



LOMA LINDA UNIVERSITY

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School of Behavioral Health

Department of Psychology

Student Training & Conduct  
Policy Handbook

Clinical Psychology Psy.D. Program  
Rev. 09/2025

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## INTRODUCTION

Welcome to Loma Linda University (LLU) and the Department of Psychology! We are truly excited you have chosen our program to complete your doctoral education and look forward to helping you realize your goal of becoming a clinical psychologist. This handbook outlines and details the essential guidelines that will enable you to successfully complete the Clinical Psychology Psy.D. program, which is accredited by the American Psychological Association (APA). The table of contents directs you to important information regarding policies and procedures that govern the student's program. Material in the handbook is updated annually to ensure that information is accurately communicated to students, faculty, and staff when relevant changes and/or new information are required. The handbook is in harmony with but subservient to official LLU publications such as the *Catalog* (<https://home.llu.edu/education/office-of-provost/catalog>) and the university *Student Handbook* (<https://home.llu.edu/sites/home.llu.edu/files/docs/student-handbook.pdf>). Should differences exist or interpretations differ, the official university publications take precedence. Furthermore, the contents of this handbook are in harmony with the *Ethical Principles of Psychologists and Code of Conduct* (<http://www.apa.org/ethics/code>) of the American Psychological Association (APA).

Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation American Psychological Association

750 1st Street, NE, Washington, DC 20002

Phone: (202) 336-5979 / E-mail: [apaaccred@apa.org](mailto:apaaccred@apa.org)

Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)

## Graduate Education

Graduate education, particularly at the doctoral level, is very different from the undergraduate education experience. Doctoral level academics represent the zenith of educational and intellectual development. It is challenging and intense, and the workload is voluminous and stretches one's thinking. A hallmark of doctoral study is critical thinking, the continuous examination of your own thoughts as well as the thoughts of others. According to Paul and Elder (2014), critical thinking is self-directed, self-disciplined, self-monitored, and self-corrective. It requires rigorous standards of excellence and mindful command of their use. It entails effective communication and problem solving abilities and a commitment to overcoming your native egocentrism and sociocentrism.

Graduate school also marks a transition in how one is expected to learn material. In a doctoral program and beyond, your learning will be largely *self-directed*, with guidance from your mentor, instructors, and supervisors. In the classrooms, research labs, and clinical training sites, you will be introduced to the foundational elements of the science and practice of clinical psychology. However, faculty fully expects you to use these experiences simply as a starting point. There is a shared expectation that you will go beyond classroom material and seek out literature and examples from clinical practice that will help deepen your understanding of ideas that are *introduced* in the classroom.

## Ethics, Values, and Standards of Conduct

The program adheres to APA's *Ethical Principles of Psychologists and Code of Conduct*. Consistent with the principles and standards delineated in this document, there are many values and characteristics that identify a professional psychologist, including an awareness of your attitude and your presentation of self, comprehensive knowledge of psychology, knowledge of clinical research and its applications, assessment and clinical intervention skills, sensitivity to issues of diversity, ability to form working relationships with clients, ability to form collaborative relationships with peers and co-workers, positive responsiveness to supervision and advisement, respecting inter-professional expertise, emotional stability, appearance/dress that is appropriate for the setting, reliability and ethical responsibility, timeliness in completing assigned tasks, keeping scheduled appointments, and making appropriate arrangements if appointments have to be re-arranged. This list is certainly not exhaustive, but does illustrate the standards of conduct and professionalism expected of doctoral students. We expect all of us to keep in mind the "golden rule:" treat others as you would want to be treated.

One of the environments in which professionalism is developed is in the classroom, a setting where learning and spending time with others provides mutual benefits. Therefore, your professionalism develops and gets refined when you complete the assigned readings and assignments before coming to class. In that way, you will gain more from class discussions. Come to lectures on time, prepared to learn, and ready to contribute to the course in a thoughtful manner. Avoid engaging in behaviors that are distracting during class: doing assignments for other classes, sleeping, texting, taking phone calls, playing computer games, browsing the internet, and socializing. When you do these things, it is likely that you are not learning. In addition, you are most likely disrupting the learning of others around you. Most of all, it is a demonstration of disrespect for the instructor and/or supervisor.

Another environment in which professionalism is developed is in clinical practicum experiences. Several principles and guidelines apply to all supervised clinical experience. While participating in supervised clinical experience, students are expected to comport themselves in compliance with the APA's *Ethical Principles of Psychologists and Code of Conduct*.

Remember, you want to develop those characteristics that positively set you apart as a professional. These same characteristics are those that are looked for and desired by internship and postdoctoral training sites, as well as employers. Excellent academic and clinical qualifications are desired; however, if the professional characteristics are not present, these qualifications will not carry as much weight.

## Diversity and Non-discrimination Statement

As part of Loma Linda University, the Department of Psychology is committed to promoting diversity and fostering inclusion in all aspects of its activities and initiatives. Loma Linda University was established by the Seventh-day Adventist church, and the university affirms that Christian principles are incompatible with various forms of discrimination that have divided societies, and that all persons are of equal worth in the sight of God and should be so regarded by all His people. Consistent with university policy, the Department of Psychology is committed to equal education and employment opportunities for all, and does not unlawfully discriminate on the basis of race,

color, ethnicity, national origin, socioeconomic status, gender identity, sexual orientation, disability, or veteran status in its policies.

As a Department, in line with Principle E of APA's *Ethical Principles of Psychologists and Code of Conduct* and APA's multicultural guidelines, we believe that as psychologists we must recognize and understand the diversity of the world, the communities we serve, and how our own cultural background (whether associated with ethnicity, race, socioeconomic status, religion, gender, sexual orientation, or any other source of cultural diversity) influences our own psychological processes, dispositions, and behavior, ultimately impacting the service we provide and how we interact with patients and communities. Consistent with this view, the Loma Linda University Department of Psychology strives not only for diversity in student admissions and faculty recruitment, but also in the curriculum and training we provide. Hence, we expect our students to be culturally competent and able to learn from and contribute to the communities they serve, within the corresponding cultural and social-structural context. To this end, in addition to courses on cultural and human diversity, the pivotal role of culture and diversity in psychological functioning and behavior is integrated throughout the curriculum, including research and clinical training.

Involvement in clinical, research, and service activities with minority populations is strongly encouraged, and opportunities for such work are highly represented in practicum placements, research opportunities, and service activities both on campus and in the broader community. The catalyzing power of diversity not only enriches all of us by exposing us to a range of ways to understand and engage with the world, identify challenges, and develop solutions, but it is also necessary for building a comprehensive understanding of human behavior.

The Department of Psychology has established a Diversity Committee that develops and implements policies and programs designed to support the department in its continual efforts to recruit and retain students and faculty who have a commitment to promoting diversity. The department prides itself on maintaining a collaborative, inclusive atmosphere, and students with a desire to serve our diverse community are strongly encouraged to apply to our programs.

## PROGRAM PHILOSOPHY AND CURRICULUM

### Overview and Training Model

**Introduction.** The Psychology Department at Loma Linda University offers two distinct programs for doctoral education and training in clinical psychology: the Ph.D. degree program and the Psy.D. degree program. Students pursuing a doctoral degree in clinical psychology are admitted to one of these two programs according to their experience and career objectives. The Psy.D. clinical program, in which students complete required psychological sciences foundation coursework, clinical coursework and practica/internship, research requirements, wholeness classes, and elective requirements, is designed to be completed in 5 years.

The foundational training paradigm for the Psy.D. clinical program is that of the 1973 Vail Conference practitioner-scholar model. Persons obtaining this academic degree are (1) well-grounded in the empirical methods of science, (2) demonstrably competent as practicing clinicians., and (3) proficient in applying published research results to their clinical work.

Each student enrolled in the Psy.D. clinical psychology program in the Department of Psychology at Loma Linda University has the right to pursue an education in an environment that is conducive to and supportive of academic and personal growth and development. In this regard, the educational mission of the Department of Psychology is grounded in and promoted by the professionalism of its faculty and students in interaction with one another, with University Administration, education and support personnel, and the community at large.

**Program Progress and Duration.** It is important to self-monitor your progress online through LLU onTrack (which contains all degree requirements and is created using the official degree requirements delineated in the Catalog). Students may also utilize a hard copy of the **Degree Compliance Report, Recommended Course Sequence, and Psy.D. Time Line** (all available on the Psychology Department website or Psy.D. Program Canvas page) as resources to guide them in tracking their progress and completing program requirements. It is expected that students will complete the Psy.D. program in 5 years (i.e., 4 years of course work, practicum training, and research training, including the dissertation, with the 5<sup>th</sup> year being internship, completion of final degree requirements, and graduation). The Department of Psychology and the School of Behavioral Health do not favor granting extensions except for extenuating circumstances or for persons who are designated as requiring special accommodation. Degree extensions can only be approved by the SBH Dean's Office and supported by appropriate documentation. The university allows 7 years for doctoral degrees. Financial Aid allows for 28 quarters.

Please be vigilant about your progress through the program, as normal progression is expected. Difficulties may arise with your financial aid if you deviate from the Recommended Course Sequence (see Psychology Department website or Psy.D. Program Canvas page) and/or go beyond the prescribed time. Though the department can provide appropriate support, it is ultimately the student's responsibility to understand and take into account the impact of any deviations from the Recommended Course Sequence and/or program extensions on their financial aid.

Should an extension be requested, the following procedures must be adhered to:

1. The request must be made, in writing, to the student's Director of Clinical Training accompanied by all supporting documents.
2. The request will be presented to full faculty for review, discussion, and final vote.
3. The faculty recommendation will be communicated to the Department Chair.

The faculty and Chair decision will be conveyed to the student. Any extension beyond 7 years must additionally be approved by the School of Behavioral Health Dean's office.

**Academic Advisor.** Each student will be assigned an Academic Advisor during fall quarter the first year in the Psychology Graduate Program. The Psychology Department Academic Advisors are all core faculty within the Department of Psychology. The Academic Advisor will assist the student with course selection each quarter in order to ensure an appropriate academic schedule and the timely completion of requirements for the corresponding degree. The Academic Advisor is available to the advisee to assist in any other aspect of academic counseling. The DCT will be the assigned academic advisor to the student upon entering the program unless the student has already chosen a



research chair. Upon identification of a research chair, no later than the end of their first year, the student needs to email Lesley and Karen to request that the research chair becomes the student's academic advisor. This policy does not apply if someone other than a core faculty member (e.g., a CSUSB faculty person or other adjunct faculty person) becomes the research chair; in such cases, the student must have a doctoral project co-chair within the department and that person should become their academic advisor.

## Areas of Specialization

The Department of Psychology offers four areas of specialization: Child and Adolescent Clinical Psychology, Clinical Neuropsychology, Health Psychology and Integrated Care, and Clinical Generalist. All incoming students starting in Fall of 2023 will be assigned to the Clinical Generalist area of specialization upon entering the program. They may stay in the Clinical Generalist area of specialization or choose another based on their clinical, research, and career interests. Students may only select **one** area of specialization. **They must choose their area of specialization and inform Lesley and Karen of their choice by email no later than June 15<sup>th</sup> of their first year in the program.** A student's area of specialization will have a strong impact on what courses they take and in what order. Therefore, the student is expected obtain a copy of the degree checksheet and course sequence for their area of specialization and follow both closely. These forms may be found online or may be requested from Lesley or Karen. **Students who entered the program prior to Fall of 2023 may NOT select an area of specialization; however, they may still complete a professional concentration. Professional concentrations are not available to students who enter the program starting in Fall of 2023.**

## Degree Requirements

**Overview.** Students enrolled in the Psy.D. clinical program are required to take a total of 204 units. Students complete psychological sciences foundation, quantitative/research foundation, wholeness, psychological assessment, psychological treatment, clinical practice, research, and elective courses in accordance with the University Course Catalog corresponding to their year of entry into the program. Students are required to abide by the prerequisites and co-requisites as outlined in the Catalog. While some degree requirements may be changed at the discretion of the department, the student's entering Catalog represents the official agreement between the University and the student with regard to degree requirements.

To ensure and facilitate students' timely movement through the program, it is imperative that the Recommended Course Sequence (see Psychology Department website or Psy.D. Program Canvas page) be followed. This will keep each student on track and assist each student in completing the milestones of the program on time. Taking courses out of sequence may delay progress by a year or two. There may be valid reasons why courses are taken out of sequence (e.g., academic variances, transfers, etc.). However, any deviation from the printed sequence should be discussed with your advisor or DCT. These steps are intended to help avoid unnecessary delays and problems. Religion courses and elective courses can be taken outside of the department; **no required courses are to be taken outside the department without an approved Petition for Academic Variance**, which is available online through the LLU Student Services website (see Registrar & Records for Forms).

Students may register for up to 18 units per quarter, although taking significantly more units than the recommended load should first be discussed with the academic advisor. Students must receive approval from faculty to register for 19 or more units per quarter. Please contact your DCT to formally request an exception to this policy and they will bring it to full faculty for a vote; there is no guarantee that such requests will be granted.

**Psychological Sciences Foundations Coursework.** The clinical psychology Psy.D. degree program has been informed by the Vail model (Korman, 1976) for training in psychology, and thus emphasizes the practitioner-scholar orientation to the discipline and assumes that students are firmly grounded in the basic psychological sciences. As such, Psy.D. students are required to complete five (5) psychological sciences foundation courses during the first two years of their graduate program (see Psychology Department website or Psy.D. Program Canvas page for Degree Compliance Report or refer to your Degree Compliance Report through LLU onTrack).

In addition, students are required to attend Colloquium (PSYC 591) for their first three years in the program. As part of Colloquium, we invite distinguished speakers in various areas of scientific and professional psychology to our campus to present a one-hour colloquium. Students may miss up to three colloquia per year, and attendance is recorded. Exceptions to the attendance policy must be pre-approved by the course instructor.

**Quantitative/Research Foundations Coursework.** In accordance with the Vail model (Korman, 1976), all Psy.D. students are expected to acquire the skills necessary to be critical consumers of research and to be able to effectively apply research findings to their clinical work. The practitioner-scholar model stresses the understanding and competent use of the research literature within scientific psychology. In support of this goal, the curriculum for the Psy.D. has been organized to emphasize rigorous training in the scientific foundations of psychology in preparation for subsequent clinical and research experiences.

The following section provides an overview of the primary research-related coursework within the program. For more information, consult the relevant sections of the University Catalog.

All students enrolled in the Psy.D. clinical program in psychology are expected to complete a sequence of didactic quantitative/research courses as follows: **PSYC 501** (Advanced Statistics I), **PSYC 502** (Advanced Statistics II), **PSYC 505** (Research Methods in Psychological Science), and **PSYC 508** (Psychometric Foundations). Additionally, students are able to take more advanced courses in statistics when offered by the department or school. These courses as outlined above provide a thorough introduction to statistical theory and application as practiced in the discipline of psychology; in addition, they afford an advanced overview of scientific epistemology and proper dissemination of research findings, including experimental design, methodology, and reliability and validity of measurement. The two primary objectives for these foundational courses are to (a) provide students with a sufficient background to critically and competently evaluate the literature in scientific psychology for application to and supplementation of the clinical practice of psychology, and (b) to equip students with the basic tools with which to complete a doctoral project, which is the primary research project completed by Psy.D. students.

**Doctoral Project.** In addition to didactic courses in quantitative/research foundations, all students enrolled in the clinical Psy.D. program are expected to be continually enrolled in research units (i.e., PSYC 696: Psy.D. Doctoral Research; **currently, we are using PSYC 694: Psy.D. Scientific Inquiry instead of PSYC 696, but this is likely to change in the future**) while completing their doctoral project, which is intended to be completed over the course of approximately one year from their second to third year in the program (see **Recommended Course Sequence** and **Psy.D. Time Line** on the Psychology Department website or Psy.D. Program Canvas page). These units will receive a grade of satisfactory/unsatisfactory at the end of each quarter, reflecting the student's research experience and progress.

Students enrolled in the clinical Psy.D. degree program must complete **a minimum of 16 units of PSYC 694 (Psy.D. Scientific Inquiry)**. Students are expected to be enrolled in research continuously in accordance with the Recommended Course Sequence. The 16 units of Psy.D. Scientific Inquiry involve the proposal, implementation, completion, and dissemination of a doctoral project. It is important that you work with your advisor to ensure that the doctoral project has the appropriate depth and breadth and is consistent with the practitioner-scholar model. Students must complete all Psy.D. Scientific Inquiry units and successfully complete their doctoral project for conferral of the doctoral degree. A summary of the procedural steps within the research curriculum can be found in the Appendices.

Students in the Psy.D. program in clinical psychology should identify a research chair and begin to explore their doctoral project no later than Fall quarter of their second year in the. **The doctoral project proposal defense (which does not require a formal meeting, but can be approved by the Chair and second reader based on their respective reviews of the proposal document) must be defended no later than June 30th of the second year.** If a student does not pass the original proposal, the student may propose once more. If they do not pass the second proposal it is grounds for dismissal. **The doctoral project final defense must be completed no later than March 15<sup>th</sup> of the third year, and under no circumstances will students be permitted to apply for internship unless the final defense is successfully completed by October 15<sup>th</sup> of their fourth year.** Again, students will have two attempts to successfully defend their doctoral project. If the student does not pass the second defense, it is grounds for dismissal. Students should complete any requested edits, print, and bind their doctoral project prior to leaving for internship, as this is a requirement for graduation.

Each student must choose a doctoral project committee to guide and approve the Psy.D. doctoral project. This faculty doctoral project committee must consist of at least two members, and both must have doctoral degrees in psychology or a related discipline. At least one of the members must be from the regular Departmental faculty, one of whom will serve as **Chair** of the committee. If students choose a doctoral project committee chair that is outside the department, they must consult with their DCT for procedural guidance. Students should consult with Karen to complete Departmental Form E, Formation/Change of Supervisory Committee prior to the commencement of formal work on the doctoral project. The student must then successfully defend the doctoral project proposal (which does not require a formal meeting, but can be approved by the Chair and second reader based on their respective reviews of the proposal document). The student must then email Karen Saul with the time and date that the proposal was approved by the committee, as well as the list of committee members.

The successful completion of the doctoral project proposal constitutes one requirement for advancement to doctoral candidacy. Other requirements include completion of the core curricula, successful completion of the comprehensive exam, and other requirements as specified in the SBH Catalogue. Students should consult with Karen to complete FGS Form A and the Graduation Petition prior to graduation.

Students must also successfully complete a final public doctoral project defense before their supervisory committee. **Following the successful defense of the doctoral project, students must complete edits recommended by the committee, obtain final approval by the chair and all committee members, and format and submit the final doctoral project for binding in accordance with FGS policy by June 15 of the year they leave for internship.** Students will work with FGS representatives to ensure proper formatting of the doctoral project prior to binding.

**Peer-Reviewed Presentation/Publication Requirement.** Part of the internship eligibility requirement is to be an author of a peer-reviewed professional presentation or publication that has been formally accepted prior to applying for internship. This does not have to be part of a student's doctoral project research, nor does the student have to be the presenting or first/corresponding author. Presentations must be at a regional, national, or international professional conference.

**Institutional Approval for Research.** Many historical documents, including *The Belmont Report* (The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979), set forth the ethical principles and guidelines that individuals should adhere to when conducting research. Without exception, any research project involving human research participants conducted by a student or faculty member under the auspices of the Department of Psychology, Loma Linda University, must have documented approval from the Institutional Review Board (IRB) before data collection begins. Similarly, without exception, any research project using nonhuman animals conducted by a student or faculty member under the auspices of the Department of Psychology, Loma Linda University, must have documented approval from the Institutional Animal Care and Use Committee (IACUC) before animals are ordered and data collection begins. Information on human and animal research at LLU including the IRB application forms may be found online at <https://researchaffairs.llu.edu>.

**Wholeness Curriculum Coursework.** Students enrolled in the Psy.D. clinical program will also complete **19 units** within the **Wholeness Curriculum**. Students should refer to their current M.A./Psy.D. Degree Compliance Report. The FGS requires that each student in the Psy.D. clinical program complete **three courses** in the wholeness curriculum for which the student **registers** with the **REL** course prefix. One of the courses must be Wholeness and Health (RELR 540), one must be **Spirituality and Clinical Psychology (RELT 530)**, and **one must be a 500-level RELE course of the student's choice**. Please note that **Wholeness and Health (RELR 540)** is also required for the MA degree and should therefore be taken within the first two years of the program (see **Recommended Course Sequence**). In addition to the religion courses, the Wholeness Curriculum is composed of: Health Psychology, Human Diversity, and Ethics and Legal Issues in Psychology.

**Clinical Coursework.** In accordance with program philosophy, the practitioner-scholar model, and accreditation standards, clinical training is designed to be stepwise and graduated in complexity. The underlying philosophy of the clinical training program is that individuals are, first

of all, *psychologists* who are well-grounded in the theory and science of psychology, who then go on to become and function as *clinical psychologists*. Woven throughout the goals and objectives of this training program is the motto of Loma Linda University, to make people “whole,” considering the physical, mental, social, and spiritual aspects of human wholeness. Students in the Psy.D. clinical program will receive grounding in the primary theories of personality and psychopathology, in various assessment procedures, and in the major schools of therapeutic intervention via coursework and applied experiences as described in the Degree Compliance Report (see Psychology Department website or Psy.D. Program Canvas page).

**Psychological Assessment Courses.** The goal of these courses is for students to (a) learn the fundamentals of diagnostic interviewing and observation, (b) understand the empirical reliability and validity of a broad range of psychodiagnostic instruments, and (c) develop skills in the administration, scoring, and interpretation of these instruments and in the writing of reports summarizing the assessment results. These skills will be acquired within an Evidence-Based Psychological Practice framework. Which assessment courses are required depends on the student’s area of specialization.

**Psychological Treatment Courses.** Along with the assessment courses and their concurrent practice labs, students will also take courses in psychological treatment. The goal of these courses is to assist students in learning the theory, practice, and research associated with a range of Evidence-Based Psychological Practices. Which assessment courses are required depends on the student’s area of specialization.

## Practicum/Internship Experience

**Important Notice:** *School of Behavioral Health students are prohibited from independently seeking or securing clinical placement/internship sites. The responsibility for identifying, screening, and initiating contract discussions with suitable placement sites rests with the Director of Clinical Training. Students interested in a particular site may provide the name of that site to the Director of Clinical Training for consideration. **Under no circumstances should students directly contact or negotiate with potential placement/internship sites to ascertain availability or secure placements.***

*This policy is implemented to maintain consistency in the quality of clinical experiences, ensure compliance with program requirements and accreditation standards, and prioritize student safety and well-being. Any violation of this policy will be subject to disciplinary action as outlined in the SBH student handbook.*

**Practicum I (PSYC 781).** The Practicum I experience (formerly called Internal Practicum) occurs within department-sanctioned training clinics and requires a commitment of 10-12 hrs/wk. Students may also be assigned to a supplemental assessment practicum for an additional 4-5 hrs/wk. **Students may not attend any practicum to which they have not been formally assigned without prior approval of their DCT.**

**Practicum II (PSYC 782).** The goal of Practicum II (formerly called External Practicum) is to build upon the Practicum I experience in that the experience will be more intensive, extensive, and complex. Students complete Practicum II in their 2<sup>nd</sup> year of clinical training. It is scheduled to extend for one full calendar year (12 consecutive months or four calendar quarters). All practicum



training must be in an *institutional* or *agency* setting which is approved by the program's Director of Clinical Training. A formal written contract must exist between Loma Linda University and each practicum setting, detailing the elements of the training arrangement. Students are limited to one primary (16-24 hrs/wk) and one supplemental ( $\leq 15$  hrs/wk) external practicum site. The total time to be committed to and *actually spent* in each training facility is to be an average of 16-30 hours per week for an average of 50 weeks for a primary practicum site. Students generally spend a minimum of 25%, and ideally at least 50%, in direct face-to-face contact with clients at their practicum site. Activities other than direct patient contact, such as report writing, case management, record keeping, collateral contacts, supervision time, case conferences, consultations, and research are not counted toward direct face-to-face hours but are counted as support hours. Please see the APPIC website for more information on how hours are counted toward internship.

**Pre-internship (PSYC 798).** Pre-internship represents the final year of clinical training prior to internship. The application and selection process, as well as the supervision and patient contact requirements, are identical to that of the external practicum experience (see sections below for additional details). During the pre-internship year, students must communicate their internship information (i.e., internship interview schedule and internship start date) with their current pre-internship training site. Even after students have matched to an internship site, they are expected to remain fully engaged in their pre-internship practicum until released from that site.

**Scope of Practice.** Unlicensed students may only provide professional services under the supervision of a qualified mental health professional at practicum or internship sites approved by the Director of Clinical Training. **Students must not engage in the provision of any professional psychological services on or off campus without prior approval from the program. Students are not permitted to assess or treat clients privately without supervision. Failure to comply with this standard may jeopardize the student's standing in the program.**

**Number and Type of Practicum Sites Allowed.** Students are assigned to a practicum site in their 1<sup>st</sup> year of clinical training and must abide by that assignment. They may have one primary and one supplemental practicum site during their 2<sup>nd</sup> and 3<sup>rd</sup> years of clinical training. If they want more than this, they must ask their DCT to submit their request to full faculty. To be granted approval to do this, students must be in good academic standing and meet expected timelines in all other responsibilities. There is no guarantee that faculty will approve an additional practicum site. The DCT will convey the faculty's decision to the student. This rule applies to all levels of practicum experience. Students who require extra time in the program should discuss the appropriate number of practicum placements with their DCT.

**Students may not stay at a practicum site for more than one year;** any exceptions to this policy must be submitted to the DCT who will present the request to full faculty for a vote.

**Pre-requisites for Starting Practicum.** Students may not begin their first year of practicum training until they have successfully passed Practicum Preparation, Psychopathology, Ethical and Legal Issues in Clinical Psychology, and all required assessment courses that are offered prior to the start date of internal practicum. Students may not begin their second year of practicum training unless they have completed and passed all four quarters of internal practicum, any required psychological treatment courses, and all prerequisites for their first year of practicum training.

Failure to meet any of these prerequisites will require faculty deliberation regarding eligibility for external practicum. All students must also be in good academic and professional standing in the program, as formally verified by the DCT, before entering the external practicum experience.

**Registration and Liability.** Students engaged in practicum and internship training must be registered for clinical units at all times, and this will entitle them to the professional liability insurance coverage provided by Loma Linda University in the amount of \$1,000,000 per occurrence and an annual aggregate of \$3,000,000. The training facility will have full responsibility for the patients or clients who are involved with the students.

**Supervision Requirements.** Supervisors conducting direct observation must be appropriately trained, credentialed, and prepared in their discipline and in the health service psychology activities being supervised, legally authorized for independent practice in their jurisdiction, and legally responsible for the direct service being provided. The supervisor must provide at least one hour of formal, scheduled supervision for each 10-hour block of practicum time, or for any portion of such a 10-hour block; however, more may be required at the discretion of the site. When two or more hours of weekly supervision are required, one hour of this must be in direct, individual, face-to-face supervision with the primary supervisor. The second hour may be in *either* individual or group supervision.

The primary supervisor must be available to the supervisee 100% of the time the supervisee is accruing Supervised Clinical Experience. This availability may be in person, by telephone, by text, or other appropriate technology. If the primary supervisor is not on site, they must still be accessible for consultation, or ensure that another qualified supervisor is constantly available. If the primary supervisor assigned to working with the student cannot serve in that capacity for any reason, another qualified supervisor must be made available to supervise at all times. The primary supervisor may delegate a portion of the supervision for which he or she is responsible to another individual otherwise qualified to act as a supervisor (such as a postdoctoral fellow or another licensed or registered mental health professional, school psychologist, or psychiatric nurse). Students should feel free to discuss individually any matters of concern regarding their training experience with the Psy.D. Director of Clinical Training and the facility's Training Director at any point throughout the external practicum year.

**Applying to External Practicum Sites.** Students will start applying to external practicum sites during their first year of clinical training, during which time they will have their first opportunity to participate in the department's annual Practicum Fair in preparation for applying for external practicum sites for the following training year. The Practicum Fair is typically held in Fall Quarter and allows students to familiarize themselves with the range of practicum possibilities in preparation for applying for a practicum placement for the following year. Information about sites that do not attend the fair can be found on the Psy.D. Canvas site. The specific application procedures will be provided by the individual external practicum settings at the fair or on Canvas. Students should apply to 5-10 practicum sites and should provide a list of these sites to Lesley. Applications will typically include a curriculum vitae, a cover letter that includes a statement of interest, and letters of recommendation. Sites may require additional application materials at their discretion. Students should be aware that practicum sites have a wide range of application and notification deadlines that typically run from November through April. *Once a student has been offered a practicum placement for*

*the following training year and has accepted, the commitment is considered to be absolutely binding and must be honored by both the facility and the student. Students must immediately notify all other sites to which they have applied that they have accepted another offer, and that they wish to withdraw their application from consideration. They must also notify both their DCT and the main office of their accepted offer.*

**Clinical Performance Evaluation and Grades.** The student's primary clinical supervisor will submit an online evaluation of the student semi-annually, which will be forwarded to the student and their director of clinical training. The DCT and the student's clinical supervisor will discuss any problems that arise. If any significant problems develop in the practicum experience, students will be given notice (which may include a referral to Student Affairs Committee), along with the opportunity to discuss and remedy them. The DCT assigns the grade for all practicum experiences (Satisfactory/Unsatisfactory), which is informed by supervisor feedback.

Students will also be given regular opportunities to evaluate their own training experience and the supervision which they have received. These evaluations (or at least a summary thereof) may be shared by the Director of Clinical Training with the facility's Training Director. At their discretion, the program may share the results of these evaluations in aggregate form.

**Withdrawal from a Practicum Site.** The training facility has the option of recommending to the program the withdrawal of a student if, after attempts at remediation have failed, their performance or behavior does not meet the standards of the clinical training site or the program. The training facility director makes such a recommendation to the DCT who will then discuss the recommendation with appropriate Department faculty. **The removal of a student from any practicum or internship placement may be grounds for dismissal from the program.**

**Students may not choose to leave a practicum site after accepting a position, or while at the site, without explicit prior approval from their DCT. Students are strongly encouraged to discuss any difficulties with a practicum site with their DCT as soon as they arise.**

**Recording Clinical Hours.** Students are also required to keep accurate records of their clinical training experiences for internship applications and for state licensure. Therefore, students are strongly advised to continually track their supervised clinical experiences using software (e.g., Time2Track). Please see the APPIC website for more information on how hours are counted toward internship.

**Vacation and Holidays.** Practicum sites may not conform to the university's academic calendar with regard to vacations and holidays. Students must comply with the clinical training manual of the practicum site of their placement.

**Directed Clinical Experience.** If a student completes additional **department-sanctioned** clinical training beyond program requirements, or if the student completes another year of clinical training after their pre-internship year prior to leaving on internship, they must register for PSYC 694 (Psy.D. Clinical Inquiry) at least 1 unit per quarter.

**Internship.** The final year of clinical training in the Loma Linda University program is the pre-doctoral internship. This experience typically occurs in the fifth year for Psy.D. clinical students. The internship is full-time for one complete year (12 consecutive months).



The Department of Psychology requires that the internship be 1 year, with a minimum of at least 1,500 total hours for the year. Students must successfully complete internship in order to meet graduation requirements. Students are strongly advised to be cognizant of the pre-doctoral hour requirements for licensure in the state(s) in which they planned to be licensed, as licensure requirements may vary widely across states.

Before the student can apply for internship, they must meet all departmental internship requirements (see **Internship Eligibility Requirements** on Psy.D. Program Canvas page) and receive formal approval from full faculty. Before going on internship all academic coursework must be successfully completed, and one peer-reviewed research product (e.g., conference presentation, peer-reviewed manuscript) must have been formally accepted.

While on internship, students will register for a total of forty units; however, a flat rate tuition fee equivalent to one unit will be charged per quarter while on internship. **It is imperative that students follow the instructions in the Internship Registration Procedures form so that all graduation requirements are met.**

**Internship match process.** The goal of the internship is to provide graduate students with advanced clinical training at the pre-doctoral level. The Association of Psychology Postdoctoral and Internship Centers (APPIC) is the organization that is responsible for conducting the internship match. APPIC member internship sites use a uniform application referred to as the APPIC Application for Psychology Internship (AAPI), which is completed online by the student. This process is intended to match students with their highest ranked internship and internships with their highest ranked students. Students are charged application fees by APPIC, the amount of which depends on the number of sites to which the student applies. For more detailed information, check the APPIC Web site at <http://www.appic.org/>. The computerized match is conducted by the National Matching Service (NMS). Students may begin working on their AAPI on the APPIC website in the spring prior to applying. However, ***they may not register for the match on the NMS website until they meet all Internship Eligibility Requirements (see Psy.D. Program Canvas page) and receive formal approval from full faculty.*** Once a student receives formal approval to apply, they will be given the LLU DPA # that is needed to formally register with NMS by their first application deadline, so that they may include their match number on their AAPI.

There are two phases of the internship match process. **In phase one of the internship match process, the program requires that students only apply to APA-accredited internship sites.** If a student does not match to an APA-accredited internship site in phase one, and they must then enter phase two, they are still strongly encouraged to apply to APA-accredited internship sites, although they may also apply to sites that are members of APPIC but which are not APA-accredited. **In Phase 2, students are required to rank APA-accredited sites higher than non-accredited sites. Prior to submitting phase two rankings, students must verify that the internship site meets APA guidelines for each APPIC site they plan on ranking, and must also receive approval from their DCT. Please see your DCT for a list of APA criteria that non-accredited internship sites must meet in order to be approved.**

Students are advised *not to underestimate the amount of time required* to research their internship opportunities and to complete the entire internship application process. Students are required to attend the Internship Seminar, which meets monthly and starts in April and runs through November of their application year. The purpose of the internship seminar is to support students as they navigate the internship application process and to maximize their potential for success.

Students in Loma Linda University's Department of Psychology are required to abide by the results of APPIC's matching program. Loma Linda University students who renege on a Match will be subject to disciplinary actions on the part of their academic program.

### Elective Coursework Requirements

Students are also required to complete elective units, the number of which is determined by area of specialization. (Note: The term "electives" is used to denote any courses/units that are not specifically required as part of the core curriculum or specialization requirements. The term "selectives" specifically refers to electives within a specialization.) **Psy.D. students who are not eligible to select an area of specialization are required to complete 19 elective units.** Any course that is not used to fulfill the requirements of another area of the M.A./Psy.D. Curriculum check sheet (i.e., psychological science foundations, quantitative/research foundations, wholeness curriculum, general courses, professional concentration, psychological assessment, psychological treatment, clinical practice, research requirements) can be counted toward the elective requirement. Students may apply up to a combined total of 6 directed clinical experience and research units (currently PSYC 694: Psy.D. Clinical Inquiry and Psy.D. Scientific Inquiry) toward their elective requirement. In order to register for and apply directed clinical and/or research experience units toward their elective requirement, students must complete a supplemental practicum experience and/or a research project that is separate from their doctoral project, respectively.

**Professional Concentration.** Students **who entered the Psy.D. program prior to Fall of 2023** may complete 12 of their required 19 elective units to fulfill the requirements of a professional concentration. The area of concentration should be relevant to the student's chosen plan for practice and/or research. The Department of Psychology has several pre-approved professional concentrations: Primary Care Psychology, Clinical Health Psychology, Neuroscience and Neuropsychology, Clinical Child, Psychology of Religion and Spirituality, and Social Cultural Behavioral Health. If a student wishes to pursue a professional concentration, they can obtain a copy of the requirements from the program/department website. Students should email Karen to declare a professional concentration. Students may also elect to create their own 12-unit professional concentration in consultation with their advisor. Any proposed concentration must be submitted in writing and approved by the Academic Affairs Committee **before** any courses are taken by the student. No student who enters the Psy.D. program in Fall of 2023 or later may select a professional concentration.

**Minor Emphases.** For students who enter the program in Fall of 2023 or later, areas of minor emphasis will be available, including a minor emphasis in Psychology of Religion/Spirituality.

**Courses Required for State Licensure.** Students in the Psy.D. Clinical Psychology program are also advised that several states require specific courses for licensure. They are encouraged to consult

with the relevant state board of psychology regarding the requirements for the state in which they expect to work following completion of the program. **Most courses can be taken online from private companies for a nominal fee; however, the California Board of Psychology currently requires that the substance abuse detection and treatment training be completed at a degree-granting educational institution**, such as LLU; the other requirements can be completed from any continuing education course approved by the American Psychological Association. Given that requirements for licensure can change, students are encouraged to remain abreast of licensing requirements in the state(s) in which they intend to become licensed. **The Department of Psychology will regularly offer a course in substance abuse detection and treatment;** it may offer other courses that fulfill CA licensure requirements as departmental time and resources allow, but this is not guaranteed.

## Comprehensive Examination

The goal of the comprehensive examination is to ensure that students enrolled in the Psy.D. program at Loma Linda University have reached a minimum level of both academic and clinical competency, and to maintain the integrity of the discipline of psychology in the department. To this end, the comprehensive examination is to allow students to demonstrate their knowledge of the scientific, methodological, theoretical, and clinical foundations of psychology as they apply to professional practice.

Though the specific format of the comprehensive examination is subject to change, the department currently utilizes the Examination for Professional Practice in Psychology (EPPP) as the comprehensive examination, as this examination is used by the field as the primary component in determining readiness to practice the profession of psychology. This examination covers the following domains:

- Biological Bases of Behavior
- Cognitive-Affective Bases of Behavior
- Social and Multicultural Bases of Behavior
- Growth and Lifespan Development
- Assessment and Diagnosis
- Treatment/Intervention
- Research Methods
- Ethical/Legal/Professional Issues

The department has an established agreement with test preparation companies that produce study materials for the EPPP at a discounted rate. Each year, typically in the summer quarter (i.e., in ample time for students to adequately study for and take the exam by the deadline), the department will solicit student interest in purchasing these materials. The department will then order these materials in bulk, and students will reimburse the department upon picking up their materials from the department. Students are under no obligation to purchase these materials and are free to prepare for the EPPP in the manner they best see fit.

All Psy.D. students pass the comprehensive examination by October 1<sup>st</sup> of the year in which they apply for internship. If following established and required program timelines, this equates to

October 1<sup>st</sup> of the student's 4<sup>th</sup> year in the program. However, it is **strongly recommended** that students take the EPPP immediately at the end of or after their 3rd year in the program because (1) their knowledge of psychological science will be strongest at that time, and (2) the EPPP is extremely difficult and may need to be taken more than once.

If a student fails to pass the comprehensive examination by October 1<sup>st</sup> of their 4th year, they will not be allowed to apply to internship and it may be grounds for dismissal from the program, unless a one-year program extension is granted from full faculty. If an extension is granted, the student will be placed on SBH academic probation. In the case of an approved program extension of one year, unless otherwise stipulated, all program requirement deadlines are delayed exactly one year. No student will be allowed to apply for internship or advance to candidacy if this requirement is not met.

For the purposes of the comprehensive examination, students are required to pass the EPPP with a standard score of 400 or greater. Though a score of 400 or greater represents a passing score for the purposes of the comprehensive examination, students are strongly encouraged to prepare themselves such that they will obtain a passing score at the doctoral level (a standard score of 500 or greater), as this will allow students to meet licensure requirements for the vast majority, if not all, states in the U.S. In other words, obtaining a score of 500 or greater is **highly** desirable, as it will enable the student to avoid taking the examination following graduation, when the vast majority of students are receiving additional intensive training in a postdoc or working in a place of employment.

Please see the LLU Department of Psychology Comprehensive Examination Policies and Procedures handout, which is listed in Appendix A and posted on the Ph.D. Canvas page, for full details on the test-taking timeline and studying requirements, ordering test preparation materials, etc.

## Graduation Requirements

**Master's Degree.** All students are required to earn an M.A. degree at LLU, regardless of whether they have already earned an M.A. at another institution. The Master's degree is awarded in route to the doctoral degree and is based on completion of required foundational coursework that is typically completed in the first two years of the doctoral program. The requirements for the Master's Degree can be found in the **M.A./Psy.D. Degree Compliance Report** (see Psychology Department website or Psy.D. Program Canvas page) and/or online through LLU onTrack. In accordance with SBH policy, students being awarded the MA degree do not participate in June Commencement ceremonies.

**Doctoral Degree.** Students may participate in June Commencement ceremonies provided they have completed all degree requirements, including successful completion of the final defense of the doctoral project by October 15<sup>th</sup> of their 4<sup>th</sup> year. There are two exceptions to this policy. Students may still participate in June Commencement ceremonies if they have remaining internship units that will be completed no later than summer quarter and/or if they have doctoral project edits remaining following the successful completion of their final defense. As a requirement for graduation, students must also contact the Associate Dean for Research of SBH to complete an IRB Checkout process. This process must be completed by all students, regardless of

whether their doctoral research required IRB approval or not. While departmental support staff will facilitate the completion and submission of forms for graduation, it is the student's responsibility to initiate and ensure that all degree requirements and associated forms are completed appropriately in preparation for graduation.

## ADDITIONAL POLICIES AND PROCEDURES

### Standards of Conduct

Each student enrolled in the Psychology Department of the SBH is expected to accept personal responsibility for appropriate and professional conduct. In general, the psychology graduate student is to be guided by the standards outlined in the current Loma Linda University Student Handbook and this Student Training and Conduct Policy Handbook. More specifically, the student is also expected to uphold the general principles and ethical standards conveyed in the current *American Psychological Association Ethical Principles of Psychologists and Code of Conduct*. The Department of Psychology also endorses and upholds the University policy regarding sexual harassment and encourages graduate students to become familiar with the policy and the grievance process. Please refer to the Loma Linda University Sexual Harassment Policy. The student is likewise expected to aspire to the highest possible standards of conduct and to hold as a primary goal the welfare and protection of the individuals and groups with whom the student works.

### Artificial Intelligence (AI) Policy

General Statement: The faculty of the psychology department at Loma Linda University acknowledges the increasing relevance of artificial intelligence (AI) tools such as ChatGPT and Microsoft AI within academia. While these tools can offer value in certain academic tasks it is essential to understand their limitations and potential risks associated with their use. This policy outlines the responsible and ethical use of AI tools, applications, and systems for academic purposes within the psychology department, ensuring that AI is used in a way that upholds academic integrity, supports learning, and fosters personal development.

You can read more about our academic integrity and plagiarism policies in the following places: Loma Linda University - <https://llu.edu/sites/llu.edu/files/2024-08/StudentHandbook-24-25.pdf?rsource=llu.edu/student-handbook>

Risks and Responsible use of AI: While AI tools can facilitate learning, they also pose a risk, including potential for misinformation, bias, and incomplete information. It is crucial for students to recognize these limitations and approach AI generated content critically. Becoming over reliant on AI may hinder the development of important skills like independent research, critical thinking, problem solving and clinical skills. Which are crucial to professional growth.

AI tools, when used responsibly, can complement and enhance the learning experience. However, students are expected to use AI in a way that supports academic integrity, aligns with professional and ethical standards, and contributes to their personal and academic development. By adhering to this policy, students can ensure that AI serves as a valuable educational resource rather than substitute for their own intellectual efforts. This policy reflects the psychology department's

commitment to upholding academic excellence while embracing technological advancements in education.

Please see Appendix B for the complete LLU Department of Psychology AI Policy.

## Transportation Policy

Transportation is required of all students. Students are responsible for having reliable transportation to and from the department, their practicum sites, and other training sites. Students who do not drive may consult with their DCT regarding their plan for transportation, but it is ultimately the student's responsibility to arrange for adequate transportation. **Public transportation in California is NOT a viable option.** Students can consult with DCTs regarding possible practicum placements that are a reasonable distance from their home, but in many cases, students can expect significant commute times. All costs associated with transportation and automobile use and maintenance are the responsibility of the student.

## Block Tuition Policy

The Department of Psychology utilizes block tuition until the student begins internship. If the student wishes to be removed from block tuition prior to internship and pay per unit, the following criteria must be met:

1. The student cannot be removed from block tuition earlier than Winter Quarter of their 4<sup>th</sup> year in the program.
2. The student must have passed their comprehensive exam.
3. The student must have successfully passed the final doctoral project defense (remaining edits are acceptable).
4. The students must have completed 154 units.
5. The student must have successfully completed all required **didactic** coursework.

When all of these criteria are met, Lesley will submit this request to University Records. If the student must enroll in any units other than Internship units (i.e., Psyc 799A or Psyc 799B) while on internship, the student must pay the per unit tuition rate in addition to paying the flat rate for Internship units.

## Change of Degree Program

Although it is expected that students have given careful consideration to the appropriate degree program for their experience and career objectives, a student may realize once accepted into and participating in the Psy.D. clinical program that the Ph.D. degree is a better fit for their career goals and objectives. **If this is the case, the student must first discuss their desire to switch programs with their research chair.** If, following that discussion, the student still desires to switch programs,



they must meet with their DCT, followed by the Ph.D. DCT. If the student does not have a research chair yet, they should meet with their DCT first. If the student receives formal permission from both DCTs, then they may apply to the department's Ph.D. clinical psychology program. The student's application will follow the application process for new students to the Department of Psychology, independent of the fact that they were admitted to the Psy.D. program. Applications must be submitted by the regular Department deadline for applications (currently December 1<sup>st</sup>). **There is no guarantee that a student's application will result in acceptance to the Psy.D. program.**

## Transfer Credit

Graduate coursework, which is comparable in nature, content, and level to that offered by Loma Linda University Department of Psychology, may be accepted for transfer credit applicable toward the doctoral degree. Students may advance stand (transfer) up to 14 units from courses that counted toward a previous graduate degree. The original course work must have been completed no longer than seven (7) years prior to the date of transfer request, at Loma Linda University, another USA institution accredited by a regional or national association, or a foreign institution recognized by its government. Students wanting to transfer units from a previous graduate program should contact the Department Academic Affairs Committee for further information.

In order to obtain LLU credit for these classes, the student must complete and submit a petition of Academic Variance for formal consideration by the Academic Affairs committee. First, the student must email their request to the Chair of the Academic Affairs Committee, along with a copy of the course syllabus and a transcript reflecting the grade attained for the original course. Once the variance request is approved by the committee Chair, the student must file a **Petition for Academic Variance** form, which is available online through the LLU Student Services website (see Registrar & Records for Forms). No previous coursework may be accepted for transfer credit for practicum, internship, or doctoral research units (697). Requests for transfer credit must be reviewed by the Academic Affairs Committee on a case-by-case basis. Approval is not guaranteed. Additionally, students will not be granted LLU credit for clinical courses that involve direct client contact at other institutions or in workshops with prior approval of the program.

## Course Waiver

A graduate student in the Department of Psychology may request the waiver of a requirement under certain circumstances. No previous coursework may be accepted for transfer credit for practicum, internship, or doctoral research units (696). Requests for a waiver must be reviewed by the Academic Affairs Committee on a case-by-case basis.

**Note: Students granted waivers must complete the number of units waived by taking coursework at Loma Linda University other than the waived courses.**

## Grade Policy

"The spirit and demands of graduate study require full-time devotion to course work, research, reading, and reflection. But neither the passage of time nor preoccupation with study assures

success. Evidence of high scholarship and original contribution to the field or professional competence forms the basis for determining the awarding of the degree and the awarding of grades.” (*SST Bulletin*, 1998, p. 30).

A GPA of B (3.0) is the minimum acceptable standard in the SBH. This is also the minimum standard in psychology courses offered by the Loma Linda University, Department of Psychology. A GPA less than 3.0 is below standard. Course grades of B- or below will **not** apply toward the degree. The department adheres to the following grading policy:

1. If a grade of B- or below is received during a quarter, the student must retake the course and achieve a grade of B or higher if the course is to apply to the degree. The course must be retaken at LLU and may be repeated only once. A student wishing or needing to improve a grade once grades have been posted for a course (including a practicum/internship course) must repeat the entire course, and must attend/complete all class, laboratory sessions, and practicum hours as ordinarily required and take all regularly scheduled examinations. University policy does not allow a program or faculty member to identify supplemental assignments or learning activities to address unacceptable performance and then submit a grade change for a failed course or professional practicum/internship experience. Not attaining the appropriate grade(s) is grounds for dismissal from the program. The student will pay the tuition for the repeated LLU courses.
2. If a grade of B- is received in **three** courses, irrespective of the GPA, this may be grounds for dismissal from the program.
3. Items 1-2 above include grades of U/Unsatisfactory.
4. If a course is taken outside of the psychology department, then the required grade for passing at the doctoral level will be determined by the standards of the program in which the course was taken.
5. Students are responsible for monitoring their progress and for requesting assistance when additional instruction and/or tutoring are required.

## Student Evaluation and Remediation

Every student enrolled in the Psy.D. clinical program is annually evaluated by the full faculty. Students are evaluated in the following domains: academic, clinical, research, and professionalism. Information is gathered from individuals knowledgeable about the student’s academic, clinical performance, and personal presentation of self, such as course instructors, clinic supervisor/director, practicum site supervisors, and research mentor(s). Items of special importance are: attitudes, timeliness in the completion of tasks, meeting identified timelines for the program, and overall professionalism. Students are required to complete an annual progress report and provide the names and contact information of all clinical supervisors to inform this evaluation. Possible outcomes of the annual evaluation are: Good Standing, Warning (clinical or academic), or Probation (clinical or academic). The student will receive formal written feedback of their evaluation. If a student is placed on Alert, they will typically be referred to the Student Affairs Committee to develop a remediation plan. If there is a recommendation to place the student on Probation it will be



forwarded to the department chair who will then determine whether to formally forward the recommendation to the Dean of SBH. Policies governing Probation will be determined by the Dean's office. Students are encouraged to discuss their evaluation with their advisor.

## Faculty Communication in Support of Student Wellness

Students experiencing an impairment in their well-being and ability to function competently as a graduate student or clinical psychology trainee are encouraged strongly to contact their primary research advisor and/or the Director of Clinical Training to obtain assistance (e.g., support, referral information). It is important that at least one member of the faculty be aware of issues that may affect any student's ability to thrive within the program and perform their professional duties. The clinical program cares about the well-being of the program's students; having one or more faculty members informed of the relevant issues will enable the clinical program to provide appropriate assistance and support. It is also ethically necessary for a faculty member to determine whether the student's abilities are compromised in a significant manner that may meaningfully affect their professional conduct with the public.

On a related note, the student-faculty relationship is different from a client-health care provider relationship.

- In a client-health care provider relationship, information that is shared by the client is bound by confidentiality (with certain limitations). As faculty are not students' healthcare providers, it is important that all parties recognize that there is no presumption of confidentiality around students' sharing of well-being concerns with program faculty.
- When a student is experiencing personal difficulty, it is typically in the best interests of the student for multiple faculty to know of such concerns so that they can be understanding and supportive in their roles as mentor, instructor, supervisor, etc. Therefore, when students bring personal well-being concerns to the attention of a faculty member, those parties will discuss whether and how such information needs to be shared with other members of the faculty. In situations where the student and faculty member disagree on the approach, they will meet with the Director of Clinical Training to decide on the next steps.

## Student Affairs Committee

The role of the Student Affairs Committee (SAC) is to support students in the program if problems arise within academic, research, professionalism, clinical, or interpersonal domains. Students may be referred to and/or meet with SAC for a range of reasons. Additional core and/or other faculty members may be asked to serve as additional members/consultants to SAC on specific cases given their expertise. The process outlined below is followed if SAC determines that remedial and/or corrective actions are necessary. Please note that not all phases of disciplinary action outlined may be applicable in all cases.

**Phase I: Advisement.** From time to time the Student Affairs Committee is notified of academic or behavioral issues of students that may have negative consequences on their current or future performance. If the issue does not rise to the level of a Written Warning, the committee may ask

the faculty advisor to speak with the student/s in a timely manner. A note will be placed in the student's file documenting that the advisor has met with the student.

**Phase II: Written Warning.** Students are provided with an official Written Warning when a situation or problem exists that has the potential to jeopardize either the academic, clinical or professional development of the student and/or may impact the clients served by the student. When a situation or problem such as this is identified, the Student Affairs Committee meets with the student to discuss the identified problem(s) and develop a Remediation Plan. The Department Chairperson is notified of the Committee's actions. The Remediation Plan becomes a part of the student's permanent file. A student who continues to have an unresolved problem(s) or who has demonstrated blatant disregard for the Remediation Plan by the date identified for completion shall be notified by the Student Affairs Committee that he/she has been placed on academic and/or clinical probation vis a vis recommendation to the School of Behavioral Health.

**Structure and Procedures of the Remediation Plan.** In the event that a written Remediation Plan is developed to resolve the identified performance issue(s), a copy of the Remediation Plan will be provided to the student within 3 business weeks (excluding holidays and regular school breaks) of its development. The Remediation Plan shall specifically state the concern(s), the action(s) to be undertaken by the student, and the date by which the student must demonstrate completion of and/or compliance with the Remediation Plan. In the event that the Remediation Plan is of a long-term nature, the student's progress is reviewed no less than one quarter following the date the Remediation Plan is considered to be in executory status, and until a statement of closure has been placed in the student's academic file. Closure of a Remediation Plan is processed by the Student Affairs Committee on or before the date specified in the Remediation Plan. The committee reviews the student's progress to determine whether or not the identified issue(s) has (have) been resolved. The committee's decision is then reported to the student with a copy forwarded to the Department Chairperson. A copy of the statement incorporating the Remediation Plan is placed in the student's academic file.

**Phase III: Probation.** Students who have not attended to the requirements of a Remediation Plan, or for whom a serious situation or problem is identified that has immediate ethical consequences that may affect the well-being of the student and/or clients, will be placed on academic and/or clinical probation. In these cases, the Student Affairs Committee recommends to the Department Chairperson that the student be placed on academic and/or clinical probation for one quarter. The Department Chairperson forwards the Committee's recommendation to the School of Behavioral Health for formal action. The department's Student Affairs Committee shall convene and develop a Corrective Action Plan within thirty business (30) days (excluding holidays and regular school breaks) of notifying the student of the recommendation for academic and/or clinical probation.

The department's Student Affairs Committee may recommend to the School of Behavioral Health that the student's probationary status be continued for a second quarter if the student's progress toward amelioration of the identified concern(s) has not met the outcomes of the Corrective Action Plan and subsequently the identified professional performance standard that originally warranted placing the student on probation. A student placed on probation may be enrolled in both course and practicum experiences unless a reduced academic and/or clinical load is deemed a necessary

part of the student's Corrective Action Plan. A student who cannot resolve or show measurable progress toward resolving a Corrective Action Plan may be recommended for suspension or dismissal depending on the severity of the circumstances.

**Structure and Procedures of the Corrective Action Plan.** In the event that a written Corrective Action Plan is developed to resolve the identified performance issue(s), a copy of the Corrective Action Plan will be provided to the student within three business weeks (excluding holidays and regular school breaks) of its development. The plan shall specifically state the concern(s), the action(s) to be undertaken by the student, and the date by which the student must demonstrate completion of and/or compliance with the plan. In the event that the plan is of a long-term nature, the student's progress is reviewed no less than one quarter following the date the Corrective Action Plan is considered to be in executory status, until a statement of closure has been placed in the student's academic file. Closure of a Corrective Action Plan is processed by the department's Student Affairs Committee on or before the date specified in the Corrective Action Plan. The committee reviews the student's progress to determine whether or not the identified issue(s) has (have) been resolved. The committee's decision is then reported to the student, with a copy forwarded to the Department Chairperson. A copy of the statement incorporating the Corrective Action Plan is placed in the student's academic file and provided to the School of Behavioral Health. Notwithstanding, a student will not be approved for graduation if he/she has unresolved concern(s) on file, whether or not he/she has been placed on academic and/or clinical probation.

**Phase IV: Suspension.** In some cases, students may be required to go on a mandatory Leave of Absence when progression in their program requires concurrent progress in course (including research) and clinical practice, which the student is unable to fulfill. This phase is considered at the discretion of faculty, based on the evidence of each individual case, to decide whether a student should be suspended or move immediately to the Dismissal phase.

**Phase V: Dismissal.** A student who violates the legal and/or ethical standards of professional practice, cannot meet the objectives and outcomes of a Corrective Action Plan, evidences severity in the identified problem(s), or develops additional problems during a period of corrective action of a similar scope as those previously identified, will be dismissed from the School of Behavioral Health. When any or all of the above are evidenced, the department's Student Affairs Committee recommends to the Department Chairperson that the student be immediately dismissed from the program. The Department Chairperson meets with the Student Affairs Committee to review their decision and then subsequently forwards the recommendation to the School of Behavioral Health for formal action (see Loma Linda University Student Handbook Grievance Procedure).

### Departmental Versus School-Level Probation

When a student does not meet academic, clinical, or professional standards, they may be placed on academic or professional performance (also called clinical) probation. This probation may occur at two levels: the Departmental level or the School (SBH) level. The level of probation a student receives is at the discretion of faculty and dependent upon the severity of the infraction(s). It should be noted that Department probation constitutes the first step of involvement by the SBH Dean's office and can serve as a precursor to being placed on formal probation by SBH. **Students should keep in mind**

that if they are placed on formal probation by SBH while applying for internship, their DCT will be required to acknowledge and explain this action when they submit their applications for internship. In the department's experience, this can have adverse implications for students' ability to match to an internship.

## Plagiarism

Plagiarism has occurred when a student (1) steals or attempts to pass off as his/her own, the ideas or the words of another person, (2) uses a creative production without identifying and crediting the source, or (3) fails to give credit for a direct quotation, for paraphrasing or summarizing a work (in whole, or in part, in her/his own words), or for information that is not common knowledge. "Plagiarism happens when you use the exact language of someone else without placing the words in quotation marks and citing the original author. It also occurs when someone else's arrangement of material or pattern of thought is offered as your own, even if it is expressed in your own words, without citation. It occurs when you transfer a sequence of ideas from an original source to a new paper without being digested, integrated, and reordered in your mind." <sup>1</sup> All psychologists will use sources and ideas from others in writing papers – it is expected that a writer will demonstrate how her/his ideas integrate with, build on, or contrast with those of others in the field. However, whenever a writer uses the ideas of another writer, even if he or she is paraphrasing the source or merely following the same outline of ideas and thoughts, the writer has a responsibility to give credit to the source of the ideas, or structural outline.

Plagiarism is unethical and illegal. Under no circumstances will plagiarism be tolerated at any stage of development of any research proposal, project, paper, take-home examination or other essay required for any course in this Department. To include paraphrases or summaries of other's work in any paper, proposal, project, or essay, APA style conventions must be followed, acknowledging the relevant source(s) by citing appropriate reference(s).<sup>1</sup>

Evidence of substantiated violations is provided to the dean (or designee) for further review of the evidence negating or verifying academic dishonesty and determination of the disciplinary action if applicable. The minimum disciplinary actions to be taken include: (first offense) a failing grade on the assignment or the equivalent; (second offense) a failure in the course or equivalent, without possibility of withdrawal; (third offense) dismissal from the degree program and the University. **If a student is informed that they are the subject of a plagiarism/cheating investigation, they MAY NOT withdraw from the course in which the alleged offense occurred unless given formal approval to do so.**

<sup>1</sup>Much of this material on plagiarism has been copied in part and adapted from the statement used in the Department of Psychology at La Sierra University which was prepared by Paul Mallery, Ph.D. Used with permission.

## Grievance Policies and Procedures

Consistent with APA ethical guidelines, students are encouraged to resolve grievances by first directly addressing the problem with the individuals involved. Students are also encouraged to seek consultation with their DCT, other faculty advisors, and/or supervisors to help them address the problem professionally and effectively. If the situation cannot be satisfactorily resolved in this manner, students are then encouraged to follow the formal grievance procedures outlined below.

## Course Grade Grievances.

A student who believes that the final grade received in a course does not accurately represent their performance in the course may request a review of the grade assigned. A request for a grade review must occur within one quarter (i.e., the quarter immediately following) the assignment of the grade in question. (Note: The grade-grievance process is not applicable to the review of grades received on assignments prior to the assignment of a grade in the course.) The grade-review/-grievance process is as follows:

1. The student submits in writing to the course instructor a request for grade review, including the specific reason(s) for their belief that the grade in the specific course is not accurate. The instructor is to respond promptly to the student's request, including any necessary clarification of evaluation criteria and grade calculation.
2. If the student is not satisfied with the explanation(s) provided by the instructor, the student then submits in writing to the department chair, executive associate chair or associate chair (or department designee) a request for a grade review, including the specific reason(s) for their belief that the grade in the specific course is not accurate. The department chair, executive associate chair, or associate chair (or department designee) is to respond promptly to the student's request, which means they are responsible for investigating the claim(s).
3. If the student is not satisfied with the explanation(s) provided by the department chair, executive associate chair, or associate chair (or designee), the student then submits in writing to the dean a request for a grade review, including the specific reason(s) for their belief that the grade in the specific course is not accurate. The dean will respond by conducting an appropriate investigation, which may include appointing an ad hoc committee to assess the student's claim(s), and then make a final determination regarding the matter. In the event that an ad hoc committee is used, the committee provides its findings to the dean, which may include agreement or disagreement with the grade provided, or other determinations as appropriate.
4. The decision of the dean will be final and will be shared with the student in writing.

## Disciplinary or Academic Grievance Procedure

Students who feel that they have been incorrectly disciplined or have other academic complaints may grieve the actions of their program as outlined below:

1. Students must first submit a written request to initiate a review of any decision they wish to grieve.
  - i. If the student is grieving a decision made by the department's student affairs committee, the written request should first be directed to the chair of that committee.
  - ii. If the student is grieving a disciplinary or academic issue that was not made by the department's student affairs committee, the written request should be directed to the department leadership (chair, executive associate chair or associate chair). In response, the department leadership is required to provide the student with a written response of the determination.

2. Students dissatisfied with the determination of the chair of the student affairs committee (1.i above) or department leadership (1.ii above) may appeal to the Dean of the SBH where the disciplinary issues will be further reviewed. This may require the student to meet with the Dean in person in order to clarify any needed information. If deemed necessary, the Dean will form a panel/committee to assist in the review process.
3. A written determination will be provided to the student once the process is complete.

### Probation, Mandatory Leave, and Dismissal Grievance Procedure

Students who wish to appeal a recommendation regarding academic and/or professional performance probation, a mandatory leave of absence, or dismissal from a program must follow the steps indicated below. (The grievance process described below does not apply to decisions regarding admissions and readmission.)

1. Students must first submit a written request to initiate a review of any decision they wish to grieve.
  - i. If the student is grieving a decision made by the department's student affairs committee, the written request should first be directed to the chair of that committee.
  - ii. If the student is grieving a disciplinary or academic issue that was not made by the department's student affairs committee, the written request should be directed to the department leadership (chair, executive associate chair or associate chair). In response, the department leadership is required to provide the student with a written response of the determination.
2. Students dissatisfied with the determination of the chair of the student affairs committee (1.i above) or department leadership (1.ii above) may appeal to the Dean of the SBH where the disciplinary issues will be further reviewed. This may require the student to meet with the Dean in person in order to clarify any needed information. The dean may choose to conduct the review or may convene an ad hoc faculty review committee. Ad hoc review committees are made up of at least three faculty members in the School or the University who have been identified as capable of impartiality regarding the situation under review. The student may make a presentation to the faculty review committee and may be accompanied by a faculty representative, but they may not be accompanied by family, friends, or legal counsel in the meeting room. The faculty ad hoc review committee then provides its findings to the dean, which may include agreement or disagreement with the original faculty decision(s); or the committee may make additional or alternative recommendations to the dean. A more detailed protocol that guides the committee process is provided by the dean.
3. A written determination will be provided to the student once the process is complete.

### Grievances Not Related to Grades or Disciplinary Decisions

For grievances that are not related to grades or a disciplinary issue, such as appealing a departmental decision, students must follow the steps indicated below:



1. Send a written appeal to their DCT (or, in the case of academic variance request appeals, to the Chair of the Department's Academic Affairs Committee), who will then take the request to full faculty. Full faculty will review the request and make a decision, which will be communicated to the student by the DCT (or by the Chair of Academic Affairs in the case of academic variance request appeals).
2. If the student is dissatisfied with the faculty's decision, they may submit a written appeal to the Department Chair, who will review the request, make a final decision, and communicate that decision to the student.

All written communication associated with the grievance process will be placed in the student's permanent file.

## Leaves of Absence

Students who have personal difficulties (e.g., serious illness) that prevent them from participating in the program for a given period of time may request a leave of absence from the program. In most cases, a leave of absence is granted for no more than one year. To obtain a leave of absence, the student must go online to myllu.edu. Under student forms is a link called, "Leave of Absence." After submitting the form, it will automatically route for approvals. **Students must consult with their research chair and/or DCT prior to requesting a leave of absence.**

## Faculty and Staff

In accordance with the *American Psychological Association Ethical Principles of Psychologists and Code of Conduct*, all graduate students in the Department of Psychology will demonstrate respect for and appropriate professional conduct when interacting with Departmental faculty and staff. While faculty and staff intend to be responsive to student emergencies, general interactions should be confined normal business hours.

## Communications

The department uses several modes of communication. However, the primary means is e-mail, and the only official form of email communication, in accordance with university and SBH policy, is through LLU e-mail. We are not authorized to send e-mails to your personal accounts, and your personal e-mail is not authorized for University use. Therefore, please keep your LLU email empty so you can receive e-mails. If something should happen to your account, please call the LLU Help Desk at (909) 558-8053 or on campus, Ext 48611 or [lluhelpdesk@llu.edu](mailto:lluhelpdesk@llu.edu) for assistance. The help desk will provide the corrections for the problem.

## Student Schedule Priorities

Establishing schedule priorities is an important aspect of planning for success. The most essential part of the academic program is course work. With the exception of Chapel, classes are the #1 priority. Everything else revolves around classes. Therefore, do not schedule other activities during scheduled class times. Though there may be exceptions that should be discussed with your chair, the following is a general guiding heuristic scheduling importance (in descending order):

- (1) Classes required for degree completion
- (2) Clinical placement obligations at non-department clinics
- (3) Staff meetings at department clinics
- (4) Research lab group meetings
- (5) Course labs that are scheduled outside of class time
- (6) Group supervision at department clinics
- (7) Clients at department clinics
- (8) Individual research meetings/Individual clinical supervision at department clinics
- (9) Student's work schedule

In summary, no activities are to be planned during scheduled classes. When schedule conflicts arise, discuss the matter with the instructors/supervisors involved. Because course schedules vary, outside of class meetings may have to change from quarter to quarter. However, every attempt is made to keep this at a minimum.

### Length/Residency Requirement

In accordance with APA's Standards of Accreditation (SoA), the program requires the following with regard to length and residency:

1. The program requires a minimum of 3 full-time academic years plus internship prior to receiving the doctoral degree.
2. At least 2 of the 3 academic training years must be at the program from which the doctoral degree is granted.
3. At least 1 year must be in full-time residence at the program.

It is important to note that adherence to the program requirements contained in this handbook will result in students far surpassing APA's minimum length and residency requirements.

### Revisions/Additions to the Student Training & Conduct Policy Handbook

As the Psychology Department evolves over time, the program faculty reserves the right to revise this handbook.

## REFERENCES

American Psychological Association. (2017). *Ethical Principles of Psychologists and Code of Conduct*. Washington, DC.

Korman, M. (1976). *Levels and Patterns of Professional Training in Psychology*. Washington, D.C.: American Psychological Association.



Paul, R. & Elder, L. (2014). *Tools for Taking Charge of Your Professional and Personal Life* (2<sup>nd</sup> Ed.). Upper Saddle River, NJ: Pearson Education.

The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. (1979). *The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research* (DHHS Publication, GPO 887-809). Washington, DC: U.S. Government Printing Office.

## APPENDIX A

### LLU Department of Psychology Comprehensive Examination Policies and Procedures

**Purpose:** The goal of the comprehensive examination is to ensure that students enrolled in the Ph.D. and Psy.D. programs at Loma Linda University have reached a minimum level of both academic and clinical competency, and to maintain the integrity of the discipline of psychology. The department currently utilizes the Examination for Professional Practice in Psychology (EPPP) as the comprehensive examination, as this examination is used by the field as the primary component in determining readiness to practice the profession of psychology.

**Deadlines:** All students must pass the comprehensive examination by October 1<sup>st</sup> of the year in which they apply to internship. If following established and required program timelines, this equates to October 1<sup>st</sup> of the 5<sup>th</sup> year for Ph.D. students and October 1<sup>st</sup> of the 4<sup>th</sup> year for Psy.D. students. If a student does not pass by this deadline, they will not be allowed to apply for internship or advance to candidacy. Not passing may also be grounds for academic probation or dismissal from the program.

While students must pass the EPPP by October 1<sup>st</sup> of the year in which they apply to internship, it is ***strongly recommended*** that they take it immediately at the end of or after their 3<sup>rd</sup> year in the program for several reasons:

- Passing the EPPP requires a broad knowledge of psychological science, which will be freshest immediately after the student completes their foundational coursework in their 3<sup>rd</sup> year.
- Given the difficulty of the EPPP, students should give themselves time to take the test more than once if necessary. There is typically a waiting period before the exam can be re-taken and the Association of State and Provincial Psychology Boards (ASPPB) does not allow anyone to take the EPPP more than 4 times in a 12-month period.

**Passing Score Requirement:** For the purposes of the comprehensive examination, students are required to pass the EPPP with a standard score of 400 or greater. However, students are ***strongly encouraged*** to prepare themselves such that they will obtain a passing score at the doctoral level (a standard score of 500 or greater), as this will allow students to meet licensure requirements for the vast majority, if not all, states in the U.S.

**Required Study Time:** The EPPP is very difficult test. Currently, only 39% of candidates in CA pass the EPPP the first time they take it. Given the difficulty of the EPPP, it takes approximately 200 hours of dedicated studying over 1-2 academic quarters to adequately prepare for it.

**Test Preparation Materials:** The department has an established agreement with test preparation companies that produce study materials for the EPPP, which allows our students to purchase EPPP materials at a discounted rate. Each year, typically in summer quarter, the department will solicit student interest in purchasing these materials. The department will then order these materials in bulk, and students will reimburse the department upon picking up their materials. Students are under no obligation to purchase these materials.

**Student Timeline:**

- Summer of your 2<sup>nd</sup> year in the program: Once you receive the departmental email soliciting interest in purchasing test preparation materials, submit your request if you wish to purchase these materials.
- By no later than December 1<sup>st</sup> of your 3<sup>rd</sup> year: Submit your application for licensure (usually to Kansas). It can take months to be approved by a state licensure board to take the EPPP. It can take additional weeks or months to get approved for test-taking accommodations if they are needed. Finally, it often takes additional weeks or months to schedule an examination date. Therefore, students should submit their licensure application to the state licensure board **at least** 6 to 8 months prior to when they plan to take the test.
- Winter and Spring Quarters of your 3<sup>rd</sup> year: Study for the EPPP.
- Spring Quarter of your 3<sup>rd</sup> year or Summer Quarter of your 4<sup>th</sup> year: Take the EPPP. (Remember that academic years start on July 1<sup>st</sup>. So, you would be in your 3<sup>rd</sup> year in Spring Quarter but in your 4<sup>th</sup> year in Summer Quarter.)
- By October 1<sup>st</sup> of the year in which you apply to internship: Pass the EPPP, which is required to apply for internship and advance to candidacy.

## APPENDIX B

### Loma Linda University Department of Psychology AI policy

**General Statement:** The faculty of the psychology department at Loma Linda University acknowledges the increasing relevance of artificial intelligence (AI) tools such as ChatGPT and Microsoft AI within academia. While these tools can offer value in certain academic tasks it is essential to understand their limitations and potential risks associated with their use. This policy outlines the responsible and ethical use of AI tools, applications, and systems for academic purposes within the psychology department, ensuring that AI is used in a way that upholds academic integrity, supports learning, and fosters personal development.

You can read more about our academic integrity and plagiarism policies in the following places:

- Loma Linda University - <https://llu.edu/sites/llu.edu/files/2024-08/Student-Handbook-24-25.pdf?rsource=llu.edu/student-handbook>

**Risks and Responsible use of AI:** While AI tools can facilitate learning, they also pose a risk, including potential for misinformation, bias, and incomplete information. It is crucial for students to recognize these limitations and approach AI generated content critically. Becoming over reliant on AI may hinder the development of important skills like independent research, critical thinking, problem solving and clinical skills. Which are crucial to professional growth.

AI tools, when used responsibly, can complement and enhance the learning experience. However, students are expected to use AI in a way that supports academic integrity, aligns with professional and ethical standards, and contributes to their personal and academic development. By adhering to this policy, students can ensure that AI serves as a valuable educational resource rather than substitute for their own intellectual efforts. This policy reflects the psychology department's commitment to upholding academic excellence while embracing technological advancements in education.

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### AI Policy for Academic Settings

AI tools must be used in a manner that aligns with the standards of academic integrity outlined by Loma Linda University. The use of AI to generate, complete, or substitute for coursework, or the practice of copying and pasting AI generated text without proper citation, is considered a violation of academic policies. Such actions undermine the student's responsibility to develop critical thinking, research skills, and professional competencies, all of which are essential for training in clinical psychology. Remember, you earn the degree, not AI.

**Limitations of AI tools:** It is important to recognize that AI tools have inherent limitations. They can produce biased, inaccurate, or incomplete information. As students in the psychology department are preparing to become professionals it is crucial that AI is used appropriately to enhance learning, rather than replace the necessary critical analysis, research, and academic rigor. Students must carefully assess AI generated content for reliability, and the use of AI should never

compromise the quality or authenticity of academic work.

**Appropriate use of AI:** AI tools may be used in specific, limited contexts to support academic tasks. Examples of appropriate use include:

- **Brainstorming:** AI can be utilized to explore potential topics or ideas for assignments
- **Structure and framework:** AI may assist in outlining or structuring an assignment, providing framework or organization support
- **Editing and refining:** AI tools can help edit, proofread or refine students original writing, improving clarity and coherence
- **Further explaining terms/supplemental learning:** AI tools can help explain terms that are not clear to the student or be used to provide supplemental information. With the caveat that it is the student's responsibility to ensure that the information is accurate
- **Note organization:** If the student wants to use AI recording tools to help organize their class notes, the student needs to get permission from the instructor and other students in the class prior to using this tool.
- **Figures/Graphs/Stats code:** If a class assignment requires the creation of figures or graphs, or code to run statistical analyses, check with the instructor to determine if use of AI tools is permitted for this purpose.
- **Client Information:** If a class uses/requires information pertaining to a client, check with the instructor about the use of AI for this assignment (e.g. report-writing, case conceptualizations, role-plays, etc.).

In these cases, students must ensure that AI serves only as an enhancement to their own original work, not a replacement. AI generated content must not be used as the primary source of any academic material or course assignment. Additionally, all AI generated content must be properly cited, acknowledging the tool as a secondary resource.

**Consultation with instructors:** Students who are uncertain about appropriate use of AI in their coursework should consult with their instructor. Each instructor has the discretion to establish specific guidelines for AI use within their course, and these expectations should be outlined in the course syllabus. Students are responsible for adhering to these guidelines and seeking clarification when necessary.

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## AI Policy for Clinical Settings

**Purpose:** This policy outlines the appropriate use of artificial intelligence (AI) tools by clinical psychology graduate students in their clinical work. It aims to ensure ethical, legal, and effective integration of AI tools while prioritizing client well-being, confidentiality, and professional integrity.

### Ethical considerations:

- **Client Consent:** Clients (including entire cohort in group interventions) must be informed

if AI tools are used in any capacity affecting their care, and their consent must be obtained. If minor client is of age of assent, separate assent should also be obtained from the client for AI usage regardless of parents/guardians providing assent.

- **Confidentiality:** AI tools used must comply with relevant data protection laws (e.g., HIPAA in the U.S.). No personally identifiable client information (PHI) may be input into AI tools, unless explicitly permitted by organizational policies and fully compliant with HIPAA or equivalent regulations. Please be mindful about uploading PHI documents/attachments into AI tools as well. Graduate students must verify that any AI tool employed has been verified as HIPAA compliant. E.g., Embedded LLU EPIC AI tools. Commonly used AI tools like ChatGPT, Claude, Perplexity are not HIPAA compliant.
- **Transparency:** Supervisors must be informed about the use of AI tools in clinical work and approve their application. Different supervisors/clinical settings may also ask students to incorporate AI tools in their clinical work. They may have their own AI policy or preference for AI tools that are HIPAA compliant, which students should adhere to before implementing any AI usage. Use only institution-approved or supervisor-approved AI tools. In the event that a supervisor requests students to use AI tools without clear policies or guidelines in place, students should consult with their program DCTs before proceeding.

**Scope of Use:** Graduate students may use AI tools to support their clinical work in the following areas:

- Generating case formulations or treatment plans as drafts for review by supervisors. AI should not be used to make autonomous diagnoses or clinical decisions without clinician input. AI tools are supplementary and not substitutes for therapeutic relationships or evidence-based practices. Note that AI tools have been found to be especially inaccurate for pediatric diagnoses, so be cautious when using for pediatric clients. Final responsibility for clinical decisions lies with the clinician and their supervisor, not the AI tool.
- Evidence-based resource searches for psychoeducation for clients, as well as generating recommendations. However, students should not solely rely on resources, treatment recommendations, or psychoeducational materials generated via AI. Such information generated by AI should always be tailored by the student for their specific client needs. AI should be used to vet and summarize, not replace your clinical expertise.
- AI tools embedded in telehealth platforms for notetaking should only be used if compliant with setting policies and permitted by supervisor. For instance, Zoom notetaker is not considered HIPAA compliant.
- Administrative tasks such as scheduling, note organization, or client reminders if consistent with your clinical settings' policies. Double check with your supervisor if use of AI for these tasks is permitted.
- Do not use to replace direct supervision, clinical judgment, or evidence-based practices. AI usage hours do not count for direct clinical or supervision time in Time2Track. If your clinical setting allows for AI usage as indirect support hours, you may document not more than 15 mins per clinical hour.

#### **Accountability and Review:**

- Misuse of AI tools will be subject to review under the institution's academic and

- professional conduct policies.
  - Supervisors and faculty will periodically review AI integration in clinical work to ensure compliance with this policy and address any concerns.
  - HIPAA violations are a serious ethical concern and any such occurrence will lead to disciplinary action including potential dismissal from the program.
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## AI Policy for Research Settings

**Overview:** This policy is designed to guide appropriate, ethical, and academically sound use of artificial intelligence (AI) tools by graduate students in research-related activities within LLU's Clinical Psychology program. The goal is to foster innovation while maintaining high standards of academic integrity, clinical relevance, and scientific rigor. This policy applies to all graduate students engaged in research, including theses, dissertations, independent study projects, lab work, and clinical case conceptualization where AI may be used for data analysis, literature review, writing, coding, or other research functions.

**Approved Uses of AI in Research:** Graduate students may use AI tools in the following research-related contexts, with **appropriate disclosure** (citations) and **faculty oversight**:

- **Literature Review Support**
  - Using AI to help identify relevant publications or *summarize existing research is permissible*.
  - Students must critically evaluate any AI-generated summaries for accuracy. Students may not copy and paste AI-generated summaries into research papers.
- **Writing and Editing Assistance**
  - AI may be used to suggest grammar improvements, clarify sentence structure, or rephrase non-substantive content.
  - AI must not be used to generate original academic content (e.g., thesis statements, interpretations, or arguments) without proper attribution.
- **Data Analysis**
  - AI-based statistical tools (e.g., automated model selection, GPT-based R/Python script suggestions) may be used with full understanding and approval of the method by the supervising faculty member. Faculty may ban the use of AI-based statistical tools at their discretion.
  - Students are responsible for validating AI-recommended analyses.
- **Programming and Automation**
  - Code generation (e.g., for behavioral experiments, simulations, data processing) is allowed at the discretion of the supervising faculty member or instructor, provided students understand, validate, and annotate the code appropriately.
- **Figures, graphs, graphics, etc.**

## Prohibited or Restricted Uses:

- **Fabrication or Falsification**

- AI must never be used to fabricate data, citations, or participants. This constitutes academic misconduct.
- **Undisclosed Co-Authorship**
  - AI tools cannot be listed as co-authors. Contributions from AI tools must be acknowledged, not attributed authorship.

### Disclosure and Attribution Requirements

Students must:

- Clearly state in their **methods or acknowledgments sections** when AI tools were used.
- Include the **tool name, version, date used**, and a brief description of how it was used.
- When in doubt, students should err on the side of over-disclosure.

*Example:*

“Portions of the data analysis script were generated using ChatGPT-4 (OpenAI, accessed March 2025) to assist with syntax in R. The code was subsequently reviewed and validated by the student and the faculty supervisor.”

### Ethical and Legal Considerations

- Use of AI tools must comply with university IRB standards, IACUC, HIPAA guidelines (if applicable), and any relevant data privacy laws. For instance, if a project will rely heavily on AI tools, this must be clearly disclosed in the IRB application.
- AI-generated content used in research must be reviewed and approved as part of the research design.

### Violations

Violations of this policy may be considered academic dishonesty and subject to disciplinary action per university guidelines, up to and including dismissal from the program. This includes, but is not limited to:

- Plagiarism via AI tools
- Failure to disclose AI use
- Misrepresentation of AI-generated content as original work



*Acknowledgment of Receipt of Handbook*

I, \_\_\_\_\_ (print name), acknowledge that I have received, and agree to read and abide by, the terms set forth in this Handbook, as well as all other program, department, school, and university policies.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

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