detail in the Psychology Department’s Graduate Student Handbook. For example, please consult the Graduate Handbook for details about research requirements (pp. 11-17) and conditions of being placed on warning due to poor progress with research (pp. 32-37).

Beyond the clinical faculty, the Departmental Graduate Committee is responsible for monitoring the overall progress of each student in the doctoral program. This group of appointed department faculty members, led by the Vice Chair for Graduate Instruction, meets each semester to review student progress. Should students experience difficulty with course work or research requirements, the committee may suggest timelines and recommendations to assist the student. This committee also serves as the body that makes recommendations and implements dismissal procedures from the doctoral program for students not able to meet department or Graduate College criteria. These recommendations are voted on by the department faculty. The department's Vice Chair for Graduate Instruction counsels the student on these procedures. Faculty members also complete an evaluation of their advisees’ progress in these areas which is reviewed with the student and placed along with the annual report in students’ files. The Vice Chair of Graduate Instruction and the Graduate Committee are responsible for summarizing and monitoring the annual evaluation data from all graduate students in the program. Graduate students participate in the annual progress evaluation process which occurs the in spring semester for all graduate students in the department. Students complete a comprehensive self-assessment of progress on the Graduate Student Academic and Professional Update Form that is distributed to all graduate students in the program by the Vice Chair of the Graduate Program. This form tracks student accomplishments and progress in coursework, research requirements, practica, teaching, scholarly activities, and service (Appendix displays version used through 2015; form was updated in spring 2016). The advisor reviews this form and completes a Sponsor Rating Form, also distributed by the Vice Chair of the Graduate Program (Appendix displays version used through 2015; form was updated in spring 2016). This Sponsor Rating form has been used up through 2015 to rate student performance across multiple competency domains. Ratings are made on a 3-point scale that ranged from "exceeds expectations" to "improvement needed" and space for written documentation of critical incidents specific to each domain is provided. The advisor also identifies future performance goals in each domain and outline a timetable for achieving the identified goals. Because the academic advisor may not be knowledgeable of student performance in all domains, he or she may seek the information necessary to reasonably evaluate performance and provide feedback. This overall annual progress evaluation is designed to insure that students receive feedback in all relevant performance areas from a single source who is responsible for integrating multiple sources of information. To facilitate the process, advisors also have access to student files and clinical performance ratings.

Starting in Spring 2016, the clinical faculty piloted the use of an online Clinical Faculty: Annual Student Assessment Worksheet in lieu of the department’s hard copy Sponsor Rating Form. The new online survey was designed to assess our students’ progress on each of our specific 16 competencies related to the clinical program’s goals and objectives. A link to view a sample copy of the 2015 version of this survey can be found at https://bgsu.az1.qualtrics.com/SE/?SID=SV_9Yp0VSeF2geM5sV

We used this evaluation process in spring 2016 to provide students with written annual evaluation for the calendar year 2015. We anticipate that the new process replace the department-wide annual evaluation process for the clinical program henceforward. To complete ratings, each clinical faculty who is an academic faculty advisor reviews the following sources of data for his/her mentored students:
a) Data from Clinical Supervisor Evaluation Forms - completed by internal and external clinical supervisors in May and December.

b) Discussions at Clinical Faculty Meetings to review students' progress. At a minimum, includes biannual meetings during finals week in May & Dec where all students are reviewed.

c) Psychology Department's Graduate Student Academic and Professional Development Update form - completed by students in January after calendar year under review.

d) Direct interactions with student via academic advising and/or research mentoring.

The faculty member assesses the student's current competency and progress for entry level practice by completion of the program. We piloted this assessment method in spring 2016 when the department's annual evaluation process for all graduate students in the department has been scheduled for many years. We anticipate further revising our new Clinical Faculty: Annual Student Assessment Worksheet further as we make the transition to Standards of Accreditation. We anticipate that we will also move when we conduct these annual evaluations from January to May over the next one to two years so the timing of our annual evaluations for clinical students better maps onto our annual reporting requirements for APA.

Clinical Student Professional Activities

Near the end of the academic year, all clinical students in residence are required to complete an on-line survey of their professional activities in the clinical program. The information gathered from the professional activities survey is used primarily to assess the clinical program, and data collected is not used to evaluate individual students. Data from the on-line survey is essential for completing annual APA reports for accreditation of the clinical program. The survey was revised and streamlined in spring 2015 and a link to view a sample copy of this 2015 survey can be found at https://bgsu.az1.qualtrics.com/SE/?SID=SV_0P4azhjnceRB9c1. In addition, the on-line survey asks students to provide summary hours on their clinical experiences and hours that are needed to complete pre-doctoral internship applications under APPIC requirements. The following link to an updated and streamlined Excel file that has been created for students to use to track their clinical hours can be found by clicking the button labeled Tracking Log on the clinical psychology program’s web page on clinical activities. The DCT also holds separate training sessions for first year students and second year students at the end of both the first and second year to review how to complete this Tracking Log.

Prototypical Timeline for Progress in Clinical Program

Students need to work closely with their academic and research sponsors to tailor their course schedules, research requirements and practica experiences to meet their specific career objectives. Students should consult with the DCT if questions arise about requirements. The following tables are for illustrative purposes only. See Appendix 45 for a complete checklist of curriculum requirements for clinical psychology students. A list of courses ordered by course number is provided on the next two pages. Next, a list of courses is provided that is ordered by the courses students need to complete to fulfill clinical area requirements. This second list makes clear which courses students may select from if two or more courses can be used to fulfill a particular requirement. Please see notes below that are highly relevant to both of these two lists.

Course numbers

Our program curriculum has remained stable and consistent over the past seven years. Pages 44-48 of the Clinical Psychology Handbook lay out the courses that all clinical students are required to take. It may be noted that in the university’s online Graduate College course catalog PSYC 7800 is called a Graduate Seminar. Historically, this course number has often been used for the following six classes in the Psychology Department.
1. PSYC 7800 (7370) Lifespan Development
2. PSYC 7800 (7040) Ethics and Professional Issues
3. PSYC 7800 (7030) Multicultural and Individual Diversity
4. PSYC 7800 (7180) Advanced Clinical Topics
5. PSYC 7800 (7190) Advanced Clinical Assessment
6. PSYC 7800 (7200) Advanced Clinical Intervention

Efforts began in AY15-16 to assign unique courses numbers to these six courses. These unique numbers are indicated in the list above in parentheses. The purpose of these numbers is to help clarify and distinguish different required courses. The proposed new course numbers are undergoing review and still need university approval. Throughout the text of the self-study and in our tables, we display both 7800 and the unique number each of these six courses to facilitate ease of comprehending how different courses map onto our goals, objectives, and competencies, and to report clearly grades for distinctive courses.

Important Note for incoming students as of 2016-2017. Clinical students who matriculate into the program in Fall 2016 and thereafter will be required at some point during their 2nd-4th years in the program to demonstrate advanced integrative knowledge across two or more content areas in accordance with a new regulation being required by APA’s Commission of Accreditation as of Jan 1, 2017 for APA accredited clinical PhD programs. The Commission of Accreditation will be releasing additional details about the implementing regulations for this requirement during the 2016-17 academic year. During AY 2016-17, the clinical faculty will be reviewing this additional information and exploring different options that students will be allowed to use to fulfill this new requirement. Incoming students should be aware that an additional course may be added to the list of Advanced Level Courses they take to fulfill this requirement.
<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fall</td>
<td>PSYC 6090</td>
<td>Clinical Interviewing</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>Fall</td>
<td>PSYC 6280</td>
<td>Clinical Methods</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>Fall</td>
<td>PSYC 6640</td>
<td>Assessment</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>Fall</td>
<td>PSYC 6670</td>
<td>Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

**13 hours total**

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Spring</td>
<td>PSYC 6080</td>
<td>Behavioral Pathology</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>Spring</td>
<td>PSYC 6100</td>
<td>Basic Clinical Skills</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>Spring</td>
<td>PSYC 6680</td>
<td>Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>Spring</td>
<td>PSYC 6310</td>
<td>Theory &amp; Tech of Therapy</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>Spring</td>
<td>PSYC 6990</td>
<td>Master Thesis</td>
<td>1</td>
</tr>
</tbody>
</table>

**15 hours total**

*Students need to register for a dissertation hour every fall & spring semester until the dissertation is defended and all paperwork completed/manuscript approved and uploaded*
### Third Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Fall</td>
<td>PSYC 7090</td>
<td>Adv Clinical Research/Practice</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Fall</td>
<td>PSYC XXXX</td>
<td>Content Core Elective or Development Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Fall</td>
<td>PSYC 7820/30/40</td>
<td>Adv Clinical Content Elective</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Fall</td>
<td>PSYC 7330</td>
<td>Therapy Supervision</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Fall</td>
<td>PSYC 7970</td>
<td>Clinical Practicum</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>12 hours total</strong></td>
</tr>
<tr>
<td>3</td>
<td>Spring</td>
<td>PSYC 7090</td>
<td>Adv Clinical Research/Practice</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Spring</td>
<td>PSYC XXXX</td>
<td>Content Core Elective</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Spring</td>
<td>PSYC 7330</td>
<td>Therapy Supervision</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Spring</td>
<td>PSYC 7970</td>
<td>Clinical Practicum</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>PSYC XXXX</td>
<td>Diversity</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>12 hours total</strong></td>
</tr>
<tr>
<td>3</td>
<td>Summer</td>
<td>PSYC 7970</td>
<td>Clinical Practicum/Consultation Training</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>2 hours total</strong></td>
</tr>
</tbody>
</table>

### Fourth Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Fall</td>
<td>PSYC 7970</td>
<td>Clinical Practicum</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Fall</td>
<td>PSYC 7820/30/40</td>
<td>Adv Clinical Content Elective</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Fall</td>
<td>PSYC 7330</td>
<td>Therapy Supervision</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Fall</td>
<td>PSYC 7990</td>
<td>Dissertation Research</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>14 hours total</strong></td>
</tr>
<tr>
<td>4</td>
<td>Spring</td>
<td>PSYC 7970</td>
<td>Clinical Practicum</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Spring</td>
<td>PSYC XXXX</td>
<td>Content Core Elective</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Spring</td>
<td>PSYC 7330</td>
<td>Therapy Supervision</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Spring</td>
<td>PSYC 7990</td>
<td>Dissertation Research</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>14 hours total</strong></td>
</tr>
</tbody>
</table>

### Fifth Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Fall</td>
<td>PSYC 7890</td>
<td>Clinical Internship</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>1 hour total</strong></td>
</tr>
<tr>
<td>5</td>
<td>Spring</td>
<td>PSYC 7890</td>
<td>Clinical Internship</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>1 hour total</strong></td>
</tr>
</tbody>
</table>
PROGRAM RESOURCES

Clinical Program Core and Adjunct Faculty

There are currently 9 core clinical faculty members. To be eligible for core status, the faculty member must hold a full-time tenured, tenure-track, or a continuing contract appointment in department of psychology. Additionally, all core faculty members must: (a) have been awarded a doctoral degree from an APA-accredited clinical psychology training program, (b) completed a pre-doctoral internship, and (c) be licensed psychologists or working towards licensure. To maintain graduate faculty status, all core faculty members must demonstrate scholarly achievement through active research, publications, and grant writing. Additionally, core clinical faculty must have clinical training and experience that qualifies them to provide direct service and/or supervise in the Psychological Services Center. There are a number of clinical psychologists who assist with training at various placement sites and at the Psychological Services Center. Primary clinical supervisors must be licensed clinical psychologists.

Administrative Faculty and Department Staff

There are a number of faculty with administrative responsibilities in the Psychology Department who are resources for clinical students. Administrative staff in the department are available to assist graduate students and clinical students often rely on staff to assist them in navigating the department. A summary of administrative faculty and staff responsibilities as they apply to clinical students is found in the Appendix. This document is intended to provide an overview of faculty and staff resources for clinical students and aid clinical students in navigating the Psychology Department.

Sufficiency of Number and Kind of Faculty

The current number of faculty allows us to staff all of the required elements of our curriculum and to provide research mentoring for students entering the program. The number of clinical faculty has remained relatively stable over the years. Currently, three faculty members provide concentrated training in the Health Psychology area (Drs. O'Brien, Braden, Rosenberg), three faculty members provide concentrated training in the Child Clinical area (Drs. Dubow, Mahoney, and Tompsett), one faculty member provides concentrated training in Community area (Drs. Stein), and two faculty members provide core training in the general clinical area (Drs. Shemberg and Dworsky). Dr. Mahoney coordinates the Psychology of Religion and Spirituality interest area with continued involvement of Dr. Pargament (emeritus).

Theoretical Perspectives and Experience, Competence and Credentials, and Role Modeling

The clinical faculty is heterogeneous with respect to academic rank, theoretical orientations, clinical/research interests, training and experience, and scholarly activity in relevant areas. These varied characteristics permit students to learn about differing theoretical viewpoints, to select a research sponsor who fits their interests, and to practice with a variety of clinical role models. At the same time, the clinical faculty shares a fundamental commitment to science-practice integration.

The competence and qualifications of the core clinical faculty are evident in their: (a) academic and clinical backgrounds; (b) records of scholarship; (c) involvement in the program; (d) professional contributions at local, state, and national levels; and (e) identification with the profession. Specifically, all core clinical faculty members earned their Ph.D.s from APA-accredited doctoral programs in clinical psychology, completed APA-accredited internships, and brought a wide range of theoretical, academic, and applied experiences to the
program. All faculty members have also demonstrated scholarly activity in the area of clinical and research interest with most receiving professional awards and recognitions for their accomplishments.

The clinical faculty provides research leadership, intensive clinical instruction, and mentoring and clinical supervision. During a typical year, each faculty member provides approximately 1-2 hours of supervision each week. Additionally, the faculty often provide role-modeling by offering students the opportunity to observe clinical work in the clinic and practicum sites.

Consistent with our department's philosophy of cross-program research collaboration (both basic and applied), clinical faculty often lead or co-lead research teams that draw membership from faculty and doctoral students outside their area. Evidence of productive collaboration is documented by the many papers and presentations co-authored by clinical faculty and non-clinical faculty and graduate students.

All of the clinical program core faculty members are involved directly in the classroom teaching and clinical training of students. As noted earlier, the basic clinical skills (PSYC 6100) and advanced level research and practice (PSYC 7090) practicum teams in the PSC are typically lead by clinical program core faculty. Similarly, the clinical program core faculty members teach the basic and advanced level clinical courses. Most program faculty also sponsor students' Master's theses, preliminary examinations/projects, and doctoral dissertations. Through these activities, students have ample opportunity to see faculty perform as scientist-practitioners and to form close working alliances with faculty of their choice.

The clinical faculty also makes significant professional contributions throughout Northwest Ohio and the State. They serve on boards of community agencies, have adjunct appointments at area hospitals, provide consultation and/or conduct needs assessment or program evaluation research in their areas of expertise at community agencies, school districts, hospitals, and court systems throughout the region. The involvement of the clinical program faculty in the mental health system in the region benefits not only those agencies, but also the clinical students and the program. Students are typically involved in these efforts and see firsthand how such efforts create research opportunities and illustrate the integration of research and practice. Further, many of the agencies provide funds and training grants for student practicum placements.

**Student Numbers, Characteristics, and Congruence with Program Goals and Objectives**

**Students: Characteristics and Selection**

Each year approximately 6-10 students are enrolled in the program out of a total applicant pool of approximately 120-160. This number of students allows us to create a cohort who will share a number of courses and training experiences as they progress through the program. The admission of students to the clinical program is based on academic promise, motivation for graduate study, previous academic, research, and clinical activities, and compatibility with the goals of the program. The clinical program admissions committee is interested in the usual hallmarks of academic success and promise: quality of undergraduate program and GPA, scores on the Graduate Record Exam, experience working in a laboratory/research setting, and clinical experience. In addition to these dimensions, potential fit with program resources is very important. Consequently, applicants' expressed research and clinical interests (written in their statement of interest and during applicant interviews) are used to evaluate whether the applicant: (a) understands the philosophy of the program, (b) expresses a dual commitment to research and clinical training, and (c) has research interests that are within the range of what the department offers.

We invite a selected group of strong applicants to visit our program so that they can meet with faculty and students, tour the building and campus, and learn about the community. At the time of visitation, we have
an opportunity to gather additional information on the applicant's professional interests and accomplishments and potential fit with the program.

Program Resources and Student Support Services

Financial Support

There are four primary sources of clinical psychology student funding: (a) the allocation received from the College office, (b) grants written to provide placement training, (c) external research grants, and (d) The Clinical Academic Challenge (CAC) funding provided through the department’s operating budget.

*Graduate student stipend, and scholarship (tuition) support.*

Upon admission to the program, graduate students typically receive four academic years of funding at the .50 level, meaning that the students provide 20 hours of service each week to the department. In exchange, they receive a graduate stipend and a tuition scholarship. Clinical students typically receive research or teaching assistantships during the first two years and external placement funding for the third and fourth year. See the Graduate Handbook for more information.

*Graduate student research and travel support*

The department provides $450 for MA Thesis research, $300 Preliminary Project/Exam Research, and $650 Dissertation Project Research. Travel support for conference attendance and presentations is provided by the department ($150-$300 depending on authorship and number of presentations), CAC award (up to $300 per year), Diversity Funds ($50 per year), and the PSC ($50 per year). Students may also receive up to $275 per year for travel from the Graduate Student Senate Professional Development Fund. Clinical students can apply for additional funds for their required research projects (masters, prelim research, and dissertation) from CAC and funds will be awarded to students contingent on 1) need for additional funds; 2) merits of the research; 3) monies available in CAC budget.

Awards

*Donald B. Leventhal Memorial Award*

In honor of Don Leventhal who was a clinical faculty member from 1966 until his death in 1984, this award is given to a clinical student who has completed his/her third year with the highest GPA and has never been in a warning status. If more than one student qualifies for the award, a committee chosen by the chair of the department determines the winner. The honor comes with a monetary prize of a $1000, which is deposited directly to the winner’s bursar account.

*Cecil M. Freeburne Award*

This award, in honor of Max Freeburne who was a faculty member from 1948 until 1974, is given to a psychology graduate student from any area who is teaching a class independently. A committee composed of faculty members representing different areas determines the winner of the award. Multiple winners can be chosen. The honor comes with a monetary prize of up to $500. Over the years, many clinical students have won this award.

*Lowell Schipper Memorial Award*

This award, in honor of Lowell Schipper who was a faculty member from 1971 until his death in 1984, is given to a psychology graduate student from any area. To be eligible for the award, the student needs to
complete Psyc 6670 and 6680. When determining the winner, the award committee considers the following: nominations from fellow students, grades in Psyc 6670 and Psyc 6680, and contributions to class. The honor comes with a monetary prize of $500. Over the years, many clinical students have won this award.

Training Materials and Equipment

A major training resource is the Psychological Services Center. The facility is viewed as an important component of the mental health network in Northwest Ohio. The PSC has a full-time director, two half-time doctoral students as PSC assistants and a full-time office manager. The PSC is equipped with diagnostic materials and tests, computers, reference works, and media library. Rooms in the PSC are fitted with one-way mirrors and audio and digital/videotape recorders to facilitate supervision. The PSC draws its clients from agencies in Northwest Ohio, including referrals from human services and health departments, law enforcement agencies and the juvenile justice system, physicians, rehabilitation facilities, clergy, schools, and mental health agencies. Hence, clients with a wide range of problems are assessed and treated within the PSC. The PSC also provides a number of indirect services consistent with a community psychology model, such as educational programs and consultations with community agencies. All services are provided by the clinical faculty and students. Descriptions of PSC training materials and equipment are found in the PSC Handbook.

Physical Facilities

The Clinical Psychology Program is housed in a six-story building located on the BGSU Campus. Each faculty member has research space and equipment that is relevant to his or her needs. Each student has an office that he or she typically shares with four other students. The student offices are equipped with high-speed fiber-optic internet access and the building is equipped with wireless internet access.

Student Support Services

A wide range of support services are available to graduate students. In addition to graduate stipends, tuition scholarships, and financial support for conferences, students can receive free healthcare from the university clinic, reduced medical insurance coverage for out-of-clinic services, and free counseling services from the BGSU Counseling Center (Note: it is the policy of the BGSU Counseling Center to not accept practicum students who are previous or current clients of the Counseling Center). Academic assistance, tutoring, and statistical consulting are available from student support services and legal assistance is available from the BGSU Student Legal Services Office.

All enrolled students have access to the university internet provider and the mainframe computers which are accessible in their offices or via remote telephone connections. Additionally, students can use any of the many computer laboratories on campus. The most frequently used computer lab is the Graduate Psychology Student Computer Lab which is located on the fourth floor of the psychology building. This lab houses several computers and a printer. Students have unlimited access to this lab.

**CULTURAL AND INDIVIDUAL DIFFERENCES AND DIVERSITY**

The clinical training program strives to create an environment where cultural and individual diversity is explored, discussed, appreciated and enhanced through minority recruitment efforts, the clinical curriculum (i.e., courses, clinical placements, and research), and diversity committee activities (i.e. speakers, workshops, cultural events).
Strategies and Practices Designed to Educate Students About Diversity

Students have varied experiences to educate them about diversity. First, students must complete a course in cultural and individual diversity. Second, we offer workshops that focus on diversity issues. Third, the core clinical courses provide coverage of cultural and individual diversity issues as they apply to assessment, therapy, clinical research methods, and psychopathology. In addition to required courses and workshops, many faculty and student research projects focus on ethnically and culturally diverse populations. During the past few years, nearly all students in the clinical-child and clinical-community concentrations have worked on research projects involving individuals of low socioeconomic status from poor rural communities or minority populations in both inner-city and rural areas and individuals from diverse religious/spiritual orientations.

Practicum placements provide an additional source of diversity training. Because the PSC receives referrals from all over Northwest Ohio, our students gain assessment and therapy experience with clients from diverse age, gender, and socioeconomic backgrounds. Much more limited exposure to ethnic diversity is available through the PSC because the clientele reflect the demographics of the region which is approximately .5% African American, 1% Hispanic/Latino, and 1% Asian. Clinical placements in the Bowling Green and greater Toledo communities (e.g., Harbor Behavioral Healthcare, Unison Behavioral Health Care, Children’s Safe Harbor, Behavioral Connections of Wood County, Elmwood Health Care Centre, Sandusky County Board of MRDD) offer extensive opportunities to work with rural and disadvantaged populations.

The Diversity Committee

Recognizing the need to promote diversity among graduate students and clinical faculty combined with increased interest in establishing enhanced training opportunities (courses, workshops, and placements), we reorganized the Clinical Program Diversity Committee in the Spring of 2006. The committee is advised by the PSC Director and is composed of graduate students who share an interest in promoting enhanced diversity in the clinical program. The focus of the diversity committee is to “raise awareness of the importance of diversity in the field of psychology. We aim to create an environment in the psychology department at Bowling Green State University that reflects and fosters diversity of culture, ethnicity, gender, physical ability and lifestyle orientation.”

Each year the Diversity Committee sponsors a half-day Diversity Workshop for clinical students and faculty. Typically, an “expert” on a clinically-related diversity issue is invited to provide the annual workshop. The Diversity Committee welcomes feedback from clinical students and faculty regarding preferences for topics presented in these workshops.

In 2013, members of the Diversity Committee decided to advance the committee’s mission by forming a new diversity focused research group. Members of the research group collaborate to generate and then conduct diversity related projects for publication. Since its inception, the research group has conducted two major studies. The first examined perceptions of bullying of LGBT students on college campuses. It resulted in one manuscript that has been accepted for publication. The second study looked at psychological flexibility, prejudice, and well-being in college populations and produced two manuscripts that will be submitted for review this Fall. The next project is in development and recently received HSRB approval.

The Diversity Committee also strives to welcome new and prospective students. The committee introduces itself in a letter distributed to interviewees during the Clinical Interview Days. Furthermore, members indicate that they are willing to discuss diversity-related issues or questions with prospective students. The Diversity Committee has also compiled a resource book that provides information on campus and
community cultural organizations, regional religious communities, ethnic cuisine, and regional cultural events. This book is available to both incoming and current students and is available as a PDF and in hard copy.

Beyond the Diversity Workshop and welcome activities, the specific pursuits of the Diversity Committee are decided upon by the members and thus may change as the composition of the committee changes over time. The Diversity Committee members make an effort to attend campus and community diversity-related events that may be relevant to enhancing students’ experience with and knowledge of diversity (e.g., “field trip” to the Islamic Center of Greater Toledo).

**STUDENT-FACULTY RELATIONS**

Our department has long enjoyed a supportive and collegial environment among faculty and students. Upon entering the program, graduate students complete a week-long orientation known as Graduate Student Orientation (GSO). They are also assigned to a faculty academic advisor who provides information related to their program of study and degree progress and a research advisor based on information gained about student interests during the admission process. Typically, the faculty academic advisor and research advisor are the same individual within the core clinical faculty. The initial selection of a research sponsor is usually a joint agreement between both the student and the faculty member during the admissions process. However, a student may be paired with a non-clinical research advisor (e.g., a developmental or social psychology or neuroscience faculty member) when they enter the clinical program. If the research sponsor is not a core clinical faculty member then he/she may not serve as the student’s academic advisor and the student must choose a clinical faculty member to serve as his/her, academic advisor. Students should maintain contact with his/her academic advisor throughout each semester and may discuss class scheduling, assistantship issues, changes of research or clinical interests, problems, and so forth.

The initial arrangement between the research sponsor and student may continue through the student's entire graduate career. However, it is recognized that interests on the part of the student or faculty member may change during the course of graduate work. Thus, a certain amount of switching of research sponsors is expected and it is quite acceptable for students to select a new research sponsor following the completion of the Master's thesis as well as a faculty member to decline to continue to sponsor a student. As students enter their post-Master's work, it is anticipated that they will continue working with the same research sponsors, but changes are also permissible at this time.

Information about deadlines and program issues is often transmitted from faculty and staff to students via email. It is the student’s responsibility to read email directed to her/his bgsu account on a frequent basis to keep apprised of program and departmental information. Professional courtesy dictates that students respond to important email communications in a timely fashion (typically no later than 2-3 business days). It is also important for students to initiate contact with faculty, clinical supervisors, the DCT, Vice Chair for Graduate Instruction, or Department Chair should they have any questions or concerns about program expectations or their performance in the program.

**Appeals Processes**

**Grade Appeals**

Grades received in courses may be appealed under the Grade Appeal Policy. This procedure requires written submission of a grade appeal to the faculty member. This appeal must be initiated by the end of the 5th week of the semester following the issuance of the grade. Students may refer to the Graduate College Handbook (available from the Graduate College website) for more information on grade appeals.
Grievance Procedures

Graduate College grievance procedures apply to training and work assignments, financial disputes involving graduate student contracts or awards, and academic problems not related to courses. The Graduate College advises that in order to resolve any of these issues rapidly and effectively, every effort should be made to handle grievances at the departmental or level of origin. When a student has a complaint, he or she is strongly encouraged to discuss the problem with the instructor involved, the course supervisor, the graduate coordinator, the DCT, the PSC Director, or other appropriate individuals in the program. Students are directed to address most day-to-day problems regarding graduate instruction and research support with their advisors, the DCT, and/or the Vice Chair for Graduate Instruction.

If the problem is not resolved, the Chair or Director of the Graduate Committee may be able to provide an effective solution. If a problem is not resolved at the level of the department, the complainant may appeal the decision to the Dean of the Graduate College. More information on this appeals process may be found in the Graduate College Handbook.

The Graduate College grievance procedures do not apply to student performance, conduct, behavior, academic dishonesty, sexual harassment, nor racial and ethnic harassment. Students are invited to view the university’s policies related to these areas using the university website and the University Student Code.

Clinical Student Representatives

Who are the Clinical Student Representatives?

Clinical Student Representatives are graduate students who are willing to serve as liaisons to facilitate communication between the students in their class cohorts and the clinical faculty. These students must assume an active leadership role, be willing to make themselves aware of departmental resources, and work collaboratively and cooperatively with faculty and students alike. There will be a total of 4-5 student representatives, one for each class from the first to the fourth years and one student to represent all students who are on site and have in the program five or more years (see below).

Responsibilities of Clinical Student Representatives

Clinical student representatives act to facilitate communication on matters important to clinical students and faculty. Student representatives work closely with the Director of Clinical Training (DCT) when issues arise. The role and responsibilities of student representatives in no way precludes the communication of individual students to faculty or the DCT on issues important to them. Rather, student representatives help to communicate issues that may be relevant to a number of members of their class, serving as an effective way to have student “voices” heard. It is the responsibility of all clinical students to communicate issues or concerns to their student representative.

At minimum, student representatives will contact their classmates twice a year (near the end of each semester) at least two weeks prior to each clinical faculty meeting in order to assess concerns of the clinical students. If the students voice concerns that need to be communicated to the faculty, the clinical student representatives will communicate with one another before the end of semester clinical faculty meeting (which typically meets during finals week) to discuss and communicate issues in the form of a letter to be given to the DCT before the faculty meeting. The representatives are responsible for contacting their classmates after representative and faculty meetings to keep classmates apprised of the topics discussed. The DCT will serve as
the faculty liaison to student representatives. Clinical student representatives may also be asked to meet with the DCT from time to time to assist in clinical or departmental events (e.g., placement meeting) or to disseminate information from the faculty to their respective cohorts.

Clinical Student Representatives are also responsible for fielding program-related questions from their classmates and directing them to the appropriate resources. The representatives will update the Clinical Representative Binder (kept in the PSC) each fall with names and contact information for representatives, as well as the list of resources for commonly asked questions.

Clinical Student Representatives Communicating with the Clinical Faculty

As stated above, the clinical student representatives will incorporate the concerns and/or suggestions of their classmates in written form to the faculty to be distributed by the DCT at clinical faculty meetings at the end of each semester. It is important that the representatives include in this letter suggested steps for action and issues to which they would like the faculty to respond.

Responsibilities of Individual Representatives

1st-Year Representative
- Attend and participate in the Clinical Student Representative Meetings.
- Complete administrative tasks as needed (e.g., group-editing faculty letter and meeting minutes).

2nd-Year Representative
- Attend and participate in the Clinical Student Representative Meetings.
- Facilitate scheduling the end-of-semester Clinical Student Representative Meetings.
- Facilitate the election of the 1st-Year Representative and possible re-election of the 4th-Year Representative.
- With another representative, orient the 1st-year students to the clinical handbook and functions of student representatives.
- Complete administrative tasks as needed (e.g., group-editing faculty letter and meeting minutes).

3rd-Year Representative
- Attend and participate in the Clinical Student Representative Meetings.
- Obtain the clinical faculty meeting schedule from the DCT.
- Send letter to the DCT before end-of-semester faculty meeting including any concerns of the students.
- Provide DCT with names and contact information of representatives after fall elections.
- Facilitate possible re-election of 2nd-Year Representative.
- Complete administrative tasks as needed (e.g., group-editing faculty letter and meeting minutes).

4th-Year Representative
- Attend and participate in the Clinical Student Representative Meetings.
- Remind fellow representatives to conduct re-elections each fall.
- Facilitate possible re-election of 3rd-Year Representative.
- Document representative meeting minutes (see Archives section for formatting).
- Disseminate information to 5th-year students (and beyond), in the absence of a 5th-Year Representative.
- Assist 5th-year representative in updating the Clinical Student Representatives’ binder.
- In the absence of a 5th-year representative, the 4th-year representative assumes responsibility for updating the binder and may call upon other representatives for assistance as needed.
- Complete administrative tasks as needed (e.g., group-editing faculty letter and meeting minutes).

5th-Year and Above Representative

- If the 4th-Year Representative from the previous year is going to be on-campus for a 5th year, that person may continue to serve as the representative during his/her 5th year.
- The 5th-Year Representative is responsible for attending and participating in Clinical Student Representative Meetings.
- The 5th-year representative is responsible for updating the Clinical Student Representatives’ binder with the assistance of the 4th-year representative. Each year the contact information for representatives and the Archives section must be updated. In addition, the representatives should consider whether other sections need to be changed (e.g., adding to the Successes section).
- Complete administrative tasks as needed (e.g., group-editing faculty letter and meeting minutes).

E lecting the 1st Year Representative

As close to the first full week following Fall Break as possible, the 2nd Year Representative will ask a clinical faculty member who teaches a first year class (e.g. PSYC 609) to allow the representative to take a few minutes of class time to facilitate the election of the 1st-Year Representative. The 2nd-Year Representative will explain the responsibilities of a representative and then gather anonymous nominations from students in the first year class. Students may nominate themselves, other classmates, or both. The 2nd-Year Representative will then announce the nominations and ask if anyone who was nominated is not interested in becoming the class representative. The first year students will then anonymously vote for one candidate for representative. The 2nd-Year Representative will tally these votes and announce the new 1st-Year Representative.

Re-elections of Class Representatives

Each year as close to the first full week following Fall Break as possible, current representatives will email the members of the class that is one year below them (e.g., 4th-Year Representative emails 3rd Year cohort) asking who is interested in being the class representative for the next 12 months. The upper year student will arrange for an election if more than one person is interested in becoming the new class representative. Students may be class representatives more than once and in consecutive years. The upper year student is responsible for ensuring that the class below them is represented. At the time of re-election, if the incumbent representative for a cohort no longer wants to be a representative, then an election must be held so that there is a representative for all cohorts.
Psych Grads ACT

Psych Grads ACT is an advocacy organization for graduate students in all areas of psychology (e.g., Clinical, I/O, Cognitive). The main goal of Psych Grads ACT is to meet the academic and social needs of psychology graduate students. Psych Grads ACT stands for “Psychology Graduate Students Advocating for Change Together.” The group is a registered student organization at BGSU and is funded by the university and fund-raising activities. New members are typically recruited each fall, although membership is open and any psychology graduate student may join at any time.

History

The idea for this group began during the fall 2005 semester, when clinical psychology students in a social systems assessment class (a clinical-community psychology course) conducted focus groups to learn more about the needs of students in all areas of the psychology department. The results of the focus groups indicated that students wished to have more of a voice with the department administrators and that they desired more departmental social events that spanned across different areas of psychology. Near the end of the fall 2005 semester, one of the clinical psychology students who had been a focus group participant contacted other interested students to begin Psych Grads ACT. Although the idea for this group was initiated in a clinical-community psychology course, the group was formed to meet the needs of psychology graduate students across areas, and the founding members of Psych Grads ACT represented every area of the department.

Mission Statement:

“We are a psychology graduate student advocacy group at Bowling Green State University that aims to understand the unique needs of our fellow students and to initiate concrete actions toward meeting those needs. Based on our realization that some of the social and academic needs of our peers were not fully met, we initiated this student-directed, action-oriented group. Our ultimate goal is to enhance the lives and well-being of psychology graduate students.”

Leadership Roles

Since the organization began, Psych Grads ACT has been structured in a non-hierarchical fashion, with all members sharing leadership roles and responsibilities within the organization. Although certain roles are established for the purposes of maintaining standing as an official university student organization (i.e., President, Vice President, Treasurer, Secretary), few responsibilities are ascribed to individual officers solely on the basis of these roles. In general, different members take on leadership positions to execute current and ongoing projects. Thus, every Psych Grads ACT member is in a position to enact needed and lasting change within the psychology department.
Administrative Faculty and Staff in Psychology Department for Clinical Students

Below is a brief description of some of the basic activities of faculty in administrative roles and staff members in the Psychology Department as they relate to clinical students. The activities listed below are not an exhaustive list and do not include the many responsibilities of faculty and staff that do not directly pertain to clinical students. This document is intended to provide an overview of faculty and staff resources for clinical students and aid clinical students in navigating the Psychology Department.

A general rule of thumb for clinical students on how to proceed should they have a question or concern about the clinical program: Students should first review their clinical and departmental handbooks when they have a question regarding the clinical program. If further clarification is needed about academic, program or personal issues related to degree progress, students are encouraged to talk first with their academic/research advisor and then, if needed, to the Director of Clinical Training. The Vice Chair of Graduate Instruction and the Graduate Secretary are useful sources of information about graduate program policies and procedures.

Clinical Area

<table>
<thead>
<tr>
<th>Title:</th>
<th>Director of Clinical Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role:</td>
<td>Oversees clinical training program</td>
</tr>
</tbody>
</table>
| Activities related to clinical students: | • Provides guidance to students with regard to clinical curriculum, training experiences (e.g., placement, internship), and career preparation.  
• Available to clinical students who are experiencing difficulty with aspects of clinical program (e.g. courses, placements, faculty conflicts)  
• Conducts clinical faculty meetings  
• Liaison between clinical faculty and student representatives  
• Monitors clinical program progress of students, including supervisor evaluations, professional activities, course requirements  
• Works with external clinical placement sites, students, and PSC Director to make placement assignments.  
• Seeks and manages training grants for external clinical placement sites  
• Monitors students performance on external clinical placements  
• Coordinates pre-doctoral internship application process  
• Verifies students’ eligibility and readiness for pre-doctoral internship  
• Seeks opportunities for university-community partnerships  
• Attends annual meeting of Council of University Directors of Clinical Training and responds to inquires and training initiatives from APA, APPIC and other research and training organizations  
• Writes annual APA report and coordinates APA accreditation activities, monitors accreditation standards  |

Note: If student issue is not resolved with the help of the DCT, the student may wish to consult with the Vice Chair of Graduate Instruction.

<table>
<thead>
<tr>
<th>Title:</th>
<th>Psychological Services Center (PSC) Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role:</td>
<td>Oversees administrative, training and clinical services of the PSC, including clinical supervision of students.</td>
</tr>
</tbody>
</table>
| Activities related to clinical students: | • Makes therapy and assessment case assignments in collaboration with PSC Assistants and Office Manager. Considers students’ stated preference for case type and supervisor when making case assignments.  
• Provides consultation when a student has concerns about his/her clinical work at PSC or difficulties with clinical supervisors.  
• Provides supervision in crisis situations with clients at PSC when primary supervisor is unavailable.  
• Maintains an open-door policy to discussing clinical students’ concerns as related to their training experiences in the PSC.  |

Note: If student issue is not resolved with the help of the PSC Director, the student may wish to consult with the DCT.
<table>
<thead>
<tr>
<th>Title:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Advisor</td>
<td>Serves as faculty sponsor for students’ research. Unless a student’s research advisor is from outside of the clinical area, the research advisor also serves as the academic advisor.</td>
</tr>
<tr>
<td><strong>Role:</strong></td>
<td><strong>Activities related to clinical students:</strong></td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Research Advisor</td>
<td>Assists students in conceptualizing, designing, and implementing thesis, prelim, and dissertation research projects.</td>
</tr>
<tr>
<td></td>
<td>Chairs student’s research committee.</td>
</tr>
<tr>
<td></td>
<td>Reviews and signs HSRB forms.</td>
</tr>
</tbody>
</table>

*Note:* If student issue is not resolved with the help of the research/academic advisor, the student may wish to consult with DCT

<table>
<thead>
<tr>
<th>Title:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advisor</td>
<td>Advises students with regard to curriculum and academic goals.</td>
</tr>
<tr>
<td><strong>Role:</strong></td>
<td><strong>Activities related to clinical students:</strong></td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Academic Advisor</td>
<td>Assesses student’s progress and standing the program and provides feedback to student as needed. Completes Sponsor Rating Form annually for reporting student progress to Vice Chair of Graduate Instruction.</td>
</tr>
<tr>
<td></td>
<td>Verifies student’s course registration.</td>
</tr>
<tr>
<td></td>
<td>Provides guidance related to coursework and professional development.</td>
</tr>
<tr>
<td></td>
<td>Completes yearly professional development assessment of student.</td>
</tr>
</tbody>
</table>

*Note:* If student issue is not resolved with the help of the research/academic advisor, the student may wish to consult with DCT

<table>
<thead>
<tr>
<th>Title:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC Office Manager</td>
<td>Provides office management and administrative support to PSC.</td>
</tr>
<tr>
<td><strong>Role:</strong></td>
<td><strong>Activities related to clinical students:</strong></td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>PSC Office Manager</td>
<td>Maintains referral sheets for new clients.</td>
</tr>
<tr>
<td></td>
<td>Informs students of PSC-related phone calls and appointment cancellations.</td>
</tr>
<tr>
<td></td>
<td>May assist in scheduling clients as needed.</td>
</tr>
<tr>
<td></td>
<td>Assists PSC Director and PSC Assistants in case assignments.</td>
</tr>
<tr>
<td></td>
<td>Provides clients with information about fee structure and payment.</td>
</tr>
<tr>
<td></td>
<td>Prints final copies of PSC reports and correspondence on letterhead with confidentiality statement.</td>
</tr>
<tr>
<td></td>
<td>Maintains electronic copies of reports and correspondence.</td>
</tr>
<tr>
<td></td>
<td>Checks out spare PSC keys to students.</td>
</tr>
<tr>
<td></td>
<td>Answers general PSC-related questions (e.g., location of forms and resources, filing questions, etc.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC Assistant</td>
<td>Performs administrative and clinical duties for practicum placement.</td>
</tr>
<tr>
<td><strong>Role:</strong></td>
<td><strong>Activities related to clinical students:</strong></td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>PSC Assistant</td>
<td>Conducts chart reviews.</td>
</tr>
<tr>
<td></td>
<td>May inform students of missed PSC-related phone calls and appointment cancellations.</td>
</tr>
<tr>
<td></td>
<td>Keeps track of “Client Data Sheets.”</td>
</tr>
<tr>
<td></td>
<td>Assists PSC Director and Office Manager in case assignments.</td>
</tr>
<tr>
<td></td>
<td>Checks out spare PSC keys to students.</td>
</tr>
<tr>
<td></td>
<td>Answers general PSC-related questions (e.g., location of forms, resources, test materials).</td>
</tr>
</tbody>
</table>
# Psychology Department

<table>
<thead>
<tr>
<th>Title:</th>
<th>Department Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role:</td>
<td>Oversees graduate and undergraduate education in psychology and represents the Psychology Department when dealing with other campus bodies.</td>
</tr>
</tbody>
</table>
| Activities related to clinical students: | - Determines undergraduate and graduate course schedule and instructors with input from Vice Chairs of Graduate and Undergraduate Instruction and DCT.  
  - Available for consultation regarding student professional issues related to Psychology Department. |

*Note:* If a student has brought a complaint or grievance to the department chair and feels it has not been resolved, the student may appeal to the Graduate College. The Graduate College handbook has detailed information with regard to such grievances.

<table>
<thead>
<tr>
<th>Title:</th>
<th>Administrative Secretary (Secretary to the Department Chair)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role:</td>
<td>Assists Department Chair in an administrative capacity.</td>
</tr>
</tbody>
</table>
| Activities related to clinical students: | - Schedules rooms for courses taught by graduate students.  
  - Graduate students turn in completed course evaluations to the Administrative Secretary  
  - Maintains course evaluations for graduate and undergraduate courses.  
  - Schedules appointments with Department Chair. |

<table>
<thead>
<tr>
<th>Title:</th>
<th>Department Secretary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role:</td>
<td>Performs general administrative tasks in main office.</td>
</tr>
</tbody>
</table>
| Activities related to clinical students: | - Provides building keys for locked out students or those who need audiovisual equipment.  
  - Reserves rooms in psychology building (except rooms operated by university).  
  - Provides contact information for students and faculty as needed.  
  - Signs out department projector for proposal/defense meeting  
  - Receives requests for exam photocopies.  
  - Can answer questions about general Psychology Department office functioning (e.g., where to turn in non-exam photocopy requests, where to pick up course evaluations, scantrons, etc.). |

<table>
<thead>
<tr>
<th>Title:</th>
<th>Vice Chair for Graduate Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role:</td>
<td>Oversees policies and procedures related to psychology graduate programs and serves as liaison to Graduate College.</td>
</tr>
</tbody>
</table>
| Activities related to clinical students: | - Assigns graduate student assistantships  
  - Assesses graduate student progress and learning outcomes  
  - Monitors graduate curriculum issues  
  - Monitors graduate training issues  
  - Acts as liaison to Graduate College  
  - Monitors issues related to preliminary projects/examinations, & TDPs  
  - Approves department requests for research funds. |

*Note:* If a student has a concern related to departmental requirements (not clinical requirements), he/she may discuss this with the Vice Chair. If the issue is not resolved, the individual may seek consultation with the Department Chair.
<table>
<thead>
<tr>
<th>Title:</th>
<th>Graduate Secretary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role:</td>
<td>Works with Vice Chair of Graduate Instruction to manage administrative aspects of psychology graduate programs.</td>
</tr>
</tbody>
</table>
| Activities related to clinical students: | • Completes graduate students’ course registration for independent studies.  
• Work with Vice Chair to make research and teaching assistantship assignments.  
• Compiles information needed for reports to administrators in the department, university, and state/national psychological organizations.  
• Serves as liaison to Graduate College with regard to assistantship contracts and tuition scholarships.  
• Receives students’ tentative degree plans (TDPs) and proposal/defense forms. Turns in these forms to the University after making copy for students’ files.  
• Works with two graduate students to plan GSO.  
• Works with Interview Day Greeter to plan Clinical Interview Days.  
• Assigns students to offices.  
• Handles the ordering and issuing of keys on a non-lock out or non-temporary basis  
• Requests assistantship contracts and tuition scholarships from the Graduate College  
• Assists faculty/students in the internship match process  
• Maintains graduate students academic files  
• Verifies students’ information/status for outside organizations and completes documentation (landlords; US government; employers; etc.)  
• Verifies that students have taken all of their core courses. |

<table>
<thead>
<tr>
<th>Title:</th>
<th>Vice Chair of Undergraduate Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role:</td>
<td>Oversees policies and procedures related to undergraduate psychology program.</td>
</tr>
<tr>
<td>Activities related to clinical students:</td>
<td>• Consults with graduate students who are course instructors about issues that pertain to undergraduate students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title:</th>
<th>Undergraduate Secretary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role:</td>
<td>Works with the Vice Chair of Undergraduate Instruction to manage administrative aspects of undergraduate program.</td>
</tr>
<tr>
<td>Activities related to clinical students:</td>
<td>• A resource for undergraduate psychology students. Graduate students who are course instructors may refer undergraduates to the secretary for dropping/adding a course, advising, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title:</th>
<th>Account Clerk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role:</td>
<td>Manages departmental budget and purchasing.</td>
</tr>
</tbody>
</table>
| Functions related to clinical students: | • Source of information related to funds or purchasing for students’ research projects, travel funds, or other departmental events (e.g., colloquia, interview days)  
• Can assist students in determining “allowable” purchases with department funds, including research participant compensation  
• Orders needed supplies for research or department events on behalf of students.  
• Processes reimbursement for travel expenses and other purchases. |
Appendix: Timeline of GSS Funding and Graduation Deadlines

<table>
<thead>
<tr>
<th>Month</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>- GSS funding deadline</td>
</tr>
<tr>
<td></td>
<td>- Apply for spring graduation</td>
</tr>
<tr>
<td>February</td>
<td>- Register for summer semester</td>
</tr>
<tr>
<td>March</td>
<td>- Register for fall semester</td>
</tr>
<tr>
<td></td>
<td>- Defense deadline if students applied for spring graduation</td>
</tr>
<tr>
<td></td>
<td>- Spring deadline for Katzner &amp; University bookstore fund deadline (students must complete the application for the department and the department selects which application to put forward to represent the department)</td>
</tr>
<tr>
<td>April</td>
<td>- GSS funding deadline</td>
</tr>
<tr>
<td>May</td>
<td>- Spring commencement ceremony</td>
</tr>
<tr>
<td>June</td>
<td>- Apply for summer graduation</td>
</tr>
<tr>
<td></td>
<td>- Defense deadline if students applied for summer graduation</td>
</tr>
<tr>
<td>July</td>
<td></td>
</tr>
<tr>
<td>August</td>
<td>- Apply for Ohio residency if student has lived in Ohio for at 12 months</td>
</tr>
<tr>
<td></td>
<td>- Summer commencement</td>
</tr>
<tr>
<td>September</td>
<td>- GSS funding deadline</td>
</tr>
<tr>
<td></td>
<td>- Apply for fall graduation</td>
</tr>
<tr>
<td>October</td>
<td>- Defense deadline for fall commencement</td>
</tr>
<tr>
<td></td>
<td>- Register for spring semester</td>
</tr>
<tr>
<td>November</td>
<td>- Fall deadline for Katzner &amp; University bookstore fund deadline (students must complete the application for the department and the department selects which application to put forward to represent the department)</td>
</tr>
<tr>
<td>December</td>
<td>- Fall commencement</td>
</tr>
</tbody>
</table>
Appendix: Supervisor’s Evaluation of Clinical Trainees

An sample copy of the online version of this survey can be found at https://bgsu.az1.qualtrics.com/SE/?SID=SV_6VivYNcnFiLMFf. Items are replicated below.

Full Name of Student: ______________________________

Name of Supervisor: _______________________________

Supervisor’s Title: _________________________________

Date of Evaluation: ________________________________

Please indicate the time period for which you are evaluating the student.

_____ Summer/Fall

_____ Spring

Please choose the setting in which you supervised this student during this time period.

_____ PSC (Assessment, Psychotherapy)

_____ External Placement

IF you supervised this student on an external placement, please indicate the placement site:

____________________________________________________

Form of Supervision: _____ Individual

_____ Group

_____ Team Practicum

Amount of time per week spent conducting supervision with this student:

____________________

Overall therapeutic orientation of supervisor: _________________________________

Please indicate your judgment of this student’s performance relative to other students at the same level of training with whom you have worked.

0 = Does Not Apply

1 = Needs Improvement

2 = Meets Expectations

3 = Exceeds Expectations

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conceptualizes cases from a theoretical perspective.</td>
<td>0</td>
</tr>
<tr>
<td>2. Formulates appropriate treatment goals and treatment plans.</td>
<td>1</td>
</tr>
<tr>
<td>3. Establishes a positive working alliance with clients.</td>
<td>2</td>
</tr>
<tr>
<td>4. Uses assessment instruments and procedures appropriately.</td>
<td>3</td>
</tr>
<tr>
<td>5. Competently summarizes assessment information in written reports and feedback sessions with clients.</td>
<td>0</td>
</tr>
<tr>
<td>6. Reliably manages expected work load.</td>
<td>1</td>
</tr>
<tr>
<td>7. Completes documentation and written reports in a timely fashion.</td>
<td>2</td>
</tr>
<tr>
<td>8. Works effectively with other professionals in providing treatment.</td>
<td>3</td>
</tr>
<tr>
<td>9. Understands and uses best clinical practices in assessment and treatment for particular types of clients.</td>
<td>0</td>
</tr>
<tr>
<td>10. Has a well-developed knowledge of psychopathology.</td>
<td>1</td>
</tr>
<tr>
<td>11. Is sensitive to issues of ethnic, cultural, gender, or sexual diversity in treatment.</td>
<td>2</td>
</tr>
<tr>
<td>12. Understands and uses empirically supported procedures.</td>
<td>3</td>
</tr>
<tr>
<td>13. Understands and uses APA ethical guidelines and principles appropriately in clinical work</td>
<td>0</td>
</tr>
</tbody>
</table>
14. Establishes a positive working alliance with supervisor. 0 1 2 3
15. Translates supervision into action. 0 1 2 3
16. Possesses an appropriate level of confidence in his/her clinical abilities. 0 1 2 3
17. Recognizes how personal characteristics impact clinical work. 0 1 2 3
18. Takes appropriate independent initiative before seeking help from supervisor. 0 1 2 3
19. Overall therapeutic skills. 0 1 2 3

Please provide written comments on the student’s strengths and needed areas of improvement:
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________

Please provide a brief summary of the types of clinical activities in which this student has been engaged in your practicum setting (e.g., conducts psychotherapy with approximate number of clients per week, conducts clinical assessments in what particular areas, conducts workshops or interventions in community settings, facilitates psychoeducational or therapeutic groups, participates in research-practice opportunities, etc.).
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
Appendix: Tracking Log for Clinical Hours

Note – a “Tracking Log” for tracking clinical hours is available on the clinical program website at: http://www.bgsu.edu/departments/psych/page31076.html

The DCT holds a training session for first and second year students at the end of each of the first two years in the program. A detailed manual is distributed at those meetings to facilitate on-going and accurate recording of hours for APPIC internship application.
Appendix: Clinical Students: Professional Development Activities Survey

The survey below used till 2014 was revised and streamlined in spring 2015 and a link to view a sample copy of this 2015 survey can be found at [https://bgsu.az1.qualtrics.com/SE/?SID=SV_0P4azhjnqeRB9c1](https://bgsu.az1.qualtrics.com/SE/?SID=SV_0P4azhjnqeRB9c1)

Items used prior to 2015:
Please answer each of the following questions. If a quantitative question does not apply to you, place a zero in the answer space. For example, if you have not taken an advanced team, then you have no APPIC hours for that team, you should place a zero in that space.

First and Last Name: ____________________________________________________________

Year in Program:

_____ First  
_____ Second  
_____ Third  
_____ Fourth  
_____ Fifth  
_____ Sixth

We are interested in your professional activities over the course of a one year period from May of the previous year to May of this year. You may wish to think about your activities during both the previous summer (May - August) and this academic year (August - May). For the following questions do not leave any fields blank, fill in a zero when you do not have any hours for a specific type of activity.

During the PAST YEAR, were you...

A member of a Professional or Research Society? Yes No
Involved in Grant-Supported Research? Yes No
Involved in Teaching? Yes No
Involved in Part-time delivery of Professional Services on or off campus? Yes No

In the past year did you present psychological topics to lay/community audience? Yes No
In the past year were you involved in leadership roles/activities in professional organizations? Yes No

During THE PAST YEAR (May-May) how many poster presentations at professional meetings have you been an author or co-author of? ______________

During THE PAST YEAR (May - May), how many books, book chapters, and/or articles in professional or scientific journals that you have authored or coauthored have been accepted for publication or published? ______________

During THE PAST YEAR (May - May), how many papers or workshops have you presented at professional meetings? ______________

Please count the total number of professional meetings and conferences that you have attended LOCALLY during THE PAST YEAR (May - May). Examples: The Ullman Conference; BGSU Diversity Committee Speakers' Series; BGSU/UT Symposium on Research in Psychiatry, Psychology, and Behavioral Sciences; University of Toledo meetings (including Grand Rounds and 50 minute presentations), etc. Do NOT count Clinical Colloquiums. ______________

Please count the total number of professional meetings and conferences that you have attended NATIONALLY during THE PAST YEAR (May - May). Examples: APA, APS, ABCT, SBM, SCRA, SRCD, etc. ______________

Please count the total number of local and national (combined) workshops that you attended during THE PAST YEAR (May - May). A workshop is defined as a professional meeting that lasts longer than 1 hour (usually a half day or day long) that has an experiential component. Typically, the word “workshop” is in the title of the event. Examples: BGSU Diversity Committee Speakers' Series, BGSU Psychology Department Workshop (NOT Clinical Colloquiums). ______________
Please report the APPIC hours you have accrued for THE PAST YEAR (May-May). Definitions of these hours can be found on the Introduction to Professional/Clinical Activities website. Do not leave any fields blank, fill in a zero when you do not have any hours for a specific type of APPIC hours.

Total Intervention and Assessment Hours
Total Other Hours
Total Support Hours
Total Supervision Hours

Please indicate the number of above "Intervention and Assessment Hours" ONLY that were provided in the following settings. Do not leave any fields blank, fill in a zero when you do not have any intervention or assessment hours for a specific setting.

610 Team
Advanced Team
Placement
733/780
Research
Other Setting

If you have hours accrued from an “other setting,” list setting(s) here: ____________________________

How many new clients did you see during THE PAST YEAR (May-May) for assessment and/or intervention? (Do not count clients that you reported in an earlier time period)

How many of these new clients were:
(Do not leave any fields blank. Fill in a zero if you had no clients that fit these descriptions)

Female
Male
Caucasian
African-American
Native American
Asian/Pacific Islander
Latino/a
Biracial
Other

How many hours did you conduct therapy in each of the following modalities during this time period? Do not leave any fields blank, fill in a zero when you do not have any hours for a specific modality.

Individual
Couples/Family
Group

Were you on placement during THE PAST YEAR (May-May)?

Yes  No

If you were on placement during THE PAST YEAR (May-May), please answer the following questions, if you were NOT on placement, skip this section. Definitions of these hours can be found on the Introduction to Professional Activities website. Do not leave any fields blank, fill in a zero if you have not seen any Medicaid clients or do not have certain types of hours with Medicaid clients.

While on placement…

How many Medicaid clients did you see?
How many hours did you spend conducting Assessments with Medicaid clients?
How many hours did you spend conducting Interventions with Medicaid clients?
How many hours did you spend conducting “Other”
services with Medicaid clients? _________

If you were on placement during THE PAST YEAR (May-May), please answer the following questions, if you were NOT on placement, skip this section. Definitions of these hours can be found on the Introduction to Professional Activities website. Do not leave any fields blank, fill in a zero if you have not seen any Medicare clients or do not have certain types of hours with Medicare clients.

While on placement…

How many Medicare clients did you see? _________
How many hours did you spend conducting Assessments
with Medicare clients? _________
How many hours did you spend conducting Interventions
with Medicare clients? _________
How many hours did you spend conducting “Other”
services with Medicare clients? _________
## Appendix: Clinical Student Course Checklist

### Techniques of Data Analysis (both courses required)
- **PSYC 6670** Statistical Theory I (3 credit hours)
- **PSYC 6680** Statistical Theory II (3 credit hours)

List when each course was completed and the grade received.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Semester</th>
<th>Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 6670</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 6680</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Biological Aspects of Behavior (at least one course required)
- **PSYC 7100** Basic Neuroscience & Cognition (3 credit hours)
- **PSYC 7140** Psychobiology (3 credit hours)

List which course was completed, when it was completed, and the grade received.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Semester</th>
<th>Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Cognitive and Affective Aspects of Behavior (at least one course required)
- **PSYC 7120** Cognitive Psychology (3 credit hours)
- **PSYC 7340** Cognitive Development (3 credit hours)
- **PSYC 7170** Sensation and Perception (3 credit hours)

List which course was completed, when it was completed, and the grade received.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Semester</th>
<th>Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Social Aspects of Behavior (at least one course required)
- **PSYC 7350** Social and Personality Development (3 credit hours)
- **PSYC 7420** Theories of Social Psychology I (3 credit hours) – note: not offered 2009-2015
- **PSYC 7430** Theories of Social Psychology II (3 credit hours)
- **PSYC 7810** Social Systems Assessment (3 credit hours)

List which course was completed, when it was completed, and the grade received.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Semester</th>
<th>Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Human Development
- **PSYC 7800 (7370)** Lifespan Development in the Social Context (3 credit hours)

List when it was completed, and the grade received.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Semester</th>
<th>Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**History and Systems**

PSYC 7010  History of Psychology  (3 credit hours)

List when it was completed, and the grade received.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Semester</th>
<th>Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Individual Differences (at least one required)**

PSYC 7050  Personality Theory (3 credit hours)
PSYC 6080  Behavior Pathology

List all courses that provided substantial exposure to, and competence in this area, when the courses were completed, and the grades received.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Semester</th>
<th>Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Basic Level Clinical Courses (all courses are required)**

PSYC 6090  Clinical Interviewing and Issues (3 credit hours)
PSYC 6640  Foundations of Clinical Psychology Assessment (4 credit hours)
PSYC 6080  Behavior Pathology (3 credit hours)
PSYC 6280  Clinical Research Methods (3 credit hours)
PSYC 6310  Theory and Techniques of Therapy (aka Short-term Psychotherapy and Empirically Supported Treatments (3 credit hours)
PSYC 7800 (7040)  Ethics and Professional Issues (3 credit hours)
PSYC 7800 (7030)  Multicultural and Individual Diversity (aka Diversity in Clinical Training) (3 credit hours) OR COUN 6760 Counseling the Culturally Diverse (3 credit hours)

List when each course was completed and the grade received:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Semester</th>
<th>Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 6090</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 6640</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 6080</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 6280</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 6310</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 7800 (7040) (Ethics)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 7800 (7030) OR COUN 6760</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Basic Level clinical Teams and PSC Psychotherapy Experiences**

PSYC 6100  Basic Clinical Assessment Skills Practicum Team (aka Basic Clinical Skills - 2nd semester, first year in program – 4 credit hours)
PSYC 6110  Basic Clinical Assessment and Psychotherapy Practicum Team (aka Basic Clinical Skills - 1st and 2nd semester, second year in program - 4 credit hours)
PSYC 7330  Application of Theory and Techniques of Therapy (aka Supervision or Psychotherapy Supervision or Clinical Assessment Supervision - at least one credit hour per semester from 2nd through 4th year of training)

List when each course was completed, the supervisor/instructor, the overall clinical rating (0 = below expectations, 1 = meets expectations, 2 = exceeds expectations), and grade.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Supervisor(s)</th>
<th>Rating(s)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 6100 (Assessment)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 6110 (Assess &amp; Tx, Fall)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 6110 (Assess &amp; Tx, Spring)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 7330 (Fall 2nd year)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 7330 (Spring 2nd year)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 7330 (Summer 2nd year)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 7330 (Fall 3rd year)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 7330 (Spring 3rd year)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 7330 (Summer 3rd year)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 7330 (Fall 4th year)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 7330 (Spring 4th year)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 7330 (Summer 4th year)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 7330 (other)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 7330 (other)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 7330 (other)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Advanced Level Clinical Courses (2 of 3 Advanced Clinical Topics, Assessment, or Intervention are required))**

- PSYC 7800 (7180) Advanced Clinical Topics (3 credit hours)
- PSYC 7800 (7190) Advanced Clinical Assessment (3 credit hours)
- PSYC 7800 (7200) Advanced Clinical Intervention (3 credit hours)
- PSYC 7090  Research-Practice Team (2 semesters required, 3 credit hours each semester)

**Important Note for incoming students as of 2016-2017.** Clinical students who matriculate into the program in Fall 2016 and thereafter will be required at some point during their 2nd-4th years in the program to demonstrate advanced integrative knowledge across two or more content areas in accordance with a new regulation being required by APA’s Commission of Accreditation as of Jan 1, 2017 for APA accredited clinical PhD programs. The Commission of Accreditation will be releasing additional details about the implementing regulations for this requirement during the 2016-17 academic year. During AY 2016-17, the clinical faculty will be reviewing this additional information and exploring different options that students will be allowed to use to fulfill this new requirement. Incoming students should be aware that an additional course may be added to the list of Advanced Level Courses they take to fulfill this requirement.
List when each course was completed and the grade received:

<table>
<thead>
<tr>
<th>Course#</th>
<th>Course Title</th>
<th>Semester</th>
<th>Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 7800 (7180) (Topics)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 7800 (7190) (Assess)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 7800 (7200) (Therapy)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 7090 (1st semester)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 7090 (2nd semester)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

External Clinical Placement Practica (at least one year-long practicum placement is required; must sign up for PSYC 7970 summer between 2nd-3rd year and 3rd-4th year)

<table>
<thead>
<tr>
<th>Course</th>
<th>Site</th>
<th>Supervisor</th>
<th>Overall Clinical Rating (#19)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 7970 (Summer 2nd-3rd yr)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 7970 (Fall 3rd yr)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 7970 (Spring 3rd yr)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 7970 (Summer 3rd-4th yr)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 7970 (Fall 4th yr)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 7970 (Spring 4th yr)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Internship (One year full-time training internship in an APA-approved internship.
(1 credit hour per semester; fall and spring).

<table>
<thead>
<tr>
<th>Course #</th>
<th>Semester</th>
<th>Year</th>
<th># credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 7980</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Research Requirements
PSYC 6990 MA Thesis Hours (3-6 credit hours required)
PSYC 7980 Readings for Preliminary Examination (3-6 credit hours required)
PSYC 7990 Dissertation Hours (16-30 credit hours required)

List Thesis/Prelim/Dissertation, Semester and Year Taken, and Number of Credits.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Semester</th>
<th>Year</th>
<th># credits</th>
</tr>
</thead>
</table>

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
Total Minimum Credit Hours to be Completed for Ph.D. Approximately = 128

**Concentration Area Requirements**
Relevant Research Topic (MA and Dissertation in area relevant to the concentration)
Advanced Clinical Topic/Assessment/Intervention (2 of 3) (in concentration area)
Relevant PSC and Practicum Experiences
Pre-doctoral Internship with Relevant Experiences Offered (preferred)

List the courses and experiences that are being applied to concentration area requirements.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title or Description of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix: Graduate Student Academic and Professional Development Update

Name:__________________________
Sponsor:________________________
Area:___________________________
Time Period: ____________________
Year Entered Program: August _____

I. Coursework

A. Psychology Department Graduate Courses
   1. Graded courses taken during time period (provide course names and letter grades)
   2. Ungraded courses taken during time period (provide course number, instructor, credit hours, and grade S or U grade)
   3. Describe special contributions of these courses to your academic and professional development

B. Graduate Courses Outside Psychology Department
   1. Graded courses taken during time period (provide course names and letter grades)
   2. Ungraded courses taken during time period (provide course number, instructor, credit hours, and grade S or U grade)
   3. Describe special contributions of these courses to your academic and professional development

C. Other Courses/Seminars/Workshops Attended
   1. Describe courses taken during time period (provide course names, descriptions, instructor, hours, and grade, if applicable)
   2. Describe special contributions of these courses to your academic and professional development

D. Progress Toward Coursework Goals
   1. Progress/future goals in completion of core 1 (Statistics), core 2 (Methodology), and core 3 (Content Core Courses)
   2. Progress/future goals in area-specific courses
   3. Note progress/goals related to multicultural diversity and coursework.

II. Thesis/Prelim/Dissertation Progress

A. Status of Required Project(s) for Degree: (circle one) MA Prelim Dissertation
   Include projected date for each category, or write "completed":
   1. Topic selection
   2. Proposal preparation and approval/defense
   3. Data collection
   4. Data analysis and drafting
   5. Project approval/defense
B. Progress/future goals in degree-required research projects

III. Practicum Experiences (if applicable)

A. Name of agency, supervisor, number of hours per week, description of your responsibilities

B. PSC activity: number of individual therapy cases, approximate number of sessions per case, name of supervisor for each case

C. IPRA activity: description of responsibilities, name of faculty sponsor

D. Other

E. Progress/future goals in regard to practicum experiences; note progress/goals related to multicultural diversity and practicum experiences.

IV. Teaching Experiences (if applicable)

A. Formal courses (i.e., sole responsibility) taught (course names, enrollment, special teaching innovations, evaluation methods used, faculty mentor)

B. Other teaching assignments (e.g., discussion section leader, lab TA, invited special lectures) (course names, enrollment, special teaching innovations, evaluation methods used, faculty mentor)

C. Advising/Consultation to faculty, graduate, and undergraduate students (e.g., computer or statistical consulting) (specify persons helped, level of contact)

D. Awards

E. Progress/future goals in regard to teaching; note progress/goals related to multicultural diversity and teaching experiences.

V. Scholarly Activities

A. Research Outcomes

1. Published articles or chapters, papers or symposia presented at professional meetings, or unpublished work (e.g., technical reports)
2. Submitted articles or chapters, papers or symposia submitted to professional meetings that were rejected or whose outcomes are unknown
3. Talks (e.g., Psi Chi, undergraduate class lectures) given (date, topic, audience) not included in 1 or 2 above

B. Research In Progress

1. Participation in faculty-sponsored or faculty-collaborative research (faculty name, project, progress during this period)
2. Participation in other research (individually or with others, project names, progress during this period)

C. Research Recognition

1. Research grants or funds (institutional, extramural) applied for and/or awarded: include dates
2. Professional awards won (institutional, extramural): include dates
D. Other Research
   1. Meetings attended
   2. Memberships in professional organizations
   3. Reviewing done for journals or professional meetings

E. Progress/future goals in regard to research; note progress/goals related to multicultural diversity and research experiences.

VI. Service

   A. Assistantships/Fellowships
      1. RA/TA Assistantship/Fellowship activities (faculty sponsor, responsibilities, contributions to your professional development): include dates

   B. Program, Department, College, University
      1. Committees or offices held

   C. Community Service
      1. Talks
      2. Volunteering
      3. Other

   D. Progress/future goals in regard to service; note progress/goals related to multicultural diversity and service.

VII. General

   If there are any other aspects of your work that have not been covered (or covered well enough) by the above categories, please add them if you think that they might be helpful to the faculty.
Appendix: Descriptions of External Clinical Placements

Although the Clinical Program’s placement sites can change from year to year, the following is a list of placement sites where clinical students have been regularly assigned.

The BGSU Counseling Center, Bowling Green, OH. Students on this placement work at the Counseling Center providing individual and group psychotherapy to college students. They also gain outreach experience by giving presentations on a variety of topics at various on-campus sites.

The Psychological Services Center, Bowling Green, OH. Students on this placement work at the PSC providing psychotherapy and conducting assessments; they also perform administrative duties including case allocation and chart reviews. Students may also be involved in consultation services.

Behavioral Connections, Bowling Green, OH. Students on this placement work in a community mental health center providing individual and group psychotherapy to adults. Additional experiences working with clients affected by substance abuse/dependence disorders and those needing crisis and/or hospitalization services are also available.

The Connection Center, Bowling Green, OH. This placement involves working in a psychosocial rehabilitation clubhouse for adults with serious mental illness and designing systems-level assessments and interventions.

Sandusky County Board of Developmental Disabilities (SANDD), Bowling Green, OH/St. Elmwood Healthcare Center, Green Springs, OH. Students at this placement divide their hours evenly between two locations, SANDD and Elmwood Healthcare Center (10 hours per week at each site). At SANDD, students implement behavioral plans and provide psychotherapy for adults who have mental retardation and/or developmental delays, and work closely with a variety of professionals in providing client services. Elmwood Healthcare Center is a rehabilitation hospital where students work to provide patient care as part of a larger treatment team. Students provide individual psychotherapy, psychological consultations, and evaluations.

Harbor Behavioral Healthcare 22nd Street, Toledo, OH. Students at this placement work in a mental health center and provide diagnostic assessment, comprehensive psychological evaluations, individual and group psychotherapy to children, adolescents, and their families. Students may also be involved in case management and consultation services.

Harbor Behavioral Health Care Central Avenue, Toledo, OH. Students at this placement work in a mental health center and provide diagnostic assessment, comprehensive psychological evaluations, individual and group psychotherapy to children, adolescents, and their families. Students may also be involved in case management and consultation services.

Children’s Safe Harbor, Toledo, OH. This site, affiliated with Toledo Children's Hospital, specializes in developmental pediatrics. Students at this placement will work in an interdisciplinary team to address childhood concerns such as attention deficit disorder, Asperger’s Syndrome, Autism, learning disabilities, and developmental disabilities. Students may also be involved in case management and consultation services.

Cullen Center for Children, Adolescents, and Families, Toledo, OH. This site, affiliated with Toledo Children’s Hospital, specializes in trauma-related services for youth and their families. Students provide diagnostic assessments, individual and group psychotherapy to children, adolescents, and their families. Students may also be involved in case management and consultation services.

Unison Behavioral Health Care, Toledo, OH. Students at this placement work in a mental health center and provide diagnostic assessment, comprehensive psychological evaluations, individual and group psychotherapy with a diverse client population including youth, adults, and families. Students may also be involved in case management and consultation services.
Appendix. Educational Goals, Training Objectives, and Competencies in Clinical Handbook AY09-10 to Fall15

Goal 1: Produce graduates who can contribute to the knowledge and practice of psychology.

Objective 1A: Students will develop an awareness of and an appreciation for the evolving scientific and professional knowledge base associated with clinical psychology.

Competency 1: Successful completion of courses that reflect the breadth and depth of both clinical and non-clinical areas in psychology.

Competency 2: Engagement in ethical and professional conduct across all areas of their training in the science and practice of psychology and across all professional roles and settings.

Competency 3: Engagement in professional activities consistent with the principles of life-long learning, scholarly inquiry, clinical practice, and professional service.

Objective 1B: Students will demonstrate the ability to evaluate, produce, and disseminate well-written professional products.

Competency 1: Demonstration of writing ability through the successful completion of a master’s thesis, written preliminary project document, scholarly dissertation, and through the production of assessment and intervention reports.

Competency 2: Demonstration of the ability to use and evaluate written products such as published research, assessment and intervention reports, and clinical and research evaluations.

Competency 3: Demonstration of the ability to disseminate information effectively through presentations in the classroom, teaching or assisting in undergraduate courses, presentations at professional conferences, workshops, colloquia, providing training and consultation in practice and/or scholarly settings.

Goal 2: Produce graduates who have a thorough understanding of and ability to conduct methodologically sound and relevant research.

Objective 2A: Students will demonstrate knowledge of the principles and practices related to the scientific practice of psychology.

Competency 1: Successful completion of coursework in research methods, data analysis techniques, and participation in a minimum of two semesters of at least one research group.

Competency 2: Successful completion of master’s research that demonstrates knowledge of existing research literature, research design, data analysis and interpretation of results, study limitations, and implications of research findings for the field.

Competency 3: Successful completion of a preliminary project of: 1) a comprehensive written and oral examination; or 2) an empirical research project; or 3) a theoretical or literature review paper that demonstrates knowledge of fundamental elements of research in psychology.

Competency 4: Successful completion of dissertation research that demonstrates detailed knowledge of existing research literature, research design, data analysis and interpretation of results, study limitations and implications of research findings for the field.

Objective 2B: Students will demonstrate theoretical, methodological, and practical skills to conduct, evaluate, and present research.

Competency 1: Successful completion of coursework in research methods, data analysis techniques, and participation in a minimum of two semesters of at least one research team.

Competency 2: Successful completion of written master’s research thesis, oral presentation, and thesis defense.

Competency 3: Successful completion of a written preliminary project, oral presentation, and project defense.
**Goal 3:** Produce graduates who have the foundational knowledge and functional competencies to engage in entry level clinical practice.

**Objective 3A:** Students will demonstrate knowledge of the specific principles, theoretical foundations, and psychological processes that underlie the practice of clinical psychology.

- **Competency 1:** Successful completion of coursework in clinical interviewing, psychological assessment, behavior pathology, Short-term Psychotherapy and Empirically Supported Treatments, ethics and professional issues, human development across the lifespan, biological aspects of behavior, multicultural and individual diversity.
- **Competency 2:** Successful completion of basic assessment team and therapy team practica at the Psychological Services Center (PSC).
- **Competency 3:** Successful completion of at least one, year-long external placement at a community or campus agency.
- **Competency 4:** Successful completion of assessment and/or psychotherapy cases seen and supervised at the PSC in second – fourth years of program.
- **Competency 5:** Successful completion of a one year pre-doctoral internship.

**Objective 3B:** Students will demonstrate knowledge of and ability to assess individual differences in cognitive abilities, personality characteristics, adaptive and maladaptive behavior patterns and social systems.

- **Competency 1:** Successful completion of coursework in psychological assessment, behavior pathology, ethics and professional issues, and multicultural and individual diversity.
- **Competency 2:** Successful completion of basic assessment team and therapy team practica at the Psychological Services Center (PSC).
- **Competency 3:** Successful completion of at least one, year-long external practicum placement at a community or campus agency.
- **Competency 4:** Successful completion of assessment and/or psychotherapy cases seen and supervised at the PSC in second – fourth years of program.

**Objective 3C:** Students will demonstrate knowledge of and ability to implement therapeutic interventions, evaluate their efficacy, and collaborate with other professionals within a variety of service systems.

- **Competency 1:** Successful completion of coursework in research methods, Short-term Psychotherapy and Empirically Supported Treatments, ethics and professional issues, human development, multicultural and individual diversity.
- **Competency 2:** Successful completion of basic assessment team and therapy team practica at the Psychological Services Center (PSC).
- **Competency 3:** Successful completion of at least one, year-long external practicum placement at a community or campus agency.
- **Competency 4:** Successful completion of assessment and/or psychotherapy cases seen and supervised at the PSC in second – fourth years of program.
- **Competency 5:** Successful completion of a one year, pre-doctoral clinical internship.
- **Competency 6:** Program graduates’ reports of adequacy of clinical training and/or clinical activities performed in professional settings.

**Goal 4:** Produce graduates who are sensitive to individual differences and human diversity as they relate to the science and practice of clinical psychology.
Objective 4: Students will demonstrate an awareness of and appreciation for the complexity and diversity of human experiences.

   Competency 1: Successful completion of coursework across the curriculum that fosters awareness and appreciation for individual, ethnic, social, and cultural diversity.

   Competency 2: Successful completion of coursework in multicultural and individual diversity.

   Competency 3: Demonstration of awareness, sensitivity and responsiveness to issues of individual and social, cultural, and ethnic diversity in assessment and intervention practica and external placement(s).

   Competency 4: Engagement in workshops and special programs and activities that address issues of individual and multicultural diversity.

   Competency 5: Engagement in research group(s) where issues of individual, ethnic, social, and cultural diversity in research are addressed.

   Competency 6: Successful completion of a one year, pre-doctoral clinical internship.

   Competency 7: Program graduates’ activities and views regarding issues of individual and cultural diversity.

Goal 5: Produce graduates who understand and strive to promote the integration of science and practice in psychology.

Objective 5: Students will demonstrate knowledge of and appreciation for models and techniques that promote the integration of science and practice in psychology.

   Competency 1: Successful completion of coursework in empirically supported treatments and research methods.

   Competency 2: Successful completion of two advanced team practica designed to promote the integration of science and practice.

   Competency 3: Successful completion of at least one year-long external practicum placement at a community or campus agency.

   Competency 4: Successful completion of a one year, pre-doctoral clinical internship.

Goal 6: Produce graduates who engage in life-long education to foster personal and professional growth and development.

Objective 6: Students will demonstrate an awareness of their own values, individual, family, and cultural backgrounds and worldviews, and an appreciation of the role of such personal and social forces in the science and practice of clinical psychology.

   Competency 1: Successful completion of coursework, practica, and supervision across the curriculum that fosters awareness and appreciation for individual, ethnic and cultural differences, and self-awareness and self-reflection in research and practice.

   Competency 2: Successful completion of coursework in ethics and professional issues that address self-care and positive ethical clinical practices.

   Competency 3: Demonstration of openness and responsiveness to supervision and active engagement in the evaluative process.

   Competency 4: Program graduates’ activities in post-doctoral training, licensure and continuing education activities.