

# Handbook of Graduate Programs

Department of Psychology  
BRIGHAM YOUNG UNIVERSITY



Fall 2017

# **Handbook of Graduate Programs**

Department of Psychology  
BRIGHAM YOUNG UNIVERSITY



Fall 2017

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## Preface

Brigham Young University maintains a *Policies and Procedures Manual* under Resources tab of the Graduate Studies website that describes the university policies and procedures for graduate study ([gradstudies.byu.edu](http://gradstudies.byu.edu)). Much of the material relevant to the student's graduate experience at BYU – taken from that manual – is found under various tabs on the Graduate Studies website, especially the Current Students tab. It is essential that you become familiar with the documents available there. The *Graduate Studies Policies and Procedures Manual* is the first and most important source of information available to you.

This Handbook is published by the Psychology Department as a supplement to the *Graduate Studies Policies and Procedures Manual*. As such, it describes policies and procedures that are specific to the graduate programs in Psychology. The Handbook has two main goals: first, to make clear the expectations and procedures related to the academic curriculum and graduation requirements; second, to provide some of the “nuts and bolts” of successful and timely completion of those requirements.

Comments and suggested revisions for the next edition of the handbook should be forwarded to the Student Programs Coordinator in the Department of Psychology.

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# Department of Psychology

## INTRODUCTION

### **Welcome from the Faculty**

Welcome to the graduate programs in the Department of Psychology at Brigham Young University! We welcome you as a friend and colleague joining us in the development of the profession. We want you to feel accepted and comfortable at the University and in the community. If you have any difficulties with which we can help, please let us know. When you were admitted, you were assigned a Faculty Mentor who will serve as your Committee Chair throughout the program. If you have questions or need particular information, please talk to your assigned mentor first. If you need further assistance, please contact the Director of Clinical Training or Student Programs Coordinator.

The graduate alumni can be found in a variety of professional specialties. Many have reported that they were very well trained at Brigham Young University. We look forward to your own success and pledge our effort to help you. Work closely with your mentor in planning your program of study. Carefully consult the course requirement list which appears in Chapter 4 or 5.

### **Department of Psychology Mission**

*Mission Statement.* Dedicated to the discovery, dissemination and application of truth about human nature.

*Vision Statement.* Our vision is to create an engaged, respectful community dedicated to intellectual inquiry and learning in an environment that fosters creative and critical thinking, active discourse and rigorous experimentation. We strive to discover and utilize knowledge about human beings that contributes to the betterment of human life. We seek to assist students to understand, integrate, and responsibly use that knowledge in their lives with breadth, depth, and character. We are a faith-based faculty who appreciate the diversity and value that divine revelation and spirit-guided living bring to intellectual and scientific inquiry. We encourage scholarly diversity by exposing our students to a wide range of theories about human nature and methods of investigation. We aspire to excellence in our undergraduate and graduate training programs, and in the human impact of our scholarship and service.

#### *Values.*

- **Education**: Critical thinking; Effective communication; Discovery, dissemination, sharing and application of knowledge; Skill development
- **Excellence**: Striving for highest possible quality and impact in scholarship, service and teaching
- **Service**: Committed, generous, and collaborative service to the University, community and Church
- **Community**: Respect for students, faculty, staff, administration, and policies; Respect for diverse individual, theoretical and cultural viewpoints; Fostering of cooperation and altruism
- **Freedom**: Choice of direction of one's scholarly inquiry; Agent pursuit of personal growth, belief, and expression of faith
- **Spirituality**: Recognition of the Divine and the spiritual aspects of human nature



## **Department Administration**

The College of Family, Home and Social Sciences, directed by Dean Benjamin M. Ogles, includes the Department of Psychology. There are about 35 full-time faculty members in the department, chaired by Dr. Dawson W. Hedges. There are two associate chairs: Dr. Niwako Yamawaki is the associate chair representing student concerns such as curriculum, graduation requirements, etc. Dr. Michael J. Larson, associate chair for faculty, represents issues such as recruitment, faculty teaching assignments, etc. Dr. Patrick R. Steffen serves as the Director of Clinical Training. About 25 faculty members have their offices in the Spencer W. Kimball Tower, while the others are considered core faculty in the Clinical Psychology program and are located in the Comprehensive Clinic. In addition to the full-time faculty, professionals with BYU's Counseling and Psychological Services and various adjunct institutions provide supervision to clinical students in practica, clerkships, and externships.

The administrative role of faculty members in Psychology at BYU is traditional. There are typically about 40 doctoral students in clinical psychology as well as about 25 doctoral students in the other specialties within the Department of Psychology. We expect to admit eight students into the clinical psychology program and eight into the other doctoral emphasis areas each year. Undergraduate education is also a major focus of the department, with over a thousand majors and virtually all faculty members involved in undergraduate teaching.

The Department Chair reports to the Dean of the College of Family, Home and Social Sciences, who is assisted by three Associate Deans and two Assistant Deans. One has specific responsibility for graduate programs in the college, including Clinical Psychology.

## **Clinical Program Administration**

Patrick R. Steffen currently serves as Director of Clinical Training and Scott R. Braithwaite as Associate Director over practicum supervision, with Elizabeth J. Norton as Executive Coordinator of Clinical Psychology. They meet regularly to address administrative matters. All ten members of the core clinical faculty have membership in the Clinical Training Committee which meets on a monthly basis. In addition to the clinical faculty, three student representatives are invited to attend this meeting to address and vote on the different issues discussed. Student representatives are excluded only on issues dealing with individual students or faculty where privacy and confidentiality are major considerations.

## **The Comprehensive Clinic**

The Clinical Psychology program is housed in the Comprehensive Clinic, a building separate from the Department of Psychology. This building, a state-of-the-art facility, was constructed especially for graduate academic programs in the social services, including Clinical Psychology, Marriage and Family Therapy, and Social Work. It houses classrooms, a centralized computer system, therapy and assessment rooms, a play therapy room, a testing materials center, a centrally-controlled digital recording room with video cameras in each therapy room, and community reception areas. Recent remodeling includes either new or pending lab space for each Clinical Psychology faculty member in the Comprehensive Clinic or in a newly acquired Comprehensive Clinic Annex building. All clinical graduate students will have a place to complete their research and clinical assignments when the remodel of the Comprehensive Clinic Annex building is complete—hopefully by the end of 2018. Until then, students have space on the second floor of the Comprehensive Clinic and share common student space with individual student carrels with the Marriage and Family Therapy program. The bottom floor of the Comprehensive Clinic houses the faculty in the Department of Communication Disorders who

maintain a number of smaller therapy rooms in addition to the student computer lab and research space.

A well-trained administrative staff oversees the functioning of the building, and Comprehensive Clinic personnel are responsible for reception and client intake. They also maintain and facilitate the clinic computer system, retain and check out tests and materials, manage a sophisticated client record-keeping system, impose quality controls, facilitate relationships with other community agencies, and oversee the centralized photocopying and fax machines.

### **The Context of the University**

Brigham Young University is a private institution sponsored by The Church of Jesus Christ of Latter-day Saints (LDS). It originated from the Brigham Young Academy, a privately endowed school which was organized in 1875. Although the original academy was not directly sponsored by the Church, the LDS community and ecclesiastical leaders provided financial support for the institution for many years. In 1896 the LDS Church became the direct sponsor of the University and provided funds to support it. Today the Church provides the main financial support, and selected Church leaders are on the Board of Trustees.

Most undergraduates at Brigham Young University are members of the LDS Church. Their education in the liberal arts and sciences is augmented by classes focusing on religious topics. These students are a select group, with average ACT and SAT scores higher than those at any other university in the Intermountain West. About two-thirds of them are fluent in a language other than English.

Active members of the LDS Church contribute tithing (10% of income) to the Church. The University recognizes this contribution by keeping tuition considerably lower than that at most other private universities. The tithes of Church members pay about two-thirds of the cost of educating a BYU student. Students who are not members of the LDS Church pay double tuition, much like the higher tuition for non-residents at state institutions where resident taxes provide the main financial support. This tuition differential has been reviewed by many accrediting bodies, including the Commission on Accreditation and the American Bar Association. They recognize that students who are members of the LDS Church are already subsidizing the costs of the University.

The influence of ethical and moral values is directly felt by all who attend BYU. As part of the admissions procedure, all who apply are interviewed by an LDS bishop or a clergyperson of their choice in order to affirm their commitment to the university's standards. During the Department's interview of graduate finalists, the Honor Code is again explained, including the Academic Honesty Policy and Ecclesiastical Endorsement Program, as well as Dress and Grooming Standards and Residential Living Standards. These can be accessed through the Honor Code Office web site or the Graduate Studies web site.

Those who enroll at the University agree to abide by these behavioral standards, reaffirming this commitment in an annual ecclesiastical interview. LDS students are expected to remain in good standing in the Church.

## THE DEPARTMENT OF PSYCHOLOGY

### **Department of Psychology Mission Statement**

The mission of the Department of Psychology is to discover, disseminate, and apply principles of psychology within a scholarly framework that is compatible with the values and purposes of Brigham Young University.

### **Office Management and Personnel**

Dean	Benjamin M. Ogles	990	SWKT	2-2083
Department Chair	Dawson W. Hedges	1082	SWKT	2-6357
Associate Chair of Student Concerns	Niwako Yamawaki	1094	SWKT	2-8053
Associate Chair of Faculty Concerns	Michael J. Larson	244	TLRB	2-6125
Director of Clinical Training	Patrick R. Steffen	287	TLRB	2-7757
Executive Coordinator of Clinical Psychology	Elizabeth J. Norton	288	TLRB	2-6479
Student Programs Coordinator	Leesa D. Scott	1097	SWKT	2-4560
Department Secretary	Jalene H. McDonald	1084	SWKT	2-4288
Department Receptionists		1001	SWKT	2-4287
Clinical Psychology Receptionists		284	TLRB	2-4050

### **Psychology Faculty and Administration**

**Baldwin, Scott A.**, *Associate Professor*. PhD, University of Memphis, 2006. Psychotherapy Outcome and Process Research; Quantitative Methodology; Program Evaluation.

**Bigler, Erin D.**, *Professor*. PhD, Brigham Young University, 1974. Neuropsychology; Neuroanatomy; Neuroimaging.

**Birmingham, Wendy A.**, *Assistant Professor*. PhD, University of Utah, 2011. Social Relationships and Health; Cardiovascular Health; Relationship Processes including Relationship Quality, Influence and Communication on Cancer Screening Adherence and Lifestyle Choices.

**Braithwaite, Scott R.**, *Associate Professor*. PhD, Florida State University, 2010. Prevention of Marital Dysfunction and the Secondary Consequences that Attend It; Influence of Close Relationships on Physical and Mental Health; Partner Selection.

**Brown, Bruce L.**, *Professor*. PhD, McGill University, 1969. Statistical and Mathematical Methods and Measurement, Psycholinguistics, Theory and Philosophy.

**Burlingame, Gary M.**, *Professor*. PhD, University of Utah, 1983. Group Therapy, Process and Outcome; Outcome Assessment; Measurement/Methodology.

**Cobia, Derin J.**, *Assistant Professor*. PhD, St. Louis University, 2008. Neuropsychology; Neuroimaging; Psychosis; Dementia.

**Gale, Shawn D.**, *Associate Professor*. PhD, Brigham Young University, 1994. Neuropsychology; Brain-Behavior Relationships; Neuroimaging.

**Gantt, Edwin E.**, *Associate Professor*. PhD, Duquesne University, 1998. Philosophical Foundations of Psychological Science; Theories of Religion and Religious Experience; Theories of Altruism and Empathy; Qualitative and Alternative Research Methods; Critical Examination of Naturalistic and Evolutionary Approaches to Psychology.

**Green, Kat T.**, *Assistant Professor*. PhD, Brigham Young University, 2014. Clinical Child Psychology; Preschool Behavior Problems; Childhood Anxiety and OCD.

**Hardy, Sam A.**, *Associate Professor*. PhD, University of Nebraska – Lincoln, 2005. Adolescent and Adult Development; Personality; Morality; Religiosity; Self and Identity; Agency; Theory and Philosophy.

**Hedges, Dawson W.**, *Professor*. MD, University of Utah, 1998. Psychiatry; Neuroscience; Electroencephalography.

**Higley, J. Dee**, *Professor*. PhD, University of Wisconsin, 1985. Developmental Psychopathology, Psychobiology, and Primate Behavior.

**Holt-Lunstad, Julianne**, *Professor*. PhD, University of Utah, 2001. Social Relationships; Stress and Coping; Psychoneuroendocrinology; Psychophysiology; Health Psychology.

**Hopkins, Ramona O.**, *Professor*. PhD, University of Utah, 1996. Effects of Hypoxia/Ischemia on the Brain; Cognitive Neuroscience and Neurobiological Approaches to Cognition; Brain Imaging; Brain Behavior Relationships; Learning and Memory; Effects of Brain Injury on Emotion; Health Related Quality of Life; and Family Stress Due to Illness.

**Jensen, Chad D.**, *Associate Professor*. PhD, University of Kansas, 2011. Clinical Child and Adolescent Psychology, Pediatric Psychology, Pediatric Health Behavior Change Interventions, Brain Processes and Pediatric Health.

**Jones, Melissa K.**, *Assistant Professor*. PhD, University of Maryland, 2006. Clinical Psychology; Psychotherapy Process and Outcome; Women's Issues.

**Kay, Daniel B.**, *Assistant Professor*. PhD, University of Florida, 2013. Sleep; Cognition; Mood; Aging.

**Kirwan, C. Brock**, *Associate Professor*. PhD, Johns Hopkins University, 2006. Memory; Amnesia; Functional Neuroimaging.

**Larson, Michael J.**, *Associate Professor*. PhD, University of Florida, 2008. Neuropsychology; Cognitive Neuroscience; Neuroimaging; Cognitive Changes Following Traumatic Brain Injury; Cognitive Processes in Psychopathology such as Obsessive-Compulsive Disorder.

**Lundwall, Rebecca A.**, *Assistant Professor*. PhD, Rice University, 2013. Attentional Development; Genetics; Gene-by-Environment Interactions; Cognitive Neuroscience.

**Luke, Steven G.**, *Assistant Professor*. PhD, University of Illinois at Urbana-Champaign, 2011. Language Processing; Vision; Reading; Eye Movements.

**Matheson, Rebekka**, *Assistant Professor*. MD, University of Rochester, 2013. Neuroanatomy of Reward Systems; Addiction Medicine; Neuropsychiatry; Biopsychosocial Approach in Medicine; Scientific Pedagogy.

**Miller, Harold L. Jr.**, *Professor*. PhD, Harvard University, 1975. Experimental Analysis of Learning and Motivation; Behavioral Economics; Self-control; Evolutionary Psychology; Educational Assessment; Pedagogy, Educational Reform.

**Ridge, Robert D.**, *Associate Professor*. PhD, University of Minnesota, 1993. Media Influences on Anti- and Prosocial Behavior; Interpersonal Attraction; Applied Social Psychology.

**Slife, Brent D.**, *Professor*. PhD, Purdue University, 1981. Conceptual Underpinnings of Personality and Psychotherapy; Relational and Theistic Approaches to Psychology.

**South, Mikle D.**, *Associate Professor*. PhD, University of Utah, 2005. Autism Spectrum Disorders: Social Emotion/Motivation, Functional Neuroimaging, Restricted/Repetitive Behaviors and Interests, Diagnostic Issues.

**Steffen, Patrick R.**, *Professor*. PhD, University of Miami, 1998. Clinical Health Psychology; Stress and Development of Disease; Spiritual and Cultural Factors in Health.

**Steffensen, Scott C.**, *Professor*. PhD, University of Utah, 1987. Addiction; Learning/Memory; Anesthesia and Consciousness; Neuroscience.

**Tice, Dianne M.**, *Assistant Professor*. PhD, Princeton University, 1987. Social Psychology; The Self; Self-Control; Self-Esteem and Humility; Self-Handicapping; Emotions and Emotion Regulation.

**Warren, Jared S.**, *Associate Professor*. PhD, University of Kansas, 2003. Clinical Child and Adolescent Psychology; Evaluating Child Psychotherapy Outcomes and Processes.

**Yamawaki, Niwako**, *Associate Professor*. PhD, University of Utah, 2002. Counseling Psychology; Gender Role and Sexism; Cross-Cultural Studies; Attitudes Toward Mental Health; Individualism/Collectivism.

## GRADUATE COURSE LISTINGS AND THEIR DESCRIPTIONS

### Academic Year 2017-18

Students without undergraduate pre-requisites can typically enroll by consent of the instructor.

- 501. Data Analysis in Psychological Research 1. (4)**  
Prerequisite: Psych 308  
Using and interpreting major quantitative methods in psychology; some commonly used computer methods.
- 502. Data Analysis in Psychological Research 2. (4)**  
Prerequisite: Psych 501  
Introduction to multivariate data analysis methods, including multivariate analysis of variance, factor analysis, discriminant analysis, multivariate multiple regression, canonical correlation, structural equations modeling, cluster analysis, etc.
- 504. Research Design. (3)**  
Prerequisite: Psych 501  
Overview of designs used in psychotherapeutic literature, emphasizing critical analysis of empirical research.
- 505. Clinical Research. (3)**  
Prerequisite: Psych 504  
Overview of research examining processes and outcomes of psychological treatments for psychological disorders.
- 510. History and Systems of Psychology. (3)**  
Prerequisite: Psych 210  
Survey of origins and development of modern psychology, including consideration of the schools and theoretical systems.
- 511. Philosophy of Science for the Social Sciences. (3)**  
Issues in philosophy of science as they apply to social sciences, including methods, epistemology, and construction of knowledge.
- 512. Qualitative Research Methods. (3)**  
Theories and methods of qualitative research emphasizing philosophical assumptions, question formulation, data gathering, interpretation, and presentation of findings.
- 513R. Topics in Behavioral Neuroscience. (3)**  
Prerequisite: Psych 385  
Advanced topics and skills in behavioral neuroscience.  
[Other flexible titles include Functional MRI Design and Analysis]
- 520. Advanced Developmental Psychology. (3)**  
Prerequisite: Psych 320, 321, and 322  
Major research in developmental psychology, emphasizing theory, content, and methodology.
- 531. Organizational Psychology. (3)**  
Prerequisite: Psych 330  
Personal and interpersonal aspects of organizational life: goal setting, decision making, problem solving, communication, control, leadership, motivation, and change.

- 540. Personality Theory. (3)**  
Prerequisite: Psych 341  
Contemporary theories of personality developed within the framework of major psychological systems.
- 550. Theory and Research in Social Psychology. (3)**  
Prerequisite: Psych 350  
Current theories and research on interaction with others.
- 552. Applied Social Psychology. (3)**  
Prerequisite: Psych 352  
Overview of domains in which social psychological theory and research have been applied in field settings.
- 560. Learning Theory. (3)**  
Prerequisite: Psych 361  
Critical review of current theories and persistent issues.
- 565. Motivational Psychology. (3)**  
Prerequisite: Psych 365  
Theoretical, historical, and empirical overview; recent trends and issues; role of animal studies; methodological issues.
- 575. Cognitive Processes. (3)**  
Prerequisite: Psych 370, 375  
Theory and research in perception, attention, language, problem solving, and other thinking processes.
- 578R. Seminar in Mathematical Psychology. (3)**  
Prerequisite: Psych 308  
Variable topics concerning the application of mathematical and statistical methods to psychology, with emphasis on jointly publishing a methods paper.
- 583. Health Psychology. (3)**  
Prerequisite: Psych 381, 382  
In-depth examination of behavior from perspective of health and disease.
- 585. Human Neuropsychology/Biological Bases of Behavior. (3)**  
Prerequisite: Psych 381, 382  
Critical study of brain-behavior relationships.
- 605R. Professional Seminar in Psychology. (.5)**  
Prerequisite: Acceptance into PhD program  
Assessing current research across all domains of psychology and related fields; providing communication and career-seeking skills.
- 609. Professional and Ethical Issues in Psychology. (1-3)**  
Prerequisite: Acceptance into psychology PhD program or clinical psychology PhD program  
Ethical issues in professional and scientific psychology from a historical and contemporary framework.

- 611. Psychopathology. (4)**  
Prerequisite: Acceptance into clinical psychology program  
Diagnosis and etiology of mental and emotional disorders in children and adults.
- 612. Developmental Psychopathology. (3)**  
Prerequisite: Psych 611; Acceptance into clinical psychology program  
Advanced study of etiology, diagnosis, prevalence, associated features, and theories of psychological and developmental disorders in children and adolescents.
- 620R. Advanced Seminar in Developmental Psychology. (.5)**  
Prerequisite: Acceptance into psychology PhD program  
A critical examination of recent topics and interests within developmental psychology.
- 622. Assessment 1: Intelligence. (3)**  
Prerequisite: Acceptance into clinical psychology program  
Methods used in assessing intellectual status in children and adults.
- 623. Assessment 2: Personality. (3)**  
Prerequisite: Acceptance into clinical psychology program  
Methods used in assessing the personality and behavioral characteristics of children and adults.
- 626. Advanced Biological Bases of Development. (3)**  
Prerequisite: Psych 520  
An advanced examination of the biological foundations of social, emotional, perceptual, and cognitive development.
- 627. Advanced Social Development. (3)**  
Prerequisite: Psych 520  
An advanced examination of early social and emotional development in children, including parent-child and peer relationships as well as the development of social cognition.
- 628. Advanced Perceptual and Cognitive Development. (3)**  
Prerequisite: Psych 520  
An advanced examination of early perceptual and cognitive development in human infants and young children.
- 645. Cultural Diversity and Gender Issues. (3)**  
Clinical issues in the context of cultural diversity and contemporary social trends.
- 648R. Seminar in Theoretical /Philosophical Psychology. (3)**  
Prerequisite: Acceptance into Ph.D. program  
Analysis of theoretical and philosophical issues in the discipline of psychology.
- 650R. Advanced Seminar in Social Psychology. (.5)**  
Prerequisite: Acceptance into psychology PhD program  
A critical examination of recent topics and interests within social psychology.
- 651. Psychotherapy 1: Relationship and Psychodynamic. (3)**  
Prerequisite: Acceptance into clinical psychology program  
Theory and techniques employed in psychotherapy that focus on relationship and psychodynamic approaches.



- 652. Psychotherapy 2: Cognitive-Behavioral. (3)**  
Prerequisite: Acceptance into clinical psychology program  
Theory, treatment principles, and techniques of cognitive-behavioral therapy.
- 653. Psychotherapy 3: Child and Adolescent. (3)**  
Prerequisite: Acceptance into clinical psychology program  
Theory and treatment techniques of child and adolescent therapy.
- 654. Psychotherapy 4: Group. (3)**  
Prerequisite: Acceptance into clinical psychology program  
Theory and techniques of small-group processes.
- 680. Clinical Neuropsychology. (3)**  
Prerequisite: Psych 585; Acceptance into clinical psychology program  
Comprehensive study of the human dysfunctional brain.
- 685R. Advanced Seminar in Behavioral Neuroscience. (.5)**  
Prerequisite: Acceptance into psychology PhD program  
Critical examination of recent topics and interests within behavioral neuropsychology.
- 686R. Seminar in Health Psychology. (3)**  
Prerequisite: Psych 583  
Advanced topics in health psychology research and practice.
- 687R. Seminar in Psychopharmacology. (3)**  
Prerequisite: Psych 585  
Major classes of psychoactive drugs, emphasizing drug-behavioral interactions.
- 693. Teaching Psychology. (3)**  
Prerequisite: Enrollment master's or Ph.D. program  
Prepares graduate students for independent teaching experiences.
- 695R. Independent Readings. (.5-3)**  
Faculty-supervised readings as arranged by student.
- 697R. Independent Research. (.5-4)**  
Faculty-supervised research as arranged by student.
- 699R. Master's Thesis. (.5-9)**  
Concluding research for master's program, culminating in final oral examination.
- 700R. Externship in Clinical Psychology. (0.5)**  
Supervised reimbursed experience in community agencies.
- 711R. Topics in Clinical Psychology. (0.5-3)**  
Prerequisite: Acceptance into clinical psychology program  
Theory and practice in specific topics.

[Flexible titles include: Advanced Child Assessment, Forensic, Biofeedback ]

**712R. Topics in Neuropsychology. (3)**

Prerequisite: Acceptance into clinical psychology program

[Flexible titles include Seminar in Neuroanatomy, Neuropsychological Assessment: Child, Neuropsychological Assessment: Adult, Rehab Neuropsychology, Issues in Neuropsychology]

**720R. Advanced Topics in Developmental Psychology. (3)**

Prerequisite: Psych 620R

Current topics, including neuroanatomy and adult and child assessment. Other topics as determined by student interest.

**740R. Case Conference. (0.5)**

Prerequisite: Acceptance into clinical psychology program

Case presentations; professional, ethical, and research issues pertinent to assessment and intervention.

**740R. Neuro Case Conference. (0.5)**

Prerequisite: Acceptance into clinical psychology program

Neuropsychological emphasis of case presentations; professional, ethical, and research issues pertinent to assessment and intervention.

**741R. Integrative Practicum. (.5-3)**

Prerequisite: Acceptance into clinical psychology program

Supervised assessment and intervention, integrating psychopathology diagnosis and treatment.

**743R. Clerkship in Clinical Psychology. (1)**

Prerequisite: Acceptance into clinical psychology program

Supervised experience in community agencies.

**745, 746, 747, 748. Clinical Internship. (1-2 ea.)**

Prerequisite: Acceptance into clinical psychology program

Full-time training at approved mental health agency.

**750R. Advanced Topics in Social Psychology. (3)**

Prerequisite: Psych 650R

A critical examination of recent topics and interests within social psychology.

**785R. Advanced Topics in Behavioral Neuroscience. (3)**

Prerequisite: Psych 686R

A critical examination of recent topics and interests within behavioral neuroscience.

**799R. Doctoral Dissertation. (.5-9)**

Concluding research for doctoral program, culminating in final oral examination.

# General Information: Policies and Procedures

## **GENERAL PRINCIPLES AND STUDENT-FACULTY RELATIONS**

Our program is founded on principles of respect for one another, tolerance for differences, ethical behavior, and fairness in our activities. Beyond providing a positive learning environment, we seek to model the values and behaviors we expect of our graduates as they proceed into their professional lives. Whereas the policies described in this section are designed to clarify ways in which problems can arise and the due process in handling them, we emphasize that problems are not commonplace and that nearly all program activities are marked by conscientiousness, respect, and evident progress. To further enhance our positive learning environment, and to assure that students understand their rights and responsibilities, particular policies and procedures are described here to highlight key elements.

### **Students with Disabilities**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If students have any disabilities that may impair their ability to complete their courses successfully, they are asked to please contact the University Accessibility Center (801-422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC. If students need assistance or if they feel they have been unlawfully discriminated against on the basis of disability, they may seek resolution through established grievance policy and procedures. They may contact the Equal Opportunity Office at 801-422-5895, D-282 ASB.

### **Preventing Sexual Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact Assistant Dean Wendy Archibald at 801-422-5576; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or <http://www.ethicspoint.com>; or contact the Honor Code Office at 801-422-2847.

### **Sexual Misconduct Policy**

Brigham Young University is committed to promoting and maintaining a safe and respectful environment for the campus community. The university will not tolerate sexual harassment, sexual violence, domestic violence, dating violence, or stalking (collectively "Sexual Misconduct") perpetrated by or against any university students, university employees, participants in university programs and activities, or visitors to its campus. This policy prohibits Sexual Misconduct by university employees (which include all faculty, staff, and administrative employees) and students, whether the behavior occurs on or off campus. This policy also prohibits Sexual Misconduct by or against visitors to the university (such as independent contractors, vendors, visiting lecturers, and visiting student-athletes).

The university will take immediate and appropriate steps to stop Sexual Misconduct, prevent its recurrence, and address its effects. Any person who violates this policy may be subject to discipline up to and including termination of employment, suspension, dismissal, and a ban from campus, depending on the circumstances and the severity of the violation and the violator's status as an employee, student, or visitor.

The university will work to prevent Sexual Misconduct and address reports of Sexual Misconduct by

- educating members of the campus community about this policy and applicable laws;
- promptly addressing and resolving reports of Sexual Misconduct in accordance with this policy;
- protecting the rights of all parties involved in a complaint; and
- imposing appropriate discipline against those who have engaged in Sexual Misconduct.

For a detailed description of prohibited conduct, reporting of incidents, and complaint resolution procedures, please review the university policy at <https://policy.byu.edu/view/index.php?p=155>.

### **Academic Conduct**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic dishonesty (e.g., cheating, plagiarism, etc.) is unacceptable and will result in whatever disciplinary action the instructor and program deem appropriate, including no credit for assignments, failure of the course, referral to the Honor Code Office, and/or other program and University sanctions (including dismissal). Portraying the work of others as their own, whether intended or not, is unethical. In university courses students are expected to learn the appropriate procedures of their discipline for citing others' work. Remember that all students are bound by the University Honor Code and guidelines for avoiding plagiarism and other academic misconduct and by an obligation for assisting other students in fulfilling their commitment to be honest and respectful.

### **Professionalism in Public Representations**

Each person within the University community should understand that their affiliation with the University and as professionals within psychology places a responsibility for them regarding their behavior and public representations. We must always act with an understanding that our behavior can be viewed by some as a reflection upon our professional lives, employers, program, and profession. The affected situations are numerous, but we draw your attention to three:

- Dress in professional environments. When engaged in professional activities (including professional presentations, such as dissertation defenses), students are expected to dress professionally. This may require more than simply meeting the dress and grooming standards of the Honor Code.
- Responsibility in blogs, networking web sites, ringtone, voicemail, email, etc. Remember that the manner in which students represent themselves to others is often available to a wider audience. Students should see that it reflects well on them. They must understand that prospective employers, clients, and others may do web searches on them, revealing pictures on social networking sites and other information they might have thought to be private.
- Cell phones and laptops. Students are asked to please be considerate of how these devices affect those around them. Common courtesy dictates that in interpersonal situations, including class, supervision, and client contacts, full attention is given. In these circumstances it would be inappropriate to receive telephone calls or send/receive

text messages. It is expected that cell phones are off or silent during classes and that any computer activities during classes and presentations are directly related to those activities. Individual instructors may have additional policies.

### **Informal Resolution of Concerns**

Even with the best efforts of faculty and students, problems can arise. If we are to improve and foster the positive environment of our aspirations, problems should be addressed in a productive and positive process. An informal approach can often achieve a dialogue and cooperation that a formal grievance cannot. Thus, in keeping with the spirit of our professional ethical code, we encourage students and faculty to be open about concerns and work toward productive resolution. Recognizing the limited position of students, we attempt to provide additional avenues for achieving satisfactory resolutions. When appropriate, students are encouraged to speak to involved faculty members, external mentors, or fellow students about concerns. Next, students should consider approaching a trusted faculty mentor, ideally the graduate director for the student's program. Regardless of the individual to whom the student speaks, they should consider giving that person permission to carry concerns to higher levels. Faculty members have a responsibility to take these concerns seriously; if they cannot reassure the student or resolve them to the student's satisfaction and they have permission, it is expected that they will bring them to the attention of those who can resolve them. Remember that we do not share concerns given in confidence without the student's permission (unless legally or ethically required to do so), but without such permission options that can bring successful conclusion may be limited. Typically, the program directors can investigate concerns and provide advice, encouragement, and support to both the concerned parties and those creating the concerns. With permission, they can also raise the issue with others, such as the Department Chair, the College Dean, or the Dean of Graduate Studies.

### **Formal Grievance Policy**

If a student is concerned about the manner in which any academic issue has been handled or about any issue of personal conduct, several avenues are available. First, the informal resolution of concerns described above may be an option. Second, violations of Honor Code policies can be reported to the Honor Code Office, which will investigate. Third, issues of sexual harassment can and usually should be reported to the Equal Opportunities Office, which will investigate and move the matter forward. Fourth, a formal grievance can be filed. The grievance procedure is an escalating series of steps, outlined by Graduate Studies, whereby the student's concerns may be heard and the situation resolved.

Students should remember that they have a right to file a grievance at any time. A complete description of the Graduate Academic Grievance Policy process is found in Section B of the *Policies and Procedures* document under the Resource section of the Graduate Studies website: <https://gradstudies.byu.edu/page/policies-and-procedures>. Briefly, the student is encouraged to go first to the teacher of the course, the Chair of the Graduate Committee, or the Graduate Director to discuss the matter within one year from the last day of final examinations of the semester in which the alleged grievance occurred. This step may be skipped if the grievance involves the teacher or chair, or if the student is concerned about reprisals. If the situation is not resolved, then the student may petition the Chair of the Department of Psychology in writing, and, if that does not prove satisfactory, the Dean of the College of Family, Home and Social Sciences for a review of the hearing. If no resolution is reached at the department or college level, and if the matter involves terminating the student from the graduate program, then the student may submit a written request for review to the Dean of Graduate Studies. A committee of two graduate faculty members and one graduate student from a

different department will consider the student's appeal and the department's response, and then make a recommendation to the Dean of Graduate Studies, who makes a final decision. A copy of the Graduate Student Academic Grievance Procedure can be found in Appendix A. [Honor Code violations are handled through the Honor Code Office. See [hco@byu.edu](mailto:hco@byu.edu) for more information.]

## **REGISTRATION AND CREDIT POLICIES**

### **Minimum Registration Requirements**

All students are required to register for at least 6 credit hours per academic year, including at least 2 credit hours per semester or term in which they use any university facilities, consult with faculty, or take comprehensive or oral examinations. Students failing to meet minimum registration requirements are discontinued from graduate study by the office of Graduate Studies.

For example, students completing a dissertation or thesis must be registered for at least 2 credit hours in the semester or term in which the dissertation is defended. They must also be registered for at least 2 credit hours in the semester in which they graduate. Thus, students graduating in August must register for a total of at least 2 credit hours during the preceding Spring or Summer Term (or a combination of both) even if they have defended their dissertations in earlier semesters. (Consult Graduate Studies for specifics on Spring/Summer registration requirements for your situation.)

International students are required to register for at least 9 hours each Fall and Winter Semester to fulfill U.S. Immigration and Naturalization Service requirements.

### **Full-Time Status**

All students are required by the Psychology Department to work full-time toward the completion of their degree requirements, including coursework, research, dissertation, assistantships, internships, and, in the case of clinical students, practica, clerkships, and externships. This typically eliminates the ability of students to maintain employment outside the university setting. For tuition purposes, a student who is enrolled for 8.5 or more credit hours a semester or 4.5 hours or more a term is considered a full-time student. Doctoral students who are enrolled for fewer than 8.5 credit hours per semester can petition for full-time status under certain conditions. This may be appropriate for students who are involved full-time in pursuit of their degrees who need full-time status in order to defer repayment of student loans and who are required to register for only 2 credit hours. Students who are completing the dissertation and clinical students on internship may also qualify for the exception. The student must:

1. Have completed all required course work and have only the dissertation to complete or be limited to less than full-time enrollment because of an internship.
2. Be enrolled for at least 2 credit hours per semester or 1 credit hour per term.
3. Be certified by his or her department as being engaged full-time (40 hours or more per week) in pursuit of a degree.

Students are referred to the Graduate Studies website for the other requirements.  
<http://gradstudies.byu.edu/>

Students should direct their requests for an exception to the Student Programs Coordinator or Executive Coordinator of Clinical Psychology.

### **Time Limits and Outdated Credits**

The Department of Psychology expects completion of a doctoral degree (excluding the internship for Clinical students) in four years. Students need to work on the requirements on a full-time basis. Failure to do so may result in termination from the program for lack of progress.



However, on rare occasions, there are extenuating circumstances such as serious health issues, military service, etc. The University allows for such extreme conditions by permitting coursework to be considered current for up to eight years for PhD courses. Students should never infer that these generous parameters are to be used as standard procedure: Matriculation in a program may be terminated at any time for failure to make satisfactory progress toward the degree.

The Graduate Studies time limit policy allows the doctoral degree courses to remain current for up to 8 years after the first semester of enrollment. Only credit received within the time limit for each degree may count toward the degree. The University, not the Department, establishes the policy governing petitions to extend time limits and to include outdated credit. The Policies and Procedures Manual on the Graduate Studies website states:

1. Departments and colleges may petition for an extension of up to one year by providing reasonable evidence that extenuating circumstances caused an unavoidable delay in the student's progress toward a degree.
2. To petition for an extension of more than one year but no more than five years, the department and student must write up a contract with a detailed time line to degree completion. This contract must include impressive documentation that any outdated credits have been updated by courses retaken, by special readings courses in the subjects outdated, or by examinations in each of the courses, and it must be signed by the student and all the members of the graduate committee.
3. No credit outdated by more than five years may apply to a current degree, regardless of circumstances.

For more information on registration requirements and credit policies, refer to the Graduate Studies website, including the *Policies and Procedures Manual* found there.

## **GRADUATE COMMITTEES**

The department uses a committee system to implement the graduate program, with a separate graduate committee constituted for each student. The major roles of this advisory committee include 1) assisting the student in the completion of the thesis or dissertation, and 2) advising, guiding, and mentoring throughout the student's graduate career.

### **Initial Advisement**

Once accepted into a graduate program, a student should consult with the Student Programs Coordinator, Associate Chair for Student Concerns, Director of Clinical Training, or Executive Coordinator of Clinical Psychology regarding registration. A committee must be selected during the first semester. This occurs in conjunction with the submission of the Program of Study. Committee members can also provide valuable advice regarding subsequent registrations.

### **The Role of Graduate Committees**

Mentoring is an important element of our graduate programs. Many of the skills, attitudes, and knowledge sets are learned experientially, outside of formal classroom settings. The graduate committee is at the heart of the student's mentoring opportunities and has a responsibility to see that the student is properly mentored in all of the forms that the program requires.

Master's committees consist of, at a minimum, three members; doctoral committees, five. Members of both master's and doctoral committees must have graduate faculty status.

All committee members share in the responsibility of advising the student concerning course work, degree requirements, and research (thesis or dissertation). For example, all participate in such events as prospectus meetings and thesis/dissertation defenses and are responsible for the evaluation of the student's performance. At the same time, it is recognized that the individual contribution of committee members may vary by kind, effort, and intensity.

The relationships between a graduate student and the committee chair and between the student and the other committee members are unique. The student should feel entitled to a considerable amount of the chair's time and effort. The chair advises the student about course work and consults with the student in designing and completing the thesis or dissertation. However, the thesis/dissertation is ultimately the student's responsibility, and hence the chair's role is that of an advisor rather than supervisor.

The chair also assumes significant responsibility in helping the student find opportunities for professional involvement, including such things as presenting papers at professional meetings and providing a variety of teaching, research, and clinical intervention experiences if appropriate.

The chair may also try to help the student find his or her first professional position upon graduation. This might involve writing letters of recommendation, being alert to the type of position for which the student would be suited, and making personal contacts where appropriate. The student should keep the chair informed about professional goals, unique needs that are and are not being met in the program, and professional activities.

Students have the primary responsibility for developing the Program of Study and for designing the thesis or dissertation project. Hence, they should become familiar with graduate school policies as well as department requirements in order to develop a program of study, and should

bring research proposals to the chair when designing a thesis or dissertation project. Students should not expect the chair to take the initiative. The other committee members play less active roles in guiding students.

### **Selecting a Graduate Committee**

Students are assigned a committee chair upon admission. They should organize their “inside” committees (chair plus two members) no later than the end of their first semester. If a faculty member desired for the committee does not hold an appointment on the graduate faculty, a petition may be filed with the Dean of the Office of Graduate Studies requesting special permission for the individual to serve on the committee. On rare occasions a professional in the community or a faculty member from another university may be permitted to serve on the committee when the need is clear. However, the committee chair, who always is a member of the BYU graduate faculty in the Department of Psychology, must be in agreement and the petition process successfully completed. Occasionally, it is considered most appropriate that this individual serve as an extra, or sixth, member of the doctoral committee.

During the first semester in the program, a doctoral student in consultation with the chair selects two other members of the committee. The Program of Study form, which includes a section for the designation of the chair and committee members, must be submitted to the Student Programs Coordinator by the end of the first semester. After completing the second-year project (or master’s thesis, in the case of clinical students), the student processes a request for Program of Study Change in order to add two committee members for the dissertation project. (Students in the Clinical Psychology program complete a Request to Change Graduate Degree Level form, instead, which also requires the signatures of 5 committee members.) A total of five members is required for doctoral students’ committees. These members generally remain as permanent members of the student’s committee until the degree is complete. Thus, the faculty group that evaluates and makes decisions concerning the prospectus is the same group that evaluates the completed thesis or dissertation.

In setting up a committee, a student should give thought primarily to the faculty members’ scholarly interests and areas of expertise. The following guidelines should also be considered:

1. Choose people your chair is comfortable working with.
2. Choose people you believe you will enjoy working with.
3. Get a balanced committee in terms of experience level, gender, editorial style, etc.
4. Especially consider people who will have enthusiasm for your area of expected research.

Occasionally, a faculty member may not be able to accommodate a request to serve on a committee.

### **Changing a Graduate Committee**

If a student wishes to change the composition of the original committee, it is possible to do so by securing the agreement of the new chair or member(s) to serve on the committee, informing the committee member(s) being replaced, and completing the request for Program of Study Change, which can be obtained from the Student Programs Coordinator. The student marks the box designated “These signatures constitute a change in the graduate advisory committee” and obtains the signatures of all members of the newly constituted committee. Finally, the Associate Chair of Student Concerns or, for clinical students, the Director of Clinical Training signs the form which is then returned to the Student Programs Coordinator. It is important that the student

make committee changes in a timely manner rather than waiting until the scheduling of the defense.

It may become desirable to change the composition of a thesis or dissertation committee if:

1. The student becomes interested in a new area of scholarship or research and finds it desirable to work with different faculty members.
2. The student makes a substantial change in anticipated professional goals.
3. A faculty member's leave or other duties would interfere with serving on the committee.

## **PROGRAM OF STUDY LIST**

### **Program of Study List**

Doctoral programs have certain course requirements for their degrees. The Program of Study is a student's personal plan for those requirements. Forms can be obtained from the Student Programs Coordinator in 1001 SWKT.

Students should list all courses (prerequisites, major courses, and electives) they plan to take throughout their graduate career at BYU. General psychology doctoral students are required to take a minimum of 56 credit hours; and clinical doctoral students, 111. (For more information on the requirements of a specific program, refer to Chapters 3 and 4, respectively)

Once all courses have been determined, the student should review the study list with the members of his or her graduate committee and obtain the signatures of approval on the form. The form is then submitted to the Student Programs Coordinator. Thus, the signed Program of Study List informs the department of both the constitution of the student's graduate committee as well as the coursework that will be completed in pursuit of the graduate degree.

### **Study List Submission Deadline**

Students should submit their study lists by the end of the first semester. Failure to meet this deadline will result in a Marginal rating, which will be changed to an Unsatisfactory rating if the study list is not submitted within three months of the Marginal rating. In addition, students who have not filed a study list on time may not be able to register for subsequent terms or semesters. Individual Graduate Progress Reports are printed in anticipation of student evaluations in late fall or early winter semester, so it is imperative that your Program of Study be current in order to correctly reflect your progress.

Remember that the initial study list is not a final, binding contract. Like the graduate committee, it is easy to revise. It is a tentative plan to be altered as circumstances change, as interests develop, and as course offerings are modified. However, the preliminary tasks of identifying a committee and submitting a study list must be completed during the first semester in residence even though students may feel somewhat unprepared to do so. Students who fail to do so often find that they missed taking a course that is offered only alternate years, or they neglected to take a prerequisite for an important course.

Effective planning of one's career is an indicator of professional responsibility. Satisfactory development of a study list will be taken into account in the faculty's semi-annual review and evaluation of a student's progress and performance.

## ACADEMIC EVALUATION

### **Competence**

Graduate training is, at its core, the development of competencies. Thus, the focus of our students' education is more on the developing student rather than the completion of requirements. The required activities are indeed important, but primarily as the mechanisms the program uses to develop the needed skills. Thus, academic evaluation uses a variety of assessments and metrics, depending upon the student's program, to evaluate the student's progress. The goal is to attain by graduation, at a minimum, those skills expected of a professional with that degree.

### **Grades and Performance**

Graduate work that is awarded a grade of "B" is considered to be the lowest level of acceptable performance. A grade of "B-" is a marginal or warning grade. If it is received in a course that appears on the program of study, the class must be retaken in a subsequent semester, and the student may be subjected to a special review by the faculty. A grade of "B+" or better is considered a professional level of performance. Graduate Studies requires students to maintain a minimum cumulative grade point average of 3.0.

Students who have a grievance about a course grade or any other matter of concern are advised to follow the guidelines outlined in the first section of this chapter.

### **Progress Reports**

Graduate Studies maintains an individualized Graduate Progress Report for each student. The report compares the study list with the courses taken and summarizes the student's progress in the program in terms of courses completed, current registration, courses deficient, courses taken which do not apply to the program of study, and grade point average. In addition, the progress report alerts a student to possible problems with academic status, GPA, prerequisite degrees, minimum registration requirements, time limits, and outdated credits. Finally, the report identifies the chair and members of the student's committee and indicates whether or not a Program of Study has been submitted.

Students may access their Graduate Progress Reports through MyBYU at any time. Questions, concerns, and discrepancies should be addressed to the Student Programs Coordinator, the Executive Coordinator of Psychology, or the faculty member most directly involved in the issue.

The Graduate Progress Report is considered carefully by the faculty in the annual and semi-annual evaluations of students. It is imperative that students take the initiative in correcting any errors that may appear in the report. Furthermore, students should submit the request for Program of Study Change forms as often as needed to keep their study lists current.

### **Leaves of Absence**

Graduate Studies states that students may request a leave of absence for the following reasons only: medical, military, or mission. The 8-year time limit for the doctoral degree still applies. While on leave, the student is NOT responsible for:

1. Minimum Registration (6 hours per academic year)

2. Satisfactory progress in the program (two evaluations per academic year).  
Departments do not need to evaluate for satisfactory progress during the leave.

Students requesting a leave must submit appropriate documents to Graduate Studies: The Leave of Absence form (found on the Graduate Studies website), as well as one of the following: **medical**—letter from the doctor/therapist that includes the amount of time away recommended by the professional; **military**—copy of the military assignment that includes the length of the assignment; **mission**—copy of the mission call letter and indication of when the student will return to school. Once Graduate Studies has received and processed the request, the “leave” status appears in the university information system.

### **Graduate Student Evaluation and Feedback**

In compliance with graduate school policy, each student is evaluated formally by the program evaluation committee at least twice annually. Each program establishes its own evaluation criteria and standards, but students can expect to be evaluated on their total academic performance, their status in developing competencies expected of graduates, their fulfillment of program requirements (program of study submitted, graduate committee constituted, courses completed on schedule, etc.), their research progress, and professional/ethical behavior. See also *Graduate Studies Policies and Procedures Manual, Evaluations of Student Progress*.

Students receive overall ratings of Satisfactory, Marginal, or Unsatisfactory twice each year that are entered into the University records database for submission to Graduate Studies. Students are also given written feedback about their performance, particularly at the end-of-academic-year evaluation. When a student’s progress is evaluated as Marginal, specific direction will be provided by the committee chair, Graduate Coordinator, or Director of Clinical Training outlining steps that must be taken in order to bring the performance up to a satisfactory level.

**Unsatisfactory Ratings.** When student progress is evaluated as Unsatisfactory, this means that the faculty has very serious concerns about the student. If the student’s performance does not show prompt improvement the student will be terminated from the program. **Students are automatically terminated if they receive two consecutive ratings that are less than satisfactory (two Unsatisfactory ratings or a Marginal and an Unsatisfactory rating; a Marginal rating may not be followed by a second Marginal rating).** Thus, if a student receives an Unsatisfactory (or Marginal) evaluation, he or she should meet with the chair, as well as the Director of Clinical Training (clinical students) or the Graduate Coordinator (general program students) to determine what needs to be done for progress to become satisfactory. Other faculty, as deemed appropriate, may meet with the student as well.

### **Clinical Psychology Annual Evaluations**

Clinical Psychology students are evaluated by the entire Clinical Training Committee (minus student members) twice annually, briefly in December/January and extensively in June following completion of the academic year. In adherence to CoA guidelines and the department’s training standards, the clinical faculty meets during the summer to review the progress of each student. In addition to considering progress since the last review, they also evaluate the student’s overall progress based on the expected standard for the particular year of training. During this process, they consider data from multiple sources including course grades; reports from committee chairs; comments from practicum, clerkship, and externship supervisors; comprehensive examination results; and reports of individual student-faculty relationships that would contribute to a more complete understanding of the student’s progress and personal needs. Particular attention is given to formal ratings of competence (see forms included in Appendix B). In

addition to the ratings described below, students may receive additional feedback. At both evaluations students receive overall ratings of Satisfactory, Marginal, or Unsatisfactory that are submitted to Graduate Studies through the University records database. (See Appendix B for detailed guidelines)

In June each clinical student is also rated in four areas including:

<u>Academics</u>	(Coursework)
<u>Research</u>	(Progress on thesis/dissertation, presentations at conferences, publications, and participation on research teams)
<u>Clinical Practice</u>	(Feedback from practicum, clerkship, and externship supervisors, and performance on oral comprehensive exams)
<u>Professionalism</u>	(Ethical and collegial relationships as well as personal discipline and commitment to the profession)

Each student is given one of four ratings for each of the above areas.

<u>Outstanding</u>	(Reserved for no more than one or two students per class who are making unusually excellent progress for their level of training)
<u>Satisfactory</u>	(Given to students who are making good progress and seem to be on target for successful completion of the program. The great majority of students receive this rating)
<u>Marginal</u>	(Given to students who are showing significant problems that must be addressed)
<u>Unsatisfactory</u>	(Given to students who fail to remediate problems noted in a previous Marginal rating or who are showing serious problems that must be addressed)
<u>Not Applicable</u>	(Given to students who may have been on internship or who have completed their academic coursework, but have not yet obtained their degrees)

Students are encouraged to contact individual faculty members about possible questions regarding ratings, course work, and so forth.

Following the brief December/January evaluation, all students are notified in writing of their overall ratings, but only those students deemed to be having problems are provided detailed information regarding faculty concerns. Following the Summer evaluation, the Director of Clinical Training summarizes each student's review in a letter, and includes notification of their ratings in the four areas as outlined above. Even in the case of Satisfactory ratings, the letters often draw attention to ways the student can move toward successful completion of the degree.

Students receiving anything less than a Satisfactory overall rating will be notified by the Director of Clinical Training with the concerns delineated in writing. In most cases remediation is possible; thus, the written notification will include a remediation plan, with expectations that, when met, will remove the concern. A meeting is scheduled with the Director to assure the student understands the concerns, to help the student remediate those difficulties that were the basis for the less than satisfactory rating, and to clarify any questions about expected performance and outcomes that will remove the concern.

**Important:** Students should understand that Graduate Studies policies interpret overall ratings of Marginal or Unsatisfactory as unacceptable, requiring prompt remediation. Thus, a less-than-satisfactory rating at either the mid-year or the end-of-year review results in a probationary status



which is expected to be remediated by the next evaluation. Timely action by the student is critical to avoid an automatic action to dismiss based on two consecutive ratings below Satisfactory. For more information, see the *Policies and Procedures Manual* under the Resource section of the Graduate Studies website: <http://gradstudies.byu.edu>. Pay special attention to the section entitled “Evaluations of Student Progress.”

## REMEDATION AND DISCONTINUANCE

The violation of certain University regulations will result in either a loss of the student's eligibility to register or termination of the student's graduate status.

There are two possible avenues of action in such circumstances. The first is Loss of Eligibility to Register. This simply means that the student is not allowed to register until he or she has cleared up the problem. This action is accompanied by a plan of remediation; the action occurs because there is a concern that needs correction, and it is expected that remediation can and is likely to occur. Loss of Eligibility to Register may occur if:

1. The student has not fulfilled the minimum registration requirement (6 hours per year), has withdrawn from the graduate program, or has had his or her graduate degree status terminated by the department.
2. The student has not submitted a program of study as required: master's students by the third week of the second semester after admission; doctoral students by the third week of the beginning of the second year. (Note: This is a university rule; the department requires that graduate students submit their programs of study by the end of the first semester.)
3. Graduate Studies has not received official transcripts showing that the required prerequisite degrees have been conferred.
4. The student has violated the BYU Honor Code and is not cleared by the Honor Code Office.
5. The student has failed to submit an annual Continuing Ecclesiastical Endorsement.
6. The student's time limit has expired.

The second disciplinary action is Termination of Graduate Status. This may occur if the student:

1. Receives either Marginal or Unsatisfactory overall ratings at two consecutive reviews.
2. Fails to fulfill the University's minimum registration requirement.
3. Makes a request to withdraw (with the intent to pursue a degree at another university, for personal reasons, or in response to the department's recommendation).
4. Receives a Marginal or Unsatisfactory rating in a review by the academic department and is unable or unwilling to comply with the conditions for continuance outlined by the department.
5. Fails to make what the department or the University deems to be satisfactory progress toward a graduate degree.
6. Fails departmental comprehensive examinations.
7. Fails the final oral examination (defense of dissertation, thesis, or project).
8. Violates the university's standards of conduct or Honor Code.
9. Exceeds the time limit (5 years for master's students, 8 years for doctoral students)

### **Student Grievance Procedure**

If a student is concerned about the manner in which any academic issue has been handled, the student may provide additional information and request a reconsideration, may informally approach the Department Chair to engage the program committee in a dialogue, or may file a formal grievance. The grievance procedure is outlined by Graduate Studies whereby the student's concerns may be heard and the situation resolved. A complete description of the process is found under the resource section of the Graduate Studies website: <https://gradstudies.byu.edu/page/policies-and-procedures>, Section B – Policies, Graduate

Academic Grievance Policy. This grievance procedure is also described on pages 2-3 and 2-4 above.

### **Clinical Psychology Program Remediation and Discontinuance**

Students who are admitted to the Clinical Psychology program are carefully screened from the applications received by the program. It is the hope and intent of the faculty that those students admitted will continue their program to successful completion. Nevertheless, it sometimes becomes necessary to require a course of remediation or terminate a student's graduate status. Ordinarily, the Director of Clinical Training confers with the student before deciding to take the matter before the Clinical Faculty for review. Some examples of situations that could result in required remediation or discontinuance from the program are provided below:

1. Failure to pass any of the Comprehensive Examinations for the second time.
2. Unduly delaying the completion of the research requirement.
3. Unsuitable personality factors, aptitude, or behavior as determined by the collective judgment of the faculty.
4. Failure to adequately develop the competencies expected of graduates.
5. Poor academic performance as indicated by low grades or failure to progress normally through the phases of the program. A low grade is defined as a B- or lower.
6. Failure to abide by the behavioral standards as established by Brigham Young University and/or the current Ethical Principles of the American Psychological Association.

If faculty or peers become aware of behavior on the part of a student which may be in violation of University standards or which may be illegal as defined by local, state or federal laws, or which may be unethical as defined by the Ethical Principles of the American Psychological Association, or suggests that the person is not suitable for clinical psychology, an investigation by one or more faculty members will be made. If the investigating person(s) believes the infraction or behavior to be minor, the investigator(s) will talk to the student. Hopefully this will correct the situation. If not, the Director of Clinical Training will meet with the student. If the matter is not resolvable at that level, it will be taken to the Clinical Training Committee which will consider the case, allowing the student to be present if he or she wishes. If the matter is referred to the Honor Code Office they will follow procedures established for all University students.

The following actions may be taken by the Clinical Faculty with regard to any of the foregoing possibilities: 1) Exoneration or no action; 2) Educative advisory or warning; 3) Reprimand; 4) Probation or suspension for a period of time; or 5) Expulsion from the program. Decisions 2 through 4 will typically include a plan for remediation. Other options include referral to the Honor Code Office, voluntary withdrawal from the program by the student, and so forth.

If the student disagrees with the action of the Clinical Faculty, the student may follow the grievance procedure outlined above (pp. 2-3 – 2-4) and fully described in the *Graduate Studies Policies and Procedures Manual*.

# Doctoral Degree in Psychology

<p style="text-align: center;"><b>PSYCHOLOGY PH.D. DEGREE</b> Emphasis Areas Other than Clinical Psychology</p>
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The doctoral program in Psychology offers a rigorous educational experience leading to the Ph.D. degree. The first four semesters of the program are designed to provide broad acquaintance with the substantive areas of the discipline, training in research skills, and introduction to the particular areas of emphasis offered in the program. During the last two years students pursue more specialized training in one of the emphasis areas listed below:

- (1) Applied Social Psychology
- (2) Cognitive and Behavioral Neuroscience
- (3) Developmental Psychology

All students complete a common core of course work during the first four semesters. By the end of the second year in the program, all students should have completed the core course requirements. Students also complete a second-year project described below. Following the completion of the coursework and second-year research project, students continue to concentrate on research in their area of emphasis. Students may take additional courses/seminars that are relevant to their course of study. During the third year students should defend their Ph.D. prospectus and begin collecting data. By the end of the fourth year students complete and defend the dissertation, including a journal article version that is in an acceptable form for submission for publication.

### **Requirements**

**Total Credit Hour Requirement:** 56 Credit Hours  
38 course work hours, 18 dissertation hours

**Required Course Work:** 32 Credit Hours

PSYCH 501 Data Analysis 1 (4 cr) – Fall  
PSYCH 502 Data Analysis 2 (4 cr) – Fall  
PSYCH 504 Research Design (3 cr) – Winter  
PSYCH 520 Developmental Psychology (3 cr) – Winter  
PSYCH 550 Social Psychology (3 cr) – Fall  
PSYCH 575 Cognitive Processes (3 cr) – Fall  
PSYCH 585 Human Neuropsychology/Biological Bases of Behavior (3 cr) – Winter  
PSYCH 605 Professional Seminar in Psychology (4 semesters – 2 cr total at .5 cr/ term)  
PSYCH 609 Professional and Ethical Issues (1 cr) – Spring  
PSYCH 620R, 650R, or 685R Advanced Seminar by area (6 sem – 3 cr at .5/term)  
PSYCH 720R, 750R, or 785R Advanced Topic by area (3 cr)  
PSYCH 552, 626 or 687R Required Classes by area (3 cr)

**Elective Course Work:** 3 Credit Hours

Elective (3 cr) from the specialty area selected in consultation with the graduate committee

**Research:** 18 Credit Hours

PSYCH 799R Dissertation (18 cr)

**Examinations:**

1) Second-Year Research Project Defense, 2) Dissertation Prospectus Defense, 3) Dissertation Defense

**Suggested Sequence of Program Requirements****First Year      Fall Semester**

Psych 501      Data Analysis in Psychological Research – 1 (4 credits)  
Psych 550      Social Psychology (3 credits)  
Psych 605R      Professional Seminar in Psychology (.5 credit)  
Psych 620R, 650R, or 685R      Advanced Area Seminar (.5 credit)  
Psych 799R      Dissertation (1 credit)

**First Year      Winter Semester**

Psych 504      Research Design (3 credits)  
Psych 585      Human Neuropsychology/Biological Bases of Behavior (3 credits)  
Psych 605R      Professional Seminar in Psychology (.5 credit)  
Psych 620R, 650R, or 685R      Advanced Area Seminar (.5 credit)  
Psych 799R      Dissertation (2 credits)

**First Year      Spring Term**

Psych 609      Professional and Ethical Issues (1 credit)  
Psych 693      Teaching Psychology (not required for program credit, but required to be a graduate student instructor) (3 credits, optional)  
Psych 720R, 750R, or 785R      Advanced Area Topic (3 credits)

**Second Year      Fall Semester**

Psych 502      Data Analysis in Psychological Research – 2 (4 credits)  
Psych 575      Cognitive Processes (3 credits)  
Psych 605R      Professional Seminar in Psychology (.5 credit)  
Psych 620R, 650R, or 685R      Advanced Area Seminar (.5 credit)  
Psych \_\_\_\_      An elective area course or the required area emphasis course (3 credits)

**Second Year      Winter Semester**

Psych 520      Developmental Psychology (3 credits)  
Psych 605R      Professional Seminar in Psychology (.5 credit)  
Psych 620R, 650R, or 685R      Advanced Area Seminar (.5 credit)  
Psych \_\_\_\_      An elective area course or the required area emphasis course (3 credits)  
Psych 799R      Dissertation (2 credits)

**Second Year      Spring Semester**

Psych 799R      Dissertation (2 credits)

**Third Year      Fall Semester**

Psych 620R, 650R, or 685R      Advanced Area Seminar (.5 credit)  
Psych 799R      Dissertation (1.5 credits)

**Third Year      Winter Semester**

Psych 620R, 650R, or 685R      Advanced Area Seminar (.5 credit)  
Psych 799R      Dissertation (1.5 credits)

**Third Year Spring Semester**

Psych 799R    Dissertation (2 credits)

**Fourth Year Fall Semester**

Psych 799R    Dissertation (2 credits)

**Fourth Year Winter Semester**

Psych 799R    Dissertation (2 credits)

**Fourth Year Spring Semester**

Psych 799R    Dissertation (2 credits)

Total of 38 credits of coursework and 18 credits of dissertation, plus 3 credits if Psych 693 Teaching of Psychology is taken

### **Area Specific Courses**

*Must take the required courses in your chosen emphasis area plus 3 credits of electives from your chosen emphasis area.*

#### **Applied Social Psychology**

- PSYCH 552 (3 cr) Applied Social Psychology (Required)
- PSYCH 510 (3 cr) History and Systems of Psychology
- PSYCH 540 (3 cr) Personality Theory
- PSYCH 650R (.5 cr) Advanced Seminar in Social Psychology (Required)
- PSYCH 750R (3 cr) Advanced Topics in Social Psychology (Required)

#### **Cognitive and Behavioral Neuroscience**

- PSYCH 687R (3 cr) Seminar in Psychopharmacology (Required)
- PSYCH 677R (3 cr) Seminar in Cognitive Neuroscience
- PSYCH 685R (.5 cr) Advanced Seminar in Behavioral Neuroscience (Required)
- PSYCH 785R (3 cr) Advanced Topics in Cognitive and Behavioral Neuroscience (Required)

#### **Developmental**

- PSYCH 620R (.5cr) Advanced Seminar in Developmental Psychology (Required)
- PSYCH 626 (3 cr) Advanced Biological Bases of Development (Required)
- PSYCH 627 (3 cr) Advanced Social Development
- PSYCH 628 (3 cr) Advanced Perceptual and Cognitive Development
- PSYCH 720R (3 cr) Advanced Topics in Developmental Psychology (Required)

### **Area Specific Seminars**

*Typically offered each F/W term (6 semesters at .5 credit per semester equals 3 credits)*

- PSYCH 620R Advanced Seminar in Developmental Psychology
- PSYCH 650R Advanced Seminar in Social Psychology
- PSYCH 685R Advanced Seminar in Cognitive and Behavioral Neuroscience



## SPECIALTY AREAS

### ➤ **APPLIED SOCIAL PSYCHOLOGY**

This specialty focuses on the individual and his or her social context and how he or she relates to it. Topics include the self, person perception, aggression, pro-social behavior, attitudes and attitude change, and group processes. Applied Social Psychology students apply basic theory and research to real world problems in areas such as business and industry, health, education, and mass communications.

#### **Applied Social Faculty:**

Birmingham, Wendy A.  
Gantt, Edwin E.  
Holt-Lunstad, Julianne  
Ridge, Robert D.  
Tice, Dianne M.  
Yamawaki, Niwako

#### **Other Faculty with Applied Social Interests:**

Braithwaite, Scott R.  
Brown, Bruce L.  
Hardy, Sam A  
Slife, Brent D.  
Steffen, Patrick R.

### ➤ **COGNITIVE AND BEHAVIORAL NEUROSCIENCE**

Students in this specialty area study and examine the biological factors that control behavior. Instruction often focuses on brain function but may include any biological system.

#### **Cognitive and Behavioral Neuroscience Faculty:**

Bigler, Erin D.  
Brown, Bruce L.  
Cobia, Derin J.  
Gale, Shawn D.  
Hedges, Dawson W.  
Hopkins, Ramona O.  
Kay, Daniel B.  
Kirwan, C. Brock  
Luke, Steven G.  
Miller, Harold L.  
Steffensen, Scott C.

#### **Other Faculty with Cognitive and Behavioral Neuroscience Interests:**

Larson, Michael J.  
Lundwall, Rebecca A.  
South, Mickle D.

## ➤ **DEVELOPMENTAL PSYCHOLOGY**

Students in this specialty area study and examine various factors that affect perceptual, cognitive, and social behavior from infancy through adolescence and early adulthood using human and non-human species. Students also examine neurotypical and atypical development as well as issues of mental and physical health.

### **Developmental Faculty:**

Hardy, Sam A.  
Higley, James Dee  
Lundwall, Rebecca A.

### **Other Faculty with Developmental Interests:**

Jensen, Chad D.  
Luke, Steven G.  
South, Mikle D.  
Warren, Jared S.

## ➤ **CLINICAL PSYCHOLOGY**

*Discussed in detail in a separate section.*

### **Clinical Psychology Faculty:**

Baldwin, Scott A.  
Braithwaite, Scott R.  
Burlingame, Gary M.  
Green, Kat T.  
Jensen, Chad D.  
Jones, Melissa K.  
Larson, Michael J.  
South, Mikle D.  
Steffen, Patrick R.  
Warren, Jared S.

### **Other Faculty with Clinical Interests:**

Bigler, Erin D.  
Cobia, Derin J.  
Gale, Shawn D.  
Gantt, Edwin E.  
Kay, Daniel B.  
Slife, Brent D.

<b>FINANCIAL ASSISTANCE</b> General Ph.D. Program
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Financial support is offered in several ways:

1. **Teaching and Research Assistantships:** These 15-hour-per-week positions are awarded to all first and second year students, giving them an opportunity to work closely with faculty in the Psychology Department. Such contracts offer approximately \$4800 each for Fall and Winter Semesters, as well as \$2400 for Spring Term, or a total of \$12,000 for the academic year.
2. **Student Instructors:** Students interested in teaching may have the opportunity to carry full responsibility for certain undergraduate courses in the Psychology Department after they have successfully completed Psychology 693, Teaching Psychology. Teachers are typically paid about \$2500 per course, assuming the minimum of 20 students is reached. A student **must** complete and pass Psychology 693 and then apply to be considered for these positions when they are available. (An announcement of available courses, along with an application form, will be emailed to students about a month prior to the beginning of each semester.) The ultimate hiring and supervision is done under the direction of the Department Chair. Student instructors are assigned a mentor each semester they teach and must submit the Mentoring Agreement for Graduate Instructors. (See Appendix A)
3. **Tuition Support:** Limited funding is available for partial tuition assistance through departmental awards with money supplied by Graduate Studies. This past academic year students in the first four years of the program received about \$1600 per semester, Fall and Winter, in addition to \$600 Spring Term. Tuition support is not offered beyond four years.
4. **Research and Travel Support:** All students are provided support up to \$1000 for their dissertation research, dependent upon a proposal demonstrating the expenses. Grants from the Program, Department, and College are available for travel to conferences in which students are presenting research papers or posters. Travel support can often cover the entire expense of one domestic conference per year.
5. **Short-term and Long-term Loans:** In addition to federal government guaranteed student loans, BYU offers both short and long-term loans through internal resources. Contact the Financial Aid Office at (801) 422-4104 or at <https://financialaid.byu.edu/>.
6. **Competitive Awards:** Psychology students have also been successful in competing for a limited number of awards offered through the university, generally through Graduate Studies or ORCA: Research Presentation Awards, Graduate Research Fellowships, Graduate Mentoring Awards, the High Impact Doctoral Research Assistantship, and so forth

Administrative support is also available:

1. **Disabilities:** Students with disabilities will be accommodated in accordance with the requirements of the Americans with Disabilities Act. University services are relatively extensive, and the Program makes every effort to provide reasonable accommodations. Contact the University Accessibility Center for more information.
2. **Counseling:** The University provides extensive counseling services, free of charge, to all University personnel, full-time students, and their dependents, mostly through

Counseling and Psychological Services. The Comprehensive Clinic also provides free services to University students.

3. **Multicultural and Minority Support:** Various University sponsored organizations representing diverse cultures are available. Contact Multicultural Student Services for more information. The office of International Student Services provides both social and practical support to international students. A variety of support, counseling, and educational services are provided to women, coordinated through the office of BYU Women's Services and Resources.

### **Time Limits**

Graduate Students in doctoral programs are eligible for departmental financial assistance for only four years. After four years, no tuition assistance is provided, and assistantships, student instructorships, and other means of financial support may or may not be available. Additionally, maintenance of financial assistance during those four years is dependent upon a satisfactory performance in all aspects of the program.

### **Registration Requirements**

It is the student's responsibility to comply with any registration requirements established by sponsoring agents for student loans, loan payments, deferrals, assistantships, internships, and awards.

### **Deferment of Student Loan Payments**

Students with student loans need to check with the Financial Aid office to determine the deferment guidelines associated with their particular type of loan. Some loans require that a student be enrolled for at least 8.5 credits in a semester in order to be considered full-time, while others require only 4.5 credits.

However, students who have completed their course work and who are working full-time on their dissertations may initiate a Request for Graduate Full-Time Status through the Student Programs Coordinator of the Department of Psychology. Such students must be enrolled for at least 2 credit hours per semester, at least part of which must be dissertation, or one credit hour per term, and must be working full-time on a dissertation. (Clinical students may, instead, be registered for 2 credits of internship when applicable). Students also must be aware that they are not eligible to request full-time status if they are employed full-time. Requests may only be submitted **after** a student has registered for the semester under consideration. For more information, please see the request form for other details.

Since there is a 6-month grace period for repayment of some student loans, students can sometimes be enrolled Fall and Winter semesters without being enrolled Spring or Summer. Please note that the student is responsible for keeping in touch with the Financial Aid Office regarding the specifics of the individual situation.

# Clinical Psychology PhD Training Program

## CLINICAL PSYCHOLOGY PH.D. PROGRAM

### **Introduction to Clinical Psychology Training Program**

The Clinical Psychology Ph.D. training program at Brigham Young University is a well-established, traditional program, with good visibility and a national reputation for excellence in clinical training. It has quality resources available to faculty and students, as well as the Department's commitment to excellence. The program has enjoyed continuous accreditation by the Commission on Accreditation (formerly referred to as American Psychological Association accreditation) since 1971 and is noted for both the clinical skills of the students and the solid grounding in theory and research. [Information on accreditation can be obtained from the Commission on Accreditation, 202-336-5979, or Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, NE Washington, DC 20002-4242, or at [www.apa.org/ed/accreditation/](http://www.apa.org/ed/accreditation/).]

The training program prepares students to compete successfully for the top internships and post-doctoral fellowships throughout the nation. BYU students are frequently accepted at some of the most outstanding training sites such as Baylor University Medical School, Cincinnati Children's Hospital, Duke University Medical School, several hospitals in the Harvard Medical School Consortium, Oregon Health and Science University, University of Minnesota Medical School, University of Washington Medical School, and the Yale University School of Medicine. Similarly, graduates compete successfully for clinical, research, and academic positions across the country. Graduates from the program are found in many geographic regions and in a variety of settings. While the majority, about 80%, work in clinical settings, a number are employed in academic positions. The curriculum has been designed to prepare students for licensure.

Please note that the program also has a *Practicum Handbook*, which provides more detail about training of clinical skills. Clinical Program students are expected to rely upon the information in the *Practicum Handbook* just as they do upon the information in the *Handbook of Graduate Programs*.

### **Overview of the Program**

The program is designed to take five years, with four years of coursework, research, and clinical training, followed by a one-year full-time paid internship at an approved site. Throughout the four years in residence, as coursework becomes lighter, research and clinical fieldwork constitute a larger portion of the students' commitment. The focus is on developing the broad set of competencies expected of clinical psychologists, and program activities are designed to develop those skills.

During the first year, students begin training in basic research skills, take basic core classes in general psychopathology and clinical skills, and are also introduced to clinical practice. In addition to continuing coursework and thesis research, the second year students have more focused experiences in clinical practice and complete a comprehensive examination in assessment during the second semester. By the end of the second year, the student will have completed the M.S. requirements. The third year students obtain more advanced instruction in research and clinical skills, and they also enlarge the settings in which they do clinical work. Final comprehensive examinations are also taken the second semester of the third year. The primary focus of the fourth year is completion of the dissertation and engagement in advanced clinical and research opportunities. The fifth year involves the completion of an internship in an agency which has been accredited by the Commission on Accreditation; because of a national shortage of accredited internships, some flexibility may be available regarding internship

accreditation status, but only with appropriate approvals. Ordinarily these internships are completed outside Utah, so that our students are exposed to more diversity than is typically available within the state.

### **Admission**

The program seeks students of high ability and strong preparation who have a deep commitment to scholarship, excellence in professional skills, service, and ethical understanding and behavior. Successful applicants will also demonstrate openness to the richness of human diversity in all of its forms, with an expectation that they will prepare themselves to show respect for and to develop skills and attitudes that meet the varied needs of this diversity. Indeed, we are committed to building competence in serving a diverse public (such as reflected in APA's Board of Educational Affairs' 2013 pedagogical statement, "Preparing Professional Psychologists to Serve a Diverse Public: A Core Requirement in Doctoral Education and Training"). As a program with demanding expectations for completing training activities and developing needed competencies, successful applicants will also demonstrate high energy, personal responsibility, organization, and the underlying cognitive skills requisite for academic and subsequent professional success. Finally, we believe that each class of students is best selected to provide a complementary set of interests and other diversity that can match well the expertise and resources of the program and its faculty. To accomplish these goals within a mentored model of training, admission is consequently limited; thus, even qualified applicants may not be admitted, although we always seek to accept the best students who individually and collectively accomplish these goals.

Applicants apply through the University's electronic application portal, which can be accessed – along with a step-by-step guide to the process – through the Graduate Studies website at <http://gradstudies.byu.edu/>. Information about admission to the Clinical Psychology program, specifically, can be obtained by going first to the Program's home page, <http://psychology.byu.edu/Pages/ClinicalPhD.aspx>. The "Admissions" section provides information about minimum qualifications (including undergraduate degrees, minimum GPA's, minimum GRE scores, and prerequisite course work). This section also provides information about all elements required for a complete application and application deadlines. Applicants should pay particular attention to information about the University's Honor Code and the ecclesiastical endorsement process, as elements of this are unique to Brigham Young University.

Applicants are evaluated by the Admissions Committee, consisting of three faculty members and one graduate student, all from the Clinical Psychology program and all having equal voice in the decision process. A select number of students are invited for interviews held in late January or early February (inability to participate fully in the interview process does not preclude an applicant from further consideration, but participation is strongly encouraged). The expectation of working with a particular faculty mentor is an important consideration, so successful applicants will typically clearly indicate their area of research interest. The Admissions Committee – with input from the potential research mentor – makes admission decisions, including offers of financial support, extends invitations to successful applicants, and informs alternates and those denied of their status, usually in late February. In keeping with the policy of the Council of Graduate Departments of Psychology, applicants have until April 15<sup>th</sup> to accept or decline offers of financial assistance, although accepting or declining offers of admission and financial aid is encouraged as soon as applicants receiving such offers make their decisions.

## **The Program Philosophy and Training Areas**

The philosophy of BYU's Clinical Psychology Ph.D. program adheres to the scientist-practitioner model with training focusing on academic and research competence, as well as theory and practicum experience for the development of strong clinical skills. A program emphasis strives to tie theory and research to clinical practice, and much of the course work stresses mastery of scientific principles that form the foundation of practice activities. The program is, by design, eclectic in orientation, drawing from a wide range of theories and orientations in an attempt to give broad exposure to a diversity of traditional and innovative, empirically-supported approaches. Cognitive-behavioral and behavioral approaches are well-represented, in addition to interpersonal (including psychodynamic and objects relations), family systems, emotion-focused, mindfulness-based and compassion-focused orientations.

Students are first broadly trained as psychologists and provided courses that are the foundation for completing professional licensure requirements. Students also receive a basic core of training in clinical psychology. Some choose also to pursue one of the available emphasis areas, (1) Child, Adolescent, and Family Clinical Psychology, (2) Clinical Neuropsychology, (3) Clinical Research, or (4) Clinical Health Psychology. Furthermore, students can take advanced clinical skill courses with content dependent upon the specialty areas of the faculty.

Although the section below emphasizes descriptions of program activities, students should not lose sight of the intent of these activities, which is the development and assessment of clinical, research, and professional competencies expected of clinical psychologists. Completion of activities may not indicate that expected competencies are fully developed, and additional activities may be required of students judged to be deficient. Remember that even though students are expected to progress through program activities in a timely fashion, periodic evaluations place more emphasis on students' development of competence.

## **Expected Competencies**

The program is a sequenced series of activities designed to develop competencies expected of entry-level clinical psychologists. Our selection both of competencies and of the level of expected attainment is informed by the emerging literature on competencies for professional practice of clinical psychology. In particular, we draw from the June 2011 document, "Revised Competency Benchmarks for Professional Psychology," and July 2012 document, "A Practical Guidebook for the Competency Benchmarks," which are based on the 2007 report of the Assessment of Competency Benchmarks Work Group convened by the APA Board of Educational Affairs in collaboration with the Council of Chairs of Training Councils (CCTC) and from the October 2006 report, *The Practicum Competencies Outline: Report on Practicum Competencies*, by The Association of Directors of Psychology Training Clinics (ADPTC) Practicum Competencies Workgroup and The Council of Chairs of Training Councils Practicum Competencies Workgroup. The best statements of our full set of expected competencies are found in our various rating forms, which are found in Appendix B. Practice competencies are also elaborated in our Practicum Handbook, especially the "General Goals" and "Areas of Evaluation" sections.

## **Requirements**

**Credit Hour Requirement:** 111 Hour Minimum

Outlined in Training Guidelines by topic and in Curriculum at a Glance by sequence



## **Required Coursework:**

### **Clinical Core Courses:**

- Assessment: Intelligence, Personality (2 courses)
- Psychotherapy: Relationship/Psychodynamic, Cognitive-Behavioral, Child/Adolescent, Group (4 courses, Neuropsychology students are required to take only the first three)
- Professional and Ethical Issues (1 course)
- Psychopathology (1 course)
- Practica (3 years), Clerkships (2 semesters), and Case Conferences (6 semesters)
- (Paid Externships are highly recommended but not required)
- Internship (Full-time paid position for full year)

**General Core Courses:** These courses provide breadth and are the foundation in the science of psychology.

- Biological Bases of Behavior:  
Human Neuropsychology/Biological Bases of Behavior (1 course)
- Social-Cultural Bases of Behavior:  
Theory and Research in Social Psychology, Cultural Diversity & Gender Issues (2 courses)
- Cognitive-Affective Bases of Behavior:  
Cognitive Processes (1 course)
- Human Development:  
Advanced Developmental Psychology (1 course)
- History and Systems:  
History and Systems of Psychology (1 course)

### **Research Courses:**

- Data Analysis in Psychological Research (2 courses)
- Research Methodology: Design, Clinical Research (2 courses)
- Dissertation (Minimum of 18 hours)
- Master's Thesis (Minimum of 6 hours)

### **Elective Course:**

- One Elective is Required (1 course)

**Emphasis Area Sequences:** If desired, a sequence of elective courses may be taken in a specialty area.

- Child, Adolescent, and Family Psychology
- Clinical Neuropsychology
- Clinical Research
- Clinical Health Psychology

### **Examinations:**

- Comprehensive Examinations
  - 2<sup>nd</sup> Year: Psychodiagnostic Assessment (written product/oral)
  - 3<sup>rd</sup> Year: Psychotherapy Theory of Change and Presentation (written product/oral)
  - 3<sup>rd</sup> Year: Research (written, may be waived under certain circumstances)
- Oral Examinations in defense of the second-year project (Master's thesis), the dissertation prospectus, and the final dissertation

<b>CLINICAL M.S. PROGRAM REQUIREMENTS (EMBEDDED WITHIN PH.D.)</b>
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Students must demonstrate competence in various areas to receive the Psychology MS and continue to the Clinical Psychology PhD program. The master's curriculum corresponds to the first two years of training following receipt of the bachelor's degree and consists of required courses in the foundations of psychological evaluation and measurement, statistics and research methods, professional ethics, and clinical theory and practice. Students have three years to complete their master's degree requirements after admission to the Clinical Psychology PhD program and are not allowed to enroll in doctoral level courses during their fourth year of residence if these requirements have not been met. It is actually expected that students will complete the MS requirements by the end of the second year in the program.

Specific requirements of the MS Degree are detailed below:

- Credit hours (36 hour minimum; B grade or better in each class)
- Research data and analysis requirement: 11 hours of statistics and research methodology (Psych 501, 502, and 504)
- Clinical theory requirement: 3 hours of professional and ethical issues (Psych 309); 4 hours of psychopathology (Psych 611); 6 hours of assessment (Psych 622 and 623); and 6 hours of psychotherapy (Psych 651 and one of Psych 652 OR Psych 653).
- Master's thesis: Students will complete a master's thesis that includes no fewer than 6 thesis credit hours (Psych 699R). As noted above, students have three years to complete their degree requirements, including the thesis, and are not allowed to enroll in doctoral level courses during their fourth year of residence if these requirements have not been met.

## FINANCIAL AND OTHER SUPPORT FOR CLINICAL PSYCHOLOGY

Financial support is offered in several ways:

1. **Teaching and Research Assistantships:** These 15-hour-per-week positions are awarded to all interested first and second-year students, giving them an opportunity to work closely with faculty in Clinical Psychology. Such contracts offer approximately \$4800 each for Fall and Winter Semesters, as well as \$2400 for Spring Term, or a total of \$12,000 for the academic year.
2. **Externships:** After the first year, students are placed in settings throughout the community with specific assignments based on interests, skill-level, and location. Externships are generally assigned for one year and then rotated in order to provide breadth of experience. Most externships pay about \$16-18 per hour and students work from 8-10 hours in the second year (if desired) to about 20 hours per week in the third and fourth years. Because of these ties with professionals in the community, our students apply for internships with a strong clinical foundation.
3. **Student Instructors:** Students interested in teaching may have the opportunity to carry full responsibility for certain undergraduate courses in the Psychology Department after they have successfully completed Psychology 693, Teaching Psychology. Teachers are generally paid about \$2500 for a 3-credit course, assuming the minimum of 20 students is reached. A student **must** complete and pass Psychology 693 and then apply to be considered for these positions when they are available. (An announcement of available courses, along with an application form, will be emailed to students about a month prior to the beginning of each semester.) The ultimate hiring and supervision is done under the direction of the Department Chair. Student instructors are assigned a mentor each semester they teach and must submit the Mentoring Agreement for Student Instructors. (See Appendix A)
4. **Tuition Support:** Limited funding is available for partial tuition assistance through departmental awards with money supplied by Graduate Studies for the first four years of the program, only. This past academic year students in the first four years of the program received about \$1600 per semester, Fall and Winter, in addition to \$600 Spring Term.
5. **Research and Travel Support:** All students are provided support up to \$1000 for their dissertation research, dependent upon a proposal demonstrating the expenses. In addition, grants from the Program, Department, and College are available for travel to conferences in which students are presenting research papers or posters. Travel support can often cover the entire expense of one to two domestic conferences per year and is available each year.
6. **Short-term and Long-term Loans:** In addition to federal government guaranteed student loans, BYU offers both short and long-term loans through internal resources. Contact the Financial Aid Office at (801) 422-4104 or at <https://financialaid.byu.edu/>
7. **Competitive Awards:** Clinical Psychology students have also been successful in competing for a limited number of awards offered through the university, generally through Graduate Studies or ORCA: Research Presentation Awards, Graduate Research Fellowships, Graduate Mentoring Awards, the High Impact Doctoral Research Assistantship, and so forth.

Administrative support is also available:

1. **Disabilities:** Students with disabilities will be accommodated in accordance with the requirements of the Americans with Disabilities Act. University services are relatively extensive, and the Program makes every effort to provide reasonable accommodations. Contact the University Accessibility Center for more information.
2. **Counseling:** The University provides extensive counseling services, free of charge, to all University personnel, full-time students, and their dependents, mostly through Counseling and Psychological Services. The Comprehensive Clinic also provides free services to University students. Furthermore, the Clinical Director at BYU's Counseling and Psychological Services can provide a referral to a psychiatrist at the Student Health Center.
3. **Multicultural and Minority Support:** Various University sponsored organizations representing diverse cultures are available. Contact Multicultural Student Services for more information. The office of International Student Services provides both social and practical support to international students. A variety of support, counseling, and educational services are provided to women, coordinated through the office of BYU Women's Services and Resources.

## TRAINING GUIDELINES

The following objectives reflect training guidelines designed to establish a solid foundation in general psychology and expertise in clinical psychology. The course listings delineate our program's compliance with the training guidelines. A given course may be listed under more than one guideline.

**1. Students should demonstrate an understanding of the breadth of scientific psychology and discipline-specific knowledge.**

- The specific courses that have been selected to focus upon achieving a breadth of understanding of scientific psychology include the following:
  - A. Biological Aspects of Behavior** (one course required)  
Psychology 585                      Human Neuropsychology/Biological Bases of Behavior (3)
  - B. Cognitive and Affective Bases of Behavior** (one course required)  
Psychology 575                      Cognitive Processes (3)
  - C. Social and Cultural Aspects of Behavior** (both courses required)  
Psychology 550                      Theory and Research in Social Psychology (3)  
Psychology 645                      Cultural Diversity and Gender Issues (3)
  - D. History and Systems of Psychology** (one course required)  
Psychology 510                      History and Systems of Psychology (3)
  - E. Research Methodology** (both courses required)  
Psychology 504                      Research Design (3)  
Psychology 505                      Clinical Research (3)
  - F. Techniques of Data Analysis** (both courses required)  
Psychology 501                      Data Analysis in Psychological Research (4)  
Psychology 502                      Data Analysis in Psychological Research (4)

**2. Students will demonstrate their competency in understanding individual differences and their assessment.**

- Students are required to complete foundation courses in the area.
- The students' ability to comprehend and apply conceptual materials in standards and ethics is evaluated in all practicum, clerkship, externship, and internship settings. Students must show solid evidence of operating within ethical standards and guidelines in order to remain in good standing.
- As part of the assessment course sequence, students are required to complete individual evaluations. After this sequence is completed, the students must demonstrate competence by passing a comprehensive examination in Psychodiagnostic Assessment which involves the evaluation of a client. Two faculty members then conduct an oral evaluation of the student's report and of their knowledge in the field of assessment. In this comprehensive examination, students are required to use historical information and documents, interview data, and test results in the formulation of their reports. Assessment competence is also required, evaluated, and further developed in the practica, clerkships, and externships that are part of the students' training experience.

**A. Individual Differences**

Psychology 520	Advanced Developmental Psychology (3)
Psychology 611	Psychopathology (4)
Psychology 645	Cultural Diversity and Gender Issues (3)

**B. Professional Standards and Ethics**

Psychology 609	Professional and Ethical Issues (3)
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**C. Psychological Assessment, Measurement, and Intervention**

Psychology 622	Assessment 1: Intelligence (3)
Psychology 623	Assessment 2: Personality (3)
Psychology 740R	Case Conference (0.5 ea, 6 semesters)
Psychology 741R	Integrative Practicum (1-3 ea, 9 semesters)
Psychology 743R	Clerkship (1 ea, 2 semesters)
Psychology 700R	Externship (0.5 ea, variable, optional but typically 9 semesters)

**D. Cultural and Individual Diversity**

Issues related to cultural diversity are specifically addressed in Psychology 520 and 645 (listed above under Individual Differences). These issues are also relevant to all of the didactic and experiential components in the above assessment sequence.

**E. Attitudes Essential for Life-long Learning as Competent, Informed Psychologists**

The program emphasizes the importance of relying upon informed, logical, and empirical bases in conceptualization, evaluation, and intervention. In both therapy and assessment, students are frequently asked to provide empirical support for their interventions. Furthermore, the vast majority of classes require that students complete a research paper based upon a thorough review of the existing literature.

**3. Students must demonstrate their competency in individual and group therapy.**

- Knowledge, skills, and attitudes are first developed through successful completion of a sequence of foundation courses in Individual and Group Therapy.
- Students are required to be enrolled in Integrative Practicum each semester and term of their first three years in the program. As part of the course requirements, students meet weekly with a supervisor who critiques and evaluates their therapy via video review.
- After their therapy courses are completed, students are required to demonstrate competence by passing the Psychotherapy Comprehensive Examination. The exam has two components, a written paper describing their "Theory of Change" and an oral presentation. As part of this process, students are expected to reflect on their individual theory of change, assess the efficacy of their interventions, and engage in the process of consultation and supervision. Students share the highlights of their theory in the form of a training presentation to clinical students and faculty. As part of this oral examination they select clips from their own client sessions to illustrate principles associated with their therapeutic interventions.
- Several members of the faculty are well known for their contributions in evaluating the effectiveness of psychotherapy. All practicum students are now using the outcome measures that have been developed by these faculty members with their clients. A significant number of dissertations have also focused on the area of therapy outcome.

**A. Individual and Group Therapy**

Psychology 651	Psychotherapy 1: Relationship and Psychodynamic (3)
Psychology 652	Psychotherapy 2: Cognitive-Behavioral (3)
Psychology 653	Psychotherapy 3: Child and Adolescent (3)
Psychology 654	Psychotherapy 4: Group (3) (Neuropsych optional)
Psychology 740R	Case Conference (0.5 ea, 6 semesters)
Psychology 741R	Integrative Practicum (1-3 ea, 9 semesters)
Psychology 743R	Clerkship (1 ea, 2 semesters)
Psychology 700R	Externship (0.5 ea, variable, optional but typically 9 semesters)

**B. Assessing the Efficacy of Interventions**

Psychology 504	Research Design (3)
Psychology 505	Clinical Research (3)

**4. Students must develop a competency in conceptualizing, evaluating, and conducting research.**

- Students are required to complete foundation courses in research: a series in research methodology as well as a sequence in data analysis.
- Students complete a research project (Master's Thesis) by the end of the second year. This project must include a prospectus, development of research materials, data collection, analysis, and writing of a final paper in thesis and journal format (with the expectation that it will be submitted for publication). This is best achieved by participation in the faculty chair's research team and accepting and developing a project as part of that team. The prospectus and final paper must be defended and approved by a committee consisting of the chair and two other graduate faculty members selected by the student and chair in consultation with one another.
- A comprehensive examination in research is required after completion of the foundation courses. The exam can be waived by publication, presentation at conferences, or external grant proposal.
- All students must complete a dissertation with an appended journal manuscript. Prior to data collection, the dissertation prospectus must be developed and successfully defended. In this review the student must justify the research question along with methods of data collection and analysis which have been proposed. After the dissertation is completed, the final oral examination evaluates the dissertation and may also be extended into subject matter areas.

**A. Research Methodology** (two courses required)

Psychology 504	Research Design (3)
Psychology 505	Clinical Research (3)

**B. Techniques of Data Analysis** (both courses required)

Psychology 501	Data Analysis in Psychological Research (4)
Psychology 502	Data Analysis in Psychological Research (4)

**5. Students may elect to take foundation courses in four different emphasis areas that may eventually lead to developed competencies in those specialties. [Optional]**

- Aside from grades in the courses, there are no special examinations used to determine the level of competence in these areas. It should also be noted that *emphasis areas are*

not required of the students, nor does the transcript note the completion of an emphasis area.

**A. Child, Adolescent and Family Emphasis**

Psychology 520	Advanced Developmental Psychology (3)
Psychology 612	Developmental Psychopathology (3)
Psychology 711R	Advanced Child Assessment (3)
MFT	[Under discussion]
Psychology 741R	Practicum (1-3 ea, variable number) <i>Assigned to supervisors specializing in emphasis area</i>
Psychology 743R	Clerkship (1 ea) <i>At least one clerkship completed in emphasis area</i>
Psychology 700R	Externship (.5 ea, variable number, optional) <i>One or more externships completed in emphasis area</i>

**B. Clinical Neuropsychology Emphasis**

Psychology 585	Human Neuropsychology/Biological Bases of Behavior (3)
Psychology 680	Clinical Neuropsychology (3)
Psychology 712R	Topics in Neuropsychology: Seminar in Neuroanatomy (3)
Psychology 712R	Topics in Neuropsychology: Adult Assessment (3)
Psychology 712R	Topics in Neuropsychology: Child Assessment (3)
Psychology 743R	Clerkship (1 ea) <i>At least one clerkship completed in emphasis area</i>
Psychology 700R	Externship (.5 ea, variable number, optional) <i>One or more externships completed in emphasis area</i>

**C. Clinical Research Emphasis**

Psychology 743R	Clerkship (1 ea) <i>At least one clerkship completed in emphasis area</i>
Psychology 700R	Externship (.5 ea, variable number, optional) <i>One or more externships completed in emphasis area</i>

**D. Clinical Health Emphasis**

Psychology 583	Health Psychology (3)
Psychology 686R	Seminar in Health Psychology (3)
Psychology 700R	Externship (.5 ea) <i>One or more self-selected externships completed in emphasis area</i>
Psychology 743R	Clerkship (1 ea) <i>At least one clerkship completed in emphasis area</i>
Psychology & Health	Students complete 2 electives from the list in catalog

**6. Students develop their clinical skills in a variety of supervised fieldwork settings, providing breadth and depth of experience.**

- The program requires that students take three years of integrative practicum supervised by faculty on cases seen within the Comprehensive Clinic or BYU Counseling and Psychological Services. Students are expected to complete assessments during the first year in the program and see four to five ongoing therapy cases in the second and third years, with continued work in assessment. All practica are coordinated by the Associate Director of Clinical Training.
- In addition, students must complete two clerkships, one in each of at least two different settings in order to gain experience with the assessment, management, and treatment of a variety of patient populations: Typical settings may include Utah State Hospital (serious



mental disorders), Utah State Prison (legal offenders), Timpanogos Assessment and Psychological Services (autism spectrum disorders), Utah Valley Hospital (neurological and psychological disorders of varying levels of dysfunction), etc.

- Finally, students have the option of broadening their training venues by pursuing paid externships after the first year in the program. In order to gain exposure to a wide range of patient populations, assessment/treatment models, and intervention strategies, students typically rotate externship sites at the end of each academic year. All fieldwork experiences (clerkships and externships) are managed by the Executive Coordinator of Clinical Psychology and are supervised by licensed professionals in the community.

### **Integrative Practica in BYU's Comprehensive Clinic**

Psychology 741R	Integrative Practicum (9 semesters minimum)
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### **Nonfunded Clerkships**

Psychology 743R	Clerkship (2 semesters minimum)
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### **Reimbursed Externships**

Psychology 700R	Externship in Clinical Psychology (optional, but typically 9 semesters)
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## CLINICAL PSYCHOLOGY CURRICULUM AT A GLANCE

(There may be some changes in sequencing.)

Courses required for the Neuropsychology emphasis area appear in italics and are not included in the total credits listed for each semester.

### First Year Requirements

First Year - Fall Semester			16.5
Psych 501	Data Analysis in Psychological Research		4
Psych 611	Psychopathology		4
Psych 622	Assessment 1: Intelligence		3
Psych 651	Psychotherapy 1: Relationship & Psychodynamic		3
Psych 699R	Master's Thesis		1
Psych 740R	Case Conference		0.5
Psych 741R	Integrative Practicum		1

First Year - Winter Semester			8.5
Psych 504	Research Design		3
Psych 623	Assessment 2: Personality		3
Psych 699R	Master's Thesis		1
Psych 740R	Case Conference		0.5
Psych 741R	Integrative Practicum		1
<i>Psych 585</i>	<i>Human Neuropsychology/Biological Bases of Behavior</i>		3

First Year - Spring and Summer			5
Psych 609	Professional and Ethical Issues		3
Psych 699R	Master's Thesis		1
Psych 741R	Integrative Practicum		1

### Research Project: Propose Qualifying Research Project Winter Term

- Students with a neuropsychology emphasis area will take their courses as they are prepared to do so, ideally finishing them in the first three years of the program. Though the clinical core (Psychopathology, Ethics, Assessment and Therapy Sequences) and the research sequence must be taken according to the schedule above, other courses may be shifted to a different year to accommodate the neuropsychology courses. Neuroanatomy is offered every Winter Semester and must be taken at some point.

## Second Year Requirements

<b>Second Year - Fall Semester</b>			<b>14.5</b>
Psych 502	Data Analysis in Psychological Research 2		4
Psych 653	Psychotherapy 3: Child and Adolescent		3
Psych 645	Cultural Diversity and Gender Issues	<i>(Neuro take in 3<sup>rd</sup> year)</i>	3
Psych 699R	Master's Thesis		1
Psych 740R	Case Conference		0.5
Psych 741R	Integrative Practicum		3
Psych 700R	Externship	Optional	0.5
<i>Psych 680</i>	<i>Clinical Neuropsychology</i>		3
	Elective	Optional	
<b>Second Year - Winter Semester</b>			<b>8.5</b>
Psych 652	Psychotherapy 2: Cognitive-Behavioral		3
Psych 699R	Master's Thesis		1
Psych 740R	Case Conference		0.5
Psych 741R	Integrative Practicum		3
Psych 743R	Clerkship		1
Psych 700R	Externship	Optional	0.5
<i>Psych 712R</i>	<i>Neuropsychology: Child Assessment</i>		3
<i>Psych 712R</i>	<i>Neuropsychology: Adult Assessment</i>		
	Elective	Optional	
<b>Second Year - Spring and Summer</b>			<b>3/6</b>
Psych 510	History & Systems of Psychology	Offered alternate years	3
Psych 699R	Master's Thesis		1
Psych 741R	Integrative Practicum		2
Psych 700R	Externship	Optional	0.5
	Elective	Optional	

**Master's Thesis: Make Poster Presentation and Defend M.S. Thesis Winter  
Second Year Comprehensive Examination: Psychodiagnostic Assessment**

### Third Year Requirements

<b>Third Year - Fall Semester</b>			<b>14.5</b>
Psych 575	Cognitive Processes		3
Psych 550	Theory and Research in Social Psychology		
Psych 654	Psychotherapy 4: Group Psychotherapy	<i>Neuropsych Optional</i>	3
Psych 740R	Case Conference		0.5
Psych 741R	Integrative Practicum		3
Psych 743R	Clerkship		1
Psych 799R	Dissertation		4
Psych 700R	Externship	Optional	0.5
<b>Third Year - Winter Semester</b>			<b>13.5</b>
Psych 505	Clinical Research		3
Psych 520	Advanced Developmental Psychology		3
Psych 585	Human Neuropsychology/Bio Bases of Behavior	If not taken first year	
Psych 740R	Case Conference		0.5
Psych 741R	Integrative Practicum		3
Psych 799R	Dissertation		4
Psych 700R	Externship	Optional	0.5
<i>Psych 712R</i>	<i>Neuropsychology: Child Assessment</i>		3
<i>Psych 712R</i>	<i>Neuropsychology: Adult Assessment</i>		
<b>Third Year – Spring and Summer</b>			<b>9</b>
Psych 510	History & Systems of Psychology	Offered alternate years	3
Psych 741R	Integrative Practicum		2
Psych 799R	Dissertation		4
Psych 700R	Externship	Optional	0.5

**Third Year Comprehensive Examinations:**  
**Psychotherapy Comprehensive: Theory of Change Paper with Oral Presentation**  
**Research: See section on Comprehensive Exams for waiver policy**

## Fourth Year Requirements

**(M.S. Requirements must be satisfied prior to taking 4<sup>th</sup>-year courses)**

<b>Fourth Year – Fall</b>			<b>5</b>
Psych 550	Theory and Research in Social Psychology		3
Psych 575	Cognitive Processes		
Psych 799R	Dissertation		2
Psych 700R	Externship	Optional	0.5
	Electives	Optional	

<b>Fourth Year – Winter</b>			<b>5</b>
Psych 520	Advanced Developmental Psychology		3
Psych 585	Human Neuropsychology/Bio Bases of Behavior	If Psych 585 not taken	
Psych 799R	Dissertation		2
Psych 700R	Externship	Optional	0.5
	Electives	Optional	

<b>Fourth Year – Spring and Summer Combined</b>			<b>2.0</b>
Psych 799R	Dissertation		2
Psych 700R	Externship	Optional	.5
	Electives	Optional	

*Since you will be working on your dissertation throughout your program, register for it at the time that you are working on it. The 18 credits should be spread over a number of semesters, once the M.S. portion of the degree is complete. If you have completed your coursework (except for internship, externships, and dissertation), you may ask that a Request for Full-Time Status be submitted on your behalf*

## Fifth Year Requirements

<b>Fifth Year - Internship</b>			<b>6</b>
Psych 745	Clinical Internship - Fall Semester		2
Psych 746	Clinical Internship - Winter Semester		2
Psych 747	Clinical Internship - Spring Term		1
Psych 748	Clinical Internship - Summer Term		1

### **Non-Clinical Electives**

Numerous courses are available in Psychology and other departments that may complement and strengthen a student's preparation as a Clinical Psychologist and an educated human being. We encourage those in our program to select from among them and counsel with faculty and others about these choices.

### **Clinical Electives**

- Students are required to take one elective. Some electives that have been taught over the past few years include:

540 Personality Theory  
583 Health Psychology  
612 Developmental Psychopathology  
680 Clinical Neuropsychology  
686R Seminar in Health Psychology  
687R Psychopharmacology  
711R Advanced Child Assessment  
711R Hypnosis  
711R Forensic Psychology  
712R Seminar in Neuroanatomy  
712R Adult Neuropsychological Assessment  
712R Child Neuropsychological Assessment

**Note: Completion of the Dissertation Prospectus Defense and all Comprehensive Examinations is required before the Director of Clinical Training will verify a student's readiness to apply for internship.** Students need to be aware that application deadlines typically fall throughout the month of November, though some deadlines come as early as October, others as late as the beginning of December.

The prospectus must have been successfully defended, the Prospectus Approval Form submitted, and a copy of the final prospectus placed on file with the Department prior to a student making application for an internship. Furthermore, it is expected that the dissertation will have been finished prior to a student's leaving for internship. It should also be noted that all comprehensive examinations must be passed and client audits must be clean prior to making application for internship. In applying for internships students may indicate that it is not required for them to have coursework completed prior to submitting an application.

# Clinical Psychology Fieldwork

<b>CLINICAL PSYCHOLOGY PRACTICA EXPERIENCES</b> Clinical Ph.D. Students
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For a complete description of applied clinical training, see the Program's *Practicum Handbook*.

### **Integrative Practicum**

Students complete practicum experiences in the Comprehensive Clinic under faculty supervision beginning in the fall of their first year and continuing at least through the spring of their third year (see *Practicum Handbook* for descriptions and further requirements). Clinical competencies developed within practicum must be at the level of "ready for internship" by the end of practicum. Students found deficient will be required to complete additional practica; further, some students may elect to receive further training. Historically, about 20% of our fourth-year students choose to continue to see practicum cases and co-supervise peers, in addition to spending time on dissertation, coursework, and fieldwork beyond the university setting. The program is in the process of formally requiring all fourth-year students to see at least one client while engaging in co-supervision with clinical faculty.

The vast majority of practicum students see clients through BYU's Comprehensive Clinic, while a few work with clients at BYU's Counseling and Psychological Services. The practica are primarily supervised by the core faculty in the clinical program; however, some supervision is done by BYU's Counseling and Psychological Services faculty and by adjunct clinical faculty if the need arises. An Associate Director of Clinical Training is responsible for coordinating practicum training.

The practicum experiences are considered the basic skills training in therapy and assessment. Students do not see therapy clients until at least some of the basic foundation courses have been completed and faculty judge them to have the foundational competencies required to begin therapy practicum. However, even in the first semester students participate in an assessment practicum. Through the three years of integrative practicum, students obtain experience both in assessment and in therapy, individual as well as group.

Typically, students are supervised weekly both individually and in small groups throughout the ten-month clinical curriculum year. Students interact in supervision both with supervisors and with their fellow practicum students. In addition to the supervisory experiences, students meet in a weekly case conference. The majority of the case conferences involve case presentations while a few may deal with research or types of pathology and practice.

Note that the program gives strong attention to evidence-based practice and empirically-supported assessment and treatment. As part of their training students learn to evaluate practices according to these standards, and they are expected to use them in all of their clinical activities.

### **Evaluation by Practicum Supervisors**

Students taking practica are evaluated by their supervisors following the procedures agreed upon by the Clinical Faculty. Every semester the practicum supervisor completes a rating form for each student, and each student has the opportunity to discuss the practicum experience with the supervisor.



## CLINICAL PSYCHOLOGY CLERKSHIPS AND EXTERNSHIPS

For a complete description of applied clinical training, see the Program's *Practicum Handbook*.

### Clerkships

The two clerkship experiences are normally completed in the second and third years of training. By this time, students have had some practicum experience and some opportunities for psychological practice in several of their foundation classes. The clerkships give opportunities to provide service, but are specifically built into the curriculum to allow students to observe different service agencies dealing with different focus groups. Students may choose from among many treatment centers with diverse foci. The following are representative of such sites: The Utah State Hospital focuses on groups with acute and chronic psychopathology. The VA Health Care System in Salt Lake provides an opportunity to work with veterans in a number of placements: Posttraumatic Stress Disorder, Neurocognitive Assessment, Addiction Recovery, Women Warrior, Integrative Health in Holistic Medicine, and General Outpatient Mental Health.

Students are required to complete a minimum of 120 hours total in clerkship work. Typically, 60 hours are spent at each of two clerkships sites, roughly four-five hours per week during the semester, though the 60 hours may be spread out over a longer period of time if both student and site supervisor are in agreement. Occasionally, a student may elect to divide the hours differently between the two sites (e.g. 90 hours at one and 30 hours at the other) or even to split the hours among three sites. The experiences will vary according to the clerkship setting. Assignments are made in consultation with the faculty member assigned to externship supervision or the Executive Coordinator of Clinical Psychology.

### Externships

In addition to the required practicum and clerkship placements, at the student's option, an externship setting may be selected each year. This option may commence as early as the beginning of the second year. It is frequently the case that students continue in externship settings after the practicum and clerkship experiences have been finished. An externship is typically the most integrated clinical experience, offered only when the faculty supervisor and Executive Coordinator of Clinical Psychology are satisfied that a student has the judgment and skills necessary to function in the specific externship setting in which an assignment is desired.

In externship settings, students have the opportunity to do clinical work under professional supervision. We believe that this aspect of our training is one of its most exemplary aspects. It offers students extended learning experiences outside the university and provides substantial funding as they proceed through the program. Thus, we are able to offer funding for students for the entire five years of their training program.

The externships are typically funded at about the same hourly rate as university assistantships (about 16-18 dollars per hour). The number of service hours are arranged by the student and the externship agency under the supervision of the program and typically range from 8-10 hours in the second year to 20 hours per week in the third and fourth years. While the Executive Coordinator of Clinical Psychology and the designated faculty member act as the Field Placement Supervisors, on-site supervision is overseen by a licensed psychologist. Although the externships are not specifically required, **virtually all students complete externships throughout their third and fourth years in the program, and frequently in their second years as well.** These experiences have provided a particularly strong addition to on-campus

training, resulting in the acquisition of advanced clinical skill with a great variety of client populations. As a result, our students are often favored for selection by internship agencies.

The following settings, among others, have recently served as externship and clerkship placements:

**Out-Patient - College Students:**

BYU: Counseling and Psychological Services  
BYU: Stress Management and Biofeedback Lab  
BYU: University Accessibility Center  
BYU-Hawaii: Counseling and Development Center

**Out-Patient - Wide Range:**

BYU Comprehensive Clinic Intake Officer  
Utah Valley Hospital: Psychiatry and Counseling Clinic  
Mountainlands Community Health Center  
Utah Valley Pain Management  
VA Salt Lake City Health Care System

**Out-Patient - Youth / Family Specialties:**

Preferred Family Clinic  
Timpanogos Assessment and Psychological Services (autism spectrum disorders)  
Wasatch Pediatrics  
Child, Adolescent, and Adult Treatment Specialists  
Primary Children's Hospital: Pediatric Behavioral Health Clinic

**In-Patient - Youth / Family Specialties:**

Utah Psychological Services  
Haven Home for Girls

**In-Patient - Adult:**

Utah State Hospital  
Utah State Prison

**Neuropsychology:**

Utah Valley Hospital: Neuro Rehabilitation Unit  
Intermountain Inpatient and Outpatient Neurorehabilitation Unit  
BYU Neuropsychological Assessment and Research Clinic

Externship settings are typically assigned for one year, although in rare circumstances they can be extended at the option of the student and the externship agency. The Fieldwork Supervisor makes every effort to see that students obtain both breadth and depth in their externship experiences. If students have selected an emphasis area, externships in the designated area can typically be arranged. In the case of a neuropsychology specialty, externship experience is required and is coordinated by Clinical Neuropsychology faculty.

In some cases, externship settings may also function as clerkship settings. However, the responsibilities vary with the title of the assignment, and only externships are paid experiences.

The externship experiences, coupled with practicum and clerkship experiences, provide an excellent practice foundation for our students as they apply for internships. Our students applying for internships generally have between 1500 and 2500 applied hours, including support

hours, by the time that they make application. Furthermore, students on internships have typically obtained excellent ratings on issues dealing with their preparation and clinical skills.

### **Legal and Ethical Considerations**

Due to the conditions of the state psychology licensing law, the ethical standards of the American Psychological Association (APA), and the education and training standards of the Commission on Accreditation (CoA), all students giving psychological services of a professional nature must have the approval of the Director of Clinical Training and must be registered for Externship or Clerkship credit.

All of these sources concur with the principle that when students working toward a graduate degree in the field of psychology perform work of a psychological nature it must meet two criteria:

- (a) It must be part of the student's program of study and development as a psychologist, and**
- (b) It must be supervised regularly and intensively by a licensed psychologist.**

It is important that students not “free lance” their services by providing a service for a fee. This is illegal and must be strictly avoided. It is also wrong to claim payments from insurance companies or others under the name of another person, such as a licensed psychologist who signs the papers in his or her name, if the student in fact provided the service, unless the student's role is explicitly acknowledged.

Students and faculty should acquaint themselves with the current Utah Law which regulates the practice of psychological services. The Psychology Licensing Act and Psychology Licensing Act Rules can be found on the website of the Utah Division of Occupational and Professional Licensing: <https://dopl.utah.gov/licensing/psychology.html>

The Field Placement Supervisor assures that clerkship and externship experiences are tied to the student's academic training by requiring students to follow certain directives. (See Practicum Handbook for more detail.)

# Clinical Psychology Internship

## **CLINICAL PSYCHOLOGY INTERNSHIPS**

### **Completion of Dissertation Prior to Internship**

An increasing number of internship agencies are giving preference to students who have finished their dissertations. Some will not take a student unless the dissertation is completed. In addition, there has been a problem with students going on internship and then wanting to take a job or post-doctoral residency but still having their dissertations to complete. Finally, it is often extremely difficult for the student to work on a dissertation while on internship. There are simply too many expectations and not enough energy left for it. With these considerations in mind, we expect that the dissertation will be completed prior to going on internship. In addition, the prospectus **must** be defended before *applying* for internship, which means that the prospectus must be approved by the last day of Spring Term of the year preceding the internship.

In terms of the annual ratings, a student is expected to have successfully defended the prospectus by the end of Spring Term in the third year and to have demonstrated competence in research skills. In light of these expectations, note that the annual review of students prior to the internship application process in the Fall (usually of the 4<sup>th</sup> year) particularly examines the student's readiness for internship, largely on the basis of having developed the competencies to the level expected of interns. Internships usually begin in July or August, for one year of full-time supervised work.

### **Internship Orientations**

In order to help students prepare for the internship year, the clinical program holds three internship orientation sessions, with each meeting focusing on a different aspect of the process: 1) Introduction and Identification of Potential Sites (June, 3<sup>rd</sup> Year), 2) How to Write Internship Essays (September, 4<sup>th</sup> Year), 3) Interview Practice with Faculty (November, 4<sup>th</sup> Year). The Executive Coordinator of Clinical Psychology also provides and reviews a packet of materials that outlines the internship application process and identifies program requirements for eligibility to apply. Finally, the Executive Coordinator meets individually with each internship applicant to go through a checklist including application documents needed by the program, pre-requisites for application, and accuracy of the Graduate Progress Report.

### **Internship Application and Requirements**

Former students in this program have been successful in obtaining internships in a wide variety of settings. Many placements have been in highly competitive, nationally recognized internships. In order to apply for an internship all of the comprehensive examinations must have been passed, a signed and approved prospectus must be on file with the Psychology Student Programs Coordinator, and a clean audit must be confirmed with respect to work with Comprehensive Clinic clients.

Students are asked to limit their internship applications to settings that are accredited by the Commission on Accreditation. Any variation from a CoA accredited internship must be approved by the Director of Clinical Training and the clinical faculty. At a minimum, only APPIC member settings will be considered for exceptions.

### **Letters of Recommendation to Internship Agencies**

Students who apply for internship must have letters of recommendation from faculty members in the department and can include letters from externship supervisors. The Director of Clinical

Training must submit a document authorizing the student's application, and this letter can count as a recommendation if the student requests this of the Director. Of course, the Director will submit the recommendation through the appropriate portal for those writing letters, in addition to submitting the verification of internship eligibility and readiness through the DCT portal. The faculty will not submit letters until the student is approved for the internship by the Program. This approval is dependent upon completion of required activities (e.g., course work, prospectus) and development of requisite competencies at the level expected of interns; this typically occurs in the periodic review of the student just preceding the application period.

Requests for letters of recommendation to internship agencies should be made to the professor(s) no later than September 1<sup>st</sup>, or at least six weeks prior to the first internship deadline.

### **Registration during Internship**

Students must register for 6 credits of internship while away from the university, two credits each during fall and winter semesters (Psych 745, 746) and one each, spring and summer terms (Psych 747, 748).

### **Completion of Internship and Receipt of the Ph.D. Degree**

If the dissertation has been completed and approved in a final oral exam prior to internship, then the Ph.D. degree is awarded at the graduation following the end of the internship, usually at August commencement. Application for the degree should begin in the spring and can be assisted by the Student Programs Coordinator in the Department of Psychology.

### **Registration after Internship and University Continuous-Registration Requirement**

Students are required to register continuously for dissertation credit after the internship if they have not yet completed the dissertation. Specifically, the graduate school requires every graduate student to register for at least 6 semester hours each school year, 2 each semester or term (spring/summer combined), until the degree is completed. Failure to do so results in a loss of eligibility to register, and thus to receive a degree. Reinstatement upon application and payment of a fee is possible. (See Registration Requirements in the *Graduate Studies Policies and Procedures Manual*). This process requires department approval which will no longer be granted routinely.

Remember that students must be registered for 2 credit hours during the semester or term that the dissertation is defended. Specifically, if a student defends the dissertation in the summer term, then she or he must be registered for 2 credits during spring/summer terms combined.

Persons on internship already register for 2 credits each semester plus 1 credit spring and 1 credit summer terms, for a total of 6 credits. They will not have to register for extra dissertation credit until after the internship is completed.

Note that this policy has been approved by the Department of Psychology and Graduate Studies. Remember that we want to help students complete their dissertations and obtain their degrees in a timely manner. Faculty members are dedicated to providing every possible means of assistance. Please call on us.

Clinical  
Psychology  
Comprehensive  
Exams

## COMPREHENSIVE EXAMINATION RATINGS

Clinical Ph.D. Students

### Completion of the Clinical Comprehensive Examinations

Instead of giving one comprehensive examination at the end of the course sequence in clinical psychology, the evaluation process has been divided into three area examinations which are administered following specific experiences in the program. Examinations are typically given in the Winter Semesters of the 2<sup>nd</sup> and 3<sup>rd</sup> years (Assessment and Therapy Comps, respectively), and the Research Comp is administered at the end of Spring Term, with a request for waiver due June 1<sup>st</sup>.

Each comprehensive examination is evaluated by two oral examiners. Students are notified of the results by the examiners. The following outcomes are possible on the comprehensive examinations:

**Pass with Distinction** – This outcome is designed to recognize students whose performance was well beyond expectations and that of their peers.

**Pass** - The examination was rated as demonstrating satisfactory skill on all rated competencies, and the paper was satisfactory (but possibly needing minor revision not of major substance).

**Pass with Conditions** - The examination was mostly satisfactory, but requiring modest remediation in minimal areas or more substantial changes to the paper. Special conditions for completing either a written or oral remedial examination are specified by the Director of Clinical Training after consulting with the student and the faculty members who performed the examination.

**Failed** - The examination was unsatisfactory. The student will be given a remedial plan and must demonstrate that the plan was completed before retaking the examination. The student must then retake the examination the following year when the next class is given the examination. Exceptions to this procedure may occur with 3<sup>rd</sup> year exams, where waiting a year to retake the exam might needlessly delay the student's internship. Application for such exceptions must be made to the Director of Clinical Training. Two failures on any of the comprehensive exams constitute grounds for dismissal from the program.



## ASSESSMENT COMPREHENSIVE EXAM GUIDELINES

### Process

1. A list of students is given to the Director of the Comprehensive Clinic in the middle of January. Note that specialized interests may only be accommodated if appropriate cases become available in a timely fashion.
2. A list of the professors evaluating each student (the examination committee) will be also be created at this time and given to the Director of the Comprehensive Clinic.
3. When an appropriate assessment case comes up, the Director of the Comprehensive Clinic will assign the case to a student. He will e-mail the student and the examination committee, noting that the case is for the comprehensive examination, and the “clock will start ticking.”
4. The evaluators, and not the clinical supervisor of the student, will supervise the case and make sure that it is done in a timely fashion (appointment scheduled within 7 days, assessment completed within 7 days of final data collection, no unreasonable delays in the data collection). Specifically, the evaluation process will include the clinical supervision of the assessment ending with the delivery of the results to the client. Scheduling challenges might on occasion delay this timeline somewhat, but only at the permission of the evaluation committee.
5. As with all supervised cases, the student should meet with the committee at least: (a) prior to seeing the client, (b) after the assessment is written but before feedback is given to the client, and (c) additional times if required by the committee. Rather than the brainstorming and seeking of direction that usually occurs in supervision, these meetings are part of the examination, and for each the student should come prepared with a plan, rationale, etc.
6. This process requires flexible scheduling of the defense date on the part of the professors evaluating.
7. Defense dates typically occur between February and May.

### Evaluation Criteria

The specific competencies against which the performance is evaluated are best described by reference to the examination rating form (Appendix B). As both a clinical and academic process, students should appreciate that deficiencies in other elements may become evident during the examination process, which the faculty are allowed to address in the examination process and incorporate into their overall rating.

<p style="text-align: center;"><b>PSYCHOTHERAPY COMPREHENSIVE EXAM GUIDELINES: THEORY OF CHANGE PAPER AND ORAL DEFENSE</b></p>
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1. **Paper**

The “Theory of Change” paper should be a scholarly presentation, setting forth a theoretical conceptualization of your theory of change in psychotherapy. Your theory should address the following questions: How does psychopathology and psychosocial dysfunction develop? How does psychotherapy promote change? What are the core assumptions of your theory of change? What are the key mechanisms of action that promote change? What is the therapist’s primary task when facilitating change? What is the desired outcome of psychotherapy, and how do you know when it is achieved? What are the limits of your theory of change?

You are encouraged to select an empirically-supported intervention model as the foundation for your own theory that you present here. Your model must attend to basic questions of change, such as the assumptions of the model, what exactly changes, for which populations is the model appropriate, what is it that the intervention does that causes the change, and what are the macro and micro activities that the therapist engages in to foster this change.

It is imperative that you reference your thinking with citations from the professional literature so that the paper is scholarly and not highly personalized or impressionist in form. While the theoretical basis must be grounded in the literature, the paper should reflect your own integration and current belief system rather than present a mere summary of other people’s ideas. To the extent possible, your personalization should also be scholarly and evidence-based, rather than merely a statement of preference or opinion.

The length of the paper *must* be kept to 15 pages including references, tables, and figures.

In the paper, you will use the following headings:

- **How does psychopathology and psychosocial dysfunction develop?**
- **How does psychotherapy promote change?** This will be a brief summary of your theory of change. You will elaborate on this summary in the following sections.
- **What are the core assumptions of your theory of change?**
- **What are the key mechanisms of action that promote change?**
- **What is the therapist’s primary task when facilitating change?**
- **What is the desired outcome of psychotherapy, and how do you know when it is achieved?**
- **What are the limits of your theory of change?**

Take great care to make sure that you provide an answer to the questions in these headings in the corresponding sections of your paper. A copy of the “Theory of Change” paper must be submitted to the Executive Coordinator of Clinical Psychology *one week before the first oral exam*.

2. **Oral Defense**

You will present your theory of change in the form of a training presentation, with the goal that your audience understand and be able to implement key elements of your theory

based on your presentation. This presentation is not intended to restate your entire paper. Rather, your presentation should highlight the key points of your theory of change, but should also incorporate concrete examples of what it looks like and how it facilitates change. You will select clips from your own client sessions to provide clear illustrations of specific principles in action. The clips may be taken from sessions of multiple clients. You should be able to clearly note to the audience what you are doing as the therapist that is supported by your theory, why you chose to do it, and what change you expect to see because of it. Following your presentation, you will be expected to field questions regarding your theory and implementation.

The oral defense takes place during case conferences starting mid-Winter semester and early Spring semester. Students and faculty from the department will be in attendance (excluding other students in the same comprehensive exam cycle who have not yet given their oral defense). Two professors will have been chosen to evaluate your performance, but you will not know the identity of these two committee members. You will be given 45 minutes for your presentation, followed by a 15-20-minute question and answer period.

### **3. Expected Timeline**

- a. All students' papers are due *1 week prior to first scheduled oral defense*.
- b. Students will receive verbal feedback from their committee members immediately following their oral defenses. Where possible, students will be asked to keep the identity of their committee members confidential until all students in that exam cycle have completed their oral defenses.
- c. Students will receive written feedback on their paper within 2 weeks of their oral defenses.
- d. Within 1 week of receiving feedback on their papers, students will submit revised papers.

Note: The examination is not considered passed until the revised "Theory of Change" paper is placed in the student's file.

<b>WAIVER REQUIREMENTS FOR RESEARCH COMPREHENSIVE EXAM</b>
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The written comprehensive exam on research may be waived. Please carefully read General Guideline #3 on the following page. An application will be accepted for consideration if each research and statistics course is passed with a B or better (i.e., 501/502/504/505) and

1. The student produces a research-based empirical or review article that is accepted for publication (published or in press) in a peer-reviewed journal.
  - A. In case of co-authorship, the student must carefully detail in a written memorandum his/her contribution. This memo should be co-signed by the faculty sponsor of the research.
  - B. The research comprehensive committee will then decide if the contribution warrants exception to the written comprehensive. Their decision will be based on a judgment about the degree to which the student has demonstrated a mastery of research literature, design, statistics, and the ability to interpret and integrate new information.
  - C. The paper should be attached to the request for exception.

–OR–

2. The student presents two independent research-based papers at scientific meetings on a regional or national level. On at least one, the student must be the senior author. A poster can be substituted for one of the papers provided it is not redundant. The student requesting the waiver must make the presentations at both conferences, regardless of authorship status (first vs second) or mode of presentation (paper vs. poster).
  - A. Each presentation must be represented by a paper that includes introduction, methods, results and discussion sections, not solely an abstract of the work.
  - B. In case of multiple authorship, the student must carefully detail his/her contribution in a written memorandum which is co-signed by the faculty sponsor of the research.
  - C. The research comprehensive committee will then decide if the contribution warrants exception to the written comprehensive. Their decision will be based on a judgment about the degree to which the student has demonstrated a mastery of research literature, design, statistics, and the ability to interpret and integrate new information.
  - D. The request for exemption should be accompanied by the paper. The same standards of excellence/adequacy shall be applied to the paper/poster presentation as in the peer-reviewed article.

–OR–

3. The student writes an external grant proposal which is submitted and subsequently reviewed by the agency. The student must be one of no more than three co-authors, and the funding requested must be a minimum of \$10,000. The proposal as well as the

review need to be submitted to the research committee along with a memo, co-signed by the faculty sponsor, asserting the nature and degree of the student's contribution.

### **General Guidelines**

1. In any situation involving multiple authorship, the number of co-authors and the scope of the work will be taken into account when determining eligibility for a research exam waiver. In each case, the research committee must conclude that the student's contribution is at least equivalent to the preparation required for the exam.
2. The products being considered (article, paper, poster) must not duplicate the dissertation research.
3. Requests for waiving the Research Comprehensive Examination must be submitted by June 1 to allow adequate time to review the request. Students submitting waiver requests should, until they hear otherwise, assume they will be taking the examination so that their preparation is not delayed.
4. The student is responsible for initiating the Request for Exemption through a letter directed to the research committee. If such an exemption is granted, a memo from a member of the committee must be placed in the student's file before the research comprehensive exam is considered waived. All supporting documentation must accompany the committee's written response.
5. Decisions made by the research committee may be appealed to the Director of Clinical Training, followed by an appeal to the Clinical Training Committee if necessary.

# Research Requirements

## **RESEARCH REQUIREMENTS**

### **All Programs**

Research training is a major part of graduate training in psychology. As such, all graduate students are actively engaged in research throughout their time in the program. This is primarily accomplished by: (1) active participation in the faculty mentor's research team, with increasing responsibility over projects as they progress through the program; (2) completion of a second year project (or Master's Thesis for Clinical Psychology students) wherein the student takes major responsibility for most of the research components comprising the project (e.g., conceptualization, design, data collection, analysis, and writing); and (3) completes a dissertation. The project and dissertation will frequently blend with other research in which the student will participate, but research involvement typically goes well beyond the work required for the project and the dissertation. Research training and proficiency is in part documented through completion of the: (1) Second-year research project and defense, (Master's Thesis, in the case of Clinical Psychology students), (2) Dissertation prospectus defense, and (3) Doctoral dissertation defense. Further, development of competency in research skill sets is a significant part of the annual evaluation of student progress.

<p style="text-align: center;"><b>THE SECOND YEAR PROJECT</b> All Ph.D. Programs (Master's Thesis for Clinical Students)</p>
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**First Year: Conceptualizing and Conducting the Research**

**Fall Semester of the First Year**

The *Second-Year Research Project Definition Form* and a 250-word abstract of the project must be submitted to the three inside members of the dissertation committee (thesis committee for Clinical Psychology students) for approval no later than the last day of the Fall Semester. If this is not accomplished, the student will receive a Marginal rating for that semester.

**Second Year: Completion and Presentation of the Project**

**Fall Semester of the Second Year**

**Submission of the Second-Year Project Manuscript to Chair.** The second-year project will culminate in a written manuscript submitted no later than the last day of Fall Semester of the second year to the committee chair for review.

**Winter Semester of the Second Year**

**Submission of the Second-Year Project Manuscript to Committee.** The revised written manuscript will be submitted no later than the end of the first week of Winter Semester of the second year to the three inside members of the student's dissertation committee (thesis committee for Clinical Psychology students). The manuscript will be submitted to the committee for review and recommendations for revision as determined by the committee. Their recommendations should be returned to the student no later than January 31<sup>st</sup>, so the student can begin work on the February poster presentation. No form is required for the manuscript submission at this time. If the manuscript is not submitted to the committee by the deadline, the student will receive a Marginal rating for Fall Semester.

(If the manuscript is not completed by the end of the student's second winter semester, an Unsatisfactory for Winter Semester will be given, constituting the second consecutive less-than-satisfactory rating. Two consecutive less-than-satisfactory ratings will result in the student's dismissal from the program. A petition for exception may be considered by Graduate Studies, but is granted only on rare occasions.)

If the student fails to meet the deadline, but submits the manuscript at a later point during the Winter Semester, the Committee's review would then take place during the Spring Term – but the student's presentation nevertheless would still occur during the Winter Semester.

**Evaluation of the Second-Year Project Manuscript.** Evaluation of the manuscript should be completed by January 31<sup>st</sup> of the Winter Semester of the second year, provided the manuscript was submitted prior to the deadline. The student will be informed by his or her chair of whether the manuscript received a passing vote. The chair also will discuss the committee's specific responses to the manuscript with the student. If the student *does not* meet the passing requirement for the manuscript (i.e., receiving at least 2/3 of the votes for a "Pass with Revisions" or "Pass"), the student will receive a Marginal rating for the semester and be granted the remainder of the Winter Semester to make the necessary revisions to receive a passing



vote. Any student who does not pass the requirement initially will still be required to complete a presentation during the Winter Semester. In other words, the presentation is not delayed because of the paper.

**Poster Presentation of the Second-Year Project.** During the last week of February, second-year students will be required to prepare and present their second-year projects at a poster session convened by the department regardless of whether they passed the manuscript requirement. Attendees at the session will include committee members, other psychology faculty members, and other graduate students. If the presentation does not occur at that time, the student will receive a Marginal rating for that semester. Students who fail the presentation or fail to submit a presentation will create an electronic version that is submitted to the committee that is rated/judged by a time agreed upon by the committee.

**Evaluation of the Second-Year Project.** At the time of the poster presentation an evaluation form will be completed, signed, and submitted to the Student Programs Coordinator by the three inside committee members. The evaluation will address (a) the manuscript and (b) the poster presentation. The signed evaluation form will be due one week following the poster presentation. If revisions of the poster are required following the presentation, the revised poster should be completed by the last day of Winter Semester. The committee chair will sign the evaluation form to certify that the revised poster was accepted by the evaluation committee. Clinical Psychology students should complete the master's thesis forms according to guidelines provided by Graduate Studies (see details below).

**Summary of the Second-Year Project Evaluation Process.** In summary, assessment of the second-year project occurs in two stages. First, the written document is presented to three members of the committee who determine if the project is a "Pass," "Pass with Revisions," "Recess," or "Fail." Second, the project poster is presented during the department poster session that occurs in late February. All members of the committee attend the poster session and determine if the student's poster is a "Pass," "Pass with Revisions," or "Fail."

Students must pass both the manuscript and the poster presentation requirements to successfully complete the second-year project.

### **Master's Thesis Guidelines for Clinical Students**

Graduate Studies policy is that each poster presentation serving as a thesis defense must be scheduled using the official scheduling form, ADV Form 8c, Departmental Scheduling of Final Oral Examination, which can be obtained from the Coordinator of Student Programs. This form must have the signatures of all three committee members as well as the Director of Clinical Training (who signs as Graduate Coordinator) and then be turned in to the office of the Coordinator of Student Programs no later than two weeks before the date of the poster presentation. When the committee signs the scheduling form, the student's documents must have already been reviewed. In other words, the committee is affirming that the student is ready to present two weeks after the scheduling submission date. The student is required to meet all Graduate Studies deadlines designated for the semester/term he or she is planning to graduate with the master's degree.

Please note that the student's committee as listed on the scheduling form must be consistent with the committee on the Student Progress Report in MyBYU. If there is a discrepancy, the student must first complete a Program of Study Change that is approved **prior to** submitting the scheduling form for the thesis defense. This Program of Study Change requires the signature of all committee members, as well as the Director of Clinical Training.

If the student is not using the required poster presentation event as the thesis defense, the student can plan and schedule the date for the defense at the convenience of the student and committee. However, the student does have the option to defend during the Second-Year Project Poster Presentation in late February if all members of the committee are able to be present.

Keep in mind that the Second-Year Project Poster Presentation is a mandatory event in which all 2<sup>nd</sup> year graduates must participate, whether it is scheduled as an oral master's thesis defense or not. The student is not required to defend at that time. However, if the student does plan to use the presentation as the master's thesis defense, the same scheduling procedure must be followed as that of a regular thesis defense: 1) a signed scheduling form submitted no less than two weeks in advance of the Poster Presentation date, and 2) all three committee members in attendance. If these criteria cannot be met, the student will need to schedule a presentation/oral defense independent of the Second-Year Poster Presentation date in consultation with the committee.

After the defense, necessary revisions are made to the Word document which is then sent to the Director of Clinical Training for review after which it is forwarded to the FHSS Dean's office. Once the Associate Dean has approved the thesis, the document can be submitted through the Electronic Thesis and Dissertation (ETD) system. The student must deliver ADV Form 8d, Approval for Final Dissertation or Thesis, to Graduate Studies in person, after obtaining signatures from all committee members, the Director of Clinical Training, and the Associate Dean, who are all confirming that the thesis meets university and departmental content and format requirements. Again, all deadline dates for the anticipated semester/term of graduation must be met.

### **Acceptable Second-Year Research Projects**

Students are encouraged to pursue projects that lead to publishable papers or similar deliverables (e.g., client presentations). Examples of acceptable second-year projects follow:

**a. The pilot study.** Students may decide to collect pilot data to fulfill the Project requirement. It may not be practical to collect *all* the data that would be necessary for a full research study (due to time constraints or other logistical reasons). In the pilot study a problem must be conceived, background reading is done, preliminary data are collected (or appropriated from an ongoing project), and analyzed. The project is written complete with references, etc. However, it differs from a journal submission in that various control conditions/groups may not be run, sample size may be reduced, etc. These limitations are described, and subsequent steps are discussed.

**b. Existing data sets.** The student may use and analyze existing data sets that are available from faculty members that are pertinent to a problem in which the student is interested. As with the pilot study, the results may or may not be publishable. The student's job is to state the problem under consideration, analyze the data, and write up a report, including a discussion of caveats and shortcomings.

**c. Meta-analysis.** The student and the advisor work on synthesizing and analyzing qualitative and/or quantitative data across multiple studies in a manner that increases our understanding of an existing phenomenon.

**d. An "assigned" project.** In this scenario, new data are involved, but the project has already been laid-out (i.e., designed in terms of its rationale and method, etc.) by the advisor. The student is given the data collection task and then proceeds either as in examples 'a' or 'b.' If

only a portion of the study is completed and is thus limited in terms of results, as often is the case in a grant application, preliminary results are reported. The broader scope of the project and proposed analyses are also presented. The discussion presents points with reference to various possible outcomes. The assigned project is viewed as similar to submitting an NSF or NSRA application; however, applying for an NSF/NSRA award may not be used to satisfy the second-year project.

**e. Theoretical projects.** A theoretical paper defines and characterizes a theoretical problem or issue, including but not limited to the history and assumptions surrounding the issue chosen for the project. The student articulates a perspective on an issue and ultimately derives a proposed resolution to the issue. Students may articulate a novel theoretical argument that advances or otherwise challenges an existing perspective.

**f. Issues of application.** Some students within our program use the Ph.D. to pursue a career outside of a clinical or academic setting. For these students, an “applied” project may be appropriate. In this scenario, the student working with their advisor may have, or develop, a connection within business or industry to perform research within but not limited to human resources, program evaluation, personnel management, marketing, organizational behavior, and so forth. The student pursuing this option identifies the problem, performs the appropriate evaluation and assessment, and makes appropriate recommendations that are included in the written report.

***If a student and the advisor feel that none of the above examples are applicable they may modify one of the above projects to meet this requirement.***

## DISSERTATION INFORMATION

All Ph.D. Programs

### **Registration for Dissertation Hours**

Students are required to register for a total of 18 dissertation hours before the dissertation is defended. If more dissertation hours are required, students may register for more, but those additional hours will not be applied toward the degree. Often, the completion of the dissertation is the last requirement fulfilled prior to a student's graduation. However, it must be remembered that even if all program credits have been earned and all other degree requirements completed, students must still register for a minimum of 6 credit hours per academic year, including at least 2 credit hours for any given semester. Furthermore, the semester or term the dissertation is actually defended, the student must be registered for 2 credits even if the 6-credit minimum has already been met earlier in the school year.

### **Nature of a Doctoral Dissertation in Psychology**

The classical definition describes a doctoral dissertation as an "original contribution to knowledge which demonstrates the competence of the contributor." This definition has been narrowly interpreted by many to include only hypothesis-testing experimental research models. However, addressing broader questions within psychology is appropriate. A dissertation should explore meaningful problems and allow for the demonstration of mature professional thought.

*The policy in the Department of Psychology regarding the dissertation is stated below.*

*"An original contribution to knowledge" implies the investigation of a meaningful and researchable problem. The canons of science and scholarship should be the criteria upon which a dissertation is judged rather than a specific methodological paradigm. The testing of a particular directional hypothesis is not required, since in some research areas there may not be sufficient existing research and theory to allow for the creation of specific hypotheses. This, however, does not exempt the student from a careful consideration of the available theory in the area of concern, nor from a careful formulation of the research problem. An adequate research design may involve experimental manipulation but it does not preclude the use of other empirical or non-empirical models. Ex-post-facto models as well as historical or philosophical modes of attack are not only permissible, but in some cases preferable.*

An acceptable research proposal for the doctoral dissertation is not restricted to a hypothesis-testing experimental design. Where it is appropriate to the question being asked, other research approaches, such as assessment, exploratory, evaluative, and descriptive, including single case studies, are also acceptable. The quality of the question being studied and of the method proposed, and the availability of appropriate faculty supervision are paramount in judging the acceptability of the proposal. The Department recognizes the appropriateness of non-empirical dissertation proposals for theoretical dissertations, for example. Such proposals usually require an advanced level of sophistication and originality on the part of the student, in addition to competency in the particular method used.

The Department encourages students to select topics for inquiry that are meaningful, both to the student and to the field, and also encourages proposals that use methodologies appropriate to the questions being asked and to the data being collected.

### **Preparation of the Dissertation**

Guidelines are available through Graduate Studies. Students should note that the electronic thesis and dissertation (ETD) is required.

### **Journal-Ready Manuscript Requirement**

In addition to following the full dissertation format as defined by the Graduate School, dissertations submitted to the Department of Psychology must also include a journal-ready manuscript that is appended to the dissertation. The journal-ready manuscript *must be appended regardless of whether it has been submitted for publication*. Since the precise format and focus of the article will depend upon the targeted journal, the dissertation chair should be consulted for direction. Note: The article is not submitted as part of the ETD, but is submitted to the doctoral committee prior to the defense and, after its approval, to the Department Graduate Coordinator. The purpose of the journal-article requirement is to facilitate the movement of the material to publication. The journal-ready manuscript need not deal with all that is in the dissertation. It is conceivable that a good publishable paper could be created from only a part of the work that is reported in the dissertation. Two weeks prior to the defense the manuscript and the dissertation must be distributed to the committee.

### **Completion of the Dissertation**

After the prospectus has been approved, the research should be completed as soon as possible. When the research, including appropriate analyses, etc. has been completed, the dissertation should be written under the supervision of the Dissertation Chair. When the chair believes that the dissertation is in its penultimate form, copies of the dissertation and manuscript should be provided to the committee. When the committee believes the dissertation is in a defensible form, then the student may schedule the final oral examination. This defense is scheduled with the department Student Programs Coordinator who in turn coordinates with Graduate Studies. The defense must be scheduled at least 2-weeks after the committee has determined the dissertation is defensible. All committee members must have a copy of the dissertation and the associated manuscript at least 2 weeks prior to the defense. At the final oral exam the student will present a brief overview of the dissertation, its rationale, design, methods of analysis, conclusions, and limitations. The committee is permitted to ask questions of the student in evaluating the quality of the dissertation.

Although the department is responsible for both the content and format of the dissertations, Graduate Studies notes that these works are expected to meet the highest standards of excellence in substance and appearance. Specific requirements regarding the format and appearance of the dissertation are provided by Graduate Studies and may be found on their website, as well as in Appendix A.

<p style="text-align: center;"><b>PROSPECTUS REVIEW INFORMATION</b> All Graduate Programs</p>
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The dissertation is probably the largest single part of a student's academic evaluation. Through the prospectus process, the dissertation committee can judge the student's development of knowledge regarding the topic and competence in a significant portion of the research skill set. The first step in completing the dissertation is to decide upon a topic of interest in collaboration with the faculty mentor. This chair fills a number of roles for the student and has an acquaintance with the area in which the student's research will be conducted: He or she is willing to put forth the effort required to help the student complete the thesis/dissertation and is willing to be an advocate for the student.

After consulting with the chair, the student should contact two other faculty members to determine if they are also willing to serve on the committee. They must be able to devote the necessary time to help the research process move ahead and should also be a consultation resource to the student and the chair. This initial committee for the second-year project/master's thesis must be constituted by the end of the first semester. When the dissertation project gets underway, then two additional remaining members of the committee must be added. It is appropriate to work with the Student Programs Coordinator in selecting these members if specific expertise is needed for the development of the project.

Note that the chair of the student's graduate committee must be a member of the Department of Psychology, and all members must have Graduate Faculty status. This designation is not automatically awarded to all full-time faculty members in the Department, even if they have responsibility for graduate teaching. Exceptions can be made if a petition is approved. The Student Programs Coordinator will facilitate this process. If an individual is not approved by Graduate Studies to serve on the committee (due to insufficient current scholarship, for example) he or she can still contribute to the process informally if the committee is in agreement, sometimes serving as a sixth member of the committee if approved by Graduate Studies.

After the committee has been formed, the advisor and student, in consultation with the committee, should work together to formulate a prospectus. The prospectus should provide an overview of the research that the student intends to complete. It should include a thorough review of the germane literature, a clear statement of the research hypotheses or purpose, a delineation of the methodology that will be followed in the research, and an explanation as to why the contemplated research will be a valuable addition to knowledge related to the research area.

### **Organization of the Prospectus**

The prospectus is often organized according to the following main headings, especially in dissertations where the methodological paradigm involves experimental manipulation. The chair can advise the student on appropriate headings for other research models.

- Title
- Introduction & Rationale
  - Need for the study
  - Problem to be addressed
  - Purpose of the study
  - Justification, including the intended contribution to scholarship

- Literature Review (A comprehensive review of relevant literature)
  - Historical line of research leading to proposed study
  - Current relevance of study to the field
- Statement of the Problem
  - Definition of variables
  - Hypotheses to be tested
- Method (Scientific design which shows how the data collected, when analyzed by the methods chosen, will provide answers to the research questions)
  - Participants
  - Materials or Apparatus
  - Procedure
  - Design and Statistics for Data Analysis

The prospectus should be of such quality and scope that it essentially constitutes the first three chapters of the completed dissertation. Obviously, the student will need to alter verb tense, update the review of the literature, and modify the methods section in accordance with changes that were required as the research was carried out.

As a student writes the prospectus, and later the dissertation, he or she must follow the style requirements set forth in the most current edition of the *Publication Manual of the American Psychological Association*. Furthermore, the student is responsible for complying with the Minimum Standards for Submitting Dissertations, Theses, or Selected Projects as set forth in the Graduate Studies publication of that name.

### **Scheduling the Prospectus Defense**

Once the student has written the prospectus under the guidance of the chair and in collaboration with the committee, the document should be revised to the committee's satisfaction prior to the formal defense of the prospectus. The student should notify the Student Programs Coordinator **a month prior to the anticipated defense date** so that any committee issues can be resolved.

The Prospectus Review Scheduling Form must be signed by all committee members and returned to the Student Programs Coordinator **at least two weeks in advance** of the suggested times for the prospectus defense. Primary and secondary times (days and hours) should be chosen to meet both the student's and committee members' schedules. The student is then responsible for distributing a copy of the prospectus to each member of the committee a minimum of two weeks prior to the scheduled prospectus defense.

**Note:** Problems frequently arise when students assume that the first notice they need to give to the Student Programs Coordinator is only two weeks before the anticipated defense date. In reality, the Student Programs Coordinator must have time to make certain the committee in AIM is accurate and that petitions have been resolved, and students must have time to then coordinate the schedules of the entire committee so that a final date and time can be **agreed upon at least two weeks in advance** of the defense. This is a time-consuming venture and the reason for notifying the Student Programs Coordinator of the intent to defend a month before the student actually hopes to do so. Students are responsible for being certain that the committee in AIM (on the Student Progress Report) is accurate **prior to** submitting the Prospectus Scheduling Review Form. If it is not accurate, then the student is responsible for completing a Request for Program of Study Change prior to completing the Prospective Scheduling Review Form.

### **Checklist for Prospectus Approval**

The following steps are generally followed in the preparation of the final manuscript for the Prospectus Defense:

1. A draft of the prospectus is sent to the dissertation chair who responds with required changes.
2. The student continues to make changes until the chair gives approval to send the prospectus to the members of the committee who have been involved in the development of the project.
3. The Student Programs Coordinator is notified at least a month before the student intends to defend the prospectus.
4. All members to whom the prospectus has been sent agree the prospectus is ready for defense.
5. The prospectus defense is scheduled by the student using the appropriate form which is submitted to the Student Programs Coordinator a minimum of two weeks prior to the defense.
6. Each committee member is provided a copy of the prospectus at least two weeks prior to the defense.
7. The prospectus defense is completed.
8. The student makes the required changes and obtains the approval of the committee.
9. The Prospectus Approval Form is signed by all committee members and submitted to the Student Programs Coordinator, along with a final copy of the prospectus.

### **Approval of the Prospectus**

The Prospectus Review Committee (the student's graduate committee) may accept the prospectus as it is presented. However, in most cases they will give suggestions as to how the research may be improved. If the suggestions are substantial, the student should revise the prospectus. The Prospectus Review Committee also has the option of deciding whether the research is without merit, in which case they may withhold their approval and a new research topic must be undertaken. When the student and the chair have a version of the prospectus that has the approval of the entire Prospectus Review Committee, they should obtain the signature of each committee member.

Unless the Prospectus Review Committee is planning to meet again to review changes to the prospectus, the committee chair records all recommended changes. These changes are incorporated into the final form of the prospectus. One copy of this final prospectus must be submitted with the Prospectus Approval Form as a cover sheet to the Student Programs Coordinator within 14 days of the prospectus review. If the Prospectus Review Committee schedules a second meeting for review of the revised prospectus, the approved prospectus must be filed with the Department Student Programs Coordinator within 14 days of that meeting. A final oral examination in defense of a thesis or dissertation will not be scheduled unless an approved copy of the prospectus is on file in the department. This copy of the prospectus will also be taken to the final oral examination when the dissertation is defended.

After the prospectus has been approved, and as long as the student undertakes the research as agreed upon by the committee, the Final Oral Examination Committee may not fail the candidate because of the research focus or the methodology that was employed, since these were approved at the time of the prospectus review. With the Prospectus Review Committee and the Final Oral Examination Committee being comprised of the same members, adherence to the



procedures and methodology contained in the final form of the prospectus will obviate reexamination of these issues during the final oral examination.

The student must not conduct the research until the Prospectus Approval Form is submitted and the prospectus filed with the Department.

#### **Institutional Review Board Approval (IRB)**

After the prospectus is approved by the committee, the student will need to complete an Institutional Review Board application obtained through the Office of Research and Creative Activities if the proposed study involves human participants. The research must be approved by this board before the student may begin. Other boards exist for the purpose of reviewing proposed research with animals.

<b>FINAL ORAL EXAMINATION</b> All Graduate Programs
--

The purpose of the final oral exam, also known as the defense of the dissertation, is three-fold: (1) to ensure that the dissertation is a quality product, (2) to ascertain that research competencies are at the doctoral level, and (3) to create a transition from the role of student to colleague for Ph.D. candidates.

### **Scheduling of the Final Oral Examination**

1. The student must first apply for graduation and pay the necessary graduation fee. In order to prevent difficulties that may arise when requirements for graduation are evaluated by Graduate Studies, the student should contact the Student Programs Coordinator **a month prior to the anticipated defense date**.
2. After the dissertation has been written to the satisfaction of all committee members, the student obtains a Final Oral Scheduling Form from the Student Programs Coordinator and identifies primary and secondary times (days & hours) during which all members of the committee, both selected and assigned, are available. The student must obtain the signatures of all committee members indicating their approval of the times chosen to hold the defense. This form must be turned in to the Student Programs Coordinator **at least two weeks in advance** of the suggested times. The Student Programs Coordinator will schedule the meeting and enter that information on the computer.
3. Copies of the dissertation must be distributed to all committee members two weeks prior to the oral defense meeting. In addition, an unbound copy of the candidate's dissertation must be placed in the Department of Psychology at least two weeks in advance of the oral examination so that interested faculty and students may review it before the examination.

### **Procedural Guidelines for the Final Oral Examination**

Prior to the date of the defense, a packet of forms is delivered to the Chair of the student's graduate committee who is responsible for conducting the exam, completing the Report of Committee Action for Final Oral Examination, and delivering the Committee Member Evaluations of Final Oral Examination to the Student Programs Coordinator following the exam. The form entitled Departmental Approval for Submission of Dissertation, Thesis, or Selected Project for Binding is signed and submitted only after the thesis or dissertation is completed in its final form.

In the course of the two-hour oral examination, the committee members are checking to see that the dissertation has done what the prospectus said it would do and are ensuring that the project is a contribution to knowledge, is written with professional quality, and expands the student's thinking about implications for the field and further research.

Typically, the examination begins with the student presenting a brief overview of the rationale, design, results and conclusions of the study, after which the faculty members take turns asking questions of the student to evaluate the quality of the thesis or dissertation.

### **Evaluation of the Final Oral Examination**

At the conclusion of the examination, the committee votes on the student's defense of the dissertation according to the following guidelines: (This is also true of the thesis defense for clinical students completing the master's thesis.)

**Pass** - Either the thesis/dissertation is judged to be adequately defended and it is accepted without revision, or the thesis/dissertation is judged to be adequately defended, but there are very minor changes in the document that must be completed by the candidate and reviewed by the chair of the committee.

**Pass with Qualification** - The thesis/dissertation is judged to be adequately defended and can be made acceptable by changes in the written work, strengthening of the candidate's preparation in subject matter areas, or both (in this case limited rewriting is required, but no re-exam is requested). The student should then make the required changes under the direction of the committee chair.

**Recess of the Final Examination Committee** - A majority vote is not necessary to recess an examination. The examination is recessed if at least two of the examining members vote that the thesis/dissertation requires significant revision or a more adequate defense. Remedial work may be required both in conceptual areas and in the form of the thesis/dissertation. The candidate should review the reasons for this decision with the committee chair and then make the required changes under his/her direction. A recess permits the student to reschedule a second and final examination. The new examination cannot be held sooner than **one month** after the first examination date. Rescheduling must be done through the Department of Psychology *and* Graduate Studies. At this reconvened examination the candidate must either be passed or failed.

**Fail** - A majority vote is not necessary to fail an examination. If at least two of the examining members vote to fail, the examination is failed and the student's final candidacy for the M.S. or Ph.D. degree is not approved. The graduate degree program of the student is terminated.

### **Others' Attendance at the Final Oral Examination**

The defense is a "public" defense. Other students' attendance at the final oral examination is a learning experience which is encouraged. Furthermore, all members of the BYU academic community are invited to attend. Only members of the student's graduate committee may question the candidate and vote on the candidate's performance, and the public may not attend the committee's discussion of the defense nor the feedback to the candidate.

# Graduation and Beyond

## COMPLETION OF THE DEGREE

### **Awarding of your Graduate Degree**

After all qualifications have been met (course work is completed, and thesis or dissertation is successfully defended), the student will be awarded the appropriate degree. The candidate is responsible for being aware of all Graduation Deadlines necessary to the completion of the degree. These deadlines are available on the Graduate Studies website. However, intermediate deadlines are set by the Psychology Department and must be followed. They are provided by email from the Student Programs Coordinator.

If a student does not finish by the graduation deadlines for a particular semester, the student will be required to pay tuition for the following semester.

### **Employment in the Mental Health Field**

After a Clinical Psychology doctoral student graduates, it is imperative that he or she provides services of a psychological nature *only* after meeting the requirements for licensure as a Psychology Resident or as a Psychologist. The doctorate alone does not allow an individual to engage in such services, even if supervised by a licensed professional. Visit the State of Utah Division of Occupational and Professional Licensing website for details on Utah laws.  
<https://dopl.utah.gov/>

### **Licensure After Completion of the Degree**

It is anticipated that all graduates of the Clinical Training Program will wish to obtain a license to practice as psychologists in the states in which they reside. Many psychologists are licensed in multiple states. The training program at BYU should qualify the candidate for licensure to sit for the examination in all states, although sometimes a state will add a new requirement. Each state Department of Business Regulations may create its own criteria. As a result, when the graduate wishes to apply for licensure in a specific state, the requirements for that particular state should be obtained.

Ordinarily the candidate for licensure must take a nationally-administered multiple choice examination. In order to take the examination, the candidate is ordinarily expected to have:

- A. a doctorate from an accredited university,
- B. in a department whose courses focus on psychology,
- C. with a core sequence of courses that cover the broad field of psychology.

In the past, most states have required a year of pre-doctoral internship experience and a year of supervised postdoctoral experience. Some states require licensure before any clinical practice can be done following graduation. (Utah, for example, requires licensure as a Psychology Resident to complete post-graduate experience). Some states also have specialty licensure which requires an additional examination or some special experiences. Licensing Boards also typically require letters of recommendation to the Board, and our faculty can assist former students with this requirement. Our students have typically done very well on the national examination and qualify for licensure in other states. In 2006, APA made the recommendation that all 4000 hours of supervised experience may be obtained prior to graduation. In some cases, states (including Utah) have adjusted their licensing laws to follow this recommendation.

### **Continuing Our Relationship**

We hope that all graduates will keep in touch with us in a mutually beneficial relationship. Many former students continue their friendships with other students and with faculty members. Some continue to publish or to work in collaboration with faculty, and assistance may be provided in helping to obtain initial job placements and to otherwise aid in career advancement. Graduates may also contribute in various ways to strengthening the graduate program and its reputation. It is expected, as part of your acceptance into our program, that you will cooperate in completing questionnaires and surveys that will help us fulfill university and professional requirements. The network of former graduates continues to grow nationally and internationall



# Appendices



# **Appendix A**

## General Forms

# Academic Honesty Policy

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim.

BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct:

## Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, whereas not in violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education, where all members of the university are expected to acknowledge the original intellectual work of others that is included in one's own work. In some cases, plagiarism may also involve violations of copyright law.

*Intentional Plagiarism*—Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

*Inadvertent Plagiarism*—Inadvertent plagiarism involves the inappropriate, but nondeliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply being insufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

Examples of plagiarism include:

*Direct Plagiarism*—The verbatim copying of an original source without acknowledging the source.

*Paraphrased Plagiarism*—The paraphrasing, without acknowledgment, of ideas from another that the reader might mistake for your own.

*Plagiarism Mosaic*—The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source.

*Insufficient Acknowledgment*—The partial or incomplete attribution of words, ideas, or data from an original source.

Plagiarism may occur with respect to unpublished as well as published material. Acts of copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

### **Fabrication or Falsification**

Fabrication or falsification is a form of dishonesty where a student invents or distorts the origin or content of information used as authority. Examples include:

1. Citing a source that does not exist.
2. Attributing to a source ideas and information that are not included in the source.
3. Citing a source for a proposition that it does not support.
4. Citing a source in a bibliography when the source was neither consulted nor cited in the body of the paper.
5. Intentionally distorting the meaning or applicability of data.
6. Inventing data or statistical results to support conclusions.

### **Cheating**

Cheating is a form of dishonesty where a student attempts to give the appearance of a level of knowledge or skill that the student has not obtained. Examples include:

1. Copying from another person's work during an examination or while completing an assignment.
2. Allowing someone to copy from you during an examination or while completing an assignment.
3. Using unauthorized materials during an examination or while completing an assignment.
4. Collaborating on an examination or assignment without authorization.
5. Taking an examination or completing an assignment for another or permitting another to take an examination or to complete an assignment for you.

### **Other Academic Misconduct**

Academic misconduct includes other academically dishonest, deceitful, or inappropriate acts that are intentionally committed. Examples of such acts include but are not limited to:

1. Inappropriately providing or receiving information or academic work so as to gain unfair advantage over others.
2. Planning with another to commit any act of academic dishonesty.
3. Attempting to gain an unfair academic advantage for oneself or another by bribery or by any act of offering, giving, receiving, or soliciting anything of value to another for such purpose.
4. Changing or altering grades or other official educational records.
5. Obtaining or providing to another an unadministered test or answers to an unadministered test.
6. Breaking and entering into a building or office for the purpose of obtaining an unauthorized test.
7. Continuing work on an examination or assignment after the allocated time has elapsed.
8. Submitting the same work for more than one class without disclosure and approval.

## **Procedures for Handling Incidents of Academic Dishonesty or Other Academic Misconduct**

Faculty are responsible to establish and communicate to students their expectations of behavior with respect to academic honesty and the student's conduct in the course. Responsible instructors will investigate alleged academic dishonesty, determine the facts, and take appropriate action. In a case where academic dishonesty is determined to have occurred, the instructor must notify the Honor Code Office of the incident as a means of encouraging behavior change and discouraging repeat violations. In addition, the instructor shall consult with the department chair concerning disciplinary actions to be taken. If the incident of academic dishonesty involves the violation of a public law, such as breaking and entering into an office or stealing an examination, the act should also be reported to appropriate law enforcement officials. If an affected student disagrees with the determination or action and is unable to resolve the matter to the mutual satisfaction of the student and the instructor, the student may have the matter reviewed through the university's Student Academic Grievance Procedure.

### **Applicable Actions**

A wide range of possible actions exists for cases of academic dishonesty. Instructors should take actions that are fair and equitable under the circumstances and should attempt to reach an understanding with the affected student on the imposition of an appropriate action. In some cases, the department, the college, or the university may also take actions independent of the instructor. Examples of possible actions include but are not limited to the following:

#### **For instructors (in consultation with the department chair):**

- Reprimanding the student orally or in writing.
- Requiring work affected by the academic dishonesty to be redone.
- Administering a lower or failing grade on the affected assignment or test.
- Administering a lower or failing grade for the course (even if the student withdraws from the course).
- Removing the student from the course.

#### **For departments and colleges:**

- After consulting with the Honor Code office, dismissing the student from the program, department, or college.
- Recommending probation, suspension, or dismissal from the university.

#### **For the university:**

- The university may elect to discipline a student for academic dishonesty in addition to, or independently from, discipline imposed by a faculty member, a department, or a college. University discipline may be administered through the Honor Code Office or through the Dean of Student's Office. The Honor Code Office will maintain a record of all violations of this Academic Honesty Policy reported to it by the faculty. The university may elect to place an affected student on probation, or to suspend or dismiss the student, and to place a temporary or permanent notation on the student's permanent academic transcript indicating that he or she was suspended or dismissed due to academic misconduct.
- The university may report an incident of academic misconduct to appropriate law enforcement officials and may prosecute an affected student if the act in question involves the commission of a crime (e.g., breaking into an office or building, stealing an examination, etc.).

## **Honor Code Office Involvement**

The Honor Code Office will maintain a record of all violations of the Academic Honesty Policy reported to it by the faculty. If the occurrence is sufficiently egregious or if a pattern of dishonesty or misconduct is discovered, the Honor Code Office may take additional action on behalf of the university based upon the nature of the infraction(s). The Honor Code Office, in consultation with the involved academic personnel, including the associate academic vice president in charge of undergraduate studies as needed, may determine to place a student on probation or to recommend that a student be suspended or dismissed for academic dishonesty and other forms of academic misconduct.

## **Shared Responsibility Policy Statement**

Students are responsible not only to adhere to the Honor Code requirement to be honest but also to assist other students in fulfilling their commitment to be honest.

## **Faculty Academic Integrity**

The substantive standards of academic honesty stated in this policy apply *a fortiori* to faculty. Indeed, all members of the BYU community are expected to act according to the highest principles of academic integrity.

## **Sources**

A large number of publications and policies of colleges and universities were reviewed in creating BYU's Academic Honesty Policy. Some of the content and structure of this policy were adapted from the following sources:

1. "Academic Honesty," a brochure produced by the Office of Judicial Affairs, University of Florida.
2. "Academic Honesty and Dishonesty," a brochure produced by the Office of the Dean of Students, University of Delaware.
3. "Academic Honesty and Dishonesty," a brochure produced by the Dean of Students Office, Louisiana State University.
4. "A Statement on Plagiarism," a committee report from the October 1994 Conference on the Center for Academic Integrity, Tom Langhorne, Binghamton University (chair).
5. "Definition of Plagiarism," by Harold C. Martin, taken from *The Logic and Rhetoric of Exposition*, by Harold C. Martin, Richard M. Ohmann, and James H. Wheatly, 3rd ed. (New York: Holt, Rinehart and Winston, 1969).
6. *Legal Aspects of Plagiarism*, by Ralph D. Mawdsley (Topeka, Kansas: National Organization on Legal Problems of Education, 1985).
7. "Plagiarism—The Do's and Don'ts," a brochure produced by the Office of Student Judicial Affairs of the University of California—Davis.

# Graduate Student Academic Grievance Policy

Despite the well-meaning efforts of students and faculty, there may be occasions when a graduate student feels that his or her work has been unfairly or inadequately evaluated. Usually such differences can be amicably resolved between the student and faculty member. The following procedures are designed to encourage satisfactory resolution of academic grievances with a minimum of formal procedure.

The grievance must be initiated by the graduate student no later than one year from the last day of the examination period of the semester in which the alleged unfair or inadequate evaluation occurred.

The graduate student should initially address the grievance to the involved faculty member for review and resolution. If for any reason the faculty member is unavailable or the student believes the matter will not be fairly dealt with or may result in retribution, the student may direct the grievance to the department chair. If there is no department chair, the grievance shall be directed to the graduate coordinator or other person designated by the dean of the college to consider such matters (hereinafter referred to as the department chair). The faculty member or department chair shall have the right to consult others regarding the matter as reasonable, with due regard for the graduate student's right to privacy under the *Family Educational Rights and Privacy Act*.

If the grievance is originated with the faculty member and is not resolved satisfactorily, the student may submit a written request for review to the department chair. Decisions of the department chair, including matters originated with the department chair, shall be given in writing to both the student and the faculty member within 45 days of the student's written request for review. If no further request for review is taken, as described in the following paragraph, the decision of the department chair will be implemented.

If the matter is not resolved to the student's satisfaction by the department chair, the student may submit a written request for review to the dean of the college or school, outlining the grievance, explaining its disposition, and setting forth facts supporting the student's request. The request for review must be made within 45 days of the date of the written disposition by the department chair. The college dean will conduct a review and will communicate his/her decision in writing to the student and to the department chair within 30 days of receipt of the graduate student's request for review.

If the matter is not resolved to the graduate student's satisfaction by the college dean, and it involves terminating the student from the graduate program, the student may submit a written request for review to the Dean of Graduate Studies. The written request for review should contain an outline of the grievance and its disposition and should set forth facts supporting the student's request for review. The request for review must be made within 45 days of the date of the written disposition by the college dean.

The Dean of Graduate Studies will convene a formal administrative review of matters that have not been resolved at the department or college level if terminating a graduate student from his/her graduate program is involved. Following the proceeding, which takes place under "Administrative Proceeding Format" as described below, the review panel will deliberate in a closed session and make a formal recommendation to the Dean of Graduate Studies,

whose decision is final and cannot be appealed. A member of the Graduate Council chairs the administrative review and may ask questions but is not a voting member of the three-person review panel. Review panel members will consist of two graduate faculty members and one graduate student from departments outside that of the graduate student requesting the review. Review panel members will be appointed by the Dean of Graduate Studies.

### ***Administrative Proceeding Format***

The format for an administrative proceeding is as follows:

1. Chair's introduction, summary of issues, and process overview
2. Graduate student's presentation of issues (15 minutes maximum)
3. Department representative's presentation of issues (15 minutes maximum)
4. Optional presentation by witnesses (limited to three per side and a maximum of 15 minutes per side)
5. Graduate student's (grievant's) rebuttal (limited to 10 minutes)
6. Questions by panel members
7. Opportunity for the department representative and the grievant to make a final statement (limited to 5 minutes), grievant following the department representatives
8. Dismissal of presenters and witnesses
9. Deliberation by panel members
10. Written recommendations to the Dean of Graduate Studies (within 30 calendar days, unless extended by the panel by written notification to the Dean of Graduate Studies and to the grievant and the department)
11. Written decision by the Dean of Graduate Studies (within 30 days of receipt of the written recommendation of the panel, unless extended by the Dean of Graduate Studies with written notice of the extension to all parties)

### ***Preparation for the Administrative Proceeding***

All materials, including a list of witnesses with a short summary of the content of their presentations and a short statement (not to exceed two pages) of the issues and facts to be considered by the review panel, must be submitted to Graduate Studies at least two weeks (14 days) in advance of the administrative review. Materials will then be distributed to the grievant(s), to the chair of the department against which the grievance has been filed, and to the members of the review panel. Thereafter, if any of the parties wishes to have additional materials or witnesses considered by members of the review panel, such materials or witness names must be received by Graduate Studies no later than one week in advance of the administrative review, at which time all materials will be distributed to the parties as well as to the members of the review panel.

Graduate Studies will pay for reasonable reproduction costs, but the cost of reproducing packets in excess of 50 pages will be charged to the submitting party (graduate student or department). No audio/visual equipment will be allowed at the administrative review unless a written request for equipment is received by Graduate Studies at least one week before the scheduled date of the administrative review. The requesting party is responsible for providing the requested audio/visual equipment.

The chair of the review panel may, at his or her discretion, convene a planning meeting with the department representative and the grievant to discuss the material and witnesses submitted, in order to expedite the review by eliminating redundant and irrelevant information and by defining the precise issues that will be considered by the panel.

Presentation of the issues should be concise and relevant. The chair of the review panel shall be responsible for conducting the administrative review and making decisions regarding applicable procedures. The points of dispute may be summarized or illustrated by anecdote. Experience suggests that the best approach is to carefully tailor the formal presentation to the pertinent issues and to allow the panel members time for questions.

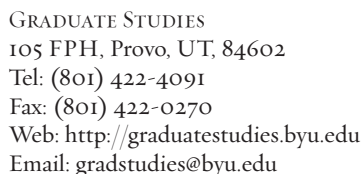
### ***Attendance at the Administrative Proceeding***

Attorneys are not allowed to attend at any point in the review process. The grievant, however, may bring one or two additional persons to the administrative review for support and counsel. The grievant will be solely responsible for his or her presentation. The review panel described in this document operates as part of an academic administrative review, not a judicial proceeding. The graduate student must notify Graduate Studies, in writing, at least two weeks before the scheduled date of the administrative review if he/she wishes to have one or two additional persons present. The presence of these additional person(s) does not change the proceeding, as they will not be able to examine witnesses, ask questions, advocate, or otherwise take part.

### ***Honor Code Violations***

Honor Code violations are handled through the Honor Code Office and are not subject to the same procedures as academic grievances. For more information regarding Honor Code policies and procedures, contact the Honor Code Office at [hco@byu.edu](mailto:hco@byu.edu) or 2-2847.





**IMAGING:** GRSStudylist  
**Admit Year/Term:**

## Department \_\_\_\_\_

Graduate Program (Major)

Specialization (if applicable)

Graduate Degree

---

Program Type (Dissertation, Thesis, Project, Non-thesis)

☐ Fall    ☐ Winter    ☐ Spring    ☐ Summer    \_\_\_\_\_ Year

Master's credit hours to  
apply toward doctorate:

[illegible]

\*See page 2 for *Program Type*, *Requirement Type*, and *Requirement Satisfied By* descriptions.

Total Hours

Total must include at least the minimum credit hours required for the degree, calculated from major, minor, elective, and thesis hours. (Do not include prerequisite or skill hours.)

Doctoral Skill Requirements  
(See item 4 on page 2.)

*Master's committees must consist of at least 3 graduate faculty. Doctoral committees must consist of at least 5 graduate faculty. If a minor has been approved, one of the committee members must be from the minor department.*

Original Signature of Graduate Committee Chair	Date
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Original Signature of Graduate Committee Member	Date
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Original Signature of Graduate Committee Member \_\_\_\_\_ Date \_\_\_\_\_

---

Original Signature of Graduate Committee Member	Date
---	------

---

Original Signature of Graduate Committee Member	Date
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Original Signature of Graduate Coordinator or Department Chair
Date

## Instructions

1. If you are uncertain about any specific requirements, ask your graduate committee chair for help. Doctoral students cannot include skill hours toward the minimum hours required.
2. If a minor is to be pursued, it must be approved by both the major and the minor departments.
3. List each course to be included in your graduate program by department abbreviation (as used in the class schedule), course number, credit hours, and course title. List prerequisite courses first. If a course designated with an "R" will be repeated, list it only once with the total hours to be earned. For example, do not list Psych 799R nine times for 2.0 hours each, rather once for 18.0 hours. If additional space is needed, use a second form.
4. In the "Requirement type" column, identify the requirement each course fills using the following:

**Prereq:** Prerequisite courses

**PhD Skill:** Skill requirement courses (may be required for doctoral students). List the courses you have taken or plan to take to fulfill the doctoral skill requirement, or describe in the space provided how you will complete the requirement.

**Major:** Major courses

**Minor:** Minor courses, if declared. Master's Minor must include at least 6 credit hours of graduate level (500–600) course work.

**Elective:** Elective courses

**Thesis:** Thesis

**Project:** Project

**Dissertation:** Dissertation

5. In the "Requirement satisfied by" column, identify the courses you plan to count toward your degree using the following:

**Post-BACC/Post Baccalaureate Studies (non-degree):** Courses taken after receiving your bachelor's degree but before you were admitted to your current graduate program.

**Senior:** Courses taken before receiving your bachelor's degree which you wish to count as part of your graduate degree. If any course was applied to another degree previously, do not list it. Check with your undergraduate advisement center to make sure there is no double application of credit.

**Note:** With departmental approval, master's students may count a limited number of 300–400 level courses taken as either an undergraduate or graduate student. Doctoral students may not count any undergraduate level courses toward their program of study.

**Transfer:** Transfer courses from other accredited schools. (Entered under "Transfer Courses" on bottom of ADV08.)

**Note:** Transfer credit (TRN) may constitute no more than 25 percent of the required credits for the degree, and may not exceed 15 credit hours in any program. Up to 10 senior and/or post-baccalaureate studies (PBS) credit hours may count toward a degree. If senior and/or post-baccalaureate studies credit is used in conjunction with transfer credit, the total may not exceed 15 credit hours. For example:

Required Program Hours	Combined Transfer, Senior, PBS Credit Limit
30	10 (max. 7 Transfer)
36	10 (max. 9 Transfer)
40	10 (max. 10 Transfer, Senior/PBS)
50	12 (max. 10 Senior/PBS)
60	15 (max. 10 Senior/PBS)
>60	15 (max. 10 Senior/PBS)

The time limit for completion of a degree (5 years for a master's, 8 years for a doctoral) begins with the first course taken and applied to the degree.

6. Obtain signatures of the graduate faculty who will serve as your committee. Master's committees must consist of at least three graduate faculty; doctoral committees must have five graduate faculty. If you have received approval to declare a minor, one of the committee members must be from the minor department.
7. After completing the Program of Study form and obtaining committee member signatures, submit it to your department for computer entry. When the revised Program of Study is approved, you will be able to access the updated progress report through Route Y (<https://ry.byu.edu/>); type in ADV09 in the "Quick URL" box.



GRADUATE STUDIES  
105 FPH, Provo, UT 84602  
Tel: (801) 422-4091  
Fax: (801) 422-0270  
Web: <http://www.byu.edu/gradstudies>  
E-mail: [gradstudies@byu.edu](mailto:gradstudies@byu.edu)

## Program of Study Change

ADV Form 3b

**IMAGING:** GRSSStudyList  
Admit Year/Term:

### Student Information

Name				BYU ID number
Current Mailing Address				Department
City				Graduate Program (Major)
State or Province		Postal Code	Country	Specialization (if applicable)
Telephone Number		Email Address		Graduate Degree
<b>Semester/Term and Year Admitted:</b>				Program Type (Dissertation, Thesis, Project, Non-thesis)
<input type="checkbox"/> Fall	<input type="checkbox"/> Winter	<input type="checkbox"/> Spring	<input type="checkbox"/> Summer	Year

### Coursework Information

#### Courses to Delete

Department and Course Number*	Requirement Type <sup>†</sup>	Requirement Satisfied By <sup>§</sup>	Credit Hours	Course Title

#### Courses to Add

Department and Course Number*	Requirement Type <sup>†</sup>	Requirement Satisfied By <sup>§</sup>	Credit Hours	Course Title

\*List prerequisite courses first. If a course designated with an 'R' will be repeated, list it only once with the total hours to be earned. If more space is needed, use a second form.

<sup>†</sup>Identify the requirement type with one of the following designations: **Dissertation, Elective, Major, Minor, PhD Skill, Prereq, Project, Thesis.**

<sup>§</sup>If applicable and approved, identify courses to count toward your degree using one of the following designations: **Transfer** (courses from other accredited schools), **Senior** (courses taken before receiving your bachelor's degree), **Post-Baccalaureate** (courses taken after receiving your bachelor's degree but before you were admitted to your current graduate program).

**Note:** Transfer credit may constitute no more than 25% of the required credits for the degree, and may not exceed 15 credit hours. Up to 10 senior and/or post-baccalaureate studies credit hours may count towards a degree. If senior and/or post-baccalaureate studies credit is used in conjunction with transfer credit, the total may not exceed 15 credit hours.

### Graduate Committee Approval

*Master's committees must consist of at least 3 graduate faculty. Doctoral committees must consist of at least 5 graduate faculty.  
If a minor has been approved, one of the committee members must be from the minor department.*

Printed Name of Graduate Committee Chair	Original Signature of Graduate Committee Chair	Date
Printed Name of Graduate Committee Member	Original Signature of Graduate Committee Member	Date
Printed Name of Graduate Committee Member	Original Signature of Graduate Committee Member	Date
Printed Name of Graduate Committee Member	Original Signature of Graduate Committee Member	Date
Printed Name of Graduate Committee Member	Original Signature of Graduate Committee Member	Date
Printed Name of Graduate Coordinator or Department Chair	Original Signature of Graduate Coordinator or Department Chair	Date

☐ Check here if these signatures constitute a change in the graduate advisory committee.



GRADUATE STUDIES  
105 FPH, Provo, UT, 84602  
Tel: (801) 422-4091  
Fax: (801) 422-0270  
Web: <http://graduatestudies.byu.edu>  
Email: [gradstudies@byu.edu](mailto:gradstudies@byu.edu)

## Request for Graduate Full-time Status

ADV Form 2a

IMAGING: GRSF/T  
Admit Year/Term:

### Eligibility

This petition should be used only if you are registered for fewer than 8.5 hours per semester or 4.5 hours per term and you need the university to verify that you are a full-time student. You do not need to petition for verification to retain campus privileges afforded full-time students, such as I.D. cards, on-campus employment, parking permits, insurance, on-campus housing, library privileges, use of physical education facilities, etc. (Campus privileges are available to all graduate students who are registered for at least 2 hours of credit per semester or 1 hour per term.)

You may be eligible for verification of full-time graduate student status if you:

- Have completed all required course work for your degree and are working on your dissertation, thesis, project, or internship
- Are contributing 40 or more hours per week in pursuit of your degree and are showing satisfactory progress
- Are enrolled in at least 2 approved credit hours per semester (or at least 1 approved credit hour for a Spring or Summer term)

You are **NOT** eligible for graduate full-time status if you:

- Are newly admitted (unless your department limits your enrollment\*)
- Do not have an approved committee and program of study
- Are requesting verification for future semesters for which registration is not yet possible
- Are an international student on an F-1 or J-1 visa and do not have the approval of the International Services Office
- Are employed full-time

\*If your department has limited your enrollment to less than full-time status (but not less than six credit hours) because of a required TA/RA assignment, you may also be eligible for verification as a full-time graduate student.

**Please note:** If you need verification of full-time status for a student loan, contact the Records Office (B-150 ASB, 422-2631).

### Student Information

Name				BYU ID number	
Current Mailing Address				Graduate Department	
City	State or Province	Postal Code	Country	Graduate Program	Graduate Degree
Telephone Number		E-mail Address		<b>Semester/Term and Year Admitted:</b> <input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Year	
Country of Citizenship		US Permanent Resident # (If applicable)		<b>Semester/Term and Year of Verification:</b> <input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Year	

### Department Verification

We certify that the above named student is engaged full-time (**40 or more hours per week**) in pursuit of his or her degree for the semester/term requested above and is showing satisfactory progress towards degree completion.

Printed Name of Graduate Committee Chair	Original Signature of Graduate Committee Chair	Date
Printed Name of Graduate Coordinator or Department Chair	Original Signature of Graduate Coordinator or Department Chair	Date

☐ "I authorize BYU Graduate Studies staff to send me details regarding the outcome of my petition to my current email address listed in the university student information system. This may include any information from my records that apply to this decision."

Original Signature of Student \_\_\_\_\_ Date \_\_\_\_\_

#### Office Use Only

☐ ADV08 ☐ REG05 ☐ GS03 ☐ Email to Student ☐ REC01 ☐ OP \_\_\_\_\_

Initials

Initials	Date Processed	Enrollment Hours	Notes
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Tel: (801) 422-4091  
Fax: (801) 422-0270  
Web: <http://www.byu.edu/gradstudies>  
E-mail: [gradstudies@byu.edu](mailto:gradstudies@byu.edu)

## Graduate Student Request for No-Cost/No-Credit Religion Course

ADV Form 6

**IMAGING:** GRSNoCost Rel  
Admit Year/Term:

Please return the completed form (with instructor approval) to Graduate Studies (105 FPH) within the first 10 days of a semester or the first 6 days of a term.

### Eligibility

Graduate students enrolled in a degree-seeking graduate program and registered for at least 2 credit hours in a semester or 1 credit hour in a term are eligible (on a space available basis and with instructor approval) to attend religion courses without incurring any additional tuition costs.

**Note:** This no-credit, no-cost option does not carry official registration recognition. It is not necessary to register for the course through AIM. It will not appear on official records or be considered in calculating enrollment verifications. It does not fulfill the minimum registration requirement for graduate degree-seeking students.

### Student Information

Name _____				BYU ID number _____	
Current Mailing Address _____				Graduate Department _____	
City _____	State or Province _____	Postal Code _____	Country _____	Graduate Program _____	
Telephone Number _____		E-mail Address _____		Graduate Degree _____	
Country of Citizenship _____		US Permanent Resident # (If applicable) _____		<b>Semester/Term and Year Admitted:</b> <input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Year	

### Course Information

Religion Course number _____	Section number _____	Title of course _____			
Semester/term and year of course: <input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Year					

### Instructor Approval

The above named student has my approval to attend the above named religion course.

Printed Name of Instructor _____	Original Signature of Instructor _____	Date _____
----------------------------------	--	------------

#### Office Use Only

☐ ADV06

Initials: \_\_\_\_\_ Date: \_\_\_\_\_



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Email: [gradstudies@byu.edu](mailto:gradstudies@byu.edu)

## Departmental Scheduling of Final Oral Examination

ADV Form 8c

IMAGING: GRSExams  
Admit Year/Term:

ADV Form 8c must be submitted to your department and the exam scheduled in AIM (ADV08) at least two weeks prior to the final oral examination.

### Student Instructions

In order to schedule your final oral examination, you must:

1. Apply for graduation (GRADAPP in AIM).
2. Submit copies of your work to each member of your graduate committee, your Graduate Coordinator or Department Chair.
3. After obtaining approval to have a final oral examination, work with your major department to arrange the date, time, and location of the exam. (Final oral examinations may not be held during semester breaks.)

Note: All members of the academic community will be invited to attend the examination.

☐ The Graduate Committee names listed below match the approved committee on my progress report.

This work: ☐ involves a patent **OR** ☐ has export control restrictions

### Student Information

Name \_\_\_\_\_ Graduate Department \_\_\_\_\_ BYU ID number \_\_\_\_\_

### Graduate Committee Recommendation

The graduate committee has reviewed and read the manuscript and certify that the student is ready for the final oral examination.

Printed Name of Graduate Committee Chair	Original Signature of Graduate Committee Chair	Date
Printed Name of Graduate Committee Member	Original Signature of Graduate Committee Member	Date
Printed Name of Graduate Committee Member	Original Signature of Graduate Committee Member	Date
Printed Name of Graduate Committee Member	Original Signature of Graduate Committee Member	Date
Printed Name of Graduate Committee Member	Original Signature of Graduate Committee Member	Date
Printed Name of Graduate Committee Member	Original Signature of Graduate Committee Member	Date

Note: Only graduate committee members may question the candidate or vote on performance at the examination.

### Examination Information for Publication

Proposed title of dissertation or thesis (use uppercase and lowercase letters):

\_\_\_\_\_  
\_\_\_\_\_

Date of Examination \_\_\_\_\_ Time \_\_\_\_\_ Place \_\_\_\_\_

**Note: All graduate committee members as well as the student must be physically present at the oral defense.**

### Department Approval

☐ I have confirmed, on behalf of the department and the University, that (1) the work's format, citations, and bibliographic style are consistent, acceptable, and fulfill university style requirements; (2) its illustrative materials, including figures, tables, and charts, are in place; and (3) the manuscript is satisfactory to the graduate committee, thus suggesting that the student is ready for the final oral examination.

☐ I have discussed with the student the needed form, 'Request to Secure Dissertation or Thesis' (ADV Form 8e).

Printed Name of Graduate Coordinator or Department Chair \_\_\_\_\_ Original Signature of Graduate Coordinator or Department Chair \_\_\_\_\_ Date \_\_\_\_\_

### Department Instruction

Provide a copy of this form to the student and keep the original for department records. If you need assistance, contact Graduate Studies at 422-4541.

☐ Check ADV08 to verify or update correct committee names.

### Office Use Only

Distribution of Copies: ☐ Department (original) ☐ Student (copy) ☐ ADV08 Initials: \_\_\_\_\_ Date: \_\_\_\_\_



Graduate Studies  
105 FPH, Provo, UT, 84602  
Tel: (801) 422-4091  
Web: <http://graduatestudies.byu.edu>  
Email: [gradstudies@byu.edu](mailto:gradstudies@byu.edu)

## Checklist for Preparing ETD (PDF) for Submission ADV Form 11

Graduate students must submit their dissertation or thesis electronically. The ETD website, <http://etd.lib.byu.edu>, has detailed information on the electronic submission requirements and formatting guidelines. It also has comprehensive tutorials to help you prepare your electronic document.

- [ETD - Converting Word to PDF Mainstream Method](#)
- [ETD - Converting Word to PDF Alternate Method](#)
- [ETD - Using Word Styles](#)
- [ETD - Properly Formatting Page Numbers](#)
- [ETD - Generating an Automatic Table of Contents](#)

To ensure the uniformity and continuity of style and format of all dissertations and theses submitted to the university, please follow the university requirements listed here as well as the guidelines in the style manual required by your department. The work's citations, references, and bibliographic style are to be consistent and follow the department's or the discipline's style guide. Please do not use a past work submitted to your department as your guide. Check your work carefully against the following university format requirements before submitting it to your committee, department, and college for final approval.

### A. University Format Requirements

#### MARGINS

- ☐ 1. Margins: 1 inch on all sides. (Change automatic margins and spacing set by Microsoft Word.)

#### FONT

- ☐ 1. Font should be black, a standard size (12 point for text, including titles and headings and 10 or 11 point for tables and figures).
- ☐ 2. Use a standard, easily readable serif typeface such as Times New Roman or Palatino. Ornamental typefaces, including script, may not be used.
- ☐ 3. No bold fonts. No running headers in preliminary pages.
- ☐ 4. When converting your work to a PDF, embed all fonts, using the full professional version of Adobe Acrobat. Failure to embed all fonts will result in many font errors in a printed and bound document.

#### SPACING

- ☐ 1. See the sample for correct spacing: [Sample Preliminary Pages for Dissertations and Theses \(ADV Form 11a\)](#).
- ☐ 2. Use the correct template (choose thesis or dissertation).  
[Preliminary Pages Template - Thesis \(ADV Form 11b\)](#)  
[Preliminary Pages Template - Dissertation \(ADV Form 11d\)](#).
- ☐ 3. The title page is a combination of single and double-spaced lines, evenly spread from top to bottom with 1" margins (please use sample and template to ensure correct spacing).
- ☐ 4. The abstract is single-spaced with a double space between each paragraph.
- ☐ 5. The body of the work is double-spaced.

#### PAGE NUMBERING

All pages are counted and numbered correctly according to the following:

- ☐ 1. No roman numeral page numbers are to be on the first three preliminary pages (title page, abstract, and optional acknowledgements page).
- ☐ 2. Preliminary pages are to be counted in the pagination and, except for the first three preliminary pages, numbered with lowercase roman numerals.
- ☐ 3. The body of the work should be numbered consecutively with arabic numerals, beginning with 1 and continuing into any appendices (1a, 10c, B1, etc., are not acceptable).
- ☐ 4. Pages should be numbered according to the following sequence, with a page number included on the page as indicated:



Title page	no number, but counted; begin with roman numeral i, number consecutively
Abstract	no number, but counted
Acknowledgments (if included)	no number, but counted
Table of Contents	number; continue with lowercase roman numerals as appropriate (iii or iv)
List of Tables (if included)	number
List of Figures (if included)	number
Body of work and appendices	number; begin with arabic numeral 1, continue consecutively

## TITLE

Use the [Sample Preliminary Pages for Dissertations and Theses \(ADV Form 11a\)](#) and [Preliminary Pages Template - Thesis \(ADV Form 11b\)](#) or [Preliminary Pages Template - Dissertation \(ADV Form 11d\)](#).

- ☐ 1. The title on the title page PDF is double-spaced and in an inverted pyramid format.
- ☐ 2. The title on the abstract page PDF is single-spaced and in an inverted pyramid format.
- ☐ 3. The words and capitalization of the title must be exactly the same on the title page and on the abstract page.
  - a. Capitalization is correct.
    - i. Capitalize both words in hyphenated words (i.e. Reversed-Phase Liquid).
    - ii. Capitalize prepositions 5 letters or more (i.e. After, Between, Through).
  - b. Spelling is correct.
  - c. Punctuation is correct (i.e. no period at end of title; capitalize the first letter after a colon; include commas and periods inside quotation marks; and colons and semicolons come after quotation marks).
  - d. Italicize titles of books, periodicals, movies, and plays.
- ☐ 4. The title on the title page PDF matches the title on the ETD metadata online.

## ABSTRACT

- ☐ 1. The title and body of the abstract are single-spaced with a double space between each paragraph.
- ☐ 2. Add keywords at the bottom of your abstract. Key words should include pertinent place names and full names of persons as well as descriptive words useful in automated retrieval. Capitalize proper nouns only. (See template for abstract spacing.)

## NAME OF STUDENT

Enter your name as it appears on your university record and include appropriate punctuation. Please note that your name must be the same in the following places:

- ☐ 1. [Approval for Final Dissertation or Thesis \(ADV Form 8d\)](#)
  - ☐ 2. Title page PDF in two places: a) after the title; b) after copyright (Copyright © 2014 David A. Hill).
  - ☐ 3. Abstract PDF
- Note: If you made an official name change after you applied for graduation, contact Graduate Studies when you are in the ETD system.

## COMMITTEE MEMBERS

The committee members must be the same people on all of the following:

- ☐ 1. ADV Form 8d signature page
- ☐ 2. Title page PDF
- ☐ 3. Progress Report online

## TITLES OF COMMITTEE MEMBERS

- ☐ 1. "Dr." or degree titles (PhD etc.) are not used with any committee member's name.
- ☐ 2. "Chair" is listed after committee chair's name following the comma (i.e. John R. Smith, Chair).

## DATE

- ☐ 1. On ADV Form 8d enter your expected Graduation Month and Year
- ☐ 2. The year of the Dean's signature on ADV Form 8d is the year used on the title page PDF (Year of Copyright)

## RELEASE STATUS

Release status/availability (secured is for patents or export controls only) must match on the following:

- ☐ 1. ETD metadata online
- ☐ 2. ADV Form 8d

## OTHER

- ☐ 1. Copyright year and name on title page PDF are in correct order (Copyright © 2014 David A. Hill).



- ☐ 2. All signatures on ADV Form 8d must be original and on one page; if you have any electronic signatures, obtain them first (see [Echosign Instructions: http://graduatestudies.byu.edu/content/electronic-thesis-and-dissertation-information](http://graduatestudies.byu.edu/content/electronic-thesis-and-dissertation-information)).
- ☐ 3. Document must have bookmarks accessed by the icon on the left side of the PDF
- ☐ 4. ADV Form 8d must be original, not a copy.

### B. Preparing Your Work for Approvals

- ☐ 1. Give a copy of your entire work, following the university format requirements specified, to each member of your committee two weeks prior to your oral defense.
- ☐ 2. After your defense, complete [Approval for Final Dissertation or Thesis \(ADV Form 8d\)](#), pages 1 and 2. This form will be provided by your department and is also available online at the Graduate Studies website.
- ☐ 3. Once your work has been defended, corrected, and approved, present your work and the completed ADV Form 8d to each member of your graduate committee and to your graduate coordinator or department chair for final approval and signatures. Signatures should be in black or blue ink so they image properly. All signatures on ADV Form 8d must be original, on one page, **with electronic signatures obtained first** (see [Adobe Sign Instructions: http://gradstudies.byu.edu/file/esign-tutorial](http://gradstudies.byu.edu/file/esign-tutorial)).
- ☐ 4. After obtaining the signatures of your committee and your graduate coordinator or department chair, present your work to the dean or associate dean in your college who is designated to review and sign the ADV Form 8d. Allow enough time to meet the submission deadline for your intended graduation. Refer to the Graduate Studies website for the current deadline dates: [Graduation Deadlines \(ADV Form 8\)](#).

### C. Preparing and Submitting Your ETD and Forms

All dissertations and theses must be submitted on the ETD website: <http://etd.byu.edu>.

- ☐ 1. After your content has been approved by all levels, including correctly formatted preliminary pages, convert your work to PDF format using the full professional version of Adobe Acrobat, embed all fonts, add bookmarks, and save your document. The Multimedia Lab in the Library (422-5627) has computers with Adobe Acrobat and can assist in converting files.
- ☐ 2. Log in to the ETD website and complete the required metadata information about your work and desired level of access.
- ☐ 3. Upload your work and submit for approval. An email is sent to your department approver, who will then log into the ETD website and review your document. If it is approved, it moves on to the college approver. If your document is disapproved for any reason, at either level, you will receive an email about the disapproval. You must make the requested changes, convert to PDF, embed fonts, add bookmarks again, and resubmit for another review cycle. Be sure to only use one account on the ETD website.
- ☐ 4. After your document is approved by the college, your ETD status will display "Grad Office Review." At this status, you must take your ADV Form 8d to Graduate Studies (105 FPH). Graduate Studies will review and approve each ETD for cataloging in the digital library. If Graduate Studies finds errors in the first three preliminary pages (title page, abstract, or acknowledgements), they will need to be corrected. Please bring a thumb drive with your ETD, just in case you have to make minor edits.

#### DOCTORAL STUDENTS ONLY

- ☐ Complete this step once your ETD has the status of "Grad Office Review" before bringing ADV Form 8d to Graduate Studies. Submit your ETD to UMI by going to: <http://www.etdadmin.com/byu> for Proquest/UMI Dissertation Publishing. Follow the instructions to login, upload your ETD on the UMI website, and print the confirmation email verifying the completed submission. If you wish UMI to register your copyright, you may do so in the UMI website. See [Publishing Your Doctoral Dissertation with UMI Dissertation Publishing \(ADV Form 13\)](#)
- ☐ Complete Survey of Earned Doctorates (SED) and print off SED certificate and bring to Graduate Studies with the 8d. See [Survey of Earned Doctorates \(ADV Form 14\)](#)
- ☐ Deliver your copy of the UMI confirmation email, SED certificate, and ADV Form 8d to Graduate Studies (105 FPH).
- ☐ 5. If you need bound copies (departmental or personal) you may submit a PDF to [gradworksonline.com](http://gradworksonline.com).

**NOTE for all ETDs:** The BYU library catalogs and preserves the digital ETD. The library will print a single copy from the submitted ETD PDF file, bind it, and deposit that copy in Special Collections (Archives). There will not be a bound copy on the library shelves for check out.

All information should be centered horizontally between the margins as shown, and sections spaced evenly between the top and bottom one inch margins. **NOTE:** Because the length of your title and number of faculty will fluctuate, please adjust your title page to be as evenly spaced as possible.

The title must be in mixed case letters and located one inch from the top edge of the page. If the title is longer than six inches, it must be split and placed on two or more lines (double-spaced), with the first line the longest and subsequent lines shorter (inverted pyramid style).

The title must be the same font and size as the body of the work; i.e., no bold, large font, etc.

Your name should be centered vertically between the title and the submission language. Use same student name (as it appears on your university record with appropriate punctuation) on copyright line and on abstract.

Begin the statement with the formal introduction "A thesis submitted to" or "A dissertation submitted to."

Write out the full name of Brigham Young University.

Write out the full title of your degree.

List your committee chair and members, one per line. Do not use titles or degree abbreviations after names such as PhD or EdD.

Double-space between the name of the department and the university's name.

Add the Copyright information including the current year and the same student name as shown above.

Note: Count this page as roman numeral "I" but do not enter page number.

# SAMPLE TITLE PAGE

Outcomes and Therapeutic Alliances in Senior

Citizens Served in a Community

Mental Health Setting

David A. Hill

A dissertation submitted to the faculty of  
Brigham Young University  
in partial fulfillment of the requirements for the degree of

Doctor of Philosophy

John R. Smith, Chair  
George M. Johnson  
Bruce B. Brown  
Loren A. Jones  
Jason N. Nixon

Department of Psychology

Brigham Young University

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The word ABSTRACT (capitalized) should begin one inch from the top edge of the page. It must be printed in the same font and size as the rest of the paper. A single blank line should follow.

The title of your work should be typed exactly as it appears on the title page, single-spaced in mixed case letters.

After a single blank line, type your name (as it appears on your university record with appropriate punctuation), the title of your department followed by ", BYU", and the full name of your degree (all single-spaced).

After a single blank line, begin the body of the abstract, which should be single-spaced and double-spaced in between paragraphs.

## SAMPLE ABSTRACT PAGE

### ABSTRACT

#### Outcomes and Therapeutic Alliances in Senior Citizens Served in a Community Mental Health Setting

David A. Hill  
Department of Psychology, BYU  
Doctor of Philosophy

The abstract is a summary of the work with emphasis on the findings of the study. It must be single spaced and no more than one page in length. It must match the same font and size as the rest of the work. The abstract precedes the optional acknowledgment page and the body of the work.

All students should ensure that the keywords are listed at the bottom of the abstract.

Include pertinent place names and full names of people as well as descriptive words useful in automated retrieval. The last line of Keywords should end on the bottom one-inch margin.

Keywords: mental health, senior citizens, therapeutic alliances

Note: Count this page as roman numeral "ii" but do not enter page number.

The word "ACKNOWLEDGMENTS" (capitalized) should begin one inch from the top edge of the paper. It must be printed in the same font and size as the rest of the work.

## SAMPLE ACKNOWLEDGMENTS PAGE

### ACKNOWLEDGMENTS

Following one blank line, the text of the acknowledgments begins.

The text should be in the same font and style as the rest of the work and double-spaced.

This page is optional. Students may use the acknowledgments page to express appreciation for the committee members, friends, or family who provided assistance in research, writing, or technical aspects of the dissertation, thesis, or selected project. Acknowledgments should be simple and in good taste.

Note: Count this page as roman numeral "iii" but do not enter page number.

[Title: Titles Must Be in Mixed Case and May Not Exceed Six Inches on One Line

and Must Be in the Inverted Pyramid Format When

Additional Lines Are Needed]

[Student Name]

A thesis submitted to the faculty of  
Brigham Young University  
in partial fulfillment of the requirements for the degree of

Master of [Arts, Education, Fine Arts, or Science]  
(or Educational Specialist)

[Name of Committee Chair], Chair  
[Name of Committee Member]  
[Name of Committee Member]

Department of [Department Name]

Brigham Young University

Copyright © [Current Year] [Use same Student Name as above]

All Rights Reserved

## ABSTRACT

[Title: Titles Must Be in Mixed Case and May Not Exceed Six Inches on One Line  
and Must Be in the Inverted Pyramid Format When  
Additional Lines Are Needed]

[Use same Student Name as on the Title Page]  
Department of [Department Name], BYU  
Master of [Arts, Education, Fine Arts, or Science]  
(or Educational Specialist)

[The abstract is a summary of the work with emphasis on the findings of the study. It must be single spaced and no more than one page in length. It must match the same font and size as the rest of the work. The abstract precedes the optional acknowledgement page and the body of the work. ]

[Master's students should ensure that the keywords are listed at the bottom of the abstract.]

Keywords: [keyword, keyword, keyword]

## ACKNOWLEDGEMENTS

[This page is optional. Students may use the acknowledgements page to express appreciation for the committee members, friends, or family who provided assistance in research, writing, or technical aspects of the dissertation, thesis, or selected project. Acknowledgements should be simple and in good taste.]

[Title: Titles Must Be in Mixed Case and May Not Exceed Six Inches on One Line

and Must Be in the Inverted Pyramid Format When

Additional Lines Are Needed]

[Student Name]

A dissertation submitted to the faculty of  
Brigham Young University  
in partial fulfillment of the requirements for the degree of

Doctor of Philosophy (or Doctor of Education)

[Name of Committee Chair], Chair

[Name of Committee Member]

[Name of Committee Member]

[Name of Committee Member]

[Name of Committee Member]

Department of [Department Name]

Brigham Young University

Copyright © [Current Year] [Use same Student Name as above]

All Rights Reserved



## ABSTRACT

[Title: Titles Must Be in Mixed Case and May Not Exceed Six Inches on One Line  
and Must Be in the Inverted Pyramid Format When  
Additional Lines Are Needed]

[Use same Student Name as on the Title Page]  
Department of [Department Name], BYU  
Doctor of Philosophy (or Doctor of Education)

[The abstract is a summary of the work with emphasis on the findings of the study. It must be single spaced and no more than one page in length. It must match the same font and size as the rest of the work. The abstract precedes the optional acknowledgement page and the body of the work. ]

[Doctoral students should ensure that the keywords are listed at the bottom of the abstract.]

Keywords: [keyword, keyword, keyword]

## ACKNOWLEDGEMENTS

[This page is optional. Students may use the acknowledgements page to express appreciation for the committee members, friends, or family who provided assistance in research, writing, or technical aspects of the dissertation, thesis, or selected project. Acknowledgements should be simple and in good taste.]



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Email: [gradstudies@byu.edu](mailto:gradstudies@byu.edu)

**Approval for Final  
Dissertation or Thesis**  
ADV Form 8d

IMAGING: GRSSBindingFee  
Admit Year/Term:

**INSTRUCTIONS:** (a) Complete both pages of ADV Form 8d and obtain the necessary signatures. (b) Deliver ADV Form 8d to Graduate Studies (105 FPH), once your ETD shows "Grad Office Review" status. For information on format and ETD submission, refer to the document Minimum Standards for Submitting Dissertations or Theses (ADV Form 11, available at the [Graduate Studies website](#)).

**Student Information**

<b>1. Name</b> (as it appears on your university record; please include appropriate punctuation)	<b>2. BYU ID number</b>	<b>3. Graduation Date</b> (month/year)
First Middle or Initial Last or Surname	<b>4. Email</b>	

**Dissertation or Thesis**

<b>5. Type of Submission</b> Dissertation <input type="checkbox"/> Master's Thesis <input type="checkbox"/>	<b>6. Department</b>
--	----------------------

**7. Select a Release Status**

My graduate committee and I agree that my work should be placed in the ETD archive with the following status (choose one):

- ☐ Release the entire work **immediately** for worldwide access.
- ☐ **Delay** release of the entire work for up to one year for **publication purposes**. After the one year delay, automatically release the work for worldwide access.
- ☐ Secure the entire work for **patent purposes or export controls**. The Request to Secure Dissertation or Thesis (ADV Form 8e, available on the Graduate Studies website) must be submitted to the Dean of Graduate Studies, 105 FPH, before submitting ADV Form 8d to Graduate Studies. The copyright owner also agrees not to exercise her/his ownership rights, including public use in works, without prior authorization from BYU. At the end of the secure period, the work will be released for worldwide access.
- ☐ I have approval from my Committee Chair to request secure status and have completed ADV Form 8e, indicating  
☐ patent **OR** ☐ export control restrictions
- ☐ **Creative Works**. This is an English MFA Creative Writing ETD and I have approval of my committee chair to select this status.

**Doctoral Students**

- ☐ I have also submitted my ETD to ProQuest/UMI Dissertation Publishing online (see ADV Form 13)
- ☐ I have filled out the Survey of Earned Doctorates online (see ADV Form 14)

**Note: Student is responsible to order and pay for bound copies (personal and department). See [gradworksonline.com](http://gradworksonline.com).**

Office Use Only:

Graduate Studies Date: _____	Initials: _____
<input type="checkbox"/> ADV 08 / <input type="checkbox"/> ADV 01 / <input type="checkbox"/> OP / <input type="checkbox"/> Update Metadata / <input type="checkbox"/> UMI Tracker (doc) Initials: _____ Date: _____	

BYU ID number

### Student Agreement

I hereby certify that, if appropriate, I have obtained and attached hereto a written permission statement from the owner(s) of each third-party copyrighted matter to be included in my dissertation or thesis and will allow distribution as specified on ADV Form 8d, page 1. I certify that the version I am submitting is the same as that approved by my graduate committee.

I hereby grant to Brigham Young University and its agents the non-exclusive license to archive and make accessible, under the conditions specified on page 1, my dissertation or thesis in whole or in part in all forms of media, now or hereafter known. I retain all other ownership rights to the copyright of the dissertation or thesis. I also retain the right to use in future works (such as articles or books) all or part of this dissertation or thesis.

Name	Original Student Signature	Date

### Committee, Department, and College Approval

As the candidate's graduate committee, department chair or graduate coordinator, and college dean, we have read the dissertation or thesis in its final form and have found that it meets university and departmental content and format requirements. Its format, citations, and bibliographic style are consistent and acceptable; its illustrative materials including figures, tables, and charts are in place; the final manuscript is acceptable and is ready for submission to the university library as an ETD.

**Signatures must be original or electronic through EchoSign.**

Printed name of graduate committee chair

☐ I request a bound copy

Original signature of graduate committee chair

☐ My department will pay for its copy

Date

Printed name of committee member

Original signature of committee member

Date

Printed name of committee member

Original signature of committee member

Date

Printed name of committee member

Original signature of committee member

Date

Printed name of committee member

Original signature of committee member

Date

Printed name of committee member

Original signature of committee member

Date

### Accepted by the Department:

Printed name of grad. coordinator or dept. chair

☐ I request a bound copy

Original signature of grad. coordinator or dept. chair

☐ My department will pay for its copy

Date

Printed name of college dean or associate dean

Original signature of college dean or associate dean

Date



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Email: [gradstudies@byu.edu](mailto:gradstudies@byu.edu)

## Request to Secure Dissertation or Thesis

ADV Form 8e

**Please submit this form to the Dean of Graduate Studies (105 FPH)**

**The Secure Status is only available for:**

- 1. works involving a patent, OR**
- 2. Works with Export Control restrictions.**

### Student Information

Name				BYU ID number
Current Mailing Address				Graduate Department
City	State or Province	Postal Code	Country	Graduate Program
E-mail Address				Graduate Degree

### Request to Secure Dissertation or Thesis

Title of Dissertation or Thesis

Secure dissertation or thesis beginning \_\_\_\_\_ until \_\_\_\_\_.

Reason for request to secure dissertation or thesis:      patent      **OR**      export control restrictions

I acknowledge that I am submitting this work as an Electronic Thesis or Dissertation (ETD) and request that it have secure access and is not available for public view.      ☐ Yes      ☐ No

Printed Name of Student      Original Signature of Student      Date

Printed Name of Graduate Committee Chair      Original Signature of Graduate Committee Chair      Date

At the end of the secure period, Technology Transfer (for patent works) or the Office of Research and Creative Activities (Export Controls) will be contacted to verify that the work can be released.

### Official Approval

Printed Name of Dean of Graduate Studies      Signature of Dean of Graduate Studies      Date



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## Copyright Information Pertaining to Dissertations or Theses

ADV Form 8f

### General Copyright Information

**What is Copyright?:** Copyright is a form of protection to authors of original works including literary, dramatic, musical, artistic, and other intellectual works. Copyright extends to published and unpublished works. Copyright is also given to musical, dramatic, and choreographic works, pantomimes, and pictorial, graphic, or sculptural works, including the individual images of a motion picture or other audiovisual work.

**How to Secure a Copyright:** The way copyright protection is secured is frequently misunderstood. A copyright is secured automatically upon creation of an original work. **No publication or registration or other action is required to secure copyright.** Copyright registration, a legal formality, is discussed below.

**Notice of Copyright:** The use of a copyright notice is not required, although it is often beneficial. A notice should contain the following three elements: first, the © symbol or the word "Copyright," second, the year of first publication of the work, and third, the name of the owner of copyright (Example: © 2000 Jane Doe). The phrase "all rights reserved" is often added because it may give some protection in countries not part of any world-wide Copyright convention.

**Copyright Registration:** Although not required, there are advantages to copyright registration. Registration establishes a public record of the copyright claim. A copyright that is registered allows the copyright holder certain advantages in the case of infringement suits. The registration establishes prima facie evidence in court of the validity of the copyright, and statutory damages and attorney's fees will be available to the copyright holder in court actions.

### Mandatory Deposit Requirement

The Copyright Act establishes a mandatory deposit requirement for works published in the United States (i.e. distributed to the public by sale or other transfer of ownership, or by rental, lease, or lending). This means that the owner of copyright is legally obligated to deposit in the Copyright Office, within 3 months of publication in the United States, two copies for the use of the Library of Congress. Unpublished works are not subject to mandatory deposit.

**Masters Theses:** Masters theses are intended for inclusion in library holdings and for personal use and are thus considered unpublished; therefore, the mandatory deposit requirement does not apply. However, Master's students may register copyright at any time by following the Copyright Registration Procedure (found below).

**Doctoral Dissertations:** Since doctoral students are required to have their dissertations published by UMI Dissertations Publishing, the mandatory deposit requirement applies. A single deposit can be made to satisfy both the deposit requirement, and copyright registration. For a fee of \$65, UMI will prepare the necessary forms and copies of the dissertation for submission to the Copyright Office. This process is explained in the booklet "Publishing Your Dissertation" which is included in the oral defense packet. Doctoral students who do not use UMI to register copyright, may register a copyright at any time by following the Copyright Registration Procedure (found below).

### Copyright Registration Procedure

If you wish, you may register your own copyright at any time following creation of the work. To register a work follow the instructions found online at [www.copyright.gov](http://www.copyright.gov), or send the following three elements in the same envelope or package to:

#### Library of Congress

Copyright Office  
101 Independence Avenue, S.E.  
Washington, D.C. 20003

1. A properly completed application form (available for download or online registration at [www.copyright.gov](http://www.copyright.gov))
2. A nonrefundable filing fee (required for each application)
  - The filing fee is \$45 if completed through mail.
  - The filing fee is \$35 if completed online.
3. A nonreturnable copy of the work being registered
  - If the work was published, two complete copies of that edition.
  - If the work is unpublished, one complete copy (does not have to be bound, but should be firmly secured).

\*Fees are subject to change. For current fees, check [www.copyright.gov](http://www.copyright.gov), write the Copyright Office (address above), or call (202) 707-5959.

For more information or answers to questions concerning copyright policies and procedures, contact the General Counsel's Office, A-350 ASB, (801) 422-4722. Circulars, announcements, regulations, other related materials, and all copyright application forms are available from the Copyright Office Web site at [www.copyright.gov](http://www.copyright.gov).



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**ETD SUBMISSION TO THE  
PROQUEST WEBSITE**  
ADV Form 13

**INSTRUCTIONS FOR DOCTORAL STUDENTS**

Doctoral students must submit their dissertation document in PDF format using the Proquest ETD Administrator site to meet the requirement. This puts your work into a national database of dissertations, of which BYU has been a long time participant. This submission must be complete BEFORE taking your ADV Form 8d to Graduate Studies (105 FPH) for graduation completion.

1. Wait for the final approval of your ETD by the college approver on the <http://etd.byu.edu/> website. You can monitor this by logging in to your BYU ETD account. Your status should say "Grad Office Review."
2. Go to <http://www.etdadmin.com/cgi-bin/school?siteId=262>
3. Select the link titled, 'Submit my dissertation/thesis' and then 'Create an Account' in the New Users box. Record your user name and password for access.
4. Once you enter your information, you will receive an email containing a link that allows you to confirm your account. Click the link in your e-mail to continue the submission process.
5. The link will take you to an instruction page on the Proquest Web site. Read through the instructions. We encourage you to create and enter your ORCID ID. When you are ready to submit your document click the continue button at the bottom of the screen.
6. Select 'Traditional' as your publishing option. This grants wide availability and you will be eligible to receive royalties on the sale of your work. The 'Open' option would only be used if you want to pay Proquest in advance for anyone who might want a copy of your ETD. This is not necessary since your ETD will be available on the BYU library site (when it is released from secure or delayed access).
7. If your work will be delayed for 1 year or secured for a longer period for a patent, be sure to select the radio button '1 year delay' and write a comment in the box if your ETD is secured for a patent on the BYU site. (The BYU administrator will then make this submission secure indefinitely.)
8. The page offers you options of allowing search engines access to your work and to have your work sold by third party retailers. Select the options you prefer and then press the "Save & Continue" button.
9. Accept the publishing agreement by clicking the "Accept" button at the bottom of the agreement page.
10. Complete the required fields (marked by an asterisk) on the Proquest ETD Administrator site contact information page.
11. For 'Dissertation details,' enter committee chair and member names, and paste a copy of your abstract.
12. Upload your PDF, using the same file that received college approval on the BYU ETD site.
13. The 'Supplemental Files' and 'Notes to Administrator' sections are optional.
14. Determine if you want Proquest to register a copyright for you with the US Copyright office. This costs \$55. It is not required, but you must indicate your choice on this section.
15. Once you reach the 'Order copies' section, you should scroll to the bottom and select 'Decline', because you can order a bound copy for yourself and any department bound copies using the BYU Print and Mail Website, [gradworksonline.com](http://gradworksonline.com).
16. At the 'Submit' screen you will have the opportunity to review all your information and make changes if necessary. Once you are satisfied with the information, you may continue with your submission by clicking the button at the bottom of the screen.
17. Once you have submitted, you will immediately receive an email confirmation. This completes the Proquest submission requirement.



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## REQUIREMENTS FOR GRADUATION APPLICATION

ADV Form 8a

### Ecclesiastical Endorsement Requirement for Graduation

You must be a degree-seeking graduate student and have a current ecclesiastical endorsement in order to apply for graduation. If you have no current ecclesiastical endorsement, your graduation application will indicate "No active Ecclesiastical Endorsement on file." You can request an Ecclesiastical Endorsement by logging into <https://endorse.byu.edu> and following the steps for a current student.

Only graduation dates that are covered under your currently active ecclesiastical endorsement are available for application. If you are in a degree-seeking graduate program and you have a current ecclesiastical endorsement, follow these instructions for applying for graduation:

**Step 1:** Using the drop-down box, select the graduation term (i.e. Aug 2017) for which you intend to apply. After the appropriate graduation term has been selected, click "Create Graduation Application".

After you have selected the "Create Graduation Application" link, a new screen will open in your browser.

**Step 2:** The Application Status box informs you of the current status of your graduation application. It will also display the graduation date for which you are applying. If the graduation date is wrong, the drop-down box will allow you to correct the date. For example, if you were currently applying for Dec 2016 graduation but wanted to change the date to apply for April 2017, simply select a new graduation date and click Go. In this scenario, you may only change the graduation application year to April 2017 if your ecclesiastical endorsement is valid for that date.

### Other Requirements

In addition, as a graduate student you must meet the following requirements for graduation:

1. All courses on your Program of Study are completed or you are currently registered for the remaining courses. To review a report showing any courses you have yet to complete, click the "Progress Report" link in the online graduation application.
2. Your prospectus or project proposal has been approved and your oral defense will be held by the scheduled deadline for the selected graduation date (dissertation or thesis programs only).
3. You must be currently registered for at least two credit hours and receive an acceptable grade.
4. If you are in a joint program, you must fill out an Application for Graduation for each program. Joint degrees must be awarded concurrently.

**NOTE:** In order for your department to approve this application for graduation, you must comply with all the requirements in these instructions.





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## Survey of Earned Doctorates ADV Form 14

# SURVEY OF EARNED DOCTORATES (SED)

*This survey is required of all BYU doctoral students before graduation.*

The Survey of Earned Doctorates is completed online. Doctoral students will register directly via the Web and instantaneously receive a PIN and password as well as the URL to the survey. With this information, you can access and complete the entire survey online. The registration URL is:

**<https://sed-ncses.org>**

*After you complete the questionnaire online, be sure to have a confirmation e-mail sent to you indicating that you completed the survey. You will also have the option to print a certificate to turn in to the university to indicate the SED was completed. If you have any questions about the Web survey, please use one of the contact methods listed below:*

**E-mail:** [sed@rti.org](mailto:sed@rti.org)

**Phone:** 1-877-256-8167

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### **About the Survey of Earned Doctorates (SED):**

The Survey of Earned Doctorates (SED) is a federal agency survey conducted by the National Opinion Research Center (NORC) for the National Science Foundation and five other federal agencies (National Institutes of Health, U.S. Department of Education, National Endowment for the Humanities, U.S. Department of Agriculture, and the National Aeronautics and Space Administration).

The SED gathers information annually from 45,000 new U.S. research doctorate graduates about their educational histories, funding sources, and post-doctoral plans. Each year the SED data are added to a larger historical record of doctorate-degree graduates, the Doctorate Records File (DRF). Begun in 1920, the DRF contains annual information used to track the number of graduates in various fields; the educational paths of scientists, engineers, and humanists; movement of graduates into the labor market; and similar information.



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Email: [gsadvisementintern@byu.edu](mailto:gsadvisementintern@byu.edu)

## Letter of Completion Request ADV Form 8G

**IMAGING:** GRSCorrespond  
**Admit Year/Term:**

### Eligibility

A degree may only be awarded and recorded on a transcript four times per year: April, June, August, and December; however, a letter of completion may be requested prior to the official awarding of the degree. In order to be eligible for a letter of completion a student must have completed all requirements for the degree including:

- Application for graduation for a specific year-term
- Completion of all required program of study course work
- Completion of all final Thesis and Dissertation requirements, including submission of ADV Form 8d to Graduate Studies
- Completion of any other remaining requirements including grade changes and payment of outstanding fees

### Student Information

Name \_\_\_\_\_

BYU ID number \_\_\_\_\_

Current Mailing Address \_\_\_\_\_

Graduate Department \_\_\_\_\_

City \_\_\_\_\_

State or Province \_\_\_\_\_

Postal Code \_\_\_\_\_

Graduate Program \_\_\_\_\_

Graduate Degree \_\_\_\_\_

Telephone Number \_\_\_\_\_

Current E-mail Address \_\_\_\_\_

Graduation

☐ April

☐ June

☐ August

☐ December

\_\_\_\_\_  
Year

### Delivery Options (Check as many as apply)

#### Pick up

- ☐ I would like to pick up a hard copy of the letter from the Registrar's Office, B-150 ASB.

#### Mail

- ☐ I request that the letter be sent to my current mailing address.  
☐ I request that the letter be mailed to the address below:

Recipient's Name: \_\_\_\_\_

☐ Employer ☐ University ☐ Other: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### Fax

- ☐ I request that the letter be faxed

Fax Number: \_\_\_\_\_

#### Email

- ☐ I request that the letter be sent to my current email address.  
☐ I request that the letter be emailed to the address(es) below:

Recipient's Name: \_\_\_\_\_

☐ Employer ☐ University ☐ Other: \_\_\_\_\_

E-mail Address \_\_\_\_\_

Recipient's Name: \_\_\_\_\_

☐ Employer ☐ University ☐ Other: \_\_\_\_\_

E-mail Address \_\_\_\_\_

#### Office Use Only

☐ ADV08 ☐ ADV01 ☐ Emailed to registrar ☐ ADV06

\_\_\_\_\_  
Initials

\_\_\_\_\_  
Date

PRINCIPLES AND CHARACTERISTICS  
OF  
GRADUATE EDUCATION

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BRIGHAM YOUNG UNIVERSITY

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## **Principles and Characteristics of Graduate Education at Brigham Young University**

Graduate education distinguishes itself by advanced systematic study and experience in depth—a depth in understanding, knowledge, scholarly competence, inquiry and discovery. Graduates are equipped to contribute to their disciplines, to teach and transmit knowledge within their disciplines, to conduct research and produce creative works, to apply their learning in the everyday world, and ultimately to extend service to their disciplines and to humanity.

Although diversity in focus, methodology, and implementation is expected across the spectrum of graduate programs at BYU, strong programs are characterized by selective admission of highly qualified students, graduate faculty committed to excellence, and rigorous programs of study conducted in a context of faith. A few fundamental principles characterize all strong graduate programs. These principles emerge from and complement the *Mission and Aims of a BYU Education*. These principles are listed below followed by some characteristics that are required to realize these principles.

### **Principles of Graduate Education**

**Mastery of the subject matter.** Graduate education facilitates mastery over the content and skills of the discipline at a level appropriate to the degree sought.

**Critical thinking.** Graduate education develops and refines critical thinking skills including a thorough knowledge of the assumptions of the discipline and an understanding of viable alternative assumptions.

**Theoretical understanding.** Graduate education provides an understanding of the theoretical bases of the field of study. It grounds application and performance in theory.

**Proficiency in research and/or creative activities.** Graduate education develops proficiencies that advance the knowledge and activities of the discipline. These proficiencies include good writing skills as well as the ability to present original insights and creative expressions.

**Spiritual discernment and moral integrity.** Graduate education facilitates the growth of integrity and wisdom and the integration of faith into the pursuit of knowledge within the discipline.

**Service orientation.** Graduate education instills responsibility to return the special benefits of graduate training to the larger community.

**Wide representation of perspectives.** Graduate education presents an intellectually and culturally rich encounter with the discipline. Study and inquiry are conducted in a context sensitive to ethnic and cultural diversity.

## **Characteristics of Strong Graduate Programs**

### **I. Clear Definition of Purpose**

#### **A. *Planned programs***

1. Only graduate degrees essential to the department's mission and important to the larger mission of the university are offered by the department.
2. The department has determined and clearly stated the aims for the future of its graduate program(s). It has a plan for constant improvement and is pursuing it vigorously.
3. The department has determined and clearly stated the focus and purpose of its graduate program(s). It does not necessarily attempt to offer degrees or emphases in all areas of its discipline. Students admitted pursue coursework, research, and degrees only in areas in which faculty are producing and publishing scholarly work and are well qualified to teach and direct research.
4. The department regularly evaluates its graduate programs, faculty, facilities, and library holdings, identifying weak areas that need strengthening and determining if any programs or emphases should be dropped or added.

#### **B. *Theoretical orientation***

1. The department does not see a graduate degree as simply an accumulation of credits. Faculty members understand that graduate work at a university is inherently involved in the discovery of new knowledge, and they seek to understand and propound the theoretical principles that lie behind what can be observed and tested.
2. Graduate education extends beyond the acquisition of practical skills and endeavors to encompass the practical within the theoretical. The department makes a concerted effort to educate graduate students to extend their understanding using both tools and theory.

## **II. Qualified Graduate Faculty**

### **A. *Effective mentoring***

1. The department and college apply appropriate criteria for identifying graduate faculty. There are sufficient numbers of well-prepared, full-time graduate faculty members in the department's areas of specialty to support strong graduate work in those areas. All department faculty members support the graduate programs of the department.
2. Department faculty members keep current in their fields and continually update course content and teaching methods to engage students and immerse them in the discipline.
3. Faculty members strengthen students spiritually by integrating spirituality into formal teaching, by teaching the ethics of the discipline, and by exemplifying integrity and devotion.

### **B. *Scholarly productivity***

1. Graduate faculty members are active scholars or artist-scholars who do significant research and regularly publish in national or international refereed journals and presses, or who present or perform their artistic work for wide and authoritative critical review. Their books, articles, papers, and creative work make significant contributions to their disciplines.
2. Faculty members are involved in scholarly and creative activities in their discipline, participate in regional, national and international conferences, and work with colleagues at other universities and centers of learning.
3. In disciplines where the norms of scholarship require external funding, faculty members actively seek funding to support their research programs and to enhance graduate student involvement in research or creative work.
4. Faculty members use professional development leaves to extend their knowledge in their disciplines and to invigorate their research.

*C. Dedication to service and citizenship*

1. Faculty members strive to assure that all activities support the mission of the university, build the Kingdom of God, and bless students, colleagues, and humanity.
2. Faculty members contribute to the intellectual climate of the department and the university through service, including conscientious attention to committee assignments and collaboration in research, scholarship, or creative endeavors with colleagues and students.
3. Faculty members contribute to the professional community through service such as conference organization and participation and editorship of journals and other forums. Competing activities, such as paid consultation work, are kept to a minimum, and are engaged in only when such activities advance knowledge and skills in the discipline, strengthen research, and enhance the influence and respect of the university.

**III. High Academic Standards**

*A. Well-established admissions standards and practices*

1. The department has an active recruitment program to attract excellent students from undergraduate and graduate programs at other universities. It does not rely solely on an applicant pool of its own undergraduates.
2. The department has clearly stated and effectively communicated admissions standards. These standards are reviewed regularly and revised as needed. The department sets high expectations and employs several criteria such as the undergraduate GPA, GRE scores, and professional experience in making admissions decisions. It admits provisionally only if an applicant shows exceptional promise.
3. The department admits students only when all or virtually all prerequisite requirements have been met.
4. The department is consistent in applying its admission standards, and it is timely in making admissions decisions. These decisions are made by a faculty admissions committee or by the faculty as a whole. All graduate faculty members have some input in admissions decisions.

5. The department attracts sufficient numbers of qualified applicants to offer full-fledged graduate programs with adequate course offerings and to provide a stimulating graduate culture for students. Nevertheless, the department admits only as many students as it can effectively guide through a rigorous, carefully advised program. It considers student-faculty ratios, especially in light of specialties that applicants wish to pursue.

*B. Strong curriculum and rigorous course work*

1. The curriculum is well designed, relatively stable, and leads to strong preparation of students. The department offers enough courses to support a full graduate program, and it lists no courses that are “on the books” but rarely taught. The curriculum is appropriate for the preparation and specialties of the faculty and reflects leadership in the discipline.
2. The classroom experience is qualitatively different from that in the undergraduate program. The department does not double list courses by undergraduate and graduate numbers (such as 400 and 600) and avoids all practices that dilute the classroom experience for graduate students. When advanced undergraduates register for 500-level courses, they do so with the understanding that the course is taught at a graduate level and that the expectations for them are the same as for graduate students.
3. Credits earned through directed readings, independent or off-campus projects, or employment-related projects are kept to a minimum, and where such courses are approved by the department, they are as rigorous and demanding as regular courses. In such courses, the teacher and student formulate an agreement of requirements and expectations and file that “contract” with the department office. The student receives credit only when the agreement has been fulfilled.
4. Courses require extensive writing assignments of substance and consequence that train students to think critically. Student papers adhere to high standards of composition, and they are carefully criticized and assessed, sometimes by both teacher and other students.
5. All courses, even those considered to be applied courses, have a strong theoretical foundation based on current research. They require investigation beyond classroom experiences and textbooks. Where possible, they include demanding essay examinations.



6. Every graduate course provides a course outline and syllabus in which the teacher's expectations are clearly stated and the course description is comprehensive and clear.
7. Graduate students have opportunities for learning outside the major department.
8. The department enriches its graduate curriculum with presentations by visiting lecturers, with colloquia, and with other opportunities for learning outside the regular curriculum.
9. Course grades accurately reflect student achievement and are not inflated.

*C. Excellence in dissertations, theses, and projects*

1. The department offers a strong course in research methodology specific to the discipline.
2. The department requires a culminating writing experience of its graduate students, regardless of whether the student is in a traditional or an applied program. The final paper is usually a research-based dissertation or thesis, but may be a project or report in a master's program. All doctoral students prepare formal dissertations.
3. Dissertations and theses are on topics of real consequence, and their content makes substantial contributions to some aspect of the discipline. The contributions of projects are held to standards comparable to those of dissertations and theses. By their excellence and uniqueness, these research and writing experiences impressively demonstrate the achievements, knowledge, and skills of the students at the time the graduate degree is completed.
4. The prospectus is treated as a critical aspect of the student's research. It is prepared before intensive research begins and is subjected to broad department review.
5. The research design, the preparation of the prospectus, the research itself, and the preparation of the dissertation, thesis, or project are carefully directed by the student's advisory committee. Problems in research design or methodology are discovered and corrected at the prospectus stage.

6. The dissertation, thesis, or project engages a topic that the faculty adviser is well prepared to direct.
7. The dissertation, thesis, or project is well written and leads to a publishable piece of work. Students are encouraged to publish their work and are assisted in the effort to find a publisher. Where appropriate, faculty members and students publish collaboratively.

*D. Well-developed procedures for preparing and conducting comprehensive and oral examinations*

1. Department comprehensive and oral examinations are demanding and fair. They require currency in the field, thorough analysis of the questions or problems posed, and synthesis of knowledge in the discipline, all at a level appropriate for the degree to be awarded. They also require grace and skill in expression.
2. The examination questions are carefully conceived and well-written. Test questions demand a grasp of essentials and the ability to analyze and synthesize.
3. The department provides published and well-publicized criteria as to what constitutes acceptable performance on department oral and comprehensive examinations. The purpose, format, range of content, and nature of examinations are described, and sample questions from past examinations are available for study.
4. The department applies consistent and rigorous standards in the evaluation of examinations. There is a mechanism for providing feedback and a clear policy on the retaking of failed comprehensive examinations.

#### **IV. Well-defined, Clearly Articulated, and Helpful Procedures**

*A. Broadly based college and department governance*

1. Graduate faculty members participate in all departmental decisions that affect the department's academic programs, the quality of the degrees offered, and the professional lives of the faculty.
2. All faculty members of appropriate status and rank have input in hiring, continuing status, and advancement in rank decisions in the department. The department

conducts a national search for new faculty members and makes hiring, continuing status, and promotion decisions according to a set of established, well-publicized criteria and procedures which are at least as rigorous as university guidelines and expectations.

3. New faculty members are mentored in their preparation for continuing status review or advancement in rank nomination.
4. Through peer-elected representatives, graduate students have a voice in departmental decisions that affect graduate programs.
5. The goals of graduate programs are not based solely on expectations of external accrediting agencies. Rather, they exceed the quality required by such agencies and thus maintain independence.
6. Department programs are created, defined, and influenced by genuine, significant developments within the discipline consistent with available resources rather than by perceived market demands and short-lived trends.
7. The department has a written assessment plan and uses it routinely to improve graduate programs.

***B. Effective advisement of students***

1. Faculty members are conscientious in their advisement of students. They keep regularly scheduled office hours and have frequent scholarly interaction with students. They return thesis drafts and other materials promptly so that students experience no unnecessary delays in completion of their programs.
2. The department recognizes that a student's first responsibility is to his or her own academic program. Care is taken to ensure that other duties, such as teaching undergraduate courses, enhance the graduate education experience and do not impede student's progress toward a degree. The number of courses a graduate student teaches is strictly limited.
3. The department has a published set (a student handbook) of current policies, requirements, expectations, and procedures that describes with clarity and in detail what graduate students need to know to enter a program and successfully complete a degree in the department.
4. University and department deadlines are well publicized.

5. The department has formal orientation procedures or seminars to acquaint new students with the expectations and requirements of graduate study in the department and the university.
6. Each student is well informed from the beginning, having been assigned a sponsor who assists in the selection of a permanent adviser. That selection is made by the end of the first semester.
7. The department conducts at least annual evaluations, at clearly designated times, of each student's progress and informs the student of his or her status. If marginal or unsatisfactory progress is noted, the department informs the student of action required to demonstrate satisfactory progress.
8. The department has determined an optimum time length for program completion and moves its students through on schedule.
9. A high percentage of the students on the department's rolls are actually on campus pursuing degrees at any given time.
10. The department graduates a high percentage of the students it admits.
11. The department provides published information about financial aid opportunities for students in its programs.
12. Students who have teaching assignments are well trained to perform those assignments ably.
13. The department assists graduate students in finding employment or advanced educational opportunities suitable to their preparation and experience after they leave the department.

*C. Appropriate faculty assignments*

1. Faculty members who are teaching and advising in the graduate program are given ample opportunity for scholarly work and professional development.
2. The department sets reasonable limits on the number of graduate advisees assigned to any one faculty member.

3. Faculty assignments in the graduate program are not performed on an “overload” basis.
4. Faculty members who are teaching and advising in the graduate program are teaching neither in night school nor in off-campus programs on an “overload” basis.

*D. Responsible class scheduling*

1. The department publishes and distributes to graduate students a multi-year schedule of course offerings, enabling students to plan their study.
2. Graduate course offerings are sequenced appropriately and offered with sufficient frequency to prevent delays in degree completion.

**V. Adequate Resources**

1. The department regularly assesses its resources and makes realistic decisions about its graduate program(s) in light of these resources.
2. The department provides research support—in the form of equipment, laboratories or studios, staff assistance, and funds (where possible)—for the research programs of faculty members who teach and advise graduate students.
3. The department works closely and continuously with the library to ensure that the collection supports the research and teaching needs of the department. The department is aware of particularly valuable library resources in its discipline and informs graduate students of those resources.
4. The department and its faculty members actively and persistently seek outside funding to support research and graduate students. Department graduate students receive adequate financial support and early notification of that support.
5. The department allows faculty members sufficient time to do superior work in both teaching and research, and to advise and mentor graduate students in a thorough manner.
6. Graduate students have adequate space and opportunity for informal discussion and interaction, and those who teach undergraduates have adequate facilities for advising and helping their students with class assignments. Graduate students also have access to facilities and equipment needed in their graduate research.

7. The department encourages faculty members to consult, collaborate, and share resources (courses, computer labs, etc.) with colleagues who have common curricular interests in other departments and colleges.

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BRIGHAM YOUNG UNIVERSITY GRADUATE COUNCIL

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Office of Graduate Studies  
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Phone: (801) 378-4465  
Website: <http://www.byu.edu/gradstudies/>

# Handbook of Graduate Programs

(Submit to Program Representative – Leesa Scott or Lisa Norton – by October 2, 2017)

I have read the Handbook of Graduate Programs for the Department of Psychology, including appendices and documents in the pockets, and understand that these are the rules by which decisions are made and the procedures that are currently being followed. BYU's Graduate Catalog and the Graduate Studies Policies and Procedures Manual, accessed through the Graduate Studies website, contain additional information that may not be covered in the department handbook. The following explanation, taken from the Graduate Catalog, applies equally well to the Handbook of Graduate Programs for the Department of Psychology:

The university makes every effort to ensure the accuracy of the contents of this catalog but reserves the right to make changes at any time without prior notice. Since change is a part of university life, curriculum and program changes will likely occur during the time the 2017-18 Graduate Catalog is in circulation. Students are advised to consult the following sources for current and specific information:

1. The appropriate university department or advisor.
2. The class schedule, which includes up-to-date information on courses offered, class hours, class locations, and the latest calendar dates, fees, and registration details.

It is the student's responsibility to learn of and abide by current policies and requirements.

The handbook is periodically revised and is subject to change. You will be notified when such changes are expected to have an impact on you.

☐ I give permission to Brigham Young University to videotape, photograph or otherwise record my image and name in connection with the University. I further give consent and authorization to Brigham Young University to use my likeness and name in any forum or publication it deems appropriate for the promotion of the University and its programs.

☐ I agree to provide requested data for university and APA reports, even after graduation.

☐ I have read the Graduate Programs Handbook, including the Appendices, as well as the Practicum Handbook if a clinical student.

---

(Printed Name)

---

(Signature)

---

(Date)

# **Appendix B**

## **Clinical Forms**



# Student Evaluations

## 1. Guidelines

### A. Clinical Psychology Guidelines

"Clinical Psychology students are evaluated by the entire Clinical Training Committee (minus student members) twice annually, briefly in December/January and extensively in June following completion of the academic year. In adherence to CoA guidelines and the department's training standards, the clinical faculty meets during the summer to review the progress of each student. In addition to considering progress since the last review, they also evaluate the student's overall progress based on the expected standard for the particular year of training. During this process, they consider data from multiple sources including course grades; reports from committee chairs; comments from practicum, clerkship, and externship supervisors; comprehensive examination results; and reports of individual student-faculty relationships that would contribute to a more complete understanding of the student's progress and personal needs. Particular attention is given to formal ratings of competence (see forms included in Appendix B). In addition to the ratings described below, students may receive additional feedback. At both evaluations students receive overall ratings of Satisfactory, Marginal, or Unsatisfactory that are submitted to Graduate Studies through the University records database." (Graduate Handbook, Section 2)

In the June review, students are rated in each of the four areas of Academics, Research, Practice, and Professionalism. These ratings are reported to the students, but are internal to the department (i.e., they are neither reported to Graduate Studies nor entered into any university-wide system. As such they do not appear on AIM Progress Reports or transcripts.) The rating options include:

<u>Outstanding</u>	Reserved for no more than one or two students per class who are making unusually excellent progress for their level of training.
<u>Satisfactory</u>	Given to students who are making good progress and seem to be on target for successful completion of the program. The great majority of students receive this rating.
<u>Marginal</u>	Given to students who are showing significant problems that must be addressed.
<u>Unsatisfactory</u>	Given to students who fail to remediate problems noted in a previous Marginal rating or who are showing serious problems that must be addressed.
<u>Not Applicable</u>	Given to students who have been on internship or who have completed their academic coursework, but have not yet obtained their degrees.

### B. University Guidelines

In contrast, an *overall* rating *is* entered into the university system through AIM during Winter Semester and Summer Term. This rating can be viewed on the student's progress report, but it does not appear on the transcript. The university now requires that these evaluations be conducted and the results reported *twice*, rather than once, per year. The official rating options include:

- Satisfactory
- Marginal
- Unsatisfactory

The university's Graduate Catalog provides an explanation of these *overall* ratings and the consequences of less than satisfactory performance:

"Students should complete their degree program in a timely fashion. *Graduate students matriculated in programs should continually be enrolled in course work, be completing internships, and/or be actively involved in scholarly or creative work.* Departments formally evaluate each graduate student's progress twice during the calendar year and inform the student in writing of his or her status. Each student is rated as making satisfactory, marginal, or unsatisfactory progress. If marginal or unsatisfactory progress is noted, students will be notified in writing what they need to do, when it needs to be accomplished, and whom to contact for help to demonstrate satisfactory progress. Students who receive an unsatisfactory evaluation will not be eligible to obtain financial aid. [An overall 'marginal' rating allows for financial aid.] ..... *If a student receives a marginal and an unsatisfactory or two unsatisfactory ratings in succession, the student's program will be terminated at the conclusion of the semester.*" [italics added] Students may not be given two consecutive *overall* marginal ratings.

Please note that this overall rating provided to the university is NOT an average of the department ratings in the four areas listed above (Academics, Research, Practice, and Professionalism). For example, a serious ethical violation that would be subject to disciplinary action could result in an overall rating of "unsatisfactory" even though the student is progressing well in terms of academic achievement, research, and practice.

## C. Leave of Absence Guidelines

The Graduate Studies Policies and Procedures manual states, "Students may request a leave of absence for the following reasons: medical, military, or mission. The ... 8 year time limit for the doctoral degree will still apply [from date of first enrollment in the program]. Students requesting a leave must submit appropriate documents to Graduate Studies: Leave of Absence Form found [online] as well as one of the following: **medical**—letter from the doctor/therapist that includes the amount of time away recommended by the professional; **military**—copy of the military assignment that includes the length of the assignment; **mission**—copy of mission call letter and when the student will return to school." A student on official leave does not need to be evaluated during the leave period, nor does he/she need to pay tuition.

If a student is not on official leave as noted above, then he or she must be making "satisfactory progress in the program" during the interval under consideration in order to receive a "satisfactory" rating. However pressing other personal or family needs may be, the department must still evaluate the student: There is no option for the department to grant an "internal leave" and then decline to evaluate the student.

The university currently recommends that if a student is unable to continue for a time due to chronic health concerns, family matters, or other issues that they withdraw from the program. They can then apply to resume studies at a later date when they can devote the appropriate amount of time to the program. Of course, this does not extend the eight-year limit noted above.

## 2. Criteria

While the list below is not exhaustive, it allows the student to determine:

- a. The types of criteria for the four areas being evaluated at the department level (e.g., "Academics" includes consideration of overall GPA and class performance, grades in individual courses, missing courses, psychopathology exam results, etc.);
- b. Specific behaviors that could/would result in less than satisfactory ratings (e.g., Failure of an assessment or therapy comprehensive exam results in a "marginal" for "Practice").

Please note that – despite the examples of outcomes that would necessitate marginal or unsatisfactory ratings – these criteria are also considered when awarding a departmental designation of "outstanding". Remember, however, that "outstanding" is not an option for the overall rating submitted to the university.

**Academics:**

- GPA and Class Performance
- Individual Course Problems
  - Courses with less than a "B" (M if one unsatisfactory grade)
  - Incomplete grades (M if not completed in the semester after the Incomplete is given)
  - Incompletes that have turned to IE's (U)
  - Courses not taken that should have been taken (not more than 1 course behind, in the absence of a formal leave with an outline for completion)

**Research:**

- Research Exam (M if failed or not taken/not waived by end of 3<sup>rd</sup> year)
- Research Involvement with faculty in presentations/papers/posters
- Thesis/Dissertation Progress (M as a warning, or U for continued problem if not on track as outlined below)
  - 1<sup>st</sup> year: Second-Year Research Project Definition Form and 250-word abstract submitted by end of Fall
  - 2<sup>nd</sup> year: Second-year project manuscript submitted to chair by end of Fall Semester and to committee by end of first week of Winter; poster and manuscript passed by end of Winter (see Graduate Handbook for details)
  - 3<sup>rd</sup> year: Prospectus defended by end of Spring 3<sup>rd</sup> year; Research Comprehensive Exam passed or waived by end of 3<sup>rd</sup> year
  - 4<sup>th</sup> year: Regular (at least bi-weekly) meetings with chair through 4<sup>th</sup> year (if not, chair determines M or U); Chair and student will outline expectations – student must clearly be on target to complete defense by end of internship year, preferably prior to leaving on internship. Chair may make specific requirements for internship eligibility, such as data be collected and analyzed prior to internship, etc.
  - Internship: Defended by end of August of internship year
  - Post Internship: (M or U if no biweekly contact with chair & progress with dissertation)

**Practice:**

- Assessment and Therapy Comprehensives (M if failed or if assessment is not in client's file or if revised theory of change paper is not in student's permanent file)
- Practicum Skills (M if assessment/therapy skills are not deemed adequate by supervisor or if student is not engaged in supervision)
- Externship/Clerkship Skills (M if performance is not deemed adequate by supervisor of site & DCT agrees)

**Professionalism:**

- Ethics (M if the student does not deport himself/herself well with professionals, colleagues, clients in clinic and/or externship settings; U if the violation could be subject to disciplinary action)
- Audits (M if the *student* has audit alerts prior to a month before the evaluation; U at the next evaluation if not corrected in a specified number of months after the M is given, the number to be determined by DCT on an individual basis) (For June evaluation, *overall* Marginal if audit is not clean; for following December/January evaluation, *overall* Unsatisfactory if these audit issues have not been corrected)

### 3. Important Issues for Students

- Students in their 4<sup>th</sup> year are nearly finished with classes and are expected to be completing their dissertations. Sometimes, externships get in the way of such progress. Time devoted to externship and teaching combined will be limited to 20 hours per week unless the student's chair approves more hours based on dissertation progress. (Teaching a 3-credit course during Fall or Winter Semesters is considered an 8-hour-per-week position; during Spring or Summer it would be considered a 16-hour-per-week commitment.)
- Remember that following your internship year, students can only be engaged in work of a psychological nature if they sign up for externship credit. The rules are identical to those that are in place *prior* to the internship year. A Master Agreement must be negotiated, the student must be placed at the site, and so forth. Sometimes agencies and institutions are unaware of these guidelines and need to be reminded when they approach post-internship students who have been former externs. There can be no deals brokered without placement by the program. Again, the student typically may not work more than 20 hours per week; occasional exceptions may be granted if bi-weekly meetings (contacts) with the chair are being held and progress on the dissertation is substantial. The goal is to see that you complete your degree as soon as possible following internship. The Director of Clinical Training must also give his/her approval for employment beyond 20 hours per week. Once a student has completed all requirements for graduation, then a site is welcome to negotiate more hours with a student without departmental oversight.
- All students (not just those beyond internship) must notify the DCT in writing (email is acceptable) if they are working in any capacity beyond externships and department teaching. Such notification must be provided prior to accepting employment as well as each semester between enrollment and graduation. There are only rare exceptions for such work.
- All of these policies and procedures are designed to work together for the good of the student, the program, community, and the university. Our goal is to facilitate the development of excellent professionals in a timely manner.

**BRIGHAM YOUNG UNIVERSITY, Clinical Psychology**  
**Doctoral Comprehensive Examination Rating Form**  
**Psychodiagnostic Assessment Comprehensive Exam**

Student Name \_\_\_\_\_

Exam Date \_\_\_\_\_

	Unsatisfactory 1	Needs Improvement 2	Satisfactory 3	Superior 4
Understands general assessment goals, processes, and methods	1	2	3	4
Properly frames/clarifies/approaches the presenting complaint/referral problem	1	2	3	4
Identifies and properly samples appropriate assessment domains	1	2	3	4
Demonstrates mastery of assessment instruments and techniques	1	2	3	4
Gathers and uses appropriate background information	1	2	3	4
Demonstrates mastery of relevant personality theory and other individual difference domains	1	2	3	4
Demonstrates mastery of psychopathology to arrive at diagnoses, describe dynamics, and make recommendations	1	2	3	4
Conclusions and recommendations are supported by data and reasonable alternatives are explored and properly ruled out	1	2	3	4
Report is organized, logical, coherent, complete, and appropriately written to the recipient audience	1	2	3	4
Assessment process demonstrates good clinical and professional interaction with all persons involved	1	2	3	4
The entire assessment process was timely	1	2	3	4
Articulately presents and defends the case and responses to examination questions within the oral defense	1	2	3	4

Overall Rating (check one box):

Pass with Distinction	Pass	Pass with Conditions	Reconvene	Fail
-----------------------	------	----------------------	-----------	------

Examiner: \_\_\_\_\_ [printed] \_\_\_\_\_ [signed]

Raters should agree on which of the following to check, and then each check the same one.

- ☐ No changes required, other than correction of typographical errors
- ☐ Minor changes required\*, student responsible for completing such changes
- ☐ Minor changes required\*, one rater passing off revisions: \_\_\_\_\_ [Rater's Initials following changes]
- ☐ Minor changes required\*, both raters passing off revisions: \_\_\_\_\_ [Rater's initials following changes]
- ☐ Significant changes required\*, one rater passing off revisions without reconvening the examination:  
 \_\_\_\_\_ [Rater's Initials following changes]
- ☐ Significant changes required\*, both raters passing off revised paper without reconvening the examining committee  
 \_\_\_\_\_ [Rater's Initials following changes]
- ☐ Significant changes required prior to reconvening the examining committee [complete 2<sup>nd</sup> rating form]

\* On the back of this rating form note the general nature of the required changes, any deadlines, and the name of the examiner responsible for passing off the revised paper if only one is needed. The exam is not completed until the designated examiner[s] has initialed this rating sheet on the line provided, indicating that the revisions have been made and that the paper is now in acceptable form.

**Comments:**

**Remediation Plan: (If the Examination is failed, the examining committee should recommend a remediation plan to the Training Committee unless remediation is judged to be an inappropriate course. If passed or continued, but competence deficiencies are noted, suggestions for remediation should be described here and shared with the student. Deficiencies typically require a remediation plan, even if that plan is to continue with planned experiences and to review competency later.)**

BRIGHAM YOUNG UNIVERSITY, Clinical Psychology  
 Doctoral Comprehensive Examination Rating Form  
**Psychotherapy Comprehensive Exam**

Student Name \_\_\_\_\_

Exam Date \_\_\_\_\_

	Unsatisfactory 1	Needs Improvement 2	Satisfactory 3	Superior 4
Understands the assumptions, foundational principles, and appropriate populations/conditions for the selected model	1	2	3	4
Properly defines change; understands the proposed mechanisms of change and how they derive from the model	1	2	3	4
Relates the broad theoretical principles of the model to the ongoing activities of intervention sessions	1	2	3	4
Uses existing literature effectively to clarify the model and to describe its empirical support	1	2	3	4
Effectively incorporates his/her own ideas into the model	1	2	3	4
Connects the model to evidence-based practice (e.g., measures change)	1	2	3	4
The paper articulates the model with clarity and thoroughness	1	2	3	4
The oral presentation articulates the model with clarity and thoroughness	1	2	3	4
Understands the case and properly conceptualizes it within the framework of the selected therapy model	1	2	3	4
Demonstrates advanced student competence for basic clinical skills articulated in the program's <i>Practicum Handbook</i>	1	2	3	4
Effectively uses the selected model in sessions to evoke change	1	2	3	4
Effectively and accurately uses principles of psychopathology, personality, and development to understand and guide the case	1	2	3	4

Overall Rating (check one box):

<input type="radio"/> Pass with Distinction	<input type="radio"/> Pass	<input type="radio"/> Pass with Conditions	<input type="radio"/> Reconvene	<input type="radio"/> Fail
---	----------------------------	--	---------------------------------	----------------------------

Examiner: \_\_\_\_\_[printed] \_\_\_\_\_[signed]

Raters should agree on which of the following to check, and then each check the same one.

- ☐ No changes required, other than correction of typographical errors
- ☐ Minor changes required\*, student responsible for completing such changes
- ☐ Minor changes required\*, one rater passing off revisions: \_\_\_\_\_ [Rater's Initials following changes]
- ☐ Minor changes required\*, both raters passing off revisions: \_\_\_\_\_ [Rater's initials following changes]
- ☐ Significant changes required\*, one rater passing off revisions without reconvening the examination:  
 \_\_\_\_\_ [Rater's Initials following changes]
- ☐ Significant changes required\*, both raters passing off revised paper without reconvening the examining committee  
 \_\_\_\_\_ [Rater's Initials following changes]
- ☐ Significant changes required prior to reconvening the examining committee [complete 2<sup>nd</sup> rating form]

\* On the back of this rating form note the general nature of the required changes, any deadlines, and the name of the examiner responsible for passing off the revised paper if only one is needed. The exam is not completed until the designated examiner[s] has initialed this rating sheet on the line provided, indicating that the revisions have been made and that the paper is now in acceptable form.

**Comments:**

**Remediation Plan: (If the Examination is failed, the examining committee should recommend a remediation plan to the Training Committee unless remediation is judged to be an inappropriate course. If passed or continued, but competence deficiencies are noted, suggestions for remediation should be described here and shared with the student. Deficiencies typically require a remediation plan, even if that plan is to continue with planned experiences and to review competency later.)**



**BRIGHAM YOUNG UNIVERSITY, Clinical Psychology**  
**Doctoral Comprehensive Examination Rating Form**  
**Research Comprehensive Exam**

Student Name \_\_\_\_\_

Exam Date \_\_\_\_\_

	Unsatisfactory	Needs Improvement	Satisfactory	Superior
Demonstrates adequate mastery of the content underlying the proposed research	1	2	3	4
Uses existing literature to draw appropriate conclusions; appropriately critiques existing literature	1	2	3	4
Properly frames research questions and hypotheses (e.g., based on extant literature, testable, proper focus)	1	2	3	4
Selected design appropriately tests hypotheses and controls adequately for threats to validity	1	2	3	4
Proposed statistical analysis is appropriate and demonstrates mastery of statistical principles	1	2	3	4
Proper attention is given to underlying issues such as assumptions, power, and generalizability	1	2	3	4
Understands and properly uses interpretation considerations, such as effect size, clinically significant change, and a <i>posteriori</i> findings	1	2	3	4
Attention is appropriately given to practical issues, such as costs and access to subjects	1	2	3	4

Overall Rating (check one box):

<input type="radio"/> Pass with Distinction	<input type="radio"/> Pass	<input type="radio"/> Pass with Conditions	<input type="radio"/> Reconvene	<input type="radio"/> Fail
---	----------------------------	--	---------------------------------	----------------------------

Examiner: \_\_\_\_\_ [printed] \_\_\_\_\_ [signed]

Raters should agree on which of the following to check, and then each check the same one.

- ☐ No changes required, other than correction of typographical errors
- ☐ Minor changes required\*, student responsible for completing such changes
- ☐ Minor changes required\*, one rater passing off revisions: \_\_\_\_\_ [Rater's Initials following changes]
- ☐ Minor changes required\*, both raters passing off revisions: \_\_\_\_\_ [Rater's initials following changes]
- ☐ Significant changes required\*, one rater passing off revisions without reconvening the examination:  
 \_\_\_\_\_ [Rater's Initials following changes]
- ☐ Significant changes required\*, both raters passing off revised paper without reconvening the examining committee:  
 \_\_\_\_\_ [Rater's Initials following changes]
- ☐ Significant changes required prior to reconvening the examining committee [complete 2<sup>nd</sup> rating form]

\* On the back of this rating form note the general nature of the required changes, any deadlines, and the name of the examiner responsible for passing off the revised paper if only one is needed. The exam is not completed until the designated examiner[s] has initialed this rating sheet on the line provided, indicating that the revisions have been made and that the paper is now in acceptable form.

**Comments:**

**Remediation Plan:** (If the Examination is failed, the examining committee should recommend a remediation plan to the Training Committee unless remediation is judged to be an inappropriate course. If passed or continued, but competence deficiencies are noted, suggestions for remediation should be described here and shared with the student. Deficiencies typically require a remediation plan, even if that plan is to continue with planned experiences and to review competency later.)

# Mentor Rating of Laboratory Student

Supervisor:

Student:

Term(s): 2016-2017

**Instructions:** This rating form, similar to the Practicum Rating Form, is based on the Assessment of Competency Benchmarks 2007 Workgroup document. Please review together with your mentee and consult your Benchmarks Document for behavioral anchors and assessment method(s). Page numbers below reference the Benchmarks Document.

Please rate the student on each aspect of the competencies then mark an overall rating for that competency area. The minimum required standard is a "2" (Making Appropriate Progress) for each competency area. A student is to receive a "1" Competency Rating if there are 2 or more "1" ratings in the subsections of a competency area or if a single area that is "below expectations" is deemed severe or potentially harmful (e.g., ethical violation). If a "1" global rating is given then a remedial plan needs to be devised in the "areas for needed development" section below and the student will receive a "Marginal" or "Unsatisfactory" on her or his next student evaluation.

Nature of student research involvement evaluated here (check all that apply):

Research Assistantship

Other faculty research team

Thesis Mentor/Dissertation Mentor

Other:

## Master's Thesis Progress: Check one statement in each category, if applicable

Formulation:	Is involved with team/research	Has developed a thesis idea
Plan/Proposal:	Is writing proposal	Will have written by summer's end
Data Collection:	Is collecting data	Has finished data collection
Data Analysis:	Is analyzing data	Has finished analyzing data
Thesis :	Is writing thesis	Has finished writing thesis
Defense:	Has defended thesis	Has made required changes

## Dissertation Progress: Check one statement in each category, if applicable

Formulation:	Is involved with team/research	Has developed a dissertation idea
Prospectus:	Is writing prospectus	Will have defended by summer's end
	Has defended prospectus	Has defended & made revisions
Data Collection:	Is collecting data	Has finished data collection
Data Analysis:	Is analyzing data	Has finished analyzing data
Dissertation:	Is writing dissertation	Has finished writing dissertation
Defense:	Has defended dissertation	Has made required changes

Papers/Publications for this academic year, September 2016 – August 2017: Complete, if applicable

Number of Poster Presentations: \_\_\_\_\_

Poster Presentation (name of conference/s) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Number of Oral Paper Presentations: \_\_\_\_\_

Paper Presentation (name of conference/s) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Number of Paper Publications: \_\_\_\_\_

Paper Publication (name of journal/s) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Number of Grant Submissions: \_\_\_\_\_

Grant Submission Organizations (name of agencies) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

1 = Below Expectations 2 = Making Appropriate Progress 3 = Advanced for Training Level N/O = Not Observed

<b>Scientific Knowledge-Methods in the Research Setting-</b> The ability to understand research, research methodology and a respect for scientifically derived knowledge, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and lifespan human development.	<b>Competency Rating</b>			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/O</b>
A. Scientific Mindedness (pages 15 and 16)	1	2	3	N/O
B. Knowledge of Core Science (page 16)	1	2	3	N/O
C. Scientific Foundations (pages 16 and 17)	1	2	3	N/O

<b>Research/Evaluation –</b> The generation of research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities	<b>Competency Rating</b>			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/O</b>
A. Scientific Approach to Knowledge Generation (pages 50 and 51)	1	2	3	N/O
B. Application of Scientific Method to Practice (page 52)	1	2	3	N/O

<b>Teaching (if applicable) -</b> Supervision and training of the professional knowledge base and/or evaluates the effectiveness of various professional activities.	<b>Competency Rating</b>			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/O</b>
A. Teaching Skills (pages 58 and 59)	1	2	3	N/O
B. Ethical and Legal Issues (pages 57 and 58)	1	2	3	N/O

<b>Overall Rating of Research/Lab Performance</b>	Rating (circle one)			
A. Overall Rating of Research/Lab Performance	1	2	3	N/O

Strengths:

Areas of needed development:

Specific recommendations for future training:

Supervisor Signature:

\_\_\_\_\_

Date: \_\_\_\_\_

Trainee Signature:

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Date: \_\_\_\_\_