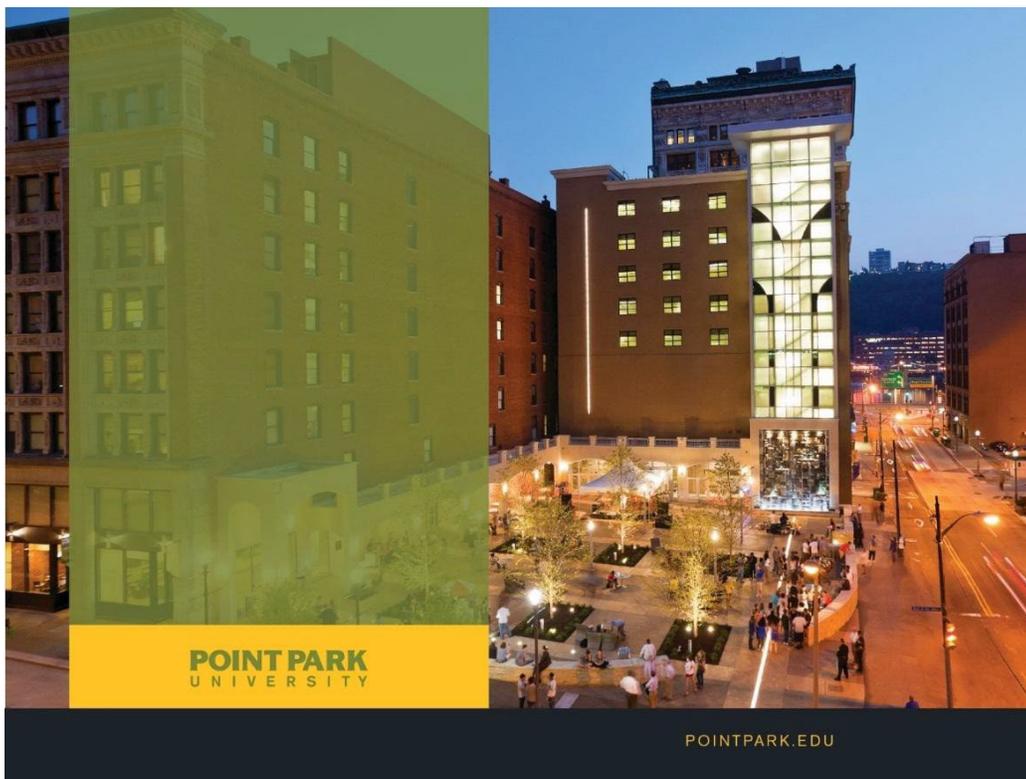# POINT PARK
UNIVERSITY

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

Program Manual

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This manual is for Point Park University's Doctorate of Psychology in Clinical 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 Psy.D. Program Manual supersedes all previous versions.
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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.

POINT PARK UNIVERSITY

PSY.D. Program Manual

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*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 reiterate as program-level policies and procedures.

Point Park University
Doctorate of Psychology (Psy.D.) in Clinical Psychology
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 Psy.D. 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 Psy.D. 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.
- Please respond to the essay prompt: In referencing the full program description, describe why you are attracted to graduate study in a human science-orientated program. Also, tell us a bit about what thinkers or writers have been most influential in driving your interest in psychology. A two-age minimum, three-page maximum description should be emailed to gradadmission@pointpark.edu.
- Please describe your thoughts about conceptualizing and working with people who are individually and culturally different than you. Please tell us about experiences when you have been successful in working across difference, broadly understood. A two-page minimum, three-page maximum essay should be 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 Psy.D. 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 from historically underrepresented groups.

1. Non-discrimination statement

This policy affirms Point Park University and the Doctoral Program in Clinical 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, 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.

Find Point Park's Title IX information resources, including the Notice of Non-discrimination and Sexual Misconduct Policy:
https://www.pointpark.edu/studentlife/titleix/index

b. Admissions Timeline (Rev. 11/19)

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

December: Application Deadline

Applications are reviewed by the admissions committee (core faculty) after the application deadline has passed. Qualified applicants (see above) are ranked and a portion are invited to interview. The number of applicants selected for initial interview dates is determined by the admissions 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 via email and/or phone call and asked to confirm an in-person interview date. 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.

January: In-person Interviews

One or more interview days are held during which applicants come to the University for an in-person interview. Depending on University safety guidelines for COVID-19, interviews may alternatively be conducted online in an electronic format. These are structured to further assess readiness for doctoral training in psychology and may include a variety of activities. 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 admissions committee, taking into account feedback from current graduate students participating in the interview

day. After overall rankings are determined, funding decisions are made by the admissions committee. Top ranked applicants, including at least 2 qualified diverse applicants, are selected for part-time Graduate Assistantships. The Assistant Director of Graduate Admissions, then makes formal admissions offers by email 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, typically within 3 weeks of the offer. 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.

For those students who are being offered funding, separate letters describe the offer of funding. 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. 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.

<u>March – August</u>:

After initial offers for admissions have been made, some students who have interviewed but have not been made offers will move to a Wait List status and others will be rejected from further consideration. Formal letters from Graduate Admissions notify students of these decisions (i.e., Wait List or Rejection). 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 with completed applications who were not selected for interview. Students on the Wait List who are ultimately not made an offer will be notified by the start of the Fall semester.

c. **Marketing and Recruitment of Diverse Applicants**

The Psy.D. 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 applicants from historically underrepresented groups. A letter and program brochure is sent, annually in the Fall, to each of the 151 federally-funded McNair Scholars Programs to encourage interested undergraduates to apply. The McNair Scholars Program is "designed to prepare undergraduate students for doctoral studies through involvement in research and other scholarly activities. McNair participants are either first-generation college students with financial need, or members of a group that is

traditionally underrepresented in graduate education and have demonstrated strong academic potential. The goal of the McNair Scholars Program is to increase graduate degree awards for students from underrepresented segments of society. The letter and program brochure is also disseminated annually in the Fall through minority-serving APA Division listservs and social media, including Divisions 8, 17, 35, 44, 55, and 52 of APA.

The Office of Admissions generates a report of program applicants, which is sent to the Program Director each Monday. The report includes prospective students at all stages of the application process (from simply indicating interest to completed applications). The Program Director reviews the report for prospective students who have designated themselves as a member of a diverse, underrepresented, or marginalized identity and then sends a personal email communication to encourage them to complete the application and advise them of funding opportunities. The Psy.D. Core and Associated Faculty who also teach in the Department's undergraduate and MA programs also conduct targeted outreach to promising, diverse undergraduate and MA students. They provide both mentorship and encourage these students to apply to the Psy.D. program.

The Program also identifies and disseminates program information about our application materials to relevant psychology departments in Minority Serving Institutions (MSI's), including Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Tribal College and Universities (TCUs), and Asian American and Pacific Islander serving institutions (AAPISIs).

An Annual Diversity Survey is distributed to the incoming student cohort in the Fall. The findings of the survey are reported to the PsyD Core Faculty during the Fall semester. The data is analyzed to evaluate the effectiveness of recruitment of diverse students into the program, and as a means to evaluate the effectiveness of future efforts to attract diverse students into the program.

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 applicants from historically underrepresented groups are selected for Graduate 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 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 at least two 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 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 (rev 10-19)

The program is also able to award adjunct teaching positions to students who possess an MA degree and are otherwise qualified to independently teach courses in Psychology. 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.

Except in rare circumstances with special permission and approval of the Core Psy.D. faculty, qualified Psy.D. students are only eligible to teach PSYC 150 (Intro), PSYC 203 (Personality), and PSYC 204 (Abnormal). Students are not permitted to teach more than one course per semester. Prior to the schedule of courses being created, the Program Director surveys students about interest in teaching. Interested, qualified Psy.D. students will complete the Psy.D. Student Teaching Application, which can be found in the on the "STUDENT Resources & Assignments- PsyD in Clinical Psychology" Microsoft Office Team.

All applications are reviewed by Core Psy.D. faculty, who vote to approve or deny the teaching opportunity request based on current performance and standing in Psy.D. program as well as other factors (professional goals, need for teaching experience, etc.). Names of students who are approved for teaching are forwarded to the Department Chair, who contacts

the student and coordinates scheduling such that students are assigned only to courses that do not conflict with their class or clinical schedules (i.e., program obligations). If a student is not approved for teaching, the student's advisor shares and discusses this decision with the student.

The Chair provides 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 and negative student feedback can result in the loss of the teaching position and may impact performance evaluations/standing in the Psy.D. program.

Section B: Program Mission & Aims

Program Mission

The Mission of Point Park University's Psy.D. program in Clinical 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 (Psy.D.) is a program in Clinical Psychology with special focus 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 focus 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 Psy.D. program in Clinical 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 **Psy.D. in Clinical 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 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 Psy.D. in Clinical 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 external clinical placements, 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

PsyD IN CLINICAL PSYCHOLOGY

2023-2024

Student's Name: _____
Entrance Date: _____

PSY.D. PROGRAM REQUIREMENTS			**90**

CLINICAL CORE			**27**
PSYC	700	Clinical Fundamentals	3
PSYC	701	Psychotherapy Methods I	3
PSYC	702	Psychotherapy Methods II	3
PSYC	703	Psychopathology in Context	3
PSYC	704	Mental Health & Well Being OR PSYC 795	3
PSYC	705	Psychological Assessment I	3
PSYC	706	Consultation & Supervision	3
PSYC	707	Therapy with Groups, Families and Couples	3
PSYC	708	Psychological Assessment II	3

DEVELOPMENTAL			**3**
PSYC	711	Lifespan Development	3

FOUNDATIONAL			**6**
PSYC	721	Brain, Body & Experience	3
PSYC	722	Cogn., Emot., & Motivation	3

COMMUNITY & SOCIAL			**15**
PSYC	732	Social Psych. & Cultural Trans	3
PSYC	734	Program Dev., Eval., & Assessment	3
PSYC	736	Psych of Human Diversity	3
PSYC	731	Community Psychology & Practicum	6
		OR	
PSYC	731	Community Psychology	3
PSYC	733	Community Psychology Practicum	3

RESEARCH METHODS			**6**
PSYC	741	Qualitative Research	3
PSYC	742	Statistics and Quantitative Research	3

HISTORY & THEORY			**6**
PSYC	751	Humanistic & Phenomen. Approach OR PSYC 796	3
PSYC	752	History & Theory of Psychology	3

CLINICAL PRACTICUM			**6**
PSYC	754	Clinical Practicum I	1
PSYC	762	Clinical Practicum II	1
PSYC	763	Clinical Practicum III	1
PSYC	764	Clinical Practicum IV	1
PSYC	765	Clinical Practicum V	1
PSYC	766	Clinical Practicum VI	1
		OR	
PSYC	709	Psychotherapy Practicum I	3
PSYC	710	Psychotherapy Practicum II	3

INTERNSHIP			**2**
PSYC	778	Internship I	1
PSYC	779	Internship II	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	0

SPECIAL TOPICS			**0**
PSYC	795	Special Clinical Topics	3
PSYC	796	Special Theoretical Topics	3
PSYC	797	Focused Clinical Placement	0

b. Sequence of Courses

This Psy.D. program is designed to be completed in five years of full-time study, four 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 and upon recommendation of the Program Director. Those students are provided with an alternate sequence of courses tailored to their specific circumstances. One the following page is the standard sequence of courses:

Psy.D. Program- Plan of Study

Recommended Sequence (subject to change)

First Year								
Fall				**Spring**				
Course #	Title	Credit	Grade	Course #	Title	Credit	Grade
PSYC 700	Clinical Fundamentals	3		PSYC 701	Psychotherapy Methods I	3	
PSYC 731	Foundations of Community Psychology	3		PSYC 703	Psychopathology in the Context Of Society & Culture	3	
PSYC 751/796	Humanistic & Phenomenological Approaches or Special Theor. Topics	3		PSYC 733[1]	Community Psychology Practicum	3	
PSYC 781	Ethical & Professional Issues	3		PSYC 752	History and Theory of Psychology	3	

PLEASE NOTE:

[1] **Submit Time2Track report at conclusion of PSYC 733.**

Dissertation Chair must be selected by the end of the first year.

Dissertation Chair/New Advisor:_____

Second Year- (Comps passed by end of Summer)[1]								
Fall				**Spring**				
Course #	Title	Credit	Grade	Course #	Title	Credit	Grade
PSYC 702	Psychotherapy Methods II	3		PSYC 707	Therapy with Groups, Families and Couples	3	
PSYC 722	Psychology of Cognition, Motivation & Emotion	3		PSYC 742	Statistics & Quantitative Research	3	
PSYC 741	Qualitative Research	3		PSYC 762[2]	Clinical Practicum II	1	
PSYC 754[2]	Clinical Practicum I	1		PSYC 790[3]	Dissertation Writing	2	
PSYC 789[3]	Dissertation Reading	2					

PLEASE NOTE:

[1] **Students submit Application for Doctoral Candidacy after completion of Comprehensive Exam.**

[2] **Submit Time2Track report at conclusion of PSYC 754 and 762.**

[3] **Begin work on the Dissertation Literature review/Comps Reading.**

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

Students submit Application for Doctoral Candidacy after completion of Comprehensive Exam.

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

Third Year- (Dissertation Proposal passed by end of Summer)[1]							
Fall				**Spring**			
Course #	Title	Credit	Grade	Course #	Title	Credit	Grade
PSYC 705	Psychological Assessment I	3		PSYC 706	Consultation & Supervision	3	
PSYC 736	Psychology of Human Diversity	3		PSYC 708	Psychological Assessment II	3	
PSYC 763[2]	Clinical Practicum III	1		PSYC 711	Lifespan Development	3	
				PSYC 764[2]	Clinical Practicum IV	1	

PLEASE NOTE:
[1]**Dissertation Proposal Defense:** Expected successful completion date no later than the end of the Summer Term.

Students are expected to continue dissertation research throughout the year.

Dissertation Committee:
Chair: _____

Reader: _____

Reader: _____

Dissertation Proposal Defense Completed Date: _____

[2]**Submit Time2Track report at the conclusion of 763 and 764.**

Fourth Year- Apply for Internship							
Fall				**Spring**			
Course #	Title	Credit	Grade	Course #	Title	Credit	Grade
PSYC 704/795	Mental Health & Well-Being or Special Clinical Topics	3		PSYC 721	Brain, Body & Experience	3	
PSYC 734	Program Development Evaluation & Assessment	3		PSYC 732	Social Psychology & Cultural Transformation	3	
PSYC 765[1]	Clinical Practicum V	1		PSYC 766[1]	Clinical Practicum IV	1	

PLEASE NOTE:
Students are expected to continue dissertation research throughout the year.
[1]**Submit Time2Track report at the conclusion of 765 and 766.**

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: _____

Fifth Year- Internship							
Fall				**Spring**			
Course #	Title	Credit	Grade	Course #	Title	Credit	Grade
PSYC 791	Dissertation I	6		PSYC 792	Dissertation II	6	
PSYC 778	Internship I	1		PSYC 779	Internship II	1	

PLEASE NOTE:

Students continue working on dissertation to completion in year 5 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:
Chair: _____

Reader: _____

Reader: _____

Internship Completion Date: _____

Check List of Course Requirements for PsyD Program
All students are responsible for ensuring that they take the required courses or meet the course requirements through transfer credits and/or approved alternatives.

Dept.	Course #	Title	Credits	Grade	Semester Completed
Clinical Core Courses					
PSYC	700	Clinical Fundamentals	3		
PSYC	701	Psychotherapy Methods I	3		
PSYC	702	Psychotherapy Methods II	3		
PSYC	703	Psychopathology in the Context of Society & Culture	3		
PSYC	704	Mental Health & Well-Being or PSYC 795	3		
PSYC	705	Psychological Assessment I	3		
PSYC	706	Consultation & Supervision	3		
PSYC	707	Therapy with Groups, Families and Couples	3		
PSYC	708	Psychological Assessment II	3		
Developmental Courses					
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	3		
PSYC	732	Social Psychology & Cultural Transformation	3		
PSYC	733	Community Psychology Practicum	3		
PSYC	734	Program Development, Evaluation, & Assessment	3		
PSYC	736	Psychology of Human Diversity	3		
Research Methods Courses					
PSYC	741	Qualitative Research	3		
PSYC	742	Statistics & Quantitative Research	3		
History and Theory Courses					
PSYC	751	Humanistic & Phenomenological Approaches or PSYC 796	3		
PSYC	752	History & Theory of Psychology	3		
Clinical Practica Courses					
PSYC	754	Clinical Practicum I	1		
PSYC	762	Clinical Practicum II	1		
PSYC	763	Clinical Practicum III	1		
PSYC	764	Clinical Practicum IV	1		
PSYC	765	Clinical Practicum V	1		

PSYC	766	Clinical Practicum VI	1		
Ethics Courses					
PSYC	781	Ethical & Professional Issues	3		
Dissertation Courses					
PSYC	789	Dissertation Reading	2		
PSYC	790	Dissertation Writing	2		
PSYC	791	Dissertation I	6		
PSYC	792	Dissertation II	6		
PSYC	900	Dissertation Extension	0		
Special Topics Courses					
PSYC	795	Special Clinical Topics	3		
PSYC	796	Special Theoretical Topics	3		
PSYC	797	Advanced Clinical Placement	0		
Internship Courses					
PSYC	778	Internship I	1		
PSYC	779	Internship II	1		
		Total of all credits earned			
		Total required to graduate	**90**		

c. Residency Requirement

Students are required to complete a minimum of 4 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 Psy.D. program is defined as courses taken on-campus, in-person (unless otherwise specified in the syllabi for required courses) in the Point Park Clinical Psy.D. Program. With the approval of the Program Director, students may take a course through cross-registration with the Pittsburgh Council on Higher Education, if the course is at a local University that is APA accredited and the course is deemed by the Program Director to be equivalent to a course in Point Park University's PsyD curriculum. Cross-registration is subject to approval by the Dean of Arts & Sciences, the Registrar and the host institution. 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/about/admindepts/RegistrarsOffice/StudentResources/RegistrationForms/index).

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:

- o Lifespan Development;
- o Brain, Body & Experience;
- o Cognition, Motivation & Emotion;
- o Qualitative Research;
- o Program Development, Evaluation & Assessment;
- o Psychology of Human Diversity;
- o Statistics and Quantitative Research (**must have courses in both)
- o 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 should be made at the 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 Psy.D. 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 7 – 12 credits per semester.

- 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 Psy.D. 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 Psy.D. 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 polices related to retention, remediation, and dismissal).

The overall academic progress requirements for Point Park University's Psy.D. 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 Psy.D. 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 polices 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 Psy.D. 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 9 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

A temporary academic advisor is assigned to each student upon admission to the Psy.D. program. This advisor is a member of the core faculty in the Psy.D. 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 is assigned 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 Psy.D. 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 an electronic copy to the Department to be included in students' electronic files.

g. Independent Study Policy

Permission for an Independent Study (PSYC 595: Special Topics) 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 Psychology will be conferred. The Comprehensive Exam is to be completed no later than the end of the Summer semester of the second year of the program. As such, the Non-Terminal MA will typically be conferred by the end of the Summer 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 9/2020)

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 summer of their second year. Students who want to receive their Non-Terminal MA in Clinical Psychology before the fall semester of their 3rd year (for example, to be eligible to teach in the Psychology department) must submit their comprehensive exams by the end of May of their 2nd year. The student and their Dissertation Chair will determine the due date for the exams.

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 submitting the exams. 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 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 should develop an annotated bibliography with no fewer than 15 references (in APA style). 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 submitted with the exam .

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 requirement, your response should be thorough and the length should be reflective a comprehensive approach to developing your approach to therapy. It is anticipated that clinical position papers will be 30-40 pages.

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.

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 spring 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.

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 submitted with the exam. 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 focused content exam portion should be approximately 25-35 pages in length. The completed Focused Content Exam will submitted to the student's Dissertation Chair with annotated bibliography attached by the due date determined by the Dissertation Chair. These essays will be graded using the Comprehensive Exam Rubric (Appendix A-1).

j. Dissertation Procedures and Requirements (Rev. 11/2019)

Successful completion of the dissertation is a degree requirement. The Psy.D. 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 5 years of study.

The 1973 formulation of a "Vail" practitioner-scholar model of doctoral-level study envisions a primary focus on the application of scholarly research for applied, clinical aspects of psychology (e.g., intervention, testing), as opposed to a primary focus on contributing original research. Accordingly, Point Park's Psy.D. program emphasizes preparing students for various facets of clinical and community practice, and cultivating the lifelong ability to *apply relevant research to their professional work.*

Dissertation projects should demonstrate that the student possesses the ability to engage in scholarly work that is consistent with the training goals and competencies set forth by the program. Specifically, students in Point Park's Psy.D. program should understand that training in a practitioner-scholar model involves different expectations (e.g., may not include original data collection) and timelines for research than training in a Boulder (scientist-practitioner) model, and as such, should set task-appropriate, time sensitive expectations for the dissertation project. These projects can take multiple forms, both quantitative and qualitative, including, but not limited to:

- Secondary Data Analysis
- Program/Intervention Evaluation
- Interpretive Ethnographic and Authoethnographic Research
- Metabletic Research
- Participatory Action Research
- Case Study
- Survey/Questionnaire Development

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 Psy.D. Faculty, as the Dissertation Chair must be a member of the Core Psy.D. 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 Psy.D. Faculty will discuss students' preferences and assign chairs based on preference, availability, fit, and other relevant factors.

2.   Required Dissertation Courses (Rev. 9/19)

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 an enrollment fee and technology fee per term. (See program website 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. 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 9 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 Psy.D. 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 (Appendix B) After review by the Program Director and a vote of the Psy.D. faculty, the Program Director submits this completed form to the Office of the Registrar for conferral of the Non-Terminal MA in Clinical Psychology (if applicable) and notifies the student of the outcome of the application.

Once granted, doctoral candidacy is valid for 5 calendar years or until 9 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 (Psy.D. 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 Collaborative Institutional Training Initiative (CITI) or a similarly recognized organization per the policies of the Point Park University Institutional Review Board (https://www.pointpark.edu/About/AdminDepts/AcademicAndStudent/IRB) 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.

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 September 15th of the year in which they intend to apply for the pre-doctoral internship. 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 Dissertation Chair, 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 Meeting Evaluation* 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:
https://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 Defense Meeting Evaluation Form* (Appendix H) will be completed by the committee and submitted to the Program Director.
- All Committee Members sign the signature pages of the dissertation document (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 (PSYC 733) 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. The Time2Track report should be submitted to the instructor and uploaded to (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 733 Community Psychology Practicum*.

l. Clinical Training

Formal clinical training (i.e., practica) in the Psy.D. Program is comprised of supervised clinical experience at approved training sites 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. Students participating in practicum experiences enroll in a Practicum Course where they receive group consultation with a Licensed Psychologist. Students are required to have a minimum of 500 intervention hours before applying to internship, and are encouraged to 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. Benchmarks for attainment of practicum hours are set and tracked by the DCT. 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 al 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 Teams when prompted). This section describes policies related to clinical training. See sub-section below for policies related to evaluation of students in each of these clinical training experiences.

Clinical practicum are typically unpaid training experiences. In certain cases, practicum sites may offer stipends to students during their training. The payment of stipends to doctoral students in practicum will be determined by the site administrators according to their usual policies. If students are already employed in mental health settings, they may not use their current employment responsibilities to satisfy clinical practicum requirements. In rare cases, students may be permitted to complete their clinical practicum and be employed at the site with the approval of the Director of Clinical Training Such an arrangement may be approved by the DCT only if the practicum experience is distinct from the employment experience and the responsibilities and supervision meet the intent and goals of doctoral student training.

Students may continue to accrue hours at a practicum site following the completion of the practicum experience, even if they are engaged in paid clinical work. Students must completed the Extended Practicum Hours form and submit it to the DCT by the end of their practicum. Students who are interested in applying to a site that is not on the current list of placements are allowed to pursue developing their own site. In order for a location to be considered a new placement site, students must submit the following materials to the DCT and Placement Coordinator by the practicum application due date (or earlier):

- Name of organization
- Supervisor name, contact information, license information
- Description of organization (one paragraph)
- Description of practicum experience, including direct clinical work and supervision, and other learning activities (i.e., grand rounds, case rounds, case presentations, seminars, etc.).

In order for sites to be considered, they must be located within 60 miles of Point Park University and must be in the state of Pennsylvania. There must be a clinical supervisor who 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 their area of expertise. The DCT and Placement Coordinator will determine if the site is approved as a clinical practicum site.

Students are responsible for their own transportation to clinical practicum 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 a clinical placement, the search concludes. Students who reject a placement opportunity might not be considered for another, thus resulting in the inability to complete the Psy.D. program. Students should follow the application and interview procedures

specified for each practicum site. *Students are ultimately responsible for ensuring their placement at the practicum sites necessary to complete the program requirements*.

A. 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.

2. Clinical Practicum Experiences

Students are expected to complete a minimum of six credits of Clinical Practicum, over six semesters of course work. Students complete clinical training experiences at training sites that have agreed to provide supervised clinical training experiences for Psy.D. 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.

Clinical placements are approximately 15-20 hours per week, at least half of which is spent in direct clinical service provision. The clinical 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 practicum 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. All students receive consultation with a licensed psychologist in the program through their participation in the coursework Clinical Practicum.

In addition to clinical work and supervision, students spend additional hours at the practicum 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.

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 hour "checks" during the clinical practicum. 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.

Compensation

Clinical practicum are typically unpaid training experiences. In certain cases, practicum sites may offer stipends to students during their training. The payment of stipends to doctoral students in practicum will be determined by the site administrators according to their usual policies.

If students are already employed in mental health settings, they may not use their current employment responsibilities to satisfy clinical practicum requirements. In rare cases, students may be permitted to complete their clinical practicum end be employed at a site with the approval of the director of clinical training. Such an arrangement may be approved by the DCT only if the practicum experience is distinct from the employment experience and the responsibilities and supervision meet the intent and goals of doctoral student training.

Students may continue to accrue hours at a practicum site following the completion of the practicum experience, even if they are engaged in paid clinical work. Students must complete the Extended Practicum Hours form and submit to the DCT by the end of their practicum.

Please also note: Students must satisfactorily complete at least four credits of clinical practicums before being approved to apply for the pre-doctoral internship. Satisfactory completion of a total of six credits of Clinical Practicum are required for graduation.

Satisfactory completion of a clinical practicum 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 electronic file.
- Submission of completed Site Evaluation and Supervisor Evaluation (see below).

The following describe the procedures related to clinical practicums.

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 update their 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, throughout the program. This plan, which is revised as the student progresses through the program, is used to determine options for clinical practicum and internship experiences.

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.

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.

Students who are interested in applying to a site that is not on the current list of placements are allowed to pursue developing a new site. In order for a location to be considered as a new placement site, students must submit the following materials to the DCT and Placement Coordinator by the practicum application due date (or earlier):

- Name of organization
- Supervisor name, contact information, license information
- Description of organization (one paragraph)
- Description of practicum experience, including direct clinical work and supervision, and other learning activities (i.e., grand rounds, case rounds, case presentations, seminars, etc.).

In order for sites to be considered they must be located within 60 miles of Point Park University and must be in the state of Pennsylvania. There must be a clinical supervisor who 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. The DCT and Placement Coordinator will determine if the site is approved as a clinical practicum site.

Students are responsible for their own transportation to clinical practicum 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 a clinical placement, the search concludes. Students who reject a placement opportunity might not be considered for another, thus resulting in the inability to complete the Psy.D. program. Students should follow the application and interview procedures specified for each practicum site.

Students are ultimately responsible for ensuring their placement at the practicum sites necessary to complete the program requirements.

The general timeline for this process is as follows:
Fall Semester: DCT meets with students to develop Individual Clinical Training Plans
End of Fall Semester: Students submit Clinical Practicum Application
January: DCT and Placement Coordinator notify students of approval to apply
February/March: Students interview at sites
By end of Spring Semester: Clinical Practicum 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 clinical 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 Clinical Practicum as well as to the DCT.

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 Clinical Practicum as well as to the DCT.

d. Reporting Issues

Students with concerns related to external placements should report these immediately to the Director of Clinical Training, the Course Instructor for Clinical Practicum. The DCT, Course Instructor, and Placement Coordinator will work with the student to find an appropriate resolution to the concern, as specified in the Clinical Practicum policies in *Section D: Program Policies* below.

e. Clinical Practicum Courses

During each semester a student is in a Clinical Practicum, they must be enrolled in the Clinical Practicum course. Each of these courses meets for one hour per week and provides the opportunity for students to discuss clinical, professional, and ethical issues they are encountering on their placements. Each of these courses is led by a faculty

member who is licensed in the state of Pennsylvania and also provides the opportunity for students to continue to integrate what they are learning in the program with what they are learning on placement.

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 Conference Room. Attendance at Case Conference is required for all first, second, and third-year students.

m. Clinical Internship (Rev. 8/2019)

Completion of a one year, APA-accredited, pre-doctoral internship is required of all Psy.D. 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 fourth year of the doctoral program. The internship will begin during the summer or early fall of the following academic 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 Psy.D. Program is 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 Psy.D. Program. Students are expected to apply for internships through the APPIC application and matching system.

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 (Rev. 9/2019)

The doctoral program is considered a full-time program of study. Although strongly discouraged, students may work on a part-time basis. However, students are expected to negotiate their hours of employment around their University commitments, which take priority. If students do engage in paid employment while in the program, they are not permitted to be paid employees at a site where they are simultaneously on a clinical placement.

All students in the Point Park Psy.D. 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 Psy.D. 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 the "Progress Tracking Documents" in the "STUDENT Resources & Assignments- PsyD in Clinical Psychology" Microsoft Office Team for the current *Psy.D. Program Milestones* document. 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 supervisors, and feedback from the Faculty Review process (bi-annual for first year students and annually for all other students). They can also make use of the *Competency Benchmarks* document (See the "STUDENT Resources & Assignments- PsyD in Clinical Psychology" Microsoft Office Team for the current *Competency Benchmarks* document) 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 3), and readiness for internship (developed in year 4).

2. Faculty Review

The progress of all Psy.D. students is formally reviewed at the end of each spring semester by the Psy.D. Program Core Faculty, though additional formal reviews can take place at any time deemed necessary by the faculty. First year students are also formally reviewed at the end of their fall semester. In preparation for the progress 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 progress review 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 practicum placements (see next sections below). During the meeting, each student's advisor summarizes the activities in each of the above areas on the *Progress Review Form.* 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 733: Community Psychology 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 private electronic file in Microsoft Office Teams. 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 Practicum Placements

Students are given feedback about their performance relative program competencies through formal evaluations of their performance during clinical training experiences. These evaluations are also used to assess students' progress during faculty review of students' progress.

1. Evaluation Process

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Students engaging in external placements through various external training sites will 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 PSYC 766 Clinical Practicum VI, 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 conclusion of PSYC 765 Clinical Practicum V, 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 PSYC 764 Clinical Practicum IV, 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 PSYC 763 Clinical Practicum III and PSYC 762 Clinical Practicum II, 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 754 Clinical Practicum I, 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.

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

- End of PSYC 754: Ratings of 2 or better on all evaluation components.
- End of PSYC 762 ad 763: Ratings of 3 or better on all evaluation components.
- End of PSYC 764: Ratings of 4 or better on all evaluation components.
- End of PSYC 765: Ratings of 5 or better on all evaluation components.
- End of PSYC 766: 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 two formal graduation ceremonies per year for graduate students, one in December and one in April.

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 and Confirmation of Degree Requirements Form (see Appendix W) 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 Psy.D. if all degree requirements are complete other than the pre-doctoral internship. However, the Psy.D. 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 Psychology will be conferred. The

Comprehensive Exam is to be completed no later than the end of the Summer semester of the second year of the program. As such, the MA will typically be conferred by the end of the Summer of the second year of the program. There is no formal commencement ceremony associated with the conferral of the MA.

2. Statute of Limitations (Rev. 9/19)

All degree requirements for the Psy.D. degree must be completed within 9 years from the student's initial semester of enrollment in the Psy.D. program (i.e., no later than the start of the fall semester 9 years from the student's start date in the Psy.D. 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 Psy.D. Core Faculty. Denials can be appealed through the "Appeal of Dismissal" process described in this manual.

3. PSYC 900 Dissertation Course (Rev. 9/19)

Students who have not successfully defended and submitted a dissertation to the Graduate School by completion of the internship must continuously enroll (fall, spring, and summer terms) until the dissertation is completed, but no longer than nine years from beginning the program, when the statute of limitations is reached (unless there is an approved extension to the 9-year limitation). Students must enroll in *PSYC 900 Dissertation Extension* for each term after the completion of the internship 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.   Religious Leave Policy

Policy Statement & Purpose
As a nonsectarian institution, Point Park University recognizes the diverse faith traditions represented among the campus community and supports the rights of students, staff, and faculty to observe according to these traditions. In general, Point Park University adheres to the policy of including in the official calendar of the University only certain legal holidays. However, members of any religious group may, without penalty, absent themselves from classes or events for religious observance, provided the student has given advanced notice.

Policy/Procedure
Students who notify faculty about upcoming absences will not be penalized for classes, examinations, assignments, or events missed on these days. Faculty syllabi should also give dates of major assignments and exams, allowing students to inform faculty of likely conflicts. Students should consider that certain courses—labs, experiential learning, co-ops, rehearsals, productions, and performances, to name a few—are more difficult to accommodate than others. This complication does not mean students should avoid these types of courses, but it will place an emphasis on planning and communication with faculty. If faculty and student are unable to find an acceptable solution to missed assignments or exams, the matter should be referred to the Associate Provost for adjudication.

2. 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 one year. After one year, the student must reapply for admission into the Psy.D. 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.

3. 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 Psy.D. 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 Psy.D. 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.

The Psy.D. program has a process for ongoing, long-term improvements in the recruitment and retention of diverse students. Recruitments efforts include an annual audit of recruitment materials, outreach to applications from diverse backgrounds, outreach to students from underrepresented or marginalized groups, an annual Open House each Fall, Faculty participation in career fairs off campus, outreach to colleagues at universities to foster a pipeline of diverse applications from undergraduate programs, and ongoing engagement of faculty with community organization. These efforts are regularly assessed and evaluated with the aim of ongoing improvement.

Retention efforts are also implemented, assessed and evaluated regularly. The program strives to create and foster a climate of inclusion through efforts that include (but are not limited to) its Program Mission, which emphasizes individual and cultural diversity and evidence-based solutions to mental health and well-being, honoring the uniqueness, dignity and irreducibility of the person; an orientation for new doctoral students; a Diversity Film Series; a Diversity Speaker Series; an Annual Symposium with diverse themes, keynote speakers, and presentations; diversity-themes case conferences; critical dialogue throughout the curriculum; a Religious Leave Policy; and teaching opportunities with faculty mentorship. Mentorship Programs include opportunities to participate in the Peer Mentorship Program, Peer Support Groups, and a program based on a Holistic Faculty Mentorship Model. The program makes ongoing efforts to represent diversity

throughout the curriculum, and faculty development on diversity, equity and inclusion are integral to faculty development, including mandatory annual faculty training in DEI, and funding for professional development in areas relevant to DEI. In addition, faculty aspire to support underrepresented or marginalized students through an Open Door Policy, faculty involvement in University Diversity initiatives, engagement with national or international organizations focused on DEI issues, and faculty and student research/scholarship on issues relevant to DEI.

2. Academic Probation

Psy.D. 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 Psy.D. 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 Student 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 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 are several conditions that constitute grounds for dismissal from the Psy.D. 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 Psy.D. program must first appeal to the Program Director for the Psy.D. 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 Psy.D. Core Faculty and the Department Chair and will respond to the student's appeal within two weeks of consultation with the Psy.D. 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 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 electronically in the program Microsoft Office Team).

e. Student Records

The Psy.D. Program maintains an electronic record for each Psy.D. 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 Private Microsoft Office Team. 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; Student 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 Psy.D. Program. Persistent failure to respond to communications from the Program and/or failure to complete necessary paperwork requested by the Department may be grounds for a Remediation Plan.

g. Department Meetings

Students are urged to contribute to the ongoing development of the Psy.D. 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 meetings with the Program Director 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 Psy.D. 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. Psy.D. 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. See the "STUDENT Resources & Assignments- PsyD in Clinical Psychology" Microsoft Office Team for the policy and forms related to travel funding.

i. Mental Health Support for Psy.D. Students (added 9/19, rev. 11/19)

See Section F.b of the Program Manual (Student Resources and Support Services) for details about general student support services available to Psy.D. students.

We believe it is important to avoid potentially harmful dual relationships between faculty and students in the doctoral program in Clinical Psychology when at all possible. For this reason, it is necessary to follow a unique policy in supporting Psy.D. students with mental health needs. Student Health Services, including services at the University Counseling Center, are funded in part by a student health fee, which is charged to all students.

For Psy.D. students, this fee covers the medical services provided by the University. However, in order to avoid problematic dual relationships with psychology faculty, Psy.D. students are NOT eligible for services at the University Counseling Center (UCC). This policy is articulated to all incoming doctoral students in the Program Manual. Psy.D. students are encouraged to engage in any necessary mental health support via community providers. The Directors of the UCC maintain a proprietary list of community referrals for psychotherapy and psychiatry specializing in treating industry professionals and can provide referral assistance for any interested Psy.D. student.

In cases of mental health crises, Psy.D. students can access the university support network available to all students, which can involve University Safety Dispatch, Student Affairs, Center for Student Success and/or Resolve Crisis Network (see "How to Help" guide for details). In these cases, involved university staff members will ensure that the information about urgent mental health support provided to Psy.D. students will NOT be routed through or to the UCC, including via the university's electronic case management system. Resolve Crisis Network will be utilized for immediate assessment and crisis support, as it is for all students.

j. Advising, Supervision, and Confidentiality (added 9/19)

While students may at times choose to share personal information with advisors and/or other faculty members, it is important for students to know that advisors and other faculty members do not interact with students in the roles of psychologists or health care providers. Conversations with advisors and other faculty members are not governed by the same rules of confidentiality that apply to the relationship between a counselor or psychologist and a client. At the same time, students can also be assured that any interactions with faculty members will be handled with dignity, honor, and respect.

k. Psy.D. Students in Emergent Clinical Crisis (added 9/19)

Should a doctoral student present to a licensed clinical faculty member with an immediate need for clinical support via crisis response, the licensed faculty member will provide any necessary intervention to ensure that the student is safe and identify any crucial immediate intervention needs.

The responding clinical faculty must work to transfer care to an appropriate provider or support as soon as feasible to ensure safety of the student, to avoid further role complications and protect the integrity of the student's educational experience.

We recognize that in these instances the faculty member will likely step into a dual relationship with ethical and legal implications. As stated above, we hold explicitly that the primary relationship must be as faculty and in the event of a crisis intervention confidentiality would not be assumed. The clinical faculty will follow FERPA guidelines in communication with the university support system.

To avoid further complications due to the dual relationship a clinical emergency might create, we ensure that current and future roles are reconsidered and adjusted to ameliorate the complications as much as possible.

l.   Questions of Trainee Fitness for Clinical Training (added 9/19)

The doctoral program may evaluate any student of concern for their fitness to work directly with clients in their clinical training. This evaluation is aimed at ensuring no harm to any client. Any evaluation and decision related to trainee work in practicum would be made in consultation with the on-site supervisor, DCT and Placement Coordinator. Should a student be deemed unfit for direct clinical service, the student's progress through the program may be impacted and the program's leave of absence, remediation, and/or dismissal policies may apply. Once a concern is identified about a student's fitness for clinical work, the concerned faculty member will discuss the issue, at a minimum, with the Program Director, the Director of Clinical Training, current faculty supervisor(s), and the student's advisor. All will then work in collaboration to develop a plan to address the concern, which will be discussed with the student. All other members of the core Psy.D. faculty will be presented with the plan and have the opportunity for input, either at a regular or special meeting of the core faculty. If the faculty reach a decision to dismiss the student from the program, the program's "dismissal from the program" policy applies. Any other course of action, including one that incorporates a leave of absence, will take the form of a remediation plan, and the program's "Remediation Policy" applies.

Students struggling with mental health issues as well as other concerns impacting academic or clinical progress are encouraged to discuss the issues and options with faculty members as soon as possible in order to attempt to prevent potential delays in progress, including academic probation or dismissal from the program due to failure to meet minimal performance expectations.

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. Psy.D. faculty participate in Department meetings. Psy.D. faculty also meet separately monthly to discuss issues relevant to Psy.D. program implementation, program development, and student progress. Student representatives from each Psy.D. cohort attend

monthly meetings with the Program Director to provide student input and feedback, which are reported to PsyD faculty at each monthly meeting.

b. Program Assessment

The self-assessment process for the Psy.D. in Clinical 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 annually, at the end of spring semester Data from first year students is also collected at the end of the fall semester. The process of data collection for proximal data involves 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. T This document is reviewed by the advisor prior to the 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 Faculty Review Meeting, 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 Student Progress Review form 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 Student 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 Psy.D. 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: on the *Progress Review* form, and with each *Competency Evaluation* (at least 6). Students are asked to formally evaluate Clinical Practicums 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 Psy.D. faculty, regular meetings of the Psy.D. 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 Microsoft Office Teams 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. Clinical Practicum Sites

1. Selection of Sites

Clinical Practicums are an opportunity for Psy.D. students to 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 Clinical Practicum 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 Clinical Practicum 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 clinical practicum 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 clinical practicum 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 Clinical Practicum courses, , 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 Psy.D. 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 Canvas 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/Student Printing.

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., Psy.D. 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, fuss ball, 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/studentaffairs/index) 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 Psy.D. 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 con- trolled 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. Psy.D. students are not eligible for counseling services on campus given that Psy.D. students primarily staff the University Counseling Center as part of their clinical training. See the Student Health website for additional information: (https://www.pointpark.edu/StudentLife/HealthandStudentServices/StudentHealthCenter/index)

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/UniversityPolice/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 patrons also have access to over 200,00 e-books through the ProQuest and EBSCO e-books databases. 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.

The mission of the program is, "To cultivate in students the development of high quality psychological practices which strive to respect individuals and cultural diversity as well as provide evidence-based solutions to individual, communal and cultural challenges to mental health and well-being." Further, the program strives to take an intersectional approach to all facts of its programming, and honors the "uniqueness, dignity, and irreducibility of the person."

To help establish and maintain a climate of support, the Program includes a number of initiatives, including:

- Welcome to the Program: Upon matriculation, prior to the start of the Fall semester, incoming students are contacted by a core faculty person to welcome them to the program, establish a connection for further questions, and introduce them to their peer mentor, who will also reach out and can assist with any logistic or adjustment issues such as in identifying affordable housing and developing community connections.

- Peer Mentorship Program: The DCT coordinates a peer-mentorship program, such that incoming Psy.D. students are connected with 2nd-year peer mentors. Peer mentor dyads are encouraged to meet on a regular basis both prior to and throughout the mentee's first year in the program. Mentees are encouraged to be transparent with peer mentors regarding their experiences in the program and with professional development, as we understand that some of these issues may be initially uncomfortable to discuss with faculty. Our aim is that students quickly have a range of mentorship opportunities to select from (that is, both peer and faculty), in order to best match their comfort levels and needs.

- Holistic Faculty Mentorship Model: Our faculty strive to embody a mentorship mode and conceptualize the needs of their advisees in a holistic manner, fully appreciating individual and cultural differences while honoring the unique strengths and areas of growth of each student. Throughout their tenure in the program, students meet regularly with their advisors and the DCT to discuss training and professional development issues. Through these regular meetings, faculty aim to ensure students' successful progress through their coursework, practicum and placement training, dissertation research, and internship requirements. Faculty strive to be intentional and sensitive to bringing up issues as they relate to diversity. As faculty regularly assess students' progress through the program, they are mindful of diversity issues as they relate to a student's performance. When needed, additional support is provided to help address any psychosocial stressors impeding a student's progress.

- Open Door Policy: In addition to formal advisement, all Core PsyD faculty have an open door policy and welcome meetings with students on an ongoing and as-needed basis. When COVID-19 restrictions, and/or other University policies resulting from such restrictions,

limit in-person meetings between faculty and students, faculty and students will take advantage of opportunities to use alternative, electronic meeting spaces, including platforms such as Teams and Zoom. When required or when so-desired, the use of masks and social distancing permit in-person interactions as necessary for training and mentorship.

- Peer Support Group: The DCT meets with each cohort at the beginning of the year to seek interested student leaders of a peer support and consultation group. The aim of the group is to have a space to explore and discuss issues related to diversity in academia. Given student interest, the DCT assists students in coordinating space and scheduling, and helps student facilitators with developing potential topics and skills related to group facilitation.

- Diversity Film Series: The Program Director curates and coordinates a series of films each year that address themes of diversity, equity and inclusion, and based on feedback from Core PsyD faculty and students. The purpose of the film series is to encourage and promote attention to and discussion of themes of diversity of contemporary relevance, in a forum beyond the typical classroom environment.

- Diversity Speaker Series: Each academic year, the program schedules an invited speaker to present a lecture and/or workshop on contemporary topics on diversity, equity and inclusion.

- Case Conference: All faculty and first and second year students attend weekly Case Conference during which practicum students present a case. During Case Conference, faculty model and train students to respectfully ask questions pertaining to cultural and individual diversity issues and encourage self-reflection and open discussion about these issues (such as their impact on the case, on the client, on the therapist, etc.). The DCT aims to include at least one training session per year that explicitly addresses issues of diversity.

- Critical Dialogue Throughout the Curriculum: In all courses, students are asked to engage in critical dialogue, while respectfully addressing the differences that exist between their classmates and instructor.

- Assessment and Integration of Multicultural Guidelines: Faculty are engaged in reading and discussing "Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality," adopted by the APA Council of Representatives in August of 2017. Faculty are in a process of assessing the PsyD program to identify areas of strength and areas in need of improvement in the application of these guidelines, and developing strategies for ongoing integration of the guidelines into program's curriculum and course content.

- Mandatory Faculty Training in Diversity, Equity and Inclusion: At the University level, all Point Park University faculty are require to participate in training on issues of diversity, equity and inclusion on an annual basis.

1. 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.

2. 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.

b. 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.

Psy.D. Program- Plan of Study

Recommended Sequence (subject to change)

First Year							
Fall				**Spring**			
Course #	Title	Credit	Grade	Course #	Title	Credit	Grade
PSYC 700	Clinical Fundamentals	3		PSYC 701	Psychotherapy Methods I	3	
PSYC 731	Foundations of Community Psychology	3		PSYC 703	Psychopathology in the Context Of Society & Culture	3	
PSYC 751/796	Humanistic & Phenomenological Approaches or Special Theor. Topics	3		PSYC 733[1]	Community Psychology Practicum	3	
PSYC 781	Ethical & Professional Issues	3		PSYC 752	History and Theory of Psychology	3	

PLEASE NOTE:

[1] **Submit Time2Track report at conclusion of PSYC 733.**

Dissertation Chair must be selected by the end of the first year.

Dissertation Chair/New Advisor:_____

Second Year- (Comps passed by end of Summer)[1]							
Fall				**Spring**			
Course #	Title	Credit	Grade	Course #	Title	Credit	Grade
PSYC 702	Psychotherapy Methods II	3		PSYC 707	Therapy with Groups, Families and Couples	3	
PSYC 722	Psychology of Cognition, Motivation & Emotion	3		PSYC 742	Statistics & Quantitative Research	3	
PSYC 741	Qualitative Research	3		PSYC 762[2]	Clinical Practicum II	1	
PSYC 754[2]	Clinical Practicum I	1		PSYC 790[3]	Dissertation Writing	2	
PSYC 789[3]	Dissertation Reading	2					

PLEASE NOTE:

[1] **Students submit Application for Doctoral Candidacy after completion of Comprehensive Exam.**

[2] **Submit Time2Track report at conclusion of PSYC 754 and 762.**

[3] **Begin work on the Dissertation Literature review/Comps Reading.**

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

Students submit Application for Doctoral Candidacy after completion of Comprehensive Exam.

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

Third Year- (Dissertation Proposal passed by end of Summer)[1]							
Fall				**Spring**			
Course #	Title	Credit	Grade	Course #	Title	Credit	Grade
PSYC 705	Psychological Assessment I	3		PSYC 706	Consultation & Supervision	3	
PSYC 736	Psychology of Human Diversity	3		PSYC 708	Psychological Assessment II	3	
PSYC 763[2]	Clinical Practicum III	1		PSYC 711	Lifespan Development	3	
				PSYC 764[2]	Clinical Practicum IV	1	

PLEASE NOTE:
[1]**Dissertation Proposal Defense:** Expected successful completion date no later than the end of the Summer Term.

Students are expected to continue dissertation research throughout the year.

Dissertation Committee:
Chair: _____

Reader: _____

Reader: _____

Dissertation Proposal Defense Completed Date: _____

[2]**Submit Time2Track report at the conclusion of 763 and 764.**

Fourth Year- Apply for Internship							
Fall				**Spring**			
Course #	Title	Credit	Grade	Course #	Title	Credit	Grade
PSYC 704/795	Mental Health & Well-Being or Special Clinical Topics	3		PSYC 721	Brain, Body & Experience	3	
PSYC 734	Program Development Evaluation & Assessment	3		PSYC 732	Social Psychology & Cultural Transformation	3	
PSYC 765[1]	Clinical Practicum V	1		PSYC 766[1]	Clinical Practicum IV	1	

PLEASE NOTE:
Students are expected to continue dissertation research throughout the year.
[1]**Submit Time2Track report at the conclusion of 765 and 766.**

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: _____

Fifth Year- Internship							
Fall				**Spring**			
Course #	Title	Credit	Grade	Course #	Title	Credit	Grade
PSYC 791	Dissertation I	6		PSYC 792	Dissertation II	6	
PSYC 778	Internship I	1		PSYC 779	Internship II	1	

PLEASE NOTE:
Students continue working on dissertation to completion in year 5 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:
Chair: _____

Reader: _____

Reader: _____

Internship Completion Date: _____

Check List of Course Requirements for PsyD Program
All students are responsible for ensuring that they take the required courses or meet the course requirements through transfer credits and/or approved alternatives.

Dept.	Course #	Title	Credits	Grade	Semester Completed
Clinical Core Courses					
PSYC	700	Clinical Fundamentals	3		
PSYC	701	Psychotherapy Methods I	3		
PSYC	702	Psychotherapy Methods II	3		
PSYC	703	Psychopathology in the Context of Society & Culture	3		
PSYC	704	Mental Health & Well-Being or PSYC 795	3		
PSYC	705	Psychological Assessment I	3		
PSYC	706	Consultation & Supervision	3		
PSYC	707	Therapy with Groups, Families and Couples	3		
PSYC	708	Psychological Assessment II	3		
Developmental Courses					
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	3		
PSYC	732	Social Psychology & Cultural Transformation	3		
PSYC	733	Community Psychology Practicum	3		
PSYC	734	Program Development, Evaluation, & Assessment	3		
PSYC	736	Psychology of Human Diversity	3		
Research Methods Courses					
PSYC	741	Qualitative Research	3		
PSYC	742	Statistics & Quantitative Research	3		
History and Theory Courses					
PSYC	751	Humanistic & Phenomenological Approaches or PSYC 796	3		
PSYC	752	History & Theory of Psychology	3		
Clinical Practica Courses					
PSYC	754	Clinical Practicum I	1		
PSYC	762	Clinical Practicum II	1		
PSYC	763	Clinical Practicum III	1		
PSYC	764	Clinical Practicum IV	1		
PSYC	765	Clinical Practicum V	1		
PSYC	766	Clinical Practicum VI	1		

Ethics Courses					
PSYC	781	Ethical & Professional Issues	3		
Dissertation Courses					
PSYC	789	Dissertation Reading	2		
PSYC	790	Dissertation Writing	2		
PSYC	791	Dissertation I	6		
PSYC	792	Dissertation II	6		
PSYC	900	Dissertation Extension	0		
Special Topics Courses					
PSYC	795	Special Clinical Topics	3		
PSYC	796	Special Theoretical Topics	3		
PSYC	797	Advanced Clinical Placement	0		
Internship Courses					
PSYC	778	Internship I	1		
PSYC	779	Internship II	1		
		Total of all credits earned			
		Total required to graduate	**90**		

Comprehensive Exam Rubric   **Student:**

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 *Demonstrate the ability to articulate an understanding of the nature of people and their psychological/social*	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 *Ability to arrive at case formulations that address clients in context and are descriptively near to client experience*	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 *Ability to interpret assessment results (including testing, diagnosis, and clinical interviews), following current research and professional standards and guidelines, to inform case conceptualization*	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.

4. Assessment *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*	Poor rationale for selecting assessment measures and/or proposes using inappropriate measures/measures that are inconsistent or not integrated with described psychotherapy model.	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.	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.
5. Psychotherapy Intervention *Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.*	Unable to or limited ability to connect psychotherapy intervention with theory and clinical and/or empirical evidence.	Describes interventions that are theoretically grounded and supported by evidence (clinical/empirical) and clear rationale.	Thoroughly describes interventions that are theoretically grounded and supported by evidence (clinical/empirical) and clear and thorough rationale.
6. Treatment Planning *Ability to discuss how one would implement evidence-based intervention plans specific to the service delivery goals.*	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.	Proposes a clear treatment plan with specific goals that is connected to case conceptualization and that takes into consideration client characteristics, values, and context.	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.
7. Therapeutic Relationship *Ability to discuss how one will establish and maintain an effective therapeutic relationship*	Minimal ability to articulate the importance of the therapy relationship, factors related to effective therapy relationships, and/or methods of understanding/using therapy process.	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.	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.

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

12. Communication and Interpersonal Skills *Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts*	Poor ability to communicate in writing and/or demonstrates minimal understanding of professional language and concepts.	Communicates clearly and articulately in writing; demonstrates understanding of professional language and concepts	Very clear, and articulate professional presentation that demonstrates appropriate use of professional language and thorough understanding of concepts.
13. Integration of Knowledge Areas *(N/A for students who have not yet completed PSYC 722)* *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.*	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.	Demonstrates an integrated understanding of cognitive and affective bases of behavior and adequately relates this knowledge to developing theoretical orientation.	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.

Comprehensive Exam Rubric
Focused Content Exam

	Does Not Meet Expectations (0)	Meets Expectations (1)	Exceeds Expectations
1. Understanding of Foundational Literature *Ability to discuss key findings, philosophical assumptions, integration of literature with coursework*	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 *Ability to discuss limitations of research related to topic and gaps in the literature*	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 *Ability to discuss previously used methodology and proposed methodology*	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 Ability to synthesize literature reviewed to clearly link literature with a research question	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) *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).	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.

Psy.D. in Clinical 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

Second Year Courses and Comprehensive Exam

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

Comprehensive Exam: Date Requirement Met: _____   Overall GPA: _____ (min

3.25 required)

 *Attach student's original Plan of Study
*Attach a list of any courses with prior approval for transfer credit

---

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 Psychology**
>   Program Director: Notify student
> **No and Terminate from Program:**   **Registrar: Confer Non-Terminal MA in Clinical 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).

Psy.D. in Clinical 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.

Psy.D. in Clinical 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)

DISSERTATION PROPOSAL MEETING EVALUATION FORM

Student's Name: _____   Date: _____

Dissertation Title: _____

_____

Overall Rating
⇨   1 – Fail/Reject.
Dissertation fails to meet one or more of the requirements and is rejected as presented.
⇨   2 – Accept/Pass with Changes.
Dissertation generally meets the requirements and is accepted with the modifications or revisions noted. To pass, modifications must be completed by assigned date.
⇨   3 – Pass.
Dissertation meets the requirements is accepted. Additions or modifications at this level may be suggested in order to further enhance the dissertation. All Committee members must agree that the dissertation proposal and presentation passes.

Signatures

Committee Chair: _____

Committee Member: _____

Committee Member: _____

Student: _____

<u>Comments, revisions or corrections:</u>

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

To be completed by the following date: _____

Faculty responsible for reviewing revisions: _____

Student Signature: _____

Performance Level for Each Requirement by Section

General Requirements:				
Students demonstrate the substantially independent ability to formulate research or other scholarly activities that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.				
Requirements	**1** **Not Acceptable/Reject**	**2** **Minimally Acceptable/ Pass with Changes**	**3** **Pass**	Comments	**Rating**
Purpose of Study	Purpose of research is absent, weak, or unclear.	Purpose of research is adequately stated, but not clearly aligned with relevance, research questions or methodology.	Purpose of research is clearly stated and aligned with relevance, research questions or methodology.		
APA Publication Style	Does not follow APA publication style	Minimally follows APA publication style but contains many errors	Generally follows APA publication style with a few errors		
Ethical and Legal Standards	Proposed research is not in line with ethical standards	Proposed research is marginally in line with ethical standards but needs revision	Proposed research is in line with ethical standards. Measures taken for protection of human subjects are described.		

Literature Review:				
Student demonstrates ability to critically evaluate research or other scholarly activity.				
Requirements	**1** **Not Acceptable/Reject**	**2** **Minimally Acceptable/ Pass with Changes**	**3** **Pass**	**Comments**	**Rating**
Depth and Breadth	Lacks an adequate breadth and depth of relevant sources where key variables and phenomena are not discussed.	Review is adequate but student needs to expand the breadth and/or depth beyond basics.	Scholarly literature selected and examination of the literature is adequate in breadth and depth using current citations.		
Relevance	Some sources are irrelevant, misread, or misused.	Adequate review with inclusion of relevant research but some expansion is necessary.	Relevant, scholarly literature chosen.		
Critical Evaluation	Literature review lacks an established, logical, critical evaluation of research	The review of literature is somewhat established, logical, critical evaluation of research.	There is an established, logical, critical evaluation of research.		
Research Question(s)	Research question is absent or significantly lacks clarity.	Research question is adequate and requires expansion or greater specificity.	Research question is specific, coherent and compelling.		

Methodology: Student demonstrates ability to conduct research or other scholarly activity.					
Requirements	**1 Not Acceptable/Reject**	**2 Minimally Acceptable/ Pass with Changes**	**3 Pass**	**Comments**	**Rating**
Justification	Does not provide a description and justification of the research design or the description or justification is inaccurate or inadequate.	Includes description of research design but justification is absent or does not derive logically from the problem or issue statement.	Includes a description of the research design and approach. Provides justification, which derives logically from the problem or issue statement.		
Context	Does not provide an adequate description of the context (including researcher bias/context) for the study.	Provides an adequate description the context (including researcher bias/context) for the study, but needs clarity.	Adequately describes the context (including researcher bias/context) for the study.		
Sampling	Does not provide an adequate description of characteristics of the population/participants including demographics, size of sample, and where sample was recruited from.	Provides an adequate description of characteristics of the population/participants including demographics, size of sample, and where sample was recruited from, but needs clarity.	Describes characteristics of the population/participants including demographics, size of sample, and where sample was recruited from, and criteria for selection/participation.		
Measures (Quantitative)	Three or more of the following are missing or inaccurate: Describes how each variable is measured and provides copies of measures in appendices (as applicable). Indicates reliability and validity for each measure. Indicates measurement level, potential range, and how to interpret scores for each measure.	One of the following is missing or inaccurate: Describes how each variable is measured and provides copies of measures in appendices (as applicable). Indicates reliability and validity for each measure. Indicates measurement level, potential range, and how to interpret scores for each measure.	Describes how each variable is measured and provides copies of measures in appendices (as applicable). Indicates reliability and validity for each measure. Indicates measurement level, potential range, and how to interpret scores for each measure.		
Data Collection (Quantitative)	Does not accurately describe how the data was collected.	Describes how the data was collected but is somewhat vague and needs revision.	Describes how the data was collected.		

	Methodology (Cont'd):				
	Student demonstrates ability to conduct research or other scholarly activity.				
Requirements	1 Not Acceptable/Reject	2 Minimally Acceptable/ Pass with Changes	3 Pass	Comments	Rating
Data Collection (Qualitative)	The process by which the data were generated, gathered, and recorded is not or inadequately described, and does not include description of researcher participation and impact (e.g., researcher motivations, background, values, perspectives, and power-relations relative to participants and others).	The process by which the data were generated, gathered, and recorded is vaguely described, and/or does not include or include only limited description of researcher participation and impact (e.g., researcher motivations, background, values, perspectives, and power-relations relative to participants and others).	The process by which the data were generated, gathered, and recorded is clearly described, and includes researcher participation and impact (e.g., researcher motivations, background, values, perspectives, and power-relations relative to participants and others).		
Data Analysis	Does not identify a plan for data analysis or plan is inconsistent with methodology.	Identifies a plan with data analysis, though lacking in clarity.	Identifies a clear plan for data analysis.		
Individual and Cultural Diversity	Sampling method, measures or broader research methodology is not informed by current theoretical and empirical knowledge base as it relates to diversity	Sampling method, measures or broader research methodology is minimally informed by current theoretical and empirical knowledge base as it relates to diversity	Sampling method, measures or broader research methodology is adequately informed by current theoretical and empirical knowledge base as it relates to diversity		

**Oral Presentation Skills:** Student demonstrates the ability to produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated.
Requirements	**1** **Not Acceptable/Reject**	**2** **Minimally Acceptable**	**3** **Pass**	**Comments**	**Rating**
Nonverbal Skills	Student displays little or no eye contact with committee. Entire presentation read from notes or PowerPoint /poster. Little or no animation, moving around, or gestures. Obvious and debilitating nervousness. Poor recovery from mistakes.	Student displays minimal eye contact with committee. Reads mostly from notes or PowerPoint/ poster and utilizes minimal animation, moving around, or gestures. Student displays some nervousness and is minimally able to recover from mistakes.	Student displays consistent use of direct eye contact with committee but returns to notes or PowerPoint/ poster. Appropriate use of animation, moving around, or gestures. Student displays minimal nervousness and is able to recover from mistakes.		
Verbal Skills	Student is barely audible, mumbles, speaks too quickly, or mispronounces terms.	Student's voice is low, committee has difficulty hearing and understanding presentation.	Student uses a clear, audible voice.		
Presentation	Presentation is poorly organized and ill-prepared. Spelling and grammatical errors are throughout. Length of presentation severely inadequate.	Presentation is somewhat organized. Three or more spelling and grammatical errors are present. Length of presentation is somewhat inadequate.	Presentation is well prepared, organized, informative, effective, and not distracting. Presentation has no more than 2 misspellings or grammatical errors. Length of presentation is adequate.		
Interaction with Committee Members	Student unable to answer questions from committee and or does not demonstrate openness to feedback.	Student uncomfortable and unsure when answering questions from committee and/or is resistant to feedback.	Student is at ease with answering committee questions, provides adequate explanation, and is responsive to feedback.		
Organization and Preparedness	Student is late to presentation and clearly disorganized. Presentation materials are not provided. Presentation is delayed due to AV issues.	Student is on time to presentation but somewhat disorganized and rushed. Presentation materials are sloppy and ill-prepared. Some AV issues.	Student on time and adequately organized. Materials are provided and no AV issues are present.		

Psy.D. in Clinical 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 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.

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 ¾ 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

<u>References:</u>

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.

<u>Appendices:</u>

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 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

DISSERTATION DEFENSE MEETING EVALUATION FORM

Student's Name: _____   Date: _____

Dissertation Title: _____

_____

Tally of Ratings

	General	Lit Rev	Method	Results	Discussion	Oral	Total
Number of 1s							
Number of 2s							
Number of 3s							
Number of 4s							

Rationale	Overall Rating
Student has scored a **'1'** in one or more of the requirements.	☐ **1 – Not Acceptable/Reject.** Dissertation fails to meet one or more of the requirements and is rejected as presented.
Student has scored at least a **'2'** or above in any one of the requirements, and also may have scored some 3s and/or 4s.	☐ **2 – Minimally Acceptable/Pass with Changes.** Dissertation generally meets the requirements and is accepted with the modifications or revisions noted. To pass, modifications must be completed by assigned date.
Student has scored at least a **'3'** or above in any one of the requirements, and also may have scored some 4s.	☐ **3 – Pass.** Dissertation meets the requirements is accepted. Additions or modifications at this level may be suggested in order to further enhance the dissertation.
Student has scored a **'4'** in at least 23/25 requirements and no lower than a '3' in two requirements or less.	☐ **4 – Pass with Distinction.** Dissertation exceeds the requirements and is passed with distinction. Additions or modifications at this level may be suggested in order to further enhance the dissertation.

Signatures

Committee Chair: _____

Committee Member: _____

Committee Member: _____

Student: _____

Comments, revisions or corrections:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

To be completed by the following date: _____

Faculty responsible for reviewing revisions: _____

Student Signature: _____

Performance Level for Each Requirement by Section

General Requirements: Students demonstrate the substantially independent ability to formulate research or other scholarly activities that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.					
Requirements	**1** **Not Acceptable/Reject**	**2** **Minimally Acceptable/ Pass with Changes**	**3** **Pass**	**4** **Pass with distinction**	**Rating**
Title Page	Student has not included the appropriate information in the title page.	Student has provided information in appropriate APA or university dissertation format, but with formatting errors.	Student has provided information in appropriate APA or university dissertation format with minor changes needed.	Student has provided information in appropriate APA or university dissertation format without error.	
Abstract	Student has provided an abstract that is absent, weak, or unclear.	Student has provided information in appropriate APA form with some changes needed.	Student has provided information in appropriate APA form.	Student has provided accurate, succinct, information in appropriate APA form.	
APA Publication Style	Does not follow APA publication style	Minimally follows APA publication style but contains many errors	Generally follows APA publication style with a few errors	Consistently and accurately follows APA publication style	
Ethical and Legal Standards	Proposed research is not in line with ethical standards	Proposed research is marginally in line with ethical standards but needs revision	Proposed research is in line with ethical standards. Measures taken for protection of human subjects are described.	Proposed research has clearly identified, discussed, and followed ethical standards	

		Literature Review: **Student demonstrates ability to critically evaluate research or other scholarly activity.**			
Requirements	**1** **Not Acceptable/Reject**	**2** **Minimally Acceptable/ Pass with Changes**	**3** **Pass**	**4** **Pass with distinction**	**Rating**
Depth and Breadth	Lacks an adequate breadth and depth of relevant sources where key variables and phenomena are not discussed.	Review is adequate but student needs to expand the breadth and/or depth beyond basics.	Scholarly literature selected and examination of the literature is adequate in breadth and depth using current citations.	Demonstrates a command of scholarly literature, providing an exhaustive, critical and integrative examination of current and classic citations.	
Relevance	Implications of research are absent, weak, or unclear.	Exploration of relevance is adequate, but not exhaustive.	Implications of the research are compelling.	Implications of the research are compelling and describe why the study should be conducted now.	
Critical Evaluation	Literature review lacks an established, logical, critical evaluation of research	The review of literature is somewhat established, logical, critical evaluation of research.	There is an established, logical, critical evaluation of research.	There is an established, logical, critical evaluation of research that is clearly organized by research question, variables, or variable relationships.	
Research Question(s)	Research question is absent or significantly lacks clarity.	Research question is adequate and requires expansion or greater specificity.	Research question is specific, coherent and compelling.	Research question is specific, well thought out, compelling and original.	
Terms and Definitions	Important terms are missing or not operationally defined. May also be missing necessary references.	Most of the important terms are operationally defined, with references.	Important terms are operationally defined, with references.	Important terms are operationally defined, with references, for an informed reader who is not familiar with the topic.	
Organization	Literature review lacks an established, logical, organization of the literature review.	The review of literature is somewhat established, logical, organization of the literature review.	There is an established, logical, organization of the literature review.	There is an established, logical, organization of the literature review that is clearly organized by research question, variables, or variable relationships.	
Hypotheses/Aims	Hypotheses/Aims are absent or significantly lack clarity and are not consistent with existing literature.	Hypotheses/Aims are adequate and linked to existing literature.	Hypotheses/Aims are specific, coherent, clear, and linked to the literature in a compelling way.	Hypotheses/Aims are well thought out, specific, original and link to the literature in a compelling way.	

Methodology: **Student demonstrates ability to conduct research or other scholarly activity.**					
Requirements	**1** **Not Acceptable/Reject**	**2** **Minimally Acceptable/ Pass with Changes**	**3** **Pass**	**4** **Pass with distinction**	**Rating**
Justification	Does not provide a description and justification of the research design or the description or justification is inaccurate or inadequate.	Includes description of research design but justification is absent or does not derive logically from the problem or issue statement.	Includes a description of the research design and approach. Provides justification, which derives logically from the problem or issue statement.	Includes a description of the research design, provides clear and theoretically sophisticated justification for the approach.	
Context	Does not provide an adequate description of the context (including researcher bias/context) for the study.	Provides an adequate description the context (including researcher bias/context) for the study, but needs clarity.	Adequately describes the context (including researcher bias/context) for the study.	Thoroughly describes characteristics of the context (including researcher bias/context) for the study and clearly connects context to the research question.	
Sampling	Does not provide an adequate description of characteristics of the population/participants including demographics, size of sample, and where sample was recruited from.	Provides an adequate description of characteristics of the population/participants including demographics, size of sample, and where sample was recruited from, but needs clarity.	Describes characteristics of the population/participants including demographics, size of sample, and where sample was recruited from, and criteria for selection/participation.	Describes characteristics of the population/participants including demographics, size of sample, and where sample was recruited from, and criteria for selection/participation. Identifies and justifies sample/selection procedures and any issues with generalizability (if applicable).	
Measures (Quantitative)	Three or more of the following are missing or inaccurate: Describes how each variable is measured and provides copies of measures in appendices (as applicable). Indicates reliability and validity for each measure. Indicates measurement level, potential range, and how to interpret scores for each measure.	One of the following is missing or inaccurate: Describes how each variable is measured and provides copies of measures in appendices (as applicable). Indicates reliability and validity for each measure. Indicates measurement level, potential range, and how to interpret scores for each measure.	Describes how each variable is measured and provides copies of measures in appendices (as applicable). Indicates reliability and validity for each measure. Indicates measurement level, potential range, and how to interpret scores for each measure.	Provides highly accurate and knowledgeable description and references of the model selected as well as comprehensive descriptions and references of the historical and theoretical framework, concepts, and processes. Relevant assumptions are identified and clearly and fully discussed.	
Data Collection (Quantitative)	Does not accurately describe how the data was collected.	Describes how the data was collected but is somewhat vague and needs revision.	Describes how the data was collected.	Describes how the data was collected so that someone else could easily replicate in a clear, step by step narrative description.	

	Methodology (Cont'd): Student demonstrates ability to conduct research or other scholarly activity.				
Requirements	**1 Not Acceptable/Reject**	**2 Minimally Acceptable/ Pass with Changes**	**3 Pass**	**4 Pass with distinction**	**Rating**
Data Collection (Qualitative)	The process by which the data were generated, gathered, and recorded is not or inadequately described, and does not include description of researcher participation and impact (e.g., researcher motivations, background, values, perspectives, and power-relations relative to participants and others).	The process by which the data were generated, gathered, and recorded is vaguely described, and/or does not include or include only limited description of researcher participation and impact (e.g., researcher motivations, background, values, perspectives, and power-relations relative to participants and others).	The process by which the data were generated, gathered, and recorded is clearly described, and includes researcher participation and impact (e.g., researcher motivations, background, values, perspectives, and power-relations relative to participants and others).	The process by which the data were generated, gathered, and recorded is clearly described, and includes thorough, insightful, and sophisticated description of researcher participation and impact (e.g., researcher motivations, background, values, perspectives, and power-relations relative to participants and others).	
Data Analysis (Quantitative)	Two or more of the following are missing or inaccurate: Identifies the descriptive and inferential statistics used for each hypothesis and how statistical significance will be assessed.	One of the following is missing or inaccurate: Identifies the descriptive and inferential statistics used for each hypothesis and how statistical significance will be assessed.	Identifies the descriptive and inferential statistics used for each hypothesis and how statistical significance will be assessed.	Identifies the descriptive and inferential statistics used for each hypothesis, why these are appropriate, and how statistical and practical significance will be assessed.	
Data Analysis (Qualitative)	The systems used for keeping track of data and emerging understandings (research logs, reflective journals, cataloging systems) are not described or are described inaccurately. The process and tools of data analysis are not described or are described inaccurately and incompletely. Data analysis tools are not included in the appendices.	The systems used for keeping track of data and emerging understandings (research logs, reflective journals, cataloging systems) are inadequately described. The process and tools of data analysis are also inadequately described. Data analysis tools are not or not all included in the appendices.	The systems used for keeping track of data and emerging understandings (research logs, reflective journals, cataloging systems) are described. The process and tools of data analysis are also adequately described. Data analysis tools are included in the appendices as appropriate.	The systems used for keeping track of data and emerging understandings (research logs, reflective journals, cataloging systems) are described in detail. The process and tools of data analysis are described clearly and thoroughly. Data analysis tools are included in the appendices.	
Individual and Cultural Diversity	Sampling method, measures or broader research methodology is not informed by current theoretical and empirical knowledge base as it relates to diversity	Sampling method, measures or broader research methodology is minimally informed by current theoretical and empirical knowledge base as it relates to diversity	Sampling method, measures or broader research methodology is adequately informed by current theoretical and empirical knowledge base as it relates to diversity	Sampling method, measures or broader research methodology is clearly and thoughtfully informed by current theoretical and empirical knowledge base as it relates to diversity	

Requirements	1 Not Acceptable/Reject	2 Minimally Acceptable/ Pass with Changes	3 Pass	4 Pass with distinction	Rating
Presentation of Results/ Findings	Results are discussed incorrectly or inappropriately. There is not a good correspondence between the tables, graphs, illustrations, quotes, etc. and the written document or there are no tables, graphs, illustrations, quotes, etc. included.	The results section is under developed and/or inconsistent with described methodology, hypotheses/questions/aims and the data analytic plan. Results section is incomplete in that tables, graphs, illustrations, quotes, etc. are only somewhat integrated or insufficient, or preliminary analyses are not justified. Results are not always described accurately or discussed adequately.	The results discussed are consistent with described methodology, hypotheses/questions/aims and the data analytic plan. Tables, graphs, illustrations, quotes, etc. are somewhat integrated and discussed in the section. Adequate justification of preliminary analyses. The statistical and/or qualitative results are discussed adequately.	The results clearly align with study methodology, hypotheses/questions/aims, and the data analytic plan. Tables, graphs, illustrations, quotes, etc. are well integrated and discussed in the section. Preliminary analyses are well explained and justified. The statistical and/or qualitative results are discussed in a sophisticated and accurate way.	
Findings (Qualitative)	Patterns, relationships, and themes described as findings are not supported by the data. Salient data are not accounted for in the findings. Discrepant cases and non-confirming data are not included in the findings. Findings are not presented in a manner that connects to or addresses research question.	Patterns, relationships, and themes described as findings are inadequately supported by the data. Some salient data are not accounted for in the findings. Discrepant cases and non-confirming data are not or minimally included in the findings. Findings are presented in a manner that inadequately connects to or addresses research question.	Patterns, relationships, and themes described as findings are supported by the data. All salient data are accounted for in the findings. Discrepant cases and non-confirming data are included in the findings. Findings build logically from the problem and the research design and are presented in a manner that addresses the research questions.	Sophisticated and thorough description of patterns, relationships, and themes. Discrepant cases and non-confirming data are included in the findings and critically analyzed. Research question is thoroughly addressed.	
Validity/Rigor (Qualitative)	A discussion on Evidence of Quality is lacking and/or there is no sense that the students understands the need for rigor in qualitative inquiry.	A discussion on Evidence of Quality adequately shows how this study followed procedures to assure accuracy of the data (i.e., trustworthiness, member checks, triangulation, etc.) though lacks clarity or is incomplete. Appropriate evidence occurs in the appendices (sample transcripts, researcher logs, field notes, etc.) though more may be needed.	A discussion on Evidence of Quality shows how this study followed procedures to assure accuracy of the data (i.e., trustworthiness, member checks, triangulation, etc.). Appropriate evidence occurs in the appendices (sample transcripts, researcher logs, field notes, etc.).	A discussion on Evidence of Quality thoroughly demonstrates the rigor of the study. Appropriate evidence occurs in the appendices (sample transcripts, researcher logs, field notes, etc.).	

	Discussion and Conclusions				
Requirements	1 Not Acceptable/Reject	2 Minimally Acceptable/ Pass with Changes	3 Pass	4 Pass with distinction	Rating
Conclusions	No integration of the findings within the extant literature.	The integration of the findings within the extant literature is superficial or incomplete.	Adequately integrates the findings within the extant literature. Addresses how the findings and research hypotheses advance the field.	Provides a sophisticated integration of the findings within the extant literature. Clarifies how the findings and research hypotheses advance the field.	
Limitations and Future Research	Does not adequately report on research limitations or does not provide suggestions on future research.	Reports some of the strengths, weaknesses, and limitations of the current study. Adequate discussion of how the study could be improved and suggestions for future research is presented.	Attends to issues of strengths, weaknesses, and limitations of the current study and articulates a clear direction in which similar future studies could expand upon findings.	Addresses strengths, weaknesses, and limitations of the current study accurately and insightfully. Directions of future research are comprehensive, clear, and sophisticated.	
Discussion	Student shows no awareness of the current study's implications or place in the body of knowledge on the topic.	Adequate discussion of the relevance and importance of the study.	Clinical, social, professional, and academic implications are all addressed.	Provides a solid platform for continued discussion and research. Scholarly publication is encouraged.	
Reflexivity (Qualitative)	Includes a no reflection or an inadequate reflection on the researcher's experience with the research process in which the researcher discusses possible personal biases or preconceived ideas and values, the possible effects of the researcher on the participants or the situation, and her/his changes in thinking as a result of the study.	Includes a limited reflection or a reflection that lacks clarity on the researcher's experience with the research process in which the researcher discusses possible personal biases or preconceived ideas and values, the possible effects of the researcher on the participants or the situation, and her/his changes in thinking as a result of the study.	Includes a reflection on the researcher's experience with the research process in which the researcher discusses possible personal biases or preconceived ideas and values, the possible effects of the researcher on the participants or the situation, and her/his changes in thinking as a result of the study.	Includes a deep, detailed reflection on the researcher's experience with the research process in which the researcher discusses possible personal biases or preconceived ideas and values, the possible effects of the researcher on the participants or the situation, and her/his changes in thinking as a result of the study.	

	1	2	3	4	
Requirements	**Not Acceptable/Reject**	**Minimally Acceptable**	**Pass**	**Pass with distinction**	**Rating**

Oral Presentation Skills:
Student demonstrates the ability to produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated.

Requirements	1 — Not Acceptable/Reject	2 — Minimally Acceptable	3 — Pass	4 — Pass with distinction	Rating
Nonverbal Skills	Student displays little or no eye contact with committee. Entire presentation read from notes or PowerPoint /poster. Little or no animation, moving around, or gestures. Obvious and debilitating nervousness. Poor recovery from mistakes.	Student displays minimal eye contact with committee. Reads mostly from notes or PowerPoint/ poster and utilizes minimal animation, moving around, or gestures. Student displays some nervousness and is minimally able to recover from mistakes.	Student displays consistent use of direct eye contact with committee but returns to notes or PowerPoint/ poster. Appropriate use of animation, moving around, or gestures. Student displays minimal nervousness and is able to recover from mistakes.	Student holds the attention of the committee with the use of direct eye contact and seldom returns to notes or PowerPoint/ poster. Fluid use of animation, moving around, or gestures. Student is poised and confident and is easily able to recover from mistakes.	
Verbal Skills	Student is barely audible, mumbles, speaks too quickly, or mispronounces terms.	Student's voice is low, committee has difficulty hearing and understanding presentation.	Student uses a clear, audible voice.	Student is eloquent, enthusiastic, and clear in their presentation.	
Presentation	Presentation is poorly organized and ill-prepared. Spelling and grammatical errors are throughout. Length of presentation severely inadequate.	Presentation is somewhat organized. Three or more spelling and grammatical errors are present. Length of presentation is somewhat inadequate.	Presentation is well prepared, organized, informative, effective, and not distracting. Presentation has no more than 2 misspellings or grammatical errors. Length of presentation is adequate.	Presentation is exceptionally well prepared, organized, informative, effective, and used primarily as a teaching tool. Length of presentation is well suited to the amount of information provided.	
Interaction with Committee Members	Student unable to answer questions from committee and or does not demonstrate openness to feedback.	Student uncomfortable and unsure when answering questions from committee and/or is resistant to feedback.	Student is at ease with answering committee questions, provides adequate explanation, and is responsive to feedback.	Student answers all questions spontaneously and in full with excellent explanations and elaboration. Student is open and responsive to feedback.	
Organization and Preparedness	Student is late to presentation and clearly disorganized. Presentation materials are not provided. Presentation is delayed due to AV issues.	Student is on time to presentation but somewhat disorganized and rushed. Presentation materials are sloppy and ill-prepared. Some AV issues.	Student on time and adequately organized. Materials are provided and no AV issues are present.	Student expertly organized, arrives on time, has prepared excellent presentation materials, and all AV needs have been met prior to the start of the presentation.	

Psy.D. in Clinical Psychology
Application for Clinical Practicum
Placement

The Psy.D. program in Clinical Psychology coordinates clinical practicum opportunities for students who have been approved to participate in this experience. More specifically, approval to apply for clinical practicum involves:

(1) *approval by the faculty after semester progress review*

(2) *satisfactory performance in Clinical Core Courses and previous practicum experiences.*

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

- Students are expected to complete three 9- or 12-month clinical practicum placements, typically during the second, third and fourth 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 three clinical practicum l placements before being approved to apply for the pre-doctoral internship. Satisfactory completion of a clinical practicum 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.*
- Clinical practicum 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 clinical practicum 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 l placement site is licensed and recognized as having experience and training in his or her field of expertise.
- Additional hours at the 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 clinical practicum placement.
- Clinical practicum placements are typically unpaid. In certain cases, practicum sites may offer stipends to students during their training. The payment of stipends to doctoral students will be determined by the site administrators according to their usual policies.
- Many clinical practicum 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 a clinical practicum 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 clinical practicum 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 Clinical Practicum by initialing here and by signing below.

_____(initials)

(2) Submit a current CV and application form via Canvas to DCT by deadline communicated by the DCT.

(3) Submit a draft of a cover letter to Canvas 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 clinical practicum 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

Clinical Practicum Evaluation- PSYC 754

Student Outcomes

The program has established the following goals for the PSYC 754. 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

Develop general clinical skills and a specific therapeutic approach through applying key concepts of a theoretical orientation in clinical practicum	5	4	3	2	1
Apply professional ethics to clinical practice in consultation with a licensed clinical psychologist	5	4	3	2	1
Critically evaluate an orientation to psychotherapeutic practice based on practical application and direct experience and evidence	5	4	3	2	1

Additional Comments

Please make any specific suggestions for improving the course:

_____

_____

_____

_____

Clinical Practicum Evaluation- PSYC 762

Student Outcomes

The program has established the following goals for the PSYC 762. 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

Develop additional general clinical skills and a specific therapeutic approach through applying key concepts of a theoretical orientation in clinical practicum	5	4	3	2	1
Apply professional ethics to clinical practice in consultation with a licensed clinical psychologist	5	4	3	2	1
Critically evaluate an orientation to psychotherapeutic practice based on practical application and direct experience and evidence	5	4	3	2	1

Additional Comments

Please make any specific suggestions for improving the course:

_____

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Clinical Practicum Evaluation- PSYC 763

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

Develop more advanced clinical skills and a specific therapeutic approach through applying key concepts of a theoretical orientation in clinical practicum	5	4	3	2	1
Apply professional ethics to clinical practice in consultation with a licensed clinical psychologist	5	4	3	2	1
Critically evaluate an orientation to psychotherapeutic practice based on practical application and direct experience and evidence	5	4	3	2	1
Apply advanced clinical skills in diagnosis, case conceptualization, and treatment planning	5	4	3	2	1

Additional Comments

Please make any specific suggestions for improving the course:

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Clinical Practicum Evaluation- PSYC 764

Student Outcomes

The program has established the following goals for the PSYC 764. 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

Develop more advanced clinical skills and a specific therapeutic approach through applying key concepts of a theoretical orientation in clinical practicum	5	4	3	2	1
Apply professional ethics to clinical practice in consultation with a licensed clinical psychologist	5	4	3	2	1
Critically evaluate an orientation to psychotherapeutic practice based on practical application and direct experience and evidence	5	4	3	2	1
Demonstrate advanced clinical skills in the application of theories and models of cognition, emotion and motivation for diagnosis, case conceptualization, and treatment planning.	5	4	3	2	1

Additional Comments

Please make any specific suggestions for improving the course:

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Clinical Practicum Evaluation- PSYC 765

Student Outcomes

The program has established the following goals for the PSYC 765. 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

Develop more advanced clinical skills and a specific therapeutic approach through applying key concepts of a theoretical orientation in clinical practicum	5	4	3	2	1
Apply professional ethics to clinical practice in consultation with a licensed clinical psychologist	5	4	3	2	1
Critically evaluate an orientation to psychotherapeutic practice based on practical application and direct experience and evidence	5	4	3	2	1
Demonstrate advanced clinical skills in multicultural strategies for work with diverse clients in psychotherapy.	5	4	3	2	1

Additional Comments

Please make any specific suggestions for improving the course:

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_____

Clinical Practicum Evaluation- PSYC 766

Student Outcomes

The program has established the following goals for the PSYC 766. 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

Develop more advanced clinical skills and a specific therapeutic approach through applying key concepts of a theoretical orientation in clinical practicum	5	4	3	2	1
Apply professional ethics to clinical practice in consultation with a licensed clinical psychologist	5	4	3	2	1
Critically evaluate an orientation to psychotherapeutic practice based on practical application and direct experience and evidence	5	4	3	2	1
Demonstrate advanced clinical skills in the application of theories and models of cognition, motivation and emotion for diagnosis, case conceptualization and treatment planning in clinical practice	5	4	3	2	1

Additional Comments

Please make any specific suggestions for improving the course:

_____

_____

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_____

Psy.D. in Clinical 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 Psy.D. program in Clinical 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: _____

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:**

Course #/Title	**Instructor**	**# Credits**	**Grade** Anticipated)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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., practicum placement, ongoing clinical work in Student Counseling center, assessment, etc.). Reflect upon and write about your areas of strength and weakness in this area. <u>Upload this semester's Time to Track report(s) to</u> "STUDENT Resources & Assignments- PsyD in Clinical Psychology" Microsoft Office Team.

Total # of Intervention (Therapy and Assessment) Hours in Psy.D. 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)

PSYC 733: 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

<u>Areas of strength</u>

___

<u>Areas of significance growth and development</u>

___

<u>Areas in need of further development</u>

___

Additional comments:

Point Park University
Psy.D. in Clinical Psychology
Psychology Student Competency Evaluation

Student: _____   **Training Site:** _____

Practicum (check one) _____ 754 _____ 762 ___ 763 ___ 764 ___ 765 ___ 766 ___

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

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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 PSYC 766 Clinical Practicum VI, 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 conclusion of PSYC 765 Clinical Practicum V, 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 PSYC 764 Clinical Practicum IV, 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 PSYC 763 Clinical Practicum III and PSYC 762 Clinical Practicum II, 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 754 Clinical Practicum I (first practicum), all ratings should be 2 or higher.**

1 Student is failing to demonstrate basic skills and competency levels. May require a 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)**
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. *Specific skills to consider in rating/comments:* • Demonstrates accurate administration and scoring of tests. • Demonstrates awareness of the benefits and limitations of standardized assessment & assessment data.		
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. *Specific skills to consider in rating/comments:* • 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.		
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. *Specific skills to consider in rating/comments:* • Displays ability to write an integrated		

	Comments	Rating (1-6)
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.		
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. *Specific skills to consider in rating/comments:* • 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.		
Competency B: Intervention		
	Comments	**Rating (1-6)**
Element 1: Therapeutic Relationship: Establish and maintain effective relationships with the recipients of psychological services. *Specific skills to consider in rating/comments:* • 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.		
Element 2: Treatment Planning: Develop evidence-based intervention plans specific to the service delivery goals. *Specific skills to consider in rating/comments:* • Routinely assesses progress toward treatment goals and revise as needed. • Collaborates with clients to form appropriate treatment goals.		

Element 3: Therapeutic Intervention: Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. *Specific skills to consider in rating/comments:* • 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.		
Element 4: Demonstrates the ability to apply the relevant research literature to clinical decision making.		
Element 5: Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.		
Element 6: Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.		
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. *Specific skills to consider in rating/comments:* • Formulates a useful case conceptualization that draws on theoretical and research knowledge, assessment, supervision, as well as the client's lived experience, including diversity.		

	144	
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.		
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.		
Competency D: Profession-Wide Competencies in Ethics, Professionalism, & Diversity		
	Comments	**Rating (1-6)**
D1: Reflective Practice		
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. *Specific skills to consider in rating/comments:* • 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.		
Element 3: Actively seeks and demonstrates openness and responsiveness to feedback and supervision.		

D2: Ethical and Legal Standards:	145	
Element 1: Is knowledgeable of and acts in accordance with each of the following: • 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.		
Element 2: Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve the dilemmas. *Specific skills to consider in rating/comments:* • Seeks consultation or supervision as needed and uses it productively. • Spontaneously and consistently identifies ethical and legal issues and addresses them proactively.		
Element 3: Conducts self in an ethical manner in all professional activities.		
D3: Individual and Cultural Diversity:		
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. *Specific skills to consider in rating/comments:* • 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.		
Element 2: Demonstrates knowledge of current theoretical and empirical knowledge base as it relates to		

addressing diversity in all professional activities (including research, training, supervision/consultation, and service).		
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. *Specific skills to consider in rating/comments:* • 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.		
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. *Specific skills to consider in rating/comments:* • 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:		
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.		

Specific skills to consider in rating/comments: • 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.		
Element 4: Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.		
D5: Communication and Interpersonal Skills:		
Element 1: Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. *Specific skills to consider in rating/comments:* • 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.		
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. *Specific skills to consider in rating/comments:* • 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.		
Element 3: Demonstrates effective interpersonal skills and the ability to manage difficult communication well. *Specific skills to consider in rating/comments:* • Handles differences openly, tactfully, and effectively.		
D6: Consultation and Interprofessional/Interdisciplinary Skills:		
Element 1: Demonstrates knowledge and respect for the roles and perspectives of other professions.		
Element 2: Demonstrates knowledge of consultation models and practices.		

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):

_____

_____

_____

_____

_____

Psy.D. Clinical Psychology Program Evaluation

Student Outcomes
The program has established the following goals for the Psy.D. in Clinical 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 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 Psy.D. 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

<u>Additional Question</u>

Please make any specific suggestions for improving the Psy.D. program:

_____

_____

_____

_____

_____

Appendix T
Point Park University
Psy.D. in Clinical Psychology
Clinical Practicum Placement 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. I. **COVID-19 and telehealth:**
   A. Given the impact of COVID-19 nationally and locally, the PsyD Program's key responsibility is to ensure the safety of our students and the clients that they serve.

By signing this agreement, the supervisor agrees to:
   A. Use practices that are consistent with the American Psychological Association's Telepsychology Guidelines (2013), when telehealth is being used as a treatment modality or a supervision modality.
   B. Supervisors agree to remain flexible to fluid nature of the pandemic and the impact that it has on their supervisees' safety, perceived or otherwise.

B. By signing this agreement, the supervisee understands that:
   A. They are making the choice to opt-into clinical training at this time, with a full understanding of the risks of doing so.
   B. They are expected to work closely with their site supervisor and the DCT to ensure that they feel safe in their working conditions.
   C. In the event that they request changes in their training, they understand that they must work with their supervisor to ensure continuity of care for their clients.

II. **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.

III. **Context of Supervision**

   A. At least 1 hour of individual supervision will be provided per week. If a supervisor elects to use telehealth as a modality for supervision, they agree to abide by the American Psychological Association's Telepsychology Guidelines (2013),
   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.

IV. 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. Please notify Dr. Brinkman if the supervisee's primary supervisor changes during the course of their training.

Supervisee's Name _____

Supervisee's Signature:

Supervisor's Name _____

Supervisor's Degree and License type _____

Supervisor's Email Address_____

Supervisor's Signature:

Agency/Institution Name:

This agreement is for the academic year (August – April). Any updates to this timeframe should be communicated to the DCT.

Today's date: _____

Estimated timeframe (start/finish) of agreement: _____

Point Park University
Psy.D. in Clinical Psychology Practicum Site Evaluation

Student Name_____Site Name_____

The information you provide will be used to assess your experience at your practicum 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 practicum 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 direct 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 practicum 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 practicum (either through Psy.D. 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 Clinical Practicum placement?

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

Appendix V

Point Park University
Psy.D. in Clinical 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 Clinical Practicum 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

**PsyD in Clinical Psychology
Confirmation of Requirements and
Application for Graduation**

Student's Full Name	**Student's ID Number**

Year Admitted	**Catalog Year**	**Advisor's Name**

To be Completed by Student	
STUDENT MUST ATTACH COPY OF TRANSCRIPTS	
Current GPA	
Semester Comprehensive Exams were completed	
Date of successful defense of dissertation	
Date of completion of pre-doctoral internship	
Student Signature	
Date	
Post-graduation contact information (email)	

To be Completed by Program Director	
Note: Upon approval, Program Director will submit to Registrar for conferral of PsyD in Clinical Psychology	
Application for graduation approved	
Semester of degree conferral	
Program Director Signature	
Date	