

POINT PARK UNIVERSITY

Doctorate of Psychology in Clinical-Community Psychology (Psy.D.)



Program Manual

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This manual is for Point Park University's Doctorate of Psychology in Clinical-Community Psychology. Students are held to the policies contained in this manual and Point Park University's Student Handbook for their year of admission. This manual is subject to change at the discretion of Point Park University. This version of the PsyD Program Manual supersedes all previous versions. Created August 2017. Updated June 2019.



The University Seal

Point Park University's seal retains several elements from the seal of Point Park College. These include the escutcheon with the inverted furca (fork) as its ensign. The inverted furca represents salvation flowing from above and embracing the world below. This furca also draws obvious attention to the Monongahela, Allegheny and Ohio Rivers and their confluence at Point Park, the triangular spot of land in downtown Pittsburgh that gave the University its name.

The three scrolls contained within the escutcheon articulate the goals of a Point Park University education express that a Point Park education stands for the benefit of knowledge, the community and careers.

This program manual is the official announcement of Point Park University (a tax-exempt, not-for-profit, educational institution) for the academic year 2017-2018. The University reserves the right to repeal, change, or amend the rules, regulations, and provisions contained in this handbook, and may withdraw or modify the details listed herein. The most up to date version will be maintained and available on the University Website.

POINT PARK UNIVERSITY

PSY.D. Program Manual

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Point Park University Doctorate of Psychology (PsyD) Program Policies and Procedures

Section A: Academic Recruitment and Admissions

a. Admission Requirements and Recruitment of Diverse Applicants

To apply for admission into Point Park's PsyD Program, applicants must:

- Complete the online application for admission. Application fee waived if submitted online. Otherwise, submit \$30 non-refundable application fee with paper application.
- Request official transcripts from all previous institution(s) attended and have them sent to Point Park University.
- A minimum 3.25 cumulative G.P.A. at the undergraduate and, if applicable, graduate level is preferred for consideration for admission to the program (i.e., students may apply directly to the PsyD program with only a B.A. or B.S. level degree).
- Psychology, social science or philosophy background (with a minimum of four psychology courses overall) is also required.
- Students should understand that admission to the program is competitive, and that the average G.P.A. of students admitted is typically much higher. Successful applicants will typically have a strong academic background, at least one letter of reference from a prior faculty member, and also some type of experience working/volunteering with people in a "helping" context.
- Submit a written description of the reason for pursuing a terminal degree and why you feel Point Park University will provide the program best suited to meet your needs. A two-page minimum, three-page maximum description should be faxed to 412-392-6164 or emailed to gradadmission@pointpark.edu.
- Submit three letters of recommendation. All letters should address your ability to work successfully under multiple demands. Recommenders may be contacted by Point Park University.
- Once all materials have been received and reviewed, selected applicants will be invited to participate in a required, on-site interview.

The decision to admit a student is based on a variety of factors including:

- **possession of minimum qualifications necessary to succeed in doctoral education (i.e., written and verbal communication skills, history of academic success, etc.) as determined through the application and interview process**
- **fit with the program's philosophy and training goals (i.e., demonstrated interest in and/or experience with humanistic/phenomenological and/or psychodynamic approach to psychology, a demonstrated interest in and/or experience with community engagement/activism, and career goals consistent with the practice of clinical psychology in a variety of settings, including community settings).**
- **social skills and emotional stability required of competent professionals in psychology (i.e., demonstrated through application, references, interview process and based on the professional judgment of clinical faculty members).**

The Clinical-Community PsyD Program is committed to creating and fostering an educational atmosphere that reflects and respects diversity. As such, the program actively encourages students from diverse backgrounds, in every sense of the term, to apply. To further encourage a diverse educational atmosphere, the program has a limited number of Graduate Assistantships that are awarded annually on a competitive basis to the most qualified applicants representing diversity.

1. Non-discrimination statement

This policy affirms Point Park University and the Doctoral Program in Clinical-Community Psychology does not discriminate on the basis of sex or gender or any protected class which includes the following: race, ethnicity, religion, color, national origin, sex, age (40 years and over), ancestry, individuals with disabilities, veteran status, sexual orientation, height, weight, genetic information, marital status, gender identity, caregiver status or familial status, in the administration of any of its educational programs, activities or with respect to employment or admission to the University's educational programs and activities.

This policy is in accord with local, state and federal laws, including Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, Age Discrimination Act of 1975, the Pittsburgh Human Relations Act and Pittsburgh City Fair Practices Provisions. Inquiries regarding these regulations, policies or complaints of discrimination should be referred to the human resources officer, tele- phone number 412-392-3952. Inquiries regarding Title IX and the Title IX regulations should also be referred to the University's Title IX Coordinator or to the

deputy Title IX Coordinators: the Associate Provost, the Dean of Students or the VP of Human Resources.

Find Point Park's Title IX information resources, including the Notice of Non-discrimination and Sexual Misconduct Policy:

<http://www.pointpark.edu/StudentLife/TitleIXSexualMisconduct>.

b. Admissions Timeline

The following is an outline of annual application, interview, and admissions procedures:

January: Early Consideration Application Deadline

Applicants with completed applications by this deadline will be considered for selection for the first set of interview dates.

Applications are reviewed by selection committee (core faculty) after the early consideration application deadline has passed. Qualified applicants (see above) are ranked based on qualifications and a portion are invited to interview. The number of applicants selected for initial interview dates is determined by the selection committee and may vary year to year. As such, not all applicants who meet minimal qualifications are invited to interview.

Applicants who have been selected by the Program are notified by the Program via email and/or phone call and asked to confirm an interview date from those offered. No other applicants are notified yet of the status of their application, as additional applicants from this pool may be selected for later interview dates.

February: Early In-person Interviews

One or more interview days are offered during which applicants come to the University for in-person interviews. These are structured to further assess readiness for doctoral training in psychology and may include writing samples, group discussions, and individual or small group interviews with faculty and/or current graduate students. During the in-person interviews, applicants are also asked to complete the Professional Conduct page of the AAPI. Applicants are informed that an answer of “Yes” to any of the questions on that page does not necessarily bar them from admission to the program. They are informed that this data is used to assist the program in understanding and addressing, when possible, any issues that may prevent a student from successfully

completing the program (including internship and external practica) or successfully obtaining licensure after graduation.

After interviews are complete, applicants are ranked by the selection committee, taking into account feedback from current graduate students participating in the process. After overall rankings are determined, funding decisions are made by the selection committee. Top ranked applicants and top ranked or otherwise qualified diverse applicants are selected for Graduate Assistantships, Teaching Assistantships and/or Adjunct Teaching positions. The Program Director, with assistance from other faculty as needed, then makes admissions offers by phone to those selected. For those who have also been awarded funding, the funding offer is also made at the time of the offer of admission. All students are given a deadline by which they must notify the Program of their decision. Those with funding offers may be required to provide their decision within an abbreviated period of time, so that rejected offers for funding may be awarded to other qualified applicants. The time frame for decisions by applicants in this first round is prior to the scheduled final interview dates, as the number of acceptances determines whether additional applicants are considered and interviewed.

Offers made by the Program over the phone are followed by formal offers in writing that are sent from Graduate Admissions. For those students who are being offered funding, offer letters also include the offer of funding. Students who have interviewed but have not been made offers move to a Wait List status or are Rejected. Formal letters from Graduate Admissions notify students of these decisions as well (i.e., Wait List or Rejection).

Applicants are required to formally accept or reject offers of admission/funding in writing via email to the Program Director and the Graduate Admissions office.

March: Final Application Deadline and Final Interview Dates

Applicants who met the early deadline who were not invited to the initial interview dates along with applicants who completed their applications between the early and final application deadlines may be considered for a second set of interview dates if spots remain in the upcoming cohort. Applications are reviewed and interviews are conducted in the same manner as described above, though the format or schedule for final interview days may be altered due to lower numbers of interviewees. In the same manner as above, applicants are ranked and offers for admission of admission/funding are made and decisions are conveyed until the cohort is full of qualified and diverse applicants. If the cohort is full after the initial interview dates, additional interviews are not conducted.

Once the cohort is full, all other applicants are notified through a formal letter from

Graduate Admissions of the rejected status of their application, including those who were on the initial Wait List and all with completed applications who were not selected for interview.

Graduate Admissions subsequently contacts those applicants who have committed to matriculating in the upcoming fall with additional information to assist students with financial aid and registration.

c. Marketing and Recruitment of Diverse Applicants

The Clinical-Community PsyD Program's commitment to diversity is reflected in all marketing materials such that visual images depict both students and faculty from diverse backgrounds. Furthermore, the text used in marketing materials, including the Program's website specifically articulates a commitment to diversity, including funding opportunities available (i.e., GA's) for diverse applicants.

d. Awarding of Funding

Using all of the data obtained through the application and interview, applicants are ranked by the selection committee. These rankings along with information about diversity are used to determine which applicants receive funding offers along with offers of admission. Top ranked applicants, including diverse applicants are selected for Graduate Assistantships, Teaching Assistantships and/or Adjunct Teaching positions.

1. Graduate Assistantships

The program has a limited number of one-year part-time graduate assistantships to award to top-ranked applicants each year. Students with part-time graduate assistantships devote 10 hours per week to work in the department and/or the University Counseling Center, as determined by the Program Director. In exchange, students with part-time graduate assistantships receive half-off tuition and \$10/hour (approximately \$400/month) during the fall and spring semesters. Students are required to submit appropriate documentation and report GA hours as directed by Human Resources and/or the Program. Failure to meet assistantship responsibilities can result in the loss of the assistantship.

2. Graduate Assistantships for Diverse Applicants

In order to help ensure an educational environment that promotes and reflects diversity, the program reserves a portion of these one-year part-time graduate assistantships to be awarded to top-ranked or otherwise qualified applicants from diverse backgrounds. Students with part-time graduate assistantships devote 10 hours per week to work in the department and/or the University Counseling Center, as determined by the Program Director. In exchange, students with part-time graduate assistantships receive half-off

tuition and \$10/hour (approximately \$400/month) during the fall and spring semesters. Students are required to submit appropriate documentation and report GA hours as directed by Human Resources and/or the Program. Failure to meet assistantship responsibilities can result in the loss of the assistantship.

3. Adjunct Teaching Positions

The program is also able to award adjunct teaching positions to incoming and existing students who possess an MA degree and are otherwise qualified to independently teach courses in Psychology or other Core courses for Point Park University undergraduates (i.e., University Life). Students who are awarded Adjunct Teaching Positions are subject to the policies and procedures that govern Part-Time Faculty and also are required to join the union that represents Part-Time Faculty. Students teaching as a Part-Time faculty member are paid the contracted rate for courses taught by adjuncts at the Assistant level and are paid and vetted through Human Resources. Students are not permitted to teach more than one course per semester, except under very rare circumstances and with the approval of the PsyD faculty. The Chair, along with other Psychology faculty and the Psychology Undergraduate Coordinator, determine what courses students will teach and provide assistance with text selection and syllabi development. Psychology faculty monitor students' performance in their role as part-time faculty and are available to provide guidance and teaching support. Students in these roles also have access to support from Point Park's Center for Inclusive Excellence (<https://www.pointpark.edu/FacultyandStaff/CenterforTeachingExcellence>; formerly the Center Teaching Excellence). Failure to meet teaching responsibilities can result in the loss of the teaching position.

Section B: Program Mission & Aims

Program Mission

The Mission of Point Park University's PsyD program in Clinical-Community Psychology is to cultivate in students the development of high quality psychological practices which strive to respect individual and cultural diversity as well as provide evidence-based solutions to individual, communal and cultural challenges to mental health and well-being. Faculty and students work to advance research and practices that are highly context-sensitive and integrative, drawing upon a wide variety of broadly humanistic, psychodynamic, and critical frameworks that are informed by a holistic, systems-oriented perspective, which honors, at the same time, the uniqueness, dignity and irreducibility of the person.

Point Park University's Doctorate of Psychology (PsyD) program in Clinical-Community Psychology is a program in Clinical Psychology with special emphasis on the principles and practices of Community Psychology. Clinical Psychology is a subfield of psychology that is concerned with nurturing mental health and well-being. Community Psychology is focused on social and cultural influences on personal well-being, which include research and engagement at the community level to remedy unnecessary human suffering. Our program, therefore, teaches a clinical approach to psychology that emphasizes better understanding the role of socio-cultural factors in mental health and well-being, including the diagnosis, prevention, and treatment of mental illness. Ultimately, our program's approach is one that seeks to enhance the well-being of individuals, groups and communities through clinical practices, research, and community intervention.

Our *practitioner-scholar model* of training provides students with a set of rich theoretical frameworks, research methodologies and applications to support strength-based and preventative clinical and community interventions. These interventions strive to benefit the health and well-being of the persons and communities we serve. Our approach is a holistic and phenomenological orientation, informed by humanistic and psychodynamic theory and practice that, through multiple methods and via the integration of various interpretive frameworks, seeks to better explain human experience and behavior. In addition, our approach strives for empathic understanding and appreciation of diverse ways of living in the world. The goal of empathic understanding and appreciation, in addition to scientific goals of explanation, is a foundation for an ethically-informed approach to psychology that respects and values the fundamental dignity and human rights of all persons. The program is committed to evidence-based approaches to clinical and community interventions. These interventions are informed by critical theory which examines the interpersonal, socio-economic, and cultural issues that have established associations with mental distress and well-being.

The community emphasis of our program prepares students to engage with communities by working collaboratively with members of the community and their existing resources, including programs already in existence, to reduce or eliminate social antecedents to mental illness and impoverished well-being. Students learn skills to engage in strategic planning

and visioning in the context of government facilities, human service coalitions, and/or consumer run organizations. Students learn essential skills and techniques for conducting research in communities, as well as collaborative assessment and evaluation of social and environmental interventions in community work. This experience with participatory action research provides students with a mind-set to conduct research collaboratively so that professionals and community members are both involved in realizing goals of knowledge creation and positive social change. Ultimately, students develop analytical and conceptual frameworks for understanding the complex interrelationship between personal psychological distress and community well-being, which in turn can inform their engagement in communities.

Program Aims

The aims of the PsyD program in Clinical-Community Psychology are informed by the values of the American Psychological Association (APA). They are designed to prepare clinical psychologists for state licensure as practitioners informed by the community and cultural context of clinical issues. They are based, in part, on the “Standards of Accreditation for Health Service Psychology” (SoA) by the APA Commission on Accreditation (CoA; <http://www.apa.org/ed/accreditation/>).

The aims of the **PsyD in Clinical-Community Psychology** are as follows:

PROGRAM AIM 1: To prepare practitioner-scholars who are well grounded in the discipline of psychology conceived broadly as a human science. **(Competency A: Discipline Specific Knowledge)**

1.1 Students will acquire and demonstrate a sound knowledge of the philosophical foundations of psychology, particularly of psychology conceived as a human science.

1.2 Students will acquire an understanding of the breadth of scientific psychology, its history of thought and development, its research methods, and its applications. To this end, students will be exposed to the current body of knowledge in the following areas: biological aspects of behavior, cognitive and affective aspects of behavior, social aspects of behavior, history and systems of psychology, development across the lifespan, and personality and individual differences.

1.3 Students will acquire and demonstrate advanced critical thinking and integration of foundational knowledge in psychology.

PROGRAM AIM 2: To educate and train students to apply the core components of Clinical-Community Psychology for the prevention and amelioration of psychological struggles as well as the improvement of over-all health and well-being. **(Competency B: Profession-Wide Competencies in Assessment, Intervention, Supervision & Consultation)**

2.1 Students will acquire knowledge, skills, and attitudes to effectively plan and implement psychotherapy with attention to issues of race and culture, the uniqueness of the individual, and scientific research.

2.2 Students will develop a range of psychotherapy skills for use with diverse clients in a variety of contexts and informed by recognized theoretical traditions, evidence based practice, and relevant expert guidance and clinical judgement. Students will appreciate the complex issues surrounding the significance of evidence based practice.

2.3 Students will acquire a broad understanding of psychopathology, the Diagnostic and Statistical Manual of Mental Disorders (DSM), and a range of theoretical approaches from which to arrive at diagnoses and case formulations that address clients in context and are descriptively near to client experience.

2.4 Students will acquire knowledge, skills, and attitudes to regularly evaluate the effectiveness of their treatments and to adjust accordingly.

2.5 Students will acquire knowledge of psychological measurement, including the scientific, theoretical, and contextual bases of test construction. They will understand the applications and limits of psychological testing, and be able to administer, score, and interpret a range of psychological tests with attention to issues of reliability, validity, and relevance to the referral question and the client's lived experience.

2.6 Students will acquire the knowledge, skills, and attitudes to document assessment findings and make recommendations that are useful to diverse readers, including the client when appropriate.

2.7 Students will acquire a working understanding of supervisory/consultation roles, processes, procedures, and practices.

2.8 Students demonstrate advanced understanding and integration of knowledge related to theories of intervention and assessment and are able to articulate their (developing) understanding of the nature of people and their psychological/social struggles.

2.9 Students will successfully complete a pre-doctoral internship.

PROGRAM AIM 3: To prepare students to be practitioner-scholars who select and employ research methods and skills to explore questions and help solve problems facing individuals and communities as well as disseminate this work. **(Competency C: Profession-Wide Competency in Research)**

3.1 Students will acquire and demonstrate knowledge of scientific assumptions and procedures as they pertain to psychological inquiry, and develop research skills in design, data collection, and analysis that can be adapted to diverse areas of human experience and

behavior and with an emphasis on qualitative, phenomenological, and action research methodologies.

3.2 Students will demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

3.3 Students will critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

PROGRAM AIM 4: To educate students to conduct themselves with a professionalism appropriate to the complex nature of clinical psychology, and that is founded on reflexivity, interpersonal competence, ethical principles, and a deep respect for cultural diversity.

(Competency D: Profession-Wide Competencies in Ethics, Professionalism, & Diversity)

4.1 Students will acquire and demonstrate knowledge, skills, and attitudes in reflecting on, critically evaluating, and improving one's professional practice. **(Competency D1: Reflective Practice)**

4.2 Students will acquire a working understanding of the ethical principles and legal standards of psychology and their application to professional practice. Students will demonstrate ethical and legal practices in clinical work, community work, and research. **(Competency D2: Ethical and legal standards)**

4.3 Students will acquire an understanding of the importance of considering individual and cultural differences in all aspects of their professional work. This includes an applied understanding of self and others as cultural beings and of social interactions as culturally embedded, and reflection on the cultural and individual assumptions that the students bring to their thought and work. **(Competency D3: Individual and Cultural Diversity)**

4.4 Students will acquire values, attitudes, and behaviors that demonstrate professionalism, including accountability and integrity, an appreciation for the value of life-long learning, and a sensitivity to the well-being of others. **(Competency D4: Professional Values, Attitudes and Behaviors)**

4.5 Students will acquire knowledge, skills, and attitudes that facilitate effective and meaningful interactions and relationships with individuals, groups, and/or communities. **(Competency D5: Communication and Interpersonal Skills)**

4.6 Students will understand the scope and limitations of psychology's applications and acquire the knowledge, skills, and attitudes to interact respectfully and effectively with

professionals in multiple disciplines. **(Competency D6: Consultation and Inter-professional/Interdisciplinary Skills)**

PROGRAM AIM 5: To train students to engage with and assist communities by working collaboratively with members of the community and their existing resources, including programs already in existence, to reduce or eliminate social antecedents to psychological struggles and impoverished well-being. **(Program Specific Competency in Community Psychology)**

- 5.1 Students will acquire knowledge related to designing and implementing strategic planning and visioning in the context of government facilities, human service coalitions, and/or consumer run organizations. Students will also learn principles and methods of program development, evaluation and assessment.
- 5.2 Students will study questions and address community problems using mixed methods in the field. They will implement research tools for assessing, evaluating and producing social and environmental interventions for the prevention and/or amelioration of human dysfunction and suffering.

Section C: Degree Requirements

a. Course and Credit Requirements

The PsyD in Clinical-Community Psychology is a 90-credit degree program. The Program Guide on the following page includes a listing of all course and credit requirements. Successful completion of the comprehensive exam, dissertation, and one-year pre-doctoral internship is also required for the completion of the degree. For course descriptions, see the Graduate Catalog:

<http://www.pointpark.edu/About/AdminDepts/AcademicAndStudent/UniversityCatalogs>

Program Guide

PSY.D. PROGRAM REQUIREMENTS

90

			CLINICAL CORE	33
___	PSYC	700	Clinical Fundamentals	3
___	PSYC	701	Psychotherapy Methods & Practicum I	6
___	PSYC	702	Psychotherapy Methods & Practicum II	6
			Psychopathology in Social and Cultural	
___	PSYC	703	Context	3
			Mental Health & Well-Being	
___	PSYC	704	or PSYC 795	3
___	PSYC	705	Psychological Assessment I	3
___	PSYC	706	Consultation & Supervision	3
___	PSYC	707	Couples, Family, & Group Therapy	3
___	PSYC	708	Psychological Assessment II	3
			DEVELOPMENTAL	3
___	PSYC	711	Lifespan Development	3
			FOUNDATIONAL	6
___	PSYC	721	Brain, Body & Experience	3
___	PSYC	722	Cognition, Motivation & Emotion	3
			COMMUNITY & SOCIAL	15
			Foundations of Community Psychology	
___	PSYC	731	& Practicum	6
			Social Psychology & Cultural	
___	PSYC	732	Transformation	3
			Program Development, Evaluation, &	
___	PSYC	734	Assessment	3
___	PSYC	736	Psychology of Human Diversity	3
			RESEARCH METHODS	6
___	PSYC	741	Qualitative Research	3
___	PSYC	742	Statistics and Quantitative Research	3
			HISTORY & THEORY	6
			Humanistic & Phenomenological	
___	PSYC	751	Approaches Or PSYC 796	3
___	PSYC	752	History & Theory of Psychology	3

PSY.D. IN CLINICAL-COMMUNITY PSYCHOLOGY

2018-2019

Student's Name: _____

Entrance Date: _____

			EXTERNAL CLINICAL PRACTICA	2
___	PSYC	763	Clinical Practicum III	1
___	PSYC	764	Clinical Practicum IV	1
			ETHICAL & PROFESSIONAL	3
___	PSYC	781	Ethical & Professional Issues	3
			DISSERTATION	16
___	PSYC	789	Dissertation Reading	2
___	PSYC	790	Dissertation Writing	2
___	PSYC	791	Dissertation I	6
___	PSYC	792	Dissertation II	6
___	PSYC	900	Dissertation Extension (1 credit ea. semester post-internship until complete)	0
			SPECIAL TOPICS	0
___	PSYC	795	Special Clinical Topics	3
___	PSYC	796	Special Theoretical Topics	3
___	PSYC	797	Advanced Clinical Placement	0

b. Sequence of Courses

This PsyD program is designed to be completed in four years of full-time study, three years in the program and one year of internship. Students are required follow the course sequence as outlined below, with the exception of students approved for transfer credits. Those students are provided with an alternate sequence of courses tailored to their specific circumstances. The following is the standard sequence of courses:

Fall 1:

PSYC 700	Clinical Fundamentals	3
PSYC 731	Foundations of Community Psychology (w/Practicum)	6
PSYC 781	Ethical and Professional Issues	<u>3</u>
		12

Spring 1:

PSYC 701	Psychotherapy I (w/ practicum)	6
PSYC 703	Psychopathology in the Context of Society and Culture	<u>3</u>
		9

Summer 1:

PSYC 741	Qualitative Research	3
PSYC 752	History and Theory of Psychology	<u>3</u>
		6

Fall 2:

PSYC 702	Psychotherapy II (w/practicum)	6
PSYC 705	Psychological Assessment I	3
PSYC 789	Dissertation Reading	2
PSYC 763	Clinical Practicum III	<u>1</u>
		12

Spring 2:

PSYC 751	Humanistic and Phenom. Approaches or Special Topics	3
PSYC 708	Psychological Assessment II	3
PSYC 742	Statistics and Quantitative Research	<u>3</u>
		9

Summer 2:

PSYC 711	Lifespan Development	3
PSCY 732	Social Psychology & Cultural Transformation	<u>3</u>
		6

Fall 3:

PSYC 704	Mental Health & Well-Being or Special Topics	3
PSYC 707	Couples, Family, & Group Therapy	3
PSYC 764	Clinical Practicum IV	1
PSYC 790	Dissertation Writing	<u>2</u>
		9

Spring 3:

PSYC 706	Consultation and Supervision	3
PSYC 736	Psychology of Human Diversity	3
PSYC 722	Psychology of Cognition, Motivation & Emotion	<u>3</u>
		9

Summer 3:

PSYC 721	Brain, Body, & Experience	3
PSYC 734	Program Development/Eval/Assessment	<u>3</u>
		6

Fall 4:

PSYC 791	Dissertation I	<u>6</u>
		6

Spring 4:

PSYC 792	Dissertation II	<u>6</u>
		6

c. Residency Requirement

Students are required to complete a minimum of 3 years of full-time graduate study in residence or the equivalent thereof (See Transfer Credit policy below) plus a one-year pre-doctoral internship prior to receiving the doctoral degree. Residence in the PsyD program is defined as courses taken on-campus, in-person (unless otherwise specified in the syllabi for required courses) in the Point Park Clinical-Community PsyD Program. The requirements for full-time status and residency are satisfied by completion of the required courses listed in the program guide taken as directed in the sequence of courses (or alternative plan approved by the faculty for students with transfer credits; see below).

Any interruption in residency or full-time status in the program must be approved and is requested through completion of the University's formal "Leave of Absence" request process. Refer to the following for additional information:

(<https://www.pointpark.edu/media1/About/AdminDeptRegistrar/Forms/loagraduatelevel.pdf>).

d. Transfer Credit Policy (Rev. 3/2019)

In order to maintain the integrity of our program, to ensure that students who leave our program are trained in our model and philosophy, no courses will be accepted for transfer that are unique to our program (i.e., taught from our program's unique perspective). Thus, only the following courses will be considered as possible transfers from accredited institutions, assuming the course content (as demonstrated by syllabi and supporting materials provided by the student) is consistent with the courses offered at Point Park:

- Lifespan Development;
- Brain, Body & Experience;
- Cognition, Motivation & Emotion;
- Qualitative Research;
- Program Development, Evaluation & Assessment;
- Psychology of Human Diversity;
- Statistics and Quantitative Research (**must have courses in both)
- Ethical & Professional Issues

The maximum number of transfer credits permitted is 6. To be considered for transfer credit, the student must have earned a minimum grade of A- in the course being transferred. Transfer of credits is subject to faculty approval. Requests for approval of transfer credits must be made at time of admission, prior to beginning the program.

Residency Requirements for Students Transferring Credits

Students are required to complete a minimum of 4 years of full-time graduate study in residence (i.e., on campus) plus a one-year pre-doctoral internship prior to receiving the doctoral degree. Regardless of credits accepted for transfer, students are expected to maintain full-time status throughout their residency in the PsyD program.

- Full-time status, for the purposes of this residency requirement, is defined by the courses listed for each semester on the plan of study—generally 9 – 12 credits per semester except for 1 semester in the 2nd year (6 or 7 credits depending on the semester) and Fall and Spring of the 5th year (6 credits each).
- Given the structured plan of study and limited course offerings, even students with up to 6 approved transfer credits may need to enroll in elective (e.g., PYSC 795 and PSYC 796) courses in order to remain full-time. Thus, having credits accepted for transfer will not necessarily result in a reduction of credits required to complete the program.

e. Grading System and Grading Policy

The following grading system is in effect in the PsyD Program. The plus/minus system is used at the discretion of the course instructor:

A	4.0	
A-	3.75	
B+	3.25	
B	3.0	Minimal Grade required for successful completion of any course
B-	2.75	
C+	2.25	
C	2.0	
F		Fail
I		Incomplete
P		Pass
N		No Credit
W		Withdrawal

1. Minimum Requirements

Successful completion of a course requirement in the PsyD Program entails earning a grade of B or better (or P in the case of a Pass/Fail course). If a student receives a B- or less in a required course, the same course must be repeated. If a grade of B or above is earned when repeated, the original lower grade is canceled. (The original grade will still appear on the transcript, but the original grade will not be calculated into the Cumulative GPA). Furthermore, students earning grades below B in any course are subject to additional review of their progress beyond regularly scheduled reviews, potential remediation, academic probation, and/or dismissal from the program (see below for policies related to retention, remediation, and dismissal).

The overall academic progress requirements for Point Park University's PsyD students includes a minimum grade point average (GPA) of 3.25 plus timely completion of department and program requirements. Students with a GPA falling below 3.25 are subject to review, possible remediation, academic probation, and/or dismissal.

2. “I” Grade Policy

In order to encourage students’ timely progress through the graduate program and to minimize the discouragement and pressure associated with falling behind, the PsyD Program employs the following policy regarding “Incomplete” (“I”) grades.

- “I” grades are restricted to exceptional circumstances and must be negotiated with the course professor before the end of the semester.
- The student requesting an “I” must have completed 80% of the required work prior to the student petitioning for the “I” grade.
- An *Incomplete Grade Request Form*, located in the Department office, detailing the conditions under which the “I” is permitted must be signed by both the student and the instructor. If the agreed upon conditions are not fulfilled, the “I” grade will be changed to the grade stipulated on the Incomplete Grade Request Form. If this grade does not meet the minimum requirement for successful completion of a course, stated above, the student will be required to repeat the course. In addition, the student is subject to an additional progress review beyond regularly scheduled reviews, other potential remediation, academic probation, and/or dismissal from the program (see below for policies related to retention, remediation, and dismissal).
- The student is responsible for contacting the instructor and ensuring that all expectations with regard to removal of an “I” grade and the completion of a change of grade are met. The instructor will complete the Change of Grade Form when all expectations are met.
- The **maximum extension** the PsyD program allows for completion of requirements stipulated on the Incomplete Grade Request Form is one semester. Ordinarily, the student will complete requirements early in that semester. The exception to this rule is for PSYC 792: Dissertation II. A student who has not completed the dissertation requirement by the end of the spring semester of the pre-doctoral internship year will receive an “I” in this course, which will remain in place until the dissertation is complete. However, the dissertation must be completed within 7 years of admission into the program. If the dissertation is not completed in this time frame, the “Incomplete” grade in PSYC 792: Dissertation II will revert to a failing grade and the student will be dismissed from the program.
- Also note that the Program’s time limit for “I” grades to be removed differs from the University time limit, and the student is bound by Program policy.

f. Advisement and Plan of Study

An academic advisor is assigned to each student upon admission to the PsyD program. This advisor is a member of the core faculty in the PsyD program who assists the student with registration and

academic planning. Upon admission to the program, Graduate Admissions provides students with information about creating a PointWeb user account for registration and communicates to each student which courses are required in the first semester. Once students access their PointWeb account for registration, they have access to the name of their faculty advisor, who they can contact with questions if need be.

Once a student selects a dissertation chair, within the first year of the program, advisement is transferred to the dissertation chair, such that by the start of the second year of the program the faculty member chairing the dissertation is also the faculty member responsible for academic advising. In the rare case that a student changes dissertation chairs after starting work on the dissertation, academic advisement is again transferred to the new dissertation chair. Department administrative staff tracks the assignment of dissertation chairs/advisors and updates PointWeb as needed.

At orientation to the PsyD program students are provided with an individualized *Plan of Study* document (see sample in [Appendix A](#)), that is designed to assist students in making timely progress through the program by conveying requirements and the timeline for completion of those requirements. This document also provides a means of structuring meetings with advisors and tracking of progress toward the degree. Advisors update the document at least annually in advising meetings and submit a copy to the Department to be included in students' files.

g. Independent Study Policy

Permission for an Independent Study (PSYC 595: Special Topics in Clinical-Community Psychology) is given only for special reasons and will typically only be used for students who have transferred credits in at admission and need additional credits for full-time study in a given semester. In these cases, Independent Studies may be granted with the purpose of assisting the student in making additional progress toward other degree requirements (i.e., for reading/study for comprehensive exam or dissertation). Thus, the instructor for the Independent Study will be the dissertation chair. Independent Study requests must be approved by the Faculty Advisor (Dissertation Chair), Program Director, and Department Chair.

h. Awarding of the Master's Degree

Once a student has successfully completed the first two years of coursework (through Spring of the second year, as specified on the student's plan of study) and the Comprehensive Exam, a Non-Terminal MA in Clinical-Community Psychology will be conferred. The Comprehensive Exam is to be completed no later than the end of the Spring semester of the second year of the program. As such, the Non-Terminal MA will typically be conferred by the end of the Spring of the second year of the program. There is no formal commencement ceremony associated with the conferral of the Non-Terminal MA.

i. Comprehensive Exam (Rev 3/2019)

The Comprehensive Examination requires students to demonstrate an advanced integration of coursework (i.e., related to discipline specific knowledge and/or profession wide competencies) with knowledge of literature (gained through independent reading) within their specific area of research interest. Students are required to take comprehensive exams by the end of the spring of their second year. Exceptions may be made to this deadline in cases of leave of absence, medical leave, extension of plan of study, etc., but this requirement must be complete (with a passing grade) before the dissertation can be proposed and before a student will be permitted to apply for pre-doctoral internship. Students are informed of the outcome of the exam (Pass or Fail) within one month of sitting for the exam. To facilitate further reflection, students receive verbal formative feedback as well as evaluative written feedback from the grader. Failed exams must be repeated. Students failing the exam two times will be terminated from the program.

The Comprehensive Exam is administered and graded by the student's Dissertation Chair. To assist in evaluating and grading the student's learning and/or provide opportunities for correction before final grading, the Dissertation Chair may elect to require an oral defense/discussion of responses and/or additional written responses. The Comprehensive Exam includes two parts, which are completed over two 8-hour days of examination. Both parts must be completed within a one-week time frame. On one day of examination, the student writes a Clinical Position Paper. On the other day of examination, the student completes a Focused Content Exam. The following information defines each part of the Comprehensive Exam:

Clinical Position Paper

Describe your developing theoretical orientation with respect to psychotherapy. Include detailed examples from your own psychotherapy cases as you discuss your understanding of:

- (1) the nature of a client's presenting problem;
- (2) psychological assessment, including testing, "psychopathology", traditional diagnosis, and case formulation as they pertain to planning for the client's care and psychotherapy;
- (3) therapeutic interventions and the processes of psychotherapy;
- (4) the nature of the therapeutic relationship in a "typical" course of therapy;
- (5) the role of culture and diversity in your theory and clinical practice
- ** (6) the interplay between cognitive and affective bases of behavior as well as the role of cognition and emotion in your approach.

**This is a new question based on CoA feedback in Nov. 2018 and applies only to students in the 2017 Cohort who have already taken PSYC 722 prior to taking the Comprehensive Exam.

Throughout the paper cite relevant literature to support your position. Students are permitted to bring an annotated bibliography with no fewer than 15 references (in APA style) to the exam to assist with the citation of literature. The annotation for each reference should be a summary of the reference, and the length should be appropriate to the content/length of the source. Students will consult their Chair about the structure of the annotated bibliography. This document will be handed in with the exam at the end of the day.

Conclude the paper by:

(7) discussing the evidence-base for your approach, including how you conceptualize evidence-based practice;

(8) discussing the limitations of your approach, and finally

(9) carefully comparing your approach with one or more alternative therapeutic models, citing supporting literature.

Although you may cross reference material among sections, and add an introduction and conclusion, be sure to follow the above outline, using headings to differentiate your responses to each of the above prompts. Please note that this essay is to be formatted in accordance with the APA style manual (with the exception of a reference page). You should use 12-point font and standard margins. While there is no length specification, your response should be thorough and the length should be reflective of 8 hours of work, most of which should be spent writing (i.e., you should have thought about the question in advance and come prepared to spend most of the time writing).

Recognizing that your approach is still developing, you may describe the evolution and/or flux of your approach to therapy, keeping in mind that unsuccessful cases can serve as excellent examples.

The completed Clinical Position Paper will be submitted at the end of the 8-hour exam period with annotated bibliography attached. These essays will be graded using the Comprehensive Exam Rubric (Appendix A-1).

Focused Content Exam

The specific content of this portion of the Comprehensive Exam is determined by the dissertation chair and is individualized to focus on the literature relevant to each student's identified dissertation topic and readings completed during the Dissertation Reading Course (PSYC 789) in the fall semester of the second year.

Prior to the Comprehensive Examination, as part of the Dissertation Reading course, each student will submit a complete annotated bibliography of all literature reviewed for the course and in preparation for the Comprehensive Examination. Students are permitted to bring this annotated bibliography to the exam to assist with the citation of literature. The

annotation for each reference should be a summary of the reference, and the length should be appropriate to the content/length of the source. Students will consult their Chair about the structure of the annotated bibliography. This document will be handed in with the exam at the end of the day. The Dissertation Chair uses this bibliography as well as any literature the student has read in the context of course work to develop a list of questions the student will address in this portion of the written Comprehensive Exam. Although the specific exam questions are at the discretion of the Dissertation Chair, the questions are designed both to assess students' advanced and integrated knowledge of the literature as well as to assist the student in developing a beginning structure for their dissertation proposal (i.e., literature review and methods section).

The examination questions address separately or in combination: (1) understanding of the foundational literature related to the dissertation topic and any related discipline-specific knowledge; (2) understanding of literature specific to the dissertation topic, including limitations and gaps; (3) understanding of relevant research methodology and detailed explanation of proposed methodology. Some general examples of questions might be:

- What are the key findings from previous research or scholarship in your area?
- What philosophical assumptions underlie this research?
- How is this research philosophically/theoretically consistent with or divergent from your views?
- In what ways can you integrate what you have learned in this review of the literature on your topic with what you have learned in program coursework?
- What are the limitations to previous study/inquiry?
- What foundational knowledge (i.e., domain specific knowledge) is important to convey in order to understand your topic area?
- What are the gaps in the literature?
- What methods have been used to study this issue?
- What methods do you propose (describe) and why?

The student will respond to each question separately. All responses will be formatted according to APA style (with the exception of a reference page). The student will submit the responses at the end of the 8-hour exam period along with the annotated bibliography used during the exam. These essays will be graded using the Comprehensive Exam Rubric (Appendix A-1).

j. Dissertation Procedures and Requirements

Successful completion of the dissertation is a degree requirement. The PsyD is not conferred until the dissertation and all other degree requirements are complete. The expectation is that students will complete the dissertation along with all other degree requirements within 4 years of study. Specific policies and procedures related to the dissertation are as follows:

1. Selecting a Chair (Rev. 3/2019)

It is the responsibility of the Dissertation Chair to supervise the student through all stages of the dissertation, including: assisting in selection of committee members, overseeing the dissertation proposal defense, assisting with Institutional Review Board (IRB) submission, communications with committee members, and overseeing the final dissertation defense and document preparation. Once a faculty member accepts the role of chairing a student's dissertation, he or she assumes the role of advisor as well and ensures that all requirements for completion of the degree are met.

Students will be assigned a Dissertation Chair by the end of the first year of the program. Students should spend time during the first year getting to know Core Faculty and talking with them about their mutual research interests in order to find a good fit. Students will then provide a rank-ordered list of their preferences for Chair by Spring Break during the first year of study. The list can only include Core PsyD Faculty, as the Dissertation Chair must be a member of the Core PsyD Faculty. Students must include more than one faculty member on their list and may be asked to expand the list if not enough options are provided. Core PsyD Faculty will discuss students' preferences and assign chairs based on preference, availability, fit, and other relevant factors.

2. Required Dissertation Courses

All students are required to complete a minimum of 16 dissertation hours through *PSYC 789 Dissertation Reading*, *PSYC 790 Dissertation Writing*, *PSYC 791 Dissertation I*, and *PSYC 792 Dissertation II*. After completing these courses, students who have not successfully defended and submitted a dissertation to the Graduate School must continuously enroll (fall, spring, and summer terms) until the dissertation is completed, but no longer than seven years from beginning the program. Students must enroll in *PSYC 900 Dissertation Extension* for each term until they successfully complete the dissertation or their statute of limitations expires (see Statute of Limitations policy). Enrollment in *PSYC 900* requires a \$2000.00 enrollment fee and \$25 technology fee per term. Students who fail to continuously enroll in *PSYC 900* without formally obtaining a leave of absence will be dismissed from the program. Students who have not completed the dissertation requirement by the end of the spring semester of the pre-doctoral internship year will receive an "I" in *PSYC 792 Dissertation II*, which will remain in place until the dissertation is complete. However, the dissertation must be completed within 7 years of admission into the program. If the dissertation is not completed within this time frame, the "Incomplete" grade in *PSYC 792 Dissertation II* will revert to a failing grade and the student will be dismissed from the program.

3. Advancement to Doctoral Candidacy

The advancement to doctoral candidacy is an acknowledgment of a student's potential to successfully complete the specific degree requirements of the PsyD Program.

Advancement to Doctoral Candidacy is dependent upon faculty approval, achievement of at least minimal academic requirements (i.e., grades of B or better in all courses, minimum grade point average of 3.25 plus timely completion of department and program requirements) and successful completion of the Comprehensive Exam. After completion of the Comprehensive Exam, students and their advisors will complete the *Confirmation of Non-Terminal MA Requirements and Application for Doctoral Candidacy* form (See [Appendix B](#)). After review by the Program Director and a vote of the PsyD faculty, the Program Director submits this completed form to the Office of the Registrar for conferral of the Non-Terminal MA in Clinical-Community Psychology (if applicable) and notifies the student of the outcome of the application.

Once granted, doctoral candidacy is valid for five calendar years or until seven years from beginning the program, whichever comes first, unless terminated by the department. Leaves of absence do not automatically extend the candidacy period.

Extensions of candidacy are granted only with valid academic reasons that are supported by the Dissertation Chair/Advisor. Therefore, students are encouraged to plan their research agendas such that their degree is completed within the five-year candidacy period/within & years of enrollment in the program. To petition for an extension of candidacy, students must submit an *Application for Extension of Candidacy* (see [Appendix C](#)), which includes a detailed work plan, and is signed by the Department Chair, Doctoral Program Director and Dissertation Chair/Advisor. Students approved for an Extension of Candidacy will continue to enroll in *PSYC 900* each semester (as described above) until completion of the extension and/or degree requirements.

4. Committee Members

The student, in consultation with the Dissertation Chair, forms a dissertation committee. The committee consists of three members: the Dissertation Chair (PsyD Core faculty) and two additional faculty members. One of the two additional committee members must be a faculty member in the Point Park Psychology Department. The third committee member must be an outside committee member. The outside committee member may be selected from other qualified individuals holding an earned doctorate in a field related to the student's dissertation topic who can make a significant and unique contribution to the student's work—either a faculty member in another department at Point Park or a qualified person from outside of Point Park. All committee members must have a Curriculum Vitae (CV) on file with the Program and must be approved by the Dissertation Chair and Program Director. The committee should ideally be composed of members who collectively possess interest/expertise in the content area; knowledge of/access to research methodology appropriate to the research study; the ability and commitment to provide timely and constructive feedback regarding the writing process, especially as it applies to scholarly writing; and a commitment to guide the student towards an exemplary and timely completion of the dissertation.

Once all committee members have been identified, a *Dissertation Committee Intent to Serve* form (see [Appendix D](#)) must be completed and submitted to the Program Director. Additionally, it is required that each doctoral student and the chair of a doctoral committee complete the Human Subjects Research online training process provided by the National Institute of Health (NIH; <https://phrp.nihtraining.com/users/login.php>) or a similarly recognized organization, such as the Collaborative Institutional Training Initiative (CITI), and submit a copy of the completion certificate along with the Intent to Serve on a Dissertation Committee paperwork to the Doctoral Program Director.

If there are changes to the membership of the committee at any point in the process, a new *Dissertation Committee Intent to Serve* form must be completed and submitted to the Program Director. Please note on the form

5. Dissertation Proposal and Proposal Defense

*Please note: To meet the program deadline for successful defense of the dissertation proposal, students must have their proposal successfully defended by the last day of classes in the summer semester of the Second year. Satisfactory completion of the proposal is required **before** the student is eligible to apply for pre-doctoral internship training.*

The dissertation is intended as an opportunity for the student to develop and demonstrate research skills, while contributing to this discipline's body of knowledge. Hence both the proposal and the dissertation should specify the gaps or anomalies currently found in the literature, which the study is designed to address. Literature review, method, and discussion serves as a narrative of the proposed contribution to psychology's evolving body of understanding.

The general purpose of a dissertation proposal is to demonstrate the need for, as well as the viability of the research. The suitability of the research is demonstrated by the extent to which the literature review, the research questions, and the methods proposed for addressing those questions form an integrated and coherent whole. The viability of research is shown when the student has demonstrated that it is procedurally and ethically possible and practical. A proposal is required so that problems with suitability and/or viability can be addressed before the candidate undertakes the research.

Writing a successful proposal should help students gather their thinking on the topic, the question at hand, and means for investigation of the question in order to proceed with confidence on the proposed project.

After a faculty member has agreed to chair the dissertation, the student and Dissertation Chair together develop a proposal that delineates the research topic by means of a focused literature review. The literature for this review should be drawn predominantly from psychological sources. It need not be as comprehensive as will appear in the dissertation itself. The purpose at this stage is to demonstrate a familiarity with the relevant literature and a mastery of the conceptual issues and empirical/research

questions that pertain to it.

The literature review is followed by a Method section. Depending on the particulars of the research and the advice of the Dissertation Chair, it may be appropriate to demonstrate an understanding of the methodological principles (e.g., phenomenology) involved. More specifically, the Method section must spell out the research procedure as thoroughly as possible. The Method section includes a subsection that describes how the participants will be protected (privacy, informed consent, well-being) when human participants provide data for your study.

The proposal also indicates, typically in a Discussion section, the contributions that the research is expected to make to psychology. The student's initial reflections and speculations are relevant here. Later, they can be cited in the dissertation as guiding perspectives, bracketed issues, or prejudices ("pre-understandings") that were revised in the face of the evidence.

The proposal, and the final dissertation document, must follow APA's publication style manual. Students should be sure to review the APA manual regularly and to follow it carefully. In addition to being of help in the dissertation process, following the manual will be of considerable assistance for submitting manuscripts to potential publishers.

Once the proposal has been completed to the satisfaction of the director, the student gives a copy to the two additional faculty and/or outside members who have agreed to serve on the committee as readers. A proposal meeting is scheduled. The readers are allowed no less than two weeks to review the draft.

The proposal meeting is an opportunity for the student to present and defend the proposed project. The proposal meeting may also include feedback from all committee members and a discussion of any required revisions. At the conclusion of the proposal defense, committee members will complete and sign the *Dissertation Proposal Approval* form ([Appendix E](#)), which is then given to the Program Director for signature. At the conclusion of the proposal defense the student will be advised as to the status of the proposal: fail/reject; accept/pass with changes; pass; pass with distinction. Ratings of "Pass with distinction," "Pass" or "Accept/Pass with changes" indicate that the student can proceed with the next phases of the project (i.e., submission to IRB for approval) with either no or some relatively minor revisions to the proposal, which are communicated in writing to the student by the Dissertation Chair. Another proposal meeting is not required for these ratings. In the case of "Accept/Pass with Changes," the Dissertation Chair is responsible for ensuring that required changes are made before proceeding with the next phase of the study (i.e., IRB approval). An outcome of "Fail/Reject" for the dissertation proposal indicates that there are substantial changes that are required and that the committee is requesting an additional proposal meeting before the student can proceed with the research. A student can repeat the proposal defense one time. A second failure of the proposal defense is grounds for termination from the program.

6. Institutional Review Board

Only after the Institutional Review Board has approved the dissertation research can a student begin data collection. Since instructions may change from year to year, please check on-line information at the Institutional Review Board web site before you begin any research project including your dissertation research:

<http://www.pointpark.edu/About/AdminDepts/AcademicAndStudent/IRB>

7. Dissertation Document and Defense

The standard dissertation includes five chapters (i.e., Introduction, Literature Review, Method, Results, and Discussion), however, exceptions to this are permitted as appropriate based on the research design. See [Appendix F](#) for an outline of these chapters and other standard elements of the dissertation (i.e., abstract, appendices, copyright, title and signature page, etc.). See [Appendix G](#) for a sample Title Page. As stated above, the dissertation must be written in APA style, as based on the current edition of the *Publication Manual of the American Psychological Association* (APA).

Once a student has collected and analyzed the data and the dissertation chair has determined that the entire dissertation is satisfactorily completed, the dissertation will be sent to the entire dissertation committee for review. Standard practice is to allow at a minimum two weeks for the committee to read and review the dissertation. The chair is responsible for scheduling the final defense.

An important note on timing: Because the initial draft that is submitted to the dissertation director typically requires several stages of revision prior to distribution to the full committee, students should not anticipate defending their dissertations in the same semester in which their first draft is completed. In order to meet all the requirements in a timely manner, students are urged to work closely with their director in order to establish realistic deadlines for submitting drafts and then making revisions. In order to increase the probability of being able to successfully defend and complete the dissertation requirement in its entirety in a given semester, it is necessary for students to distribute completed drafts of the dissertation (approved by the dissertation director) shortly after the beginning of the semester in which the student hopes to complete the dissertation requirement.

In preparation for the defense meeting, the student will create a presentation of the completed dissertation to share at the dissertation defense. This presentation will briefly share the information from Chapters 1-3, but the majority of the presentation will focus on the Results/Findings, Chapter 4, and the Discussion/Recommendations, Chapter 5. The requirements of the presentation will be discussed with the dissertation chair in advance of the dissertation defense meeting. The defense meeting may be open to Point Park students and faculty (Psychology and otherwise). The meeting typically begins with a 20-30 minute presentation by the student, which is followed first by questions from the committee members and then from the general Psychology faculty and other guests.

At the conclusion of the defense the student will be advised as to the status of the proposal: fail/reject; accept/pass with changes; pass; or pass with distinction. Ratings of “Pass with distinction” “Pass” or “Accept/Pass with changes” are indicative of a successful defense. Another defense meeting is not required for these ratings. In the case of “Accept/Pass with Changes,” the Dissertation Chair is responsible for notifying the student of these changes in writing and ensuring that required changes are made before submission.

Immediately following the successful defense:

- The *Dissertation Approval Form* ([Appendix H](#)) will be completed by the committee and submitted to the Program Director.
- All Committee Members sign the signature pages (two original pages are required, additional can be signed as necessary) which are then submitted by the Program Director to the Provost’s for the Provost’s signature.

As soon as possible following the successful defense:

- Submit an electronic copy of the dissertation to the Point Park University Library.
- Submit two bound copies of the dissertation: One to the Program Director to be added to the Psychology Department library, and one to your Dissertation Chair.
- Students also have the option to publish their dissertation through *ProQuest Dissertation Publishing*. See the *ProQuest Dissertation Publishing Website*, <http://www.proquest.com/products-services/dissertations/submit-a-dissertation.html> for submission instructions.
- Notify the IRB that the research is complete by submitting the dissertation title page and abstract along with a note saying the research project has been completed.

An outcome of “Fail/Reject” for the dissertation indicates that there are substantial changes that are required and that the committee is requiring an additional defense meeting. The student will be given written feedback about required changes and a timeline for corrections and an additional defense meeting. Failure to meet the deadline for corrections or failure to receive committee approval of the dissertation at an additional defense meeting is grounds for termination from the program.

k. Community Practicum

Students complete one practicum in Community Psychology during which they work with community agencies and/or those they serve to assess or develop programs or community interventions. See below for policies related to evaluation of students completing the community practicum. Students are required to log hours from this practicum using Time2Track software, in particular, under the section entitled: Other Psychological Experience with Students and/or Organizations. Students will receive Time2Track account access and training through the program. (See [Appendix I](#) for format in which clinical and community hours are ultimately tallied and reported for internship applications). The Time2Track report should be submitted to the instructor and uploaded to Schoology (via posted assignment) at the conclusion of the practicum experience.

1. Administration

All aspects of the Community practicum including development and coordination of community placements, collaboration with community agencies, oversight of student projects, and evaluation of student performance are conducted by the course instructor(s) for *PSYC 731 Foundations of Community Psychology*.

I. Clinical Training

Formal clinical training (i.e., practica) in the PsyD Program is comprised of supervised clinical experience within the curriculum (i.e., two “Internal Practica”) and at external training sites (i.e., two “External Placements”). Practicum training includes formally scheduled, one-on-one weekly supervision sessions with appropriately licensed and credentialed professionals, as determined by the Standards of Accreditation and as approved by the Director of Clinical Training.

There is no minimum number of clinical training hours (practicum/face-to-face clinical hours) required before one can apply for the pre- doctoral internship. However, a minimal number of expected intervention hours by internship sites is often around 500. Recent (2017) APPIC surveys found the median number of direct contact hours for trainees in clinical programs was 772 (Intervention: 597 and Assessment: 175). As such, it is understood that students should approach 800 hours of direct client contact (intervention and assessment) in order to benefit optimally from the clinical training, and to be competitive in internship applications and future employment opportunities. The PsyD clinical training structure is designed to facilitate these advantages. Benchmarks for attainment of practicum hours are set and tracked by the DCT. Benchmarks are listed on the Bi-Annual Progress Review form. Students are responsible for maintaining and submitting a log of all practicum hours for each separate practicum experience which will be aggregated into a final log summarizing all hours, which is essential for the APPIC internship application. Students will log these hours using Time2Track. Students will submit Time2Track reports for each training experience at the end of each semester (i.e., students will post them to Schoology when prompted).

This section describes policies related to clinical training. See sub-section p below for policies related to evaluation of students in each of these clinical training experiences.

1. Professional Liability Insurance and Clearances

All students are required to obtain professional liability insurance prior to the first day of classes in the first year of the program, and they are required to maintain this coverage until graduation from the program. Students will submit proof of coverage to the Director of Clinical Training at the start of each academic year. Students who fail to obtain or renew coverage on time will not be permitted to engage in any clinical/community activities until they do so.

Students apply for and obtain this insurance through the following website: <https://trustinsurance.com/Products-Services/Student-Liability>. The cost is \$35 per year.

Upon application for the initial external placement, all students are required to obtain clearances required of mental health professionals in PA (i.e., Pennsylvania Child Abuse History Clearance; Pennsylvania Criminal Record Check, and FBI Criminal Background Check), as these are required before interviewing at and/or working at many external placement sites. Students are given further instructions about clearances when they are due to apply. Additional information and links to each clearance can be found at: <http://www.dhs.pa.gov/publications/findaform/childabusehistoryclearanceforms/>.

2. Internal Practica

Students complete two internal (curricular) clinical training experiences during the program: *PSYC 701 & PSYC 702: Psychotherapy Methods and Practicum I & II*. The Point Park University Counseling Center (UCC), located within the Psychology Department, provides the clinical setting for these training experiences. The UCC provides free and unlimited psychological services to University undergraduate and graduate students of diverse ages and backgrounds. The UCC is staffed by a full-time Director and a full-time counselor who also provide clinical services within the Center.

The number of hours of client contact per week depends on several factors, including the number of clients who come to the UCC, the frequency of sessions, and the determination of the faculty supervisor that takes into account the developmental level of the trainee (i.e., students in PSYC 702 may see more clients than students in PSYC 701), needs of the trainee, and theoretical model. Typically, students in PSYC 701 will see 2 to 3 clients per week and students in PSYC 702 will see 3 to 4 students weekly. Students may carry cases from one practicum to the other (i.e., PSYC 701 to PSYC 702) with the permission of the course instructor. Students may also continue clinical work with existing cases beyond completion of PSYC 701 and/or 702 with the agreement and ongoing weekly supervision by an appropriately licensed and credentialed faculty or UCC staff member. Students will terminate all treatment with University Counseling clients prior to leaving the program for the pre-doctoral internship year.

a. Administration

The Director of Clinical Training collaborates with the UCC Director to ensure the overall appropriateness and quality of the practicum training experience for practicum students. The Director of Clinical Training is also responsible for the oversight and maintenance of the A/V system used to record sessions for training purposes and trains students and faculty on the use of the A/V system. The UCC Director is responsible for establishing administrative policies and procedures related to clinical work (e.g., appointment scheduling, room scheduling, form development and completion, intake and termination procedures, and record maintenance and storage, etc.). The UCC Director is also responsible for training

practicum students on the use of the Electronic Medical Record system (i.e., Titanium) and UCC Policies and Procedures. The UCC Director, in conjunction with the Practicum Course Instructors, select cases appropriate for practicum training and assign to practicum students. Practicum Course Instructors (licensed faculty in the PsyD Program) are responsible for supervising students in the practicum as well as ensuring that students follow UCC and Department policies and procedures (i.e., recording, record-keeping, scheduling, etc.) during the practicum and beyond, should they agree to continue to supervise a student's clinical work beyond completion of the course. As the UCC Director is ultimately responsible for services provided in the UCC, if there are concerns about a student's performance, the UCC Director will work with the Practicum Course Instructor to determine the appropriate course of action (e.g., re-assignment of the case to another therapist, remediation plan for the student therapist, and/or, in extreme cases, removal of the student therapist from the practicum/program).

3. External Placements

Typically in the second and third years of the program, with faculty approval, students complete a total of two different 9- or 12-month external clinical training experiences at external training sites that have agreed to provide supervised clinical training experiences for PsyD students (in accordance with the CoA's Standards of Accreditation). The Director of Clinical Training and Placement Coordinator select and evaluate these sites according to the policies and procedures in the *Section D: Program Policies* below.

External placements are approximately 20 hours per week, at least half of which is spent in direct clinical service provision. The external placement includes at least one hour of formally scheduled face-to-face individual supervision per week. This minimum requirement may be supplemented with group supervision or additional individual supervision sessions. The clinical supervisor at the external placement site is licensed and recognized as having experience and training in his or her field of expertise. The supervisor's license need not be in psychology, but may be in social work, psychiatry, counseling, nursing, etc., as long as the person is recognized as a competent practitioner in the area of supervision. In the event that the primary practicum supervisor is not a licensed psychologist, the student will have opportunity to discuss his or her clinical work on a weekly basis with a licensed psychologist in the program. This is accomplished either through formal course work associated with the placement (i.e., *Clinical Practicum III and Clinical Practicum IV*) or via formal meetings with the licensed faculty assigned to serve as the Psychology Consultant for students on external placements supervised by a professional licensed in another discipline. In addition to clinical work and supervision, students spend additional hours at the external placement participating in other learning activities (i.e., grand rounds, case rounds, case presentations, seminars, etc.). Students will also complete clinical documentation and other institutional paperwork as required during the time allotted for the external placement. This activity can be logged as "support activity" when tracking the time spent on practicum.

Please note: Students must satisfactorily complete at least one external placement before being approved to apply for the pre-doctoral internship. Satisfactory completion of a total of two external placements are required for graduation. Satisfactory completion of an external placement entails:

- Having a documented record of satisfactory evaluations throughout the practicum training, or, where some progress was not satisfactory, documented evidence of the successful resolution of the specific area(s) of concern;
- Submitting a report generated by their online Time2Track profile documenting the practicum hours as set out in the Association of Psychology Postdoctoral and Internship Centers (APPIC) application. These records document all practicum hours, including hours accumulated at external practicum sites, and will be used for internship application. A copy is kept in each student's private student file on Schoology.
- Submission of completed Site Evaluation and Supervisor Evaluation (see below).

In cases where it is determined that a student needs additional external placement training beyond the two required (i.e., as part of a remediation plan, due to not securing an internship in the match process, due to faculty recommendation for additional placement experience prior to applying for internship, etc.), students will enroll in *PSYC 797: Advanced Clinical Placement*. This is a 0 credit course that allows students to complete an additional placement while maintaining affiliation with and oversight from the Psy.D. program, even when all other course requirements are complete.

In order to ensure that students are accruing the expected number of clinical hours on their external placement, students are required to continuously track their progress via an APPIC-style online hours tracking service, Time2Track. The Director of Clinical Training has access to these records and will conduct 3 separate hour "checks" per semester. Students are told, in advance, when these checks will occur. In the event that a student's accrued hours becomes deficient, the Director of Clinical Training will begin an informal dialogue with the student and/or site supervisor to create and implement a plan of action that would ensure that the student is able to accrue the amount of hours needed.

The following describe the procedures related to external placements.

a. Application/Interview/Selection Process & Timeline

In the fall semester of the first year (and subsequent years), the Director of Clinical Training works with each student to develop and Individualized Clinical Training Plan. The DCT and student discuss long-term professional clinical interests, desired internship sites or types, if any, and training

needs/goals in order to develop an initial plan for clinical training, internal and external, throughout the program. This plan, which is revised as the student progresses through the program, is used to determine options for external placement and internship experiences.

Early in the spring semester the Director of Clinical Training and Placement Coordinator initiate the practicum application process. Students who have been approved to apply, per faculty review, will be invited to complete the application process. See [Appendix J](#) for the *External Placement Application* form. Approval to apply to external placement sites is dependent in part on satisfactory performance in PSYC 700, 781, 701, and/or 702, including the timely completion of all clinical and administrative obligations in the University Counseling Center.

When completing the application, students are asked to further develop their Individual Clinical Training Plans by submitting specific requests and rationale for external clinical placement (i.e., site, type of setting, type of services, etc.). Students should make requests for training that will serve to broaden the base of clinical experience both in terms of clientele and supervision; extend training into a range of settings; provide opportunities to develop areas of interest into areas of professional competence; and make them more competitive in terms of internship and future career opportunities. Students should think of practicum training as integral to their overall education as a clinical psychologist and seek external placements that offer breadth of training whenever possible.

After submitting the application, students will be advised of possible placements and will be directed by the DCT and Placement Coordinator as to instructions for interviewing at potential sites. The DCT and Placement Coordinator are also available at this time to assist students with application materials and interview preparation, as needed. Please note: Students are responsible for their own transportation to external placement sites. Some sites are a considerable distance from campus and cannot be accessed by public transportation. Transportation issues are not an adequate justification for refusing a placement site. Once students are accepted for an external placement, the search concludes. Students who reject a placement opportunity may not be considered for another, thus resulting in the inability to complete the PsyD program.

The general timeline for this process is as follows:

<u>Fall Semester:</u>	DCT meets with students to develop Individual Clinical Training Plans
<u>Start of Spring Semester:</u>	Students submit Placement Application

<u>January:</u>	DCT and Placement Coordinator locate potential placements and notify students
<u>February/March:</u>	Students interview at one or more sites
<u>By end of Spring Semester:</u>	External Placements for the following academic year are confirmed

Please note: Once a placement is confirmed, the student will be in direct contact with the placement site in order to complete any paperwork or training required to be completed prior to beginning the placement (i.e., background checks, HR paperwork, etc.).

b. Student Site Evaluation

At the conclusion of each external placement, students are required to complete a formal evaluation of the training experience at the site. See *Section D: Program Policies* for information about the Student Site Evaluation form. These are to be returned to the Director of Clinical Training by the date requested. Throughout the external training experience, students also communicate feedback informally to the Course Instructor for *PSYC 763 & 764: Clinical Practicum III and IV* as well as to the DCT and/or the licensed faculty member serving as the Psychology Consultant for students on external placement supervised by a professional licensed in another discipline.

c. Student Supervisor Evaluation

At the conclusion of each external placement, students are required to complete a formal evaluation of the external placement supervisor. See *Section D: Program Policies* for information about the Student Supervisor Evaluation form. These are to be returned to the Director of Clinical Training by the date requested. Throughout the external training experience, students also communicate feedback informally to the Course Instructor for *PSYC 763 & 764: Clinical Practicum III and IV* as well as to the DCT and/or the licensed faculty member serving as the Psychology Consultant for students on external placement supervised by a professional licensed in another discipline.

d. Reporting Issues

Students with concerns related to external placements should report these immediately to the Director of Clinical Training, the Course Instructor for *PSYC 763 & 764: Clinical Practicum III and IV*, and/or the licensed faculty member serving as the Psychology Consultant for students on external placement supervised by a professional licensed in another discipline who will convey the information to the DCT. The DCT, Course Instructor, and/or Psychology Consultant will work

with the student to find an appropriate resolution to the concern, as specified in the External Clinical Placement policies in *Section D: Program Policies* below.

e. Clinical Practicum III and IV Courses

During the fall semester of the first external placement, students complete *PSYC 763 Clinical Practicum III*. During the fall semester of the second external clinical placement, students complete *PSYC 764 Clinical Practicum IV*. Each of these courses meets for one hour per week and provides the opportunity for students on external placement to discuss clinical, professional, and ethical issues they are encountering on their placements. Each of these courses is led by a core faculty member and also provides the opportunity for students to continue integrate what they are learning in the program with what they are learning on placement. Students will evaluate the effectiveness of this course in helping them develop relevant competencies by completing the evaluation in [Appendix K](#).

4. Case Conference

Case Conference is held approximately weekly throughout the fall and spring semesters. Case Conference provides an opportunity for students to present case material and participate in case discussion with faculty and peers. Case Conference is held on Wednesdays from 1 -2 in the UCC Conference Room. Preference for presenting at Case Conference will be given to students currently enrolled in *PSYC 701 and 702: Psychotherapy Methods and Practicum I and II* and may be a requirement of the course, as determined by the course instructor. Attendance at Case Conference is required for all first and second-year students, including students currently enrolled in PSYC 701 and 702.

m. Clinical Internship (Rev. 12/2018)

Completion of a one year pre-doctoral internship is required of all PsyD students. After receiving approval from the faculty and meeting program prerequisites (i.e., successful completion of Comprehensive Exam and Dissertation Proposal Defense), students submit applications to prospective internship sites, typically during the fall of their third year of the doctoral program. The internship will begin during the summer or early fall of the following year. No later than early in the fall semester, the Director of Clinical Training will meet with students in order to review the process of application and internship selection. Thereafter, the Director of Clinical Training serves as the liaison between students and internship sites. Hence, it is essential for students to remain in contact with the Director of Clinical Training throughout the application and selection process, and to inform him/her of any decisions in this regard. During the course of their internship year, students should contact the Director of Clinical Training with any questions or concerns regarding their clinical training.

The PsyD Program, at the time of accreditation, will become a Doctoral Program Associate of the Association of Psychology Postdoctoral and Internship Centers (APPIC). Each year APPIC publishes an online directory of internships on the APPIC web page (www.appic.org). All APA-

accredited internships listed on the APPIC directory are automatically approved by the PsyD Program. Students are expected to apply for internships through the APPIC application and matching system.

Only in extremely rare cases will a non-APA-accredited internship be considered acceptable in meeting program degree requirements. In such cases, the student is responsible for locating the potential internship site, and the site must clearly demonstrate to the program that the proposed internship will provide internship training equivalent in content and quality to APA-accredited internships. To qualify as an acceptable internship experience, the non-APA-accredited internship must operate under standards equivalent to those described in the CoA Standards for Accreditation of Internship Programs (pp. 23-33 of the current Standards of Accreditation) as judged by the DCT, Program Director, and Department Chair. An example of a, potentially, acceptable internship would be a site that is in the process of applying for APA accreditation but has not yet received an accredited status. In particular, the site must demonstrate through written program materials and other documentation that it is appropriate for internship training, as outlined on pages 23-26 of the Internship Standards of Accreditation. Further, the site must demonstrate through written program materials and other documentation that the intern would receive developmentally appropriate, competency-based training (per the Standards of Accreditation for APA accredited internship sites); at least 4 hours of supervision per week (two of which must be individual); that the supervisors are doctoral-level psychologists who have primary professional responsibility for the cases for which they provide supervision and are appropriately trained and credentialed (i.e., licensed, registered, or certified) to practice psychology in the jurisdiction in which the internship is located; that interns are evaluated in terms of competencies (as in the doctoral program) and in a developmentally appropriate manner; and that interns are provided formative feedback and written, summative feedback at least twice per year, which is also shared with the program and kept on record at the internship site. During such an internship, the program (Director of Clinical Training) assumes responsibility for closely monitoring the student's progress at such a site in order to ensure that previously agreed upon standards for quality of training are met throughout the internship. Non-APA accredited internships are only approved after thorough, formal review and vote of the Director of Clinical Training, the Program Director, and the Department Chair. Further, this review will not be completed until after review of program documentation provided by the proposed internship site, discussion with the site, and completion of a written, signed contract (by training site, student, and program) detailing how the proposed internship site will provide training that is consistent with the American Psychological Association Commission on Accreditation's Standards for Accreditation of Internship Programs.

Students should be aware, in these exceptionally rare cases, that the decision not to complete an APA-accredited internship program, even if approved by the program, can have a negative impact on future training, licensing, and employment opportunities. Some employers and/or states will not license and/or employ professionals who did not complete APA-accredited internships.

For a copy of the most recent APPIC Application for Psychology Internship (AAPI), please access their internet site: www.appic.org. Extensive guidelines for completing the application are posted on that site. The Psychology Department library has workbooks and textbooks on applying for internships, which can be reviewed by students.

n. Outside Work

The doctoral program is considered a full-time program of study. Although strongly discouraged, students may work on a part-time basis with the permission of the Department Chair. However, students are expected to negotiate their hours of employment around their University commitments, which take priority.

All students in the Point Park PsyD Program are expected to conduct themselves in their places of employment in accordance with the professional and ethical standards dictated by state law (i.e., PA Code and any code applying to the state of employment) as well as the APA's Ethical Principles of Psychologists and Code of Conduct. To ensure ethical and professional conduct of our students who are working in clinical capacities outside the program, students who are engaging in such employment or who wish to do so some time during their studies, must report this to the Program Director (in the Student Activities and Self-Assessment Report) and submit documentation each semester from the employer attesting to satisfactory professional performance and conduct. Students must also provide permission for the Program Director and/or Director of Clinical Training to speak with employers when necessary. Persistent incompetence or ethical violations in places of employment may result in dismissal from the program. If a student engages in clinical work outside of the program and does not report it, the student may be dismissed from the program.

o. Ethical Conduct

The Psychology Department respects the inherent moral dimension of psychology and the complexity of the ethical challenges one encounters in academic, research, and practice settings. Hence, the Psychology Department expects students to:

1. Comport themselves in accordance with our profession's "Ethical Principles of Psychologists and Code of Conduct," and
2. Behave in a manner consistent with the PA Code of Ethics for Psychologists (§ 41.61. Code of Ethics) and any other such code in effect in a State in which the student is practicing.

All students are bound by the ethical principles and code of conduct of the profession. Gross violation may result in immediate termination from the program without warning. Ethical violations, while not always illegal, may still constitute grounds for immediate dismissal. At the start of the PsyD program, students are provided with the APA Ethical Principles of Psychologists and Code of Conduct and the PA Code of Ethics for Psychologists (§ 41.61. Code of Ethics) for review. Students then complete and return the signature page ([Appendix L](#)) to the DCT in order to acknowledge receipt and understanding of these codes.

p. Evaluation of Progress

1. Timeline

There are several milestones to help students and faculty track students' progress through the program. See [Appendix M](#) for a check-list of *PsyD Program Milestones*. Students can gauge their overall progress on these milestones through course grades, semester-end feedback from the advisor, results of the Comprehensive Examination, committee feedback on the dissertation proposal, feedback from practica (internal and external) supervisors, and feedback from the Bi-annual Faculty Review of progress. They can also make use of the *Competency Benchmarks* document (see [Appendix N](#)) as a tool to gauge their progress in terms of behavioral anchors at three different developmental levels – readiness for external placement (developed during year 1) and readiness for internship application (developed during year 2), and readiness for internship (developed in year 3).

2. Bi-annual Faculty Review

The progress of all PsyD students is formally reviewed at the end of each fall and spring semester by the PsyD Program Core Faculty, though additional formal reviews can take place at any time deemed necessary by the faculty. In preparation for the bi-annual review, students are required to submit a *Student Activities Report and Self-Review* (See [Appendix O](#)) for the semester by the deadline set by the Program Director. This report is reviewed first with the student's advisor and then submitted to the Program Director.

The goals of the Core Faculty's bi-annual meetings are, first, to determine that each student is meeting benchmarks and progressing satisfactorily toward attainment of the program's core competencies and, second, to discuss each student's strengths and weaknesses. The Faculty makes use of course grades; qualitative feedback from course instructors; qualitative feedback from faculty involved with students on scholarship, research, or community engagement projects; feedback from dissertation chair on comprehensive exam and dissertation progress; documentation of clinical training experience on practicum logs; student self-assessment; as well as multiple supervisor evaluations, including evaluations of students' performance on practica and external placements (see next sections below). During the bi-annual meeting, each student's advisor completes the *Progress Review Form* (See [Appendix P](#)). This form articulates the minimum expected ratings (Satisfactory or above) for each program element associated with each Competency. Minimum levels of achievement also necessitate that students receive a B (or P in the case of a Pass/Fail course) or above in the courses required for each competency.

The student's advisor shares the completed Progress Review form, including recommendations, with the student, who is explicitly invited to respond to these evaluations in writing if the student chooses to do so. Students meeting the minimum levels for achievement (including cumulative GPA of 3.25) will progress to the next stage of training, whereas those who do not, will participate in a remediation plan.

3. Competency Evaluation for Community Practicum

In addition to receiving a grade for PSYC 731: Foundations of Community Psychology, which includes a community practicum, students are formally evaluated during this practicum by the course instructor. The evaluation form (See [Appendix Q](#)), which assesses how well students are achieving program competencies related to the community practicum, is provided to students at the beginning of the semester as an attachment to their syllabus. In the final week of the semester, students meet with the instructor who gives them the completed form and discusses the results of the student evaluation. A copy is provided to the student, and another copy is placed in the student's electronic file in Schoology. As stated on the evaluation form, the minimum requirement for performance on this practicum is a rating of 3 on each item of each competency area.

4. Competency Evaluation for Internal Practica and External Placements

Students are given feedback about their performance relative two program competencies (i.e., Competency B and Competency D) through formal evaluations of their performance during clinical training experiences. These evaluations are also used to assess students' progress during bi-annual faculty review of students' progress.

1. Evaluation Process

Students engaging in internal practica (PSYC 701 and 702) through the University Counseling Center will be given informal, formative feedback by the course instructor/clinical supervisor throughout the practicum. Students will receive a formal, summative evaluation at the conclusion of each practicum. See [Appendix R](#) for the *Competency Evaluation Form* used to assess competency on all clinical training experiences (i.e., internal practica and external placements). Supervisors will review their evaluations with students and students have the opportunity to submit feedback about the evaluation (on the form) if they choose. Supervisors should provide a copy of completed evaluations to students as well as the Director of Clinical Training. Copies will be kept as part of each student's file.

Students engaging in external placements through various external training sites will also be given informal, formative feedback throughout the clinical training experience as well as formal, summative feedback at the end of each semester on the placement. Students are encouraged to ask for informal feedback at any time during the training experience. Supervisors at external placement sites will complete the *Competency Evaluation Form* ([Appendix R](#)) and review with the supervisee. Students have the opportunity to submit feedback about the evaluation (on the form) if they choose. Supervisors should provide a copy of completed evaluations to students as well as the Director of Clinical Training. Copies will be kept as part of each student's electronic file.

Supervisors' evaluations for all clinical training experiences are based on observations of students in supervision, observations of clinical work, observations of students' interactions with staff or others, review of written work, review of raw test data, and/or collateral information about students' performance. Supervisors must directly observe a students' clinical work at least one time per semester, though students should expect this to occur more regularly. Direct observation

can include live observation of sessions or review of session audio or video. Supervisors must use information from this direct observation to inform their evaluations of students.

Minimum performance expectations are communicated via the benchmarks on the first page of the evaluation form and are as follows:

Competency Rating Descriptions & Benchmarks for Graduated Training Experiences	
NA	Not applicable for this training experience / Not assessed during training experience
6	Student is performing at the level of a pre-doctoral intern. Competency attained in all but non-routine cases, though supervisor provides overall management of trainee’s activities. Trainee demonstrates and consistently and effectively uses more advanced skills. Benchmark: At conclusion of External Placement II, all ratings should be 6.
5	Basic skills are implemented with ease and more complex skills are emerging. Trainee demonstrates emerging competency in routine cases. Requires routine supervision of most activities, though depth of supervision varies as clinical needs warrant. Benchmark: At mid-year evaluation of External Placement II, all ratings should be 5 or higher.
4	Basic skills and competency levels have been acquired and trainee implements them in with increasing ease, but continues to require routine supervision of each activity. Benchmark: At conclusion of External Placement I, all ratings should be 4 or higher.
3	Routine, and occasionally intensive, supervision is needed, particularly in unfamiliar training areas. Skills and competencies are becoming more familiar, but trainee needs assistance in implementing them. Benchmark: At conclusion of PSYC702 (second practicum) and mid-year evaluation of External Placement I, all ratings should be 3 or higher.
2	Basic skills have been acquired, though most skills are new and trainee needs close supervision. Benchmark: At conclusion of PSYC 701 (first practicum) all ratings should be 2 or higher.
1	Student is failing to demonstrate basic skills and competency levels. Requires remediation plan.
	<p>-A rating of 0.5 may be added to any level if this represents incremental achievement.</p> <p>-If student fails to meet the benchmark or it appears that a student will not attain the necessary rating at any level of training, a plan for assistance or remediation should be implemented immediately to assist the student in meeting minimum training requirements.</p> <p>–If a student does not meet the benchmark on any of the following elements, comments should include the specific reasons for the deficient rating in order to develop a specific plan for assistance or remediation.</p>

Thus, the minimum performance expectation (i.e., satisfactory performance) at each stage of training is as follows:

- End of PSYC 701: Ratings of 2 or better on all evaluation components.
- End of PSYC 702 & Mid-Point of External Placement I: Ratings of 3 or better on all evaluation components.
- End of External Placement I: Ratings of 4 or better on all evaluation components.
- Mid-Point of External Placement II: Ratings of 5 or better on all evaluation components.
- End of External Placement II: Ratings of 6 on all evaluation components.

If at any point a student or supervisor is concerned about the student's ability to reach a benchmark (i.e., perform at a satisfactory level given the developmental level of the student), this should be discussed as soon as possible to develop a plan to assist the student in meeting the benchmark. Students who do not meet benchmarks as stated above may not be able to progress to the next stage of training and/or may require a remediation plan.

q. Appeal of Academic Decisions

Students who believe a final grade in a given course or other evaluation of student performance represents an inaccurate evaluation of their work have the right to appeal. A student begins the appeals process by discussing the issue with the faculty member or supervisor who assigned the grade or completed the evaluation. In doing so, the student should be prepared to demonstrate how the assigned grade fails to reflect the faculty member's stated course requirements and grading standards or how the evaluation fails to accurately reflect student performance.

If the discussion with the faculty member/supervisor does not produce a mutually satisfactory resolution, the student's next step in this procedure is to meet with the Program Director and/or Director of Clinical Training, in the case of a clinical evaluation. If these discussions do not produce a resolution to the appeal, the next step is for the student to appeal to then Department Chair. The Chair reviews the issue with the student. If at the end of that discussion the student wishes to file a formal appeal, the chair advises the student how to proceed.

Formal appeals must occur within four weeks of the start of the succeeding fall/spring semester and must be submitted to the department Chair in writing. Written appeals will show the extent to which a disputed grade fails to correspond with the faculty member's stated course requirements and grading standards and/or the evaluation fails to accurately reflect student performance. The written appeal must also indicate the date on which the previous informal appeals (i.e., with faculty member, DCT, Program Director, and Department Chair) took place.

A Department Chair receiving a written appeal will appoint a department committee of three faculty members to sit on an ad hoc appeals committee. Department Chairs unable to convene their committees within two weeks of receiving the student's written appeal will notify the Associate Provost to that effect. When the committee does meet to consider the appeal, at least one of its members will have professional familiarity with the content of the subject course. Based on the

committee's deliberations, the Department Chair will either sustain the grade/evaluation or ask the faculty member/supervisor to change it.

The grade or evaluation change outcome can result in the original grade or evaluation being raised or lowered. Students who believe that the departmental process resulting in the dismissal of their appeal was flawed may petition the Associate Provost for reconsideration on these grounds. Students must submit in writing an evidentially-supported petition, and they must do so within one week of receiving the results of the departmental appeal review. The Associate Provost, within one week, will consider such materials carefully and either conclude the appeal process or convene a grievance committee.

If a grievance committee does convene, it will do so expeditiously, and the Associate Provost will serve as its chair. Grievance committees have three voting members: a student and two faculty members who sit on the academic standing subcommittee of the School. The purpose of a grievance committee is to determine whether a grade is both fair and reasonable, nothing more; thus, grievance committees limit their activities to making those determinations. Depending on the committee's determination, the Associate Provost will accordingly either sustain the awarded grade or see that the grade is changed. The grade change outcome can result in the original grade being raised or lowered. The Associate Provost's action ends the appeals process.

r. Graduation

1. Degree Conferral and Walking in Graduation Ceremony

Degrees are conferred by the University three times per year: at the end of the fall, spring or summer (August) terms, and only when all requirements for the degree have been met (including the submission of the final dissertation and completion of the pre-doctoral internship). Point Park University currently has one formal graduation ceremony per year for graduate students, which takes place at the end of each Spring semester.

Graduation is not an automatic process. After meeting with your advisor and it is determined you are nearing the completion of your degree requirements, a graduation application must be submitted before the deadline of your intended term of graduation. Failure to apply for graduation will delay the conferral of your degree and receipt of your diploma. For deadlines for each term and a link to the Application for Graduation See:

<http://www.pointpark.edu/About/AdminDepts/RegistrarsOffice/StudentResources/Graduation>

Students may be permitted to participate in the Spring commencement ceremony for the PsyD if all degree requirements are complete other than the pre-doctoral internship. However, the PsyD degree will not be conferred until all degree requirements are complete.

One a student has successfully completed two years of coursework (through Spring of the second year, as specified on the student's plan of study, and including transfer credits, if applicable) and the Comprehensive Exam, a Non-Terminal MA in Clinical-Community Psychology will be conferred. The Comprehensive Exam is to be completed no later than the end of the Spring

semester of the second year of the program. As such, the MA will typically be conferred by the end of the Spring of the second year of the program. There is no formal commencement ceremony associated with the conferral of the MA.

2. Statute of Limitations

All degree requirements for the PsyD degree must be completed within seven years from the student's initial semester of enrollment in the PsyD program (i.e., no later than the start of the fall semester 7 years from the student's start date in the PsyD program). Students who do not complete, or are judged by the faculty to be unable to complete, their degree requirements by the deadline will be dismissed from the program. If there are exceptional circumstances (e.g., medical leave) that result in a student needing additional time to complete the program, the student may request an extension by submitting a written request, including a reason for the extension and requested length of the extension, to the Program Director no later than one week after notification of dismissal. This request must be co-signed by the student's advisor. Such requests will be considered for approval by PsyD Core Faculty. Denials can be appealed through the "Appeal of Dismissal" process described on pp. 52-53 of this manual.

3. PSYC 900 Dissertation Course

Students who have not successfully defended and submitted a dissertation to the Graduate School by the end of the fourth year of the program must continuously enroll (fall, spring, and summer terms) until the dissertation is completed, but no longer than seven years from beginning the program, when the statute of limitations is reached (unless there is an approved extension to the 7-year limitation). Students must enroll in *PSYC 900 Dissertation Extension* for each term after the completion of the fourth year until they successfully complete the dissertation or their statute of limitations expires. Enrollment in *PSYC 900* requires an enrollment fee each term (see program webpage for current rates). Students who fail to continuously enroll in *PSYC 900* without formally obtaining a leave of absence will be dismissed from the program.

Section D: Student Policies

a. Attendance Policy

The program is designed such that a significant amount of learning takes place as a result of interactions with faculty and peers in class and other program activities (e.g., case conference). As such, attendance at all classes and other required program activities is expected. Any exception to this expectation will be communicated by course instructors (including policies on excused absences for illness or professional activities).

Students must attend all classes, arrive on time and be prepared for full participation in class by completing all readings and assignments. Students must be prepared to be active participants in the entire learning experience. Active participants get involved in class discussion and activities; take notes on the material presented; share their insights and opinions and ask relevant questions. Students are required to attend every class. Any absence may result in the reduction of the final grade. Arriving more than 15 minutes late to class, leaving before the class is formally ended and non-participation in classroom discussions and activities may adversely affect students' grades at the instructor's discretion.

1. Leave of Absence

A student must fill out a Leave of Absence form if the student will miss one eight-week or fifteen-week semester. Failure to do so will require the student to go through readmission in the Office of Graduate Admission and to follow the program of study in effect during the term of return. The Leave of Absence request is valid for two years. After two years, the student must reapply for admission into the PsyD program. Former students re-applying for admission to the University are subject to the same fees and evaluation processes as first-time applicants. Re-admitted students will continue their studies under the provisions of the graduation requirements and program guides in effect when they return to the University.

A student must have a cumulative GPA of 3.25 or above to apply for a leave of absence. (Note: The GPA requirement to apply for a leave of absence is higher at the program-level than it is for the graduate school. The program policy applies). A student granted a leave of absence may return and maintain the same degree requirements that the student was following during the student's last term of attendance at the University. There is no guarantee about maintaining Federal financial aid. Please see the Office of Financial Aid for financial questions related to leave of absence.

2. Notification of Extended and Serious Illness

Students who miss class for serious and extended illnesses may request the assistance of the Student Health in notifying their professors. The responsibility of arranging to make up missed assignments or to submit assignments late belongs to the student. Students who experience a medical issue during an academic term of such a severity that they are unable to continue or keep up with their courses may consider requesting a Medical Exception for the academic term. A Medical Exception can

impact a student's academic career in a number of ways, and students are encouraged to consider alternatives before applying for a Medical Exception. Students are strongly encouraged to meet with the Center for Student Success to discuss alternatives to the Medical Exception process, which may include requesting incomplete grades. Students with a medical condition involving a short-term or long-term disability should also consider meeting with the Student Success Coordinator - Disability Services in the Center for Student Success.

b. Retention

1. Supportive, Collegial, and Respectful Learning Environment

The PsyD program is committed to creating and ensuring a respectful and supportive learning environment in which students feel safe to explore their viewpoints as well as views that differ from their own. Students are encouraged to freely, yet respectfully, express their opinions on an issue, whether or not they are shared by others. The PsyD faculty recognize that the topics explored in the program are likely to generate strong opinions and feelings, on often very personal issues, thus, creating the potential for disagreement and discomfort during classroom discussions, supervision, and other aspects of the program. Students who become concerned about issues related to respect or emotional safety in the classroom, supervision, or other program activities are encouraged to raise these concerns with course instructors, supervisors, and/or program leadership so that they can be addressed.

Furthermore, Point Park University is committed to an academic and work place environment in which its students, faculty, and staff have a right to be free from violence of any kind, including but not limited to, discrimination and harassment of any form, including bullying, by any member of the University community. Discrimination and harassment, of any form, including bullying, are prohibited by University policy, are also a violation of federal, state, and local laws, and will not be tolerated. It is also a violation of University policy and the law for anyone to retaliate against an employee, student, or applicant who makes a discrimination or harassment claim. Any individual who, after thorough investigation and an informal hearing, is found to be guilty of discrimination and/or harassment is subject to disciplinary action for violation of University policy appropriate for the severity of the offense, up to and including expulsion or termination.

2. Academic Probation

PsyD students must achieve an overall GPA of 3.25 in graduate course work to attain the doctoral degree. Successful completion of a course requirement in the PsyD Program entails earning a grade of B or better (or P in the case of a Pass/Fail course). Students whose GPA falls below 3.25 are placed on academic probation and are subject to dismissal if unable to achieve a cumulative GPA of 3.25 or higher upon completion of the subsequent 12 credits of doctoral course work. (Note: The minimum GPA required to remain in good academic standing is higher at the program-level than it is for the graduate school. The program policy applies).

3. Remediation Policy

Remediation policies are in place in order to attempt to retain students who are struggling to achieve competencies who would otherwise be dismissed from the program due to failure to meet minimal performance standards (i.e., minimal course grades, GPA, supervisor ratings, timely progress and successful completion of Comprehensive Exam, Dissertation Proposal, and final Dissertation). Students in need of remediation are identified through the bi-annual faculty review of student progress, taking place at the end of each fall and spring semester, if not before. See above for a description of this review process. At the conclusion of the bi-annual progress review, students meeting the minimum levels for achievement and timely attainment of program milestones will progress to the next stage of training, whereas those who do not, will be considered for a remediation plan. During the bi-annual review, once a student is identified to be failing to meet a program standard, the faculty will first discuss and decide whether the deficiency qualifies for remediation. The faculty may decide (in the case of ethical violations, for example), that remediation is not appropriate, and instead, recommend dismissal or other action. If faculty agree a student should participate in a remediation plan, the student is notified of the plan, including the timeline for completion, in writing on the Bi-Annual Progress Review form or in other written form, which is shared with students by their advisor. As part of a remediation plan, actions may be taken, including the placement of an enrollment hold on the student's account until specific conditions outlined in the plan are satisfied. The advisor is responsible for coordinating the implementation of the plan (with assistance of other faculty or supervisors, if necessary), tracking the student's progress with the plan, and providing the student with detailed, written feedback about their progress. Students' progress on remediation plans will be discussed at subsequent bi-annual student progress reviews, if not before, and students will be given written feedback about the extent to which corrective actions have or have not been successful in addressing the areas of concern.

c. Dismissal from the Program

There several conditions that constitute grounds for dismissal from the PsyD Program:

- Failure to meet minimum performance (academic and/or clinical) standards and failure to remediate according to remediation policy.
- Any behavior (within the program or elsewhere) that violates ethical code, state law, and/or other standards of professionalism. In some cases, dismissal may be immediate.
- Exceeding statute of limitations for degree completion.
- Failure to enroll without an approved leave of absence.

Students will be notified in writing of a decision to dismiss.

1. Appeal of Dismissal

Students wishing to appeal academic dismissal from the PsyD program must first appeal to the Program Director for the PsyD Program. This appeal must be made within one week of receiving official notification of academic dismissal. The Program Director will review the appeal with the

PsyD Core Faculty and the Department Chair and will respond to the student's appeal within two weeks of consultation with the PsyD Core Faculty and Department Chair. If the student's appeal is denied or the Program Director fails to respond within two weeks, the student may then appeal to the Provost. The Provost may accept or reject the Program Director's recommendation. The Provost decision ends the appeals process for academic dismissal.

d. Student Complaints and Formal Grievances (Rev. 4/2019)

Students are encouraged to communicate concerns about the program. When possible, students should first present complaints directly to those involved. If resolution is not achieved at this level or if the complaint is related to a programmatic issue, the student should next discuss the concern with either the Program Director or Director of Clinical Training (if the issue specifically relates to clinical training), who will attempt to resolve the complaint. If a student wishes to file a formal grievance about the program or individual associated with the program, the student should submit this in writing to the Program Director. A formal grievance about the Program Director should be submitted to the Department Chair. The Program Director (or Department Chair, if the grievance is related to the Program Director) will review and respond in writing to the grievance within two weeks, after consultation with all appropriate parties. If the student is not satisfied with the program response or if the program fails to respond within two weeks, the student may then file the formal grievance directly with the Provost's Office. The Provost's Office will work with the program and the student to address the grievance, taking appropriate action. The Program Director or Department Chair can elect, from the start, to include the Provost's Office in the process of addressing a grievance, and this will automatically be done in the case that there is a conflict of interest that prevents the Program Director or Chair from being able to address the grievance in an ethical manner. A copy of any written grievance will be kept on file in the Grievance Record in the Psychology Department and in the program's Schoology records and will be reviewed at the time of accreditation by the APA Commission on Accreditation. Written documentation of any response to or resolution of formal grievances will also be kept on file in the Grievance Record (both in the paper file in the Department and on Schoology).

e. Student Records

The PsyD Program maintains an electronic record for each PsyD student containing documents related to each student's education, training experiences, and evaluations. The student record serves to document current progression through the program and can be used for future reference and credentialing purposes. Student records are securely stored online using a FERPA-compliant Learning Management System (Schoology). For students who entered the program prior to conversion to electronic record-keeping, there is a partial paper record maintained in a secure location (locked file) in the Psychology Department. A student's record includes but is not limited to: Student Activities Report and Self-Review Forms; Plan of Study; Bi-Annual Progress Review forms; Practicum Logs; Dissertation Committee Intent to Serve form; Dissertation Proposal Approval form; Dissertation Approval form; Comprehensive Exam; Professional Liability Insurance documentation; and Supervisor Evaluations. Students have the right to review their individual records and can submit a request to do so to the Program Director.

1. FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

- (1) The right to inspect and review the student's education records.
A student should submit to the Registrar, Financial Aid Director, Dean or other appropriate University official written requests that identify the record(s) the student wishes to inspect. The University official will make arrangements for access within 45 days of the University's receipt of the initial request and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- (2) The right to request the amendment of the student's education records that they believe are inaccurate or misleading. The student shall write the University official responsible for the record, clearly identify the part of the record the student wants to have changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University or acting in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); an administrator or faculty member from an institution with which Point Park University has an academic or clinical affiliation who has legitimate educational interest; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility for the University.

Upon request, the University discloses education records without consent to officials of another school in which a student is, seeks, or intends to enroll.

Point Park University reserves the right to release directory information without prior written consent of a student unless notified in writing to the contrary. The following items are considered by Point Park University as Directory Information: student name, addresses (including electronic), telephone number(s), date and place of birth, field(s) or program(s), participation in officially recognized activities, photographs, enrollment status, dates of attendance, height, weight, degrees, awards and honors received, previous schools attended, and post completion placements, including employment and graduate school attendance.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

f. Department/Program Communications

Communications from the Department or Program are sent via e-mail to students' Point Park email address, and it is the student's responsibility to ensure that these communications are received. Therefore, students need to check Point Park email regularly. Students are expected to respond promptly to requests made via email or other forms of communication from the Department or PsyD Program.

g. Department Meetings

Students are urged to contribute to the ongoing development of the PsyD program. While students are always welcome to schedule a meeting with the Chair or Program Director, there is also formal structure to facilitate student input. At the start of each academic year, each cohort will select a student to serve as a representative for the cohort. Student representatives from each cohort then attend monthly PsyD faculty meetings in order to present students' points of view on programmatic issues. Student representatives can also report information from these meetings back to their cohorts.

h. Travel Funding

The PsyD Program offers funds to students to support travel to conferences and professional meetings to present research. To be eligible for travel funds, students must provide documentation that they are presenting at a conference (i.e., paper, poster, panel, etc.). These funds are determined on an individual basis and are intended to be a partial contribution to total eligible travel expenses (i.e., transportation, lodging, meals, and registration fees). The Program Director cannot guarantee travel funding will be awarded. PsyD students are limited to one fund request per year unless additional funds are available and approved by the Program Director. Students should direct questions about travel funding to the Program Director.

Section E: Program Policies

a. Department/Program Meetings

The Psychology Department faculty meet monthly on the second Monday to discuss issues relevant to the entire Department. PsyD faculty participate in Department meetings. PsyD faculty also meet separately monthly to discuss issues relevant to PsyD program implementation, program development, and student progress. Student representatives from each PsyD cohort attend monthly PsyD meetings to provide student input and feedback. Student representatives are not present for portions of PsyD faculty meetings in which student progress is discussed.

b. Program Assessment

The self-assessment process for the PsyD in Clinical-Community Psychology incorporates several components including collection and evaluation of proximal outcomes data, distal outcomes data, formal evaluative feedback from current students and graduates, formal self-study as directed by the CoA, as well as ongoing reflexive, evaluative discussions in regular faculty meetings, faculty retreats, and meetings of the program leadership. Each of these aspects of the program's intended self-assessment process is described below.

1. Proximal Outcomes

To answer the question as to whether the program is effective in meeting its aims, as described in the Section B (i.e., Program Mission, Aims, Goals & Objectives) data are collected for each student's performance during their time in the program on each required learning/experiential activity associated with each element of each overall competency established by the Commission on Accreditation.

Proximal data on all relevant competencies is collected from each student bi-annually, at the end of the fall and spring semesters. The process of data collection for proximal data involves bi-annual submission of the Student Activities Report and Self-Review (see [Appendix O](#)) by students. This is a document in which students record and reflect upon their progress in the program. This document, along with the student's Plan of Study (see [Appendix A](#)), is reviewed with the student's advisor in an advising meeting prior to the Bi-Annual Faculty Review meeting, during which individual student progress is discussed. The goals of the review meeting are, first, to determine that each student is meeting benchmarks and progressing satisfactorily toward attainment of the program's core competencies and, second, to discuss each student's strengths and weaknesses. These meetings are also opportunities for faculty to assess program strengths and weaknesses, as reflected in common strengths and struggles across students.

During the Bi-Annual Faculty Review, the faculty examine multiple sources of proximal outcome data for each student (i.e., course grades; qualitative feedback from course instructors; qualitative feedback from faculty involved with students on scholarship, research, or community engagement projects; feedback from dissertation chair on comprehensive exam and dissertation progress and/or grades; documentation of clinical training experience on practicum logs; student self-assessment;

as well as multiple supervisor evaluations, including evaluations of students' performance on practica and external placements). Each student's advisor then completes the Progress Review form (See [Appendix P](#)) and shares the completed document, including recommendations, with the student, who is explicitly invited to respond to these evaluations in writing if the student chooses to do so. A final, signed copy is kept in each student's electronic file.

The completed Progress Review forms, along with student transcripts and the completed Plans of Study, also serve as tools from which to aggregate data so they can be reviewed and reported at the cohort level. The following outcomes at the cohort level are reviewed and/or reported to the CoA as part of the program's self-assessment process:

- Descriptive statistics (Mean grades/standard deviations, Mean competency/evaluation ratings, and/or % Pass) for all learning/experiential activities (courses, comps, dissertation) associated with the **discipline-specific knowledge** competency (*reviewed internally as part of program assessment process*)
- % of cohort attaining competency on each outcome measure (i.e., grading criteria, rubric) for each **discipline-specific knowledge** content area by graduation (*aggregate data reported to the CoA*)
- Descriptive statistics (Mean grades/standard deviations, Mean competency/evaluation ratings, and/or % Pass) for all learning/experiential activities (courses, comps, dissertation, practica) associated with **profession-wide competencies** (*reviewed internally as part of program assessment process*)
- % of cohort rated as A (Consistently Above Expectations); % of cohort rated as S (Satisfactory for this Stage); and NS (Less than Satisfactory) in each **profession-wide competency** (aside from, viii: Supervision, which is not rated in this manner) at time of graduation (*reviewed internally as part of program assessment process*)
- % of cohort attaining competency on each outcome measure (i.e., grading criteria, comps and dissertation rubrics, competency evaluations) for each **profession-wide competency** by graduation (*aggregate data reported to the CoA*)
- Descriptive statistics (Mean grades/standard deviations, Mean evaluation ratings, and/or % Pass) for all learning/experiential activities (courses, community practicum) associated with the **program-specific competency** in Community Psychology (*reviewed internally as part of program assessment process*)
- % of cohort rated as A (Consistently Above Expectations); % of cohort rated as S (Satisfactory for this Stage); and NS (Less than Satisfactory) in the **program-specific competency** in Community Psychology at time of graduation (*reviewed internally as part of program assessment process*)
- % of cohort attaining competency on each outcome measure (i.e., grading criteria, evaluation ratings) for the **program-specific competency** by graduation (*aggregate data reported to the CoA*)
- % of matriculated students who complete the program/Attrition rate
- % of matriculated students who complete the program in 4 years, 5 years, 6 years, and 7 or more years
- Mean semesters (w/SD) to program completion

2. Distal Outcomes

To answer the question as to whether the program is effective in meeting its aims, as described in the Section B (i.e., Program Mission, Aims, Goals & Objectives) data are collected for all program alumni. Each academic year, the program will survey alumni who are either 2 or 5 years post-graduation. The survey includes questions about licensure (i.e., when/where alumni licensed and/or steps completed toward licensure and anticipated licensure date). The alumni survey also includes questions about employment (i.e., where employed, role, type of setting, etc.), additional training (post-doc, certifications, etc.), and professional memberships (e.g., APA), and other professional activities (e.g., scholarship, leadership roles, consulting, advocacy, etc.). The program reviews rates of licensure and employment in health service psychology (clinical and community) positions as a measure of effectiveness of the program for preparing students for future careers. Finally, the alumni survey contains a series of Likert-scale questions (with the option for qualitative feedback) designed to assess alumni perceptions of how well the program prepared them for further training (internship, post-doc) and practice. Alumni are asked to rate the degree to which they feel the program promoted mastery of the profession-wide and program specific competencies stated in the mission, aims, goals, and objectives of the PsyD program. Alumni are also asked to rate overall satisfaction with the program and to provide suggestions for improvement in training. Data from survey responses will be aggregated by cohort (2 years and 5 years post-graduation) and reported to the CoA. Program leadership and faculty review data and look for trends that suggestion areas of strength and weakness, and thus potential avenues for program revision.

3. Student Input

Students have the opportunity to provide feedback to the program about training at numerous points during the program: bi-annually on the *Progress Review* form, and with each *Competency Evaluation* (at least 6). Students are asked to formally evaluate PSYC 763 and PSYC 764 at the completion of those courses to assist the program in assessing, from students' perspectives, its effectiveness it meeting program goals and in integrating this program component with students' learning experiences on external placements. At the end of all external placement experiences, students are also asked to formally evaluate both the site and the supervisor. This data, in conjunction with DCT and Placement Coordinator interactions with sites and supervisors, is used to evaluate the quality of external placement experiences. In addition, at graduation, students will be asked to complete the *Program Evaluation Form* (See [Appendix S](#)) to provide specific feedback about their perceptions of the program's accomplishment of its aims and objectives as well as other impressions of program effectiveness. Further, students nominate a representative from each cohort to attend monthly faculty meetings and provide formative feedback about the program.

4. Ongoing Evaluation

Ongoing reflexive, evaluative discussions of the program's functioning and effectiveness will occur at regular, monthly meetings of the Psychology faculty, regular meetings of the PsyD faculty, regular meetings of the PsyD Leadership, as well as scheduled retreats. In addition to general discussion, review of outcomes data will occur at these meetings (particularly those at the end of

each Spring or during the Summer semester, after outcome measures have been tabulated), which will include discussion of any necessary programmatic changes based on data trends and student, faculty, external supervisor, or administration feedback. Discussions related to program assessment will be documented in meeting minutes, which are stored in the Program's electronic files in Schoology. In addition, in the future, all core faculty will participate in the formal self-study as directed by the CoA. Self-study provides the opportunity to continually reflect upon the currency and appropriateness of the program's aims, curriculum, and policies and procedures with respect to Point Park's mission and goals; local, state/provincial, regional, and national needs for psychological services; national standards for health service psychology; and the evolving evidence base of the profession.

c. External Clinical Placements

1. Selection of Sites

External placements are an opportunity for PsyD students to further develop requisite knowledge and skills to be able to attain the competencies stated in Section B, thus preparing students for internship-level training while participating in supervised clinical training in settings that allow for exposure to diverse clients, presenting issues, and approaches to clinical work. The Director of Clinical Training and Placement Coordinator select External Placement sites that offer diverse training experiences (including psychological testing, consultation, program development, outreach, advocacy, as well as individual, group, couples, and family therapy) with diverse populations. Criteria for selection of a site for an External Placement include:

- Appropriately licensed and credentialed supervisors who commit to providing at least one hour per week of individual face-to-face supervision and direct observation of the student's clinical work (at least once per evaluation period);
- Training experiences that are appropriate for the doctoral-level trainee (i.e., clinical responsibilities on site do not exceed the competencies of doctoral-level trainees);
- Sites that are committed to training (i.e., sites at which there are additional learning opportunities, like grand rounds or seminars; sites at which a portion of students' time is spent engaging in activities other than direct service or individual supervision);
- Sites that offer opportunities for students to engage in evidence-based practice, empirically supported treatments, and/or to use approaches consistent with the program's human science philosophy.

To ensure that a selected site meets the above criteria, the Director of Clinical Training and/or the Placement Coordinator obtain information directly from the site Supervisor or Training Director. To ensure the appropriateness of supervisors, the DCT and/or Placement Coordinator:

- Collect, review, and file CVs, including information about supervision experience, and a copy of the professional license from all site supervisors;
- Gather specific details about the nature of training experiences (including appropriateness for doctoral student trainees; inclusion of evidence-based practice, empirically supported treatments, and/or human sciences perspective; and training activities beyond direct service

and individual supervision) through site materials and/or discussions with site Supervisors or Training Director.

- Obtain completed *Supervision Agreement* (see [Appendix T](#)) from each site supervisor

2. Assessment Procedures

To ensure the ongoing quality of external placement training, the Director of Clinical Training and/or Placement Coordinator conduct periodic site reviews. These reviews include periodic site visits and informal verbal and formal written feedback about the training site and clinical supervisors. At minimum, this process will occur every two years. During these visits, sites will be assessed to ensure that they are providing students with quality training and resources needed to complete the work. The Director of Clinical Training and/or Placement Coordinator will at minimum, assess that the student has access to the following:

- Updated information regarding site leadership and chain-of-command for student on-site needs
- Ease of access to an on-site supervisor, in the event of a clinical crisis or need for consultation
- Adequate and confidential work space to complete clinical documentation
- Adequate and confidential space to conduct clinical responsibilities
- Adequate resources to complete basic responsibilities (e.g., access to a computer, printer, office supplies, etc.)

At the conclusion of each external placement, students are required to complete a formal evaluation of the training experience at the site (see [Appendix U](#)) and a formal evaluation of the external placement supervisor (see [Appendix V](#)). Throughout the external training experience, students also communicate feedback informally to the Course Instructor for PSYC 763 & 764: Clinical Practicum III and IV, the licensed faculty assigned to serve as the Psychology Consultant for students on external placements supervised by a professional licensed in another discipline, as well as to the DCT. Informal reports that communicate potential issues with the quality of the placement site or unsatisfactory ratings (1 or 2) on these forms trigger follow-up with the student and/or placement site from the DCT and/or Placement Coordinator. Upon follow-up, the DCT and/or Placement Coordinator will work with the site to resolve issues impacting the quality of the placement or, if issues cannot be resolved, will discontinue use of the training site.

3. Correspondence with Placement Sites

Midway through each semester, the Director of Clinical Training will correspond with each placement supervisor to collect informal feedback about supervisees' progress. If concerns regarding student competencies have arisen, the Director of Clinical Training will work with the supervisor to troubleshoot these issues prior to the formal evaluation period at the end of the semester.

In order to ensure that students are accruing the expected number of clinical hours on their external placement, students are required to continuously track their progress via an APPIC-style online hours tracking service, Time2Track. The Director of Clinical Training has access to these records and will conduct 3 separate hour “checks” per semester. Students are told, in advance, when these checks will occur. In the event that a student's accrued hours becomes deficient, the Director of Clinical Training will begin an informal dialogue with the student and/or site supervisor to create and implement a plan of action that would ensure that the student is able to accrue the amount of hours needed.

Three to four weeks prior to the end of each semester, the Director of Clinical Training will email site supervisors the *Competency Evaluation Form* (Appendix R). The Director of Clinical Training will provide instruction on how to review and complete the form and answer any questions that the supervisor might have. In the event that a student is deficient in a competency domain for their expected developmental level, the Director of Clinical Training will work with the supervisor and other PsyD faculty to determine an appropriate training or remediation plan. Supervisors are expected to complete the form and review with the supervisee. The supervisee is expected to provide the final signed form to the Director of Clinical Training by the end of the semester.

d. Review of Course Syllabi

The Program Director is responsible for reviewing course syllabi for Psy.D. courses to ensure that syllabi are consistent with program standards (i.e., include primary sources, include sources that are less than 10 years old, specify the minimum levels of achievement expected in the course on assignments and overall grades, include current competency evaluation forms when applicable, use language and formatting that is consistent across Psy.D. syllabi, present and link course objectives to program competencies, and include University-wide content). Course Instructors will post current syllabi to Schoology at beginning of each semester. The Program Director will review syllabi annually, prior to start of the Fall semester, and will provide feedback and corrections, as indicated, to faculty.

e. Admissions Committee

The Admissions Committee is comprised of the Program Director, Director of Clinical Training, and at least 2 other members of the Core Psy.D. faculty. However, all members of the Core Psy.D. faculty are invited and encouraged to participate in the applicant review and interview process. Offers for interviews are made by majority vote of the Admissions Committee. Offers for admission and funding offers are made based on the overall ranking of each applicant at the end of the application process. The Admissions Committee is responsible for development and evaluation/revision of rubric/criteria and process used for applicant ranking.

Section F: Selected University Policies & Resources

a. Administrative Support

1. Print Allowance

Point Park University provides all students with a print account, through a system called PaperCut. At the start of every semester, all registered students are allocated 30 print credits (600 black and white pages), which are used when printing to any computer lab printer. For additional information see:

<http://www.pointpark.edu/About/AdminDepts/TechnologyServices/TechnologyResources/StudentPrinting>.

2. Center for Inclusive Excellence (CIE)

The CIE (formerly the Center for Teaching Excellence) offers a range of resources including workshops on program, course, and classroom assessment as well as instructional design and curriculum development. The CIE delivers in-person training sessions in the CIE training lab as well as online training on topics such as assessment of student learning, designing equivalent instructional activities, and using technology to improve learning. The CIE regularly publishes and updates teaching resources for full-time and adjunct faculty (i.e., PsyD students who are teaching) online. See the CIE webpage for additional information:

<https://www.pointpark.edu/About/AdminDepts/AcademicAndStudent/CenterforInclusiveExcellence>

b. Student Resources and Support Services

1. Financial Aid

The Office of Financial Aid, located on the first floor of Thayer Hall in Student Financial Services, is open Monday, Thursday and Friday from 8:30 am to 4:30pm and from 8:30 am to 6:00 pm on Tuesday and Wednesday. Please see Saturday Schedule. Hours may be adjusted in the summer.

2. Student Center

The Student Center is open year-round, offering opportunities for fitness training, recreation, and individual and group programming. Free weights and Nautilus equipment is available, as well as Fitness on Demand. Billiards, electronic darts, futsal, and table tennis are offered as leisure activities, in addition to a full-court gymnasium, and free bike rental. The Student Center also has four computer booths and two 60" televisions located on the second floor. Students are encouraged to take advantage of the fitness opportunities provided by the Student Center, which is open to all currently registered students free of charge. A valid Pioneer Card is required for entry to the facility. For more information, call the Student Center at 412-392- 3853.

3. Student Affairs

The Office of Student Affairs (<https://www.pointpark.edu/StudentLife/OfficeofStudentAffairs>) is responsible for meeting the co-curricular needs of Point Park University students. Covering a broad spectrum of support programs, activities, and organizations, the Office of Student Affairs provides services which address the career, cultural, health, recreational, social needs, and academic support needs of students. These services comprise an integral part of university life and are available to all students at Point Park University.

4. Graduate Student Association

The mission of Graduate Student Association is to create more networking opportunities between graduate students, alumni and local professionals, to promote an ambiance of integration between all graduate schools within Point Park University, and to foster cross-cultural understanding. The goal of Point Park University's Graduate Student Association is to facilitate professional development, cross-industry knowledge-sharing, networking opportunities, educational opportunities and cross-cultural understanding among members from diverse academic, ethnic, and professional backgrounds. Grow, network, unite with others in the University and beyond. (<https://www.pointpark.edu/StudentLife/SAIL/StudentOrganizations/GoverningBoards/GraduateStudentAssociation>)

5. Intramurals

Intramurals at Point Park University offer students a variety of intramural team activities, including to, flag football, dodge ball, volleyball, kickball, deck hockey, and basketball. Also, the department sponsors billiards, foosball, electronic darts, table tennis, Wii games, Wallyball, and racquetball tournaments at select times of the year.

Intramural activities are not meant to be highly competitive, but rather provide an opportunity for all students to participate in organized sports. The goal of the intramural program is to provide safe recreational activities to enhance the students' total educational experience and quality of life. Most of the activities are seasonal and vary from fall to spring semesters. The list of intramural programs and schedules can be found on the Student Center website:

<https://www.pointpark.edu/StudentLife/SAIL/StudentOrganizations/index>

6. Student Activities, Involvement & Leadership

The Office of Student Activities, Involvement, and Leadership is the campus headquarters for student activities and organizations. The office performs a variety of functions that help maintain a dynamic and socially-interactive campus environment where students can gather and work together to create fun, exciting, and educational activities for the University community. Students can also obtain information about other events and activities in and around the City of Pittsburgh. The Office of Student Activities, Involvement and Leadership lends valuable support to all recognized student organizations. This office also serves as a resource for students to develop their leadership skills as well as get involved in community service projects both on and off campus. In

coordination with the United Student Government (USG), this office also serves as a resource for those wishing to get involved in student organizations on campus. The Office of Student Activities, Involvement, and Leadership is located in 102 Student Center and can be reached by phone at 412-392-4735 or email at studentactivities@pointpark.edu, or visit the Student Activities website: <https://www.pointpark.edu/StudentLife/SAIL/index>

7. United Student Government

The United Student Government (USG) is a student governance system whose purpose is to act as the recognized communication channel between the students, faculty and administration of Point Park University; advocate for and act as a protective body representing the students of Point Park University; allocate funds for student organizations and clubs; and appoint student members on faculty and general standing committees and ad hoc committees, as appropriate. USG is composed of an executive branch and a legislative body. Governance is codified by a constitution and bylaws. All students vote in all executive and legislative elections. Graduate students are eligible for election to President and Vice President and may serve in appointed positions of the government and be elected to a seat on the legislative body.

8. Alumni Relations

Current students are the next generation of alumni leaders. The Alumni Relations Office maintains connections with thousands of Point Park graduates who live in nearly every state and several countries and work in virtually every field and industry. Students have many opportunities to be engaged with Point Park alumni. Alumni serve as volunteers and mentors, and assist students with internship and professional networking opportunities. During their time at Point Park University, students are able to interact with the Alumni Relations Office by attending sponsored events or becoming a member of the Green and Gold Society. This alumni community ensures that graduates maintain a lifelong relationship with each other and Point Park University.

9. Center for Student Success

The Center for Student Success is at the heart of a coordinated, campus-wide commitment to support all students as they pursue a Point Park degree, including PsyD students. Students may contact the CSS as a starting point for any type of academic question or assistance. Support services include assistance to improve study and writing skills and help finding a manageable life-school balance. The CSS is available to assist graduate students working on research. For additional information see: <http://www.pointpark.edu/Academics/AcademicResources/CenterforStudentSuccess>.

10. Bookstore

The Bookstore carries Point Park University apparel and gift items, stationery supplies, leisure-reading books and magazines, snacks, and other miscellaneous items. The Bookstore also carries all required and recommended textbooks. Some titles are available as used textbooks. The

Bookstore also offers several titles as a rentable option. In addition, the Bookstore buys back textbooks that have been adopted for use the next semester. Note: In order to search the online textbook listings, the semester, course department and number, and section number of each course are needed and can be found on the student's class schedule. For more information about textbook pricing and book information, placing orders for the next semester, and Bookstore hours of operation, visit the Bookstore on the first floor of Lawrence Hall or call 412-392-3448.

11. Commuter Resources

The Office of Student Life serves as a resource to the commuter population of Point Park University living off campus, including traditional-age students, non-traditional or adult learners, and graduate students. Essentially, any student not living in a Point Park residence hall is considered a commuter student. Visit the Commuter Resources web page (<https://www.pointpark.edu/StudentLife/CommuterResources/>) for more information on transportation and parking, lockers, dining on campus (including meal plans for commuters), and a renter's guide. You will also find information on the Commuter Lounge located on the 4th floor of Lawrence Hall, which has a TV, vending machines, microwave, copy machine, free WiFi, and comfortable furniture for commuter students to hang out, relax, or study between classes.

12. Computer and Technology Resources

The use of University-owned computer and technology resources by Point Park students, employees, and guests is intended for purposes relating to the mission of the University and the academic purposes for which the University exists. While the University respects the individual's rights and protection under the First Amendment, it expects all users of its resources to abide by good sense, University policy, and local, state and federal laws.

Under this policy, students have certain rights and responsibilities. Because the computer and technology-related resources at Point Park represent shared and finite resources, it is important for all users of such resources to remember that their actions can impact other's abilities to enjoy their rights. Activities that extraordinarily impair a Point Park user's ability to utilize the resources in the manner for which they are intended, or those that interfere with the operation of the University, will not be tolerated and appropriated action will be taken.

The *Technology Help Desk* staff members are available to assist the University community with any issues involving the technology resources available at Point Park University. They are the primary point of contact for all issues involving Information Technology Services. On-site hours of operation are Mon-Thurs 8:30 am – 10:30pm, Friday 8:30am – 4:30pm, and Saturday and Sunday 10am – 6pm. The office is located at 220 Thayer Hall. Phone support is available 24/7 at 412-392-3494, though some issues may need to be resolved during normal business hours. The Technology Help Desk can also be reached by email at helpdesk@pointpark.edu.

Please note that depending on the nature of your support request, you may need to provide personal information so that we may confirm your identity. If you do not wish to provide this information,

you will need to make arrangements to visit the Help Desk during normal business hours. Please bring a photo ID for verification.

13. Disability Services

It is the intention of Point Park University to provide appropriate, reasonable accommodations for students who are disabled in accordance with the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Amendment Act of 2008. Campus accommodations for students are coordinated through the Center for Student Success (CSS) located on the fifth floor of the West Penn Building. Students should contact CSS at 412-392-8153 or consult the website at for specific information on the University's policy and the procedures for verifying disabilities and requesting reasonable accommodations (<https://www.pointpark.edu/Academics/AcademicResources/DisabilityServices/index>)

Because students' needs vary, accommodations are determined on a case-by-case basis. Therefore, after the appropriate documentation has been provided, students must participate in an interview with the Coordinator of Disability Services. The Coordinator of Disability Services will determine appropriate and reasonable accommodations after careful review of documentation, consideration of interview findings, and if needed, consultation with the student's healthcare provider/evaluator, University faculty/staff, and/or external resources.

Students should discuss any concerns related to the provision of reasonable accommodations with the coordinator of disability services. A student having a complaint or concern related to services or reasonable accommodations provided by the Coordinator of Disability Services may initiate the appeals process. A student who is dissatisfied with the outcome of the University appeals process or who wishes to pursue an alternative may file a complaint against the University with the Office of Civil Rights or in a court.

14. International Student Services & Enrollment (ISSE)

ISSE, located at 101 Wood Street, offers specialized services to both graduate and undergraduate international student populations. The functions of ISSE include recruitment of international students for both graduate and undergraduate programs; new student orientation; social, cultural and educational programming; advisement to the International Club; contact with the International alumni of Point Park University and quality advising in all appropriate areas of education; including U.S. immigration regulations, policies and procedures. In addition, the ISSE serves as a liaison between students and various governmental agencies. For more information and hours, visit the ISSE website at www.pointpark.edu/Admissions/InternationalStudents, call 412-392-4775 or email iss@pointpark.edu.

15. Public Safety

The Department of Public Safety is at work 24 hours a day, 7 days a week to provide a safe, secure living and learning environment for the University community. Police officers are on duty 365 days a year and provide immediate response to emergencies on campus. Procedures and additional

responses to other emergencies are set forth in the Public Safety section of the University website, and any questions can be addressed at the University's Department of Public Safety. The department has received accreditation from the Pennsylvania Chiefs of Police Association. The Point Park University Annual Campus Crime and Security Report includes statistics for the previous three years on reported crimes that occurred on the campus; in certain off-campus buildings, or property owned by, or controlled by, the University; and on public property within, or immediately adjacent to, and accessible from, the campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. A copy of the report may be downloaded as a PDF from the University website or obtain a print copy by contacting the Department of Public Safety, Point Park University, 201 Wood Street, Pittsburgh, PA 15222. The University's emergency response plan can be reviewed and emergency-related questions can be addressed in the Department of Public Safety, located on the second floor of Frontier Hall.

16. Student Health Center

A primary concern of Point Park University is the physical and mental health and well-being of its students. To ensure students' health needs are met, the University provides medical and counseling services to currently enrolled Point Park University students.

At Point Park, the Student Health Center provides care to all students, at no charge, that includes first aid intervention, illness and injury assessment, starter doses of over-the-counter medication, health screenings (i.e., blood pressure checks, height and weight measurements), and community health referrals. In addition, the Student Health Center provides health education resource materials and is responsible for maintaining student health and immunization records.

(<https://www.pointpark.edu/StudentLife/HealthandStudentServices/StudentHealthCenter/index>)

When arranged through the Student Health Center, students are eligible for office visits at no charge with the University-contracted physician. Costs for additional services, such as x-rays, laboratory testing, etc., are the responsibility of the student.

Students are able to purchase the Student Health Insurance Plan (through Highmark BC/BS PPO Blue Plan), which provides comprehensive coverage, including coverage for mental health and substance abuse treatment. PsyD students are not eligible for counseling services on campus given that PsyD students primarily staff the University Counseling Center as part of their clinical training. See the Student Health Insurance website for additional information:

<http://www.pointpark.edu/StudentLife/HealthandStudentServices/StudentHealthCenter/StudentHealthInsurance>

All students must have a completed Student Health Record, including complete immunization documentation, on file in the Student Health Center. Failure to submit proper immunization documentation may result in the student's inability to register for classes and live in on-campus housing.

The staff of the Student Health Center is bound by the medical ethics of confidentiality. Information provided will not be released to a third party, including parents, without the student's written authorization, unless legally required or permitted. Student Health Center hours are Monday-Friday, 8:30 a.m. to 3:30 p.m. For more information, contact the Student Health Center at 412-392-3800.

17. Student ID Cards

The ID Center (<https://www.pointpark.edu/About/AdminDepts/PublicSafety/IDCenter/index>) is responsible for issuing all Point Park University identification cards. Students are required to carry a University identification card at all times and present it upon request of University officials. The card must be presented to check out books from the library, to gain admittance to athletic events and residence halls, and to participate in various student events.

ID cards are the property of Point Park University. The use of ID cards is governed by University regulations and is not transferrable. There is no charge for an ID card; however there is a \$25 charge for a replacement. A lost or mutilated card should be reported to the ID Center immediately. If found, an official University ID can be dropped in any USPS mailbox; postage is guaranteed.

18. Library

The Point Park University Library is located on the first floor and the lower level of the University Center, a turn of the twentieth century former bank building which also houses classrooms, a 200-seat auditorium, and production facilities for the Cinema Arts Department, as well as the TV broadcasting program for the School of Communication.

The Library has quiet study space, an instruction/computer lab, two technology smart group study rooms and a presentation practice & recording room on the lower level. There are computers, scanners and printers throughout the Library. Laptops and iPads are available for check out. The Library supports a wireless environment.

The Library houses books, DVDs, musical CDs, audiobooks, microfilm, newspapers, print journals and magazines to support Point Park University's programs. The Library provides access to thousands of full text articles and e-books through database subscriptions. Many of the databases are subject specific, providing scholarly resources in the fields of education, business, performing arts, journalism, psychology and criminal justice, as well as other Point Park University academic programs.

Special holdings within the Library include over 4,000 plays, musical scores, librettos, anthologies and monologues; a popular reading collection with new fiction and non-fiction titles; a Digital Arts reserve film collection and a children's literature and school curriculum collections.

A current Point Park University ID is required to borrow material from the Library. Students can access the Library's online databases off-campus by using their Point Park University e-mail log-in.

E-Z Borrow is an online service that permits Point Park University students, staff and faculty to search for and borrow books from over 50 participating academic libraries. Library staff provides research support through e-mail, phone, instant messenger, walk-in, and by appointment. Additional information about Point Park University Library and its resources can be found at <https://www.pointpark.edu/Academics/AcademicResources/Library/index>.

c. University Academic Regulations and Procedures

1. Diversity Statement

As an institution of higher education, Point Park University recognizes its responsibility to create and maintain an environment that affirms the diversity of people and ideas. Point Park University embraces, supports and actively pursues a policy of inclusiveness that recognizes, values and reflects the diversity of the community we serve and the world in which we live. To thrive as an academic institution, we believe we must foster a learning and working environment that encourages multiple perspectives and the open exchange of ideas in an unbiased and non-prejudicial way. Our commitment to diversity will make Point Park a welcoming place providing students, faculty, and staff with many opportunities to learn from each other.

To this end we strive to attract students, develop curriculum, diversify our faculty and staff, and offer support services. We are consciously guided by our quest to achieve broad inclusiveness and afford equal opportunity to all without regard to gender, race, ethnicity, national origin, religion, age, socioeconomic back- ground, sexual orientation or physical ability.

Point Park University will vigorously pursue its diversity goals. As an institution, we are committed to accountability in our progress in making Point Park University a more diverse and inclusive community.

2. Non-Discrimination, Equal Opportunity and Diversity Initiatives

This policy affirms Point Park University does not discriminate on the basis of sex or gender or in a protected class which includes the following: race, ethnicity, religion, color, national origin, sex, age (40 years and over), ancestry, individuals with disabilities, veteran status, sexual orientation, height, weight, genetic information, marital status, gender identity, caregiver status or familial status, in the administration of any of its educational programs, activities or with respect to employment or admission to the University's educational programs and activities.

This policy is in accord with local, state and federal laws, including Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, Age Discrimination Act of 1975, the Pittsburgh Human Relations Act and Pittsburgh City Fair Practices Provisions. Inquiries regarding these regulations, policies or complaints of discrimination should be referred to the human resources officer, telephone number 412-392-3952. Inquiries regarding Title

IX and the Title IX regulations should also be referred to the University's Title IX Coordinator or to the deputy Title IX Coordinators: the Associate Provost, the Dean of Students or the VP of Human Resources.

3. Student Code of Conduct

The code of conduct for all students can be found in the annual Student Handbook distributed by the Office of Student Affairs.

4. Academic Integrity

Any student found guilty of a serious breach of academic integrity will be subject to disciplinary action including dismissal from the University. Academic integrity includes but is not limited to plagiarism (“The copying of others’ ideas and passing them off as one’s own”); copying or other forms of cheating on examinations, papers and reports; the sale, purchase, or distribution of papers. Specific sanctions may be taken for recording or photographing any university-sponsored performance without prior written approval; recording or copying a performance is both a violation of the Academic Integrity Code and a violation of the Student Code of Conduct.

Punishment for plagiarism or other academic dishonesty may include failure in an assignment, failure in a course, or expulsion from the University. The Office of the University Registrar will notify the student involved in the incident by letter and copy of the Academic Integrity Violation Form. Besides plagiarism, other forms of academic dishonesty carrying the same penalties for the same reasons include, but are not limited to: 1) fabricating data, evidence, facts, including but not limited to laboratory results and journalistic interviews or observations; 2) obtaining prohibited assistance from another student, regardless of whether that other student is aware of it, by looking at another student’s paper (in or out of class) during a quiz, exam, or during work on an assignment; 3) turning in the same work in two or more different courses, regardless of whether the two courses are taught by the same professor, in the same degree program, or even at the same institution, without explicit prior approval from both instructors, because students should not obtain credit twice for doing work once; 4) forging or altering documentation of an illness and/or absence that has been requested or required by an instructor.

In cases of marked disparity between in-class and out-of-class work, the student will receive a grade no higher than the average of that student’s in-class work unless it can be demonstrated that the student received no improper assistance on the out-of-class work.

i. Plagiarism

The following general principles about plagiarism apply primarily to writing but may apply as well to other kinds of academic work in disciplines such as mathematics, science, technology, business, computer science, and performing arts. For specific conventions and ways to avoid plagiarism in these disciplines, check with the instructor.

The faculty of Point Park University is committed to each student's intellectual development and welcomes every student into a community that values learning. Writing is a crucial aspect of that learning, and the faculty at Point Park University strives to help students become confident, ethical, proficient writers. Plagiarism, however, destroys any hope of intellectual growth or progress in writing. Therefore, to help students, the following policies define plagiarism, spell out ways to avoid it altogether, and indicate sanctions for plagiarism. Matters of plagiarism or unauthorized recording of University performances are the province of the Academic leadership of the University. They are dealt with through the Academic Integrity Board.

Plagiarism, according to Annette T. Rottenberg in *Elements of Argument*, is "The use of someone else's words or ideas without adequate acknowledgment—that is, presenting such words or ideas as your own... Deliberate plagiarism is nothing less than cheating and theft...." As such, any facts which are not common knowledge and not widely disseminated locally must be credited to the source from which they came. All phraseology purported to be original must be the student's. If at any time the student's language is identical with that of the source, the latter must be identified.

To avoid plagiarism, document all sources of words, paraphrases, and ideas that derive from someone else's work. Acknowledge help the student received in completing work. Also: enclose in quotation marks words copied from a source and identify that source; identify a source which the student has summarized or paraphrased; note the course of an idea the student has taken from someone else's work; acknowledge sources in all formats, including web pages, television, sound recordings, as well as traditional hard copy.

Instructors and appropriate handbooks will provide information on correct documentation format in academic disciplines (e.g., MLA style in English courses). Instructors reserve the right to check the originality of students' writing by various means, including submission to electronic search engines.

Punishment for plagiarism may include failure in an assignment, failure in a course, or expulsion from the University. For more information on plagiarism, check with the instructor, the department chairperson or provost/dean.

d. Other University Regulations and Procedures

1. Children in the Classroom Policy

Children are not permitted to be present in the classroom while classes are in session. Despite best behavior, their very presence often becomes a distraction to others. Also, there are times when the content of classes is not appropriate for children. Finally, the University risks exposure to liability should a child become injured in the classroom.

2. Fire Drill Policy

In the event of a fire drill during class hours, students must leave the classroom in an orderly manner and evacuate the building through the appropriate exit via a staircase. Elevators may not

be used during a fire drill or during an actual fire. Once outside the building, cross the street and remain there until there is authorization to re-enter the building.

3. Discrimination and Harassment Prevention and Resolution

Point Park University is committed to an academic and work place environment in which its students, faculty, and staff have a right to be free from violence of any kind, including but not limited to, discrimination and harassment of any form, including bullying, by any member of the University community. Discrimination and harassment, of any form, including bullying, are prohibited by University policy, are also a violation of federal, state, and local laws, and will not be tolerated. It is also a violation of University policy and the law for anyone to retaliate against an employee, student, or applicant who makes a discrimination or harassment claim.

Any individual who, after thorough investigation and an informal hearing, is found to be guilty of discrimination and/or harassment is subject to disciplinary action for violation of University policy appropriate for the severity of the offense, up to and including expulsion or termination.

4. Smoking Policy

It is the policy of the University to provide a smoke-free environment in all campus facilities and vehicles in which University functions or services are carried out. Smoking of any material is prohibited in all University facilities, at all locations, including all enclosed locations in buildings and University-owned vehicles, other than authorized areas. It is also prohibited to stand or congregate while smoking in front, behind, or alongside any campus building, and all areas of Alumni and Village Parks. It also is prohibited in any outside area adjacent to a facility whose configuration and/or other physical circumstance allow smoke either to enter and affect the internal environment or to unduly affect the environment of those entering or exiting the facility. The smoking of electronic cigarettes (e-cigarettes) is not permitted in smoke-free areas on campus. Violating this policy will result in a fine of up to \$100.

*For complete University Policies and Procedures related to Graduate Education, see the Graduate Catalog. The academic regulations and policies selected for duplication here are those that the program has chosen to adopt and reiterate as program-level policies and procedures.

Fall 2018 Admittance

Student:
Phone:
Email:

Advisor:

First Year 2018-2019

Fall 2018				Spring 2019			
Course#	Title	Cr.	Grade	Course #	Title	Cr.	Grade
PSYC 700	Clinical Fundamentals	3		PSYC 701	Psychotherapy Methods and Practicum I ¹	6	
PSYC 731	Foundations of Community Psych with practicum ¹	6		PSYC 703	Psychopathology in the Context Of Society and Culture	3	
PSYC 781	Ethical and Professional Issues	3					

Summer 2019			
Course#	Title	Cr.	Grade
PSYC 741	Qualitative Research	3	
PSYC 752	History & Theory of Psychology	3	

PLEASE NOTE: **Dissertation Chair must be selected by the end of the first year.**
¹ Submit Time2Track reports at the conclusion of PSYC 731 and 701.

Dissertation Chair/New Advisor: _____

Notes:

Advisor's Initials (Fall) _____ (Spring) _____ (Summer) _____

Second Year 2019-2020

Fall 2019				Spring 2020			
Course#	Title	Cr.	Grade	Course #	Title	Cr.	Grade
PSYC 702	Psychotherapy Methods and Practicum II ⁴	6		PSYC 751 ¹	Humanistic and Phenomenological Approaches	3	
PSYC 705	Psychological Assessment I ⁴	3		PSYC 708	Psychological Assessment II ⁴	3	
PSYC 789	Dissertation Reading ²	2		PSYC 742	Statistics and Quantitative Research	3	
PSYC 763	Clinical Practicum III ⁴	1					

Summer 2020			
Course#	Title	Cr.	Grade
PSYC 711	Lifespan Development	3	
PSYC 732	Social Psychology & Cultural Transformation	3	

PLEASE NOTE: ¹ If PSYC796 Special Theoretical Topics is offered in this semester, it can substitute for PSYC 751.
² Students are expected to begin work on the Dissertation Literature review in the fall semester.
³ Students submit Application for Doctoral Candidacy after completion of Comprehensive Exam.
⁴ Submit Time2Track reports at conclusion of PSYC 702, 705, 708 and at the end of the external placement.

Comprehensive Exam: Expected successful completion date no later than end of the Spring Term.

Date Completed/Date of Non-Terminal MA degree conferral³: _____

Dissertation Proposal Defense: Expected successful completion date no later than the end of the Summer Term.

Date Completed: _____

Dissertation Committee

Chair:
Reader:
Reader:

Notes:

Advisor's Initials (Fall) _____ (Spring) _____ (Summer) _____

Third Year 2020-2021

Fall 2020				Spring 2021			
Course#	Title	Cr.	Grade	Course #	Title	Cr.	Grade
PSYC 704	Mental Health & Well-Being ¹	3		PSYC 706	Consultation and Supervision	3	
PSYC 707	Couples, Family, & Group Therapy	3		PSYC 736	Psychology of Human Diversity	3	
PSYC 764	Clinical Practicum IV ³	1		PSYC 722	Psychology of Cognition,	3	
PSYC 790	Dissertation Writing ²	2			Motivation and Emotion		

Summer 2021			
Course#	Title	Cr.	Grade
PSYC 721	Brain, Body & Experience	3	
PSYC 734	Program Development, Evaluation & Assessment	3	

PLEASE NOTE: ¹ If PSYC 795 Special Clinical Topics is offered in this semester, it can substitute for PSYC 704.
² Students are expected to be conducting/writing their dissertation research throughout the year.
³ Submit Time2Track report for external placement by the end of the placement and the cumulative report by the end of the year.

Internship Application: With approval of the faculty, and only after successful completion of both the Comprehensive Exam and the Dissertation Proposal, students will apply/interview for pre-doctoral internship during the fall and spring semesters.

Internship Site: _____

Dates of Internship: _____

Notes:

Advisor's Initials (Fall) _____ (Spring) _____ (Summer) _____

Fourth Year 2021-2022

Fall 2021				Spring 2022			
Course#	Title	Cr.	Grade	Course #	Title	Cr.	Grade
PSYC 791	Dissertation I	6		PSYC 792	Dissertation II	6	

Students continue working on dissertation to completion in year 4 while completing the pre-doctoral internship. Students maintain formal contact with advisor to discuss progress with dissertation and internship.

Dissertation Completion Date: _____

Dissertation Title: _____

Dissertation Committee

Director:

Reader:

Reader:

Internship Completion Date: _____

Notes:

Advisor's Initials (Fall) _____ (Spring) _____ (Summer) _____

Check List of Course Requirements for PsyD Program

Student Name:

Course#	Dept	Title	Credits	Grade	Semester Completed
Clinical Core Courses					
PSYC	700	Clinical Fundamentals	3		
PSYC	701	Psychotherapy Methods & Practicum I	6		
PSYC	702	Psychotherapy Methods & Practicum II	6		
PSYC	703	Psychopathology in the Context of Society and Culture	3		
PSYC	704	Mental Health and Well-Being or PSYC 795	3		
PSYC	705	Psychological Assessment I	3		
PSYC	706	Consultation & Supervision	3		
PSYC	707	Couples, Family, & Group Therapy	3		
PSYC	708	Psychological Assessment II	3		
Developmental Course					
PSYC	711	Lifespan Development	3		
Foundational Courses					
PSYC	721	Brain, Body & Experience	3		
PSYC	722	Psychology of Cognition, Motivation & Emotion	3		
Community and Social Courses					
PSYC	731	Foundations of Community Psychology with Practicum	6		
PSYC	732	Social Psychology & Cultural Transformation	3		
PSYC	734	Program Development, Evaluation, & Assessment	3		
PSYC	736	Psychology of Human Diversity	3		
Research Methods					
PSYC	741	Qualitative Research	3		
PSYC	742	Statistics and Quantitative Research	3		
History and Theory					
PSYC	751	Humanistic and Phenomenological Approaches or PSYC 796	3		
PSYC	752	History & Theory of Psychology	3		
External Clinical Practica					
PSYC	763	Clinical Practicum III	1		
PSYC	764	Clinical Practicum IV	1		
Ethics					
PSYC	781	Ethical & Professional Issues	3		
Dissertation					
PSYC	789	Dissertation Reading	2		
PSYC	790	Dissertation Writing	2		
PSYC	791	Dissertation I	6		
PSYC	792	Dissertation II	6		
Total of all credits earned					
Total required to graduate			90		

Comprehensive Exam Rubric

Student:

Final score on each item is denoted in gray shading.

To attain minimal levels of achievement, students must earn ratings of at least 1 (Meets Expectations) on all items on this rubric.

Clinical Position Paper

	Does Not Meet Expectations (0)	Meets Expectations (1)	Exceeds Expectations (2)
1. Psychopathology/Well-Being <i>Demonstrate the ability to articulate an understanding of the nature of people and their psychological/social</i>	Unable to articulate underlying theoretical assumptions related to psychopathology and well-being and how these relate to clinical symptoms/presenting issues.	Articulates relevant underlying theoretical assumptions related to psychopathology and well-being and how these relate to clinical symptoms/presenting issues.	Thoroughly articulates relevant underlying theoretical assumptions related to psychopathology and well-being and how these relate to clinical symptoms/presenting issues.
2. Case Conceptualization <i>Ability to arrive at case formulations that address clients in context and are descriptively near to client experience</i>	Minimal ability to articulate a case conceptualization that is theoretically grounded, appreciates context, and attends to individual experience.	Clearly articulates a case conceptualization that is theoretically grounded, appreciates context, and attends to individual experience.	Comprehensive case conceptualization that is theoretically grounded, appreciates context, and attends to individual experience.
3. Assessment <i>Ability to interpret assessment results (including testing, diagnosis, and clinical interviews), following current research and professional standards and guidelines, to inform case conceptualization</i>	Minimal ability to articulate how assessment is used to inform case conceptualization in this approach.	Clearly articulates how assessment is used to inform case conceptualization in this approach.	Thoroughly articulates how assessment is used to inform case conceptualization in this approach.

<p>4. Assessment</p> <p><i>Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics to answer diagnostic questions</i></p>	<p>Poor rationale for selecting assessment measures and/or proposes using inappropriate measures/measures that are inconsistent or not integrated with described psychotherapy model.</p>	<p>Demonstrates an understanding of considerations for selecting appropriate assessment measures (e.g., strengths and weaknesses, population) and selects relevant assessment tool(s) that are consistent with or explicitly integrated with described psychotherapy model.</p>	<p>Thoughtful, thorough discussion of rationale for selecting assessment measures and selects appropriate assessment tool(s) that are consistent with or explicitly integrated with described psychotherapy model.</p>
<p>5. Psychotherapy Intervention</p> <p><i>Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.</i></p>	<p>Unable to or limited ability to connect psychotherapy intervention with theory and clinical and/or empirical evidence.</p>	<p>Describes interventions that are theoretically grounded and supported by evidence (clinical/empirical) and clear rationale.</p>	<p>Thoroughly describes interventions that are theoretically grounded and supported by evidence (clinical/empirical) and clear and thorough rationale.</p>
<p>6. Treatment Planning</p> <p><i>Ability to discuss how one would implement evidence-based intervention plans specific to the service delivery goals.</i></p>	<p>Minimal ability to articulate a treatment plan and/or may lack description goals, and/or presents a treatment plan that is loosely or not connected to case conceptualization. Fails to consider client characteristics, values, and context.</p>	<p>Proposes a clear treatment plan with specific goals that is connected to case conceptualization and that takes into consideration client characteristics, values, and context.</p>	<p>Thoughtful, articulate treatment plan that includes specific goals, thoroughly describes connection to case conceptualization, and takes into consideration client characteristics, values, and context, which are thoroughly described and used as support for the treatment plan rationale.</p>
<p>7. Therapeutic Relationship</p> <p><i>Ability to discuss how one will establish and maintain an effective therapeutic relationship</i></p>	<p>Minimal ability to articulate the importance of the therapy relationship, factors related to effective therapy relationships, and/or methods of understanding/using therapy process.</p>	<p>Demonstrates a clear understanding of the importance of the therapy relationship, factors related to effective therapy relationships, and/or theoretically-consistent methods of understanding/using therapy process.</p>	<p>Conveys an exceptional understanding of the importance of the therapy relationship, factors related to effective therapy relationships, and/or theoretically-consistent methods of understanding/using therapy process.</p>

<p>8. Role of Culture and Diversity</p> <p><i>Ability to demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work</i></p>	<p>Minimal knowledge or awareness of the way culture and context shape interactions between and among individuals and/or does not use knowledge to inform professional work</p>	<p>Demonstrates knowledge or awareness of the way culture and context shape interactions between and among individuals and uses knowledge to inform professional work</p>	<p>Consistently and thoughtfully demonstrates knowledge, awareness, and understanding of the way culture and context shape interactions between and among individuals and uses knowledge to inform professional work</p>
<p>9. Evidence-Base</p> <p><i>Demonstrate the ability to apply the relevant research literature to clinical decision making.</i></p>	<p>Unable to or inadequately discusses the evidence-base for the approach, and/or does not provide/provides limited conceptualization of evidence-based practice</p>	<p>Adequately discusses the evidence-base for the approach, and provides adequate conceptualization of evidence-based practice</p>	<p>Thoroughly discusses the evidence-base for the approach, and provides detailed conceptualization of evidence-based practice</p>
<p>10. Limitations of Approach</p> <p><i>Ability to critically evaluate the selected therapeutic approach including the research supporting the approach</i></p>	<p>Fails to recognize or discuss limitations to the chosen therapeutic approach and/or failure to address known limitations in supporting research.</p>	<p>Ability to readily identify and discuss limitations to the chosen therapeutic approach as well as known limitations in supporting research.</p>	<p>In-depth discussion of relevant, limitations to the chosen therapeutic approach as well as known limitations in supporting research.</p>
<p>11. Alternative Therapeutic Approach</p> <p><i>Ability to discuss how one would implement an alternative evidence-based intervention plan specific to the service delivery goals based upon the stated limitations.</i></p>	<p>Minimal ability to articulate an alternative approach and/or compare current approach to an alternative.</p>	<p>Proposes a clear alternative approach and provides comparison between approaches in terms of theoretical assumptions, intervention and assessment methods, and treatment goals.</p>	<p>Thoughtful, articulate proposal of a clear alternative approach and detailed comparison between approaches in terms of theoretical assumptions, intervention and assessment methods, and treatment goals that take into consideration client characteristics, values, and context</p>

<p>12. Communication and Interpersonal Skills</p> <p><i>Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts</i></p>	<p>Poor ability to communicate in writing and/or demonstrates minimal understanding of professional language and concepts.</p>	<p>Communicates clearly and articulately in writing; demonstrates understanding of professional language and concepts</p>	<p>Very clear, and articulate professional presentation that demonstrates appropriate use of professional language and thorough understanding of concepts.</p>
<p>13. Integration of Knowledge Areas (N/A for students who have not yet completed PSYC 722)</p> <p><i>Student demonstrates integrated understanding of the cognitive and affective bases of behavior and the relationship of this knowledge base to the student's developing theoretical orientation.</i></p>	<p>Minimal integration of Discipline-Specific Knowledge Areas of Cognitive and Affective Bases of Behavior and/or minimal integration of one of both of these content areas with the student's stated therapy orientation.</p>	<p>Demonstrates an integrated understanding of cognitive and affective bases of behavior and adequately relates this knowledge to developing theoretical orientation.</p>	<p>Demonstrates an advanced integrated understanding of cognitive and affective bases of behavior and is able to relate this knowledge to developing orientation in a sophisticated manner.</p>

Comprehensive Exam Rubric
Focused Content Exam

	Does Not Meet Expectations (0)	Meets Expectations (1)	Exceeds Expectations (2)
1. Understanding of Foundational Literature <i>Ability to discuss key findings, philosophical assumptions, integration of literature with coursework</i>	Unable to articulate the key findings, philosophical assumptions and/or poor integration of foundational literature with coursework	Articulates the key findings, philosophical assumptions and integrates of foundational literature with coursework	Thoroughly articulates the key findings, philosophical assumptions and integrates of foundational literature with coursework
2. Understanding of Dissertation Topic <i>Ability to discuss limitations of research related to topic and gaps in the literature</i>	Minimal ability to discuss limitations of current research related to dissertation topic, the foundational concepts of the topic, or gaps in the literature	Demonstrates an understanding of limitations of current research related to dissertation topic, the foundational concepts of the topic and gaps in the literature	Thoughtful, thorough discussion of limitations of current research related to dissertation topic, the foundational concepts of the topic and gaps in the literature
3. Understanding of Research Methodology <i>Ability to discuss previously used methodology and proposed methodology</i>	Minimal ability to articulate prior methodology used and/or proposed methodology.	Clearly articulates prior methodology used as well as proposed methodology.	Comprehensively and clearly articulates prior methodology used with specific examples and describes proposed methodology in a detailed manner.
4. Application of Foundational Literature to Dissertation Question <i>Ability to synthesize literature reviewed to clearly link literature with a research question</i>	Minimal ability to distill information in order to articulate that which is most relevant to dissertation research question.	Able to convey information from the literature review that is most essential/central to dissertation research question.	Clearly and effectively links most essential/relevant information from the literature review to dissertation research question.
5. Integration of Knowledge Areas (Optional) <i>Student demonstrates integrated understanding of the foundational literature related to the dissertation topic and any related discipline-specific knowledge area (including research methods, excluding History and Systems).</i>	Minimal integration of foundational literature related to the dissertation and one or more Discipline-Specific Knowledge Areas.	Demonstrates an integrated understanding of foundational literature related to the dissertation and one or more Discipline-Specific Knowledge Areas.	Demonstrates an advanced integrated understanding of foundational literature related to the dissertation and one or more Discipline-Specific Knowledge Areas.

**PsyD in Clinical-Community Psychology
Confirmation of Non-Terminal MA Requirements and
Application for Doctoral Candidacy**

Student's Name	Student's Signature	Student's ID number
Advisor's Name	Advisor's Signature	Semester Admitted

First Year Courses

Fall				Spring			
Course#	Title	Cr.	Grade	Course #	Title	Cr.	Grade
Summer							
Course#	Title	Cr.	Grade				

Second Year Courses and Comprehensive Exam

Fall				Spring			
Course#	Title	Cr.	Grade	Course #	Title	Cr.	Grade
Summer				*Attach student's original Plan of Study *Attach a list of any courses with prior approval for transfer credit			
Course#	Title	Cr.	Grade				

Comprehensive Exam: Date Requirement Met: _____

Overall GPA: _____ (min 3.25 required)

For Program Director Use Only:

Meets minimal academic requirements? _____ Comprehensive Exam Complete? _____

Vote of faculty:

Expressed areas of concern:

Application for Doctoral Candidacy Approved? (Circle One)

Yes: **Registrar: Confer Non-Terminal MA in Clinical-Community Psychology**

Program Director: Notify student

No and Terminate from Program: **Registrar: Confer Non-Terminal MA in Clinical-Community Psychology**

Program Director: Notify student

No and Needs Remediation: Program Director: Notify student of Denial and Remediation Plan

Note: To be submitted to the Doctoral Program Director upon successful completion of Comprehensive Presentation. Upon approval, Program Director will submit to Registrar for conferral of Non-Terminal MA (if applicable).

**PsyD in Clinical-Community Psychology
Application for Extension of Doctoral Candidacy**

_____	_____	_____
Student's Name	Student's Signature	Student's ID number
_____	_____	_____
Advisor's Name	Advisor's Signature	Semester Admitted

Reason for Request: Please explain the justification for the extension in detail. (Attach a separate page if necessary).

Detailed Work Plan: Please provide a detailed plan for completing the remaining degree requirements along with a timeline, including projected completion date. (Attach a separate page if necessary).

_____	_____	_____
Program Director Name	Program Director Signature	Date
_____	_____	_____
Department Chair Name	Department Chair's Signature	Date

For Program Director Use Only:

Extension Approved Until: _____

Conditions of Approval:

1. Student will continue to enroll in PSYC 900 until completion of degree requirements.
- 2.
- 3.

**PsyD in Clinical-Community Psychology
Dissertation Committee Intent to Serve**

Student: _____

Student ID #: _____

Student Signature: _____ Date: _____

Title of Dissertation (Proposed): _____

Anticipated Date of Dissertation Completion (Month/Year): _____

Dissertation Committee:

Chair Signature/Degree: _____ Date: _____

Member Signature/Degree: _____ Date: _____

Member Signature/Degree: _____ Date: _____

I certify that all committee members have met the requirements to serve on a Dissertation Committee and all required credentials are on file.

Program Director Signature/Credentials: _____ Date: _____

Check one:

_____ Original

_____ Revision

Attach: Copies of Human Subjects Certificates (Principal Investigator and Chair)

**PsyD in Clinical-Community Psychology
Dissertation Proposal Approval Form**

Student: _____ **Date:** _____

Student ID#: _____

Dissertation Title:

Fail/Reject: _____ **Accept/Pass with Changes:** _____

Proposal Rating: **Pass:** _____ **Pass with Distinction:** _____

Conditions of Approval (if any): See Dissertation Proposal Evaluation Rubric

Comments: _____

(Print Full Name of Chair)

Signature

(Print Full Name of Committee Member)

Signature

(Print Full Name of Committee Member)

Signature

(Program Director)

Signature

PsyD in Clinical-Community Psychology Formatting Guidelines for Doctoral Dissertation

Students have the option to publish their dissertation through *ProQuest Dissertation Publishing*. Therefore, students should adhere to formatting guidelines as recommended through the *ProQuest Dissertation Publishing* Website, <http://www.proquest.com/products-services/dissertations/submit-a-dissertation.html>, with the exception of the margins, or in instances where *ProQuest* contradicts APA, as APA should be followed. The margins on the Top, Bottom, and Right should be *one inch* with the left hand margin enlarged to 1 ½ inches for the purpose of accommodating binding the student's dissertation.

Document Organization

Areas of the dissertation that have specific requirements include the Title Page, Copyright Page, Abstract, Dedication, Acknowledgements, Table of Contents, and List of Figures, all of which are found before Chapter 1. The Title page is not numbered, nor is the Abstract page. The other pages in this section before the body of the dissertation are numbered with Roman numerals.

Title/Signature Page (Required):

- The title of the dissertation should be typed with first letter capitalized; one inch top margin
- The full legal name of the doctoral candidate (first letter capitalized; bold font should not be used in any case).
- The following submission statement:
A dissertation submitted to the Psychology Faculty of Point Park University in partial fulfillment of the requirements for the degree of Doctor of Psychology in Clinical-Community Psychology.
- The city and year in which the committee accepts the work
- Committee signature lines
- Signatures must be in black ink only
- This page is not numbered but is counted

The title/signature page should follow exactly the spacing and use of capital letters as shown in the sample pages ([Appendix G](#)). The title should be centered at the top of the page. Each copy of the title page must have original signatures in **black ink**, so that these can be placed in each bound copy.

Copyright Page (Required):

Candidates are strongly advised to register for a copyright for their dissertation. Whether or not the copyright is registered through legal registration in Washington, D.C., a notice of copyright must be included with each copy of the dissertation. Putting the copyright page in the student's dissertation notifies the public of the student's claim for copyright.

The following information should be centered and single-spaced with the last line *two inches* from the bottom of the page. This page is numbered with a small Roman numeral placed *one inch* from the bottom of the page and centered.

© 20__
Full Legal Name
ALL RIGHTS RESERVED

Abstract (Required):

Each copy of the dissertation is to include an abstract. The abstract page should not be listed in the Table of Contents. It should be placed following the page for notice of copyright. The abstract is a double-spaced summary of the overall dissertation and includes conclusions. It should not exceed one page in length and is often between 350 to 500 words. The heading for the abstract is single spaced and should be constructed as follows:

- The word ABSTRACT is centered with a one-inch top margin.
- The text of the abstract begins three single spaces below the heading.
- It is independent of the dissertation and therefore should not be numbered.

Dedication and Acknowledgments Pages (Optional):

The Dedication page acknowledges those who have given extraordinary encouragement or support to the student throughout the student's life. In contrast, the Acknowledgments page focuses on the student's academic support system. It is customary to recognize the role of the chair and then the other members of the dissertation committee. Also, it should acknowledge any outside source of financial assistance, such as grants, contracts, or fellowships. This is also an opportunity to elaborate on the student's acknowledgement of specific family members and friends who have supported the student through the process.

The word DEDICATION or ACKNOWLEDGMENTS is centered with two inches from the top margin.

- Three single spaces below the word DEDICATION or ACKNOWLEDGMENTS begin the text.
- This page is numbered with a small Roman numeral placed *one inch* from the bottom of the paper and centered.

Table of Contents (Required):

The Table of Contents of the dissertation lists all sections following it, including the List of Tables and List of Figures, if used, and all the headings and subheadings exactly as they appear in the text. Nothing that precedes the Table of Contents should be listed.

- This page should have: TABLE OF CONTENTS centered *two inches* from the top of the page. If the contents run to two pages, begin the second page *one inch* from the top of the page.
- Three single spaces below the heading list the first entry.
- This page is numbered with a small Roman numeral placed *one inch* from the bottom of the paper and centered.

List of Tables, Figures, and Symbols/Abbreviations (Optional):

If there are any tables or figures appearing in the dissertation, lists of these must be included. The descriptive titles in these lists must be identical to those in the dissertation text, but only the titles and not the explanatory notes, should be included. Each list appears on a separate page. When many abbreviations or symbols are used, a separate List of Symbols or List of Abbreviations may be included for the sake of clarity.

- The titles LIST OF TABLES, LIST OF FIGURES, OR LIST OF ABBREVIATIONS are in capital letters and centered *one inch* from the top of the page.
- Three single spaces below the heading list the first entry.
- These pages are numbered with a small Roman numeral placed $\frac{3}{4}$ inches from the bottom of the paper and centered.

Body: Chapters 1 – 5:

The organization and format of the text should be appropriate to the nature and scope of dissertation research using APA format. The text must show logical organization and is generally organized using the chapter format (below) for chapter headings. The following is the typical organization and content of dissertation chapters, though again, this may vary based on the nature of the research.

Chapter 1: Introduction

- Introduction
- Problem Statement
- Purpose of the Study
- Significance of the Study
- Conceptual Framework
- Research Questions
- Limitations/Delimitations
- Definitions
- Organization
- Summary and Link to Next Chapters

Chapter 2: Literature Review

- Introduction
- Bodies of Literature Overview
- Discussion of Each Body of Literature
- Summary and Link to Next Chapter

Chapter 3: Method

- Introduction
- Type of Methodology to Be Used
- Why This Methodology is Chosen to Study These Questions
- Proposed Instruments or Protocols
- How Validity and Reliability will be addressed (if applicable)
- Data Collection Procedures
- Data Analysis Procedures
- Summary Connections among Research Questions, Theoretical Framework, and Specific Methods and/or Protocol Items to be used

- Link to next chapter

Chapter 4: Results/Findings

- Introduction
- Overview of context, Timeline of study
- Data Presentation and explanation related to research questions stated in the proposal
- Summary of Key Findings

Chapter 5: Discussion/Recommendations

- Introduction
- Restatement of Purpose of the Study
- Discussion of Important Learning Developed through the Study and its Application to Theory and Practice
- Implications for Policy and/or Practice
- Recommendation for Further Research
- Summary and Conclusion

References:

Follow the APA manual for all details about references. A reference page is not like a bibliography, which includes everything the student read—include only those sources cited in the dissertation. All sources cited in the text must be listed alphabetically.

- The heading of REFERENCES should be capitalized, and centered with a *one inch* top margin.
- Three single spaces below the heading type the first entry.

It is essential that the student carefully conduct a final check of references and list of references before submitting a “final” draft of either the proposal or the dissertation to the chair. Ensure that all citations in the text are represented in the references section and that only those works cited are included in the references.

Appendices:

The appendices include each individual appendix that is referenced in the dissertation. These are placed into this section based on the order in which they appear and are discussed in the main text. These may include: copies of instruments, interview protocols, data collection forms, letters, or permission letters. Each Appendix needs to be labeled, beginning with A and progressing through the alphabet as needed.

Example: **Appendix A: COVER LETTER**

- Appendices must be listed in the table of contents and numbered consecutively following the references pages.
- The title should be in all caps and centered with a *one inch* top margin.
- The first entry is placed three single spaces below the heading.
- All appendices must be introduced and discussed in the text.
- Required Appendices include: Point Park IRB Approval documentation, Site IRB Approval or equivalent (if applicable), Research Instruments

Sample Title/Signature Page

Main Title: Subtitle (if any)

By

FIRST M. LAST

A dissertation submitted to the
Psychology Faculty of Point Park University
in partial fulfillment of the requirements for the degree of
Doctor of Psychology in Clinical-Community Psychology.

Pittsburgh, PA

Month, Year

Approved by:

First M. Last, Ph.D., Chair

First M. Last, Ph.D.

First M. Last, Ph.D.

First M. Last, Ph.D.
Provost

**PsyD in Clinical-Community Psychology
Dissertation Approval Form**

Student: _____ **Date:** _____

Student ID#: _____

**Dissertation
Title:**

Fail/Reject: _____ **Accept/Pass with Changes:** _____

Defense Rating: Pass: _____ **Pass with Distinction:** _____

Changes: See Dissertation Defense Evaluation Rubric for changes (if any)

Comments: _____

(Print Full Name of Chair)

Signature

(Print Full Name of Committee Member)

Signature

(Print Full Name of Committee Member)

Signature

(Program Director)

Signature

Appendix I

PsyD in Clinical-Community Psychology
Practicum Hours AAPI Format

Student's Name

Student's Signature

ID #

Course #/Name of Site

Intervention Experience

Individual Therapy	Total Hours Face-to-Face:	# of Different Individuals:
Older Adults (65+)		
Adults (18-64)		
Adolescents (13-17)		
School-Age (6-12)		
Pre-School Age (3-5)		
Infants/Toddlers (0-2)		
Career Counseling	Total Hours Face-to-Face	:# of Different Individuals:
Adults		
Adolescents (13-17)		
Group Counseling	Total Hours Face-to-Face:	# of Different Groups:
Adults		
Adolescents (13-17)		
Children (12 and under)		
Family Therapy	Total Hours Face-to-Face:	# of Different Families:
Family Therapy		
Couples Therapy	Total Hours Face-to-Face:	# of Different Couples:
Couples Therapy		
School Counseling Interventions	Total Hours Face-to-Face:	# of Different Individuals:
Consultation		
Direct Intervention		
Other		
Other Psychological Interventions	Total Hours Face-to-Face:	# of Different Individuals:
Sport Psychology/Performance Enhancement		
Medical/Health-Related Interventions		

**PsyD in Clinical-Community Psychology
Practicum Hours AAPI Format**

Student's Name

Student's Signature

ID #

Course #/Name of Site

Intake Interview/Structured Interview		
Substance Abuse Interventions		
Consultation		
Other Interventions		
Describe the nature of the experience in "Other Interventions":		
Other Psychological Experience with Students and/or Organizations	Total Hours Face-to-Face	
Supervision of other students performing intervention and assessment activities		
Program Development/Outreach		
Outcome Assessment of programs or projects		
Systems Intervention/Organizational Consultation/Performance Improvement		
Other		
If other, please specify:		

Psychological Assessment Experience

	Total Hours Face-to-Face
Psychodiagnostic test administration (include symptom assessment, projectives, personality, objective measures, achievement, intelligence, and career assessment), and providing feedback to clients/patients.	

**PsyD in Clinical-Community Psychology
Practicum Hours AAPI Format**

Student's Name

Student's Signature

ID #

Course #/Name of Site

Include intellectual assessment in this category only when it was administered in the context of neuropsychological assessment involving evaluation of multiple cognitive, sensory and motor functions.

Integrated Psychological Reports

Adults:

Children/Adolescents:

Adult Assessment Instruments

Symptom Inventories	# Clinically Administered/Scored:	# Clinical Reports Written with this Measure:	# Administered as Part of a Research Project:
Beck Depression Inventory			
Beck Anxiety Inventory			
Other:			

Diagnostic Interview Protocols	# Clinically Administered/Scored:	# Clinical Reports Written with this Measure:	# Administered as Part of a Research Project:
SCID			
Other:			

General Cognitive Assessment	# Clinically Administered/Scored:	# Clinical Reports Written with this Measure:	# Administered as Part of a Research Project:
Wechsler Adult Intelligence Scale (WAIS-III)			
Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV)			
Other:			

Visual-Motor Assessment	# Clinically Administered/Scored:	# Clinical Reports Written with this Measure:	# Administered as Part of a Research Project:
Bender Gestalt			
Other:			

Commonly Used Neuropsychological Assessment Measures	# Clinically Administered/Scored:	# Clinical Reports Written with this Measure:	# Administered as Part of a Research Project:
Boston Diagnostic Aphasia Exam			

**PsyD in Clinical-Community Psychology
Practicum Hours AAPI Format**

Student's Name

Student's Signature

ID #

Course #/Name of Site

California Verbal Learning Test Version: CVLT-II			
Rey-Osterrieth Complex Figure			
Trailmaking Test A and B			
Wechsler Memory Scale III			
Wisconsin Card Sorting Test			
Other:			

Commonly Used Measures of Academic Functioning	# Clinically Administered/Scored:	# Clinical Reports Written with this Measure:	# Administered as Part of a Research Project:
Wechsler Individual Achievement Test (WIAT)			
Other:			

Behavioral/Personality Inventories	# Clinically Administered/Scored:	# Clinical Reports Written with this Measure:	# Administered as Part of a Research Project:
Millon Clinical Multi-Axial III (MCMI)			
Minnesota Multiphasic Personality Inventory			
Personality Assessment Inventory			
Other:			

Measures of Malingering	# Clinically Administered/Scored:	# Clinical Reports Written with this Measure:	# Administered as Part of a Research Project:
Rey 15-Item Test			
Other:			

Child Assessment Instruments

Symptom Inventories	# Clinically Administered/Scored:	# Clinical Reports Written with this Measure:	# Administered as Part of a Research Project:
Conner's Rating Scales			
Other:			

General Cognitive Assessment	# Clinically Administered/Scored:	# Clinical Reports Written with this Measure:	# Administered as Part of a Research Project:
WISC-IV			
Other:			

**PsyD in Clinical-Community Psychology
Practicum Hours AAPI Format**

Student's Name _____

Student's Signature _____

ID # _____

Course #/Name of Site _____

Commonly Used Neuropsychological Assessment Measures	# Clinically Administered/Scored:	# Clinical Reports Written with this Measure:	# Administered as Part of a Research Project:
Continuous Performance Test Version: Computer administration			
Rey-Osterrieth Complex Figure			
Other:			

Commonly Used Measures of Academic Functioning	# Clinically Administered/Scored:	# Clinical Reports Written with this Measure:	# Administered as Part of a Research Project:
Wechsler Individual Achievement Test (WIAT)			
Woodcock Johnson-III (Achievement; Cognitive)			

Behavioral/Personality Inventories	# Clinically Administered/Scored:	# Clinical Reports Written with this Measure:	# Administered as Part of a Research Project:
Minnesota Multiphasic Personality Inventory – Adolescent (MMPI-A)			
Other:			

Projective Assessment	# Clinically Administered/Scored:	# Clinical Reports Written with this Measure:	# Administered as Part of a Research Project:
Roberts Apperception Test for Children (RATC)			
Other:			

Supervision Received

Supervised By:	Doctoral Total Hours	
	Individual	Group
Licensed Psychologists		
Allied Mental Health Professionals		
Others*		

* For example, supervision provided by an advanced graduate student who is supervised by a licensed psychologist

**PsyD in Clinical-Community Psychology
Practicum Hours AAPI Format**

Student's Name

Student's Signature

ID #

Course #/Name of Site

Total Supervision Hours

Individual Total Hours:

Group Total Hours:

Have you made recordings of clients/patients and reviewed them with your supervisor?

Audio Tape: Y/N

Video Tape/Digital Recording: Y/N

Live/Direct Observation by Supervisor: Y/N

Additional Information about Practicum Experience

**PsyD in Clinical-Community Psychology
Practicum Hours AAPI Format**

Student's Name

Student's Signature

ID #

Course #/Name of Site

	Intervention Hours	Assessment Hours
Child Guidance Clinic		
Community Mental Health Center		
Department Clinic		
Forensic/Justice Setting		
Inpatient Psychiatric Hospital		
Medical Clinic/Hospital		
Outpatient Psychiatric Clinic / Hospital		
Partial Hospitalization/ Intensive Outpatient Programs		
Private Practice		
Residential/Group Home		
Schools		
University Counseling Center / Student Mental Health Center		
VA Medical Center		
Other		
If other, please specify		

Have you led or co-led any type of group? If so, what kind? Please describe.

**PsyD in Clinical-Community Psychology
Practicum Hours AAPI Format**

Student's Name

Student's Signature

ID #

Course #/Name of Site

Additional Information about Practicum Experience (Continued)

Race/Ethnicity	Intervention	Assessment
African-American/Black/African Origin		
Asian-American/Asian Origin/Pacific Islander		
Latino-a/Hispanic		
American Indian/Alaska Native/Aboriginal		
European Origin/White		
Bi-racial/Multi-racial		
Other		
If other, please specify		

Sexual Orientation	Intervention	Assessment
Heterosexual		
Gay		
Lesbian		
Bisexual		
Other		
If other, please specify		

Disabilities	Intervention	Assessment
Physical/Orthopedic Disability		
Blind / Visually Impaired		
Deaf/Hard of Hearing		
Learning/Cognitive Disability		
Developmental Disability		
Serious Mental Illness		
Other		
If other, please specify		

Gender	Intervention	Assessment
Male		
Female		
Transgender		
Other		
If other, please specify		

Description of Support Activities

Total # of Doctoral Support Hours

Total # of Terminal Masters Support Hours

Description of Support Activities: (E.G., Charting, report writing, reviewing recorded sessions, preparing interventions, and coordinating outside care.

PsyD in Clinical-Community Psychology Application for External Placement

The PsyD program in Clinical-Community Psychology coordinates external practicum opportunities for students who have been approved to participate in this experience. More specifically, approval to apply for external practicum involves:

- (1) *approval by the faculty after semester progress review*
 - (2) *satisfactory performance in PSYC 701 and/or 702, including the timely completion of all clinical and administrative obligations in the University Counseling Center.*
-

Students should understand some general background information about the practicum experience before applying:

- Students are expected to complete two 9- or 12-month external placements, typically during the second and third years of the program. Placements typically start at or around the beginning of the fall semester and conclude at the end of the spring semester (9-month placement) or summer semester (12-month placement).
- Students must satisfactorily complete at least one external placement before being approved to apply for the pre-doctoral internship. Satisfactory completion of an external placement entails: having a documented record of satisfactory evaluations throughout the practicum training, or, where some progress was not satisfactory, documented evidence of the successful resolution of the specific area(s) of concern, and submission of a completed *Time2Track report, Site Evaluation, and Supervisor Evaluation*.
- External placements are approximately 20 hours per week, at least half of which is spent in direct clinical service provision. Face-to-face clinical hours will vary between sites, but students should expect to log at least 350 hours on the placement.
- The external placement includes at least one hour of formally scheduled face-to-face individual supervision per week. This minimum requirement may be supplemented with group supervision or additional individual supervision sessions. The clinical supervisor at the external placement site is licensed and recognized as having experience and training in his or her field of expertise.
- Additional hours at the external placement participating are spent in other learning activities (i.e., grand rounds, case rounds, case presentations, seminars, etc.). Students will also complete clinical documentation and other institutional paperwork (“support activity”) as required during the time allotted for the external placement.
- External placements are generally unpaid.
- Many external placements require an updated CV, cover letter, and interview as part of the application process.
- Many sites will run background checks and require drug testing as a condition of participation in the placement. Students with a history of legal involvement and/or current substance abuse should disclose this to faculty on the application (see below). *Also, note: the state of Pennsylvania will not license any individual with a history of a felony conviction until a period of ten (10) years have elapsed since date of conviction.*
- Point Park will be in competition with other local doctoral programs for some of these positions, so students should understand that being sent to a site for an interview is not a guarantee of placement at that site.
- Decisions about where to send students for interviews will be based on clinical interests, training needs, and background qualifications, *not convenience of commute, accessibility by public transit, or*

work schedule. Student should, as a rule, expect to need access to a vehicle in order to participate in an external placement

- The DCT and/or Placement Coordinator will make every effort possible to help students receive the appropriate mentoring, guidance and remedial services necessary to optimize success in their applications and interviews with external training sites. Faculty reserve the right, however, to remove a student from further consideration for placement after a student has interviewed and/or applied at three sites without success.

Practicum Application

- (1) Acknowledge having read and understood the above information related to External Placement by initialing here and by signing below.

_____ (initials)

- (2) Submit a current CV by email to DCT by deadline communicated by the DCT.
- (3) Submit a draft of a cover letter by email to DCT by the deadline communicated by the DCT. The cover letter draft should be the start of a letter that will be sent, along with your CV, to sites for which you have been selected to interview. These letters typically include information about current training interests and objectives, specific information related to fit with training offered by the site, past clinical experience and clinical approach, as well as how your experience and education have prepared you for placement (ultimately, as it specifically relates to the site).
- (4) Check here _____ if there are extenuating circumstances (e.g., legal history, substance abuse problems, or other relevant information) that may impact your participation in an external placement (please attach an additional page to provide relevant details). If this line is blank, the student certifies that there are no legal or other issues that could preclude placement.

Student Signature

Date

PSYC 763 Evaluation

Student Outcomes

The program has established the following goals for the PSYC 763. Please indicate the course's effectiveness in helping you to attain each of these outcomes. Circle a number for each item based on the following scale (note: primary goals in bold; secondary goals in regular font):

5=Excellent **4=Good** **3=Average** **2=Below Average** **1=Poor**

Conduct oneself with a professionalism appropriate to the complex nature of clinical psychology, and that is founded on reflexivity, interpersonal competence, ethical principles, and a deep respect for cultural diversity	5	4	3	2	1
Demonstrate knowledge, skills, and attitudes in reflecting on, critically evaluating, and improving one's professional practice in complex settings	5	4	3	2	1
Acquire a beginning familiarity with the application of the ethical principles and legal standards of psychology and their application to professional practice in complex settings	5	4	3	2	1
Acquire an understanding of the importance of considering individual and cultural differences in all aspects of their professional work. This includes an applied understanding of self and others as cultural beings and of social interactions as culturally embedded, and reflection on the cultural and individual assumptions that the students bring to their thought and work	5	4	3	2	1
Acquire values, attitudes, and behaviors that demonstrate professionalism, including accountability and integrity, an appreciation for the value of life-long learning, and a sensitivity to the well-being of others	5	4	3	2	1
Acquire skills and attitudes that facilitate effective and meaningful interactions and relationships with individuals and groups in multi-disciplinary settings	5	4	3	2	1
Understand the scope and limitations of psychology's applications and acquire the knowledge, skills, and attitudes to interact respectfully and effectively with professionals in multiple disciplines	5	4	3	2	1

Additional Comments

Please make any specific suggestions for improving the course:

**PsyD in Clinical-Community Psychology
APA and PA Ethical Codes Signature Page**

I, _____ have read and understand the American Psychological Association's (APA) Ethical Principles of Psychologists and Code of Conduct and the Pennsylvania (PA) Code of Ethics for Psychologists (§ 41.61. Code of Ethics). I understand that I am held to the standards contained in these codes throughout my participation in the Point Park PsyD program in Clinical-Community Psychology. I also understand that failure to abide by these codes is grounds for dismissal, possibly immediate, from the program.

Signature: _____

Date: _____

Year of Admission: _____

PsyD Program Milestones

First Year:

- _____ Successful completion of first year coursework—including PSYC 701, first internal practicum and PSYC 731, Community practicum
- _____ Approval by Faculty to apply for first External Placement
- _____ Selection of Dissertation Chair (reported to Department for change of advisor)
- _____ Approval by Faculty to advance to PSYC 702

Second Year:

- _____ Successful completion of second year coursework—including PSYC 702, second internal practicum
- _____ Approval by Faculty to apply for second External Placement
- _____ Successful completion of Comprehensive Exam
- _____ Conferral of the Non-Terminal MA in Clinical-Community Psychology & Application for Doctoral Candidacy
- _____ Selection of Dissertation Committee
- _____ Successful defense of Dissertation Proposal
- _____ Successful completion of first External Placement
- _____ Approval by Faculty to apply for Pre-doctoral Internship

Third Year:

- _____ Completion of Internship Application and Match
- _____ Successful completion of third year coursework
- _____ Successful completion of second External Placement
- _____ Successful defense of and submission of Dissertation

Fourth Year:

- _____ Successful completion of Pre-doctoral Internship
- _____ Successful defense and submission of Dissertation (if not already complete)

PSYD IN CLINICAL-COMMUNITY PSYCHOLOGY COMPETENCY BENCHMARKS

This document describes the core competencies for professional psychology that Point Park University’s doctoral students in clinical-community psychology will develop during their training. The essential components of each competency are described along with examples of behavioral anchors which demonstrate attainment of the competencies at three developmental levels: readiness for external placement (developed during year 1) and readiness for internship application (developed during year 2), and readiness for internship (developed in year 3). Students are evaluated against these benchmarks twice per year by the faculty, which makes use of multiple sources information, including coursework/grades and supervisor evaluations. These summative evaluations are documented on the Annual Progress Review form, which are shared bi-annually with each student by the student’s advisor. Students meeting the criteria for competence will progress to the next level, whereas those who do not, will participate in a remediation plan. Students who fail to remediate and meet minimal performance requirements will be dismissed from the program.

<p>Competency A: Discipline Specific Knowledge: Demonstrates knowledge of psychology as a human science, with particular emphasis on philosophical foundations. Displays broad understanding, integration of ideas, and critical thought related to scientific psychology (i.e., biological aspects of behavior, cognitive-affective aspects of behavior, social aspects of behavior, development across the lifespan and personality and individual differences) including its history of thought and development, its research methods, and its applications. Essential components: 1) Scientific mindedness and critical thinking; 2) Scientific and Philosophical Foundations of Psychology; 3) Integration of Discipline-Specific Knowledge; 4) Scholarship</p>		
Readiness for Initial External Placement (End of Year 1)	Readiness for Internship Application (End of Year 2)	Readiness for Internship (End of Year 3)
<p>Displays critical scientific thinking; Demonstrates knowledge of psychology as a human science, including its philosophical foundations; Demonstrates basic knowledge of psychology’s scientific assumptions and procedures.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Questions assumptions of knowledge • Critically evaluates study methodology and procedures, and the scientific basis of findings • Critically evaluates scholarly and scientific literature on a given topic as needed to enhance practice • Cites scholarly, philosophical, and scientific literature to support an argument when appropriate • Critique theory and research on psychopathology, with particular emphasis on social antecedents and consequences of psychopathology • Meets at least minimal performance requirements in related coursework (PSYC 703, 752) 	<p>Displays critical thinking that draws on knowledge of philosophical and scientific foundations; Demonstrates knowledge of psychology as a human science; Demonstrates knowledge of the breadth of scientific psychology, including core areas of study.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates understanding of core scientific conceptualizations of human behavior and knowledge of the breadth of scientific psychology • Explain and appraise various models of human development throughout the lifespan • Evaluate and justify a holistic, non-reductive understanding of human persons • Demonstrates advanced critical thinking and beginning integration of foundational knowledge in Psychology • Meets at least minimal performance requirements in all related coursework (PSYC 711, 732, 751/796, 789) 	<p>Displays critical thinking that draws on knowledge of philosophical and scientific foundations; Demonstrates knowledge of psychology as a human science; Demonstrates knowledge of the breadth of scientific psychology, including core areas of study; Demonstrates ability to generate research that contributes to professional knowledge.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates understanding of core scientific conceptualizations of human behavior, knowledge of the breadth of scientific psychology and of intersections among core areas of psychological science • Explain and draw conclusions about the role of the nervous system and brain in human behavior and experience • Critique theory and research on happiness, well-being and conception of the “good life,” with particular emphasis on social antecedents and consequences of human flourishing • Demonstrates advanced critical thinking and integration of foundational knowledge in Psychology • Meets at least minimal performance requirements in all related coursework (PSYC 704, 721, 722, 736, 790)

Competency B: Profession-Wide Competencies in Assessment, Intervention, and Supervision & Consultation: Applies the core components of Clinical-Community Psychology for the prevention and amelioration of psychological struggles as well as the improvement of over-all health and well-being. Essential components: 1) Understanding Measurement and Psychometrics; 2) Application of Assessment Methods; 3) Diagnosis, 4) Interpretation of Assessment Results 5) Communication of Findings and Recommendations; 6) Psychotherapy planning and implementation; 7) Psychotherapy Skills; 8) Psychotherapy progress evaluation; 9) Knowledge of Consultation & Supervision theories and practices.

Readiness for Initial External Placement (End of Year 1)	Readiness for Internship Application (End of Year 2)	Readiness for Internship (End of Year 3)
<p>Assessment: Demonstrates basic skills in clinical interviewing. Displays basic understanding of the relationship between assessment and intervention; Demonstrates basic knowledge of evaluation of intervention progress and outcome.</p> <p>Intervention: Displays basic helping skills; Demonstrates basic knowledge of intervention strategies; Case conceptualizations and intervention plans are specific to case and context and are grounded in a theoretical position and client lived experience.</p> <p>Supervision: No expectation at this level.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Articulates a basic understanding of how intervention choices are informed by assessment (e.g., clinical intake) • Demonstrates foundational helping skills, such as empathic listening and effectively uses non-verbal communication to convey interest and concern • Demonstrates working knowledge of the evidential support for the non-specific factors in effective psychotherapy • Is able to articulate awareness of theoretical bases of intervention • Demonstrates critical thinking about the complex issues surrounding the significance of evidence based practice, including what constitutes best evidence • Demonstrates understanding of EBPP as the integration of research evidence with clinical expertise in the context of patient characteristics, culture, and preferences • Displays working knowledge of assessing effectiveness of treatments and interventions • Meets at least minimal performance requirements in related coursework (PSYC 700, 701, 703) and practicum 	<p>Assessment: Demonstrates basic knowledge of the scientific, theoretical, and contextual bases of test construction and interviewing; Demonstrates basic knowledge of administration and scoring of assessment tools; Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity;</p> <p>Intervention: Displays clinical skills with a wide variety of clients; Implements evidence based interventions; Evaluates treatment progress.</p> <p>Supervision: No expectation at this level.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates awareness of the benefits and limitations of standardized testing • Demonstrates knowledge of the construct(s) being assessed and understanding of basic psychometric constructs • Demonstrates accurate administration and scoring of tests • Demonstrates ability to interpret test data in helpful ways • Displays ability to write an integrated assessment report in a professional yet accessible style • Demonstrates basic knowledge of diagnosis and how to arrive at diagnoses through multiple sources of data • Displays ability to present case material orally and in writing in professional, clear and effective manner. • Uses good judgment about unexpected issues, such as crises, and utilizes supervision appropriately • Critically evaluates the effectiveness of treatment and client progress and adjust accordingly • Demonstrates ability to terminate treatment successfully • Displays ability to articulate (developing) understanding of the nature of people and their psychological/social struggles. • Meets at least minimal performance requirements in related coursework (PSYC 702, 705, 708), practicum, and external placement 	<p>Assessment: Conducts assessment with attention to issues of reliability and validity, the referral question(s), and in ways that are responsive to and respectful of diverse individuals, couples, families; Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity.</p> <p>Intervention: Displays more advanced clinical skills with a wide variety of clients; Implements evidence based interventions with flexibility to adapt where appropriate; Evaluates treatment progress and modifies treatment planning as indicated.</p> <p>Supervision & Consultation: Demonstrates basic knowledge of supervision and consultation models and practices; Understands the ethical, legal, and contextual issues related to the role of supervisor/consultant.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates ability to integrate cognitive and personality tests in comprehensive assessments • Demonstrates intermediate level ability to accurately select, administer, score and interpret assessment tools • Utilizes collaborative discussion and client input to inform test interpretations and written feedback • Conducts psychotherapy planning in a framework that recognizes the impact of diversity and stages of development • Treatment planning is informed by evaluation of progress and documented as such • Articulates a clear, yet flexible case conceptualization and identifies interventions to implement change • Develops strong therapeutic relationships and effectively implements a range of intervention strategies with a wide variety clients and appropriate to practice setting • Demonstrates basic knowledge of supervision/consultation • Meets at least minimal performance requirements in related coursework (PSYC 704, 706, 707) and placement

<p>Competency C: Profession-Wide Competency in Research: Selects and employs research methods and skills to explore questions and help solve problems facing individuals and communities as well as disseminate this work. Essential components: 1) Research Methodologies; 2) Statistics; 3) Community-Based Research; 4) Program Design and Evaluation; 5) Independent Research Design and Implementation; 6) Scholarly writing</p>		
Readiness for Initial External Placement (End of Year 1)	Readiness for Internship Application (End of Year 2)	Readiness for Internship (End of Year 3)
<p>Demonstrates basic knowledge of psychology’s scientific assumptions and procedures; Demonstrates basic knowledge of qualitative methodologies</p> <p>Examples:</p> <ul style="list-style-type: none"> • Participates in faculty or peer research projects, including in the development of literature review, data collection and analysis or research teams • Demonstrates implementation of research tools for assessing, evaluating and producing social and environmental interventions • Applies statistics for application to real-world human problems • Applies qualitative, quantitative and mixed methods for research, with special emphasis on phenomenological and action research • Meets at least minimal performance requirements in related coursework (PSYC 731, 741) 	<p>Demonstrates basic knowledge of quantitative methodologies and statistic; Demonstrates growing expertise in a chosen field of study; Demonstrates ability to design research that contributes to professional knowledge</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates foundational skill in choosing and using/interpreting statistics in research • Demonstrates understanding of quantitative research methods and techniques of data analysis • Displays depth and breadth of understanding and critical thought related to chosen area of expertise • Displays ability to design an independent research project • Meets deadlines for dissertation preparation • Meets at least minimal performance requirements in related coursework (PSYC 742, 789) 	<p>Demonstrates basic knowledge of program development and evaluation; Demonstrates growing expertise in a chosen field of study; Demonstrates ability to conduct research that contributes to professional knowledge; Demonstrates ability to write publishable scholarly work</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates understanding that psychologists evaluate the effectiveness, with attention to the socio-cultural and historical contexts, of their professional activities • Displays ability to assess strategies for mixed methods approaches to studying questions and problems in the field with practical, real-world applications • Implements appropriate methodology to address research questions, setting and/or community, e.g. in own dissertation • Demonstrates research and scholarly activity (i.e., publications, conference presentations, posters, etc.) • Demonstrate advanced APA style scientific and theoretical writing skills and oral presentation skills, • Meets at least minimal performance requirements in related coursework (PSYC 734, 790)

Competency D: Profession-Wide Competencies in Ethics, Professionalism, & Diversity: Ability to conduct oneself with a professionalism appropriate to the complex nature of clinical psychology, and that is founded on reflexivity, interpersonal competence, ethical principles, and a deep respect for cultural diversity. Essential Components: 1) Reflective Practice; 2) Ethical and legal standards; 3) Individual and cultural diversity; 4) Professional values, attitudes and behaviors; 5) Communication and interpersonal skills; 6) Consultation and inter-professional/interdisciplinary skills

D1) Reflective Practice: Demonstrates appropriate knowledge, skills, and attitudes in reflecting on, critically evaluating, and improving one’s own professional performance. Essential components: 1) Self-reflection; 2) Self-care; 3) Reflective participation in supervision

Readiness for Initial External Placement (End of Year 1)	Readiness for Internship Application (End of Year 2)	Readiness for Internship (End of Year 3)
<p>Displays basic self-awareness and self-reflection; Open participation in supervision; Understands the importance of self-care in effective practice</p> <p>Examples:</p> <ul style="list-style-type: none"> • Acknowledges errors and accepts feedback • Reflects on impact of self on others; reflects on the role of one’s own perceptions in shaping interactions • Identifies and reflects on one’s attitudes, values, and beliefs toward diverse others • Tolerates ambiguity and a “not knowing” stance • Self-identifies areas of growth and areas of strength • Meets at least minimal performance requirements in related coursework (PSYC 701) and practicum 	<p>Displays broadened self-awareness; Consistently utilizes self-reflection to improve clinical practice and competencies; Engages in self-care and appropriately discusses issues of self-care in supervision when relevant; Knows when to seek supervision</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates critical reflexivity regarding one’s own assumptions and activities as a psychologist • Describes how others may experience him/her • Self-assessment becomes increasingly congruent with assessment by supervisor & others • Displays increasing willingness to use supervision as one tool for reflective practice • Meets at least minimal performance requirements in related coursework (PSYC 702, 763), practicum, and placement 	<p>Displays broadened self-awareness; Uses self as therapeutic tool; Works to recognize limit of one’s knowledge, skills, and attitudes; Uses multiple resources, including supervision, to enhance reflexivity</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates expanding critical reflexivity regarding one’s own assumptions and activities as a psychologist • Explores how others may experience him/her, including clients, and uses this insight as a tool in therapy • Displays personal growth and ongoing commitment to attending to one’s own health and well-being • Self-assessment consistent with assessment by supervisor & others • Meets at least minimal performance requirements in related coursework (PSYC764) and placement

<p>D2) Ethical and Legal Standards: Displays a working understanding of the ethical principles and legal standards of psychology and their application to professional practice. Demonstrates ethical and legal practices in clinical work, community work, and research. Essential components: 1) Knowledge of ethical, legal and professional standards and guidelines; 2) Awareness and application of ethical decision making; 3) Ethical Conduct</p>		
Readiness for Initial External Placement (End of Year 1)	Readiness for Internship Application (End of Year 2)	Readiness for Internship (End of Year 3)
<p>Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct; Demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice in the training setting; Displays ethical attitudes and values</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates beginning knowledge of basic ethical & legal issues, including child & elder abuse reporting, confidentiality, informed consent, multiple relationships, competence • Consults with supervisor to act effectively regarding ethical and legal aspects of practice • Examines key documents/policies that guide the practice of psychology (e.g., APA Ethical Principles and Code of Conduct, PA code) • Shows professional integrity; shows interest in the ethical • Explores ethical questions when discussing cases in supervision • Meets at least minimal performance requirements in related coursework (PSYC 701, 731, 781) and practicum 	<p>Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, and regulations, particularly as they apply to diverse practice settings;</p> <p>Examples:</p> <ul style="list-style-type: none"> • Displays emerging ability to articulate how one's own moral principles and ethical values impact one's adherence to and negotiation of professional ethical issues • Demonstrates intermediate knowledge of typical ethical & legal issues, including child & elder abuse reporting, confidentiality, informed consent, etc. • Initiates examination of ethical questions when discussing cases in supervision • Continues to consult with supervisor to act effectively regarding ethical and legal aspects of practice • Includes ethical and legal aspects in case conceptualization and treatment planning • Discusses ethical implications of professional work • Applies applicable ethics concepts in research design • Participates in human subjects research training • Meets at least minimal performance requirements in related coursework (PSYC 702, 705, 708, 763), practicum, and external placement 	<p>Integrates own moral principles/ethical values in professional conduct; Demonstrates advanced understanding and application of ethical principles and legal standards in all areas of professional work</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates more advanced knowledge of typical ethical & legal issues, including child & elder abuse reporting, confidentiality, informed consent, etc. • Identifies potential conflicts between personal belief systems, APA Ethics Code and legal issues in practice • Applies applicable ethics concepts when conducting research • Attains IRB approval for dissertation research • Meets at least minimal performance requirements in related coursework (PSYC 764) and external placement

D3) Individual and Cultural Diversity: Demonstrates understanding of the importance of considering individual and cultural differences in all aspects of their professional work. This includes an applied understanding of self and others as cultural beings and of social interactions as culturally embedded, and reflection on the cultural and individual assumptions that the students bring to their thought and work. Essential components: 1) Applied understanding of self and others as cultural; 2) Applied understanding of interpersonal interactions in all aspects of professional psychology as culturally embedded.

Readiness for Initial External Placement (End of Year 1)	Readiness for Internship Application (End of Year 2)	Readiness for Internship (End of Year 3)
<p>Demonstrates basic knowledge and awareness of one’s own dimensions of diversity; Demonstrates basic knowledge and awareness of others as cultural beings; Demonstrates basic understanding of interactions and disciplines (e.g. collegial, therapeutic, assessment, diagnostic, research, professional psychology) as culturally embedded and contextual</p> <p>Examples:</p> <ul style="list-style-type: none"> • Articulates dimensions of diversity (e.g., race, gender, sexual orientation) • Articulates how ethnic group values influence who one is and how one relates to other people • Articulates beginning understanding of the way culture and context area consideration in working with clients • Meets at least minimal performance requirements in related coursework (PSYC 701, 731) and practicum 	<p>Applies knowledge and understanding of self and others as cultural beings in assessment, treatment, research, and other professional contexts; Applies knowledge and understanding of the role of culture in professional interactions; Demonstrates knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to individual and cultural diversity in all aspects of professional psychology</p> <p>Examples:</p> <ul style="list-style-type: none"> • Initiates discussion about diversity issues in supervision • Consults and uses, with critical thinking, culturally relevant best practices • Demonstrates understanding that others may have multiple cultural identities • Demonstrates awareness of effects of oppression and privilege on self and others • Displays ability to articulate the role of individual and cultural differences in one’s developing theoretical orientation • Assesses issues facing a diversity of sub-cultures and populations in the United States • Meets at least minimal performance requirements in related coursework (PSYC 702, 705, 708, 763), practicum and external placement 	<p>Consistently applies knowledge and deepening understanding of self and others as cultural beings in assessment, treatment, research, and other professional contexts; Consistently applies knowledge and deepening understanding of the role of culture in professional interactions</p> <p>Examples:</p> <ul style="list-style-type: none"> • Uses knowledge of self and of role of culture to assess and improve effectiveness as a professional • Articulates and uses culturally appropriate repertoire of skills and techniques and behaviors • Demonstrates knowledge of literatures on individual and cultural differences and engages in interactions that reflect this knowledge • Meets at least minimal performance requirements in related coursework (PSYC 736, 764) and external placement

D4: Professional Values, Attitudes and Behaviors: Acquire values, attitudes, and behaviors that demonstrate professionalism, including accountability and integrity, an appreciation for the value of life-long learning, and a sensitivity to the well-being of others. Essential components: 1) Integrity and comportment; 2) Accountability; 3) Professional identity.

Readiness for Initial External Placement (End of Year 1)	Readiness for Internship Application (End of Year 2)	Readiness for Internship (End of Year 3)
<p>Demonstrates honesty, integrity, and personal responsibility; Shows awareness of the importance of adherence to professional values; Understands how to conduct oneself in a professional manner; Reliable and accountable to Counseling Center policies and procedures; Demonstrates beginning understanding of self as professional, including showing awareness of the need to uphold and protect the welfare of others</p> <p>Examples:</p> <ul style="list-style-type: none"> • Takes responsibility for own actions • Demonstrates basic knowledge and practice of maintaining client privacy and confidentiality • Utilizes appropriate language and demeanor in professional interactions • Demonstrates punctual attendance at professional obligations, timely completion of record keeping, and compliance with Clinic policies and procedures • Meets at least minimal performance requirements in related coursework (PSYC 701, 731, 781) and practicum 	<p>Demonstrates honesty, integrity, and personal responsibility; Recognizes situations that challenge adherence to professional values; Communication and comportment is professionally appropriate, across different settings; Reliable and accountable to policies and procedures across different clinical settings; Acts to understand and safeguard the welfare of others</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates ability to reflect on lapses in adherence to professional values with supervisors/faculty as appropriate • Demonstrates awareness of the impact behavior has on client, public and profession • Comports oneself in professional manner across diverse settings • Consistently demonstrates punctual attendance at professional obligations, timely completion of record keeping, and compliance with practica/practice settings policies and procedures with appreciation of these as facets of professional identity • Consistently maintains client confidentiality with recognition of importance to profession • Meets at least minimal performance requirements in related coursework (PSYC 702, 705, 708, 763), practicum and external placement 	<p>Demonstrates honesty, integrity, and personal responsibility; Adherence to professional values infuses work as psychologist-in-training; Displays emerging professional identity as psychologist and uses resources for professional development</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates an appreciation for the value of life-long learning • Consistently comports oneself in professional manner across diverse settings • Articulates sense of transition in professional identity from that of trainee to that of professional, including an acceptance of the responsibility inherent as a professional in the field • Meets at least minimal performance requirements in related coursework (PSYC 764) and external placement

Competency D5: Communication and Interpersonal Skills: Acquire knowledge, skills, and attitudes that facilitate effective and meaningful interactions and relationships with individuals, groups, and/or communities. Essential components: 1) Interpersonal, 2) Affective, and 3) Expressive Skills.

Readiness for Initial External Placement (End of Year 1)	Readiness for Internship Application (End of Year 2)	Readiness for Internship (End of Year 3)
<p>Displays effective interpersonal, affective, and expressive skills</p> <p>Examples:</p> <ul style="list-style-type: none"> • Listens empathically; Respects and shows interest in others' cultures, experiences, values, points of view • Works cooperatively and collaboratively with peers; shows interpersonal flexibility • Tolerates interpersonal conflict; Affect does not overwhelm judgment • Meets at least minimal performance requirements in related coursework (PSYC 701, 731) and practicum 	<p>Maintains positive relationships with clients, peers/colleagues, supervisors and professionals</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates respectful and collegial interactions with those who have different professional models or perspectives • Develops strong alliances with clients • Displays ability to reflect and accurately assess strengths and weaknesses related to communication and interpersonal skills • Seeks assistance through supervision and elsewhere to improve skills when needed • Meets at least minimal performance requirements in related coursework (PSYC 702, 705, 708, 763), practicum and external placement 	<p>Consistently develops and maintains positive relationships with clients, research participants, peers/colleagues, supervisors and professionals</p> <p>Examples:</p> <ul style="list-style-type: none"> • Effectively involved in departmental, institutional, or professional activities • Effectively negotiates conflictual, difficult and complex relationships including those with individuals and groups that differ significantly from oneself • Meets at least minimal performance requirements in related coursework (PSYC 764) and external placement

D6: Consultation and Inter-professional/Interdisciplinary Skills: Understand the scope and limitations of psychology's applications and acquire the knowledge, skills, and attitudes to interact respectfully and effectively with professionals in multiple disciplines. Essential components: 1) Knowledge of the shared and distinctive contributions of other professions; 2) Functioning in interdisciplinary and multidisciplinary contexts; 3) Respectful and productive relationships with individuals from other professions; 4) Participation in interdisciplinary collaboration toward enhancing outcomes.

Readiness for Initial External Placement (End of Year 1)	Readiness for Internship Application (End of Year 2)	Readiness for Internship (End of Year 3)
<p>Gains exposure to viewpoints and contributions of other professions/professionals; Demonstrates awareness of the benefits of forming collaborative relationships with other professionals; Engages respectfully and interestedly with individuals from other disciplines</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates willingness to listen respectfully to and with interest to learn from and collaborate with others • Articulates advantages of working collaboratively with other disciplines • Demonstrates understanding of the scope and limitations of psychology's applications • Demonstrates respect for and value of contributions from related professions • Meets at least minimal performance requirements in related coursework (PSYC 731) and practicum. 	<p>Demonstrates basic knowledge of the viewpoints and contributions of other professions/professionals; Demonstrates basic knowledge of common and distinctive roles of other professionals; Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration; Demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals</p> <p>Examples:</p> <ul style="list-style-type: none"> • Articulates the roles of other professions in client care • Articulates examples of the benefits of delivering collaborative care • Reports observations of commonality and differences among professional roles, values, and standards • Maintains own position when appropriate while acknowledging the value of others' positions and initiates mutually acceptable resolutions • Provides timely response to requests for information from collaborating professionals • Engages in effective consultation with allied professionals in service of clients and shared goals • Meets at least minimal performance requirements in related coursework (PSYC 763), practicum and external placement. 	<p>Demonstrates awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems; Demonstrates growing knowledge of strategies that promote interdisciplinary collaboration; Demonstrates ability to participate in interdisciplinary collaboration/consultation toward shared goals</p> <p>Examples:</p> <ul style="list-style-type: none"> • Seeks input from professionals in other disciplines when planning treatment and collaboration throughout treatment • Communicates with professionals from other disciplines about the progress of mutual clients • Participates in an interdisciplinary treatment team • Observes the roles and functions of professionals from various fields during rounds • Effectively communicates with allied professionals both orally and in writing • Meets at least minimal performance requirements in related coursework (PSYC 706, 764) and external placement.

Program Specific Competency in Community Psychology: Engage with and assist communities by working collaboratively with members of the community and their existing resources, including programs already in existence, to reduce or eliminate social antecedents to psychological struggles and impoverished well-being.

Readiness for Initial External Placement (End of Year 1)	Readiness for Internship Application (End of Year 2)	Readiness for Internship (End of Year 3)
<p>Demonstrates ability to design and implement strategic planning and visioning in the context of government facilities, human service coalitions, and/or consumer run organizations.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrate the ability to study questions and address community problems using mixed methods in the field. • Implement research tools for assessing, evaluating and producing social and environmental interventions for the prevention and/or amelioration of human dysfunction and suffering • Meets at least minimal performance requirements in related coursework (PSYC 731) 	<p>Demonstrates the ability to assess issues facing a diversity of sub-cultures and populations in the United States.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Meets at least minimal performance requirements in related coursework (PSYC 732) 	<p>Demonstrates knowledge of principles and methods of program development, evaluation and assessment.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Meets at least minimal performance requirements in related coursework (PSYC 734)

Student Activities Report and Self-Review

_____ **20** _____
 Semester Year

 Student's Name

 Year in Program/ Year of Admission

A. Courses in which you were enrolled this semester:

<u>Course #/Title</u>	<u>Instructor</u>	<u># Credits</u>	<u>Grade Anticipated</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. Describe any progress you have made on your Comprehensive Examination in the past semester (e.g., selection of area of interest, selection of readings, development of reading list, completion of annotated bibliography, completion of exam, etc.).

C. Describe any progress you have made on your Dissertation in the past semester (i.e., selection of advisor, selection of committee, draft of proposal, completion of proposal dense, conducting research, writing final draft, completed dissertation defense, etc.).

D. List/describe any Departmental activities in which you have been involved this semester for which you did not receive course credit (i.e., informal seminars, research discussion groups, serving as a grad rep, mentoring, volunteering, case conference, etc.).

E. Describe any teaching activities you participated in this semester and attach evaluations if applicable. Reflect upon and write about your areas of strength and weakness in this area.

F. Describe your clinical activity this semester (e.g., internal practicum, external placement, ongoing clinical work in Student Counseling center, assessment, etc.). Reflect upon and write about your areas of strength and weakness in this area. Upload this semester's Time to Track report(s) to Schoology.

Total # of Intervention (Therapy and Assessment) Hours in PsyD program to date: _____
Total # of Integrated Assessment Reports to date: _____

G. Describe any scholarship in which you are currently engaged that is outside of the degree requirements (e.g., assisting faculty with research, writing an article or book review for submission, assisting peer with research, etc.). If working with others, identify the faculty member and/or student(s) and the topic or title of the project/paper.

H. If you took an Independent Study this semester, describe it here.

I. Did you have any Incomplete (“I”) grades last semester? If so, describe your progress in completing the requirement here. Note that “I” grades are expected to be resolved within one semester.

J. Public Dissemination of Scholarly Work: Please list instances of dissemination of your work over the last semester in the categories below.

Publications:

Articles in Press:

Conference Presentations:

Presentations Accepted for Conferences:

Other:

K. Outside work: If you engaged in outside clinical work over the past semester, please describe it here, and attach a letter from your supervisor at your employment (or HR) attesting to your satisfactory (clinical and ethical) performance.

L. Any Other Activity: Please list any other activity you would like to include in your report.

M. Self-Assessment: Please reflect on your overall progress in the program and provide an assessment of your performance to date, including strengths and weaknesses (including communication and interpersonal skills). Reflect on the goals you set in your previous review and discuss your progress on these goals.

N. Goals: Please provide a listing/statement of your goals through the next review period (i.e., Fall or Spring).

Date: _____ **Student's Signature:** _____

Advisor's Signature: _____
(with whom you have reviewed this report)

PSYD IN CLINICAL-COMMUNITY PSYCHOLOGY: PROGRESS REVIEW

STUDENT: _____ **DATE:** _____

YEAR IN TRAINING: _____ **CUMULATIVE GPA:** _____
An overall 3.25 grade point average must be maintained.

Ratings: **A: Consistently above expectations** **S: Satisfactory for this stage** **NS: Less than satisfactory**

Overall Competency Ratings: The minimum rating required is an S in all competencies. Less than satisfactory performance requires intervention.

Training Elements: List course grades and Comps/Dissertation Grades or provide comments. Mark all relevant supervisor evaluations as A, S, or NS based on ratings relative to appropriate benchmarks. Rate self-review and Time2Track reports as A, S, or NS. Courses, Comps, and Dissertation (Proposal and Final Defense) must be passed with a B or above, or with a P if pass/fail. All ratings on supervisor evaluations must meet developmental benchmarks to be satisfactory.

Competency A: Discipline Specific Knowledge

Overall Competency Rating: _____

<i>Coursework (Yr1)</i>	<i>Coursework (Yr2)</i>	<i>Coursework (Yr3)</i>	<i>Coursework (Yr4)</i>
_____ PSYC 703	_____ PSYC 711	_____ PSYC 704	_____ PSYC791
_____ PSYC 752	_____ PSYC 732	_____ PSYC 721	_____ PSYC792
	_____ PSYC 751/796	_____ PSYC 722	
	_____ PSYC789	_____ PSYC 736	
		_____ PSYC 790	
	_____ Comps: Foundations Exam		_____ Completed Dissertation

Comments:

Competency B: Profession-Wide Competencies in Assessment, Intervention, and Supervision & Consultation

Overall Competency Rating: _____

<i>Coursework (Yr1)</i>	<i>Coursework (Yr2)</i>	<i>Coursework (Yr3)</i>	<i>Coursework (Yr4)</i>	<i>Supervisor evaluation</i>
_____ PSYC 700	_____ PSYC 702	_____ PSYC 704		_____ Practicum (701/2)
_____ PSYC 701	_____ PSYC 705	_____ PSYC 706		_____ Placement
_____ PSYC 703	_____ PSYC 708	_____ PSYC 707		_____ Other
				(teaching, research, clinical)
	_____ Comps: Clinical Position Exam		_____ Time2Track Reports	

Number of integrated assessments completed: _____
 (Benchmark = 2 Integrated Assessment Reports completed by end of 2nd year, 5-10 by end of 3rd year)

Number of client contact (intervention) hours completed: _____
 (Benchmarks: End of 1st year = 30hrs; 2nd year = 440hrs (30 for practicum II + 10 for assessment + 400 for placement); 3rd year = 400 (for placement II; Total = 870 hours)

Comments:

Competency C: Profession-Wide Competency in Research

Overall Competency Rating: _____

<i>Coursework (Yr1)</i>	<i>Coursework (Yr2)</i>	<i>Coursework (Yr3)</i>	<i>Coursework (Yr4)</i>	<i>Supervisor evaluation</i>
_____ PSYC 731	_____ PSYC 742	_____ PSYC 734	_____ PSYC791	_____ Practicum (731)
_____ PSYC 741	_____ PSYC 789	_____ PSYC 790	_____ PSYC792	
	_____ Comprehensive Exam		_____ Completed Dissertation	
	_____ Dissertation Proposal Approved			

Comments:

Competency D: Profession-Wide Competencies in Ethics, Professionalism, & Diversity

Overall Competency Rating: _____

D1: Reflective Practice

Competency Rating: _____

<i>Coursework (Yr1)</i>	<i>Coursework (Yr2)</i>	<i>Coursework (Yr3)</i>	<i>Coursework (Yr4)</i>	<i>Supervisor evaluation</i>
_____ PSYC 700	_____ PSYC 702	_____ PSYC 764		_____ Practicum (701/2)
_____ PSYC 701	_____ PSYC 763			_____ Placement
_____ PSYC 781				_____ Other
_____ Student Activities Report and Self-Review		_____ Comps: Clinical Position		

Comments:

D2: Ethical and Legal Standards

Competency Rating: _____

<i>Coursework (Yr1)</i>	<i>Coursework (Yr2)</i>	<i>Coursework (Yr3)</i>	<i>Coursework (Yr4)</i>	<i>Supervisor evaluation</i>
_____ PSYC 701	_____ PSYC 702	_____ PSYC 764	_____ PSYC791	_____ Practicum (701/2, 731)
_____ PSYC 731	_____ PSYC 705	_____ PSYC 706	_____ PSYC792	_____ Placement
_____ PSYC 781	_____ PSYC 708			_____ Other
	_____ PSYC 763			
	_____ Proposal Approved	_____ IRB approval	_____ Completed Dissertation	

Comments:

D3: Individual and Cultural Diversity

Competency Rating: _____

<i>Coursework (Yr1)</i>	<i>Coursework (Yr2)</i>	<i>Coursework (Yr3)</i>	<i>Coursework (Yr4)</i>	<i>Supervisor evaluation</i>
_____ PSYC 701	_____ PSYC 702	_____ PSYC 736	_____ PSYC791	_____ Practicum (701/2, 731)
_____ PSYC 731	_____ PSYC 705	_____ PSYC 764	_____ PSYC792	_____ Placement
	_____ PSYC 708			_____ Other
	_____ PSYC 763			
	_____ Comps: Clinical Position		_____ Completed Dissertation	

Comments:

D4: Professional Values, Attitudes and Behaviors

Competency Rating: _____

<i>Coursework (Yr1)</i>	<i>Coursework (Yr2)</i>	<i>Coursework (Yr3)</i>	<i>Coursework (Yr4)</i>	<i>Supervisor evaluation</i>
_____ PSYC 701	_____ PSYC 702	_____ PSYC 764	_____ PSYC791	_____ Practicum (701/2, 731)
_____ PSYC 731	_____ PSYC 705		_____ PSYC792	_____ Placement
_____ PSYC 781	_____ PSYC 708			_____ Other
	_____ PSYC 763			
_____ Student Activities Report and Self-Review			_____ Completed Dissertation	

Comments:

D5: Communication and Interpersonal Skills

Competency Rating: _____

<i>Coursework (Yr1)</i>	<i>Coursework (Yr2)</i>	<i>Coursework (Yr3)</i>	<i>Coursework (Yr4)</i>	<i>Supervisor evaluation</i>
_____ PSYC 701	_____ PSYC 702	_____ PSYC 764	_____ PSYC791	_____ Practicum (701/2, 731)
_____ PSYC 731	_____ PSYC 705		_____ PSYC792	_____ Placement
	_____ PSYC 708			_____ Other
	_____ PSYC 763			
_____ Student Activities Report and Self-Review				

Comments:

D6: Consultation and Inter-professional/Interdisciplinary Skills

Competency Rating: _____

<i>Coursework (Yr1)</i>	<i>Coursework (Yr2)</i>	<i>Coursework (Yr3)</i>	<i>Coursework (Yr4)</i>	<i>Supervisor evaluation</i>
_____ PSYC 731	_____ PSYC 763	_____ PSYC 706		_____ Practicum (731)
		_____ PSYC 764		_____ Placement
_____ Student Activities Report and Self-Review				_____ Other

Comments:

Program Specific Competency in Community Psychology

Overall Competency Rating: _____

<i>Coursework (Yr1)</i>	<i>Coursework (Yr2)</i>	<i>Coursework (Yr3)</i>	<i>Coursework (Yr4)</i>	<i>Supervisor evaluation</i>
_____ PSYC 731	_____ PSYC 732	_____ PSYC 734		_____ Practicum (731)

Comments:

Other (if applicable):

- _____ Teaching Evaluations
- _____ Departmental Activities (e.g., grad rep)
- _____ Participation in faculty research
- _____ Participation in peer research team
- _____ Publication (complete, in press, accepted for review, submitted for review)
- _____ Conference presentations (submitted, accepted, completed)
- _____ Other scholarship
- _____ Community Engagement/Volunteer Activity
- _____ Other professional/training activity specified by student
- _____ Outside work (documentation of satisfactory performance attached)
- _____ Incomplete Grades
- _____ Graduate Assistantship

Comments:

Recommendations (including remediation plan, if necessary)

Student response (not required)

Student signature

Advisor's Signature

Program Director's Signature

PSYC 731: Foundations of Community Psychology Practicum Student Evaluation

Name _____ Date _____

A minimum score of "3" or higher on each item is required to pass the course.

1= not at all 2 = less than minimally expected 3 = as expected 4 = more than expected 5 = area of strength/advanced

Program Specific Competency in Community Psychology

1. Student demonstrated accurate comprehension of key concepts in community psychology.	1	2	3	4	5	NA
2. Student appropriately applied concepts of community psychology in practicum placement setting.	1	2	3	4	5	NA
3. Student demonstrated knowledge of principles and methods of program development, evaluation, and assessment.	1	2	3	4	5	NA
4. Student implemented research tools for assessing, evaluating and producing social and environmental interventions for the prevention and/or amelioration of human dysfunction and suffering.	1	2	3	4	5	NA
5. Student demonstrated the ability to assess issues facing a diversity of sub-cultures and populations in a community setting.	1	2	3	4	5	NA
6. Student focused on social and cultural influences on personal well-being, which include research and engagement at the community level to remedy unnecessary human suffering.	1	2	3	4	5	NA

Profession-Wide Competency i (PWC-i): Research

7. Student demonstrated ability to critically evaluate research/scholarship in community psychology.	1	2	3	4	5	NA
8. Student carefully and accurately collected and analyzed qualitative and/or quantitative data to evaluate and assess a community program.	1	2	3	4	5	NA
9. Student demonstrates developing skills in the area of independently formulating community research, program development, and/or program evaluation projects.	1	2	3	4	5	NA

Profession-Wide Competency ii (PWC-ii): Ethical and Legal Standards

10. Student demonstrates knowledge and appropriate application of APA Ethical Principles of Psychologists and Code of Conduct.	1	2	3	4	5	NA
--	---	---	---	---	---	----

11. Student applied due diligence in learning and adhering to laws, regulations, rules and policies relevant to the community practicum and other course activities.

1 2 3 4 5 NA

12. Student recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve the dilemmas.

1 2 3 4 5 NA

Profession-Wide Competency iii (PWC-iii): Individual and Cultural Diversity

13. Student critically examined his/her personal and cultural history, attitudes and biases that may affect how he/she understood and interacted with people different from themselves.

1 2 3 4 5 NA

14. Student demonstrated theoretical and empirical knowledge related to addressing diversity in community psychology.

1 2 3 4 5 NA

15. Student applied a framework for working effectively with areas of individual and cultural diversity, including individuals/groups with worldviews in conflict with their own.

1 2 3 4 5 NA

Profession-Wide Competency iv (PWC-iv): Professional Values, Attitudes & Behaviors

16. Student demonstrated behavior that reflects the values and attitudes of psychology, including integrity, department, professional identity, accountability, lifelong learning, and concern for the welfare of others.

1 2 3 4 5 NA

17. Student engaged in self-reflection regarding his/her personal and professional functioning in a community practicum setting.

1 2 3 4 5 NA

18. Student demonstrated openness and responsiveness to feedback and supervision.

1 2 3 4 5 NA

19. Student responded professionally in complex situations with developmentally appropriate independence.

1 2 3 4 5 NA

Profession-Wide Competency v (PWC-v): Communication and Interpersonal Skills

20. Student developed and maintained effective relationships with a wide range of individuals, including colleagues, organizations, supervisors, and those receiving professional services.

1 2 3 4 5 NA

21. Student engaged effectively in active listening and expressed him/herself appropriately and clearly in verbal, non-verbal, and written communications.

1 2 3 4 5 NA

22. Student demonstrated effective interpersonal skills and the ability to manage difficult communications well.

1 2 3 4 5 NA

Profession-Wide Competency ix (PWC-ix): Consultation and Interprofessional/Interdisciplinary Skills

23. Student demonstrated knowledge of and respect for the roles and perspectives of other professions.

1 2 3 4 5 NA

Areas of strength

Areas of significance growth and development

Areas in need of further development

Additional comments:

Appendix R

Point Park University
PsyD in Clinical-Community Psychology
Psychology Student Competency Evaluation

Student: _____

Training Site: _____

Practicum (check one): _____ 701 _____ 702

External Placement (check one): _____ I _____ II

Semester (check one): _____ Fall _____ Spring

Supervisor: _____

Please provide the following data for this evaluation period:

hours of face-to-face supervision _____

#hours of observation (live or recorded)* _____

of individual therapy Cases _____

of assessment cases this period _____

of groups _____

of couples/family therapy cases _____

* At least one per period is required

Assessment Method(s) for Competencies

_____ Direct (Live) Observation** _____ Review of Written Work _____ Supervision Sessions
_____ Videotape** _____ Review of Raw Test Data _____ Comments from Staff/Clients
_____ Audiotape** _____ Case Presentation _____ Other

** Observation of supervisee's work in at least one of these form is a required method of assessment

Competency Rating Descriptions & Benchmarks for Graduated Training Experiences

- NA Not applicable for this training experience / Not assessed during training experience
- 6 Student is performing at the level of a pre-doctoral intern. Competency attained in all but non-routine cases, though supervisor provides overall management of trainee's activities. Trainee demonstrates and consistently and effectively uses more advanced skills. **Benchmark: At conclusion of External Placement II, all ratings should be 6.**
- 5 Basic skills are implemented with ease and more complex skills are emerging. Trainee demonstrates emerging competency in routine cases. Requires routine supervision of most activities, though depth of supervision varies as clinical needs warrant. **Benchmark: At mid-year evaluation of External Placement II, all ratings should be 5 or higher.**
- 4 Basic skills and competency levels have been acquired and trainee implements them in with increasing ease, but continues to require routine supervision of each activity. **Benchmark: At conclusion of External Placement I, all ratings should be 4 or higher.**
- 3 Routine, and occasionally intensive, supervision is needed, particularly in unfamiliar training areas. Skills and competencies are becoming more familiar, but trainee needs assistance in implementing them. **Benchmark: At conclusion of PSYC702 (second practicum) and mid-year evaluation of External Placement I, all ratings should be 3 or higher.**
- 2 Basic skills have been acquired, though most skills are new and trainee needs close supervision. **Benchmark: At conclusion of PSYC 701 (first practicum) all ratings should be 2 or higher.**
- 1 Student is failing to demonstrate basic skills and competency levels. Requires remediation plan.

-A rating of 0.5 may be added to any level if this represents incremental achievement.

-If student fails to meet the benchmark or it appears that a student will not attain the necessary rating at any level of training, a plan for assistance or remediation should be implemented immediately to assist the student in meeting minimum training requirements.

--If a student does not meet the benchmark on any of the following elements, comments should include the specific reasons for the deficient rating in order to develop a specific plan for assistance or remediation.

Competency B: Assessment		
	Comments	Rating (1-6)
<p>Element 1: Evaluation Methods Selection & Execution: Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.</p> <p><i>Specific skills to consider in rating/comments:</i></p> <ul style="list-style-type: none"> • Demonstrates accurate administration and scoring of tests. • Demonstrates awareness of the benefits and limitations of standardized assessment & assessment data. 		
<p>Element 2: Interpretation/Conceptualization and Recommendations: Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.</p> <p><i>Specific skills to consider in rating/comments:</i></p> <ul style="list-style-type: none"> • Makes useful recommendations to the client him/herself and/or third parties when relevant. • Results and recommendations are based on a meaningful integration of multiple sources of data. 		
<p>Element 3: Evaluation Report Writing Skills & Evaluation Feedback: Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.</p> <p><i>Specific skills to consider in rating/comments:</i></p>		

<ul style="list-style-type: none"> • Displays ability to write an integrated assessment and/or intake report in a professional yet accessible style. • Writes well organized psychological reports that are helpful to diverse readers, including the client him/herself when appropriate. • Reports make use of technical data when appropriate, but are also clear, descriptive, and relatively jargon free. • Evaluation feedback is provided in a collaborative manner with clients and others, when appropriate. 		
<p>Element 4: Diagnostic Skill: Demonstrates a broad understanding of psychopathology, the Diagnostic and Statistical Manual of Mental Disorders (DSM), and a range of theoretical approaches from which to arrive at diagnoses and case formulations that address clients in context and are descriptively near to client experience.</p> <p><i>Specific skills to consider in rating/comments:</i></p> <ul style="list-style-type: none"> • Uses interview and/or test data to arrive at diagnoses (broadly construed). • Demonstrates awareness of the benefits and limitations of DSM and other diagnoses. • Considers diagnosis, as one piece of data, for psychotherapy planning and in a framework that recognizes the impact of diversity and stages of development. 		
<p>Competency B: Intervention</p>		
	<p>Comments</p>	<p>Rating (1-6)</p>
<p>Element 1: Therapeutic Relationship: Establish and maintain effective relationships with the recipients of psychological services.</p> <p><i>Specific skills to consider in rating/comments:</i></p> <ul style="list-style-type: none"> • Develops rapport, engages client in the process. • Demonstrates ability to address patient resistance, non-compliance, and progress-sabotaging behaviors in a way that maintains rapport. 		
<p>Element 2: Treatment Planning: Develop evidence-based intervention plans specific to the service delivery goals.</p> <p><i>Specific skills to consider in rating/comments:</i></p> <ul style="list-style-type: none"> • Routinely assesses progress toward treatment goals and revise as needed. 		

<ul style="list-style-type: none"> • Collaborates with clients to form appropriate treatment goals. 		
<p>Element 3: Therapeutic Intervention: Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.</p> <p><i>Specific skills to consider in rating/comments:</i></p> <ul style="list-style-type: none"> • Demonstrates effective use of basic therapeutic techniques (e.g., reflective listening skills, establishing therapeutic frame, etc.). • Interventions are well-timed, effective and consistent with theoretical approach, research, supervision, and client’s preferences. • Displays ability to flexibly adjust intervention technique to address the situation in session as well as unique client characteristics. • Therapeutic boundaries are clearly set and maintained. • Successfully terminates therapy. 		
<p>Element 4: Demonstrates the ability to apply the relevant research literature to clinical decision making.</p>		
<p>Element 5: Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.</p>		
<p>Element 6: Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.</p>		
<p>Element 7: Case Conceptualization: Demonstrates advanced understanding and integration of knowledge related to theories of intervention and assessment and articulates (developing) understanding of the nature of people and their psychological/social struggles.</p> <p><i>Specific skills to consider in rating/comments:</i></p> <ul style="list-style-type: none"> • Formulates a useful case conceptualization that draws on theoretical and research knowledge, assessment, supervision, as well as the client’s lived experience, including diversity. 		

<p>Therapy Process Skills: Effectively attends to and uses aspects of the therapy process to assist clients. Understands and uses own emotional reactions to clients productively. Explores countertransference to inform therapy as well as overall development as a therapist.</p>		
<p>Risk Management: Uses good judgment about unexpected issues, such as crises, and utilizes supervision appropriately. Collaborates with clients in crisis to make appropriate short-term safety plans, in consultation with supervisor, and intensify treatment as needed. Documents all risk situations fully prior to leaving the worksite for the day. . Immediately addresses concerns, in consultation with supervisor, such as suicidality, homicidality, and any other safety issues.</p>		
<p>Competency D: Profession-Wide Competencies in Ethics, Professionalism, & Diversity</p>		
	Comments	Rating (1-6)
<p>D1: Reflective Practice</p>		
<p>Element 2: Engages in self-reflection regarding one’s personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness.</p> <p><i>Specific skills to consider in rating/comments:</i></p> <ul style="list-style-type: none"> • Demonstrates appropriate knowledge, skills, and attitudes in reflecting on, critically evaluating, and improving one’s own professional performance. • Acknowledges errors and accepts feedback. • Reflects on impact of self on others. • Reflects on the role of one’s own perceptions in shaping interactions. • Identifies and reflects on one’s attitudes, values, and beliefs toward diverse others. • Self-identifies areas of growth and areas of strength. 		
<p>Element 3: Actively seeks and demonstrates openness and responsiveness to feedback and supervision.</p>		

D2: Ethical and Legal Standards:		
<p>Element 1: Is knowledgeable of and acts in accordance with each of the following:</p> <ul style="list-style-type: none"> • The current version of the APA Ethical Principles of Psychologists and Code of Conduct; • Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and • Relevant professional standards and guidelines. 		
<p>Element 2: Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve the dilemmas.</p> <p><i>Specific skills to consider in rating/comments:</i></p> <ul style="list-style-type: none"> • Seeks consultation or supervision as needed and uses it productively. • Spontaneously and consistently identifies ethical and legal issues and addresses them proactively. 		
<p>Element 3: Conducts self in an ethical manner in all professional activities.</p>		
D3: Individual and Cultural Diversity:		
<p>Element 1: Displays an understanding of how one’s own personal/cultural history, attitudes, and biases may affect understanding of and interactions with people different from oneself.</p> <p><i>Specific skills to consider in rating/comments:</i></p> <ul style="list-style-type: none"> • Acknowledges and respects differences that exist between self and clients in terms of race, ethnicity, culture and other individual difference variables. • Aware of own background and its impact on clients different from self. • Thoughtful about own cultural identity. • Committed to continuing to explore own cultural identity issues and relationship to clinical work. 		
<p>Element 2: Demonstrates knowledge of current theoretical and empirical knowledge base as it relates to</p>		

<p>addressing diversity in all professional activities (including research, training, supervision/consultation, and service).</p>		
<p>Element 3: The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.</p> <p><i>Specific skills to consider in rating/comments:</i></p> <ul style="list-style-type: none"> • Reliably identifies potentially challenging clients and seeks supervision. • Sensitive to the cultural and individual diversity of patients. • Committed to providing culturally sensitive services. • Discusses individual differences with patients when appropriate. 		
<p>Element 4: Demonstrates the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.</p> <p><i>Specific skills to consider in rating/comments:</i></p> <ul style="list-style-type: none"> • Aware of own limits to expertise when working with diverse patients. • Actively seeks additional information and supervision as necessary to increase competence with diverse clients. 		
	Comments	Rating (1-6)
D4: Professional Values, Attitudes and Behaviors:		
<p>Element 1: Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.</p>		

<p><i>Specific skills to consider in rating/comments:</i></p> <ul style="list-style-type: none"> • Respects and maintains confidentiality of own and others' clients. • Discusses confidentiality and its limits with all clients. • Arrives for sessions prepared and on time. • Attends and arrives on time for meetings and supervision. • Schedules sessions in advance. • Uses scheduling system consistently and appropriately. • Notifies site/center of changes in schedule. • Responds promptly to phone and email messages. • Utilizes appropriate language and demeanor in professional interactions. • Demonstrates good awareness of personal and professional problems. • Demonstrates positive coping strategies with personal and professional stressors and challenges. • Maintains professional functioning and quality patient care. • Stressors have only mild impact on professional practice. • Actively seeks supervision and/or personal therapy to resolve issues. 		
<p>Element 4: Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.</p>		
<p>D5: Communication and Interpersonal Skills:</p>		
<p>Element 1: Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.</p> <p><i>Specific skills to consider in rating/comments:</i></p> <ul style="list-style-type: none"> • Demonstrates ability to communicate effectively, to interact appropriately, and to develop meaningful and helpful relationships in all professional roles. • Smooth working relationships with peers, 		

supervisors, and other staff.		
<p>Element 2: Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated; demonstrates a thorough grasp of professional language and concepts.</p> <p><i>Specific skills to consider in rating/comments:</i></p> <ul style="list-style-type: none"> • Demonstrates effective communication when providing consultation to other health care professionals, taking into account their level of knowledge about psychological theories, methods and principles. • Actively seeks out referral sources when clarification of the clinical question is needed. • Relates well to those seeking input, is able to provide appropriate feedback in language that is appropriate to the situation and recipient. 		
<p>Element 3: Demonstrates effective interpersonal skills and the ability to manage difficult communication well.</p> <p><i>Specific skills to consider in rating/comments:</i></p> <ul style="list-style-type: none"> • Handles differences openly, tactfully, and effectively. 		
D6: Consultation and Interprofessional/Interdisciplinary Skills:		
<p>Element 1: Demonstrates knowledge and respect for the roles and perspectives of other professions.</p>		
<p>Element 2: Demonstrates knowledge of consultation models and practices.</p>		

General comments and recommendations:

Supervisor's Signature: _____ Date: _____
(Certifies that this evaluation was informed, in part, by observation of student's clinical work.)

Student's Signature: _____ Date: _____

Student Comments (not required):

Appendix S

PsyD Clinical-Community Psychology Program Evaluation

Student Outcomes

The program has established the following goals for the PsyD in Clinical-Community Psychology program. Please indicate the program’s effectiveness in helping you to attain each of these outcomes. Circle a number for each item based on the following scale (note: primary goals in bold; secondary goals in regular font):

5=Excellent 4=Good 3=Average 2=Below Average 1=Poor

A: Achieve grounding in the discipline of psychology conceived broadly as a human science	5	4	3	2	1
Acquire and demonstrate a sound knowledge of the philosophical foundations of psychology, particularly of psychology conceived as a human science	5	4	3	2	1
Acquire an understanding of the breadth of scientific psychology, its history of thought and development, its research methods, and its applications. To this end, students will be exposed to the current body of knowledge in the following areas: biological aspects of behavior, cognitive and affective aspects of behavior, social aspects of behavior, history and systems of psychology, development across the lifespan, and personality and individual differences	5	4	3	2	1
Acquire and demonstrate advanced critical thinking and integration of foundational knowledge in psychology	5	4	3	2	1

B: Apply the core components of Clinical-Community Psychology for the prevention and amelioration of psychological struggles as well as the improvement of over-all health and well-being.	5	4	3	2	1
Acquire knowledge, skills, and attitudes to effectively plan and implement psychotherapy with attention to issues of race and culture, the uniqueness of the individual, and scientific research	5	4	3	2	1
Develop a range of psychotherapy skills for use with diverse clients in a variety of contexts and informed by recognized theoretical traditions, evidence based practice, and relevant expert guidance and clinical judgement. Students will appreciate the complex issues surrounding the significance of evidence based practice	5	4	3	2	1
Acquire a broad understanding of psychopathology, the Diagnostic and Statistical Manual of Mental Disorders (DSM), and a range of theoretical approaches from which to arrive at diagnoses and case formulations that address clients in context and are descriptively near to client experience	5	4	3	2	1
Acquire knowledge, skills, and attitudes to regularly evaluate the effectiveness of their treatments and to adjust accordingly	5	4	3	2	1
Acquire knowledge of psychological measurement, including the scientific, theoretical, and contextual bases of test construction. They will understand the applications and limits of psychological testing, and be able to administer, score, and interpret a range of psychological tests with attention to issues of reliability, validity, and relevance to the referral question and the client's lived experience	5	4	3	2	1
Acquire the knowledge, skills, and attitudes to document assessment findings and make recommendations that are useful to diverse readers, including the client when appropriate	5	4	3	2	1
Acquire a working understanding of supervisory/consultation roles, processes, procedures, and practices	5	4	3	2	1
Demonstrate advanced understanding and integration of knowledge related to theories of intervention and assessment and are able to articulate their (developing) understanding of the nature of people and their psychological/social struggles	5	4	3	2	1

Successfully complete a pre-doctoral internship	5	4	3	2	1
C: Select and employ research methods and skills to explore questions and help solve problems facing individuals and communities as well as disseminate this work	5	4	3	2	1
Acquire and demonstrate knowledge of scientific assumptions and procedures as they pertain to psychological inquiry, and develop research skills in design, data collection, and analysis that can be adapted to diverse areas of human experience and behavior and with an emphasis on qualitative, phenomenological, and action research methodologies	5	4	3	2	1
Demonstrate advanced APA style scientific and theoretical writing skills, oral presentation skills, and psychology report writing skills	5	4	3	2	1
D: Conduct oneself with a professionalism appropriate to the complex nature of clinical psychology, and that is founded on reflexivity, interpersonal competence, ethical principles, and a deep respect for cultural diversity	5	4	3	2	1
Acquire and demonstrate knowledge, skills, and attitudes in reflecting on, critically evaluating, and improving one's professional practice	5	4	3	2	1
Acquire a working understanding of the ethical principles and legal standards of psychology and their application to professional practice Students will demonstrate ethical and legal practices in clinical work, community work, and research	5	4	3	2	1
Acquire an understanding of the importance of considering individual and cultural differences in all aspects of their professional work. This includes an applied understanding of self and others as cultural beings and of social interactions as culturally embedded, and reflection on the cultural and individual assumptions that the students bring to their thought and work	5	4	3	2	1
Acquire values, attitudes, and behaviors that demonstrate professionalism, including accountability and integrity, an appreciation for the value of life-long learning, and a sensitivity to the well-being of others	5	4	3	2	1
Acquire knowledge, skills, and attitudes that facilitate effective and meaningful interactions and relationships with individuals, groups, and/or communities	5	4	3	2	1

Understand the scope and limitations of psychology's applications and acquire the knowledge, skills, and attitudes to interact respectfully and effectively with professionals in multiple disciplines	5	4	3	2	1
Engage with and assist communities by working collaboratively with members of the community and their existing resources, including programs already in existence, to reduce or eliminate social antecedents to psychological struggles and impoverished well-being	5	4	3	2	1
Acquire knowledge related to designing and implementing strategic planning and visioning in the context of government facilities, human service coalitions, and/or consumer run organizations. Students will also learn principles and methods of program development, evaluation and assessment	5	4	3	2	1
Address community problems using mixed methods in the field and implement research tools for assessing, evaluating and producing social and environmental interventions for the prevention and/or amelioration of human dysfunction and suffering	5	4	3	2	1

Overall Program Effectiveness

Please share your perception of the PsyD program's overall effectiveness. Use the same 5 point scale with **5=Excellent and 1=Poor**

The reputation of the program in the Pittsburgh and surrounding community	5	4	3	2	1
Qualifications and experience of the faculty	5	4	3	2	1
Academic Rigor of the program	5	4	3	2	1
Quality of career information and employment possibilities you received	5	4	3	2	1
Quality of the technology and equipment	5	4	3	2	1
Usefulness of the program description materials	5	4	3	2	1
Quality of the assistance and service provided by the Department	5	4	3	2	1
Teaching effectiveness of the graduate faculty	5	4	3	2	1

The overall quality of the Ph.D. program	5	4	3	2	1
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Additional Question

Please make any specific suggestions for improving the PsyD program:

Appendix T
Point Park University
PsyD in Clinical-Community Psychology
External Site Supervisor Supervision Agreement

This document is intended to: 1) establish parameters of supervision; 2) assist in supervisee professional development; and 3) provide clarity in supervisor and trainee responsibilities. This signed agreement serves to verify supervision and establish its parameters.

I. Competencies Expectations and Evaluation

- A. It is expected that supervision will specifically address the competencies described on the Competency Evaluation form used for formal supervisee evaluation.
- B. Supervisors will provide formal written evaluation at least twice during the placement experience (i.e., end of fall and spring semesters).
- C. Supervisors will provide informal, formative feedback throughout the supervised experience.
- D. Supervisees will have the opportunity to contribute to the evaluation process, either through informal discussion or through the addition of comments on the Competency Evaluation.
- E. If the supervisee is not meeting minimal benchmarks as specified on the Competency Evaluation, the supervisee will be informed at the first indication of this and supportive and remedial steps will be implemented to assist the supervisee in meeting these benchmarks. The Supervisor will also notify the Director of Clinical Training.
- F. If the supervisee continues not to meet criteria for successful completion of the placement, the Supervisor will notify the Director of Clinical Training.

II. Context of Supervision

- A. At least 1 hour of individual, face-to-face supervision will be provided per week.
- B. Supervision will consist of multiple modalities including: review of session recordings; review of progress notes; discussion of live observation; instruction; modeling; mutual problem-solving; role-play; and/or other methods.
- C. Supervisors will have direct knowledge of the supervisee's competency level through direct observation at least once per evaluation period. Direct observation can be achieved through in-person observation (e.g., in-room or one-way mirror observation of direct service contact), live simultaneous audio-video streaming, or audio or video recording. Supervisors will base supervisee's competency evaluation, at least in part, on direct observation.

III. Duties and Responsibilities of Supervisor

- A. Upholds and adheres to the APA Ethical Principles of Psychologists and Code of Conduct.
- B. Oversees and monitors all aspects of client case conceptualization and treatment planning.
- C. Ensures that supervisee's responsibilities do not exceed supervisee's level of competency and capability.
- D. Reviews video/audio tapes outside of the supervision session, when applicable.
- E. Assists in the development of goals and tasks to be achieved in supervision specific to assessed competencies.
- F. Identifies and builds upon the supervisee's strengths specific to assessed competencies.
- G. Identifies delegated supervisors who will provide supervision/guidance if and when the supervisor is not available for consultation.
- H. Discusses and ensures understanding of all aspects of the supervisory process outlined in this document, and the underlying legal and ethical standards from the onset of supervision.

Supervisor's Scope of Competence: As part of this agreement the supervisor will discuss his/her scope of competence as it pertains to this supervision. This may include review of the supervisor's CV and/or license credentials.

Supervisor's Signature: _____

Agency/Institution Name: _____

Dates of Agreement: _____

Point Park University

PsyD in Clinical-Community Psychology Placement Site Evaluation

Student Name _____ Site Name _____

The information you provide will be used to assess your experience at your placement site, to address concerns about your training experience, and to assist the faculty with preparing students for future placements.

1) Please rate the degree to which you feel your placement experience helped prepare you for future training (i.e., internship):

1	2	3	4	5
Not at all	Very little	Adequately	Very much	Well Beyond Expectations

2) Please rate the degree to which your site adhered to standards for professional and ethical practice:

1	2	3	4	5
Not at all	Very little	Adequately	Very much	Well Beyond Expectations

3) Please rate the degree to which you feel you received training support (i.e., guidance, supervision) from on-site supervisors and other staff:

1	2	3	4	5
Not at all	Very little	Adequately	Very much	Well Beyond Expectations

4) Please rate the degree to which the *opportunity* for face-to-face service provision met the expectation for placements (i.e., at least 10 hours per week).

1	2	3	4	5
Not at all	Somewhat Inadequate	Adequate	More than Adequate	Well Beyond Expectations

5) Please rate the degree to which the general facilities and equipment at your site were adequate for your training needs:

1	2	3	4	5
Not at all	Somewhat Inadequate	Adequate	More than Adequate	Well Beyond Expectations

6) Please rate the degree to which you feel you were prepared by your prior coursework and training at Point Park for work at your placement site:

1	2	3	4	5
Not at all	Very little	Adequately	Very much	Exceedingly

7) Please rate the degree to which you felt prepared, in general, to begin your placement (either through PsyD Program or prior education/clinical work).

1	2	3	4	5
Not at all	Very little	Adequately	Very much	Exceedingly

8) If you rated any of the above with a 1 or 2, please explain here:

9) If you rated any of the above with a 5, please explain here:

10) What courses or experiences would have helped you be better prepared for work at your external placement?

Any additional comments are welcome. Please add another sheet of paper if necessary

Appendix V

Point Park University
PsyD in Clinical-Community Psychology Placement Supervisor
Evaluation

Student Name _____ Site Name _____

The information you provide will be used to assess your experience of supervision at your placement site, to address concerns about your training experience, and to assist the faculty with preparing students for future placements. Please rate your primary external placement supervisor on the following dimensions:

1 = Unsatisfactory 2 = Somewhat Satisfactory 3 = Satisfactory 4 = More than Satisfactory 5 = Exceptional

Skill in and willingness to deal with personal conflicts and feelings as they relate to your training experience	1	2	3	4	5	NA
Supervision regarding the management of legal and administrative problems arising in therapy	1	2	3	4	5	NA
Fostering of the development of your role as a professional	1	2	3	4	5	NA
Assignment of workload demands in terms of the number of cases assigned and other responsibilities	1	2	3	4	5	NA
Accessible for discussion, questions, teaching, training, etc.	1	2	3	4	5	NA
Provided sufficient time for supervision	1	2	3	4	5	NA
Was sufficiently informed of your cases from day-to-day and week-to-week	1	2	3	4	5	NA
Effectively used aids in supervision (role-playing, recordings, didactic, other clinical examples, etc.)	1	2	3	4	5	NA
Presented as a positive role model	1	2	3	4	5	NA
Provided regular feedback on performance	1	2	3	4	5	NA
Demonstrated concern for and interest in your progress, problems, and ideas	1	2	3	4	5	NA
Maintained reasonable expectations	1	2	3	4	5	NA
Provided training and assistance in case conceptualization and treatment planning	1	2	3	4	5	NA
Provided assistance in developing competencies on which you were evaluated	1	2	3	4	5	NA

Comments:

Signature

Date