Clinical Psychology Student Handbook

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

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Clinical Psychology Student Handbook as of 2/14/23
Bowling Green State University
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Appendices

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. For additional information about accreditation of our program contact: Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street NE, Washington, DC 20002-4242; Phone: (202) 336-5979; TDD/TTY (202) 336-6123; Email: apaaccred@apa.org.

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 four 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. 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/faculty-affairs/documents/cba3-20190701.pdf which was renewed for July 1, 2022 – June 30, 2024.

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.

BGSU Clinical Program - 10 Aims

Aim 1: Scientist-Practitioners Produce students who can critically evaluate and effectively apply the scholarly research upon which science and practice are built, and use research to engage in evidence-based practice.

Aim 2: Ethical and legal standards. Produce students who have the knowledge, attitudes and skills necessary to adhere to ethical and legal standards of conduct in the science and practice of psychology.

Aim 3: Individual and cultural diversity. Produce students who demonstrate an awareness of and sensitivity to individual differences and cultural diversity in the science and practice of clinical psychology. This includes students recognizing 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.

Aim 4: Professional values, attitudes, and behaviors. Produce students who have foundational knowledge about professional values, attitudes, and behaviors, and functionally engage in professional conduct across all professional roles and settings.

Aim 5: Communication and interpersonal skills. Produce students who demonstrate effective oral and written communication and interpersonal skills across all professional roles and settings.

Aim 6: Assessment skills. Produce students who demonstrate gain foundational knowledge to engage in entry level clinical practice in psychological assessment and demonstrate functional ability to assess individual differences in cognitive abilities, personality characteristics, adaptive and maladaptive behavior patterns and social systems.

Aim 7: Intervention. Produce students who have foundational knowledge the specific principles, theoretical foundations, and psychological processes that underlie the practice of psychological assessment and intervention, and demonstrate functional ability to implement therapeutic interventions, evaluate their efficacy, and collaborate with other professionals within a variety of service systems.

Aim 8: Supervision. Produce students who have foundational knowledge about effective clinical supervision and functional skills to participate supervision to help ensure client well-being and the development of the clinician.

Aim 9: Consultation and interprofessional/interdisciplinary skills. Produce students who have foundational knowledge about how to work effectively with peers and professionals in consultation and collaborative roles.

Aim 10: Research Skills. Produce graduates who have a thorough understanding of the principles of research and the ability to conduct and disseminate methodologically sound and relevant research.

<div align="center">30 Profession-Wide Competencies - organized within Aims</div>

Aim 1: Scientist-Practitioners Produce students who can create and disseminate the scholarly research upon which science and practice are built and use research to engage in evidence-based practice.

> **Competency 1:** Students gain foundational scholarly and research knowledge necessary to engage in evidence-based professional activities.

> **Competency 2:** Students can critically evaluate and translate scientific knowledge into professional activities.

Aim 2: Ethical and legal standards. Produce students who have the knowledge, attitudes and skills necessary to adhere to ethical and legal standards of conduct in the science and practice of psychology.

> **Competency 3:** Students demonstrates knowledge of and acts in accordance with current APA ethical principles and code of conduct.

Competency 4: Students demonstrates knowledge of and act in accordance with laws, regulations, rules and policies governing health service psychology as well as state and federal laws.

Competency 5: Students demonstrate knowledge of and acts in accordance with professional standards and guidelines, and seek appropriate guidance about ethical dilemmas as they arise.

Aim 3: Individual and cultural diversity. Produce students who demonstrate an awareness of and sensitivity to individual differences and cultural diversity in the science and practice of clinical psychology. This includes students recognizing 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.

Competency 6: Students understand how their personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves (Self-reflection).

Competency 7: Students have knowledge of current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service (Scholarly awareness).

Competency 8: Students integrate an awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities) including working effectively with areas of individual and cultural diversity not previously encountered and with individuals whose group membership, demographic characteristics, or worldviews create conflict with theirs (Application).

Aim 4: Professional values, attitudes, and behaviors. Produce students who have foundational knowledge about professional values, attitudes, and behaviors, and functionally engage in professional conduct across all professional roles and settings.

Competency 9: Students behave in ways that reflect the values and attitudes of psychology such as integrity, honesty, deportment, professional identity, accountability, lifelong learning and concern for the welfare of others.

Competency 10: Students engage in self-reflection regarding professional functioning and recognize when personal or medical crises or conditions adversely affect any professional activities. They actively seek and are responsive to faculty feedback and supervision to address problems.

Competency 11: Students demonstrate knowledge of and acts in accordance with professional standards and guidelines in BGSU clinical student handbook; students seek guidance from DCT as needed to obtain clarification.

Competency 12: Students reliably manage expected work load and complete assigned tasks in a timely fashion.

Competency 13: Students respond professionally in increasingly complex situations – gather information, tolerate some ambiguity, strive to resolve issues & seek supervision as needed.

Aim 5: Communication and interpersonal skills. Produce students who demonstrate effective oral and written communication and interpersonal skills across all professional roles and settings.

> **Competency 14:** Students develop and maintain effective relationships with a wide range of individuals including clients, peers, faculty, staff, supervisors, and professionals from other disciplines.

> **Competency 15:** Students produce and comprehend oral, nonverbal and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts; and demonstrate professional level writing skills.

> **Competency 16:** Students demonstrate effective interpersonal skills and the ability to manage difficult interpersonal communication well;

Aim 6: Assessment skills. Produce students who demonstrate foundational knowledge to engage in entry level clinical practice in psychological assessment and demonstrate functional ability to assess individual differences in cognitive abilities, personality characteristics, adaptive and maladaptive behavior patterns and social systems.

> **Competency 17:** Students use appropriate assessment methods for their setting, drawing from the best available empirical literature and considering the science of measurement and psychometrics (E.g., What is the best way to answer the question: patient interview, collateral interview, objective testing, direct patient observation).

> **Competency 18:** Students apply concepts of normal/abnormal behavior to case formulation in the context of stages of human development and diversity; understand and appropriately use psychiatric diagnostic systems (DSM, ICD).

> **Competency 19:** Students interpret assessment results, following current research and professional standards and guidelines to inform case conceptualization, classification/diagnosis, and recommendations, including avoiding decision-making biases.

> **Competency 20:** Students communicate findings, both orally and in written documentation, in an accurate and effective manner sensitive to the target audience.

Aim 7: Intervention. Produce students who have foundational knowledge of the specific principles, theoretical foundations, and psychological processes that underlie the practice of psychological assessment and intervention, and demonstrate functional ability to implement therapeutic interventions, evaluate their efficacy, and collaborate with other professionals within a variety of service systems.

> **Competency 21:** Students establish and maintain effective relationships with the recipients of psychological services.

> **Competency 22:** Students develop intervention plans with clients that have clear goals, and are informed by theoretical models and evidence-based findings.

> **Competency 23:** Students implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables, and modify evidence-based approaches effectively when a clear evidence-base is lacking.

> **Competency 24:** Students evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

Aim 8: Supervision. Produce students who have foundational knowledge about effective clinical supervision and functional skills to participate supervision to help ensure client well-being and the development of the clinician.

> **Competency 25:** Client well-being: Students effectively participate in supervision to deliver services to clients; actively seeks and demonstrate openness and responsiveness to corrective feedback; demonstrate straightforward, truthful, and respectful communication in supervisory relationship.

> **Competency 26:** Student well-being: Students develop a clear understanding with supervisor about the student's roles and responsibilities, and communicate unresolved supervisor-supervisee conflicts to the DCT.

Aim 9: Consultation and interprofessional/interdisciplinary skills. Produce students who have foundational knowledge about how to work effectively with peers and professionals in consultation and collaborative roles.

> **Competency 27:** Students apply foundational knowledge about consultation and collaboration roles and models, and how to adhere to ethical and legal standards when providing such services. Examples include exhibiting knowledge and respect for the roles and perspectives of other professions.

Aim 10: Research Skills. Produce graduates who have a thorough understanding of the principles of research and the ability to conduct and disseminate methodologically sound and relevant research.

> **Competency 28:** Research skills: Students demonstrate conceptual, methodological, and practical skills needed to conduct methodologically sound and relevant research (e.g., conduct literature reviews, design rigorous studies, perform data analysis, interpret results, and articulate contributions to the field).

> **Competency 29.** Independent research productivity: Students effectively make progress on independent research projects (Masters, Prelim, Dissertation).

> **Competency 30:** Dissemination productivity: Students effectively make progress to author/co-author at least one conference presentation and/or journal article prior to starting internship.

Note: Competences 1-30 are assessed in Annual Written Evaluation survey completed annually by faculty. Click following link for sample of this survey as of 8/15/2017
https://bgsu.az1.qualtrics.com/jfe/form/SV_4TO2Sf2zahKSUQJ

Curriculum Plan

        Pages 11-13 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 41-45), they will have fulfilled the department's general requirements. The clinical program also reserves the right to make changes to curriculum requirements to obtain a PhD in Clinical Psychology as necessary to maintain APA accreditation. In the event changes are made to requirements after students matriculate, students will be given the opportunity to complete all required training activities.**

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 area[1]. 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 41-45), they will have fulfilled the department's general requirements.

Number	Credit	Title
Neuroscience		
PSYC 7100	(3)	Basic Neuroscience & Cognition
PSYC 7140	(3)	Psychobiology
PSYC 7800	(3)	Psychopharmacology
Cognitive Science		
PSYC 7160	(3)	Human Judgment
PSYC 7170	(3)	Sensation & Perception
PSYC 7120	(3)	Cognitive Psychology
Social/Personality		
PSYC 7420	(3)	Theories of Social Psychology 1
PSYC 7050	(3)	Personality Theory
Industrial-Organizational		
PSYC 7580	(3)	Motivation and Morale
PSYC 7590	(3)	Social Environment of Work

Developmental

PSYC 7340	(3)	Cognitive Development
PSYC 7350	(3)	Social & Personality Development
PSYC 7360	(3)	Psychology of Adult Develop & Aging

Clinical

PSYC 6080	(3)	Behavior Pathology
PSYC 7190	(3)	Social Systems Assessment

Other/History

PSYC 7010	(3)	History of Psychology I

An instructor may wish to request in advance that the Graduate Committee approve Content Core credit for a given seminar. 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 and conditions of being placed on warning due to poor progress with research.

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. Clinical courses and practica are divided into basic and advanced levels.

<u>Basic Level Clinical Courses and Practica</u>

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 7040); and Diversity in Clinical Training (PSYC 7030). 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). A grade of "satisfactory" is required to demonstrate a substantial understanding of, and competency in, the basic skills teams, practica, and supervision. Supervisors complete a detailed evaluation for each student at the conclusion of the semester using the web-based Supervisor's Evaluation of Clinical Trainees survey. Supervisors review their evaluations with students at the conclusion of each semester.

<u>Advanced Level Training, Courses, Practica, and Placements</u>

Courses. To be eligible for advanced level clinical courses, practica, and placements, students must demonstrate competence (receiving grades and average clinical skill ratings that meet or exceed the competence criteria) in their basic level clinical courses and basic clinical skills teams. Advanced clinical courses build on the basic level training and also provide students with an opportunity to learn about topics that are relevant to emerging research and practice interests. Students may elect to concentrate in Child Clinical Psychology, Community Psychology, or Health Psychology depending on which advanced level clinical electives, advanced research and practice teams, practicum placements, and research they choose to pursue. 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.

The advanced level clinical courses are offered as electives and students must choose at least two advanced courses from the following categories: a) advanced clinical topics (PSYC 7180 - e.g., courses in child psychopathology, community psychology, health psychology, substance abuse); b) advanced clinical assessment (PSYC 7190 - e.g., courses in, behavioral assessment, child and family assessment, health

psychology assessment); and c) advanced clinical interventions (PSYC 7200 e.g., courses in cognitive behavior therapy, child/family therapy, community evaluation, consultation and liaison). The two courses cannot be taken in the same category. A grade of "A" or "B" is required to demonstrate a substantial understanding of, and competency in, the graded basic advanced level courses. A grade of "satisfactory" is required to demonstrate a substantial understanding of, and competency in, the non-graded advanced level clinical courses. Third and fourth year students also continue to see clients through the PSC (PSYC 7330), receiving 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.

Advanced Integrative Knowledge in Scientific Psychology training.
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 APA's Commission of Accreditation requirements as of Jan 1, 2017 for APA accredited clinical PhD programs. Graduate-level scientific knowledge that entails integration of multiple basic discipline-specific content areas (i.e., integration of at least two of: affective, biological, cognitive, social, or developmental aspects of behavior). Advanced integrative knowledge will be acquired in our program by students enrolling in at least one advanced clinical topics course that provides this training. As of Spr 2018, these courses include the following classes with course numbers indicated in parenthesis (7181) Health Psychology; (7182) Community Psychology; (7183) Psychology of Addiction; (7184) Psychology of Religion and Spirituality: Basic Research; (7185) Psychology of Religion/Spirituality: Applied Research; (7186) Advanced Family/Child Theory and Therapy; (7187) Advanced Adolescent Theory and Therapy & (7201) Third Wave Cognitive Behavioral Therapy.

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 teams provide didactic instruction along with direct, supervised, experiences that involve the integration of research and clinical practice 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 in the first and second year, 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, the use of research supported interventions, and individual and cultural diversity. 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 whereby the DCT considers the interests of the student as well as the views of the clinical faculty, placement site supervisors, the PSC Director, and the DCT. Early in the spring semester, the DCT holds a meeting 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 assigned to interview at placement sites as needed to clarify the goodness of fit between the students and placement sites. 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 prior to the beginning of the training experience 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).

The minimum criteria for clinical experiences to be sanctioned include that the placement site agree to and sign a formal affiliation agreement with the university before the clinical experience begins. This affiliation agreement is coordinated by the DCT on behalf of the site and university and is signed by appropriate administrators at both institutions. The sanctioning of a site also requires approval by the DCT, the availability of a licensed clinical psychologist to provide adequate supervision of the training experience, and the clinical supervisor agreeing to complete an evaluation form on the student's performance.

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 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 peer 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.

<u>Training in Consultation</u>

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 provided 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' 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 workshop 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.

<u>Workshops, Colloquia, and Conference Attendance</u>

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 typically offered 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 2018-2019, one colloquium presentation each year is given in memory of the late Dr. Ken Shemberg, a dedicated member of our clinical faculty for 50 years. The Ken Shemberg Colloquium focuses on a topic of specific importance to clinical practice. 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. The program also has a long history of students specializing research on the Psychology of Religion and Spirituality in addition to taking a concentration area. 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. 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 7090) 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 (PSYC 7970) with an agency that focuses on treatment interventions 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.

Psychology of Religion and Spirituality Specialization. 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 30 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 as it is offered. The main distinction between training in a "concentration area" (child, health, community psychology) versus "specialization" in psychology of religion and spirituality is that the program currently does not offer an external placement experience where the bulk of applied work involves clients referred for psychospiritual issues. Students may, however, elect to see individual clients in the PSC with clinical supervision from faculty who can provide spiritually integrated clinical supervision.

General Clinical Psychology. Students who do not wish to concentrate or specialize 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.

Internship

A one-year, off-site, pre-doctoral clinical psychology internship is required for completion of the clinical program. 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. 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).

PSC

The program is fortunate to have the Psychological Services Center on site as a training facility. Students begin seeing clients at the PSC typically during the second semester of their first year in the program. The Director of the PSC coordinates trainings on policies and procedures associated with the PSC including the distribution of a detailed handbook. Students are expected to attend related trainings and adhere to all PSC policies.

<u>Student Evaluation Procedures</u>

For clinical training experiences (i.e., practica credit hours), the students are expected to receive verbal feedback at weekly supervision meetings from each clinical supervisor who is responsible for supervising clinical cases affiliated with the PSC, external placement sites, or any other agency or organization where the students is providing psychological services. Students should alert the DCT immediately if a clinical supervisor frequently misses or cancels weekly clinical supervision meetings. Student receive written feedback from each clinical supervisor at least once toward the end of the fall and spring semesters. 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_6VivYNNcnFIlMFf. Students receive a final course grade for practica credit hours from clinical faculty based, in part, on these ratings. Clinical faculty rely on the end-of-semester reviews of students' clinical supervisor evaluations to help them detect emerging problems in student performance and develop appropriate interventions for clinical skill development.

At least at the end of each fall and spring semester each year, clinical faculty meet to evaluate students' performance in the program 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. If needed, additional discussion will take place of students' performance in the program at monthly faculty meetings. As of Fall 2017, clinical faculty will complete annual written evaluations about the prior AY and summer for each student's progress through the program. See more information about the annual written evaluation process in the last paragraph of this section.

Concerns about students from clinical faculty are noted and appropriate strategies to effectively deal with concerns are discussed at clinical faculty meetings, or via informal consultation between clinical faculty advisors and the DCT. Strategies for remediation may include additional training, skill building exercises, development of timelines, greater involvement with specific cases, 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, clinical supervisor, or DCT; (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 DCT is available to counsel the student about concerns and procedures. The Director the PSC is also available for concerns related PSC cases. 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 for all graduate students in the department that also 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 and conditions of being placed on warning in the clinical program due to poor progress with research.

Clinical faculty complete an annual written evaluation of their academic advisees' progress in the program which is reviewed by each student. 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 online survey was updated in Summer 2017 to be compliant with new Standards of Accreditation. The time to complete annual written evaluations was moved to the beginning of each fall semester starting in fall 2017. 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 bi-annual 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 late summer after the AY and summer. The Graduate Student Academic and Professional Update Form is distributed to the clinical students by the DCT with assistance from the graduate secretary. This form tracks student accomplishments and progress in coursework, research requirements, practica, teaching, scholarly activities, and service.
d) Direct interactions with student via academic advising and/or research mentoring.

As part of the annual written evaluation process, 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 out 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 – particularly the key competencies that students are expected to achieve prior to going on internship - from a single source who is responsible for integrating multiple sources of information. To facilitate the process, academic advisors also have access to student files and clinical supervisor performance ratings. Typically, the advisor who completes the annual written evaluation is the clinical faculty member who also serves as the student's research sponsor. Clinical students may, however, have a non-clinical faculty member serve as their research sponsor (i.e., chair of their thesis, prelim and/or dissertation committee), and in these cases, clinical students need to seek out and identify a clinical faculty member who will serve as their academic advisor.

The DCT is responsible for monitoring the completion of annual written evaluation forms by clinical faculty and advising the Vice Chair of Graduate Instruction and the Graduate Committee about any clinical students that are failing to meet minimal levels of achievement.

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 Departmental Graduate Committee may suggest timelines and recommendations to assist the student. This committee also serves as the body that makes final recommendations and implements university 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.

Clinical Student Professional Activities

Each summer, 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.

Tracking Clinical Hours for Pre-doctoral Internship Applications

Clinical students are required to track their clinical hours as they progress through the program. The DCT 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 track clinical hours.

Prior to summer 2017, clinical students used an updated and streamlined Excel file to track their clinical hours in a manner consistent with APPIC requirements. Starting in summer 2017, the program moved toward having students who entered the program as of Fall 2015 use an online program called Time2Track to track their clinical hours. All subsequent students are expected to use this online program to track clinical hours. The clinical program's intention is for the department/CAC funds to cover Time2Track subscription costs from here on for each student going into his/her 2nd and beyond in the program until he or she starts internship. This includes in-resident students who are headed into their 2nd, 3rd, 4th and above year and who are not already accepted into internship.

See Appendix on page 50 for Frequently Asked Questions about Time2Track.

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, and to map out a timeline that they want to follow toward PhD degree completion. Different research mentors and academic advisors may be more encouraging of students planning to apply for internship during their 4th or 5th year in residence or thereafter. The progression of courses, however, is essentially the same. From the faculty's perspective, the primary determining factor for speed of degree completion is research progress and career goals. Starting with year 1, students are encouraged to work consistently with their research mentor and/or academic advisor to discuss and plan their sequences of courses and research activities to meet their career goals. Students should consult with the DCT if questions arise about requirements.

The prototypical tables on the following pages 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.

AY FIRST YEAR				
Year	Semester	Course Number	Course Title	Hours
1	Fall	PSYC 6090	Clinical Interviewing	3
1	Fall	PSYC 6280	Clinical Methods	3
1	Fall	PSYC 6640	Assessment	4
1	Fall	PSYC 6670	Statistics	3
				13 hours total
1	Spring	PSYC 6080	Behavioral Pathology	3
1	Spring	PSYC 6100	Basic Clinical Skills	4
1	Spring	PSYC 6680	Statistics II	3
1	Spring	PSYC 6310	Theory & Tech of Therapy	4
1	Spring	PSYC 6990	Master Thesis	1
				15 hours total
1	Summer	PSYC 7800/7030	Multicultural and Individual Diversity	**3**
				3 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

Note: Students typically take Multicultural and Individual Diversity class (PSYC 7800/7030) during the summer between their first and second year, supervision workshop as part of PSYC 7970 is typically taken during the summer between their second and third year in the program. Students typically take a Consultation workshop as part of Psych 7970 during the summer between their third and fourth year.

AY SECOND YEAR				
Year	Semester	Course Number	Course Title	Hours
2	Fall	PSYC 6110	Basic Clinical Skills	4
2	Fall	PSYC XXXX	Content Core Elective	3
2	Fall	PSYC 6990	Master Thesis	1
2	Fall	PSYC 7330	Assessment Supervision	1
				9 hours total
2	Spring	PSYC 6110	Basic Clinical Skills	4
2	Spring	PSYC XXXX	Content Core Elective	3
2	Spring	PSYC 7040	Ethics and Professional Issues	3
2	Spring	PSYC 6990	Master Thesis	1
2	Spring	PSYC 7330	Assessment Supervision	1
				12 hours total
2	Summer	PSYC 7970	Clinical Practicum/Supervision Training	2
				2 hours total

AY THIRD YEAR				
Year	Semester	Course Number	Course Title	Hours
3	Fall	PSYC 7090	Adv Clinical Research/Practice	3
3	Fall	PSYC XXXX PSYC XXXX	Content Core Elective or Lifespan Development	3
3	Fall	PSYC 7820/30/40	Adv Clinical Content Elective	3
3	Fall	PSYC 7330	Therapy Supervision	1
3	Fall	PSYC 7970	Clinical Practicum	2
				12 hours total
3	Spring	PSYC 7090	Adv Clinical Research/Practice	3
3	Spring	PSYC XXXX	Content Core Elective	3
3	Spring	PSYC 7330	Therapy Supervision	1
3	Spring	PSYC 7970	Clinical Practicum	2
3	Spring	PSYC XXXX	Advanced Clinical Content Elective	3
				12 hours total
3	Summer	PSYC 7970	Clinical Practicum/Consultation Training	2
				2 hours total

AY FOURTH YEAR				
Year	Semester	Course Number	Course Title	Hours
4	Fall	PSYC 7970	Clinical Practicum	2
4	Fall	PSYC 7820/30/40	Adv Clinical Content Elective	3
4	Fall	PSYC 7330	Therapy Supervision	1
4	Fall	PSYC 7990	Dissertation Research	8
				14 hours total
4	Spring	PSYC 7970	Clinical Practicum	2
4	Spring	PSYC XXXX	Content Core Elective	3
3	Spring	PSYC 7330	Therapy Supervision	1
4	Spring	PSYC 7990	Dissertation Research	8
				14 hours total

AY FIFTH YEAR				
Year	Semester	Course Number	Course Title	Hours
5	Fall	PSYC 7890	Clinical Internship	1
				1 hour total*
5	Spring	PSYC 7890	Clinical Internship	1
				1 hour total*

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, two faculty members provide concentrated training in the Health Psychology area (Drs. O'Brien, Braden, and Maitland), 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 (Dr. Stein), and one faculty member provides core training in the general clinical area (Dr. Dworsky). Drs. Mahoney and Grubbs contribute to 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.

<div align="center">Student Numbers, Characteristics, and Congruence with Program Goals and Objectives</div>

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.

<div align="center">Program Resources and Student Support Services</div>

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 $400 for MA Thesis research, $250 Preliminary Project/Exam Research, and $600 Dissertation Project Research. Travel support for conference attendance and presentations is provided by the department ($250-$400 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.

The Kenneth M. Shemberg Memorial Award

This award is given in honor of Ken Shemberg who was a member of this clinical faculty member for over 50 years, from 1966 until his retirement in 2017. The award is presented to a third-year clinical psychology graduate student who is nominated by peers and evaluated by clinical supervisors as demonstrating outstanding clinical abilities, a sincere love of learning, and promoting a sense of caring and humanity in the world (up to $500.)

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, one half-time doctoral student as PSC assistant 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 healthcare from the Falcon Health Center and free counseling services from the BGSU Counseling Center. Graduate students are encouraged to access the BGSU Counseling Center as needed to and be aware that doing so means that they will then need to be placed at other sites for future clinical training experiences to avoid dual-role conflicts. More details on the BGSU Counseling Center's policy on obtaining psychological services is located in Appendix on page 52. Other options for students to obtain no-cost psychological services include going to the University of Toledo's training clinic at their APA PhD approved program (analogous to the PSC). In addition, students can consider Harbor in Bowling Green - BG's community mental health center or other providers in the area; a list of suggested providers is available in the PSC. Academic assistance, tutoring, and statistical consulting are available from student support services and legal assistance is available from the BGSU Student Legal Services Office. Students have the option to contact BGSU Accessibility Services in the event they want to register with this office and obtain assistance with requesting accommodations in their academic plan due to disabilities. Students who would like to request accommodations in their academic plan should notify the DCT as early as possible in their academic career to explore their options.

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, Sandusky County Board of DD) offer extensive opportunities to work with rural and disadvantaged populations.

Program policy statement regarding Diversity Training

Our program is designed so that students gain knowledge, awareness, sensitivity and skills when working with diverse individuals and communities, in accordance with the Professional Competencies outlined by the American Psychological Association Commission on Accreditation (CoA). The CoA defines cultural and individual differences and diversity as including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status[1]. Students will have opportunities to work with diverse clients in both our on-site training clinic and during external placements. Training to work with diverse clients is integral to the curriculum and consists of both didactic coursework and practical training. Consequently, students do not have the option to avoid working with clients with the diverse characteristics listed above or to refuse to develop professional competencies because of their attitudes, beliefs, or values.

We encourage students to evaluate their clinical experiences from multiple cultural lenses and request, as needed, to work with specific client groups to broaden their experience with diverse groups.

We encourage students to engage in open dialogues with their direct clinical supervisors, clinical core faculty, and peers about how client-therapist differences in culture or worldview may impact client engagement,

case conceptualization, and treatment planning. Students are especially encouraged to raise such issues in group and individual supervision.

The clinical psychology program at BGSU has a commitment to helping students navigate conflicts that arise between their worldviews, beliefs or religious values and our commitment to offering culturally responsive psychological services to all members of the public, including those from historically and currently marginalized groups.

Clinical core faculty are responsible for evaluating whether students have gained professional competence as needed for the benefit and protection of the public.

[1] Commission on Accreditation Implementing Regulations, Section C-8 D Profession-Wide Competencies, III. Individual and cultural diversity. Retrieved 11/28/17, from: http://www.apa.org/ed/accreditation/section-c-soa.

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 re-organized 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. For example, the research group has examined perceptions of bullying of LGBT students on college campuses. This project resulted in one manuscript that has been accepted for publication. Another second study looked at psychological flexibility, prejudice, and well-being in college populations.

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.

<p style="text-align:center">DCT-Student Advisory Committee</p>

Starting in Spring 2017, the DCT solicited volunteers from the clinical program to become part of a DCT-Student Advisory Committee. The purpose of this committee is to provide clinical students with the on-going opportunity to work with the DCT on generate ideas for how to improve the clinical program each AY and to create task forces or sub-groups to carry our specific tasks to reach those goals. At the beginning of each AY, the DCT will send out an invitational email soliciting volunteers to participate on this committee.

<p style="text-align:center">Clinical Student Representatives</p>

Who are the Clinical Student Representatives & what do they do?

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. 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).

Clinical representatives will contact their classmates twice a year (near the end of each semester) to collect student feedback from the semester. They will aggregate the feedback from their respective cohorts and will maintain the anonymity and confidentiality of their cohort members. All clinical representatives will then meet to discuss the feedback before the end of semester. The feedback will be summarized in the form of a letter; this letter will be given to the Director of Clinical Training (DCT) at least one week before the start of semester faculty meeting. The letters will be presented to the faculty at the beginning of the Fall and Spring semester, so as to utilize the momentum of the semester's start. **Clinical representatives will not disclose the names or identifying information of students who submit feedback in either their letter or at the faculty meeting.** Importantly, this letter will contain suggested steps for action and issues to which they would like the faculty to respond. The representatives will contact 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 can also act to facilitate communication on matters important to clinical students and faculty. Student representatives can work 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. Students should not assume that concerns or information they share with a given individual (e.g., PSC director, research mentor or academic advisor) is necessarily shared with the DCT. Thus, student representatives and individual students are encouraged discuss concerns as they arise with the DCT.

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).
- Community Library (Spring and Summer semesters)
   o Manage the Community Library email account. Respond to any emails about community library donations, questions, and comments.
      ▪ Username: BGSUclinicalcommunitylibrary@gmail.com
      ▪ Password: textbooks2018
   o Send out the provided email to faculty and students to collect Community Library donations 2 times before the start and at the end of the Spring semester of your first year, Summer semester of your first year, and Fall semester of your second year.
   o Collect donations from mailbox promptly.
   o Check on Community Library when you pass by (e.g., organize books, make sure binder is not askew).
   o Print new sign out forms as necessary and organize binder (check on this at the end of each semester).
   o Update instructions for sign out system as necessary.
   o If you notice that the Community Library is running out of space, contact campus surplus (https://www.bgsu.edu/campus-operations/moving-services.html) to help you look for new bookshelves that may be available in the building. Be sure to get approval for any setting or aesthetic changes from the director of the Psychological Services Center where the Community Library is housed.

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).
- Community Library (Fall Semester of 2nd year only)
   o Manage the Community Library email account. Respond to any emails about community library donations, questions, and comments.
      ▪ Username: BGSUclinicalcommunitylibrary@gmail.com
      ▪ Password: textbooks2018

- As a continuation of your responsibilities from your first year, send out the provided email to faculty and students to collect Community Library donations 2 times before the start and at the end of the Fall semester of your second year.
- Collect donations from mailbox promptly.
- Check on Community Library when you pass by (e.g., organize books, make sure binder is not askew).
- Print new sign out forms as necessary (check on this at the end of each semester).
- Update instructions for sign out system as necessary.
- If you notice that the Community Library is running out of space, contact campus surplus (https://www.bgsu.edu/campus-operations/moving-services.html) to help you look for new bookshelves that may be available in the building. Be sure to get approval for any setting or aesthetic changes from the director of the Psychological Services Center where the Community Library is housed.

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).

Electing 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 change within the psychology department.

Appendix: 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

Title:	Director of Clinical Training
Individual in this role 2022-2023:	Daniel Maitland, Ph.D.; maitlad@bgsu.edu
Role:	Oversees training components of the clinical program
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. - Monitors students performance on external clinical placements - 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 *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

Title:	Director of Clinical Psychology Program
Individual in this role 2022-2023:	Daniel Maitland, Ph.D.; maitlad@bgsu.edu
Role:	Oversees administrative components of the clinical program
Activities related to clinical students:	- Conducts clinical faculty meetings - Seeks and manages training grants for external clinical placement sites - Coordinates pre-doctoral internship application process - Verifies students' eligibility and readiness for pre-doctoral internship - Writes annual APA report and coordinates APA accreditation activities, monitors accreditation standards
Title:	Psychological Services Center (PSC) Director
Individual in this role 2022-2023:	Dryw Dworsky, Ph.D.; dworsky@bgsu.edu
Role:	Oversees administrative, training and clinical services of the PSC, including clinical supervision of students.
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 or Director of Clinical Psychology Program..

Title:	Research Advisor
Individual in this role 2022-2023:	Varies, each student has their own research advisor.
Role:	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.
Activities related to clinical students:	• Assists students in conceptualizing, designing, and implementing thesis, prelim, and dissertation research projects. • Chairs student's research committee. • Reviews and signs HSRB forms. *Note:* If student issue is not resolved with the help of the research/academic advisor, the student may wish to consult with DCT

Title:	Academic Advisor
Individual in this role 2022-2023:	Varies. For most students their research advisor and academic advisor are the same faculty member.
Role:	Advises students with regard to curriculum and academic goals.
Activities related to clinical students:	• Assesses student's progress and standing the program and provides feedback to student as needed. • Verifies student's course registration. • Provides guidance related to coursework and professional development. • Completes yearly annual written evaluation of student. *Note:* If student issue is not resolved with the help of the research/academic advisor, the student may wish to consult with DCT

Title:	PSC Office Manager
Individual in this role 2022-2023:	Theresa Kelso; tkkelso@bgsu.edu
Role:	Provides office management and administrative support to PSC.
Activities related to clinical students:	• Maintains referral sheets for new clients. • Informs students of PSC-related phone calls and appointment cancellations. • May assist in scheduling clients as needed. • Assists PSC Director and PSC Assistants in case assignments. • Provides clients with information about fee structure and payment. • Prints final copies of PSC reports and correspondence on letterhead with confidentiality statement. • Maintains electronic copies of reports and correspondence. • Checks out spare PSC keys to students. • Answers general PSC-related questions (e.g., location of forms and resources, filing questions, etc.)

Title:	PSC Assistant
Individual in this role 2022-2023:	Wes Barnhart
Role:	Performs administrative and clinical duties for practicum placement.
Activities related to clinical students:	• Conducts chart reviews. • May inform students of missed PSC-related phone calls and appointment cancellations. • Keeps track of "Client Data Sheets." • Assists PSC Director and Office Manager in case assignments. • Checks out spare PSC keys to students. • Answers general PSC-related questions (e.g., location of forms, resources, test materials).

Psychology Department

Title:	Department Chair
Individual in this role 2022-2023:	Carolyn Tompsett, Ph.D. cjtomps@bgsu.edu
Role:	Oversees graduate and undergraduate education in psychology and represents the Psychology Department when dealing with other campus bodies.
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.

Title:	Administrative Secretary (Secretary to the Department Chair)
Individual in this role 2022-2023:	Chris Gebers
Role:	Assists Department Chair in an administrative capacity.
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.

Title:	Department Secretary
Individual in this role 2022-2023:	This is no longer a separate role. Chris Gebers fulfills most of these functions. When Ms. Gebers is out of the office, Sue Wax or Paula Watson can help.
Role:	Performs general administrative tasks in main office.
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.).

Title:	Vice Chair for Graduate Instruction
Individual in this role 2022-2023:	Cathy Stein, Ph.D.; cstein@bgsu.edu
Role:	Oversees policies and procedures related to psychology graduate programs and serves as liaison to Graduate College.
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

Title:	Graduate Secretary
Individual in this role 2022-2023:	Paula Watson; pwatson@bgsu.edu
Role:	Works with Vice Chair of Graduate Instruction to manage administrative aspects of psychology graduate programs.
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 - 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.

Title:	Vice Chair of Undergraduate Instruction
Individual in this role 2022-2023:	Sherona Garrett-Ruffin, Ph.D.; sgarret@bgsu.edu
Role:	Oversees policies and procedures related to undergraduate psychology program.
Activities related to clinical students:	Consults with graduate students who are course instructors about issues that pertain to undergraduate students.

Title:	Undergraduate Secretary
Individual in this role 2022-2023:	Unknown
Role:	Works with the Vice Chair of Undergraduate Instruction to manage administrative aspects of undergraduate program.
Activities related to clinical students:	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.

Title:	Account Clerk
Individual in this role 2022-2023:	Sue Wax; suewax@bgsu.edu
Role:	Manages departmental budget and purchasing.
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: Clinical Student Course Checklist

Clinical students 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. As of August 2017, the plan is for students use to an advanced clinical topics course to fulfill this requirement. See list for more details at the end of this 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.

Course #   Semester   Year   Grade_____

PSYC 6670_____

PSYC 6680_____

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.

Course #   Semester   Year   Grade_____

_____

Cognitive Aspects of Behavior (at least one course required)
PSYC 7120   Cognitive Psychology (3 credit hours)
PSYC 7340   Cognitive Development (3 credit hours)

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

Course #   Semester   Year   Grade_____

_____

Social Aspects of Behavior (at least one course required)
PSYC 7350   Social and Personality Development (3 credit hours)
PSYC 7430   Theories of Social Psychology (3 credit hours)
PSYC 7810   Social Systems Assessment (3 credit hours)

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

Course #   Semester   Year   Grade_____

_____

Human Development
PSYC 7370 Lifespan Development in the Social Context (3 credit hours)

List when it was completed, and the grade received.
Course #   Semester   Year   Grade_____

_____

<u>History and Systems</u>
PSYC 7010   History of Psychology (3 credit hours)

List when it was completed, and the grade received.
<u>Course   #   Semester   Year   Grade</u>

_____

<u>Individual Differences (at least one required)</u>
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.

<u>Course   #   Semester   Year   Grade</u>

_____

_____

<u>Basic Level Clinical Courses (all courses are required)</u>
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 7040   Ethics and Professional Issues (3 credit hours)
PSYC 7030   Multicultural and Individual Diversity (aka Diversity in Clinical Training) (3 credit hours)

List when each course was completed and the grade received:

<u>Course   #   Semester   Year   Grade</u>

PSYC 6090_____

PSYC 6640_____

PSYC 6080_____

PSYC 6280_____

PSYC 6310_____

PSYC 7040 _____

PSYC 7030 _____

<u>Basic Level clinical Teams and PSC Psychotherapy Experiences</u>
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 during AY 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.

Course #   Supervisor(s)   Rating(s)   Grade

PSYC 6100 (Assessment)_____

PSYC 6110 (Assess & Tx, Fall)_____

PSYC 6110 (Assess & Tx, Spring)_____

PSYC 7330 (Fall 2nd year)_____ _____

PSYC 7330 (Spring 2nd year)_____ _____

PSYC 7330 (Summer 2nd year)_____ _____
If applicable

PSYC 7330 (Fall 3rd year)_____ _____

PSYC 7330 (Spring 3rd year)_____ _____

PSYC 7330 (Summer 3rd year)_____ _____
If applicable

PSYC 7330 (Fall 4th year)_____ _____

PSYC 7330 (Spring 4th year)_____ _____

PSYC 7330 (Summer 4th year)_____ _____
If applicable

PSYC 7330 (other)_____ _____

PSYC 7330 (other)_____ _____

PSYC 7330 (other)_____ _____

PSYC 7330 (other)_____ _____

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

List when each course was completed and the grade received:

Course#   Course Title   Semester   Year   Grade

PSYC 7180 (Topics)_____

PSYC 7190 (Assess)_____

PSYC 7200 (Therapy)_____

PSYC 7090 (1st semester)_____

PSYC 7090 (2nd semester)_____

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)
PSYC 7970   (2 credit hours per semester)

List where each experience was completed, the supervisor, the overall clinical rating (#19) (0
below expectations, 1 = meets expectations, 2 = exceeds expectations), and grade.

Course #   Site   Supervisor   Overall Clinical Rating (#19)   Grade

PSYC 7970 (Summer 2nd-3rd yr)_____

PSYC 7970 (Fall 3rd yr)_____

PSYC 7970 (Spring 3rd yr)_____

PSYC 7970 (Summer 3rd -4th yr)_____

PSYC 7970 (Fall 4th yr)_____

PSYC 7970 (Spring 4th yr)_____

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

Course #   Semester   Year   # credits

PSYC 7980_____

PSYC 7980_____

Research Requirements
PSYC 6990 MA Thesis Hours (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.

Course #   Semester   Year   # credits

_____

_____

_____

_____

_____

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.

Course #   Title or Description of Experience

_____

_____

_____

_____

_____

_____

_____

_____

List of Advanced Clinical Courses that provide each & every student with an Advanced Integrative experience. Each student must take at least one of these courses which is consistent w/ our existing curriculum. Note – if students have met other requirements, no additional or new courses are involved. Please note, some course numbers may have changed.

7200 Health Psychology (Braden)
7181 Community Psychology (Stein).
7184 Psychology of Religion/Spirituality: Basic Research (Grubbs)
7185 Psychology of Religion/Spirituality: Applied (Mahoney)
7186 Advanced Family/Child Theory and Therapy (Mahoney)
7192 Advanced Adolescent Theory and Therapy (Tompsett)
7201 Third Wave Cognitive Behavioral Therapy (O'Brien)

Note: Social Systems Assessment (Stein) can be used to fulfill Social Bases of Behavior (foundations course) and/or to fulfill the program's requirement to take 2/3 advanced clinical courses, including an advanced assessment course; but because Social Systems Assessment can be used to fulfill the Social Bases of Behavior requirement, it cannot be used to fulfill the Advanced Integrative requirement.

Appendix: Graduate Student Academic and Professional Development Update Form

Your Name:_____ Advisor/Sponsor:_____
Area:_____ Calendar year this report covers: _____

The Year You Entered BGSU: August _____

I. Coursework

Please record courses, seminars, and workshops attended this year in the table below. Add rows as needed.

Graduate courses taken during this time period (Please provide name of course)	Instructor	Department	Semester taken	Credit hours	Grade received
Seminars and workshops attended (Please provide name of seminar or workshop)	Instructor	Location	Date	Contact hours	Grade received (if applicable)

II. Thesis/Prelim/Dissertation Progress

Please complete the table below. If an element is completed, write in the month and year of completion. If an element is in process write in "IP."

Required Project/Exam	Topic Selection	Proposal Meeting	Data Collection	Data Analysis and Drafting	Defense Meeting
Masters					
Preliminary Project/Exam					
Dissertation					

III. Scholarly Activities

A. Research Outcomes

Please complete the following table. Use APA style for references. Add rows as needed.

Published or in-press articles and chapters
Presentations at professional conferences

Articles or chapters under review
Informal/community talks and lectures (e.g., guest lecture)

B. Research in Progress

Please complete the following table in order to summarize your involvement in projects and research groups. Add rows as needed.

Name research group or project	Faculty advisor (if applicable)	Role in project

C. Grants submitted and/or funded

Please list any grants you submitted and their status

Title of grant	Funding agency	Role in project (PI, Co-PI, Consultant)	Status (under review, funded, unfunded)

IV. Teaching Experiences

Please summarize your teaching experiences below. Add rows as needed.

Title of course(s) taught by you as an instructor of record	Semester	Approximate enrollment	Credit hours
Title of course(s) you were a TA			
Title of courses in which you were a guest lecturer			
Other teaching experiences such as consultation and tutoring			

V. Practicum Experiences (if applicable)

Please complete the table below. Add rows as needed.

Setting	Supervisor	Hours per week
External Agency (write in name)		
PSC		
IPRA (record project name)		

VI. Service

Please record service activities. Add rows as needed.

Activity	Supervisor (if applicable)	Hours per week
Research Assistantship		
TA Assistantship		
Offices Held		
Committees		
Other (specify)		

VII. Honors and Awards

Please list below any honors, awards, or special recognitions.

Appendix: Descriptions of External Clinical Placements as of AY 2022-2023

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.

Sandusky County Board of Developmental Disabilities (SANDD), Bowling Green, OH/PSC Affiliated Beh Med rotations
Students at this placement divide their hours evenly between two locations, SANDD and PSC Beh Med rotation (10 hours per week at SANDD and PSC-UT rotation each). 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. At the PSC rotations, students will work under the supervision of clinical program behavioral medicine faculty (Drs. O'Brien or Braden) to provide patient care via the PSC or as part of a larger beh med treatment team at UT/MCO that is coordinated by Drs. O'Brien, with supervision provided by Dr. Jason Levin. Students provide individual psychotherapy, psychological consultations, and evaluations.

Harbor Behavioral Health (123 22nd St) , 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.

Mercy Health, Toledo and Oregon, OH. Students at this placement work in integrated primary care settings to provide brief therapy and behavioral health consultation.

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.

Drescher and Associates

Zepf Center

The Ironwood Center, Maumee, OH. Students on this placement will provide individual, couples and group psychotherapy and conduct assessments. They will also be involved in consultation services with outside agencies to include multidisciplinary medical teams, military units and school personnel.

 McLaren St. Luke's Family Medicine Residency
Students who work in McLaren family practices will be involved in direct patient assessment and intervention services, education and training, and program development/evaluation.

Appendix: Tracking Clinical Hours with Time2Track FAQs

1. Who should be using Time2Track?
Starting in AY 2017-18, the clinical students started to use Time2Track to log clinical hours. This program works well and interfaces very well with APPI applications

Starting in June 2018, all students who entered the program in Fall 2016 or thereafter are required to use Time2Track to track their hours. In other words, all students who entered the program in AY 2016-2017 or thereafter are required to use Time2Track (i.e., students who will be in 3rd year or below in AY 2018-19).

Students who entered the program in Fall 2015 are strongly encouraged to use Time2Track. In other words, students in 4th year and above in AY 2018-19 can continue to use Excel files, but they are encouraged to switch to T2T given how much better the system works based on student feedback.

2. Who is paying for the subscriptions?
The program will cover the cost of Time2Track for BGSU students at least until they enter internship (and if funds allow, during and after internship).

3. How do I use Time2Track?
Around June of every year, you will be send a new authorization key from the DCT.
Instructions for Time2Track Members with an Account:

1. Click here and sign in using your current login & password.
2. Once logged in, click the gear icon in the upper right corner of your screen, then select "Subscription" from the dropdown menu.
3. Enter Authorization Key: XXXXXXXXX (if you do not see an option for Authorization Key, check Your School in your Profile to make sure it is: **Bowling Green State University: Clinical Psychology**.
4. After you have added your subscription using the Authorization Key, Click Submit.

T2T also offers a Quick Start Guide that will help you with the basics of getting started with Time2Track: Click here to download the Time2Track Quick Start Guide (makes sure to select the guide that is appropriate for your program).

If you run into any problems, please contact T2T at help@time2track.com.

Instructions for New Time2Track Members:

1. Click here and complete the form with your information.
2. Enter Authorization Key: XXXXXXXXXXXXXXX.
3. Click "Finish".

T2T's Quick Start Guide will help you with the basics of getting started with Time2Track: Click here to download the Time2Track Quick Start Guide (make sure to select the guide that is appropriate for your program).

If you run into any problems, please contact T2T at help@time2track.com.

NOTE: If you have been logging hours using BGSU Excel sheets, you should find it relatively easy to enter prior total hours into Time2Track- called backloading.

4. How often should I be entering data?
Students are expected to enter their hours continually during the program and not wait until the end of an AY year to enter hours. The DCT will be checking on students' data on an at least an annual basis or more often as is necessary.

5. What if I stop using Time2Track during or after internship?
 If you enter data into Time2Track, you can always download and read what you hours have entered. If the program or you stop subscribing to Time2Track, you simply can't log additional new data. According to the Time2Track, students who had been logging hours prior to u
sing Time2Track should find it relatively easy to transfer their figures from Time2Track to BGSU Excel Sheets.

6. How does Time2Track interface with APPIC applications?
 Time2Track can autopopulate APPIC applications with the data that you entered.

7. What if BGSU stops paying for Time2Track at some point in the future (very unlikely)?
 You can pay for your own subscription. Time2Track is likely to honor the institutional rate if students have been participating via an institution if the institution can no longer cover the subscriptions.

8. How can I find out more about Time2Track? Go to https://time2track.com/

Appendix: BGSU Counseling Center Services and Graduate Students in Psychology or Counseling

The BGSU Counseling Center, in addition to providing mental health services for the campus, is also a training site for doctoral students in Clinical Psychology and masters students in Mental Health Counseling. This document is written to clarify the boundaries around those two roles and to give graduate students in these two programs information about their options.

Here's the relevant guideline: If you are a graduate student in psychology or counseling,

- **You CAN seek services/therapy at the Counseling Center.**
- **You CANNOT seek services at the Counseling Center and also be placed here for clinical training.**

This practice is in place for ethical reasons – specifically, dual roles. The Counseling Center staff are all involved in our training programs. We work as a team, and all of our staff interact frequently with our trainees. It would be impossible to assign a therapist who would not also have some role in training, and the power dynamics of that are problematic. We therefore need to separate those two functions.

Given this limitation, here's information about what you need to do if you want to seek counseling.

If you are interested in seeking therapy at the Counseling Center:

You are welcome to do so, and we encourage you to prioritize your mental health. You can seek placements at other sites for your training, and you have a lot of good options.

We also want to protect your privacy to the best of our ability if you become our client. Since we have graduate trainees in our center, we cannot guarantee that you won't run into a colleague when you come for an appointment here, but there are several ways to minimize the possibility of privacy issues:

- Our intake process is typically done via walk-in hours. When you check in, alert the front desk staff that you're a graduate student in psychology or counseling and should meet with a senior staff member or doctoral intern.
- If you are uncomfortable with coming via walk-in, you can call to arrange for a scheduled intake. Call the Center and ask to speak with the on-call counselor. Clearly identify yourself as a graduate student in your department, and we can schedule an intake with senior staff or a doctoral intern.
- Your record will not be accessible to your peers who may be working in the Center.

If you choose to seek therapy elsewhere:

There are a number of good therapists and agencies in the Bowling Green and Toledo area. Your department may have lists of providers who are good options, and you can search for a therapist through your insurance plan. The Counseling Center's website has a community provider search function that may be helpful also.

If you would like help in navigating a referral, the Counseling Center's case manager, Stephanie Cramer, can help you. Rather than coming to walk-in hours, call and ask for an appointment with her directly, and state that you are a grad student in psychology or counseling and are looking for help in finding a community provider. Stephanie will provide information and help you look at your options.

DCT Updated Aug 2018 note on crisis services: The Wood County Crisis Line – Via Unison Health - line that is open 24 hours daily and provides services to both students and community members. It can be reached at 419-502-4673.