

1. Clinical

Program Training Model, Philosophy, and Mission Statement

The APA-accredited¹ clinical psychology doctoral program is guided by the scientist-practitioner model and places a strong emphasis on research and interdisciplinary clinical training. Though diverse in respect to methods of inquiry and areas of study, the faculty is of one mind in promoting scientific inquiry as the foundation of clinical psychology. The program's philosophy also emphasizes the respect for and understanding of cultural and individual diversity in policies for recruitment, retention, the development of faculty and students, and in the curriculum and field placements. The program has nondiscriminatory policies and operating procedures, and it avoids any actions that would restrict program access or completion on grounds that are irrelevant to success in graduate training or the profession.

The primary mission of the articulated master's/doctoral program in Clinical Psychology at ETSU is to provide training in clinical psychology emphasizing rural behavior health practice in the context of integrated primary health care. ETSU has a uniquely cooperative relationship with its surrounding community and region. Because of this relationship the program is unique in what it can offer students in the field of health services psychology.

All students receive a curriculum of general clinical training as well as training in the basic science of psychology. Thus, the first two years of the program are highly structured. Due to the emphasis in primary care and rural health practice as well as adherence to the generalist model of training, the advanced coursework is more structured than some programs in clinical psychology, but students are afforded the opportunity for individualization through electives, research emphasis, and externship placements.

The program is designed for full-time study only as a 5-year post-baccalaureate articulated MA/PhD program, with the fifth year being an off-campus full-time internship in keeping with APA/APPIC requirements.

Our Diversity Plan for recruitment, retention, non-discriminatory policies, and development of faculty and students is updated annually on our website. We encourage students to review the department's ongoing and systematic efforts to remain inclusive and sensitive to

¹ Questions related to the program's accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation, American Psychological Association, 750 1st Street, NE, Washington, DC 20002, Phone: (202) 336-5979 / E-mail: apaaccred@apa.org / Web: www.apa.org/ed/accreditation

diversity and individual differences. As a general orientation, we engage in actions that indicate respect for and understanding of cultural and individual diversity. We pride ourselves on establishing a program of clinical training designed to equip students with tools to particularly address the needs of communities surrounding the university, which can be described as economically disadvantaged and located within rural Appalachia – two characteristics that fall under a broad definition of diversity that encompasses not only race/ethnicity, gender, sexual orientation, and religion but also culture, location (e.g., rural), and economic status. In this way, the entire premise of the program is diversity-centered. In addition, the program and department provide diversity training opportunities for students, and promote a climate of tolerance of diversity for both students and faculty through education and research, and other campus activities. Through non-discriminatory policies on recruitment and retention of students, faculty, and staff, curriculum and field placements that emphasize cultural competence; in non-discriminatory policies and operating conditions, and avoidance of actions that restrict program access on grounds irrelevant to success, we endorse and attempt to emulate the APA Ethical Principles and Code of Conduct.

Goals of the PhD in Clinical Psychology

Consistent with the definition of health service psychology in the Standards of Accreditation, the clinical psychology PhD program at ETSU seeks to accomplish three broad training aims:

- 1) To prepare students as independent scientist-practitioners in clinical psychology;
- 2) To prepare students for entry level clinical practice in rural and primary care settings; and
- 3) To prepare students for ethically and culturally competent clinical practice.

Within each of these, additional sub-level aims are further articulated below.

To prepare students as independent scientist-practitioners in clinical psychology. Students are expected to demonstrate knowledge competencies in discipline specific psychological science that inform generalist clinical practice. Students will also be able to demonstrate competency in research design, methods, and execution of research, and in examining and integrating the empirical literature in the practice of clinical psychology. Students will demonstrate specialized knowledge in theories and methods of diagnostic

assessment, formulation and implementation of evidence-based interventions, and evaluation of efficacy of clinical intervention.

To prepare students for entry level clinical practice in rural and primary care settings. Students will achieve cultural competence in working with rural populations and in community-based practice, and will demonstrate competence in interprofessional collaboration, communication, and consultation. Additionally, students will demonstrate competence in evidence-based assessment and intervention; and will demonstrate knowledge of supervision theories generally, as well as in rural and primary care settings.

To prepare students for ethically and culturally competent clinical practice. Students will demonstrate competence in knowing and abiding by professional ethics and related standards of research and practice, as well as federal and state laws and institutional and agency policies associated with the practice of psychology. The program additionally emphasizes that students will demonstrate understanding of and sensitivity to issues of diversity and individual differences relevant to all areas of practice.

We believe these aims emphasize the integration of science and practice and the goal of producing student trainees who are highly knowledgeable and professional in their delivery of health service psychology.

Student Financial Support and Expected Costs

On average, four to six students are admitted per year, with all students receiving University support through a graduate assistantship for at least the first two years. The support includes a stipend of \$12,400 plus in and out-of-state tuition waivers for the academic year (fall and spring terms). Sources of graduate assistant support in the remaining two years pre-internship vary, and include community training grants and contracts, teaching assistantships, or faculty grants. The stipend amount as well as the contract period after the first two years may vary according to the source of the grant. For example, some community placements have a stipend level of \$10,200 for 12 months, and include travel reimbursement. Others have a stipend

of \$12,720 for a 12 month period. To date, 100% of enrolled students have been offered at least 4 years of graduate assistantship support.

Though tuition fees are remitted for graduate assistants, students are responsible for other non-tuition fees each semester.

Integration of Science and Applied Practice

ETSU's clinical psychology program is guided by the scientist-practitioner model and places a strong emphasis on inter-professional clinical training and evidence-based practice. Though diverse in respect to methods of inquiry and areas of study, the faculty is of one mind in promoting scientific inquiry as the foundation of clinical psychology. The primary mission of the articulated master's/doctoral program in Clinical Psychology at ETSU is to provide training in clinical psychology emphasizing rural behavioral health and practice in the context of integrated primary health care. We firmly believe that professional psychology must be well-rooted in the science of psychology and that the scientific method must inform the practice of psychology. Gaining competence as both scientist and practitioner demands a commitment to full time study, in a sequential and cumulative course of training wherein science and practice are integrated throughout in requirements that are sequential, cumulative, and graded in complexity. The foundational broad and general courses build to substantive master's level coursework, to doctoral-level substantive courses, with elective specialty courses occurring late in the program of study. Applied clinical components build from Clerkship, which emphasizes shadowing psychologists in primary care to Practicum, which is on-campus clinical training, to Externship, which is community-based clinical training, to Internship, one full-time year of advanced clinical training away from the University. Thresholds for minimum achievement of clinical competencies reflect expected developmental growth in both breadth and depth of knowledge and skills demonstrated. Scientific application builds from the master's thesis to the preliminary project to the dissertation with increasing methodological sophistication and independence being required to advance from one level to the next.

The matriculation table below provides an overview of didactic and applied matriculation requirements and shows how they are sequential and cumulative and reflective of the scientist-practitioner training model.

Curriculum Map and Matriculation Narrative

<p>Fall 1st year PSYC 5210 (Statistical Methods) PSYC 5817 (Introduction to Psychological Measurement)* PSYC 5825 (Psychopathology) PSYC 5870 (Clinical Interviewing Techniques) PSYC 5950 (Methods of Psychological Research)</p>	<p>Fall 2nd year PSYC 5010 (Advanced History & Systems of Psychology) – offered every other year PSYC 5830 (Psychological Assessment I: Adult) PSYC 5910 (Clerkship II) PSYC 5960 (Thesis) PSYC 6870 (Evidence-Based Interventions)</p>	<p>Fall 3rd year PSYC 7000 (Preliminary Project) PSYC 7010 (Clinical Psychology Practicum & Seminar) PSYC 7100 (Primary Care I) PSYC 7910 (Clinical Externship) PSYC 5407 (Psychopharmacology)</p>	<p>4th year & beyond PSYC 7010 (Clinical Psychology Practicum & Seminar) – need 5 credits, one of which is Supervision Seminar PSYC 7500 (Cultural Anthropological Applications to Rural Practice) or PSYC 7770 (Diversity in Psychological Sciences) PSYC 7910 (Clinical Externship) – need 4 credits PSYC 7960 (Doctoral Dissertation in Psychology) – need 12 credits PSYC 7980 (Pre-Doctoral Internship) – need 3 credits 2 Electives</p>
<p>Spring 1st year PSYC 5000 (Broad & General Foundations in Psychology) – offered every other year PSYC 5100 (Legal & Ethical Issues in Psychology) PSYC 5220 (Personality & Psychotherapy Models) PSYC 5410 (Correlation & Multiple Regression) PSYC 5817 (Introduction to Psychological Measurement)* PSYC 5910 (Clerkship I)</p>	<p>Spring 2nd year PSYC 5707 (Advanced Behavioral Neuroscience) PSYC 5850 (Psychological Assessment II: Child) PSYC 5960 (Thesis) PSYC 7010 (Clinical Psychology Practicum & Seminar)</p>	<p>Spring 3rd year PSYC 6600 (Rural Case-Oriented Learning) PSYC 7010 (Clinical Psychology Practicum & Seminar) PSYC 7110 (Primary Care II) – offered every other year PSYC 7910 (Clinical Externship) PSYC 5407 (Psychopharmacology)</p>	

* To be taken in spring semester during years when 5000 is not offered. Otherwise, students will take this in the fall semester.

In the 1st year, while taking foundational coursework and while establishing research affiliations with faculty, students participate in their first of two semesters of PSYC 5910 Clinical Psychology Clerkship, which places them as observers in a primary care setting one-half day per week. Every semester, students also have a role in the department’s Behavioral Health and Wellness Clinic through participation in the office, as observers, and on vertical training teams. First-year students also have regular meetings with the clinic director in which they are taught legal requirements and standards of good practice as part of their pre-practicum requirements. Early in the 1st year, students are expected to identify a Primary Academic Advisor, who serves as their research mentor, and to begin development of a research question that will quickly evolve into a thesis project.

In the 2nd year students propose the thesis which should be formally defended in the spring of the 2nd year. Students must successfully propose their thesis project in order to qualify

for enrollment in PSYC 7010 Practicum and Seminar. They complete their second semester of PSYC 5910 Clinical Psychology Clerkship, which is more individualized than the first, but continues to expose them to psychologists and other health care professionals in community settings. One requirement of the Clerkship courses is that students participate in a weekly faculty-led cohort seminar for discussion of their experiences and assigned readings. They continue to participate on vertical teams and meet with the clinic director as a cohort in the Behavioral Health and Wellness Clinic fulfilling non-credit pre-practicum requirements. The minimum threshold for advancement from Clerkship to Practicum is demonstrating minimum skills as defined in Section I of the Clinical Competencies Form (Appendix A), along with passing the didactic elements of the Clerkship course. In Year 2, students complete the master's curriculum, defend their theses, and enroll in PSYC 7010 Clinical Psychology Practicum and Seminar for the first of five semesters; this is the first semester of supervised service delivery at the on-campus training clinic where all work is supervised by faculty affiliated with the program. Students must pass this Clinical Psychology Practicum and Seminar to advance to PSYC 7910 Clinical Externship, which is supervised community placement. The minimum threshold to advance from Practicum to Externship is successful completion of the master's curriculum, including the thesis, Clinical Capstone Project and demonstrating minimum skills at the Pre-Externship level Sections II& III of the Clinical Competencies.

In the 3rd year, students begin doctoral coursework, complete the PSYC 7000 Doctoral Preliminary Project and establish a dissertation committee. Successful defense of the Doctoral Preliminary Project allows a student to move to Doctoral Candidacy and to register for PSYC 7960 Dissertation. Throughout the 3rd year, students are placed at externship training sites and continue in the Behavioral Health and Wellness Clinic. Four semesters of community placement are required via the PSYC 7910 Clinical Externship mechanism.

In the 4th year, students complete all didactic coursework. Proposal of the doctoral dissertation is a requirement to apply for internship, so occurs no later than the first semester of the 4th year. Nearing completion of the PSYC 7010 Clinical Psychology Practicum and Seminar five-semester sequence, 4th year students have the opportunity to be peer supervisors for beginning practicum students on the vertical teams. Fourth-year students are also completing their last two required semesters of Externship and collecting dissertation data, which is encouraged to be completed prior to beginning the Internship year. The minimum thresholds for

advancement from Externship to Internship include demonstrating minimum skill levels at the pre-internship level in Sections II & III of the Clinical Competencies; completion of all coursework; completion of the data-collection phase of the dissertation.

In the 5th year, students complete a full-time, 12-month internship, which is transcribed by completing the course PSYC 7980 for Fall, Spring, and Summer semesters. Students are also expected to attain minimum thresholds for achievement during the internship year. Specifically, students are evaluated by internship supervisors at mid-year and end-year, using the Clinical Competencies form and must demonstrate minimum skills at the Internship level Sections I, II, III & IV. During the internship, students are preparing for their dissertation defense (if not done prior to beginning internship) and or publication of the dissertation.

Mission Specific Training in Primary Care and Rural Psychology

Our training model emphasizes integrated rural primary care psychology. Thus, students participate in inter-professional, rural-oriented, and/or primary care psychology courses each year of matriculation. For example, the first-year PSYC 5910 Clinical Psychology Clerkship incorporates a rotation in family medicine clinics; 1st year PSYC 5870 Clinical Interviewing Techniques is inter-professional in both student and faculty composition. In the 3rd or 4th year, students take a medical anthropology course emphasizing cultural competence in rural practice, PSYC 7500 Cultural Anthropological Applications to Rural Practice. Also each student must complete PSYC 7100 and PSYC 7110 Primary Care Psychology I & II and PSYC 6600 Rural Case-oriented Learning and Preceptorship. Each of these three courses requires that students make presentations to and consult with practicing physicians and medical residents. Students must complete at least one semester of PSYC 7910 Clinical Externship in a rural setting and one in a primary care setting, although one placement may fulfill both requirements.

Doctoral Program Requirements

Master's Program Requirements – Clinical (47 hours)

Rubric	Course Title	Hours
PSYC 5000	Broad and General Foundations in Psychology	3
PSYC 5010	Advanced History & Systems of Psychology	3
PSYC 5100	Legal and Ethical Issues in Psychology	3
PSYC 5210	Statistical Methods	3
PSYC 5220	Personality and Psychotherapy Models	3
PSYC 5410	Correlation & Multiple Regression	3
PSYC 5707	Advanced Behavioral Neuroscience	3
PSYC 5817	Introduction to Psychological Measurement	3
PSYC 5825	Psychopathology	3
PSYC 5830	Psychological Assessment I: Adult	3
PSYC 5850	Psychological Assessment II: Children	3
PSYC 5870	Clinical Interviewing Techniques	3
PSYC 5910	Clinical Psychological Clerkship	2
PSYC 5950	Methods of Psychological Research	3
PSYC 5960	Thesis	6
Total		47

Doctoral Program Requirements – Clinical (51 – 52 hours)

Rubric	Course Title	Hours
PSYC 6600	Rural Case Oriented Learning & Preceptorship	3
PSYC 6870	Evidence Based Interventions	3
PSYC 7000	Doctoral Preliminary Project	3
PSYC 7010	Clinical Psychology Practicum & Seminar (1 hour per term to total 5 hours)	5
PSYC 7100	Primary Care Psychology I	3
PSYC 7110	Primary Care Psychology II	3

PSYC 7500 or PSYC 7770	Cultural Anthropological Applications to Rural Practice or Diversity in the Psychological Sciences	3
PSYC 5407	Psychopharmacology	3
PSYC 7910	Externship, 1 hour per term for a total of 4 hours	4
PSYC 7960	Doctoral Dissertation in Psychology	12
PSYC 7980	Pre-Doctoral Internship	3
PSYC XXXX	Electives	6