

Clinical Science Area Additional Requirements

Please note all information in this appendix are CS Area specific requirements that address American Psychological Association (APA) accreditation and clinical intervention/assessment requirements. This appendix is meant to supplement the Department Handbook that describes general course and degree requirements for all Psychology graduate students (including CS Area graduate students). ***CS Area graduate students should be careful to read both the Psychology Department Handbook and this CS Area Appendix to ensure that all degree requirements are met.***

INTRODUCTION AND OVERVIEW

The MSU Clinical Science (CS) Area is a doctoral-level clinical science training program that has been accredited by the APA since 1948 and was designated a Clinical Science Program by the Academy of Clinical Psychological Clinical Science in 2014. The CS Area received accreditation by the Psychological Clinical Science Accreditation System (PCSAS) in 2020. Accreditation and other program requirements are overseen by the Director of Clinical Training (DCT) and Associate Director of Clinical Training (aDCT). The DCT and aDCT generally function as a team; however, the DCT maintains more oversight over accreditation requirements, research training and curriculum administration, and the aDCT maintains more oversight over clinical training – as the aDCT also serves as the director of the MSU Psychological Clinic (see more on the Clinic below in Practicum Training). The Office Coordinator of the MSU Psychological Clinic provides administrative support to the DCT and aDCT, and also provides administrative support for practicum activities for the CS Area clinical supervisors and graduate student clinicians.

The CS Area is committed to training clinical scientists who conduct clinically relevant research that will further the etiological understanding of mental health disorders and inform their treatment and prevention. The Area places a high value on diversity, cultural responsiveness, and multi-cultural competency in all aspects of our training program. The Area is committed to training students in clinical science and evidence-based assessment and treatment for children and adults across multiple theoretical clinical approaches.

Required Courses

1. Behavior Disorders (PSY 853)
2. Cognitive Assessment (PSY 852)
3. Two adult-focused therapy and assessment courses: Psychodynamic (PSY 952), Cognitive-Behavioral (PSY 954)
4. Diversity and Social Justice in Psychology (PSY 992)
5. Scientific and Professional Ethics (PSY 926)
6. Courses for the cognate (as determined in collaboration with the Doctoral Guidance Committee – see below)

7. Courses that meet the Category 1, Category 2, Category 3, and Category 4 APA Discipline-Specific Knowledge (DSK) Requirements:
 - a. Category 1: History & Systems of Psychology. Distributed among courses in the curriculum – no additional courses needed.
 - b. Category 2: Basic Content Areas in Scientific Psychology.
 1. Affective, Biological, Cognitive, and Social Aspects of Behavior. All students are required to take Social Cognitive Affective Neuroscience (SCAN; PSY 930).
 2. Developmental Aspects of Behavior. All students are required to take Child Assessment (PSY 956).
 - c. Category 3: Advanced Integrative Knowledge in Scientific Psychology.
 1. This APA required training activity must integrate across at least two of the following basic DSK content areas: affective, biological, cognitive, social, or developmental aspects of behavior. The required Social Cognitive Affective Neuroscience (SCAN) (PSY 930) course noted above fulfills this requirement. This course includes an evaluated educational experience that integrates across two or more of the DSK areas covered in this course – affective, biological, cognitive, and social aspects of behavior – to meet this APA requirement. This course is offered in the Fall semester of odd years
 - d. Category 4: Research Methods, Statistical Analysis, and Psychometrics.
 1. Research Methods. Distributed among courses in the curriculum and through CSF (see more on CSF below).
 - ii. Statistical Analysis. Covered in the Quantitative Research Design & Analysis in Psychology (PSY 815) course listed above that is also a departmental requirement.
 - iii. Psychometrics. All CS Area graduate students are required to take Psychometric Theory & Test Construction (PSY 818)
8. Master's Thesis Project (PSY 899) (4-8 credits). See Department Handbook for requirements.
9. Doctoral Research (PSY 999) (24 credits). See Department Handbook for requirements.
10. Practicum credits (PSY 994): See details in the Practicum section below.

Note: Only two statistics/methods courses (Psy 815 and Psy 818) are required of CS Area graduate students. However, the CS Area strongly recommends taking statistics courses beyond these two required classes. Additional courses help prepare students for their Master's thesis and dissertation work as well as for clinical science careers beyond graduate school. There are advanced statistics courses offered every semester in the MSU Psychology Department, Human Development and Family Studies, as well as in the

Education Department. Students should consult their advisor as to which course(s) would be most appropriate.

Michigan Licensing Requirements

- Per our APA accreditation, CS Area graduate students must meet any additional requirements that the State of Michigan has for licensing. Michigan licensing law requires no additional courses, but rather that the program is accredited. The CS Area program is accredited by APA and PCSAS, so this requirement is automatically met.

Required Program Activities

- Clinical Science Forum (CSF). This is a program-wide, weekly meeting contributes to student training and the advancement of clinical science through clinical science presentations. The objective of CSF is to advance the full range of clinical science research and theory and their integration with other relevant sciences (e.g., psychological science, interdisciplinary sciences). CSF is aimed at supporting the development of core research methods competencies in clinical science including: skills and habits in seeking, applying and evaluating theoretical and research knowledge relevant to psychological clinical science and practice; effective communication of research questions that can be tested with clinical and basic science hypotheses that recognize contextual factors. Students do not sign up for course credit for CSF, but attendance is required throughout the student's time in the program. Students are expected to present in CSF, per the syllabus provided at the beginning of each academic year. Program business is also discussed during CSF.
- CS Area Committee Membership. Student engagement in CS Area activities is important for the growth and development of the area as well as professional development for the graduate students. CS Area graduate students are required to serve on at least one CS Area Committee per year typically starting in their second year in the program. The number and scope of the assignments vary depending upon the CS Area Committees that are in force that year, the time requirements of the committee, and the developmental stage of the graduate student. At the end of each Spring semester, graduate students select their committee assignments for the following academic year.

Program Schedule for CS Area Students

ANY deviations from the Years 1 and 2 course schedules detailed below **MUST be approved by your advisor and the DCT/aDCT team. The schedule for Years 3-6 represents a sample and thus does not need to be followed exactly as laid out below.*

Year 1, Fall (9 credits)

- Social Justice & Diversity (PSY 992)
- Behavior Disorders (PSY 853)
- Statistics (PSY 815)
- Form Master's thesis committee and write/defend Master's thesis proposal
- Attend CSF

Year 1, Spring (9 credits)

- Cognitive Assessment (PSY 852)
- Psychodynamic Therapy and Assessment (PSY 952)
- Cognitive-Behavioral Therapy and Assessment (PSY 954)
- Defend Master's thesis proposal (if not defended in the fall)
- Attend CSF

Year 1, Summer (no credits required)

- Attend CSF (meets bi-weekly in the summer)
- Begin taking PSY 899 credits for thesis, if you have a tuition waiver in the summer and would like to have more credits available to you in the fall and spring semester. As noted in the Psychology Department Graduate Handbook, students should discuss issues around summer credit and summer funding (and all funding) with their advisor.
- Complete one comprehensive psychological assessment in the MSU Psychological Clinic (see more on this below in the Practicum section)

Year 2, Fall (9 credits)

- Child Assessment (PSY 956)
- SCAN (PSY 930; offered Fall every odd year), an advanced statistics course, or a course that may eventually count toward a cognate
- Practicum (PSY 994) (1 credit)
- Take PSY 899 credits for Master's thesis
- Attend CSF
- Work on/complete Master's thesis

Year 2, Spring (9 credits)

- Ethics (PSY 926)
- Psychometric Theory & Test Construction (PSY 818), an advanced statistics course, or a course that may eventually count toward a cognate
- Take 899 credits for Master's thesis
- Practicum (PSY 994) (1 credit)
- Attend CSF
- Defend Master's thesis

Year 2, Summer (no credits required)

- Attend CSF (meets bi-weekly in the summer)
- Form Doctoral Guidance Committee
- Submit 1st author publication to fulfill part of Comprehensive Examination Requirements (if not done earlier)
- Continue practicum work at the MSU Psychological Clinic

Year 3, Fall (6-9 credits)

- Convene Doctoral Guidance Committee
- Obtain approval of Comprehensive Paper proposal
- Submit 1st author publication to fulfill Comprehensive Examination Requirements (if not done earlier)
- SCAN (PSY 930; offered Fall every odd year) if not taken in Year 2, cognate course, or an advanced statistics course

- Practicum (PSY 994) (1 credit)
- Attend CSF

Year 3, Spring (6-9 credits)

- Write Comprehensive Paper
- Submit 1st author publication to fulfill Comprehensive Examination Requirements (if not done earlier)
- Cognate course (if not already taken) or an advanced statistic course(s) (if not already taken)
- Practicum (PSY 994) (1 credit)
- Attend CSF

Year 3, Summer (no credits required)

- Attend CSF (meets bi-weekly in the summer)
- Continue clinical work at the MSU Psychological Clinic

Year 4, Fall (6-9 credits)

- Write and defend dissertation proposal
- Take credits (PSY 999) for dissertation
- Practicum (PSY 994) (1 credit)
- SCAN (PSY 930; offered Fall every odd year) if not already taken, cognate course (if not already taken) or an advanced statistic course(s) (if not already taken)
- Attend CSF

Year 4, Spring (6-9 credits)

- Comprehensive Examination (1st author paper and Comprehensive Paper) is passed by the end of this semester
- Work on dissertation
- Take credits (PSY 999) for dissertation
- Practicum (PSY 994) (1 credit)
- Cognate course (if not already taken) or an advanced statistic course(s) (if not already taken)
- Attend CSF

Year 4, Summer (no credits required)

- Attend CSF (meets bi-weekly in the summer)
- Take credits (PSY 999) for dissertation (as needed; not required)
- Continue clinical work at the MSU Psychological Clinic or off-site practicum

Year 5, Fall

- Complete dissertation
- Take credits (PSY 999) for dissertation
- Apply for clinical internship
- Practicum (PSY 994) (1 credit)
- Attend CSF

Year 5, Spring

- Defend Dissertation
- Take credits (PSY 999) for dissertation
- Participate in internship interviews and internship match

- Practicum (PSY 994) (1 credit)
- Attend CSF

Year 6

- Pre-doctoral Internship
- If the dissertation has not yet been defended, register for 1 dissertation credit (PSY 999) in the semester you will be defending (see Department Handbook for more information).
- Graduation

UNIVERSAL CS AREA REQUIREMENTS ACROSS ALL PROGRAM YEARS

Commitment to Diversity and Multicultural Training

The MSU CS Area is committed to understanding and promoting mental health in an increasingly diverse society. An enhanced understanding of all types of diversity is critical for the development of students and faculty as clinical scientists and professionals in the field. The MSU CS Area Program subscribes to an inclusive definition of diversity which includes race, age, gender, sexual orientation, socioeconomic status, religion, disability, geographic region, and other significant reference groups. As such, the CS Area provides diversity and multicultural training throughout the training program (i.e., in CS Area courses, practicum, research methods, etc.) In line with these values, all graduate students are expected to educate themselves about multiple diverse populations with whom they may interact both in research and clinical settings. Graduate students will be required to conduct treatment and assessments with clients of diverse ages, ethnic/racial backgrounds, socioeconomic statuses, genders, sexual orientations, and religions. We fully support the [College of Social Science's goals related to Diversity and Inclusion](https://socialscience.msu.edu/diversity/index.html) (see <https://socialscience.msu.edu/diversity/index.html>).

Ethical Considerations

All graduate students are required to comply with the APA Ethical Principles of Psychologists and Code of Conduct. Concerns related to unethical behavior will be addressed as soon as they become apparent and result in consequences such as a Performance Improvement Plan (see below for details), Remediation Plan (see below for details), or dismissal from the program.

Responsible Conduct of Research

In addition to the departmental requirements for the training in the Responsible Conduct of Research (see the Department Handbook), CS Area graduate students are required to maintain their yearly IRB training as well as attend the ethics presentations that take place in CSF. During the second year of the program, students are also required to take the 3-credit Ethics course (PSY 926) (see course schedule above).

CS AREA MASTER'S PROGRAM

The courses that comprise the Master's program in the CS Area are described above, and practicum experiences are described below under "Practicum Training". Other aspects of the Master's program that are specific to CS Area graduate students are described below. ***Note that these requirements are in addition to the rules and requirements that are set forth by the Department of Psychology and are described in the Department Graduate Handbook.***

Master's Thesis

In the CS Area, the three-person Master's Guidance Committee must consist of at least two of faculty

from the Clinical Science Area. The student's advisor serves as Chair of this committee.

The Master's thesis proposal should be brief (e.g., 6-10 pages double-spaced) and describe the background literature supporting the thesis work, the study hypotheses, and study methods. The structure of the thesis proposal (and of the final thesis project itself) will vary depending on the lab/advisor, but it should be written in APA format and according to any requirements of the Psychology Department and MSU Graduate School. If the student has submitted an NSF graduate research fellowship (or equivalent grant), the Research Statement can serve as their Master's thesis proposal (although it may be helpful to add a figure or some additional text, as needed).

As described in the Department Handbook, the Psychology Department requires that the **thesis proposal** be approved by May 15th. In order to meet this deadline and be prepared to begin clinical practicum in the 2nd year, **CS Area Faculty require that students hold their proposal defense by April 15th of the first year of the program, and the final proposal must be approved (after all revisions are made) by May 15th of the first year of the program.**

As described in the Department Handbook, the Psychology Department requires that the **final thesis** be approved by May 15th of the second year of the program. However, the CS Area hosts a Master's Thesis Research Day around April 15 that is attended by all CS Area faculty and students and is a time in which the second-year students present their final theses. Thus, in order to meet the Department deadline and participate in the CS Area Master's Thesis Research Day (see below), CS Area faculty require that students **hold their final defense by March 15th, and the Master's thesis must be passed by the committee (including all revisions) by April 1st of the second year.**

The advisor and student should carefully track progress on the thesis to ensure timely completion. The advisor and student should be aware of any problems by spring/summer semester of the student's first year and make all efforts to get the project back on schedule. The Department has procedures outlined in the Department Handbook if a student fails to meet the deadlines. As noted in the Handbook, students may petition for deadline extensions, but success of petitions is unlikely without significant extenuating circumstances. Students who wish to petition for a deadline extension should prepare a written request for an extension that outlines the reasons for the request, and direct that petition to the DCT, who will consult with all CS Area faculty regarding the request. Deadlines for petitions in the CS Area are different than those for other Areas due to the assignments to practicum. Specifically, if a CS Area graduate student is unable to meet the required proposal or final thesis deadlines, then the student must petition, in writing, the full CS Area faculty for an extension of the April 15th/May 15th proposal deadlines in Year 1, or the March 15th/April 1st final thesis deadlines in Year 2. The faculty will decide if an extension will be granted. Ordinarily, the maximum extension will be one month.

Failure to defend the thesis by the agreed dates means that a student will not be advanced to the Doctoral program. The student will not be allowed to begin practicum and will not be allowed to register for any courses except for thesis credits (Psy 899). As noted in the Department Graduate Handbook, failure to defend the thesis by agreed dates also has implications for continued funding in subsequent years, as the student will no longer be considered in good standing in the Department. **Petitions for reconsideration for advancement in cases where the defense occurs after the deadlines are allowed and will follow the policies and procedures set forth by the Psychology Department and described in the Department Graduate Handbook.**

DOCTORAL PROGRAM

The CS Area faculty meet at the end of the spring semester to review the progress of all second-year students. During this meeting, the Master's thesis guidance committee makes a recommendation to the faculty as to whether a student should be admitted to the doctoral program. Students who are recommended by their Master's Guidance Committee are admitted into the doctoral program if they have demonstrated competence in the skills needed at the Master's level and they exhibit readiness for doctoral-level work (see Student Evaluations below for more information on evaluating competency). Final determination of competency/readiness is made by a majority vote of the CS Area faculty.

Admission into the doctoral program in Year 3 signifies the development of the student as a budding independent scholar and clinical scientist with expertise in research, clinical care, and their integration. The CS Area doctoral program typically lasts for 4 years and includes practicum and internship training in addition to the courses, comprehensive examination, and dissertation that is required of all Psychology Department graduate students. ***Requirements described below for CS Area graduate students are in addition to the rules and requirements that are set forth by the Department of Psychology and are described in the Department Graduate Handbook.***

Doctoral Plan of Study

Upon admission into the doctoral program, the CS Area student develops a doctoral plan of study and identifies a "cognate". The cognate is an area of expertise within clinical science that is chosen by the student based on their career goals. The cognate ensures that CS Area students not only show breadth of training in clinical psychology, but also develop scholarly depth in an area that is relevant to their own research and clinical interests. The student gains expertise/training in the cognate area by taking a course(s) in the chosen cognate as well as focusing on the cognate topic in the Comprehensive Examination Paper (see below) and dissertation research. Examples of recent cognates include quantitative methods in behavioral and molecular genetics, dissemination of evidence-based treatment/practice, and the theory and practice of child assessment in the context of trauma. Notably, some students have chosen to complete a certificate program for their cognate, including the Quantitative Methods and Evaluation Science Program Certification, the Interdepartmental Graduate Specialization in Infancy and Early Childhood, and the Interdepartmental Graduate Specialization in Cognitive Science.

In addition to identifying a cognate, the student must develop a written doctoral plan of study that includes: 1) a brief description of the cognate; b) a brief description of career goals; c) a brief description of the Comprehensive Paper topic (see more details on this paper below); d) a summary of the anticipated dissertation topic at that time; e) the courses to be completed; f) a copy of the Individualized Clinical Training Plan (ICTP; see Practicum section for more details); and g) a timeline for completion of doctoral plan activities and program requirements. The cognate, comprehensive paper, dissertation, courses, ICTP, and (eventually) internship site should all be chosen so that they form a coherent training program for the specific career path the student wants to take. Each of these aspects of the training should build some competency or skill that will be necessary for the student to be successful in their career. The doctoral plan of study should be developed as soon as possible after completion of the Master's thesis. ***As noted in the Graduate Handbook, the doctoral plan of study must be filed and approved before the end of your second semester as a doctoral student for you to remain eligible for registration.***

Doctoral Guidance Committee

Based on the student's doctoral plan of study and career goals, the student forms their Doctoral

Guidance Committee. The committee must consist of at least two CS Area faculty members (one as Chairperson) and typically includes faculty member(s) from other areas/departments who have expertise related to the cognate area and dissertation topic. Once again, the Doctoral Guidance Committee should be formed as soon as possible after completion of the Master's thesis.

The Doctoral Guidance Committee in the CS Area has three main functions. It reviews and approves the student's doctoral program of study, it reviews and approves the student's ICTP, and it conducts the Comprehensive Examination (see details on the exam below). The committee performs these tasks during a committee meeting with the student when the written doctoral plan of study is reviewed. As with theses and dissertations, the student should send the doctoral plan of study to the committee **no later than 2 weeks prior to the committee meeting date**. During the committee meeting, the Guidance Committee will review the doctoral plan of study, looking for direct connections between the career plans and the other elements of the training plan. Typically, this plan is reviewed at the same meeting at which the proposal for the Comprehensive Paper Proposal is reviewed (see below).

Comprehensive Examination

There are two requirements for the comprehensive exam – the submission of a first author publication and a Comprehensive Paper (see details below). As noted in the Department Graduate Handbook, to maintain adequate progress and thus good standing in the program, ***the first author publication and the Comprehensive Paper must be successfully passed by the end of the student's 4th year in the program (i.e., by May 15th)***. Importantly, CS Area students are not allowed to apply for internship if they have not passed the comprehensive examination. Thus, if a CS Area graduate student is granted a rare extension to this May 15th deadline (see Department Graduate Handbook for procedures), the student must successfully pass the comprehensive examination by October 1st of their 5th year in the program in order to apply for internship in that year. Students who have not passed the comprehensive examination by that date will be required to defer internship until the comprehensive examination is passed.

First Author Publication

Each student is required to submit at least one first-author, empirical paper for publication. This paper can be the Master's thesis or an unrelated study, but ideally, the paper topic is related to the cognate area. Successful completion of this part of the Comprehensive Examination is not contingent upon the paper being accepted for publication; the paper merely needs to be submitted for publication for successful completion.

Comprehensive Paper

Each student is required to propose and complete a Comprehensive Paper. The goals of the Comprehensive Paper are to: a) develop meaningful integration of science and practice as they relate to a specific area(s) of clinical science; b) increase the student's breadth of understanding of the field of psychology as a whole as well as their depth of understanding in the cognate area (see Appendix C for a full description of the CS Area cognate); and c) ensure that the student has a firm grasp of the conceptual and theoretical basis for your dissertation.

The Comprehensive Paper must be a theoretical and empirical comprehensive review of at least one area of research relevant to the student's Doctoral plan of study. The paper must be integrative and critical (i.e., not an annotated bibliography) and must include a discussion of the clinical implications of the paper's major findings. The Comprehensive Paper must meet the student's training goals and must be judged by the Doctoral Guidance Committee to have scholarly merit. Importantly, the Comprehensive Paper is expected to be the student's own work. The advisor may provide input into

the development of the Comprehensive Paper Proposal (see more on the proposal below) prior to approval by the Guidance Committee. However, after approval, the student must work independently on the writing of the paper without further input or consultation from anyone.

Comprehensive Paper Proposal

Before beginning the Comprehensive Paper, you submit a Comprehensive Paper Proposal to your Guidance Committee for review and approval. This proposal consists of a 500-word abstract describing the focus/aims and conceptual basis of the Comprehensive Paper. A reference list is also included that details the literature that will be reviewed in the Comprehensive Paper. The reference list should be thorough and comprehensive. A 1-page outline of the body of the Comprehensive Paper is also allowed, but not required. Some students have submitted outlines for review to obtain feedback from the Guidance Committee on the overall structure of the review.

The Comprehensive Paper Proposal is reviewed by the Doctoral Guidance Committee in a committee meeting. The Guidance Committee will evaluate the appropriateness of the topic and the reading list. The Guidance Committee must approve the proposal (i.e., abstract and reading list) before you proceed with writing the Comprehensive Paper. The Committee review of the Comprehensive Paper proposal is typically done during the same committee meeting as the review/approval of the Doctoral plan of study.

Comprehensive Paper

As noted above, the Comprehensive Paper must represent your own work. Your advisor may provide input into the development of the Comprehensive Paper topic as well as the reference list prior to sign off by the Doctoral Guidance Committee. However, after approval of the Comprehensive Paper Proposal by the Guidance Committee, you will work independently on the writing of the Comprehensive Paper without further input or consultation from the faculty. In this way, the Comprehensive Paper functions like a take-home comprehensive examination. It is also expected that you will not seek active help from other colleagues on the paper. It is recognized that some conversation about the topic will occasionally occur in the course of carrying out scholarly duties in the program (e.g., courses, lab meetings, conferences, and so on). You are expected to recognize and abide by the spirit and intent of the examination, which is an independent scholarly review paper that reflects your own thinking and writing.

Listed below are some resources for you to help with writing the Comprehensive Paper:

- Siddaway, A.P., Wood, A.M., & Hedges, V. (2019). How to do a systematic review: A best practice guide for conducting and reporting narrative reviews, meta-analyses, and meta-syntheses. *Annual Review of Psychology, 70*, 747-770.
- Some journals in clinical psychology (and related fields) regularly publish review papers. Reviewing papers published in these journals can give students some good models for how to structure and write the Comprehensive Paper:
 - *Psychological Bulletin* (generalist journal)
 - *Clinical Psychology Review* (clinical psychology journal, somewhat more applied in focus)
 - *Annual Review of Clinical Psychology* (clinical psychology journal, somewhat more basic science in focus)
 - *Current Directions in Psychological Science* (APS journal; generalist journal, but often

- with clinical material both at the applied and basic level)
- *Harvard Review of Psychiatry* (more applied clinical/psychiatry)
- *Psychological Review* (theoretical, often more cognitive psychology focused)
- *Personality and Social Psychology Review* (mostly social psychology, some personality papers, sometimes with clinical implications)

Scoring/Grading Criteria

The Doctoral Guidance Committee will review and evaluate the Comprehensive Paper according to the explicit criteria detailed below. The Chair of the Guidance Committee will be responsible for compiling the scores and feedback from the committee members into a written document that will be provided to the student. This document will contain: a) descriptive summaries of the committee's view of the strengths and weaknesses of the paper; and b) the final overall score/grade assigned to the paper. The Chair of the Guidance Committee will meet in-person with the student to discuss this feedback. ***The written feedback must be presented to the student within two weeks of the date of the original paper submission.***

Scoring Criteria

All Comprehensive Papers will be graded according to the criteria outlined below. After reviewing these areas, each Guidance Committee member will provide an overall "score" of the paper using the following 1-5 scale:

- 1 = Excellent: No revisions required
- 2 = Very Good: No revisions required
- 3 = Minor to Moderate Revisions Required
- 4 = Substantial Revisions Required
- 5 = Major and Significant Concerns: A new paper must be written

Guidance committee members may give scores in-between these anchor points to accurately depict their level of concern or enthusiasm.

Scores will be based on the rating of each of the following areas:

1) Abstract requirements:

- Includes stated goal of review
- Includes a brief description of relevant literature(s) to be reviewed
- Describes conclusions of review (both theoretical and empirical)
- Addresses clinical, theoretical, and empirical implications of review

2) Introduction requirements: The goal(s) of the review must be clearly stated. Thus, readers should be able to answer the questions:

- What is the purpose of this review?
- Why is this review of scholarly importance?

3) Literature review requirements:

- Adequately covers the relevant literature(s)
 - Addresses theoretical underpinnings of area(s) and/or overlap of areas

- Critically reviews and integrates empirical papers with each other and the theory (cannot read like an annotated bibliography)
 - Critiques the methodology of the literature
- Adequately discusses the stated goal(s) of the review
- 4) Conclusion section requirements:
- Integrates theoretical and empirical findings in relation to stated goal(s) of review
 - Discusses findings vis-à-vis methodological limitations of extant literature
 - Addresses the clinical implications of reviewed theoretical and empirical work
 - Addresses possible directions for future research
- 5) Reference section requirements:
- References are appropriate and comprehensive - important papers from the literature are covered (*Note: This should already have been approved by the Guidance Committee, but will likely need to be updated with the most current work prior to submitting the final paper.*)
- 6) Formatting requirements:
- APA format
 - Expected length is 50-100 pages of text (i.e., not including references, tables, etc.)

Grading Criteria

Based on the average score across the Guidance Committee members, one of three grades will be assigned to the Comprehensive Paper:

Pass (average score = 1-2.0): No revisions are necessary; the student has successfully passed the Comprehensive Paper requirement.

Revisions Required (average score = 2.1-4.0): The student must revise the Comprehensive Paper and address the concerns raised in the Guidance Committee's written review. The revised Comprehensive Paper will be reviewed by the Doctoral Guidance Committee using the procedures outlined above.

Fail (average score = 4.1 - 5.0): The Comprehensive Paper fails to meet the minimum criteria outlined below. The student must write a new version of the paper to be re-submitted to the Guidance Committee for a new review. The new Comprehensive Paper will be reviewed by the Guidance Committee according to the procedures outlined above.

Revisions

Only one re-submission of the Comprehensive Paper is allowed. The procedures for reviewing the re-submission will be identical to those for the original submission detailed above, with the exception that the revision will only be graded as "Pass" or "Fail". No further revisions will be requested or accepted. A grade of "Fail" on the second submission indicates that the Comprehensive Paper requirement has not been successfully met and Department procedures will be followed (see section 2.3.4 of Department Graduate Handbook for details).

Doctoral Dissertation

In the CS Area, it is recommended that two of the members of the Dissertation Committee be CS Area

faculty members. We encourage students to include at least one non-CS Area faculty member on their committee to emphasize connections with psychological science more broadly. ***Please see the Department Graduate Handbook for more details about committee composition.***

Dissertation Format and Defense

The format of the dissertation proposal and the final dissertation will be determined by the Dissertation Committee and the student. Similar to the Master's thesis proposal, the dissertation proposal can be an NRSA, NSF, or equivalent grant application. In terms of the final dissertation, some dissertations are formatted as one or more journal articles, with several appendices that show additional analyses/work that were not included in the journal article. However, aside from MSU Graduate School and Psychology Department requirements (see requisite Handbooks for these), the format of the final dissertation should be decided upon by the student, the advisor, and the Dissertation Committee.

Timeline

It is ordinarily expected that the dissertation proposal will be written and submitted to the Dissertation Committee in the fall of the 4th year. For CS Area graduate students, we strongly encourage submission of the dissertation proposal to the dissertation committee by March 15th of the 4th year of the program, allowing ample time for data collection and defending the dissertation prior to leaving for internship. This is a recommended, but not required, guideline for timing. Together with passing the Comprehensive Paper as per above, ***the dissertation proposal must be successfully passed by October 1st of the student's fifth year in the program, and all final paperwork for the comprehensive examination must be turned into the Department by the time the first internship application is due (typically, at the end of October – this varies each year).*** If these deadlines are not met, the student will be required to defer internship for one year, and a new deadline for successful completion of the dissertation proposal will be set by the Doctoral Guidance Committee; this date will be no later than October 1st of the student's sixth year in the program. Notably, however, CS Area graduate students may be considered to be making inadequate academic progress if the proposal is not completed by the end of fall semester in Year 5, unless an adequate rationale has been provided for a longer time period for completing it.

PRACTICUM TRAINING

Students do the bulk of their clinical training in the MSU Psychology Clinic, which is run by the Department of Psychology. The MSU Psychological Clinic has two equally important missions. The first is to provide state-of-the art clinical training. Equal in importance to our training mission is the MSU Psychological Clinic's dedication to provide quality, low-cost psychological services to the mid-Michigan community. The Clinic is a community clinic and one of the only sliding-fee scale clinics available in the area.

With regard to the training mission, The MSU Clinical Psychology Program believes in providing its graduate students opportunities to work with clients from diverse backgrounds (e.g., ethnic/racial/economic/religious/sexual) across the lifespan (child/adult). Clinicians utilize evidence-based treatments to provide services to clients with a range of specific disorders and problems. Individual, family, and group interventions are taught. Students also receive exposure to different theoretical orientations including predominantly CBT, 3rd wave CBT, and relational psychodynamic. The MSU CS Area believes that exposure to different orientations is important in order for students to have a strong theoretical foundation that will allow them to choose the best treatments for their clients as well as to discover the orientations with which they are most comfortable. The MSU Psychological Clinic

is a clinical science treatment clinic that focuses on utilizing research and data to choose and track treatments. All clients are administered assessment instruments that allow the clinician and supervisor to track treatment outcomes. Adult and child baseline and outcome assessments are standardized across cases. Clients are re-assessed every month, at a minimum. Clinicians are encouraged to supplement the baseline and follow-along assessments with idiographic measures.

Sequence of Training

Official practicum credits begin in the fall semester of the second year. However, in the first year, students are introduced to clinical work via a practical component of the cognitive assessment course in the spring, a clinical orientation led by the Clinic Director in the spring, and the completion of one assessment case in the summer. This experience is intended to provide on-going learning following the fall and spring diagnostic and assessment courses and is available to students who have demonstrated readiness for practicum at this point (see more on this in Student Evaluations section below).

Students are expected to be involved in clinical training following their first year in the program throughout their residence at MSU. The first two years of practicum are expected to be conducted in the MSU Psychological Clinic. The second two years of practicum (or more, if the student is in residence beyond the 5th year of the program) are intended to be specialized and consistent with the student's clinical competency and career goals. One of these advanced years may be an externship approved by the Clinic Director and DCTs. In some rare circumstances, exceptions are made to allow more than one year of externship. Students work with their advisor and Doctoral Guidance Committee to develop an Individualized Clinical Training Plan (ICTP; see more information below) that will guide their practicum/externship experiences for the remaining years at MSU (typically 3rd and 4th year of practicum, i.e., 4th and 5th years of the program).

Required Number of Hours and Training Experiences

Students are required to accrue a minimum of 600 hours of face-to-face clinical work across all of their MSU practicum and externships. ***The 600-hour minimum must be met by October 31st of the student's 4th year of practicum (5th year in the program).*** In addition, ***the student must accrue 200 hours across the 3rd and 4th years of practicum (4th and 5th years in the program).*** This later requirement is in place to ensure that students continue to actively engage in clinical training in the final years of the program.

All hours accrued by participating in practicum (including externships) can be listed on the APPI form that students submit as part of their annual evaluation in our program (see Student Evaluations below) and internship applications. Hours in the Clinic (and number of assessments – see below) are monitored and audited by the Clinic Director. Students are required to make up hours missed, and the Clinic Director makes the decision about how to make up the hours (i.e., via individual or group treatment or assessment).

In order to ensure that all students meet the minimum hourly requirements, students in their first year of practicum (2nd year in the program) are expected to ***carry three psychotherapy clients at a time (totaling 10 attended sessions per month)*** and to ***conduct three assessments***. Two of these assessments are conducted in the spring/summer prior to beginning the 2nd year of the program, and a final one is conducted in the spring of their 2nd year in the program. Advanced students, those in their 3rd year and beyond, are expected to ***carry four clients at a time (totaling 12 attended sessions per month) and complete a total of 6 additional assessments*** during their remaining years. In other words, students are expected to graduate from the program with a minimum of 9 comprehensive assessments

and some chose to complete more if they are planning on an assessment focused internship. Finally, starting in the 2nd year of practicum (3rd year in the program), students are expected to **accrue 2 credits of group psychotherapy**. Groups are assigned from ½ credit to 2 credits, depending on their length and time commitment. Students thus may accrue all of their group experience in one year or over three years, depending upon which groups they are assigned. Students may also complete credits for their group therapy requirements while on an externship. Notably, additional group, assessment and/or psychotherapy hours may be recommended to meet internship expectations, depending upon the type of internship to which the student expects to apply.

The Clinic is open all year, with the exception of a two-week closure during the winter break and University holidays; thus, clinical work is required all year long. Students can take up to 4 week vacation (in addition to the time the Clinic is closed) from the Clinic, as needed. The Clinic has a staff manual (please see 'Userfiles/ Psy_ShareGroups/PsySHARE/ONLYCLINIC/Clinic Manual and Appendices' on PSY server), updated annually, which further describes policies, procedures, and expectations. Student clinicians working in the MSU Psychological Clinic or on approved externships are expected to follow all policies, procedures, rules, and regulations contained within this manual as well as the Department Graduate Handbook.

Training Activities

Universal Training for all Students

All students should gain experience with child and adult cases in psychotherapy and assessment to ensure exposure across the lifespan. Comprehensive assessments typically include evaluation in the following domains: cognitive, personality/behavior, diagnostic. Group psychotherapy experiences typically include groups in our own clinic (e.g., social skills groups for children with ASD), local mental health organizations (e.g., a domestic violence shelter, a Head Start school), and/or externship groups.

Individualized Clinical Training Plans (ICTPs)

In addition to these standard training experiences for all students, each student will develop an ICTP to guide their training experiences during their 3rd and 4th years of practicum (i.e., 4th and 5th years of the program). The ICTP is developed in collaboration with the advisor, Clinic Director, and Doctoral Guidance Committee and outlines clinical competency goals and training activities for the last two years of advanced practicum training experiences (including externships) that are in line with the student's career goals and clinical science focus. The plan must involve clinical work for the last two years of practicum, but the nature of that clinical training (e.g., externship, additional assessments in the MSU Psychological Clinic, etc.) is individualized by the student. ***The ICTP must be approved by the advisor, the Guidance Committee, and the Clinic Director by December of the student's 2nd year of practicum (3rd year in the program).*** Modifications following approval of a student's plan, if necessary, require signatures of the Doctoral Guidance Committee Members and the Clinic Director. The standard ICTP form can be found here: 'Userfiles/ Psy_ShareGroups/PsySHARE/ONLYCLINIC/Clinic Manual and Appendices' on PSY server.

Externships

An externship is defined as a clinical experience outside of the MSU Psychological Clinic, this may include community agencies, organizations, medical centers, or other opportunities at MSU. Examples of recent externships completed by our students include the Ann Arbor VA and the University of Michigan Eating Disorders Clinic. An externship is not required, although many students wish to supplement their practicum training in the MSU Psychological Clinic with an externship experience. Importantly, students *may not* engage in any externship until they have

successfully completed their second year of practicum in the MSU Psychological Clinic.

Externship activities should be planned as part of the ICTP process and must be described in the ICTP. The student is advised that not all proposed externships will meet the approval of the Clinic Director and DCTs. Sometimes concerns about the quality of the supervision, availability of hours, liability issues, etc. may lead to a rejection of the externship portion of the ICTP. In these cases, all parties will work together to try to identify alternative clinical sites/training activities to meet the student's clinical competency needs and career goals.

Students MUST sign up for practicum credit while on their externship. As noted above, externship hours can be counted as practicum hours on the APPI form and on internship applications. Students proposing an externship must also be sure to complete all necessary paperwork at MSU and at the externship site. Some of the MSU paperwork includes an externship evaluation form (see 'Userfiles/ Psy_ShareGroups/PsySHARE/ONLYCLINIC/Clinic Manual and Appendices' on PSY server) that the student must complete for each externship experience. This evaluation form provides valuable feedback to the Clinic Director, the DCT, and the clinical faculty about the externship experience for future students.

Other Training Experiences

Peer supervision experiences may be available to advanced students via working with a beginning student on an assessment case and participating in group supervision for a treatment team. Clinic Coordinators obtain extensive experience with phone interviews for potential clients. Many CS Area labs offer lab-based experiences that may count as clinical hours and include supervision. In these cases, the faculty in the lab often serve as supervisors. Finally, the CS Area sometimes offers program-wide clinical trainings open to the whole group.

Supervision and Treatment/Assessment Teams

While in the MSU Psychological Clinic, students are assigned supervisors for their psychotherapy cases, their assessment cases, and their psychotherapy groups. In addition, many students participate in Treatment Teams that include additional group supervision and didactic experiences. Students and supervisors are expected to sign the MSU Psychological Clinic Supervision Contract at the start of each supervisory relationship. Supervisors rate students on clinical competencies, twice annually. Students rate supervisors, twice annually using developmental forms and once annually, using a Supervisor SIRS form. ***All relevant clinical forms can be found in the Clinic Manual at 'Userfiles/ Psy_ShareGroups/PsySHARE/ONLYCLINIC/Clinic Manual and Appendices' on the PSY server.***

Psychotherapy Supervision

Each year, students are assigned a primary supervisor for their psychotherapy cases with whom they meet weekly for 1-hour, individual, face-to-face, clinical supervision. Supervision sessions typically involve an evaluation/discussion of the past week's session(s) focusing on topics such as therapeutic process/relationship issues, treatment techniques, and application of science to practice. Psychotherapy supervisors also review and edit all of the students' psychotherapy diagnostic consultation reports to ensure that case conceptualizations, diagnoses, and treatment plans are science-based and appropriate for the presenting problem and individual characteristics of each client. Clients provide consent for sessions to be recorded. Clinical supervisors review videos and give direct feedback in supervision on therapy techniques and process. This will occur with more frequency in the first year, but all students will be observed via video, in line with APA's standards.

Students are usually assigned a different psychotherapy supervisor for each year in the program. This ensures that the student receives training in diverse treatment orientations, modalities, and developmental periods. Typically, the supervisory transition occurs in mid-May of each year, such that the supervisory year runs from May to May of each year. Students submit preferences for supervisors in the spring term prior to the transition. Students are expected to discuss their supervisory preferences with their advisors to help ensure that supervisory/clinical experiences are in line with their competency and career goals.

Assessment Supervision

Students also meet with assessment supervisors who are assigned based on the type of assessment in which they have expertise (e.g., personality, child cognitive, etc.). Assessment supervision entails guidance on selection of assessment instruments, review of scoring procedures, and test interpretation and report preparation. As with the psychotherapy supervision, this supervision focuses heavily on the development of empirically supported hypotheses and conclusions about each case. Meetings with assessment supervisors are scheduled on an as needed basis. Clients provide consent for sessions to be recorded. Assessments supervisors review videos and give direct feedback on test administration, scoring, interviewing, feedback, and all other aspects of the assessment process.

Group Psychotherapy Supervision

Students are assigned a supervisor for their group psychotherapy to discuss each group session, plan for future sessions, and evaluate treatment progress. Supervisors are assigned depending on the location of the group. Off-site groups will often utilize an off-site supervisor, whereas groups run out of the MSU Psychological Clinic have CS Area faculty or adjuncts as supervisors.

Treatment/Assessment Teams

The MSU Psychological Clinic has a number of specialty clinics that are led or co-led by CS faculty. In-house, evidence-based clinical teams are aimed at integrating science and practice via group supervision, didactics, and treatment-specific data collections.

Other Didactics and Practicum Credit Hours

The Clinic Director leads an intensive orientation in the Spring of the first year. Following that, the Clinic Director provides ongoing trainings, staff meetings, and summer CSF (which counts as group supervision). The Clinic Director also works with the faculty to arrange clinical trainings.

Students must register for 1 credit of practicum (PSY 994) per semester for each fall/spring semester in which the student is completing a practicum in the MSU Psychological Clinic or an externship. Importantly, no practicum credits are required in the summer, even though the student is completing practicum during the summer months.

It is expected that students track their own clinical/supervision hours, and that they begin tracking as soon as they enter the program. While formal practicum does not begin until after the first year, there are likely experiences throughout the first year that count for hours. There are many ways to track hours, and ultimately it is up to the student what method they use for tracking. Students should be speaking with advisors and the aDCT to determine if any lab-based activities may count for clinical hours.

Detailed Outline of Training Activities by Year

Pre-Practicum (1st Year in Program)

- MSU Psychological Clinic Orientation in spring semester
- One assessment completed at the MSU Psychological Clinic as part of the Cognitive Assessment Course
- One assessment completed in the MSU Psychological Clinic in summer

First Practicum Year (2nd Year in Program)

- In MSU Psychological Clinic from September-May
- Psychotherapy cases
 - 10 hours (minimum) of therapy per month (carry ~3 cases, or whatever is necessary to meet the requirement)
 - 1-hour, individual face-to-face supervision weekly
 - Might be a member of a treatment/assessment team requiring additional didactics and supervision
- Assessment
 - One assessment in spring term
 - Assessment supervision weekly/biweekly

Second Practicum Year (3rd Year in Program)

- In MSU Psychological Clinic from May-May
- Psychotherapy cases
 - 12 hours (minimum) of therapy per month (carry ~4-5 cases, or whatever is necessary to meet the requirement)
 - 1-hour, individual face-to-face supervision weekly
 - Might be a member of a treatment/assessment team requiring additional didactics and supervision
 - Intention is to offer breadth of training this year
- Assessment
 - 3-4 comprehensive assessments or the equivalent (must total 9 assessments by program completion)
 - Assessment supervision (on an as needed basis)
- Group Psychotherapy
 - Work towards the 2 credits in group psychotherapy

Third Practicum Year and Beyond (4th Year in Program and Beyond)

- Continue to engage in clinical training experiences, as outlined in the ICTP. This may include psychotherapy cases, assessment, and/or group therapy in the MSU Psychological Clinic or on externship.
 - Students should ensure they are meeting the following MINIMUM requirements for clinical training in our program:
 - Accrue a minimum of 600 face-to-face hours by October 31st of Year 4 of Practicum (Year 5 of the program).
 - Accrue a MINIMUM of 200 hours across the 4th and 5th years combined – this means that all students will have more than 600 hours when they leave our program, as 600 must be accrued by October 31st, and students are required to continue practicum through their 5th year.
 - Complete 9 total assessments in the MSU Psychological Clinic

- Complete 2 group credits in the MSU Psychological Clinic and/or through externships

PRE-DOCTORAL INTERNSHIP

All students must complete an American Psychological Association (APA) approved, predoctoral clinical internship. This is typically an off-campus, 2000-hour internship placement that meets both APA internship requirements and satisfies the student's Doctoral Guidance Committee requirement that the internship training complements their clinical science training. Internships are an integral component of the doctoral training experience that completes the competencies with regard to clinical skills necessary for the Ph.D. in clinical psychology.

As noted above, students are required to have an approved dissertation proposal and a passed Comprehensive Examination to apply for internship. CS Area faculty and the DCT will not submit letters of recommendation unless both of those requirements are met. The list of internship sites must also be reviewed and approved by the Doctoral Guidance Committee prior to the application deadline. Finally, students should ensure that they meet all requirements for each internship site (e.g., prior registration for the Selective Service for VA hospitals) prior to developing the internship list site and applying for programs.

At the end of the internship, the student must complete the Internship Completion form, signed by the Internship Training Director. This form is required for graduation and must be filed in their student record in the Department of Psychology. Importantly, the DCT meets with all students applying to internship during the summer and fall before applications are due to review these procedures and assist in the application process.

STUDENT EVALUATIONS

We expect that all students admitted into our program will complete their degrees, and the vast majority do so. Master's and doctoral degrees require extensive interaction and collaboration between faculty and students. The faculty members in the CS Area are expected to work closely as advisors to ensure that students are progressing towards their individual goals, graduate in a timely fashion, and ultimately enter into a fulfilling professional career.

Contact with Advisors

Frequent communication between students and faculty is vital. Regularly scheduled meetings between students and faculty advisors are encouraged in order for students to stay on track in the program. The frequency of meetings, as well as other important expectations, should be discussed during the review of the annual Advisor-Student Expectations Checklist (see Department Graduate Handbook). Students are encouraged to stay in touch with the faculty advisor and committee members on a regular basis, and, likewise, faculty advisors routinely check in with students. The student's faculty advisor needs to know when the student's graduate work (i.e., coursework, research, practicum, and assistantships) is proceeding well and also when it is not. Life circumstances sometimes interfere with a student's ability to complete degree requirements in a timely fashion. Faculty members are available to provide necessary support and problem solving to prioritize objectives and minimize delays in degree completion.

Evaluation Procedures for Assessing Student Progress and Core Competencies

Students are expected to “meet expectations” on a series of competencies across the domains of research, clinical work (or readiness for clinical work), courses, and ethical and professional behaviors. Competency forms are located on the departmental shared drive on the Clinical Only subfolder (***Userfiles/ Psy_ShareGroups/PsySHARE/ ONLYClinicalGroup /Competency and Evaluation Documents’ on the PSY server***). Evaluations of “Meets Expectations” indicates that the student is at the expected level of competency for their level of development in the program. ***In addition to these CS Area expectations, all students must also meet the University requirements for coursework and other training activities (see the Department Handbook for additional information on these points).***

Student progress and core competencies in the CS Area are reviewed in three ways:

1) ***Informal Check-Ins:*** At the end of the fall semester each year, the CS Area faculty meet to discuss all students to identify emerging issues that may require additional support for meeting program requirements. This is meant to be an informal discussion/check-in to ensure timely implementation of support. Another informal check-in occurs for first year students only, immediately prior to their beginning clinical work in the spring. This check-in focuses on readiness to begin clinical work in the MSU Psychological Clinic which is determined with input from the student’s advisor, instructors and other faculty who have had significant contact with the student. If a student is not deemed ready for clinical work at this time, the faculty will determine next steps for the student that may involve a formal evaluation and intervention, as described below.

2) ***Formal Periodic Evaluations:*** As stated in the Department Graduate Handbook, a student may receive a formal evaluation **at any point** during their academic career when concerns are raised by faculty, instructors, or clinical supervisors about the student’s progress or performance on any competency domain. A formal periodic evaluation of a student may be triggered by concerns raised during the informal check-ins noted above or at any other time. These formal periodic evaluations are particularly important in the CS Area to allow faculty to perform their gatekeeping function to the profession and their ethical responsibility to protect the public. To promote consistency, the periodic evaluation utilizes the same format as the Overall Annual Evaluation Form (see below) and is completed by the full faculty with any and all information available at that time. Determinations and recommendations made by the faculty during a periodic formal evaluation will be provided in writing to the student. The letter documenting the periodic evaluation will describe the specific competency concerns with progress, performance, and/or professional potential; expectations for student response(s) to these concerns; and any supports to be provided by the faculty or program to assist in addressing the concerns. The Formal Periodic Evaluation Form (***Userfiles/ Psy_ShareGroups/PsySHARE/ ONLYClinicalGroup /Competency and Evaluation Documents***) will be appended to the letter in support of the determinations and recommendations made to the student. Periodic Formal Evaluation Letters will be reviewed and co-signed by the advisor and the DCT, on behalf of the CS Area faculty. The Periodic Formal Evaluation Letter is also forwarded to the Associate Chair for Graduate Studies for final review and signature. The advisor and DCT then meet with the student to discuss the Periodic Formal Evaluation Letter and Formal Periodic Evaluation Form as soon as possible following the completion of the formal periodic evaluation letter.

3) ***Formal Annual Evaluations:*** The formal evaluation of each CS Area graduate student takes place annually in the spring of each year. At that time, any student who has not yet left for internship prepares a written Self-Evaluation Form (SEF) that summarizes their progress to date as well as plans for the coming year. The faculty advisor reviews the SEF, clinical supervisor evaluations, and any formal periodic evaluations for that year, and also considers committee feedback (e.g., Master’s Thesis

Committee feedback on proposal/final thesis). The CS Area faculty then conduct all student formal annual evaluations during a faculty meeting at the end of spring term. The evaluation of each student begins with a presentation by their advisor who summarizes all of the information gathered above. The advisor then solicits faculty input on all competency areas (see above) from all faculty who have interacted with the student in any context across their training. ***Based on the discussion amongst the full CS Area faculty***, the Overall Annual Evaluation Form is completed that focuses on strengths and weaknesses across all competency domains and student plans for the coming year. This evaluation form is co-signed by the advisor and the DCT, on behalf of the clinical faculty. The Overall Annual Evaluation Form is then sent to the student and the Graduate Programs Assistant to be stored in the student's academic file. Finally, the advisor meets with the student to discuss the co-signed evaluation form and faculty feedback in June.

Unsatisfactory Performance

Students who are identified during formal periodic or annual evaluation as needing additional support meeting expectations on program competencies regarding coursework, practicum, research, or other program requirements will require intervention in the form of a Performance Improvement Plan (PIP), or where there are more significant/numerous concerns, a Remediation Plan (RP). The PIP and RP are separate intervention mechanisms. The faculty-level decision to invoke one over the other depends on the number of program competencies and/or the degree to which program competencies are not being met. In these cases, the CS Area faculty discuss whether a PIP or RP would be helpful to the student in meeting program requirements. This determination is made on an individual student basis.

A PIP is typically used as an early intervention strategy when a student is beginning to exhibit struggles in a relatively defined area of core competency. The purpose of the PIP is to remedy issues before they become problematic for the student in completing program requirements. The PIP is guided by a standard process (***Userfiles/ Psy_ShareGroups/PsySHARE/ ONLYClinicalGroup /Competency and Evaluation Documents***) and is a document that succinctly describes the core competencies to be addressed and the concrete steps that can be taken for progress in that domain. Timelines for completion of these steps are also described. The PIP is developed by the advisor in collaboration with the student, and the DCT reviews the PIP and co-signs with the advisor and the student. The Associate Chair for Graduate Studies is notified when a PIP is put into place, and the co-signed PIP must be filed in the student's Departmental academic file.

An RP is typically put into place when there are several core competencies rated as "Below Expectations" or there are more serious issues with meeting expectations in a core competency area. To develop a RP, a Remediation Committee is formed that includes the advisor, the DCT, and another CS Area faculty member. The purpose of the committee is to oversee the remediation activities, evaluate progress, and decide whether the student has passed all requirements for remediation. The committee also periodically updates the full CS Area faculty on the student's progress. The Committee and student collaborate on the development of the RP to ensure that the student understands the concerns about progress and is also an active participant in developing the RP and signs of adequate progress/remediation. The RP is co-signed by the student, advisor, and the DCT, and it describes the issues to be addressed and the faculty concerns, the plans for addressing the problems, and the benchmarks for progress and adequate remediation. The Associate Chair for Graduate Studies is also notified when a RP is put into place, and the co-signed RP must be filed in the student's Departmental academic file.

The remediation period typically lasts one year (although a different time frame can be agreed upon).

Throughout the year, the student and the Remediation Committee stay in contact via email and meetings. The Remediation Committee also meets on its own, without the student, at least once, to plan remediation activities and evaluate the student's progress on the remediation plan. The committee then evaluates whether they feel that the student has passed the remediation activities. If the remediation activities are not passed, then the committee decides which of the following actions is most appropriate: 1) the remediation period is extended for an additional period of time, only when extenuating circumstances are documented; or 2) the student is dismissed from the program. The committee forwards their recommendation to the full CS Area faculty for their discussion and final vote during the next CS Area faculty meeting.

Once a decision is made, the DCT writes a formal letter to inform the student of the decision. This decision letter includes an evaluation by the faculty about the extent to which the student was successful in remediating the areas of concern and how this led to the decision by the CS Area faculty. The decision letter is forwarded to the Associate Chair for Graduate Studies and filed in the student's departmental academic file.

In circumstances in which a RP involves the possibility of dismissal from the program, the student will also receive notification from the Associate Chair for Graduate Studies that their status in the program is in jeopardy and will reference the relevant RP.

If a student disagrees with any part of the evaluation or actions taken in response to a PIP or RP, the student may submit a written response to the Department's Associate Chair for Graduate Studies, request a meeting with the Department's Associate Chair for Graduate Studies, or request that the Department's Associate Chair for Graduate Studies convene the Psychology Department Graduate Student Grievance Committee to review the case (see Department Graduate Handbook for additional details on these procedures).

Program Time Limits

The MSU CS Area is designed to take 6 years for completion – 5 years in residency at MSU, and a 1-year predoctoral internship. In addition to these general guidelines for program completion, the University has strict deadlines for completion of the doctoral degree (see "Academic Programs" at <http://www.reg.msu.edu/ucc/AcademicPrograms.asp>).

Doctoral students who have not completed their degree by the time their internship ends must stay in contact with their advisor and/or the DCT to update the faculty on their progress toward their degree. It is the student's responsibility to initiate and maintain this contact to ensure that they stay in good standing in the program. Adequate progress towards the degree will be determined by the student's advisor and the full CS Area faculty, in collaboration with the Associate Chair for Graduate Studies.

Please see the Department Graduate Handbook for additional information on University deadlines for completion of the degree.