



University of Idaho

School of Health and Medical Professions

The University of Idaho

Doctor of Psychology in Clinical Psychology

Program Handbook

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Introduction

Welcome to the Doctorate of Clinical Psychology (PsyD) program. This handbook has been designed to guide you through the key elements of training, outline the standards and expectations of the program, and provide essential information to support your professional and personal development over the coming years.

The PsyD is an intensive and rewarding journey that integrates academic learning, clinical practice, research, and personal growth. Our program is committed to fulfilling the mission of the University of Idaho as the state's land-grant university and to improving the health and well-being of Idaho's citizens.

University of Idaho Mission

The University of Idaho will shape the future through innovative thinking, community engagement and transformative education.

The University of Idaho is the state's land-grant research university. From this distinctive origin and identity, we will enhance the scientific, economic, social, legal and cultural assets of our state and develop solutions for complex problems facing our society. We will continue to deliver focused excellence in teaching, research, outreach and engagement in a collaborative environment at our residential main campus in Moscow, regional centers, extension offices and research facilities across Idaho. Consistent with the land-grant ideal, we will ensure that our outreach activities serve the state and strengthen our teaching, scholarly and creative capacities statewide.

Our educational offerings will transform the lives of our students through engaged learning and self-reflection. Our teaching and learning will include undergraduate, graduate, professional and continuing education offered through face-to-face instruction, technology-enabled delivery and hands-on experience. Our educational programs will strive for excellence and will be enriched by the knowledge, collaboration, diversity and creativity of our faculty, students and staff.

The School of Health and Medical Professions (SHAMP) Mission Statement & Goals:

The Mission Is Clear

To improve the health of the people of Idaho by developing a robust academic health care delivery system that will educate and set forth a skilled workforce of healthcare professionals to attack this critical healthcare shortage.

Goals:



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- Create an educational pathway in Idaho to train its citizens in healthcare professions. Vandal medicine will expand and strengthen the healthcare services in Idaho.
- Expand health care education at University of Idaho to address the critical workforce shortage.
- Bring more quality physicians to Idaho's rural areas, places which often face the brunt of workforce shortages.
- Develop continuing education and professional development programs to train and retain existing healthcare professionals, ensuring that even the most remote areas receive adequate medical and mental health services.
- Meet the medical workforce needs of the future which shows a continual population growth in Idaho and the nation.
- Build the school upon the highest quality, basic, applied, and clinical research available at the University of Idaho.

We hold firm that the PsyD is aligned with the mission of SHAMP and fits well with the intent to improve mental health access in Idaho through exceptional and cost-effective education.

Clinical Psychology PsyD Program Mission Statement

The Clinical Psychology Doctor of Psychology (PsyD) Program is dedicated to preparing practitioner-scholars who are committed to advancing mental health care in rural and underserved communities. Rooted in the integration of scientific knowledge and clinical application, our mission is to develop culturally competent, ethically grounded, and socially responsive psychologists who are equipped to meet the unique needs of rural populations.

We emphasize the importance of access, equity, and community engagement in addressing mental health disparities. Through rigorous academic training, immersive rural clinical placements, and a focus on interprofessional collaboration, our graduates are prepared to provide high-quality, evidence-based psychological services across a variety of rural settings.

Our program fosters a commitment to advocacy, innovation, and leadership in rural mental health, ensuring that our students are not only clinicians, but also change agents who contribute meaningfully to the well-being of individuals and communities often overlooked in traditional models of care.



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Aims

Aim 1: Prepare graduates for competent, evidence-based practice in health service psychology.

The program trains students to develop and apply evidence-based knowledge, skills, and professional attitudes required for the effective delivery of psychological services across diverse clinical settings. Students are prepared to engage in assessment, diagnosis, intervention, consultation, and supervision consistent with the scope of practice for health service psychologists.

Aim 2: Cultivate strong foundations in scientific knowledge and the integration of science with clinical practice.

Consistent with the practitioner-scholar model and the expectations of health service psychology, the program trains students to critically evaluate and apply scientific literature, employ research to inform clinical decision-making and evidence-based practice, and contribute to the generation of new knowledge relevant to clinical psychology.

Aim 3: Promote ethical, legally informed, and professionally responsible practice.

The program prepares students to uphold the highest standards of ethical conduct and legal compliance in all professional activities. Training emphasizes sound professional judgment, awareness of personal and contextual factors that influence practice, adherence to professional guidelines, and the ability to navigate complex ethical dilemmas in clinical settings.

Aim 4. Foster professional identity formation and lifelong learning as clinical psychologists.

Training emphasizes the development of a strong professional identity as a health service psychologist, including reflective practice, self-care, interprofessional collaboration, and ongoing professional development. Students are prepared to adapt to evolving roles and responsibilities throughout their careers.

Aim 5. Prepare graduates for a range of career paths in clinical psychology.

The program supports varied professional trajectories such as clinical practice in healthcare systems, community mental health, private practice, integrated primary care, schools, forensic or correctional settings, academia, and clinical leadership roles. Students acquire the competencies required for licensure as psychologists and for effective functioning in diverse service delivery contexts.



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Accreditation Information

The PsyD program is not currently accredited by the American Psychological Association (APA). For information regarding the program's accreditation status, please contact:

APA Office of Program Consultation and Accreditation

750 First Street NE
Washington, DC 20002-4242

Telephone: (202) 336-5979

TDD/TTY: (202) 336-6123

Fax: (202) 336-5978

The University of Idaho Statement of Student Rights

STATEMENT OF STUDENT RIGHTS

SECTION I--FREEDOM OF ASSOCIATION.

1. Students shall be free to organize and join associations to promote their common interests.
2. UI may require student associations to submit a list of officers and objectives, but they shall not otherwise be required to disclose their membership.

SECTION II--FREEDOM OF INQUIRY AND EXPRESSION. (See also [6220](#).)

1. Students and student associations shall be free to examine and discuss all questions of interest to them and to express their opinions publicly or privately, subject only to civil and criminal law.
2. Students shall be free to support causes by any lawful means.
3. Student associations shall be free to invite and to hear any person at their meetings.
4. All official student communications media shall have the right to establish and maintain internal control of operations and content, free from prior censorship. Only for proper and stated causes will editors and managers be subject to removal, and then only by procedures prescribed at a prior date.

SECTION III--STUDENT CONDUCT. (see also FSH [2100](#) and [2300](#))

1. Student conduct regulations shall be approved by the faculty and shall be codified and published under the title "Student Code of Conduct and Resolution Process" (FSH [2300](#)).



2. Violations of any rules imposed by University Housing are also violations of the Student Code of Conduct.
3. No disciplinary regulation shall discriminate against any student in violation of FSH [3200](#), [3210](#), [3215](#), [3220](#).
4. "Disciplinary outcomes" is defined as any outcome imposed for misconduct pursuant to FSH [2300](#).
 1. Disciplinary outcomes shall not be taken against any student until it has been determined that a code violation has occurred, except when action is necessary to stop a violation or when the situation merits an interim suspension. Procedures for review of code violations are described in FSH [2300](#).
 2. Disciplinary actions shall be commenced only for alleged violations of regulations that have been properly enacted and that are in force at the time of the violation.
5. Except where new material information is discovered, no student shall be brought up on alleged violations of the Student Code of Conduct a second time for the same alleged incident where a previous review/hearing was fully exhausted for the same alleged incident.
6. Any party to a disciplinary action shall have the right to appeal the decision using the appeal processes detailed in FSH [2300](#).
7. Review/hearing bodies must include adequate notice to the parties and sufficient opportunity for the parties to prepare their arguments.

*Amended March 2024

Policy & Procedure Adherence Guidelines

As a student enrolled in the SHAMP Clinical Psychology PsyD program, you are expected to adhere to the policies and procedures outlined in this student handbook, as well as those established by the University of Idaho and the College of Graduate Studies (COGS), see links below. Similarly, the SHAMP Clinical Psychology PsyD program and associated faculty comply with policies outlined by the University of Idaho, COGS, the Idaho State Board of Education, and this handbook.

University of Idaho Policies: <https://www.uidaho.edu/policies>



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COGS General Graduate Regulations: [College of Graduate Studies < University of Idaho](#)

Idaho State Board of Education Policies & Procedures: [Board Policies & Rules | Idaho State Board of Education](#)

Other Important Policy Links

The following are links to other relevant and important policies:

Student Code of Conduct:

<https://www.uidaho.edu/student-resources/dean-of-students/code-of-conduct>

Public Safety and Campus Security

<https://www.uidaho.edu/student-resources/health-wellness/public-safety-security>

Copyrights, Protectable Discoveries, and other Intellectual Property Rights

<https://www.uidaho.edu/policies/fsh/5/5300>

Responsible Conduct of Research Education

<https://www.uidaho.edu/policies/apm/45/21>

Policy against Sexual Harassment

<https://www.uidaho.edu/policies/fsh/3/3220>

Non-Discrimination Policy

<https://catalog.uidaho.edu/university/nondiscrimination-policy/>

COGS FORMS

<https://vandalsuidaho.sharepoint.com/sites/InsideUI-COGS/SitePages/Graduate-student-forms.aspx?csf=1&web=1&e=3lHnTe>

Diversity and Inclusion

The program acts in accordance with University of Idaho policies, including policy [FSH 4340](#) Educationally Disadvantaged and Minority Students which states:

UI policy, as it relates to minority cultures or educationally disadvantaged segments of society, is to foster an environment that will allow for their recognition by the faculty, staff, and students in such a way as to afford such students a better opportunity to compete for and attain an education consonant with their particular abilities and concerns. Ubuntu recommends and reviews university policies concerning students from



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minority cultures (in consultation with Student Advisory Services) and students who are educationally disadvantaged (in consultation with Student Support Services), aids these students in developing successful academic programs, and encourages cultural programs that emphasize the contributions of minority groups to American culture (see [1640.58](#)).

Ethics and Confidentiality

Students must safeguard confidential information in accordance with ethical, legal, and institutional standards. This includes protecting client, research participant, and program-related information in all formats and settings.

Students are expected to adhere to the [APA Ethical Principles of Psychologists and Code of Conduct](#).



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Training Model and Program Overview

Idaho has well-known mental health care difficulties. As of 2026, all 44 counties in Idaho are designated Health Provider Shortage Areas (HPSA) for Mental Health (Idaho Department of Health and Welfare). According to Mental Health America, Idaho ranks 48th overall mental health care availability. The CDC reports 21.3% of youth in Idaho seriously considered attempting suicide and 19.7% made specific plans for suicide in the prior year. Among adults, Idaho has the 4th highest rate of suicide per capita in the US.

Together, these data support the need for Idaho-based doctoral training pipelines that prepare psychologists to deliver evidence-based care, assessment, consultation, and prevention services in rural and underserved communities. As such, the University of Idaho made the deliberate decision to create a clinical psychology training that is mainly focused on direct clinical impact to Idaho and its citizens.

Scientist-Practitioner Model compared to a Practitioner-Scholar Model:

A scientist-practitioner model emphasizes the integration of research and clinical practice, typically preparing psychologists to contribute to the field as both producers and consumers of scientific knowledge. In this model, students are trained to conduct original research, evaluate empirical evidence, and apply scientific findings to clinical work. A PsyD practitioner-scholar model also values and prioritizes science and evidence-based practice, but places greater emphasis on preparing students for competent clinical service. Rather than focusing primarily on producing independent researchers, the practitioner-scholar model trains students to be sagacious consumers of research who can apply scientific knowledge to assessment, intervention, consultation, supervision, and program evaluation.

To focus the PsyD program on Idaho's needs, the program was specifically designed to with two things in mind. First, it is our intention to have PsyD program be as Idaho-centric as possible. We primarily recruit students from Idaho universities and who have a strong connection to Idaho. While we do take out of state students, we are committed to having a majority of students from Idaho. Second, we are committed to focusing on Idaho's rural and underserved communities through training in these communities, engaging in scholarship through the Idaho Office of Underserved and Rural Medical Research, and prioritizing practice in Idaho's hospitals, clinics, and schools.

Curriculum Overview

Curriculum includes coursework, supervised clinical training in treatment and assessment, external practicum experience, and research opportunities.

Our doctoral program follows a structured training model that is sequential, cumulative, and increasing in complexity across both clinical practice and research. Students develop foundational competencies in clinical psychology coursework that addresses profession-wide



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competencies, as well as discipline-specific knowledge, along with specialized training in key areas of clinical practice.

While the curriculum is designed to satisfy licensure requirements for most state psychology boards, completion of the program does not guarantee eligibility in every state. For more detailed information about state-specific licensure requirements, please visit the Association of State and Provincial Psychology Boards (ASPPB) website at <http://asppb.org/>.

The Program supports students in developing profession-wide competencies, in line with APA's Standards of Accreditation, each operationalized through specific course and program objectives that reflect clearly defined knowledge, skills, and attitudes. These competencies and associated objectives are systematically assessed and aligned with the program's mission to provide high-quality education within the practitioner-scholar model. Competency attainment is further demonstrated through structured tasks designed to measure the foundational skills required for competent professional practice.

University of Idaho's Clinical Psychology doctoral program adheres to the Standards of Accreditation established by the APA. Consistent with these standards, students are expected to develop professional knowledge and competency by acquiring discipline-specific knowledge (DSK) and profession-wide competencies (PWC). Below is an excerpt from the APA Standards of Accreditation regarding DSKs and PWCs:

B. Discipline-Specific Knowledge, Profession-Wide Competencies, and Learning/Curriculum Elements Required by the Profession

1. Discipline-Specific Knowledge and Profession-Wide Competencies. Discipline-specific knowledge serves as a cornerstone for the establishment of identity in and orientation to health services psychology. Thus, all students in accredited programs should acquire a general knowledge base in the field of psychology, broadly construed, to serve as a foundation for further training in the practice of health service psychology.

a. Discipline-specific knowledge represents the requisite core knowledge of psychology an individual must have to attain the profession-wide competencies. Programs may elect to demonstrate discipline-specific knowledge of students by:

i. Using student selection criteria that involve standardized assessments of a foundational knowledge base (e.g., GRE subject tests). In this case, the program must describe how the curriculum builds upon this foundational knowledge to enable students to demonstrate graduate level discipline-specific knowledge.

ii. Providing students with broad exposure to discipline-specific knowledge. In this case, the program is not required to demonstrate that students have specific foundational knowledge at entry but must describe how the program's curriculum enables students to demonstrate graduate-level discipline-specific knowledge.



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b. Profession-wide competencies include certain competencies required for all students who graduate from programs accredited in health service psychology. Programs must provide opportunities for all of their students to achieve and demonstrate each required profession-wide competency. Although in general, the competencies appearing at or near the top of the following list serve as foundations upon which later competencies are built, each competency is considered critical for graduates in programs accredited in health service psychology. The specific requirements for each competency are articulated in Implementing Regulations. Because science is at the core of health service psychology, programs must demonstrate that they rely on the current evidence-base when training students in the following competency areas. Students must demonstrate competence in:

- i. Research*
- ii. Ethical and legal standards*
- iii. Individual and cultural diversity*
- iv. Professional values, attitudes, and behaviors*
- v. Communication and interpersonal skills*
- vi. Assessment*
- vii. Intervention*
- viii. Supervision*
- ix. Consultation and interprofessional/interdisciplinary skills*

In regard to the APA Implementation Regulations, DSKs are further outlined into four categories including:

Category 1: History and Systems of Psychology

Category 2: Basic Content Areas in Scientific Psychology

- Affective Aspects of Behavior
- Biological Aspects of Behavior
- Cognitive Aspects of Behavior
- Developmental Aspects of Behavior
- Social Aspects of Behavior

Category 3: Advanced Integrative Knowledge in Scientific Psychology

Category 4: Research Methods, Statistical Analysis, and Psychometrics

CURRICULUM STRUCTURE



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The Curriculum Structure, as detailed below, outlines the required courses needed to complete this degree. In addition, to the required courses needed to complete the degree, students must take elective courses in order to obtain the total number of credits required for the doctoral program which is **120-125** credits. Elective courses may vary depending on scheduling and staffing available to offer the course and information will be available prior to each academic year informing students of the elective courses offered within the upcoming academic year. Students may choose their elective courses based upon interest. See Curriculum Structure:

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Curriculum Map

Year 1

Fall

Course	Title	Credits
PsyD 6001	Psychopathology	3
PsyD 6002	Theories of Psychotherapy	3
PsyD 6003	Psychotherapy 1: Humanistic/Emotion Focused	3
PsyD 6007	Professional and Ethical Issues in Clinical Psychology	3
PsyD 6004	Case Conference	1
Total Semester Credits		13

Spring

Course	Title	Credits
PsyD 6005	Psychotherapy 2: CBT and Third wave	3
PsyD 6011	Personality and Psychological Assessment	3
PSYC 5130	*Advanced Research Methods	3
PsyD 6012	Psychometrics and Measurement Theory in Clinical Psyc.	3
PsyD 6004	Case Conference	1
PsyD 6006	Practicum	1
Total Semester Credits		14

Summer

Course	Title	Credits
PsyD 6006	Practicum	1
PsyD 6008	Cognitive and Academic Assessment	3
PsyD 6009	Advanced Developmental Psychology	3
Total Semester Credits		7



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Year 2

Fall

Course	Title	Credits
PSYC 5250	*Cognitive Psychology	3
PSYC 5700	**Introduction to Chemical Addictions Or Elective	3
PsyD 6015	Data Analysis & Statistics in Clinical Psychology	3
PsyD 6004	Case Conference	1
PsyD 6006	Practicum	1
PsyD 6000	*Doctoral Research & Dissertation	1
Total Semester Credits		15

Spring

Course	Title	Credits
PsyD 6014	Psychotherapy 3: Child & Adolescent	3
PsyD 6013	Systems & Family Approaches	3
PSYC 5760	**Relapse Prevention in Chemical Addictions Counseling Or Elective	3
PsyD 6016	Clinical Practice Across Society	3
PsyD 6004	Case Conference	1
PsyD 6006	Practicum	1
PsyD 6000	Doctoral Research & Dissertation	1
Total Semester Credits		15

Summer

Course	Title	Credits
PsyD 6010	Advanced Social Psychology	3
PsyD 6006	Practicum	1
Total Semester Credits		



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Year 3

Fall

Course	Title	Credits
PsyD 6017	Biological & Health Psychology	3
PSYC 5780	**Individual and Group Therapy Techniques in Chemical Addictions Counseling	3
	Or Elective	
PsyD 6004	Case Conference	1
PsyD 6006	Practicum	1
PsyD 6000	*Doctoral Research & Dissertation	1
Total Semester Credits		9

Spring

Course	Title	Credits
PSYC 5260	*Cognitive Neuroscience	3
PSYC 5720	**Introduction to the Pharmacology of Psychoactive Drugs	3
	Or Elective	
PSYC 5820	**Client Screening, Assessment, and Placement	3
	Or Elective	
PsyD 6004	Case Conference	1
PsyD 6006	Practicum	1
PsyD 6000	*Doctoral Research & Dissertation	1
Total Semester Credits		12

Summer

Course	Title	Credits
PsyD 6006	Practicum	1
Total Semester Credits		



Year 4

Fall

Course	Title	Credits
PsyD 6018	Human Neuropsychology	3
PsyD 6019	Professional Issues I	3
PSYC 5730	**Blood and Airborne Pathogens: HIV/STDs/Hepatitis/TB	3
	Or Elective	
PsyD 6004	Case Conference	1
PsyD 6006	Practicum	1
PsyD 6000	*Doctoral Research & Dissertation	1
Total Semester Credits		12

Spring

Course	Title	Credits
PsyD 6021	Clinical Supervision and Consultation in HSP	3
PsyD 6022	Professional Issues II	3
PSYC 5740	**Record Keeping and Case Management in Chemical Addictions Counseling	3
	Or Elective	
PsyD 6004	Case Conference	1
PsyD 6006	Practicum	1
PsyD 6000	Doctoral Research & Dissertation	1
Total Semester Credits		12

Summer

Course	Title	Credits
PsyD 6006	Practicum	3
Total Semester Credits		3

Transition to Internship

Year 5

Fall, Spring, Summer

Course	Title	Credits
PsyD 6980	APA Clinical Internship	6x3
Total Semester Credits		18

*= Cross Listed Course with the Psychology Department



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**= Addictions Certificate Specific Courses Cross Listed with the Psychology Department

Degree Requirements

- **Coursework:**
Students must complete a minimum of 120 credit hours to earn the PsyD in clinical psychology. The program requires at least four years of full-time, in-residence study prior to beginning a full-time, one-year predoctoral internship.
- **Academic Standards/GPA Requirements**
 - **GPA:** Students must remain in accordance with the College of Graduate Studies General Graduate Regulations, as defined in section titled Grade Requirements:
“In order to be eligible for graduation, a candidate for an advanced degree must have a cumulative GPA, based on all grades on their graduate transcript, of at least 3.00 (A = 4.00) and at least a 3.0 overall GPA across all courses listed on the approved study plan. The relevant GPA is calculated as stated in regulation E. Courses in which grades of D or F are received may not be counted toward the satisfaction of degree requirements; however, those grades are included in the GPA.”
- **Comprehensive Examinations:**
Students must successfully pass each of the comprehensive examinations required by the program. Further details are available in the handbook under the Student Expectations domain, in the section titled *Comprehensive Examinations*.
- **Doctoral Dissertation:**
All Students are required to complete a doctoral dissertation. Additional information is available in the *Research and Scholarship* domain of the handbook. Each student will be matched with a faculty advisor who will provide guidance and support throughout the dissertation process.
- **Predoctoral Internship:**
Completion of a yearlong, full-time predoctoral internship during their final year of the doctoral program. Additional guidance regarding the internship process will be provided during the year preceding the internship. Additional information can also be found in the handbook under the Clinical Training Information domain, under the section titled Practicum and Internship.
- **Application of Advanced Degree:** In accordance with the College of Graduate Studies General Graduate Regulations, as defined in section titled *Application of Advanced Degree*:



“The Application for Advanced Degree form is submitted electronically by the student to the College of Graduate Studies according to the deadline outlined in the academic calendar. In order for a student to apply for an advanced degree, a study plan must be posted by the Registrar's Office. Graduation applications are term specific. To change a graduation semester, the current application must be canceled and the student must re-apply for a subsequent term by the deadline.”

TIME LIMITS FOR DEGREE COMPLETION

The Clinical Psychology PsyD program allows a maximum of 8 years for completion of the doctoral degree in Clinical Psychology. This is consistent with regulations as outlined in the COGS General Graduate Regulations which states:

Time Limits

Of the credits submitted to satisfy the requirements for a Ph.D. or Ed.D. degree, a maximum of 30 may be more than eight years old when the degree is conferred, provided the student's committee and program administrator determine that the student has kept current in the subjects concerned. Graduation must occur no later than five years after the date on which the candidate passed their preliminary or general examination. These time limitations can be extended only on recommendation of the committee and approval by the Graduate Council.

Faculty Research Advisor Selection & Meetings

In the spring semester of the first year, students are encouraged to meet with faculty members to explore their areas of expertise and research in order to assess the quality of fit between student and potential research advisors, including alignment in research focus, interests, and goals. At the end of the spring semester, students will be asked to rank their research advisor preferences. After preferences are submitted, faculty will meet as a group to review student preferences and consider additional factors in the decision-making process, including research fit, interpersonal compatibility, and faculty preferences. Following this review, students will be notified of their research advisor assignment via email.

Once assigned to a Faculty Research Advisor, students are expected to hold regular meetings with their Research Faculty Advisor. The schedule of regular meetings should be scheduled at the beginning of each semester in order to ensure scheduled consistent meetings. Students should meet with their Research Faculty Advisor no less than 2 times per semester during years 2, 3, & 4.

The role of the Faculty Research Advisor is to guide students through the development, implementation, and completion of their dissertation and other scholarly projects. This includes



helping students refine research questions, select appropriate methodologies, navigate ethical approval processes, and interpret and present findings. The advisor provides ongoing oversight to ensure that projects meet program standards, are completed in a timely manner, and reflect sound scientific and clinical reasoning. They may also support students in disseminating their work through presentations or publications and foster the development of critical thinking and research literacy skills essential for clinical practice.

If a student has a concern regarding the assignment of their Faculty Research Advisor, the student is expected to consult the DCT including providing information about the nature of the concern or complaint. The DCT may consult and gather information from other parties associated with the concern or complaint including the currently assigned Faculty Research Advisor and other faculty or students who have knowledge regarding the concern or complaint. If the DCT determines the concern or complaint is unable to be resolved between the student and Faculty Research Advisor, the DCT may choose to assign the student to another available Faculty Research Advisor. In the circumstance where the DCT is also serving as the Faculty Research Advisor, students are not required to go to the DCT regarding their concern or complaint, but would be expected to consult a SHAMP Director who would then follow the same set of steps as outlined previously.

For more information regarding university policies on who can serve as a Faculty Advisor, please see [FSH 1700](#).

Academic Advisor

Students are assigned an academic advisor during their first year within the Clinical Psychology PsyD program. The role of the Academic Advisor is to assist students in course planning and registration, ensuring that each student's schedule aligns with program requirements, training goals, and areas of clinical interest. Advisors monitor academic progress, help address any performance concerns, and guide students in making informed decisions about electives, practica, and career pathways. They may also provide support related to professional development, licensure preparation, and balancing academic, clinical, and personal demands.

Overall, the Academic Advisor acts as a consistent point of contact and advocate for students, integrating career mentorship with academic guidance to support successful progression through the PsyD program. Academic Advisors are expected to meet with students at least once a semester.

If a student has a concern regarding the assignment of their Academic Advisor, the student is expected to consult the DCT including providing information about the nature of the concern or complaint. The DCT may consult and gather information from other parties associated with the concern or complaint including the currently assigned Academic Advisor and other faculty or



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students who have knowledge regarding the concern or complaint. If the DCT determines the concern or complaint is unable to be resolved between the student and Academic Advisor, the DCT may choose to assign the student to another available Academic Advisor. In the circumstance where the DCT is also serving as the Academic Advisor, students are not required to go to the DCT regarding their concern or complaint, but would be expected to consult a SHAMP Director who would then follow the same set of steps as outlined previously.

Semester Meetings with the Director of Clinical Training

In addition to meetings with the Faculty Research Advisor and Academic Advisor, each student is expected to meet individually with the Director of Clinical Training at least once per semester. The purpose of this meeting is to provide a structured opportunity for the DCT to review the student's overall progress in the program, including academic development, clinical training readiness, professional behavior, research progress, practicum planning, career goals, and preparation for future internship application.

These meetings are intended to support student success by allowing the DCT to identify strengths, address emerging concerns early, clarify program expectations, and help students integrate feedback from coursework, advising, research mentorship, practicum training, and annual evaluations. The meetings also provide students with a regular opportunity to ask questions, discuss professional development goals, raise concerns about their training experience, and receive guidance related to progression through the program.

Because the DCT is responsible for monitoring students' overall clinical training progress and will eventually verify internship readiness and support students during the internship application process, regular semester meetings help ensure that the DCT has sufficient longitudinal knowledge of each student's development, training needs, and professional goals.

When the DCT also serves as a student's Faculty Research Advisor or Academic Advisor, the semester DCT meeting may be combined with one of those advising meetings, provided that the distinct DCT-related purposes of the meeting are addressed. In such cases, the meeting should include discussion of the student's overall program progress, clinical training development, professional behavior, internship preparation, and any concerns related to progression through the program. The student and DCT may also choose to schedule separate meetings when needed.

If a student has a concern about the DCT, including in cases where the DCT also serves as the student's Faculty Research Advisor or Academic Advisor, the student is not required to raise the concern directly with the DCT. In such circumstances, the student may consult with a SHAMP Director, who will review the concern and follow the appropriate steps for resolution.



COGS Study Plan

Prior to the end of the first year, students will work with a program advisor to develop and submit a Student Study Plan. This plan outlines the required coursework needed to successfully complete the doctoral program. The completed plan must be submitted before the end of the student's first year in accordance with College of Graduate Studies (COGS) guidelines.

For additional information, please refer to COGS Study Plan how-to guides and related resources: <https://vandalsuidaho.sharepoint.com/sites/InsideUI-COGS/SitePages/Steps-to-degree-guides.aspx?csf=1&web=1&e=IMpJ8T&CID=d086d1ba-d10b-4fbd-b54a-d074f8214bfb>

Please see Curriculum Structure, outlined above, for more information regarding required courses needed to successfully complete the Clinical Psychology PsyD degree.

Grand Rounds & Colloquium

Grand Rounds

As part of the Case Conference course requirement, students will attend The Grand Rounds Seminar which is a special extension session (3 hours) featuring in-depth presentations from experts in the field of clinical psychology, healthcare, or research. These sessions occur once a semester and may focus on specialized topics of high relevance to clinical psychology. Attendance is mandatory unless prior approval for absence is granted by the Program Director.

Colloquium

As part of the Case Conference course requirement, students will participate in an intensive, full-day (6-hour) didactic learning presentation designed to provide comprehensive exposure to a specific clinical, research, or professional topic and may include multiple guest speakers. Attendance is required unless pre-approved by the Program Director. Colloquium will take place once an academic year.

Course Reduction Requirements

Students admitted to the SHAMP Clinical Psychology PsyD program may request a waiver of up to 9 credit hours of prior graduate coursework upon providing demonstrable evidence of proficiency, as determined by the Director of Clinical Training (DCT). To be eligible for waiver, coursework must reflect sufficient depth and breadth to meet the relevant DSK requirements, subject to the approval of the DCT. Clinical practica, Case Conference (PsyD 6004), dissertation, and predoctoral internship are not eligible for waiver.

Program Evaluation



Each year, near the end of the spring semester, students will be asked to complete an anonymous, structured survey to provide feedback about the program. Program administrators will review the feedback as part of ongoing efforts to evaluate and improve the program. The ways in which student feedback informs program changes will be documented in an annual review report, which will be retained and maintained by the program in accordance with APA SoA record keeping guidelines.

Educational Records

The SHAMP Clinical Psychology PsyD program adheres to federal and state regulations including FERPA and Idaho Public Records, as well as University of Idaho policies regarding Student Educational Records ([FSH 2600](#)).

Program Activities

Each semester, the program hosts one or more social events designed to give students a chance to connect, unwind, and build relationships outside of the classroom. These gatherings may include celebrations, group activities, sharing meals, and other informal opportunities to spend time together

While attendance is encouraged, it is not required. The goal of these events is to foster a sense of community and strengthen connections among students, faculty, and staff.

Certificate Opportunities

The SHAMP Clinical Psychology PsyD program allows opportunities for students work toward certificates including:

- *Chemical Addictions: Principles and Practice Academic Certificate*
- *Professional Skills in Chemical Addictions Counseling Academic Certificate*

The Chemical Addictions: Principles and Practice Academic Certificate requires students to take the following courses:

- PSYC 4700 Introduction to Chemical Addictions
- PSYC 4720 Introduction to Pharmacology of Psychoactive Drugs
- PSYC 4730 Blood and Airborne Pathogens: HIV/STDs/Hepatitis/TB
- PSYC 4740 Record Keeping and Case Management in Chemical Addictions Counseling

The Professional Skills in Chemical Addictions Counseling Academic Certificate requires students to take the following courses:

- PSYD 6007 (Required PsyD Course) Professional and Ethical Issues in Clinical Psychology
 - *PSYD 6007 has been approved to take the place of PSYC 4750 Professional Ethics in Addictions Counseling, one of the required courses for this certificate
- PSYC 4760 Relapse Prevention in Chemical Addictions Counseling
- PSYC 4780 Individual and Group Therapy Techniques in Chemical Addictions Counseling
- PSYC 4790 Client Screening, Assessment, and Placement

These courses are also listed on the PSYD curriculum map (see above) to help guide students on when those courses fit within the academic schedule.

PsyD 5-Year Student Timeline

PsyD Student Timeline		
Timeline	Item #	Completed Item
End of Year 1	1	Successfully completed and passed Year 1 required courses
	2	Matched with a Research Faculty Advisor
	3	Complete & Submit COGS Study Plan
January of Year 2	1	Completed and Submitted Clinical Practica Mid-Term Evaluations
End of Year 2	1	Successfully completed and passed Year 2 required courses & electives
	2	Completed and Submitted Clinical Practica End-Of-Year Evaluations
	3	Successfully Pass Comprehensive Examination 1
	4	Successfully Defend Dissertation Proposal
January of Year 3	1	Completed and Submitted Clinical Practica Mid-Term Evaluations
End of Year 3	1	Successfully completed and passed Year 3 required courses & electives
	2	Completed and Submitted Clinical Practica End-Of-Year Evaluations
	3	Successfully Pass Comprehensive Examination 2
January of Year 4	1	Completed and Submitted Clinical Practica Mid-Term Evaluations
End of Year 4	1	Successfully completed and passed Year 4 required courses & electives
	2	Completed and Submitted Clinical Practica End-Of-Year Evaluations
	3	Successfully Pass Comprehensive Examination 3



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End of Year 5	1	Successfully complete & pass Doctoral Internship
	2	Successfully Pass Dissertation Defense
	3	Meet all the requirements for the doctoral program in order to Graduate

Admissions Process

Requirements for Admissions Consideration

Applicants must have completed a bachelor's degree, with a preference to a bachelor's degree in psychology (or closely related field), at an accredited institution with a minimum GPA of 3.0 or higher. As part of the application materials, applicants are asked to include:

- A copy of academic transcripts
- CV or Resume
- Personal Statement
- Three reference letters

Applicants with a bachelor's degree in an unrelated field must have completed a minimum of 18 credit hours of Psychology that must include:

- Introduction to Psychology
- Human Development or Developmental Psychology
- Psychological Statistics or Research Methods
- Abnormal Psychology (Psychopathology)

Other preferred courses may include:

- Biological/physiological Psychology or Cognitive Psychology
- Personality Psychology
- Social Psychology
- History and Systems

***GRE scores are not required for admissions

Admissions Process

Application Steps:

- Complete and submit the following application including a non-refundable application fee of **\$50**.
- Submit the following Application Materials:
 - CV or Resume
 - Official Transcripts
 - Submit all official transcripts from previous academic institutions including all colleges and universities attended.
 - If currently enrolled at the time of application, submit transcripts of coursework completed to date.



- 3 letters of recommendation including contact information for each recommendation. Letters are typically from professors, researchers, or clinical supervisors who can attest to your academic abilities, research skills, and suitability for graduate study in clinical psychology.
 - Personal Statement (no more than 2 pages) outlining the applicants' background, research interests, clinical experiences, career goals and reasons for pursuing a doctorate in clinical psychology.
- Applications are reviewed by the Admissions Committee who determines who will or will not be offered an Admissions Interview Day. Following decision making by the Admissions Committee, applicants will be notified whether they have been offered to attend the Admissions Interview Day or whether they have been declined by the program.
- During the Admissions Interview Day, applicants are evaluated based upon their performance during their individual interview(s), as well as their performance during a group activity.
- Following Admissions Interviews, the Admissions Committee reviews all of the candidates including reviewing all evaluative feedback and makes decisions regarding admissions. Based upon the decisions made by the Admissions Committee, candidates will be subsequently notified whether they have been accepted into the program, placed onto the waitlist, or declined from admission into the program.



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Student Expectations

Professional Conduct

Doctoral students in the Clinical Psychology PsyD program are expected to conduct themselves in a manner consistent with the standards of the profession. Professional conduct reflects a commitment to ethical practice, respect for others, accountability, and the development of competencies required for entry into the field. The following expectations apply across academic, clinical, research, and professional settings.

Adherence to Ethical Standards

Students are expected to comply with the APA Ethical Principles of Psychologists and Code of Conduct and all relevant legal and regulatory requirements. This includes maintaining appropriate professional boundaries, avoiding conflicts of interest, and practicing within one's level of competence.

Professionalism in Interpersonal Conduct

Students must demonstrate respect, integrity, and cultural humility in interactions with faculty, peers, staff, supervisors, clients, and community partners. Discrimination, harassment, or unprofessional behavior is not tolerated.

Responsibility and Accountability

Students are expected to meet all academic, clinical, and research obligations in a timely and responsible manner. This includes attending scheduled classes, meetings, and clinical placements; completing assignments and documentation on time; and following through on professional commitments.

Responsiveness to Supervision and Feedback

Students are expected to actively engage in supervision, demonstrate openness to feedback, and incorporate feedback into their ongoing development. Failure to respond appropriately to supervision may be subject to review.

Professional Communication

Students are expected to communicate in a professional, respectful, and timely manner in all forms, including email, written documents, and verbal interactions. This includes maintaining appropriate tone, clarity, and boundaries.

Self-Awareness and Self-Care

Students are expected to monitor their personal functioning and seek appropriate support when personal issues may interfere with their professional responsibilities or competence.

Compliance with Program and Institutional Policies

Students must adhere to all program, departmental, and university policies and procedures, as well as policies of external training sites.



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Students are required to adhere to the University of Idaho Student Code of Conduct and Resolution Process, please see the [Student Code of Conduct and Resolution Process](#) for more information.

Academic Expectations

Grade Requirements: Students must remain good standing in accordance with the College of Graduate Studies General Graduate Regulations, as defined in section titled Probation, Disqualification, and Reinstatement:

Graduate students remain in good standing if the semester GPA and the cumulative GPA are 3.00 or higher. A graduate student is placed on academic probation after any semester or summer session in which a GPA of less than 3.00 is earned in courses placed on the graduate transcript, regardless of the student's cumulative GPA. Students on academic probation who attain a semester GPA of 3.00 or higher during the next or subsequent semester or summer session after being placed on probation, but whose cumulative GPA is still below a 3.00, will remain on academic probation until the cumulative GPA is a 3.00 or higher.

The student will be disqualified if a semester GPA of less than 3.00 (regardless of cumulative GPA) is earned on courses placed on the graduate transcript during the second consecutive semester or summer session in which regular grades of A, B, C, D, or F are received.

A graduate student may be reinstated after disqualification under the following conditions: 1) the student may not enroll as a graduate student for at least one semester (fall or spring), 2) they must have a major professor and approved study plan, 3) they must get the positive recommendation of their department chair/program director and major professor, and 4) they must get permission from the College of Graduate Studies. Reinstatement is granted for a specific semester only. The student must receive at least a 3.00 GPA the first semester back in the College of Graduate Studies. If a student does not register for that semester, they must again seek College of Graduate Studies permission for reinstatement. A student will remain on probation as long as the cumulative GPA is below a 3.00.

Progression Standards: Students should be demonstrating progression within the program in a number of different domains including academic and course progression, clinical training, research, and overall attendance and participation within the program. General student progression is evaluated on an annual basis through the annual review process in which the program faculty meet to review each student's progression within the program and formal written feedback is provided to the student. Please see section below titled Annual Student Evaluation for further details.



Course Registration: Each semester students must register for courses with the assistance and advisement of their Academic Advisor and/or assigned Program Advisor.

Attendance:

In accordance with university policy 4700 General Responsibilities of Instructors:

E-2. *The number of absences may be considered excessive when it exceeds the number of credits assigned to the course. Notices reporting absence should show the date of each absence during the period covered by the notice. (A student who is absent because of illness may explain the absence to the instructor, and the instructor will decide whether the explanation justifies excusing the absence. An instructor may verify a student's report that he or she was at the Student Health Service for treatment by calling the director. The Student Health Service does not provide written excuses. See regulation M in the catalog for procedures applicable to absences that are officially sanctioned.)*

Incomplete Grades: The program adheres to University of Idaho's General Requirements and Academic Procedures which states:

F - Grades of Incomplete

F-1. Assigning of "Incomplete" Grades

A grade of "Incomplete" is assigned only when the student has been in attendance and has done passing work up to a time within three weeks of the close of the semester, or within one week of the close of the summer session. It may be assigned only upon agreement of the student and course instructor when extenuating circumstances make it impossible for the student to complete course requirements on time. (Extenuating circumstances include serious illness, car accidents, death of a family member, etc. It does not include lateness due to procrastination, the student's desire to do extra work to raise their grade, allowing a student to retake the course, etc.) For graduate students on probation, see College of Graduate Studies' [Probation, Disqualification, and Reinstatement section](#). If a grade of "Incomplete" is submitted, the instructor will assign a reversion grade in the event the missing work is not completed. The instructor must also specify to the student the conditions and requirements for completing the deficient work.

F-2. Completion of "Incomplete" Grades

Final grades for incompletes received in the fall semester or intersession must be assigned by the last day of the following summer semester. Final grades for incompletes received in the spring semester or summer session must be assigned by the last day of the following fall semester. When a student has completed the deficient work, the instructor will assign a final grade. An incomplete that is not completed within the time limit specified above would automatically be changed to the reversion grade assigned by the



instructor at the time the incomplete was submitted. Instructors may assign a final grade anytime within the time period specified above. In the event the instructor leaves the university, the departmental administrator may assign the final grade. An incomplete remains on the student's permanent record and is accompanied by the final grade (i.e. I/A, I/B, I/C).

F-3. "Incomplete" Grades on Record at End of Final Term

A student cannot graduate with a grade of "Incomplete" on their record. At the end of the term in which the student will graduate, a grade of "Incomplete" in any U of I course on that degree level (undergraduate, graduate, law, etc.) reverts to the grade that the instructor had specified on the online grade roster (see [F-1](#)). Reverted grades are included in the computation of the student's cumulative grade-point average at graduation.

Electronic Device Policy: The use of electronic devices within the Clinical Psychology doctoral program is expected to align with standards of professionalism, ethical conduct, and respect for the learning and clinical environment. This policy applies to all academic, clinical, research, and program-related settings.

- **Use in Academic Settings**

Electronic devices (e.g., laptops, tablets) may be used in classes and program meetings for educational purposes, such as note-taking or accessing course materials. Use of devices for non-academic purposes (e.g., social media, personal communication, entertainment) is not permitted when it interferes with engagement, participation, or the learning environment.

- **Respect for Instructors and Peers**

Students are expected to use electronic devices in a manner that does not disrupt instruction or distract others. Faculty may establish additional guidelines regarding device use in their courses.

- **Confidentiality and Data Security**

Students must ensure that all electronic devices used for academic, clinical, or research purposes are secured and compliant with applicable privacy and confidentiality standards. This includes safeguarding client and research data, using password protection, secure networks, and encryption where appropriate.

- **Use in Clinical and Training Settings**

Use of electronic devices in clinical settings must comply with site policies, as well as ethical and legal standards regarding confidentiality and professional conduct. Personal use of devices during clinical activities is prohibited unless explicitly permitted by a supervisor.



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- **Recording and Photography**

Audio, video, or photographic recording of any class, meeting, supervision session, or clinical interaction is strictly prohibited without prior written consent from all parties involved and approval from the instructor or supervisor, as applicable.

- **Electronic Communication**

Students are expected to communicate professionally in all electronic correspondence, including email, messaging platforms, and learning management systems. Communications should be respectful, clear, and appropriate to the context.

- **Compliance with Program and Site Policies**

Students are responsible for adhering to all program, university, and external training site policies regarding the use of electronic devices and technology.

Failure to comply with this policy may result in corrective action, including a performance review and/or remediation, as outlined in this handbook.

Annual Student Evaluation

On annual basis, the program faculty meet to review all current students and provide feedback regarding each student's progression within the program. Part of the annual evaluation includes reviewing the student's progression in a variety of domains academic and course progression, clinical training, research, and overall attendance and participation within the program. These domains may be evaluated by reviewing course grades and feedback, clinical practicum evaluations, feedback from the student's research mentor/chair on their progression towards research goals, and general review from faculty about the student's overall attendance and participation within the program. Student program progression feedback is summarized into written feedback by the student's academic advisor (or designated faculty member) which is reviewed and signed by the student, the student academic advisor (or designated faculty member), and the DCT. Students are allowed to provide written response to the feedback provided by the program which will be attached to the annual evaluation written feedback and both are stored in the student's file.

The program adheres to regulations regarding annual review as stipulated in the COGS General Graduate Regulations as outlined below:

Annual Review

The annual review process is initiated by the student and completed by the major professor using the Annual Evaluation and Performance Report provided by the College of Graduate Studies. If a major professor has not been appointed, the program's administrator will conduct the review. When completed, the reviewer will recommend that the student continue in the program, receive a warning, or be dismissed from the program.

- *Warning: Should a warning be given, the student must be informed in writing of the concern, the current program policy, the length of the warning period, and*



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expectations that must be met to be removed from a warning status. The associate dean of the College of Graduate Studies is notified of this action. An appeal of a recommendation for a warning may be made to the dean of the College of Graduate Studies.

- *Dismissal: If dismissal is recommended, it may or may not be preceded by a warning period. If dismissal is recommended, the program's administrator forwards the recommendation and documentation to the associate dean of the College of Graduate Studies. The dean of the College of Graduate Studies will review the recommendation for dismissal and, if appropriate, convene a committee of graduate faculty to review the dismissal recommendation. The student, the major professor, and the program's administrator will be allowed to appear before the committee. The committee will make a recommendation for action to the dean of the College of Graduate Studies, who will make the final decision. Dismissal is from the student's degree, program, and the College of Graduate Studies.*
- *Appeals: Students may appeal the dean's decision directly to the Graduate Council. No action will appear on the transcript unless recommended by Graduate Council.*

Comprehensive Examinations

Students are required to complete and pass comprehensive examinations that serve as indicators of successful progression within the program, as well as demonstration of mastery and integration of knowledge.

The program includes three comprehensive examinations:

Examination 1 (End of year two): Students will have a comprehensive examination related to assessment (test selection, diagnostic interviewing, testing procedures, standardization, test interpretation and conceptualization) and intervention (evidence-based treatment based on assessment results). This will require a two-member committee and the selection of a client from the community that the student will assess and for whom they will write an assessment report.

Examination 2 (End of year three): Students will have a comprehensive examination related to evidence-based psychotherapy in which the student will demonstrate mastery of therapy and practice with a real case they treated. The deliverable will be a written document detailing their approach to therapy with the client, with citations of original sources and a written case study of how therapy benefited the client. This will also include a two-member committee. The PsyD student will present their case study to the committee and will be prepared to answer questions about therapy techniques.

Examination 3 (End of year four): Students will complete a written multiple-choice examination designed to simulate the EPPP. The exam will be administered in person and will be proctored. It will be conducted through the Association for Advanced Training in the Behavioral Sciences



(AATBS) system used previously in the program. Students will have 4 hours and 15 minutes to complete 225 questions. A score of 70% or higher will be a passing score.

Failure to Pass the Comprehensive Examinations: Students who do not pass a comprehensive examination on the first attempt will be given an opportunity to retake or redo the examination. Students will be provided with specific feedback or reasoning for their failed exam within two weeks of their first attempt. Students are allowed up to two attempts to pass. Students will coordinate with the DCT to schedule their second attempt at the examination. This second attempt must be completed within three months of the initial examination failure.

Students who do not pass the examination after two attempts may be subject to a performance review and possible dismissal from the program. For additional information, please refer to the *Performance Review & Remediation* and *Program Dismissal* sections below.

Academic Dishonesty

Please see University Policy 2300 - Student Code of Conduct and Resolution Process for further information. The University of Idaho prohibits Academic Dishonesty which includes:

Cheating: *Cheating includes, but is not limited to, the following actions as they relate to academic work:*

- 1. Using, purchasing, providing, or possessing unauthorized materials, sources, or assistance without authorization from the instructor.*
- 2. Copying from another's academic work either for the student's own use or for the use of others.*
- 3. Sharing academic work without prior permission from instructor.*
- 4. Acquiring, without written or verbal permission, tests or other academic material belonging to the instructor or another member of the University faculty or staff.*
- 5. Completing academic work for someone else or having someone else complete academic work on your behalf.*
- 6. Representing another student in a class for attendance or participation purposes or asking another person for representation for attendance or participation purposes.*
- 7. Fabrication or falsification of data, research or academic content and the unauthorized alteration or invention of any information or citation.*
- 8. Forging, altering, reproducing, removing, destroying, or misusing any University document, record, or instrument of identification.*



Plagiarism: Plagiarism includes, but is not limited to, the following:

1. Using, by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgment.
2. The unauthorized alteration or invention of a citation.
3. Buying or selling academic work for the purpose of submitting it for course completion.
4. Submitting academic work, or any part of academic work, completed for one course as work for another course without the express prior approval of both instructors.

Prohibited Behavior: Engaging in any behavior related to course completion prohibited by the instructor or otherwise including but not limited to unauthorized collaboration and reliance on prohibited technological assistance/artificial intelligence tools.

Misrepresenting facts for academic advantage: Examples include but are not limited to providing false academic achievements and false medical documentation for academic extensions.

Violation of University policy regarding intellectual property and research: All data acquired through participation in University research programs is the property of the University and must be provided to the principal investigator. In addition, collaboration with the Office of Research and Economic Development for the assignment of rights, title, and interest in patentable inventions resulting from the research is also required. See FSH 3200 and 5400.

Performance Review and Remediation

When concerns arise regarding a student's performance within the program or their compliance with program and ethical standards, a Performance Review will be conducted to determine appropriate actions and any necessary remediation. The program will follow these procedures:

- The Director of Clinical Training (DCT) will meet with the student and the student's advisor to discuss the performance concerns. Additional faculty from the program may be invited to attend the meeting, as needed, to offer relevant feedback.
- The DCT will gather additional information to help inform their determination of next steps. Examples of additional information gathered may include, but is not limited to, review of grades & academic standing, review of evaluative forms/feedback and current program standing information, information gathering from relevant persons (ex. clinical or site supervisor, course professor, etc.), etc.
- Depending on the discussion during the initial meeting, the DCT may bring the performance concern to the full program faculty in a confidential review session. The



purpose of this meeting is to assist the DCT in reviewing the current concerns and all relevant available information to determine whether remediation would address the concerns or if dismissal from the program is warranted (see Program Dismissal Procedures section below).

- If remediation is determined, the DCT will work with the student, the student's advisor, and possibly a subgroup of faculty identified by the DCT to develop a formal written remediation plan within a reasonable time period, but no later than 30 days following the initial meeting. Once finalized, the remediation plan will be signed by the DCT, the student, the student's advisor, and any appropriate third parties (ex. clinical/site supervisor). The remediation plan should include the following:
 - A description of the student performance concern(s).
 - Specific steps to address the performance concern(s).
 - Criteria that must be met to demonstrate a satisfactory response to each outlined step.
 - Timeline to complete the remediation plan.
 - Outlined consequences if the student fails to complete the remediation plan within the specified timeline.
- Remediation Plans are considered official documents and will be managed and maintained within the program's student records in accordance with APA SoA record keeping policies.
- If a student refuses to accept a required remediation plan, Program Dismissal will be recommended.
- If new information regarding the performance concern is brought the program's attention, a new remediation plan may be written and formalized.
- Upon completion of the remediation plan, or at the conclusion of the remediation timeline, the student's advisor will submit documentation to the DCT demonstrating completion of, or level of progress towards, each step of the plan. The DCT may consult with other program faculty to determine whether the student has:
 - A) demonstrated adequate evidence of remediation, with no further action required.
 - B) demonstrated significant progress on the remediation plan, but has not met all requirements within the designated timeline. In such cases, the DCT may approve additional time and/or modifications to the plan. An amended remediation plan will be developed and signed, including rationale for its continuation and revision.
 - C) failed to meet the requirements of the remediation plan, in which case consequences for unsuccessful remediation will be implemented, including



possible dismissal from the program (see Program Dismissal Procedures section below).

- The DCT will notify the student in writing of the decision. In cases of satisfactory completion of the remediation plan, the DCT, the student, the student's advisor, and any appropriate third parties (ex. clinical/site supervisor) will sign a written document formally outlining that the student has satisfactorily completed the remediation plan and that document will be managed and stored in the program student records in accordance with APA SoA record keeping policies.

Program Dismissal

A student may be terminated from the program upon recommendation by the DCT to the College of Graduate Studies (see COGS General Graduate Regulations regarding dismissal) for any of the following reasons:

- Failure to pass Comprehensive Examinations on the second attempt
- Failure to maintain academic good standing (semester and cumulative GPA of 3.00 or higher)
- Failure of more than one required course
- Unauthorized absence from the program
- Failure to adhere to the APA Ethical Principles of Psychologists and Code of Conduct
- Failure to adhere to the University of Idaho Student Code of Conduct
- Failure to adhere to program policies as outlined in this handbook
- Unsatisfactory performance review (see Annual Student Evaluation section above)
- Failure to accept and complete a required remediation plan
- Failure to complete all degree requirements within the 8-year time limit

Procedures for Dismissal Recommendation

- If a student is being considered for dismissal, the DCT will notify the student and the student's advisor of the reasons for potential dismissal recommendation.
- The DCT may consult with additional program faculty regarding the dismissal recommendation.
- The DCT will notify the student in writing of the decision to recommend dismissal.
- If the DCT recommends dismissal, the College of Graduate Studies will be notified. The College of Graduate Studies serves as the final authority on program dismissals.
- Students have the right to appeal dismissal decisions, see COGS General Graduate Regulations for additional information.



Grievance Procedures

Students have the right to express concerns and formally submit complaints or grievances.

Examples of complaints or grievances include, but are not limited to:

- Complaints against a staff member or a student
- Complaints about a clinical training site or supervisor
- Objections to receiving a negative evaluation
- Objections to a proposed remediation plan
- Program decision making that negatively impacts a student

Grievance Procedure

1. When a student experiences a grievance, students are asked to address the grievance directly with the relevant person(s) related or involved to work toward a resolution. In the case of experiencing a grievance towards another student, we ask that students go to their advising professor whom can help guide them through mediation and resolution with the other student. In situations where the violation does not appear amenable to informal corrective action or is a violation of a more serious nature, then students may choose to go directly to the DCT to report the concern.
2. If the matter is unable to be resolved through direct conversation, the concern should be brought to the attention of the DCT who may meet with relevant parties to better understand and attempt to address the grievance. All formal grievances brought to the attention of the DCT will be formally documented and documentation associated with grievances will be stored and maintained in the program student records in accordance with APA SoA record keeping policies. Documentation related to grievances should include the following information:
 - a. Date that grievance was brought the attention of the DCT
 - b. Description of the grievance
 - c. Attempts made to address the issue prior to the DCT notification
 - d. Steps made by the DCT to attempt to understand and resolve the issue
 - e. Summary of grievance resolution outcome, if resolution determined
 - f. In cases where resolution is determined, a document outlining the grievance resolution and satisfaction of resolution will be drafted, dated, and signed by the student, the DCT, and any other relevant third parties. Students are not required to sign this formal document if they do not agree, but in such cases are required to provide written feedback as to the reasons that they did not agree with grievance resolution.
 - g. In cases where the grievance was unable to be resolved, the DCT will outline steps taken to attempt to resolve the grievance, as well as outline obstacles or factors that interfered with being able to satisfactorily resolve the issue.
3. If the grievance is unable to be resolved on a departmental level, the student can bring the grievance to the attention of the College of Graduate Studies (COGS) or the university



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level who can attempt to resolve the issue. Decisions to bring grievances to the college or university level should only occur once these other avenues as outlined above have been exhausted.

Office of the Ombudsman: The office provides a voluntary, informal mechanism to facilitate communications between individuals in dispute, to help clarify issues involved, and to suggest avenues for dispute resolution. The Ombuds provides confidential, impartial and informal assistance to individuals and groups to help prevent problems from arising and to facilitate fair and respectful resolution of problems that do arise. Students have access to the Ombudsman and services offered through their office.

Leave of Absence Procedures

Procedures for requesting a leave of absence are outlined in the COGS General Graduate Regulations under the section titled "Continuous Registration". A brief excerpt from that section is provided below:

Students may request a [Leave of Absence](#) for a situation which temporarily will not allow them to continue in their program. A student may petition for a [Leave of Absence](#) for up to one year. Leave of Absence petitions are submitted to the College of Graduate Studies.

Policy of Recording Lectures

University policy 4700 General Responsibilities of Instructors states:

F-8. Recording of Lectures. *Students may electronically record lectures only with the consent of the instructor or as an approved ADA accommodation and with appropriate notification to the instructor.*

Teaching Assistants & Research Assistants

Students may have opportunities to serve as a Teaching Assistant (TA) or Research Assistant (RA) during their time in the program. Those who choose to take on these roles are required to attend all relevant training and orientation sessions provided by the College of Graduate Studies. For more information, please refer to the College of Graduate Studies:

<https://vandalsuidaho.sharepoint.com/sites/InsideUI-COGS/SitePages/Graduate-Assistant-Institute.aspx?csf=1&web=1&e=Gpfina>



Clinical Training Information

Practicum & Internship

As part of clinical training, students begin clinical practice starting their spring semester of first year by seeing a small caseload of clients at a practicum site and then go onto complete three, year-long practica which include a diverse range of clients. All practicum experiences are supervised by a licensed mental health provider and include supervision experiences with a licensed psychologist. Our doctoral program follows a structured clinical training model that is sequential, cumulative, and increasing in complexity. In order to provide a broad range of clinical experiences, the doctoral program offers a wide range of clinical experiences and opportunities. Each Spring semester, students will be provided information of available practicum opportunities and information regarding the requirements and the selection process for each of the available practicum sites.

All students are required to purchase professional liability insurance and provide the doctoral program confirmation of purchased insurance prior to starting each practicum. The doctoral program will email and provide students reminders regarding submitting confirmation of professional liability insurance prior to their practicum start date.

As part of practicum clinical training, students will be assessed on clinical skills & competencies through the utilization of a structured evaluation form completed by their supervisor(s) which will be evaluated at two times through the practicum year (December and June, unless practicum year ends prior to June). Practicum sites and supervisors will also be evaluated by students through the utilization of a structured evaluation form which will also be completed two times through the practicum year (December and June, unless practicum year ends prior to June).

Students interested in adding a supplementary practicum experience to their graduate clinical training experience must consult and receive approval by the doctoral program DCT and complete a Supplementary Practicum Contract prior to beginning supplementary practicum experience.

During the final year of the doctoral program students will participate in a full-time predoctoral internship training experience and which will include supervision by a licensed psychologist and evaluative processes to assess for training progress and clinical competencies. If at that the time of application (typically during fall of fourth year) the doctoral program has either received some level of accreditation or is scheduled for a site review for accreditation purposes, then students will be expected to apply for an APA-accredited internship through the Association of Psychology Postdoctoral and Internship Centers (APPIC) formal internship selection match process. More information regarding the internship match process can be found on the APPIC website, <https://www.appic.org/>.



Research and Scholarship

Research Opportunities

The School of Health and Medical Professions is home to AHEC, Project ECHO, and Idaho Office of Underserved and Rural Medical Research (IOURMR):

- **AHEC:** The North Idaho Area Health Education Center (AHEC) is one of three centers in Idaho. Founded in 2017, the North Idaho AHEC is hosted by WWAMI Medical Education at the University of Idaho in Moscow, ID. Since 1972, the University of Idaho has partnered with the University of Washington School of Medicine to train Idaho's future physicians. Idaho WWAMI and North Idaho AHEC both serve Idaho by emphasizing rural and/or underserved health care to meet the needs of the state, making it an ideal home for North Idaho AHEC.
- **AHEC Scholars:** The AHEC Scholars program brings together students from multiple health disciplines, emphasizing a team-based approach to addressing health disparities. This program is for health professional students that may include medical students, clinical psychology students, and additional health specialty professional students. Its program facilitates educational and research opportunities for students interested in rural and underserved communities. In years one and two, students engage in rotations related to interpersonal education, behavioral health integration, social determinants of health, cultural competency, practice transformation, current and emerging health issues, connecting communities and supporting health professionals, and virtual learning and telehealth didactics.
- **Project ECHO:** Project ECHO (Extension for Community Health Outcomes) uses an “all teach, all learn” model that empowers Idaho health care professionals to treat complex diseases with specialist-level expertise no matter where they practice. This will provide didactic and networking opportunities for PsyD students. Clinicians across the state can join a virtual, one-hour session that includes a brief lecture, patient case review, resource sharing and discussion. All sessions are free and eligible for accredited continuing education credits (*excellent resource post-graduation and licensure). Project ECHO is aimed at physicians, physician assistants, nurse practitioners, nurse, pharmacists, psychologists, counselors, social workers, or other health care or social service professionals who want to improve their skills.
- **The Idaho Office of Underserved and Rural Medical Research (IOURMR):** This research unit, housed in SHAMP, works to improve the health of Idaho's underserved and rural communities through the purposeful integration of medical and health education, research, and service to advance clinical practice and patient care in our state. This office will provide some research options for PsyD students interested in health outcomes research.

Dissertation Requirement

As a graduation requirement, students in the Clinical Psychology PsyD program are required to propose, conduct, write, and successfully defend a dissertation. The dissertation is intended to demonstrate the student's ability to engage in rigorous, ethical, and clinically relevant scholarship that contributes to psychological practice, research, education, program



development, or the broader profession. This is consistent with the PsyD mission statement and the University of Idaho's land-grant mission statement. The dissertation work is also a critical component of Discipline-specific knowledge Category 3 (Advanced Integrative Knowledge in Scientific Psychology), Category 4 (Research Methods, Statistical Analysis, and Psychometrics), as well as Profession-wide competencies related to research, ethics, and communication, among others depending on study type.

Students may work on their dissertation projects throughout the PsyD program, but in earnest during years 2-5. They will be required to meet program benchmarks to ensure appropriate progress. The dissertation must result in a written scholarly product that is judged by the Dissertation Committee to be of sufficient quality for submission to a peer-reviewed journal or other appropriate scholarly or professional outlet. Acceptance for publication or dissemination is not required for graduation; however, the final product must be judged by the committee as appropriate for submission.

At minimum, the dissertation must include a title page, abstract, main text, reference section, and any relevant tables, figures, and/or appendices. Students must follow the most recent edition of the APA Style Manual unless otherwise directed by the program or Dissertation Committee.

Acceptable Dissertation Formats

The dissertation may take several forms, provided that the project is rigorous, clinically or scientifically relevant, ethically conducted, and approved by the student's Faculty Research Advisor and Dissertation Committee. Acceptable dissertation formats may include, but are not limited to, the following:

Empirical Research Study - Uses qualitative, quantitative, or mixed-method approaches to collecting and/or analyzing data regarding an issue relevant to advancing psychological practice, research, education, or training. This may include original data collection or the use of archival datasets.

Clinical Case Study - Uses clinical information, case material, or archival clinical data to develop theory, practice, assessment, intervention, supervision, training, or professional knowledge in psychology. This may include projects that draw attention to important areas of practice, describe and analyze novel clinical approaches, or extend the interpretation of clinical outcomes.

Program Evaluation - Evaluates a treatment program, assessment service, training program, consultation model, prevention program, or mental health promotion effort. This may include systematic analyses of community needs, service delivery processes, implementation outcomes, clinical outcomes, or quality improvement efforts.



Resource Development - Draws on a scholarly body of literature and translates empirical findings into a professional resource for a specific applied setting. Examples may include a treatment manual, training curriculum, clinical intervention protocol, assessment resource, psychoeducational program, workshop, or other professional tool.

Critical Analysis of the Literature - Includes synthesis, analysis, and critique of empirical findings, theory, methodology, or clinical practice relevant to a focused psychological or clinical problem. This format must go beyond a general literature review by offering a clear scholarly contribution, such as a conceptual model, practice recommendations, methodological critique, or proposed direction for research or clinical application. This may include a meta-analysis or systematic review.

Other dissertation formats may be considered when appropriate, but must be approved in advance by the Faculty Research Advisor, Dissertation Committee, and DCT.

Dissertation Committee Selection

Students will work with their Faculty Research Advisor to identify members of their Dissertation Committee. The committee must be selected before the student completes the dissertation proposal defense. Students are strongly encouraged to complete this process prior to the start of Year 3 in the program.

Committee members may include, but are not limited to, UI faculty members, psychologists, researchers, recognized Tribal elders where Indigenous knowledge is part of the study and design, or individuals with a vested interest or area of expertise in the research topic or study. The Dissertation Committee must include at least 3 committee members. At least one-half of the members of the committee must be members of the University of Idaho graduate faculty. For a 3-member committee, this means that at least 2 members must be members of the University of Idaho graduate faculty.

The committee is recommended by the Faculty Research Advisor and the student and must be approved by the graduate program administrator and the Dean of the College of Graduate Studies, consistent with COGS General Graduate Regulations. A faculty member may not serve on a committee for a student who is seeking a degree higher than the faculty member has attained.

Periodically, a qualified person with particular expertise may be requested to serve on a student's committee through a one-time appointment. The person must have written approval from the Dean of the College of Graduate Studies in advance of the individual's committee participation. Should the person be recommended for multiple committees, they would need to be approved as an adjunct or affiliate faculty member and would then be considered an associated faculty member of the program. It is the intent of the Graduate Council that this privilege be used sparingly and only when the situation indicates its necessity.



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Once committee members have been identified and have agreed to serve as Dissertation Committee members, the dissertation committee membership list must be submitted to and approved by the DCT.

Role of the Dissertation Committee

The Dissertation Committee serves as the primary body responsible for overseeing, evaluating, and supporting a student's dissertation from proposal through final completion. The committee typically consists of multiple members with relevant expertise, including a chair, often the student's Faculty Research Advisor, and additional members who contribute complementary methodological, clinical, scholarly, or content expertise.

A central role of the Dissertation Committee is to guide the development of a rigorous, feasible, and ethically sound scholarly project. Committee members review and provide feedback on the student's proposal, ensuring that the research question or scholarly aim is clearly defined, the methodology or approach is appropriate, and the project meets the scholarly and clinical standards of the program. They also evaluate whether the project aligns with ethical guidelines and institutional requirements, including approval processes such as Institutional Review Board review when applicable.

The Dissertation Committee is also responsible for evaluating the final dissertation and determining whether the written product and oral defense meet program expectations. The final product must be judged by the committee as being of sufficient quality for submission to a peer-reviewed journal or other appropriate scholarly or professional outlet.

When selecting a dissertation committee, both the student and the Faculty Research Advisor must avoid any situations that may present a conflict of interest. For additional guidance, please refer to University policy FSH 6240: Conflicts of Interest or Commitment.

Research Approval

Prior to beginning any research projects, approval must be granted by one or more of the following groups, if it applies to the research that is being conducted: the Institutional Review Board for research involving human subjects; the Institutional Animal Care and Use Committee for research using vertebrate animals; the Institutional Biosafety Committee for research using any biological agents or recombinant DNA; the Idaho Research Foundation for research that has the possibility of patent or license outputs; the University Research Office for research involving agents or federal controls on the development, use, and distribution of technology; or the Office of Sponsored Programs for activities funded through external grants and contracts. Should the research methodology or source of funding change, the appropriate group must be notified.



Any research conducted under or in association with the SHAMP Clinical Psychology PsyD program must comply with University of Idaho policies, including Chapter 5 Research Policies.

Presentation and Dissemination Opportunities

Students may have opportunities to present their research or scholarly work through the University of Idaho at events including:

- SHAMP Research Symposium, which occurs each year in October
- 3MT
- Other University of Idaho research or professional presentation opportunities

Additional opportunities may arise through outside organizations and events, including professional conferences, professional organizational meetings, community presentations, clinical training settings, or other scholarly and professional outlets.

Faculty and Staff

Core Faculty Profiles

Thomas J. Farrer, PhD, ABPP

Dr. Farrer is an Associate Professor in the Department of Health Professions and currently serves as an Associate Program Director in the School of Health and Medical Professions. He is the inaugural Director of Clinical Training for the PsyD Program.

Dr. Farrer obtained a BA in Psychology from BYU-Idaho in 2007. Graduate training in psychology includes an MS in Psychology from BYU (2010) and a PhD in Clinical Psychology from BYU (neuropsychology track; 2015). His APA Accredited predoctoral internship (neuropsychology track) was completed at the Alpert Medical School of Brown University. He subsequently completed a APPCN Clinical Neuropsychology postdoctoral fellowship at the Duke University Medical Center (2015-2017). Dr. Farrer completed two additional master degree programs, including MHS in Clinical Research from the Duke University School of Medicine, and an MS in Clinical Psychopharmacology from Idaho State University. Dr. Farrer is board certified in clinical neuropsychology by the American Board of Professional Psychology (ABPP). Dr. Farrer's research spans such areas as traumatic brain injury (TBI), psychometrics, brain imaging, and dementia. His primary interest is dementia risk and prevention.

Dr. Ally Mushlitz Parker, PsyD

Dr. Mushlitz Parker is a Clinical Assistant Professor, licensed psychologist, and Training Director of the APA-Accredited Internship at the University of Idaho CMHC. Dr. Mushlitz Parker earned a BA in Psychology from the University of Idaho. She completed an MS in Clinical Psychology and a PsyD in Clinical Psychology at George Fox University. Dr. Mushlitz Parker's clinical and scholarly interests include neurodevelopmental disorders, psychological assessment, complex trauma, college populations, shame and resilience, and identity development.

Dr. Nick Coombs, PhD

Dr. Coombs is a Research Assistant Professor in SHAMP. Dr. Coombs earned a BA in Mathematics: Statistics from Castleton State College. He completed an MS in Statistics at the University of Vermont and a PhD in Public Health at the University of Montana. Previously with the CDC, Dr. Coombs joined SHAMP in 2025 and is a core member of the PsyD program as a direct support to research and scholarship efforts in the program. Dr. Coombs' scholarly interests include rural health, mental health, access to healthcare, health systems research, alternative medicine, and mixed-methods research.



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Adjunct Faculty Profiles

Leanne Parker, PhD

Dr. Parker is a licensed psychologist and Associate Professor at Lewis-Clark State College. She also serves as an adjunct faculty member in the PsyD Program at the University of Idaho.

Dr. Parker completed a BS in Psychology and Biology from William & Mary. She also earned an MEd in Counseling from William & Mary. She completed her PhD in Clinical Psychology at the University of Montana and later earned an MEd in Educational Leadership from the University of Idaho.

Dr. Parker's clinical and scholarly interests include posttraumatic stress disorder, LGBTQ+ affirming psychotherapy, mindfulness-based cognitive therapy, and Gottman Method couples therapy.

Administrative Staff

	Liz Bryant, M.S. Director of Admissions and Clinical Partnerships Role in PsyD program: • Logistical management of all Admissions processes • University processes (Vandal card, parking, health insurance)
	Marlane Martonick SHAMP Program Manager Role in PsyD program: • Logistical management of scholarships
	Whitney Vincent Curriculum and Credentialing Manager Role in PsyD program: • Logistical management of courses (Canvas) • Practicum documentation (affiliation agreements, surveys, credentialing, outcome data tracking)



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Student Resources

Advising and Mentoring

Students receive advising and mentoring through multiple pathways. Formal guidance is provided by their Academic Advisor and Faculty Research Advisor, as well as by members of the dissertation committee. Additional opportunities for professional and career development & advisement arise through informal interactions with faculty, clinical practicum supervisors and colleagues, researchers, and other program-affiliated psychologists.

Within the cohort model, students also progress through the program alongside a consistent group of peers, fostering a collaborative environment that supports ongoing peer mentorship and mutual support.

PsyD Student Committees

PsyD Student Leadership: Each year, members of each cohort will vote to select a cohort representative. This individual will serve as a liaison between the cohort and program leadership, representing and communicating shared perspectives, questions, and concerns in program-related meetings.

PsyD Student Advocacy Group: This group is established and led by students in the SHAMP Clinical Psychology PsyD program. It includes three primary leadership roles: President, Vice President, and Secretary. The purpose of the group is to advocate for the needs and interests of PsyD students by identifying current concerns and priorities within the program. The group works to address these needs through various avenues, such as engaging in discussions with program leadership, initiating student-led efforts, and supporting initiatives that promote student well-being and success. Activities may also include organizing informal events and initiatives, such as social gatherings, fundraising efforts, and the promotion of causes or programs relevant to the PsyD student community.

Starting a New Committee or Special Interest Group: Students are welcome to propose the creation of a new committee or special interest group within the PsyD program, however, they must follow the steps as outlined below:

- Must identify a name, purpose, & set of goals for the new committee or special interest group
- Must have a faculty member willing to sponsor the new committee or special interest group
- Write the proposal in written form and submit to the DCT for review
- The DCT may speak with other relevant parties as part of this review process including students, faculty, and staff members.
- Following review, the DCT will respond in writing with a final decision regarding the approval of the new committee or special interest groups.



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Requirements for Any Committee or Special Interest Group: The group must always maintain a faculty member willing to sponsor and serve as an overseer of the committee or group. The committee or group must meet at least once per semester and all PsyD students must be notified of meetings & events associated with the committee or group to allow for equal opportunity for participation by all students.

Academic Support & Resources

- University of Idaho Library: The University of Idaho houses the largest library in the state of Idaho servicing students and faculty on our campuses and virtually in all 44 counties. Students on campus will have access to needed search databases, journals and scholarly works related to psychology and healthcare. It is not expected that the PsyD program will have a noticeable impact on library usage. Library resources for students and faculty attending online <https://www.lib.uidaho.edu/services/distance.html>
- University of Idaho Writing Center: The Writing Center provides writing support to all University of Idaho students. These services include one-on-one appointments, workshops, online resources, and group writing events. Students can receive help at all stages of their writing process, from brainstorming to revision of drafted papers. The Writing Center tutors assist with any kind of writing, from research papers, to presentations, to personal statements for applications. More information about the Writing Center can be found at this link: <https://www.uidaho.edu/class/writing-center>
- University of Idaho COGS (College of Graduate Studies) Graduate Student Support Programming: The COGS Graduate Student Programming provides a range of support & resources to graduate students including workshops, dissertation/thesis resources and templates, writing assistive services, and general graduate student resources. Workshops currently offered include:
 - The Professional Development Initiative (PDI) includes events, workshops, and classes intended to provide opportunities to promote the academic and professional success of graduate students, postdocs and other early career trainees. This series of events is facilitated by the Career Services office. Topics include Getting the Most Out of a Conference, Writing Teaching Philosophies and Diversity Statements, Writing Cover Letters, CVs and Resumes, and Demystifying Careers in Academia.
 - IGRAD Cohort has been developed by the College of Graduate Studies (COGS) and the Center for Excellence in Teaching and Learning (CETL) to train University of Idaho (UI) graduate students in cutting-edge pedagogical techniques. The program includes an overview of integrating technology into teaching, conducting Teaching-as-Research (TAR) projects, and engaging with the Scholarship of Teaching and Learning (SoTL). The cohort is led by COGS Director Michael Decker and CETL Director Dr. Margaret Pinnell.



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- Graduate Student Mental Health Series is led by Faculty from the Counseling and Mental Health Center (CMHC), these monthly presentations center around mental health topics especially relevant to graduate and professional students. Topics include, but are not limited to, Imposter Syndrome, Relationships & Social Connection, Personal Wellness, Managing Anxiety, Academic Performance Anxiety, Academic Relationships & Communication skills, and Battling Burnout.
- The Graduate Writing Symposium: This series of workshops is designed to help graduate students across disciplines develop a strong sense of genre-specific writing critical to success in academia. In the first workshop, we will cover the various uses of generative AI in graduate level writing, as well as the ethics of using AI in your academic writing. Additionally, we will cover the new graduate school AI policy for academic writing to make students aware of the official university stance—this will include how improper use of AI will be identified, and what actions can be taken against students who use AI improperly in their academic work while at UI. In the second session, we will cover the basics of what a teaching statement is and how to write one. Presenters will cover how this statement should be structured and what content employers are likely to look for in your statement, and how you can make your statement stand out.
- The Graduate Student “How to...” Series are a series of workshops focused on important skills to learn as a graduate student, including formatting a thesis or dissertation, building and editing a study plan, the process for earning a graduate degree, funding a graduate education, and applying for GPSA awards. Examples of topics from this semester include HOW TO: Steps to Your Graduate Degree, HOW TO: Format Your Thesis or Dissertation, and HOW TO: Create a Study Plan and Check your Degree Audit.
- Writing Support from the Graduate Writing Tutors: The Writing Center employs two Graduate Writing Tutors, Jason Cahoon and Annie Burky. Jason and Annie can provide feedback on any type of writing for graduate school, whether you are working on a weekly response paper, a literature review, or a dissertation. They can also support your writing at any phase of the writing process; graduate students and postdocs are welcome to schedule up to two appointments a week with a Graduate Writing Tutor for help generating ideas, planning responses, or developing drafts. You can make a Graduate Writing Center appointment using the Writing Center's online calendar and selecting the schedule for Graduate Writing Support. For questions, email writingcenter@uidaho.edu or drop by the Writing Center office in ISUB 323.
- International Graduate Student Essentials Series is designed to address key topics that are especially relevant to international students. This series covers critical areas such as pathways to work sponsorship, mental health and well-being, and strategies for navigating global job markets. Participants will gain valuable skills while fostering connections and building a supportive community here at the University of Idaho.



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- GPSA Coffee Hours: Led by students in the Graduate and Professional Student Association (GPSA), Coffee Hours are held about twice a month in the IRIC Atrium. Coffee hours provide opportunities for networking, social connections, and learning about ways to become involved in graduate student leadership. A wide array of food and drinks will be provided. Graduate students, staff, faculty, and postdocs are encouraged to attend.
- Graduate Student Book Club offers an opportunity for graduate students to engage with literature outside the academic context and cultivate a sense of community. The club will meet twice per semester to discuss selected books that the group votes on that are accessible and conducive to thoughtful conversation. The goal of the Book Club is to encourage reading for enjoyment while providing a relaxed environment where students can share perspectives and connect with peers from across campus. Light refreshments, including snacks and coffee, will be provided at each meeting.
- For questions or more information regarding The COGS Graduate Student Programming, please email Michael Decker, Director of Graduate Student Support Programming, mdecker@uidaho.edu or go to the COGS website: <https://www.uidaho.edu/cogs>
- University of Idaho Office of Information Technology (OIT) is the central provider of technology services for the University of Idaho. The OIT helps students with a wide range of technology needs. Students can access OIT services by creating a ticket through the OIT online portal, by calling 208-885-HELP for assistance, or by emailing support@uidaho.edu. The OIT also provides articles and resources regarding issues that frequently arise on their Knowledge Base webpage: <https://support.uidaho.edu/TDClient/40/Portal/KB/> For more information on the OIT, please visit their webpage: <https://www.uidaho.edu/oit>
- University of Idaho Academic Advising Services: Academic advising at University of Idaho is an ongoing teaching and learning experience that is based on collaboration between students, advisors, and the Vandal community. Advisors educate students about university policies and procedures promote engagement in high-impact opportunities, university life and the community; assist in the exploration and discovery of academic resources; and empower students to take ownership of their academic goals, decisions, and achievements. Link for more information: <https://www.uidaho.edu/current-students/academic-support/academic-advising>
- University of Idaho Center for Disability, Access, & Resources (CDAR): provides services and support to ensure individuals with disabilities are able to access and participate in all of the opportunities available at the University of Idaho. CDAR provides academic accommodations, advocacy, and training. The University of Idaho is committed to providing equal and integrated access for individuals with disabilities to all the academic, social, cultural and recreational programs it offers. This commitment is consistent with legal requirements, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, and embodies the



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university's historic determination to ensure the inclusion of all members of its communities. Find more information, click the link: <https://www.uidaho.edu/current-students/cdar>

Graduate Funding & Award Opportunities

Information regarding opportunities for graduate funding offered within COGS can be found at the following link: <https://www.uidaho.edu/graduate-studies/graduate-funding>

Student Services

Vandal Health Clinic: Your health care is important, which is why the Vandal Health Clinic is a full-range primary care option, staffed with board-certified physicians, advanced practice providers and registered nurses. Our clinicians provide primary care and referral services to U of I students, making it easy for you to access everything from wellness checks to illness diagnosis and treatment or specialist referrals. The Vandal Health Clinic is open Monday through Friday from 8 a.m. to 5 p.m.

Services available at the Vandal Health Clinic include:

- Preventative care
- Minor gynecological procedures
- Physical exams for travel and work
- Treatment of fractures, sprains and strains
- Removal of skin lesions
- Basic mental health care
- Routine prescriptions
- Minor surgical procedures
- Treatment of minor burns, cuts and abrasions
- STD testing and counseling
- Chronic illness management

Vandal Health Education: Vandal Health Education (VHE) connects students with essential health resources on campus and in the Moscow community. Whether you're looking for support with mental health, physical wellness, nutrition, recovery or safety, VHE is here to help.



VHE offers a wide range of services to support your overall wellbeing, including:

- **Health and wellness programming**, including vaccine clinics, cooking demonstrations, public health events and nutrition counseling.
- **Mental health education**, featuring workshops and trainings such as QPR Suicide Prevention and Mental Health First Aid.
- **Student support resources**, covering topics like nutrition, sexual health, substance use and campus safety.
- **Opportunities to get involved**, including volunteering as a Wellbeing Ambassador or applying for the Peer-Educator Internship Program to earn academic credit.

Student Health Insurance Program: Support services to help students understand their student health insurance plan and coverage. Located in Student Health Building; contact via phone call at 208-885-2210 or email at health@uidaho.edu or learn more on the website:

www.uidaho.edu/current-students/student-health-services/insurance

University of Idaho Financial Aid Office: Make the most of your time at University of Idaho without worrying about finances. Financial aid counselors are ready to answer your questions and guide your journey as a Vandal — no matter if you're an incoming first-year, transfer, international or graduate student. Phone: [208-885-6312](tel:208-885-6312) & Financial Aid: finaid@uidaho.edu

Mental Health & Counseling Services

Given that PsyD students will be participating in practicum at the Counseling & Mental Health Center (CMHC) and may receive supervision or be taught by employees of the CMHC, students of the PsyD program are not eligible for mental health services offered at the CMHC. However, the University of Idaho has mental health services available for free through Better Mynd and PsyD students are eligible for mental health services offered through Better Mynd. For more information regarding Better Mynd mental health services, please visit

<https://vandalsuidaho.sharepoint.com/sites/InsideUI-Counseling-Mental-Health/SitePages/BetterMynd.aspx>



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Frequently Asked Questions (FAQ)

Admissions

1. What are the minimum admission requirements?
 - a. Bachelor's degree (preferably in psychology or related field)
 - b. Minimum GPA of 3.0
 - c. Application materials including transcripts, CV/resume, personal statement, and 3 letters of recommendation
2. Do I need GRE scores?
 - a. No, GRE scores are not required.
3. Can I apply with a non-psychology degree?
 - a. Yes, but you must complete at least 18 credits in psychology, including core courses like Intro to Psychology, Developmental Psychology, Statistics/Research Methods, and Psychopathology.
4. What does the admissions process involve?
 - a. Application review
 - b. Interview Day (individual + group evaluation)
 - c. Final decision (accept, waitlist, or decline)

Program Structure & Curriculum

1. How long does the program take to complete?
 - a. Minimum: 5 years (including internship)
 - b. Maximum: 8 years
2. What are the main components of training?
 - a. Coursework
 - b. Practicum (starting Year 1)
 - c. Research and dissertation
 - d. Predoctoral internship (Year 5)
3. Do I need to complete a dissertation?
 - a. Yes, all students must complete a doctoral dissertation.
4. Are there opportunities for specialization?
 - a. Yes, students may pursue certificates such as:
 - i. Chemical Addictions
 - ii. Professional Skills in Addictions Counseling

Clinical Training

1. When does clinical training begin?



- a. Clinical practicum begins in the spring of Year 1.
2. What does practicum involve?
 - a. Supervised clinical work with clients
 - b. Ongoing evaluation by licensed supervisors
 - c. Increasing complexity across years
3. Is liability insurance required?
 - a. Yes, students must obtain professional liability insurance before starting practicum.
4. What is the internship requirement?
 - a. A full-time, one-year predoctoral internship is required in the final year.

Academic Expectations

1. What GPA do I need to stay in good standing?
 - a. You must maintain a minimum GPA of 3.0.
2. What happens if my GPA falls below 3.0?
 - a. First occurrence: Academic probation
 - b. Second consecutive occurrence: Possible dismissal

Advising & Mentorship

1. Will I have an academic advisor?
 - a. Yes, you are assigned an academic advisor in Year 1.
2. What is a Faculty Research Advisor?
 - a. A mentor who guides your dissertation and research development.
3. How often do I meet with advisors?
 - a. Academic advisor: at least once per semester
 - b. Research advisor: at least twice per semester (frequency tends to increase in later years)

Student Conduct & Expectations

1. What professional standards are expected?
 - a. Students must demonstrate:
 - i. Ethical behavior
 - ii. Professional communication
 - iii. Respect and cultural competence
 - iv. Responsiveness to supervision
2. What counts as academic dishonesty?



- a. Includes cheating, plagiarism, falsifying data, or unauthorized collaboration.

Evaluation & Progress

1. How is student progress evaluated?
 - a. Annual faculty review
 - b. Feedback from coursework, practicum, and research
 - c. Written evaluation provided to students
2. What happens if I struggle academically or professionally?
 - a. A Performance Review may lead to a Remediation Plan with clear steps and timelines.

Dismissal & Grievances

1. Can students be dismissed from the program?
 - a. Yes, reasons may include:
 - i. Failing comprehensive exams twice
 - ii. GPA below 3.0 for more than one semester
 - iii. Ethical violations
 - iv. Not completing requirements within 8 years
2. Can I appeal decisions or file complaints?
 - a. Yes, students may:
 - i. Follow internal grievance procedures
 - ii. Escalate to the College of Graduate Studies if needed

Policies & Procedures

1. Can lectures be recorded?
 - a. Only with instructor consent or approved accommodations.
2. What is the policy on electronic device use?
 - a. Devices must be used professionally and must not violate confidentiality or disrupt learning.
3. Can I take a leave of absence?
 - a. Yes, up to one year, with approval from the College of Graduate Studies.

Student Life & Resources

1. Are there student organizations?



- a. Yes, including:
 - i. Cohort representatives
 - ii. Student Advocacy Group
 - iii. Student-led committees
2. What academic support is available?
 - a. Writing Center
 - b. Library resources
 - c. Graduate student workshops and professional development
3. Are there social or community-building activities?
 - a. Yes, the program hosts optional social events each semester.

Licensure & Career Preparation

1. Does completing the program guarantee licensure?
 - a. No, but the program is designed to meet most licensure requirements. Students should verify requirements for their intended state.
2. What careers can graduates pursue?
 - a. Graduates may work in:
 - i. Clinical practice
 - ii. Hospitals and healthcare systems
 - iii. Community mental health
 - iv. Schools
 - v. Private practice
 - vi. Academia and leadership roles

