

DOCTORAL PROGRAM IN CLINICAL PSYCHOLOGY

STUDENT HANDBOOK 24/25

Preface

A. The information provided in this Clinical Program Handbook applies specifically to the 2024-2025 entering class. Requirements for previous classes are outlined in versions of the Clinical Handbook that correspond to original registration. All students should retain a copy of the Clinical Program Handbook that applies to their entering class. **Students must consult the Departmental Graduate Student Handbook available at: <https://www.bu.edu/psych/files/2017/08/GradHandbook.pdf> for information pertaining to department policies and requirements and other important information such as:**

1. Listing of the Department of Psychological and Brain Sciences Faculty
2. Listing of the Administrative Staff
3. M.A. Degree Requirements for Doctoral Students
4. Ph.D. Degree Requirements
5. Dissertation Requirements

B. Graduate School of Arts and Sciences (GRS) Bulletin for AY 2024/2025 (available at <http://www.bu.edu/academics/grs/>) – The GRS bulletin contains information and policies that govern all graduate students at Boston University. There is some overlap between the information in this bulletin and the program and departmental handbook, (i.e., general M.A. and Ph.D. requirements, dissertation and research policies, etc.). However, the GRS Bulletin should be consulted for general University-wide academic regulations and policies such as:

1. Continuing Student Status
2. Residency Requirements and Time Limits
3. Transfer of Credit
4. Grades, Academic Standing, and Incomplete Coursework
5. Petitions and Leave of Absence
6. Registration
7. Graduation
8. Financial Information
9. Important Resources and Services

C. All students are expected to conduct themselves in accordance with the Ethical Guidelines of the American Psychological Association (APA) located at www.apa.org/ethics/code/index.aspx. Failure to do so may result in review by faculty with a variety of consequences including, but not limited to, remediation of violation, probation, termination from the program, or actions taken at the state or national level. In addition, students are expected to conduct themselves in a manner consistent with Boston University policies and procedures. Please see the Departmental Handbook and the Graduate School of Arts and Sciences Bulletin.

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I. Curriculum

A. Overview

The doctoral program in Clinical Psychology is accredited by both the American Psychological Association (APA) and the Psychological Clinical Science Accreditation System (PCSAS). The curriculum includes a series of course requirements taken during the first 3 years of the program. Students are also permitted to take two electives to allow for specialization in areas of interest. The department offers courses in three programmatic knowledge areas: Clinical, BBC (Brain, Behavior & Cognition), and DS (Developmental Science). Students who wish to take a course outside the Department must receive approval from their advisors, Director of Clinical Training, and the Department prior to taking the course. Departmental approval can be obtained by submitting a course description and syllabus to Dr. Joanne Hebden Palfai, Director of Academic Affairs. While the core curriculum can be completed in three years, students may be eligible to take courses over the summers and during their fourth year to complete these requirements. In addition, students will be required to attend colloquium in their 4th year and receive training in clinical supervision (at least PS 993) in either their 4th or 5th year of the program. Advisors will assist students in making appropriate course selections and discuss class scheduling. The program is designed to permit students to become eligible for a psychologist license in the state of Massachusetts. It is important to note that licensing requirements may vary by state. Students are responsible for identifying specific state requirements outside of MA, which, in some cases, may be addressed through electives. You will find state-specific licensure information here:

<http://www.bu.edu/state-authorization/doctor-of-philosophy-in-clinical-psychology-licensing-disclosure/>

B. List of Courses in the Curriculum

PS 711 (Statistics I)	PS 875 (Adult Psychopathology)
PS 712 (Statistics II)	PS 880 (Empirically Supported Tx) or
PS 730 (History & Systems)	PS 882 (Empirically Supported Child
PS 770 (Ethics)	& Family Tx)
PS 772 (Adult Assessment)	PS 951 (Colloquium)
PS 774 (Clinical Practicum-Assessment)	PS 973 (Case Mgmt/Clin Pract)
PS 761 (Social Psychology)	PS 974 (Clinical Practicum – Interviewing)
PS 791 (Social Oppression)	PS 978 (Laboratory and Research Practicum:
PS 824 (Cognitive-Affective Psychology)	Research Methods in Clinical Psychology)
PS 829 (Principles of Neuropsychology)	PS 993 (Clinical Supervision)
PS 843 (Lifespan Development)	PS 994 (Clinical Supervision Pract)
PS 874 (Psychotherapy)	

Students are permitted to take two psychology electives that may include a directed study course.

C. Clinical Psychology Doctoral Program Curriculum

	1st Semester	2nd Semester
1st year	PS 711 - Statistics I (4 cr.)	PS 712 - Statistics II (4 cr.)
	PS 772 - Adult Assessment (4 cr.)	PS 774 - Clinical Pract.-Assessment (4 cr.)

	PS 829 – Prin. of Neuropsychology (4 cr.)	PS 880 - Empirically Supported Tx <u>OR</u> PS 882 - Empirically Supported Child & Family Tx (4 cr.)
	PS 875 - Adult Psychopathology (4 cr.)	PS 974 - Clinical Pract.- Interviewing (4 cr.)
	*PS 951- Colloquium (register for 1 cr.)	PS 951- Colloquium (register for 1 cr.)
	1st year research	1st year research
2nd year	PS 761 – Social Psychology (4 cr.)	PS 791 - Social Oppression (4 cr.)
	PS 843 - Lifespan Development (4 cr.)	PS 824 - Cognitive-Affective Bases of Behavior (4 cr.)
	PS 874 - Psychotherapy (4 cr.)	PS 978 – Laboratory and Research Practicum: Research Methods in Clinical Psychology (4 cr.)
	Elective (4 cr.)	
	PS 951 Colloquium (register for 1 cr.)	PS 951 - Colloquium (register for 1 cr.)
	2 nd year research	2 nd year research
3rd year	PS 730 - History and Systems (4 cr.)	PS 770 - Ethics (4 cr.)
	*PS 973 - Case Mgmt/ Clin Pract (2 cr.)	PS 973 - Case Mgmt/ Clin Pract (2 cr.)
		Elective (4)
	PS 951 - Colloquium (register for 1 cr.)	PS 951 - Colloquium (register for 1 cr.)
4th year	PS 951 - Colloquium (attend but do not have to register)	PS 951 - Colloquium (attend but do not have to register)
	PS 993- Clinical Supervision (2 cr.)	PS 994- Clinical Supervision Pract. (2 cr.)
	Dissertation	Dissertation
5th year	PS 979 - Internship (2 cr.)	PS 980 – Internship (2 cr.)

Registration Requirements for Practicum Placements

All third-year students must register for PS 973 in both the fall and spring semesters while doing their practicum. All fourth-year students register for the Clinical Supervision course and do not need to register for PS973 even if they are doing a practicum that year. Those fifth-year students who are not on internship and undertake an additional practicum, need to register again for PS 973 for 2 credits in both semesters. Note: This will qualify international students for Curricular Practical Training (CPT).

All students, including those with prior graduate studies and related master's degrees, must complete the required curriculum. A student can request that a course requirement be waived if he/she has demonstrated mastery of the material through a previous graduate course. For a course requirement to be waived, the student should speak to the professor who teaches the course at BU and contact the Director of Clinical Training. If approved, that professor should notify the Director of Clinical Training and the Program Coordinator indicating that a waiver is officially granted. All waivers are subject to final approval by the Director of Clinical Training.

All students (including those admitted post-master's) are expected to take 20 graduate courses at BU. Students who are granted course requirement waivers will still be expected to take 20 courses at BU and will be encouraged to substitute courses related to the waived course requirements (e.g., Developmental Psychopathology for Adult Psychopathology). The only exception is for those students who have received an MA in Psychology from Boston University. These students may be permitted to take fewer than 20 courses. Their courses will be reviewed on a case-by-case basis.

The program reserves Wednesdays from 1:00-2:30 p.m. for clinical program activities including colloquia and meetings. All pre-internship students are expected to attend.

D. Directed Studies

Students take formal courses to fulfill clinical and other course requirements as classes provide opportunities to learn in a variety of modalities including didactic instruction, interactions between fellow students, formal presentations, observational learning, etc. In cases in which student learning objectives cannot be adequately served by formal courses or informal instruction from mentors and collaborators, the directed study may be requested as a 4-credit elective course. The aims of the directed study are to, (1) provide students with an opportunity to develop an understanding of a content area that is not adequately represented in available courses and (2) provide students with an opportunity to work with a faculty member other than their primary mentor. It must be emphasized that the directed study is designed to give the student experience that could not be adequately obtained through the mentoring process or through working within the mentor's group. The directed study, taken for credit, can be used to fulfill a requirement of the Portfolio of Competencies and Qualifying Examination (see below for more information). Requests to take a Directed Study must be sent via email to the Director of Clinical Training for review and should include a proposed syllabus that incorporates readings and methods of evaluation. A brief description of how the proposed Directed Study project contributes to the research and other professional goals of the student should also be included. Students should provide a signature or email confirmation from both their directed study advisor and their mentor indicating approval of a directed study syllabus.

E. Licensing Information

The following information pertains to Massachusetts licensure. Requirements may change and it is the responsibility of the student to be aware of the current licensing requirements. The licensing requirements that are in effect when a person applies for licensure (typically 1-3 years post-Ph.D.) are the requirements that must be satisfied. Therefore, a student's coursework might currently meet licensing requirements but course requirements may change before he or she applies for licensure. You can reach the Board of Registration of Psychologists at (617) 727-9925 or at <https://www.mass.gov/orgs/board-of-registration-of-psychologists>.

The mailing address is 1000 Washington Street, Suite 710, Boston, MA 02118-6100.

State-specific licensing information can be found here: <http://www.bu.edu/state-authorization/doctor-of-philosophy-in-clinical-psychology-licensing-disclosure/>, but students should be sure to examine the specific licensure requirements of the state in which they plan to become licensed. Each state may have slightly different requirements for licensure (e.g., California has previously required courses in sexuality and addiction).

Massachusetts requires at least one course, taken for credit and appearing on students' transcripts, in each of the domains listed below:

- Biological Bases of Behavior (e.g., neuropsychology)
- Cognitive Affective Bases of Behavior (e.g., learning, cognition, affect)
- Social Bases of Behavior (e.g., social psychology, group processes, organizational and systems theory- courses such as family or group therapy do NOT satisfy this requirement)
- Individual Differences (e.g., personality theory, human development, human development, psychopathology)
- Racial/Ethnic Bases of Behavior with a focus on people of color (e.g., cross cultural psychology, psychology and social oppression, racism and psychology)

Where specific BU courses are not noted above, the parenthetical descriptions come from the regulations and licensing application. One course can satisfy only one domain.

Students must also demonstrate mastery of the following areas:

- Ethics (PS 770)
- History & Systems (PS 730)
- Research Design & Methods [History & Systems (PS 730) and Lab/Research Practicum (PS 978)].
- Statistics (PS 711 and PS 712) and Psychometrics (PS 772, PS 774)

Students are encouraged to keep ALL course syllabi to document course content. For licensing, a syllabus will be requested if the course content is not readily identifiable by course title.

II. Other Academic Components

Portfolio of Competencies and Qualifying Examination: The qualifying examination makes use of a Portfolio of Competencies approach that requires students to demonstrate acquisition of

necessary skills, knowledge, and abilities in the following curriculum areas: Scientific Achievement, Professional Standards & Ethics, Methods of Assessment & Diagnosis, and Issues of Cultural & Individual Diversity. Students are required to (1) complete all coursework with at least a B, attend colloquia; (2) satisfactorily pass PSC practicum; (3) complete the second year research project (2YP) and (4) complete additional portfolio requirements. These additional requirements consist of: (1) evidence of competency in domain specific knowledge areas derived from relevant course ratings, (2) satisfactory completion of a project that integrates two knowledge domain areas, (3) a first-authored conference presentation or poster, and (4) a first-authored manuscript/chapter submitted for publication that is distinct from (i.e., in addition to) the 2nd year project. Successful completion of these elements of the Portfolio constitutes the qualifying exam. The qualifying exam is designed to be completed prior to the beginning of the fourth year of study, and must be approved prior to advancement to dissertation work (dissertation prospectus). In addition to the components that constitute the qualifying exam, completion of the Portfolio of Competencies requires submission of a grant proposal and participation in a “guest lab”. The “guest lab” experience involves research in faculty member’s laboratory that is distinct from the primary mentor. Specific experiences, criteria for evaluation, and expectations for research products will be determined by the “guest lab” mentor in collaboration with the student. All requirements for the Portfolio are expected to be completed by the end of the 4th year. The Portfolio is designed to be completed over time, with formal review of progress (items completed) by the primary mentor and with scheduled evaluations by members of a Qualifying Exam/Portfolio Committee.

Requirements and timelines are outlined in the Portfolio of Competencies and Qualifying Examination summary sheet (Appendix C).

III. Research and Dissertation Requirements

Students are expected to engage in ongoing research throughout their academic careers. It is required that all students complete a second-year research project and dissertation; in addition, it is expected that students will submit at least one journal article suitable for publication by the end of their second year.

Students will be paired with a faculty mentor beginning in their first year. Although most students choose to work with the same faculty mentor throughout their time in the program, some students do change mentors as their interests change and develop.

Students are expected to be involved in data collection for the dissertation or the second-year research project and both when possible.

Second-Year Research Project: The second-year research project (also known as the 2YP) is required for all students in the program. Participation in research and collaboration with a mentor is part of the time-honored tradition of preparing Ph.D. students for careers as clinical scientists. Each student develops a research project in collaboration with a faculty mentor that may reasonably be completed in two years’ time. Specific types of projects will vary widely depending on the ongoing research programs of the faculty mentor and the resources available. The project must include formulating and clearly stating hypotheses, collecting data or identifying an existing data set, analyzing data to test hypotheses, and writing up the results for dissemination. While the project may emanate from a faculty member's ongoing research, the student is expected to take the lead in all aspects of the project, working under the supervision of the faculty mentor to the extent that the student would be

the first author on any published or presented project. Exceptions to this guideline may occur in individual circumstances.

Although a defense of the project is unnecessary, the student's faculty mentor and second reader will jointly review the final product. Evaluative criteria are based on APA competencies with regard to knowledge of research methods and skills in the application of research. Faculty mentors can help students identify appropriate second readers for their projects. The Director of Clinical Training will serve in this capacity if no other appropriate reader is available. Students will receive feedback about their projects from their mentors. After approval, students must request an approval page from the Clinical Program Coordinator (900 Commonwealth Ave., Room 200E or nclement@bu.edu). A copy of the final project and signed approval page should then be submitted to the Clinical Program Coordinator. Students cannot establish their dissertation committees or hold prospectus hearings until the 2YP is satisfactorily completed.

Students entering the program with a master's degree may submit their thesis for consideration as satisfying the second-year research requirement; however, completion of a thesis done elsewhere (i.e., outside of the BU program) will not automatically satisfy the second-year research project requirement.

Second year research projects can take many different forms. Please contact the Clinical Program Coordinator for Appendix D, descriptions of several past 2YPs. This list below is meant to serve as a reference for students and provides several examples of past projects; however, it should not be considered exhaustive. Second year projects can vary widely depending on the focus of a student's research.

Although it is expected that the second year research project will result in a journal article suitable for publication, at times a different final product may be more appropriate. Faculty mentors will help guide this decision making.

The following chart may be helpful to students in planning out their second year projects. Please note that individual student timelines may vary and 2YP steps may differ based on the nature of each projects. Therefore, this chart, and appropriate target completion dates, should be reviewed and personalized with mentors.

2YP Step	Target Completion Date	Actual Completion Date
Identify Project Topic		
Develop Hypotheses/Conduct Literature Review		
Develop Plan for Data Collection or Identify Dataset to Analyze		
Complete Data Collection		

Identify Appropriate Statistical Analysis/Develop Plan for Data Analysis		
Conduct Data Analysis and Interpret Findings		
Write Up Findings		
Identify Journal or Conference to Publish Findings		
Submit Findings		

Doctoral Dissertation: An independent research dissertation is the central element of the Ph.D. in clinical psychology. An acceptable dissertation meets two standards: (1) an original contribution to the knowledge base of clinical psychology; (2) scientific merit. The basis of the dissertation is an independent empirical research project designed and conducted by the candidate.

"Independent", as used here, is not to be construed as discouraging collaboration by two or more candidates. Collaborative research, which includes independent components for each investigator, is encouraged. Often the dissertation involves clinical samples with whom students work as research subjects, where findings may have immediate applied clinical value. The dissertation may also test psychological theories which are relevant to normal functioning and/or psychopathology.

Please note: students must also consult the Departmental Graduate Student Handbook, at <https://www.bu.edu/psych/files/2017/08/GradHandbook.pdf>, for rules and procedures on dissertation development and doctoral oral examinations.

First Reader: The role of the first reader combines elements of consultant, colleague, major advisor and mentor. The first reader must be a full-time faculty member whose primary or joint appointment is in the Department of Psychological and Brain Sciences. The first reader should possess expertise in the candidate's area of research interest. When candidates are fairly certain of their research interests, they should approach potential first readers- usually by the middle of Year 3 or early in Year 4. Both should accept the goal of completing the dissertation by the end of Year 4, if possible, and certainly by the end of Year 5. First readership responsibilities to candidates extend no more than three years (less if stipulated when the agreement is made). After that, first readers may unilaterally terminate the collaboration or the faculty may impose a change. Candidates who have difficulty engaging a suitable first reader should consult the program director. After Year 5 and completion of internship, candidates are in all but dissertation (ABD) status. The faculty reviews ABDs annually and recommends or prescribes definitive action designed to encourage or assist the completion of the dissertation. The Graduate School sets a maximum time limit of 7 years for completion of the Ph.D. and petitions to extend such time limits are not automatically approved.

Second and Third Readers: Candidate and readers form a research team. Second and third readers bring knowledge and skills that supplement and reinforce those of the candidate and first reader.

In forming the committee of readers, the student must: (1) include a full time Clinical Program faculty member as one of the three readers; (2) be sure that the first reader is a faculty member who has a primary appointment in the Department of Psychological and Brain Sciences; (3) obtain Special Service Appointments (see Departmental Graduate Student Handbook for procedures) for non-GRS faculty with credentials and experience in research (not an honorary title). Students should contact Dr. Joanne Hebden Palfai, Director of Academic Affairs (jpalfai@bu.edu), for additional information.

Four Dissertation Policies:

1. The dissertation prospectus: The dissertation prospectus must be successfully proposed by the time the student is applying for internship. The deadline for holding a prospectus hearing is Nov. 1st of the year internship applications are submitted. Students are expected to complete all revisions and obtain approval by all committee members by December 1st. If a student does not meet these deadlines, they may not submit any internship applications. The purpose of this policy is to ensure timely progress of the student's dissertation research. Please note that students who wish to defend their dissertations must submit their approved prospectus (approved by their three committee members, the Director of Graduate Studies, and the Chair) to GRS at least six months prior to their defense date.

Instructions for scheduling the prospectus hearing can be found at <https://www.bu.edu/psych/resources/student-resources/phd-resources/>. Students must follow the instructions carefully. If procedures for scheduling a hearing are not followed, the results of the hearing will be considered invalid.

2. Manuscript: All dissertations must include, as an appendix, a version of all or part of the thesis in manuscript form, ready to be submitted for publication. The final orals will not be held until this appendix, as well as the rest of the dissertation, is complete. If all or part of the dissertation is in a form suitable for publication, as judged by the committee and candidate, such an appendix is not required. The choice of journal or publisher is at the discretion of the student, with advice from the first reader, as is the selection of the dissertation sections to publish.
3. Final Orals Before Internship Completion: Ph.D. candidates who complete their dissertation and all other academic requirements may have their final oral examinations before completing the clinical internship. Students must be registered during the semester in which they defend and during the semester in which they submit their final dissertation copies to GRS. Students must submit the two final copies of the dissertation to GRS no later than the final semester of internship registration - the deadline is June 1st to avoid incurring additional registration fees. Please be sure to consult the Departmental Graduate Student Handbook on our web site at <https://www.bu.edu/psych/files/2017/08/GradHandbook.pdf> for information about deadlines, formatting, etc.
4. Dissertation Support: The Clinical Program does not provide financial resources to students for the dissertation. However, there are other resources (e.g., internal and external grants) that are available to support dissertation work. The Clinical Program

sends relevant information to students via email, as received. It is ultimately the responsibility of the student to secure any necessary funding.

Please keep in mind that dissertations are the single most important accomplishment in any Ph.D. program. In many countries outside the United States the dissertation is the program. All students doing dissertation research must be fully involved in every aspect of the project including writing the proposal, collecting the data, analyzing the data, and writing the final report. It is not possible to have others do any part of the dissertation research unless the design of the study calls for it (i.e., double-blind procedures, large epidemiological designs, etc.). This policy is meant to ensure that candidates receiving a Ph.D. are scientists, fully trained and experienced, in all aspects of the research process.

Procedures for Handling in 2nd Year Projects, Dissertation Proposals, and Dissertations:

1. Submit manuscripts to your first reader in final form. This means that the manuscript contains all references, tables, figures, etc., and has been thoroughly proofed to ensure that all pages are in place, complete with page numbers and running heads, that misprints or page misalignments do not appear, and that all typos are corrected. The manuscript should represent the student's best writing style and should be in publication format. (Generally APA style, although Index Medicus might also be used. Check with your advisor.)
2. In order to ensure that students gain the maximum benefit of conducting the project in a timely and effort-efficient manner, students' first readers will thoroughly read the manuscript with regard to writing style, grammar, and substance. The manuscript will then be returned to the student. After all revisions are made, students should submit the final version to the first reader.
3. For dissertations, please be aware of time constraints and timeframes for proposal and defense meetings. Depending upon the condition of the manuscript, the availability of the first reader's schedule for reading the draft, and the number of revisions required of the manuscript, it may take anywhere from two weeks to three months to complete revisions and schedule meetings. When revisions are complete and the student's first reader gives final approval, the proposal or dissertation may be distributed to the remainder of the committee and a defense date may be set. Most committee members require up to three weeks to read the manuscript prior to the defense date. In the summer, it will typically take longer. Therefore, plan on a minimum of six weeks to two months, and a maximum of six months from the time your first reader receives the document until the defense takes place.

IV. Clinical Training

Beginning in the second year, students start their formal clinical training. These training experiences are "in house" at the Psychological Services Center (PSC). Students are expected to contribute 10 hours or one full day of training per week for 11 months. Third year clinical placements extend into the broader clinical community and are opportunities to strengthen burgeoning skills and pursue areas of clinical science interest (e.g., clinical science applications to specific populations, training in additional evidence-based treatment modalities. These placements are two full days of clinical training for 11 months. Students take a four-credit clinical practicum course in conjunction with their clinical training. The course incorporates both didactic materials and supervision.

Some students opt for additional clinical experiences after the third year. We encourage students to seek opportunities specific to their interests and needs. However, these decisions should be made only after consulting with the student's primary mentor. In conjunction with mentors, the Clinical Program will make final decisions about the acceptability of all outside clinical and research experiences to ensure that students are gaining quality experiences and are not placing themselves in situations that may present heightened liability risk. To minimize conflict with students seeking required third year placements, practicum placements after the third year of training must be coordinated by the practicum committee prior to submission of the application.

It is important to note that many (if not most) practicum sites now require that students undergo a criminal background check (Criminal Offender Record Information-CORI). Students should be aware that in the course of their training they will be required to complete a CORI which will be initiated through Boston University.

Students conclude their clinical training with an APA approved internship during their fifth year. All students must be registered for the internship (Fall GRS PS 979/Spring GRS PS 980). The Portfolio of Competencies, Qualifying Exam and coursework must be complete before the internship process can begin. Students are encouraged to look for internships that best meet their interests and training needs, regardless of location. Under new regulations adopted by the state of Massachusetts, individuals with doctoral degrees in psychology are no longer eligible for licensure without completing an APA internship or an internship program that currently meets all criteria to obtain APA approval. APA approved internships are typically full-time but there are also a number of part-time internships offered across the country.

For students participating in out of state clinical experiences, information regarding Boston University's state authorization approval and related complaint resolution processes can be found on the State Authorization and Distance Education website at www.bu.edu/state-authorization.

Statement on Ethical Provision of Clinical Care Policy

In our program, faculty/supervisors and students/trainees are expected to respect the inherent worth, dignity, and equality of all people. As Clinical Psychologists and those in training, we are guided by the American Psychological Association's (APA) Ethical Principles of Psychologists and Code of Conduct (2017). We consider Principle E: Respect for People's Rights and Dignity

to be essential in our work as psychologists – in our research, clinical work and teaching – and serves as the foundation on which this policy rests.

From the APA Ethical Principles of Psychologists and Code of Conduct (2017), p. 4: Principle E: Respect for People's Rights and Dignity: "Psychologists respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination.

Psychologists are aware that special safeguards may be necessary to protect the rights and welfare of persons or communities whose vulnerabilities impair autonomous decision making.

Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status, and consider these factors when working with members of such groups. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone activities of others based upon such prejudice."

In our APA-accredited Program, we are committed to a training process that ensures that graduate students develop the knowledge, skills, and attitudes to work effectively with members of the public who embody intersecting demographics, identities, attitudes, beliefs, and values.

Professional competencies are determined by the profession for the benefit and protection of the public; consequently, graduate students in our Program are required to develop the professional competencies necessary to work with any patient or research participant placed in their care in a beneficial and non-injurious way, regardless of the student's personal attitudes, beliefs, or values. If a graduate student's attitudes, beliefs, or values negatively impact the training process or their ability to effectively treat members of the public, the Program faculty and supervisors are committed to a developmental training approach (including didactics, supervised practice, and gradually acquired independence) designed to support the acquisition of professional competence necessary for the student to treat a diverse patient population, meet all professional ethical standards, and successfully complete all Program requirements.

Applying for Internship: One faculty member meets regularly with students to help them navigate the internship application process. This faculty member coordinates meetings and workshops throughout the year on preparing the Association of Psychology Postdoctoral and Internship Centers (APPIC) application, conducting successful interviews, and submitting rankings. Students are strongly encouraged to attend these meetings and workshops. As we frequently have 10 or more students applying for internship during any given year, it is important that students are informed about the application process and thoughtful about selecting and documenting their clinical placements. While the faculty member will provide guidance, it is important to seek out information early. In addition, all requests for letters of recommendation from any faculty member and completion of Director of Clinical Training Forms, included with the APPIC application materials obtained from their website, (www.appic.org), must be received at least one month in advance of the deadline. Timeliness of letters cannot be guaranteed if requests are received less than one month in advance of the application deadline.

Most of the internship sites that are approved by the APA have listings that can be found in the online APPIC Directory. The Clinical Program is an APPIC member whose students can purchase

access to the directory at a reduced rate. Internship information and APPIC internship application forms are all available online through the APPIC website (www.appic.org).

Recording Clinical Hours: In the second year, students begin to accumulate clinical hours. It is important to keep track of these activities and record information about clients (age, gender, diagnosis, treatment forms, tests used in assessments, duration of therapy or assessment and dates). In addition, students should be sure to record the hours of supervision for each case. Students will need this specific information from all clinical work when applying for the fifth-year APA internship at the end of the Doctoral Program. A standard form for this purpose is included in the annual end of the year review forms of each of your practicum sites (Practicum Site Evaluation Form - Appendix A). As it might be important for applications to internships that copies of testing reports and case summaries be provided, students should obtain the client's permission to send a copy of the client's report, (with their names and all identifying information removed to ensure confidentiality), to an internship site. The Department of Psychological and Brain Sciences may provide free or reduced-cost tracking programs to students in the Program, However, none of the specific tracking programs is officially endorsed by this Program. It may be necessary to provide this information again when applying for post-doctoral positions or licensure.

Program Policy on Independent Private Practice: Due to ethical and legal issues, predoctoral students enrolled in the Clinical Program are not permitted to engage in independent clinical practice. The clinical faculty believes that commitment to full-time graduate study in the Clinical Psychology Program is not compatible with the requirements of independent clinical practice. Such independent practice by predoctoral clinical graduate students raises serious ethical and legal concerns for the student, the program, and the profession. This holds true whether the graduate student has a degree/license, in an allied discipline (e.g., Social Work). The program does not preclude clinical graduate students from engaging in clinical work in an approved institutional site under psychological supervision. Students who have questions or reservations about the applicability of this policy to their own activities are expected to discuss such activities with their faculty advisor. Any student who is found in violation of this policy will be terminated from the program.

V. Evaluation Processes and Criteria for Promotion

Evaluation and Annual Student Review: Students are annually reviewed by the program in the domains of professional development, academics, clinical/practica, and research. Each student's advisor will collect and integrate information from the student's practicum setting, from other faculty members who have taught, supervised, or observed the student during the year, and information provided by the student in the updated Portfolio of Competencies cover letter. Specifically, we request that the student's primary practicum supervisor submit the Practicum Competency Evaluation (Appendix B) to the Clinical Program by April 15 of the academic year. This form will then be forwarded to the student's advisor. The final Clinical Faculty meeting of the academic year held during May is primarily devoted to a review of the clinical students. At this meeting, each student is discussed, and the student's advisor has the opportunity to learn the grades earned by his or her advisee during the academic year and to receive any other feedback about the advisee from the assembled Clinical Faculty. Following this faculty meeting, each student will be expected to meet individually with his or her advisor. Prior to this meeting, the student will be expected to provide the advisor with his or her updated Portfolio of Competencies

cover letter. The meeting will be structured around the instructor rating forms, clinical placements, and feedback from the mentor about the student's research placement. The advisor and advisee will review progress in the program and ensure that the information contained in the student's file is accurate and up to date. This meeting provides an opportunity to identify any competencies that have not yet been achieved and to develop plans to remediate the situation. Advisors can then use information from this review to report to and consult with the rest of the faculty about any problems that a given student has that merit the attention of the entire program. In addition, this provides a mechanism whereby the program can identify any systemic problems in attaining specified competencies. This could lead to modifications in the training plans (e.g., modification of the curriculum, reconsideration of the continued use of a particular practicum site). It might also lead to the re-examination of a specific competency requirement.

Promotions: Two steps in the program require formal promotion by faculty decision. These promotion stages are recognized at clinical psychology faculty reviews of student's progress, are entered on the student's program record, and are communicated to the student by the advisor (or 1st reader). Students may continue to work to achieve both of the promotion criteria indefinitely, but may not exceed Graduate School limits.

1. **Dissertation stage:** Formally beginning the dissertation requires that students have satisfactorily completed the second-year project as well as all academic coursework and any incompletes. In addition, the Portfolio of Competencies and Qualifying Examination must be approved prior to advancement to dissertation work (dissertation prospectus).
2. **Internship stage:** To apply for an internship, a student must have satisfactorily completed the first two and one half years in the Program. In addition, the student must have satisfactorily completed at least one clinical practicum and must have demonstrated a satisfactory level of competence in courses on methods of clinical assessment as defined by area of concentration. Finally, students must receive approval of the Portfolio of Competencies and Qualifying Examination, pass all coursework and need to have completed their dissertation prospectus hearings.

V1. Remediation, Disciplinary Action, and Termination

Remediation and Disciplinary Procedures for Failure to Meet Program Standards: Students are expected to perform clinical, research, and teaching duties competently and on time. Those who are not adequately performing tasks associated with the program may be subject to remedial and/or disciplinary action. Depending on the nature and frequency of performance deficiencies, students may receive a warning from the program, be placed on a remediation plan, and/or be placed on probation. If placed on probation, failure to address deficiencies in performance as outlined in a remediation plan may result in a recommendation to the graduate school that the student be withdrawn from the program and a report to internship sites about probationary status. We encourage students to notify their mentors and supervisors to ask for guidance in circumstances in which they are having trouble in a timely manner in order to avoid the need for such measures. Records of disciplinary action will be kept by the program for a minimum of ten years following graduation or termination from the program. Students should be aware that disciplinary action such as remediation or probation may be reported to internship programs during the application process or other agencies as required.

Termination: The faculty not only expects but also works hard to ensure that nearly everyone who enters the program completes the Ph.D. Occasionally, however, it becomes clear that continuation toward the Ph.D. is no longer in the best interest of the student, the Program, or both. In all instances, a student's performance and prospects for satisfactory completion of the Program are judged from cumulative evidence of the student's performance. In general, serious problems in any two of three areas--research, academic and clinical--are likely to result in discontinuation. The following list describes instances of areas in which faculty review can result in termination.

1. Unethical or unprofessional academic behavior (see Academic Conduct and Academic Standards, GRS, Boston University, <https://www.bu.edu/cas/files/2017/02/GRS-Academic-Conduct-Code-Final.pdf>, see American Psychological Association's Ethical Standards, <http://www.apa.org/ethics/code/index.aspx>) at any time.
2. More than two incompletes or unsatisfactory grades (I, B- or lower) at the end of the first year. Unsatisfactory performance on the first-year research practicum is considered equivalent to one unsatisfactory course grade.
3. More than three unsatisfactory grades, including incompletes, at the end of the second year.
4. Unsatisfactory performance in the clinical practicum and unsatisfactory performance in clinical courses, including problems of professional demeanor.
5. At the end of the third year: a) failure to receive approval of the Portfolio of Competencies and Qualifying Examination; b) more than three unsatisfactory grades; c) evaluated performance in practicum continues to be unsatisfactory and work in clinical courses does not indicate significantly higher clinical ability.
6. Unsatisfactory performance in research including low productivity, misconduct or other unprofessional behavior, inadequate execution of research duties.

Continuation in ABD status for more than one year with unsatisfactory progress toward completing the dissertation may result in a recommendation for termination by the faculty. If a student in ABD status is permitted to continue in the Program after completing seven years, he/she must fulfill the same requirements for continuing education programs designed to improve the professional competence of licensed psychologists that have been established by the Massachusetts Board of Registration of Psychologists. The student must complete 10 continuing education units per year. To qualify, a program shall be approved by the American Psychological Association or other such accreditation programs that the board may designate as appropriate.

Conflicts Pertaining to the Ethical Provision of Clinical Care Policy

Implementation Procedures:

Our goals as faculty are to clearly communicate our values (rooted in our APA ethical principles), as well as the values and standards of the profession, to applicants and enrolled students throughout our program. To that end, we have established a program policy to address conflicts

pertaining to the ethical provision of care and conduct of clinical research and taken steps to document and communicate the policy in multiple venues (on our website, in our application process, in our clinical program handbook, etc.).

The faculty/supervisors are strongly committed to an ethical, respectful, and developmentally-informed training approach, which is designed to support the acquisition of professional competence for all trainees. Through our regular mentorship and supervision meetings, we are committed to engaging in ongoing conversations with our students about any barriers to engaging successfully in clinical psychology training. Through these discussions, faculty may discover challenges for students, including ethical conflicts. Procedures for responding to these conflicts and supporting student development are outlined below.

Note: In cases where a patient is demeaning or disparaging of a training therapist due to the training therapist's identity, supervisors will discuss options for appropriate care and likely referral. This goal of the current policy is to foster our students' ability to deliver the full scope of competent psychological services to members of the public, regardless of each patient's identity/beliefs, disadvantages or marginalized background; this goal does not require a trainee to deliver services to an individual patient who behaves in a disrespectful/damaging manner to the trainee based on the trainee's identity.

- **Confidentiality.** We value the confidentiality of trainees and faculty/supervisors. However, the program is additionally responsible for safeguarding the participants in our research protocols and the patients in our students' care, while fostering a supportive and affirming training environment. In line with these commitments, it is occasionally necessary to share relevant information with faculty/supervisors to address conflicts that could affect the quality of care and training. This measured approach to confidentiality is essential to maintain the highest standards of care, education, research, and ethical practice.

As we develop a plan of support for the student's training that also protects patients from harm, we will need to speak explicitly with the relevant faculty/supervisors and mentors who might assume training responsibilities during the timeframe of the conflict. We will respect confidentiality whenever possible and, especially, we will not identify students to other students/trainees in the program (who are uninvolved in their training) as having these conflicts. Additionally, we will respect confidentiality regarding student identities to the greatest degree possible.

- **Mentor Involvement.** For any trainee with an identified ethical conflict, it is optimal to include that trainee's mentors in the training plan. There may be times where an alternate approach is most appropriate.

Procedures for helping trainees develop a plan that allows them to provide competent, ethical treatment to all patients:

- Once the issue is brought to the attention of the program (by the student or a faculty member), the Director of Clinical Training (DCT) will consult with the student and the supervisor to gather

necessary information to evaluate whether the conflict necessitates the development of a written action plan.

- If DCT determines that the conflict necessitates an action plan, an action team (AT) will be identified and an action plan will be developed (including required and optional steps and a timeline) in collaboration with the student and the supervisor. Action team members may include the DCT, Clinic Director, supervisors, and other faculty or relevant, involved parties.

- The action plan and the student's progress will be overseen by the AT, in consultation with the supervisor, with one member of the AT being identified as the liaison to the supervisor and student to facilitate timely, accurate, and ongoing communications among all parties.
- Action plans may include, but are not limited to: increased frequency of supervision, increased structure around supervision and treatment preparatory exercises, direct observation of therapy sessions, deliberate and structured practice, supervisors attending student delivery of services, assigned readings, attending relevant trainings/workshops, and (re)taking a course.

- In a case in which a student who is engaging in an action plan requires further efforts to resolve the conflict so as to meet required degree program milestones: in collaboration with the mentor, the AT will develop a further written description of major ongoing concerns and share them with the student.

- Although the specific details of a given plan will vary according to the student-specific issues, the target outcome will be that the student demonstrate competent care across a caseload of patients with diverse identities, treat all patients with equal respect for each individual's inherent worth and dignity, and center the patient's goals and values in that work.

- In addition, students have the option to take a leave of absence (LOA) in order to address the conflict on their own, if they prefer. LOA requests are made through Graduate School of Arts and Science (GRS) Procedures (<https://www.bu.edu/cas/academics/phd-and-mfa-academics/leave-of-absence-and-withdrawal/>).

- If progress in resolving the conflict is not satisfactory and program milestones remain unmet, the AT will proceed in line with University policy. The AT, through the DCT, will consult with University administration and legal counsel as necessary to make informed decisions about the student's continued enrollment in the clinical program. The mentor will be actively involved and kept informed throughout this process.

In the event that a trainee is unable to successfully complete the action plan and resolve the ethical conflict in a manner that allows for the timely completion of program requirements—specifically, if the trainee is unable to work in a competent and ethical manner consistent with program and APA guidelines—the student may be dismissed from the clinical program. This step, however, will be taken with full consideration and support to find the best possible outcome for the student.

VI. Funding and Sources of Support

The faculty is committed to obtaining five years of financial support (e.g., stipends/tuition costs) for students in the program. Teaching fellowships and research assistantships are the most common forms of support. Students who are offered these sources of funding are expected to teach or conduct research for a specified number of hours per week in exchange for a monthly stipend and tuition remission. Graduate teaching fellows and research assistants are governed by the same standards of conduct in the performance of their academic responsibilities, as are members of the faculty. For purposes of emphasis, the University considers it inappropriate conduct for a teaching fellow to have a dating relationship with one of his/her students. All graduate teaching fellows shall respect the rights and opinions of students and uphold the academic standards of the University. If outside employment, research activity, clinical placements or academic coursework preclude a student from carrying out the duties of their fellowship or assistantship, he/she may be in danger of losing funding. Flexibility is essential when creating a schedule around the work students will be expected to do to fulfill the obligations of fellowships or assistantships.

VII. Faculty-Student Relations

We aim for collegial, mutually respectful relationships between faculty and students in the clinical psychology program. Maintaining this ambiance requires a high level of professionalism and integrity on the part of everyone.

Collaborative Relationships: In collaborative research: (a) faculty and student should discuss ownership of data and authorship on presentations/publications early enough in the process so that each is aware of his/her role; and (b) faculty and student should publicly acknowledge one another's contributions at conferences, in written work, etc. Guidelines about authorship and authorship order are addressed further in the APA Ethical Standards, available at <http://www.apa.org/ethics/code/index.aspx?item=11>.

VIII. Student Records

Student Files: Confidential student files are maintained in the clinical psychology program office at 900 Commonwealth Ave., Room 200E. Student files contain admissions documents (applications, recommendations, transcripts, etc.), copies of letters that were sent by the program to the student, student reviews and evaluations, and reports of qualifying exams. If the student receives recognition or any award, whether it is a commendation or a financial award, he/she can submit a copy of the award letter to be included in their file. Students should also keep copies of all correspondence sent to them so that they have a record of their own. Neither students nor faculty have open access to these files. However, special requests for information related to student files may be submitted to the Director of Clinical Training who will review them with the Chair and Director of Academic Affairs on a case-by-case basis. If the student waived access to letters of recommendation as an applicant, he/she may not see those letters while a student in the program under any circumstances. The Clinical Program Coordinator maintains all files.

IX. Accreditation

The Boston University Clinical Psychology Doctoral Program has been accredited by the American Psychological Association since 1948 and has been accredited by the Psychological Science Accreditation System (PCSAS) since 2017.

Questions regarding APA accreditation can be addressed to the APA Commission on Accreditation at:

Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, N.E.
Washington, DC 20002
(202) 336 5979

Questions regarding PCSAS accreditation can be addressed to:

Psychological Clinical Science Accreditation System
Joseph E. Steinmetz, PhD, Executive Director
1101 E. 10th Street
Bloomington, IN, USA
Phone: (479) 301-8008
Email: jsteinmetz@pcsas.org

X. Grievance Procedure

The Graduate School academic misconduct policies are available online at <https://www.bu.edu/cas/files/2017/02/GRS-Academic-Conduct-Code-Final.pdf>. Complaint procedures in cases of alleged unlawful discrimination or harassment are described in the Graduate School Bulletin (<http://www.bu.edu/academics/policies/complaint-procedures-in-cases-of-alleged-unlawful-discrimination-or-harassment/>) and student grievance procedures in cases of alleged disability discrimination are also available in the Graduate School Bulletin (<http://www.bu.edu/academics/grs/policies/student-grievance-procedure-in-cases-of-alleged-disability-discrimination/>). For other instances in which a student believes that he/she has been treated inappropriately or unfairly by another student or a faculty or staff member on an academic or interpersonal matter, the student may address the issue via the following procedures. The first action, in most cases, would be to address the problem with the other person(s) involved and attempt to reach an informal resolution of the issue. If the student is not satisfied with the resolution of the problem, then he/she should contact his/her advisor for assistance. If the issue is not satisfactorily resolved at this stage, the student should contact the following persons, in order, as needed: the Director of the Clinical Program, the Chair of the Department of Psychological and Brain Sciences, and the Dean of the Graduate School. Even if a satisfactory resolution is reached through informal conversation with the other person involved, the Director of the Clinical Program should be informed of any serious incident or infractions that have occurred (e.g., sexual or other forms of harassment). In the case of a situation in which the student feels that he/she cannot discuss the issue with any one of the parties described above (e.g., fear of retribution from the other person; one of the persons in the chain above is the basis of concern, etc.), at any time during the process, the student is encouraged to discuss the matter with the next person in the chain outlined above. We hope that you will not experience any incidents requiring the filing of a

grievance during your time at Boston University but, should such an issue arise, we want you to have the freedom to address it with the support of the Program and without fear of retaliation.

XI. Appendices

Appendix A: Practicum Site Evaluation Form

Appendix B: Practicum Competency Evaluation

Appendix C: Portfolio of Competencies and Qualifying Examination

Appendix D: Past Second-Year Projects

All appendices can be obtained from the Clinical Program Coordinator (900 Commonwealth Ave, Room 200E).