

University of Evansville Doctor of Psychology Program



Program Guide 2023-2024

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General Information

The Doctor of Psychology Program (PsyD in Clinical Psychology) at the University of Evansville (UE) is designed to prepare graduates to practice in the field of Health Service Psychology. The purpose of this Program Guide is to provide matriculated students as well as interested applicants with information about the program, curriculum, policies, procedures, requirements, and expectations.

The sequence of study includes courses in psychological assessment, therapy, supervision, and consultation consistent with the American Psychological Association's Standards of Accreditation (SoA's). These courses in the Psy.D. program include Profession-Wide Competencies and Discipline-Specific Knowledge that train students to become licensed generalists providing an array of psychological services to clients from diverse backgrounds.

The discipline of psychology includes a variety of training models with varying degrees of emphases on clinical practice and research. The PsyD Program at UE follows a scholar-practitioner model of training that places a primary importance on the delivery of professional clinical services. Research training is provided to become an educated consumer of research in order to provide the most up-to-date, empirically validated psychological assessment and treatment.

History of UE's PsyD Program

The Psy.D. program originated from a market analysis in January 2021 that determined a dire need for a doctoral degree program in psychology. Furthermore, the urban and rural settings in Southwestern Indiana and Western Kentucky are underserved. The University of Evansville is committed to serving the needs of the region, and the Psy.D. program admitted its first cohort in 2023.

Mission Statements

University of Evansville Mission and Core Values

Mission Statement: To empower each student to think critically, act bravely, serve responsibly, and live meaningfully in a changing world.

Core Values

- 1) **Integrity:** We promote academic and personal integrity to establish a culture of trust. Academic integrity begins with all students pledging to abide by our honor code, and extends to faculty, staff, and administration adhering to our code of conduct. It culminates in an expectation of professionalism, transparency, and respect in all interactions. Personal integrity includes practicing informed, ethical decision-making, and respecting the ideas, rights, boundaries, and beliefs of others. Each member of our community is accountable and prepared to act as a responsible citizen of the world.

- 2) Innovation: We recognize the value of interdisciplinary teamwork, creative problem solving, global immersion, and learning experiences at home and abroad. We recognize the value of learning from failure. We have the freedom, flexibility, and motivation to create experiences that help our students think critically and act bravely. Each member of our community is challenged to discover novel solutions to modern problems and to become a catalyst for progress.
- 3) Intellectual Curiosity: We strive to develop lifelong learners. We introduce students to a variety of ideas that sharpen existing interests and awaken latent ones. We challenge students to stretch their minds, while supporting them with strong faculty engagement. Research, experiential learning, and community outreach foster intellectual curiosity while exposure to new ideas and technologies broadens our students' view of the world and what might be possible.
- 4) Inclusive Community: We value openness and collaboration and recognize that inclusion leads to personal growth. Our commitment to actively fostering a diverse range of cultures and perspectives reflects the characteristics required to thrive in an increasingly global society. The university demonstrates and benefits from inclusion by welcoming all.
- 5) Education for the Whole Person: We cultivate intellectual, moral, social, physical, emotional, and spiritual wellness through engagement and discovery. We value the liberal arts, sciences, and professional programs as paths to intellectual and personal growth, and we encourage the integration of knowledge across disciplinary lines. We promote engagement in organizations, programs, and the community as essential to personal development. We equip individuals to examine their world, articulate their values, and develop the character needed to live healthy lives of meaning and purpose.

The PsyD Program Mission and Core Values

Mission Statement: To shape the minds, values, and skills of clinical psychology's next generation of health service psychologists to meet the psychosocial needs of individuals and groups that come from differing contexts and historical backgrounds that require an inclusive mindset on the part of the psychologist to provide effective therapeutic help.

Our curriculum promotes the values of autonomy, respect, inclusive excellence, lifelong learning, and self-care. We aspire to educate students in the practice of clinical psychology in order to further the University of Evansville's mission to help students think critically (e.g., self-determination to think for oneself and to consider other perspectives), act bravely (e.g., inviting other perspectives, especially from those who have been marginalized), serve responsibly (e.g., advocacy), and live meaningfully (e.g., self-allegiance with a growth mindset) in a changing world

Core Values

- 1) Respect for Autonomy: We fundamentally recognize the importance of self-determination and the person's ability to actualize in their own way. We

- understand that this process can look differently based on the varying degrees that different groups of people place on individuation and community belonging.
- 2) **Respect and Advocacy for the Whole Person:** We view the person from a biopsychosocial perspective that requires an understanding of personhood that goes beyond a repository of academic knowledge. This includes respect for each person's unique interests, perspectives, beliefs, personality, spirituality, cognitive ability, life context, culture, race/ethnicity, gender identification, sexual orientation, age, socioeconomic status, and physical ability.
 - 3) **Inclusive Excellence:** Coinciding with Respect and Advocacy for the Whole Person is a commitment to inclusive excellence in which diverse perspectives are welcomed and utilized to promote and advance the ongoing development of Health Service Psychology. We value the perspective of each student and actively seek a student body that works to promote justice.
 - 4) **Lifelong Learning:** We recognize the extrinsic value of education but particularly emphasize the intrinsic value of learning new knowledge, new worldviews, and new skills. Education is not only an outcome; we promote the enjoyment of the process of learning in-and-of-itself.
 - 5) **Self-Care:** We encourage intentional efforts to monitor one's stress level and to find ways to maintain emotional equanimity in the midst of the challenges of graduate school. Self-care takes practice to become a habit, and we recognize that to maintain high performance, one must "heal thyself" by getting appropriate sleep, engaging in restorative activities, maintaining physical and mental health, and enjoying the relationships that are formed in both graduate school and one's personal life.

Program Overview

The PsyD program at the University of Evansville involves generalist clinical training that is built upon and informed by decades of psychological research. The clinical training focuses on evidence-based practice with an emphasis on cognitive behavior therapy and interpersonal therapy. The PsyD program utilizes both course-based and experience-based learning to immerse students in the scientific foundations that are fundamental to the clinical practice of psychology and provide students with applied opportunities to implement their knowledge. Overall, the PsyD program at the University of Evansville prepares students for competent entry as a generalist into the practice of health service psychology.

The program aims and competencies outlined below reflect a distinguishing feature of health service psychologists: The ability to take on multiple roles. We aim to train clinical psychologists who can provide health services (e.g., psychotherapy and assessment) as well as take on roles in supervision, consultation, program evaluation, organizational planning, and agency management. Furthermore, the program aims to foster a culture of advocacy and social justice, both of which are consistent with the overall university mission to train students to *serve responsibly*.

Program Aims, Objectives, and Learning Outcomes

The Psy.D. program at UE has specific program aims leading to student competencies that are assessed on a regular basis. The following are the aims of the Psy.D. program:

- 1) Demonstrate multicultural competence and a commitment to respecting and integrating individual differences into clinical practice
 - Objective A. Students will acquire understanding of the varied ways that people and groups think, feel, and behave
 - Objective B. Students will acquire a recognition of diverse ways of knowing and experiencing the world
 - Objective C. Students will acquire a stance of cultural humility
 - Objective D. Students will apply what they have learned about human diversity in their clinical work
- 2) Become educated consumers of the scientifically established knowledge base of psychology in order to work effectively in health service psychology
 - Objective A. Students will acquire knowledge in social, developmental, cognitive, affective, and biological bases of behavior
 - Objective B. Students will learn how to integrate the foundational knowledge areas that provide a foundation for clinical practice
 - Objective C. Students will contribute to scientifically established knowledge and apply it at the local level
- 3) Acquire the clinical skills necessary to become competent and effective as an entry level generalist in health service psychology
 - Objective A. Students will acquire knowledge of therapeutic modalities and intervention techniques to treat mental health conditions
 - Objective B. Students will understand and apply differential diagnosis skills by utilizing evidence-based assessment
 - Objective C. Students will develop treatment plans and engage in outcome monitoring as they provide psychotherapy with clients
- 4) Understand models of supervision and provide peer supervision to trainees in the field
 - Objective A. Students will gain experience and understand different models of supervision in their clinical work
 - Objective B. Students will learn how to provide peer supervision to other students in the University of Evansville's PsyD Program
- 5) Obtain an understanding of the role of consultation and demonstrate interprofessional skills in health service psychology
 - Objective A. Students will acquire interpersonal skills as they collaborate with other professions
 - Objective B. Students will learn how to consult with mental health clinicians and other providers to deliver effective healthcare
- 6) Develop a professional identity that understands the role of self-care and adhering to the ethical standards outlined by APA
 - Objective A. Students will acquire knowledge of professional ethics and apply it in their clinical work

Objective B. Students will develop a decision-making framework for resolving ethical dilemmas

Objective C. Students will develop a professional identity that understands the importance of lifelong learning

Objective D. Students will adopt strategies to self-care in appropriate ways that maintain personal well-being

These aims are accomplished by focusing on Profession-Wide Competencies and Discipline Specific Knowledge. The following competencies are adapted from the Commission on Accreditation, Implementing Regulations, Section C

Program Competencies

A. Profession-Wide Competencies

1. Competency 1: Research: Students will demonstrate an independent ability to formulate scholarly activities that contribute to the professional knowledge base. Students will engage in research endeavors that are clinically relevant and may range from case studies, literature reviews, and/or studies that are qualitative or quantitative in nature
 - a. 1.1: Students will demonstrate competence in basic research methodologies
 - b. 1.2: Students will demonstrate an ability to conduct statistical analyses and interpret findings in a way that leads to a publication or presentation of their research at the institutional, regional, or national level
 - c. 1.3: Students will demonstrate effective writing skills in the form of a literature review that summarizes and integrates the status of knowledge in the area reviewed
 - d. 1.4: Students will apply effective reading skills to analyze and critically evaluate published literature
 - e. 1.5: Students will conduct a research-related project in the form of a case study, literature review, program evaluation, qualitative study, or quantitative study
2. Competency 2: Ethical and Legal Standards: Students are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training.
 - a. 2.1: Students will summarize and recall in detail the current version of the APA Ethical Principles of Psychologists and Code of Conduct
 - b. 2.2: Students will identify ethical dilemmas and apply ethical decision-making processes to effectively respond to the situation in a professional manner
 - c. 2.3: Students will identify and monitor relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels
 - d. 2.4: Students will develop a professional identity consisting of ethical conduct that meets the standards of a clinical psychologist

3. Competency 3: Individual and Cultural Diversity: Effectiveness in health service psychology requires that students develop the ability to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality services to an increasingly diverse population.
 - a. 3.1: Students will demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves
 - b. 3.2: Students will develop knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service
 - c. 3.3: Students will demonstrate 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)
 - d. 3.4: Students will articulate an understanding of a theoretically informed framework consisting of the requisite knowledge for working with diverse individuals and groups. They will apply this framework in the professional services provided to individuals whose group membership, demographic characteristics, or worldviews create conflict with their own
4. Competency 4: Professional Values and Attitudes: Students are expected to act and respond professionally as they develop and acquire a greater degree of independence in the practice areas of the field of Health Service Psychology
 - a. 4.1: Students will behave 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
 - b. 4.2: Students will engage in self-reflection regarding one's personal and professional functioning and engage in activities to maintain and improve performance, well-being, and professional effectiveness
 - c. 4.3: Students will actively seek and demonstrate openness and responsiveness to feedback and supervision
 - d. 4.4: Students will respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training
5. Competency 5: Communication and Interpersonal Skills: Students will demonstrate the requisite communication and interpersonal skills and respond professionally in increasingly complex situations
 - a. 5.1: Students will develop and maintain effective relationships with a wide range of individuals including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services
 - b. 5.2: Students will produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated
 - c. 5.3: Students will demonstrate effective interpersonal skills and the ability to manage difficult communications well

6. Competency 6: Assessment: Students will demonstrate competence in conducting evidence-based assessment consistent with the scope of Health Service Psychology
 - a. 6.1: Students will demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology
 - b. 6.2: Students will demonstrate understanding of human behavior within its context (e.g., family, social, societal, and cultural)
 - c. 6.3: Students will demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process
 - d. 6.4: Students will select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect 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
 - e. 6.5: Students will interpret 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
 - f. 6.6: Students will 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
7. Competency 7: Intervention: Students will demonstrate competence in the delivery of evidence-based interventions consistent with the scope of Health Service Psychology
 - a. 7.1: Students will establish and maintain effective relationships with the recipients of psychological services
 - b. 7.2: Students will develop evidence-based intervention plans specific to the service delivery goals
 - c. 7.3: Students will implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables
 - d. 7.4: Students will demonstrate the ability to apply the relevant research literature to clinical decision making
 - e. 7.5: Students will modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking
 - f. 7.6: Students will evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation
8. Competency 8: Supervision: Students will acquire foundational knowledge of supervision and its role
 - a. 8.1: Students will demonstrate knowledge of supervision models and practices

9. Competency 9: Consultation and Interprofessional/Interdisciplinary Skills: Students will demonstrate intentional collaboration with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities
 - a. 9.1: Students will demonstrate knowledge and respect for the roles and perspectives of other professions
 - b. 9.2: Students will demonstrate knowledge of consultation models and practices
- B. Discipline Specific Knowledge
 1. Students will demonstrate knowledge of the history of psychology, including the origins and development of major ideas in the discipline of psychology
 2. Students will demonstrate knowledge in affective aspects of behavior
 3. Students will demonstrate knowledge in biological aspects of behavior
 4. Students will demonstrate knowledge in cognitive aspects of behavior
 5. Students will demonstrate knowledge in developmental aspects of behavior
 6. Students will demonstrate knowledge in social aspects of behavior
 7. Students will demonstrate advanced integrative knowledge in scientific psychology that entails integration of multiple basic discipline-specific content areas identified in discipline specific knowledge 2 through 6
 8. Students will demonstrate knowledge of research methods
 9. Students will demonstrate knowledge of statistical analysis
 10. Students will demonstrate knowledge of psychometrics

Curriculum

The Psy.D. program in Clinical Psychology includes 4 years on campus of didactic and practicum experiences. The fifth year is a pre-doctoral clinical internship in an APA-accredited site in the United States or Canada. The Psy.D. program includes core courses and electives. Altogether, 127 credit hours (including the clinical internship) are required. See Appendix 1 for the list of courses.

Program of Study

The curriculum of the Psy.D. program is sequential with cohorts moving through the program in a lockstep manner. The first year largely consists of didactic courses and exposure to experiential skill-building courses (e.g., foundations of psychotherapy). Didactic courses (both required and elective) continue through the four years at UE but with the addition of clinical experiences under the supervision of a licensed psychologist. During the second year of the Psy.D. program, students will acquire supervised hours in assessment and psychotherapy at UE's psychology clinic that serves both students and the community. At the conclusion of the second year, students earn a Master's of Science degree en passant to the doctorate. During the third year, students will continue their practicum experience in the UE psychology clinic, but also participate in external practicum experiences in the community. Finally, during the fourth year, students will acquire clinical experiences solely in the community.

The UE Psy.D. program prepares students for competent entry into the practice of health service psychology by focusing on Profession-Wide Competencies throughout the curriculum, clinical training, and research experiences. Curricular development at the UE Psy.D. program is guided by these competencies as well as the Discipline-Specific Knowledge domains outlined by the APA. Both the Profession-Wide Competencies and Discipline-Specific Knowledge domains are integrated throughout the program as reflected in the following tables:

Competency:	(i) Research	
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> • 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. • Conduct research or other scholarly activities. • 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. 	
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	<ul style="list-style-type: none"> • Students demonstrate the independent ability to formulate research or other scholarly activities by successfully completing PSYC 645 Statistics, PSYC 646 Research Methods, PSYC 696 Research in Clinical Psychology, and PSYC 788, 789, and 790. • Students demonstrate that they can conduct research or other scholarly activities by completing PSYC 646 Research Methods, PSYC 696 Research in Clinical Psychology, and their dissertation • Students demonstrate that they can critically evaluate and disseminate research or other scholarly activity by presenting research at a regional or national conference, completing their public dissertation defense, and publishing their dissertation 	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • Performance in PSYC 629, PSYC 645, PSYC 646, PSYC 652, and PSYC 696 • Acceptance of paper or poster submission to a local, regional or national conference • Performance in the dissertation defense 	<p>Evaluation tool and self-study location:</p> <ul style="list-style-type: none"> • Rubrics for PSYC 629, PSYC 645, PSYC 646, PSYC 652 and PSYC 696 • Rubric for practice dissertation proposal in PSYC 696 • Dissertation defense rubric
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	<ul style="list-style-type: none"> • Successful completion of PSYC 629, PSYC 645, PSYC 646, PSYC 652, and PSYC 696 with at least a B- or better • Acceptance of at least a poster presentation at an institutional or local conference 	

	<ul style="list-style-type: none"> • An overall rating of at least “2.5” (meets expectations) on the research paper in PSYC 629 • An overall rating of at least “2.5” (meets expectations) on the integrative paper in PSYC 652 • Publication of dissertation in dissertation abstracts
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Competency:	(ii) Ethical and legal standards	
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> • Be knowledgeable of and act in accordance with each of the following: <ul style="list-style-type: none"> ○ the current version of the APA Ethical Principles of Psychologists and Code of Conduct; ○ Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and ○ Relevant professional standards and guidelines. • Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas. • Conduct self in an ethical manner in all professional activities. 	
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	<ul style="list-style-type: none"> • Students demonstrate knowledge of and act in accordance with the current version of the APA Ethical Principles and Code of Conduct in PSYC 610 Foundations of Psychotherapy, PSYC 648 Ethics and Professional Issues, and PSYC 658 Seminar: Psychological Sciences I. • Students recognize ethical dilemmas as they arise and apply ethical decision-making processes in PSYC 693 Clinical Practicum, PSYC 695 External Practicum, and on the Clinical Preliminary Examination • Students conduct self in an ethical manner in all professional activities in PSYC 693 Clinical Practicum, PSYC 695 External Practicum, and PSYC 699 Clinical Internship 	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • Performance in PSYC 610, PSYC 648, and PSYC 658 • Performance on the structured observation of an ethical dilemma with a standardized client • Performance in clinical training 	<p>Evaluation tool and self-study location:</p> <ul style="list-style-type: none"> • Rubrics for PSYC 648 and PSYC 658 • Scoring criteria for the ethical dilemma simulation • Summative evaluation form from internal clinical practicum supervisor and external practicum supervisor
Minimum levels of achievement (MLAs) for each outcome	<ul style="list-style-type: none"> • Successful completion of PSYC 610, PSYC 648, PSYC 658, PSYC 693, and PSYC 695 with at least a B- or better • An overall rating of at least a “2.5” on the ethical dilemma simulation 	

measure/evaluation tool listed above.	<ul style="list-style-type: none"> • An overall rating of at least a “2.5” (meets expectations) on summative feedback forms from internal and external supervisors
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Competency:	(iii) Individual and cultural diversity
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> • An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. • Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. • 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. • 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.

Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	<ul style="list-style-type: none"> • Students demonstrate an understanding of their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves in PSYC 610 Foundations of Personality and Psychotherapy, PSYC 648 Ethics and Professional Issues, and PSYC 675 Culture and Diversity in Clinical Psychology. • Students demonstrate knowledge of current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities in PSYC 675 Culture and Diversity in Clinical Psychology and PSYC 693 Clinical Practicum • Students demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles in the PSYC 675 course and on the Clinical Preliminary Examination • Students 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 throughout their clinical training sequences (e.g., internal and external practicum) and the Clinical Preliminary Examination
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<p>How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.</p>	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • Performance in PSYC 610, PSYC 648, and PSYC 675 • Performance on the diversity component of year one comprehensive exam • Performance in clinical training 	<p>Evaluation tool and self-study location:</p> <ul style="list-style-type: none"> • Rubrics for PSYC 610, PSYC 648, and PSYC 675 • Scoring criteria for the diversity component of year one comprehensive exam • Summative evaluation form from internal clinical practicum supervisor and external practicum supervisor
<p>Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.</p>	<ul style="list-style-type: none"> • Successful completion of PSYC 610, PSYC 648, PSYC 675, PSYC 693, and PSYC 695 with at least a B- or better • A passing score (70%) on year one comprehensive exam • A rating of at least a "2.5" (meets expectations) on summative feedback forms from internal and external supervisors 	

<p>Competency:</p>	<p>(iv) Professional values, attitudes, and behaviors</p>	
<p>Elements associated with this competency from IR C-8 D</p>	<ul style="list-style-type: none"> • Behave 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 • Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. • Actively seek and demonstrate openness and responsiveness to feedback and supervision. • Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training. 	
<p>Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.</p>	<ul style="list-style-type: none"> • Students demonstrate the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others in PSYC 648 Ethics and Professional Issues, PSYC 659 Psychological Sciences II, clinical training in internal and external practicum experiences, and the Clinical Preliminary Examination • Students engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness in PSYC 658 Psychological Sciences I, PSYC 659 Psychological Sciences II, and the Clinical Preliminary Examination 	

	<ul style="list-style-type: none"> • Students actively seek and demonstrate openness and responsiveness to feedback and supervision in PSYC 693 clinical practicum and PSYC 695 external practicum • Students respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training through clinical training in both internal and external practica 	
<p>How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.</p>	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • Performance in PSYC 648, PSYC 658, and PSYC 659 • Performance on the year two comprehensive exam • Performance in clinical training 	<p>Evaluation tool and self-study location:</p> <ul style="list-style-type: none"> • Rubrics for PSYC 648, PSYC 658, and PSYC 659 • Scoring criteria for the year two comprehensive exam • Summative evaluation form from internal clinical practicum supervisor and external practicum supervisor
<p>Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.</p>	<ul style="list-style-type: none"> • Successful completion of PSYC 648, PSYC 658, and PSYC 659 with at least a B- or better • A passing score (70%) on year two comprehensive exam • A rating of at least a "2.5" (meets expectations) on summative feedback forms from internal and external supervisors 	

Competency:	(v) Communications and interpersonal skills
<p>Elements associated with this competency from IR C-8 D</p>	<ul style="list-style-type: none"> • Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. • Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. • Demonstrate effective interpersonal skills and the ability to manage difficult communication well.
<p>Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.</p>	<ul style="list-style-type: none"> • Students develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services in PSYC 691 Clinical Supervision and Consultation, PSYC 693 Clinical Practicum, and PSYC 695 External Practicum • Students produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated and demonstrate a thorough grasp of professional language and

	concepts in PSYC 693, PSYC 695, and the Clinical Preliminary Examination <ul style="list-style-type: none"> • Students demonstrate effective interpersonal skills and the ability to manage difficult communication well in clinical training and the simulation center at the Stone Facility 	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: <ul style="list-style-type: none"> • Performance in in PSYC 691, PSYC 693 and PSYC 695 • Performance on the clinical examination in PSYC 635 • Performance at the Simulation Center 	Evaluation tool and self-study location: <ul style="list-style-type: none"> • Summative evaluation form in PSYC 691 and from internal clinical practicum supervisor and external practicum supervisor • Scoring criteria for the clinical examination in PSYC 635 • Rubric for performance at Simulation Center
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	<ul style="list-style-type: none"> • Successful completion of PSYC 635, PSYC 691, PSYC 693, and PSYC 695 with at least a B- or better • An overall rating of at least “2.5” (meets expectations) on the clinical examination in PSYC 635 • An overall rating of at least a “2.5” (meets expectations) on summative feedback forms from internal and external supervisors • A passing grade (at least a B-) on demonstration of communication and interpersonal skills at the Simulation Center 	

Competency:	(vi) Assessment
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> • Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect 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. • Interpret 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. • 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.
Required training/experiential	<ul style="list-style-type: none"> • Students select and apply assessment methods that draw from the best available empirical literature and that reflect the

<p>activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.</p>	<p>science of measurement and psychometrics; collect relevant data from multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient in PSYC 601 Cognitive Assessment, PSYC 623 Personality Assessment, PSYC 693 Clinical Practicum, and PSYC 695 External Practicum</p> <ul style="list-style-type: none"> • Students interpret 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 in PSYC 601 Cognitive Assessment, PSYC 623 Personality Assessment, PSYC 693 Clinical Practicum, and PSYC 695 External Practicum as well as on the Clinical Preliminary Examination • Students 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 in PSYC 601 Cognitive Assessment, PSYC 623 Personality Assessment, PSYC 693 Clinical Practicum, and PSYC 695 External Practicum as well as on the Clinical Preliminary Examination 	
<p>How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.</p>	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • Performance in PSYC 601, PSYC 623, PSYC 693, and PSYC 695 • Performance on the year one comprehensive exam 	<p>Evaluation tool and self-study location:</p> <ul style="list-style-type: none"> • Rubrics in PSYC 691 and PSYC 693 • Summative evaluation form from internal clinical practicum supervisor and external practicum supervisor • Scoring criteria for the year one comprehensive exam
<p>Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.</p>	<ul style="list-style-type: none"> • Successful completion of PSYC 601, PSYC 623, PSYC 693, and PSYC 695 with at least a B- or better • An overall rating of at least a "2.5" (meets expectations) on summative feedback forms from internal and external supervisors • A passing score (70%) on year one comprehensive exam 	

<p>Competency:</p>	<p>(vii) Intervention</p>	
<p>Elements associated with this competency from IR C-8 D</p>	<ul style="list-style-type: none"> • Establish and maintain effective relationships with the recipients of psychological services. • Develop evidence-based intervention plans specific to the service delivery goals. • Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and 	

	<p>contextual variables.</p> <ul style="list-style-type: none"> • Demonstrate the ability to apply the relevant research literature to clinical decision making. • Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking. • Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation. 		
<p>Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.</p>	<ul style="list-style-type: none"> • Students establish and maintain effective relationships with the recipients of psychological services in PSYC 693 Clinical Practicum and PSYC 695 External Practicum • Students develop evidence-based intervention plans specific to the service delivery goals in PSYC 693 and PSYC 695 • Students implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables in PSYC 693 and PSYC 695 • Students demonstrate the ability to apply the relevant research literature to clinical decision making in PSYC 693, PSYC 695, and the Clinical Preliminary Examination • Students modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking in PSYC 693 and PSYC 695 • Students evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation in PSYC 693 using the OQ 		
<p>How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.</p>	<table border="1"> <tr> <td> <p>How outcomes are measured:</p> <ul style="list-style-type: none"> • Performance in PSYC 693 and PSYC 695 • Performance on the year one and year three comprehensive exams </td> <td> <p>Evaluation tool and self-study location:</p> <ul style="list-style-type: none"> • Rubric in PSYC 693 • Summative evaluation form from internal clinical practicum supervisor and external practicum supervisor </td> </tr> </table>	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • Performance in PSYC 693 and PSYC 695 • Performance on the year one and year three comprehensive exams 	<p>Evaluation tool and self-study location:</p> <ul style="list-style-type: none"> • Rubric in PSYC 693 • Summative evaluation form from internal clinical practicum supervisor and external practicum supervisor
<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • Performance in PSYC 693 and PSYC 695 • Performance on the year one and year three comprehensive exams 	<p>Evaluation tool and self-study location:</p> <ul style="list-style-type: none"> • Rubric in PSYC 693 • Summative evaluation form from internal clinical practicum supervisor and external practicum supervisor 		
<p>Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.</p>	<ul style="list-style-type: none"> • Successful completion of PSYC 693 and PSYC 695 with at least a B- or better • An overall rating of at least a “2.5” (meets expectations) on summative feedback forms from internal and external supervisors • A passing grade (70%) on the year one and year three comprehensive exam 		
<p>Competency:</p>	<p>(viii) Supervision</p>		
<p>Elements associated with this competency from IR C-8 D</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of supervision models and practices. 		

<p>Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.</p>	<ul style="list-style-type: none"> • Students demonstrate knowledge of supervision models and practices in PSYC 691 Clinical Supervision and Consultation • Students provide peer supervision during PSYC 691 	
<p>How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.</p>	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • Performance in PSYC 691 • Weekly supervision record forms • Consultation presentation 	<p>Evaluation tool and self-study location:</p> <ul style="list-style-type: none"> • Rubric in PSYC 691 • Summative evaluation form from supervisee • Rubric for consultation presentation
<p>Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.</p>	<ul style="list-style-type: none"> • Successful completion of PSYC 691 with at least a B- or better • Completion of 14 supervisory sessions 	

<p>Competency:</p>	<p>(ix) Consultation and interprofessional/interdisciplinary skills</p>	
<p>Elements associated with this competency from IR C-8 D</p>	<ul style="list-style-type: none"> • Demonstrate knowledge and respect for the roles and perspectives of other professions. • Demonstrate knowledge of consultation models and practices. 	
<p>Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.</p>	<ul style="list-style-type: none"> • Students demonstrate knowledge and respect for the roles and perspectives of other professions on assignment 3 in PSYC 691 Clinical Supervision and Consultation • Students demonstrate knowledge of consultation models and practices in PSYC 691 in which they are provided opportunities for a consultation experience with other university departments 	
<p>How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.</p>	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • Performance in PSYC 691 • Consultation presentation 	<p>Evaluation tool and self-study location:</p> <ul style="list-style-type: none"> • Rubric for consultation presentation
<p>Minimum levels of achievement (MLAs) for each outcome</p>	<ul style="list-style-type: none"> • Successful completion of PSYC 691 with at least a B- or better • A passing grade on the consultation presentation 	

measure/evaluation tool listed above.	
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Comprehensive Clinical Examinations

The Comprehensive Clinical Examinations are related to, but separate from, your didactic and applied learning experiences. In other words, didactic and applied courses and the Comprehensive Examinations are separate educational tasks, and performance in one area does not necessarily dictate performance in the other. It is meant to assess your ability to independently understand and engage with the empirical literature that informs the field of Clinical Psychology. The Comprehensive Examinations include subdomains related to assessment, psychopathology, ethics, cultural competence, and intervention. Furthermore, research understanding and skills are assessed especially as they apply to clinical practice. The Comprehensive Examinations require integrative skills on the part of the student, and therefore, a question related to the subdomain of psychopathology requires an ability to synthesize and articulate other areas (e.g., research, diversity-related considerations) in addition to answering the primary focus of a Comprehensive Examination question.

At the conclusion of the first, second, and third years, a student is eligible to take year one, two, and three Comprehensive Examinations, respectively. A score of at least 70% is required to pass each examination. Upon successfully earning a Master's Degree and passing the second year Comprehensive Examination, a student can prepare to become a doctoral candidate. If you do not pass a Comprehensive Examination, you have up to two additional times to retake and pass it. A remediation plan will be initiated to set objective steps for you to be successful.

Students who do not pass a Comprehensive Examination after the third attempt may have to retake a course(s) or leave the program. See Program Progression Policies below for details related to remediation, deceleration, probation, and dismissal.

Master's Degree

Students earn a Master's of Science degree in psychology after their second year in the program. Passing grades (i.e., a "B-" or higher) in a minimum of 55 credits toward the doctoral degree as well as successful completion of the literature review and methods section of your dissertation project are required for eligibility for the master's degree. A student must apply for this graduate degree through the registrar's office, and following this application, the DCT will review the student's materials to confirm that the requirements for the degree have been met.

Dissertation

Upon successfully completing the second year Comprehensive Examination and earning a Master's Degree, a student can work on their dissertation proposal. Approval of the dissertation proposal renders the student a doctoral candidate. Note that the

dissertation proposal must be successfully completed in order to apply for Clinical Internship (October 15th is the deadline to apply for clinical internship). See the Research Training Overview for program details related to research and its culmination in the dissertation project.

Faculty

The PsyD program at UE consists of core and associated faculty members from the Department of Psychology and Behavioral Sciences. The core faculty are all licensed health service psychologists and the associated faculty are non-licensed psychologists and other behavioral scientists who primarily teach courses in Discipline-Specific Knowledge areas. Some courses are also taught by adjunct faculty who are hired on an ad hoc basis to teach a course or provide supervision.

Standing Committees

The PsyD program has multiple standing committees that meet on a regular basis. These include the Clinical Training Committee, Diversity and Social Justice Committee, and Graduate Student Committee.

Clinical Training Committee

The Clinical Training Committee includes the core faculty members at UE. They meet on a monthly basis to discuss program development and maintenance, student progress, and other clinically relevant issues. In addition to monitoring student progress in didactic courses, they are particularly involved in monitoring the clinical phase of training for PsyD students at the on-campus clinic and external practicum sites.

Diversity and Social Justice Committee

The Diversity and Social Justice Committee includes no less than two core faculty members as well as graduate students who want to participate. This committee meets once a month. The PsyD program at UE is invested in being a responsible change agent in a world that is complex, diverse, and changing. To that end, it is very important to consider the diverse factors that influence the person, communities, and societies. Instead of isolating diversity into one or two courses, we are committed to finding ways to enrich didactic courses and applied experiences with diversity-relevant content.

Furthermore, social justice, community involvement, and advocacy is emphasized in the PsyD program at UE. Efforts are made to provide students with opportunities to participate in community, region, or state events that promote inclusion, diversity, and transformation. We believe that our program can make a difference and we work to “get involved” in ways that make our community a good and safe place to live and work.

Graduate Student Committee

Every cohort in UE's PsyD Program elects a student to represent them in the Graduate Student Committee (GSC), which meets regularly to discuss student-related matters, events, and concerns. Of these cohort representatives, one is elected as president. Once a semester, the Director of Clinical Psychology will meet with the GSC president to discuss program strengths and areas for future growth.

The GSC is also charged with electing one student (usually a cohort representative) to sit on the Clinical Training Committee. The faculty of the PsyD Program encourage the representative to attend meetings as needed. The student is provided the opportunity to discuss student concerns or requests with the faculty. Additionally, this student acts as a conduit through which faculty and students can communicate on a regular basis to promote continued progression towards excellence as a program.

Professional Development Committee

The Professional Development Committee meets at least once a semester to plan program-wide meetings to discuss cases, research, and other important topics in the field of psychology. These program-wide meetings occur twice a semester and will be announced at least two weeks prior to the meeting. It is expected that students attend these meetings unless external clinical practicum sites interfere with one's ability to attend. Every effort will be made to find a time that works for the majority of students.

Advising

Academic advising is an important part of the overall educational program and a responsibility of the faculty. It is a program policy for all PsyD students to meet regularly with faculty advisors. Core expectations for faculty advisors have always included the responsibility to provide comprehensive advice to students about the profession of clinical psychology, course selection, and career planning, as well as accurate information or suitable referrals concerning institutional policies, procedures, and resources. Faculty will monitor the progress of their advisees during the course of a term by scheduling regular conferences with them and being available for advising sessions when needed by the students. PsyD students are required to get two evaluations per year from their primary advisor in which progress is documented as well as areas for growth. When taking clinical practicum at the UE multidisciplinary mental health clinic, PsyD students will be evaluated at the half-way point of the semester as well as at the end of the semester.

Clinical Training Overview

The curriculum described above is cumulative and sequential. The clinical phase of training begins with participation in supervision teams during your first year in which you observe more advanced students seeing clients in the on-campus clinic. Initiation of your own clinical training is dependent upon successful completion of all didactic courses and program components during your first year. Upon approval of the Clinical Training Committee after your first year, you will start seeing clients in the on-campus clinic during your second year under the supervision of a licensed faculty member.

At the on-campus clinic, it is expected that second year students maintain a caseload of at least three clients who are seen on a weekly basis for psychotherapy. For third year students, it is expected that a caseload consists of four clients. Students training in the on-campus clinic are expected to complete two assessments per semester. At the conclusion of the fall and spring semesters, students will receive summative feedback related to their intervention, assessment, and other professionally-relevant skills (see Appendix 2 for the Internal Practicum Evaluation Form).

At the conclusion of the second year in the PsyD Program, the Clinical Training Committee votes to approve your candidacy to participate in external practicum sites. This vote must be unanimous. If there are concerns about your ability to participate in an external practicum site, a remediation plan will be initiated (see Policies and Procedures below) and deceleration will be considered. For students approved to go on external practicum, you will submit your preferences to the Practicum Coordinator who will discuss the application process. Every effort is made to match the student to a preferred site, but the PsyD Program emphasizes flexibility on the part of the student because the generalist training approach requires exposure to varied treatment settings, populations, and presenting issues. At the conclusion of the fall and spring semesters, every effort is made by the Practicum Coordinator to acquire summative evaluations of the student's performance in external practicum (see Appendix 3 for the External Practicum Evaluation Form).

Research Training Overview

The PsyD Program at UE is invested in training scholars in psychology who can conduct research, identify the best available research, and monitor treatment progress with outcome measures. In other words, we train our students to be able to apply knowledge to clinical practice by providing a sound foundation in research design, statistics, and evidence-based practices. Throughout the program, the professional development of our students is focused on "local clinical science" in which our students can understand the client in a local context that is shaped by social, cultural, psychological, and political factors. These local realities can be investigated empirically and professional psychological practice benefits from contextualized research findings. The research training goals of the PsyD Program at UE are primarily accomplished in didactic courses and experience-based learning.

In your second semester, you take PSYC 645 Statistics in which you learn important quantitative methods to describe, analyze, and interpret data. In the first semester of

your second year, you take PSYC 646 Research Methods and in small teams you will design a study to collect data to answer a research question. After IRB approval and data collection, you will analyze and interpret the data and present it to the local community at UE or at a regional conference. During your second and third years, you will take dissertation-related classes to start the process of designing your dissertation study including selecting a Dissertation Chair if you have not already identified one. In these classes, you will work on the initial chapters of your dissertation document (e.g., introduction, literature review), and based on the number of hours of dissertation credit you are taking, you will draft output that helps you along the process of ultimately completing your dissertation project. Before a student can apply for clinical internship, one's dissertation proposal must be defended. A successful proposal defense requires an overall score of Pass (an average score of 3). See Appendix 4 for the Dissertation Proposal Evaluation Form. Carefully review the dissertation syllabus provided by your Dissertation Chair to meet the objectives and requirements based on the number of dissertation credits you are taking.

During your fourth year or clinical internship year (usually your fifth year), most students will defend their dissertation. Your dissertation committee requires two members and an optional third member can be utilized depending upon the topic and/or need. In the semester that you are defending your dissertation, you must enroll in at least one credit of dissertation hours (PSYC 790). Students must earn an overall score of Pass (an average score of 3) in order to successfully defend their dissertation. See Appendix 5 for the Dissertation Defense Evaluation Form.

Clinical Internship

After successfully passing your Clinical Comprehensive Examinations, didactic courses, and practicum experiences, and upon unanimous support from the Clinical Training Committee, you will be approved to apply for clinical internship. The clinical internship must be APA-approved and completed in one year or part-time over two years. Tuition during your clinical internship year will be a reduced fee. If you have remaining dissertation credits that need to be completed during your internship year, there is a charge of \$1,000 per dissertation credit hour.

Graduation Requirements

Students earn a Master's of Science degree en passant to the doctorate. This degree requires successful completion of at least 55 credit hours with a minimum GPA of 3.0 along with satisfactory annual reviews of performance by the Clinical Training Committee. After the accrual of 32 additional credit hours, satisfactory completion of the second year comprehensive examination, and a successful dissertation proposal, a student is considered a doctoral candidate.

Successful completion of 127 credit hours with a minimum GPA of 3.0 is required to meet graduation requirements for the doctorate. These requirements include all didactic courses (including the minimum number of elective courses), internal and external

practicum, dissertation defense, and completion of clinical internship. Students may graduate at the conclusion of the fall semester, spring semester, or summer semester.

Policies and Procedures

Application and Admission Requirements

Prospective students should visit <https://www.evansville.edu/majors/clinical-psychology/index.cfm> to apply to the University of Evansville's PsyD program. The following is a list of the minimum application requirements to be considered for admission into the program:

- Completion of a bachelor's degree by time of matriculation into the PsyD Program
 - Overall GPA should be at least 3.0
 - Applicants may apply prior to obtaining their degree
 - The bachelor's degree should be in psychology or closely related field; **OR**
 - A bachelor's degree in another area less related to psychology but with a grade equivalent of at least a "C" in the prerequisite courses of Introductory Psychology, Abnormal Psychology, and Introduction to Statistics; **OR**
 - A bachelor's degree in another area less related to psychology with a score of at least a 650 on the Psychology Test of the GRE; **OR**
 - A master's degree in a mental health field
- Three letters of recommendation
- A curriculum vitae that includes relevant professional and volunteer experiences, affiliations, publications, and/or presentations
- Three essays
 - A personal statement reflecting one's interest in the field of mental health and one's desire to be a psychologist
 - A statement on one's attitude toward diversity and its relevance to understanding the person
- A criminal background check

The above materials should be submitted to the operations administrator of the clinical psychology program. Please visit <https://www.evansville.edu/majors/clinical-psychology/index.cfm> for the email address. NOTE: your letters of recommendation should be sent directly by your letter writer. Letters provided by the prospective student will not be accepted.

Academic Honor Code

The academic honor code was created by the university community, students, and faculty alike, to create an atmosphere conducive to ideal values and to academic integrity. The primary purpose of the academic honor code is to enable students and faculty to conduct their academic duties in an atmosphere of freedom, which requires

the commitment of both students and faculty. Student commitment to the academic honor code is implied by his/her/their matriculation at the University of Evansville. Members of the faculty affirm a commitment to the academic honor code by clearly defining what is or is not unauthorized aid. The code, which follows is appropriate for all academic work which is to be submitted for credit. I understand that any work I submit for course credit will imply that I have adhered to this academic honor code: I will neither give nor receive unauthorized aid, nor will I tolerate an environment that condones the use of unauthorized aid.

Professional Behavior

Part of a student's professional development includes an ability to regulate one's behavior, establish and maintain a therapeutic alliance, interact respectfully with colleagues, and adhere to ethical standards. This ability develops over time with greater, more advanced adoption of professional standards as one progresses through the program. Therefore, the PsyD Program has instituted a variety of professional standards that we expect as you progress through the program (see Appendix 6 for Program Expectancies in Clinical Experiences). Though minor breaches of professional standards are understandable from a developmental perspective (i.e., second year students need more explicit training on timely documentation), over time it is expected that you learn how to increasingly adopt a professional identity that fully adheres to the professional standards. See Appendix 7 for examples of unprofessional or unethical behaviors to guide you in your development as an entry level Health Service Psychologist. Note that some of these behaviors are tolerable and modifiable, especially early on in one's training. However, there are some behaviors that are so inconsistent with the profession that they may result in dismissal from the program. We take seriously our role as "gatekeepers" to entry level practice as a Health Service Psychologist.

The program expects all PsyD students to model professional behavior, in both the classroom and practicum settings. Examples of professional behavior include:

- Arriving to classes and practica on time (i.e., punctuality)
- Demonstrating flexibility, adaptability, accountability, and reliability
- Maintaining the full work schedule required by your practicum site
- Being respectful of your colleagues, faculty, guest speakers, program, profession, and university
- Promoting inter-professionalism and a team mentality
- Accepting responsibility
- Listening and seeking to understand the perspectives of others
- Having an attitude of continual learning and that we all have areas in which we can improve
- Maintaining academic integrity
- Seeking cultural competence
- Valuing human diversity
- Respecting the perspectives of others and differences of opinion

- Maintaining your personal appearance
- Maintaining required documentation in a timely manner consistent with the standards set by your practicum setting
- Practicing healthy wellness behaviors and stress management
- Attending all required program events (e.g., colloquia) and activities

Social Media Policy

The interconnectedness of today's world is clearly displayed in social networking sites, blogs, listservs, and email. While tremendous opportunities for information gathering and sharing, socializing, and engaging in other personal matters have come about due to social media, there are some potential areas of concern that are relevant to the professional standards of psychology. The faculty of the PsyD program at UE recognize the importance and value of social media and encourage students to use it responsibly and ethically.

Social media refers to forms of communication through which users create online communities to share information, opinions, personal messages, and other content. There are a variety of social media sites including Facebook, Instagram, Twitter, and others. UE strives to be a good community partner, and students' activities on social media can influence the community's image of UE and the profession of clinical psychology.

The general principles of the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct (APA Ethics Code) share aspirational ethical ideals including doing no harm, establishing and maintaining relationships of trust, being mindful of professional and scientific responsibilities to society, acting in ways that are honest and truthful, promoting justice, and respecting the dignity and worth of all people. While one's personal life is meant to be just that – personal – there are some instances in which activities online may reflect upon your professional development as a clinical psychologist in training. Therefore, the following social media policy is meant to provide you guidance to ensure your own confidentiality and help you maintain the highest of standards regarding personal conduct.

The APA Ethics Code can be found here: <http://www.apa.org/ethics/code/> and students are expected to adhere to it. Throughout the PsyD program at UE, you will take courses on ethical practices in clinical psychology and practice how to engage in ethical decision making. You will be evaluated on your professionalism as you progress through the program, and online conduct may become a relevant program-related behavior used in student evaluations. For example, if a student engages in unethical or unprofessional behavior online (e.g., disclosing confidential client information), the PsyD program can use this behavior to evaluate the student, including decisions regarding probation or termination.

Students should in no circumstances disseminate confidential information (e.g., about the program, practicums, clients, or fellow students/faculty) online. Do not "friend"

clients or accept requests to be “friended” from current or previous clients. Do not lookup past or current clients on social media. Do not contact clients via social media. If your supervisor deems it appropriate to use email to contact your clients, always use your professional (UE/placement) email, not your personal email address. Finally, students should not make inflammatory or hostile remarks online about their practicum site, organizations with whom we partner, or UE as an institution. Overall, the preceding social media policy is meant to be consistent with our desire to shape your professional development and to help you adopt a professional identity. With the increased public nature of our lives due to social media, it is important to build and maintain a reputation that behooves your ethical duties as a student training to become a psychologist.

Student Absence

The university expects regular class attendance by all students. Students are considered sufficiently mature to appreciate the necessity of regular and punctual attendance, to accept this personal responsibility and to accept the consequences of failure to attend. When absences occur due to emergency or medical reasons, students are expected to notify their instructors of the absence prior to class or seek the assistance of the Director of Clinical Training in notifying instructors. Assistance in notifying professors of an absence should not be mistaken for an excused absence. The Director of Clinical Training has the authority to grant excused absences for significant medical, psychological, or personal reasons upon review of appropriate documentation and professional recommendation supporting such a request.

An instructor and/or academic unit may make attendance mandatory in particular courses. Each instructor is expected to maintain an attendance policy in keeping with the nature of the course and may consider it in evaluating performance in their courses.

Time Off Policy

Policy: Students will be given time off in all years of the program.

Procedure: In the first year of the program, student time off follows the University calendar. In the second and third year, students will be granted a total of 10 days of personal time off during the summers. This time will be in addition to the week of Christmas or New Year between years two and three. Time off is to be used for sickness (self or family) and personal use. In year four, student time off follows the University calendar.

1. Students are required to accurately document all personal time.
2. Personal time off during external practicum rotations is not permitted unless approved by the onsite clinical coordinator within the facility and the Clinical Director.
3. Time off cannot exceed 5 continuous days.

Program Progression Policies (including remediation, dismissal, etc)

The Clinical Training Committee makes decisions regarding a student's progression through the PsyD Program. Successful progress through the program depends on the following factors:

- Successful completion of all didactic and clinical courses
- Adequate writing skills including the ability to integrate and synthesize empirical literature and/or clinical data
- Adequate clinical skills
- Demonstration of ethical, respectful, and professional behavior as reflected in competency iii (Individual and Cultural Diversity), competency iv (Professional Values, Attitudes, and Behaviors), competency v (Communications and Interprofessional Skills), and competency ix (Consultation and Interprofessional/Interdisciplinary Skills)

Unsuccessful completion of a didactic course or clinical course, inadequate clinical skills, and/or student infractions involving unprofessional or unethical behavior will result in remediation or disciplinary action. Depending upon variables such as frequency, nature, and severity of course-related issues or unprofessional/unethical behavior, a student may (1) be placed on remediation, (2) be decelerated (e.g., delay candidacy), or (3) be dismissed from the program. Remediation includes a corrective program met to target an area of growth for the student. Any student required to repeat a course or who leaves (or is dismissed) from a clinical training experience can expect a delay in the timing of graduation and the inclusion of additional tuition and fees required to repeat curriculum.

The minimum course grade for progression in the curriculum is a "B-". Unless otherwise stated on the course syllabus, all courses will have a standard grading scale for determining final grades:

93%-100%	= A
90%-92%	= A-
88%-89%	= B+
83%-87%	= B
80%-82%	= B-
78%-79%	= C+
73%-77%	= C
70%-72%	= C-
60%-69%	= D
<60%	= F

Each course instructor has the responsibility for determining successful completion (achieving competence) in their assigned course. The requirements for successful completion must be included within the posted syllabus. Every student is responsible for reviewing these requirements, including the methods of evaluation and grading. Any student who does not successfully complete a course can expect to be placed on

remediation, and potentially, decelerated depending upon the course and how often it is taught.

Remediation

The Clinical Training Committee meets monthly and will determine whether remediation is indicated. This usually occurs during a biannual review of students, but may occur earlier depending upon the nature of corrective action required. Corrective action and resulting remediation may be required due to poor academic performance, minor breaches of professional conduct (see Appendix 7 for examples), inadequate writing skills, or inadequate clinical skills. When placed on remediation, the student will meet with the Director of Clinical Training to review the reason(s) for remediation and the steps required to improve. The student will receive a written document outlining the reason(s) and corrective steps that are required (see Appendix 8). The student must sign this document prior to attempted remediation. Completion of remedial activities will not guarantee future positive evaluations.

Probation

A student can only remain on remediation for two consecutive semesters. After that point, a student will be placed on probation. Alternatively, a student will be placed on probation after receiving two letter grades below a B-, or a student does not meet the requirements of the remediation plan, or a student engages in dishonest academic behavior (e.g., plagiarizing), or one major breach of professional conduct (see Appendix 7 for details on professional behavior). A student on probation will receive a written document outlining the reasons for probation as well as corrective steps required to lift probation. The student must sign this document prior to the corrective course(s) of action. If a student does not successfully meet the requirements of the probation plan after one semester, dismissal from the program will occur.

Dismissal

The following conditions will be cause for the PsyD Program to dismiss a student:

- The student receives three grades lower than a B-; OR
- The student does not meet the conditions outlined in the probation document; OR
- Two major breaches of professional conduct

Legal issues

If a student is arrested and/or charged with a misdemeanor or felony, the student is required to inform the Director of Clinical Psychology within one day of the arrest or criminal charge or release from custody. Failure to do so results in automatic and unappealable probation or dismissal from the program depending upon the severity of the offense.

Appeals

A student may appeal the decision of the PsyD Program regarding progression and/or dismissal. The appeal is to be made in writing to the Dean of the College of Arts and Sciences within 30 days after the student is informed of the decision. Duplicate copies of the appeal are to be sent to the Director of Clinical Training of the PsyD Program.

An appeals committee will be formed consisting of two members from the Clinical Training Committee, two members from the Department of Psychology & Behavioral Sciences, and the Dean of the College of Arts and Sciences. The appeals committee will review the written documentation provided by the student as well as associated evidence (e.g., academic records, performance evaluations, etc). Three or more members of the appeals committee must determine that the basis for appeal is substantive in order for a change in the decision of the PsyD Program to occur. The appeals committee will make a recommendation to the Clinical Training Committee related to any changes that should be made to remediation or disciplinary action.

Upon a decision of the appeals committee that the basis for the appeal is substantive, the Clinical Training Committee will reconvene within two weeks of the decision in order to revise its decision. This step in the appeals process does not guarantee that the student will no longer be on remediation, probation, or dismissed. However, the Clinical Training Committee must take into account the findings from the appeals committee and specifically address them in the decision of the PsyD Program regarding progression and/or dismissal. The decision and course of action of the Clinical Training Committee at this time is considered final.

Formal Grievances

The University of Evansville embraces a culture that encourages students to seek informal resolution to issues or concerns by directly contacting the faculty or administrator who has the authority to respond. The university recognizes, however, that not all concerns can be handled effectively or efficiently by one individual and therefore provides formal processes by which students can pursue a more formal resolution to their concerns.

Students wishing to file a formal grievance regarding an academic matter should submit a written and signed statement, as well as the resolution sought, to the Executive Vice President, Academic Affairs, except where other procedures specific to the concern are in place (e.g., grade appeals). Students wishing to file a formal grievance regarding a non-academic matter should submit a written and signed statement, as well as the resolution sought, to the Vice President responsible for that particular area except where other procedures specific to the concern are in place (e.g., sexual harassment).

One member of the Clinical Training Committee and the Vice President will meet to discuss the grievance and possible resolutions. If a satisfactory solution is not found,

the student can submit a formal grievance to the American Psychological Association. It should be noted that every effort is made to create a climate of access and collegiality within the PsyD Program, beginning with examples set by the Clinical Training Committee and Director of Clinical Training. The Director of Clinical Training is actively involved in monitoring the climate of the program and frequently checks with faculty and students regarding both academic and non-academic matters.

Student Records

The Operations Administrator of the University of Evansville's PsyD Program collects, maintains, and stores records associated with each student's academic record. These files include application materials, annual reviews, vaccination records, background checks, practicum evaluations, awards, and other material relevant to the student's performance in the program.

Amendments

The Program Guide and Appendices may be amended intermittently. Students will be notified of substantive changes.

Appendices

Appendix 1. List of Courses

Course #	Course Topic	Credit Hour
PSYCHOLOGY CORE (26 Credit Hours)		
PSYC 521	History & Systems	3
PSYC 629	Social Bases of Behavior	3
PSYC 645	Statistics	4
PSYC 646	Research Methods	4
PSYC 687	Cognitive Bases of Behavior	3
PSYC 688	Biological and Affective Bases of Behavior	3
PSYC 696	Research in Clinical Psychology	3
PSYC 698	Developmental Bases of Behavior	3
CLINICAL PROFESSIONAL CORE (68 Credit Hours)		
PSYC 601	Cognitive Assessment	4
PSYC 610	Foundations of Pers and Psychotherapy	3
PSYC 623	Personality Assessment	3
PSYC 635	Advanced Psychopathology across the Lifespan	4
PSYC 648	Ethics and Professional Issues	3
PSYC 652	Cognitive Behavior Therapy	3
PSYC 658	Seminar: Psychological Sciences I	1
PSYC 659	Seminar: Psychological Sciences II	3
PSYC 675	Culture and Diversity in Clinical Psychology	3
PSYC 680	Interpersonal Psychotherapy	3
PSYC 685	Advanced Assessment and Treatment	3
PSYC 691	Clinical Supervision and Consultation	3
PSYC 693	Clinical Practicum	23
PSYC 695	External Practicum	5
PSYC 696	Advanced Professional Development	2
PSYC 699	Clinical Internship	2
ELECTIVES (15 Credits)		
PSYC 506	Gender, Psychology, and Law	3
PSYC 526	Seminar: Child and Adolescent Psychology	3
PSYC 528	Psychology of Religion	3
PSYC 564	Psycholinguistics	3
PSYC 622	Clinical Health Psychology	3
PSYC 625	Advanced Lifespan Development	3

PSYC 630	Seminar: Severe Mental Illness	3
PSYC 694	Neurodevelopmental Disabilities	3
DISSERTATION (18 Credit Hours)		
PSYC 788	Introduction to the Dissertation	1
PSYC 789	Preparation for the Dissertation	3
PSYC 790	Dissertation	14
		TOTAL HOURS = 127

Appendix 2. Internal Practicum Evaluation Form

UE Psychology Clinician Rating Form

Student's Name: _____

Date: _____

Supervisor: _____

Clinicians are rated using the following scale:

1 = Beginner 2 = Intermediate 3 = Advanced 4 = Mastery

PROFESSIONALISM				
Timeliness (in responding to emails, writing notes, etc)	1	2	3	4
Manages personal issues to maintain professional functioning	1	2	3	4
All client contacts are documented	1	2	3	4
Engages in healthy/adaptive self-care	1	2	3	4
Takes initiative to develop professionally	1	2	3	4
USE OF SUPERVISION				
Takes responsibility and is open to learning	1	2	3	4
Is well prepared for individual and group supervision	1	2	3	4
Arrives on time and makes effective use of supervision time	1	2	3	4
Demonstrates openness and makes use of feedback	1	2	3	4
Actively participates in group supervision	1	2	3	4
Shows good judgment and seeks out supervision appropriately	1	2	3	4
Consistently implements instructions from supervisor	1	2	3	4
BASIC CLINICAL SKILLS				
Approaches each session with a plan; manages time well	1	2	3	4
Is mindful of boundaries; uses self-disclosure appropriately	1	2	3	4
Establishes effective working relationships with clients	1	2	3	4
Monitors countertransference and uses it as indicated	1	2	3	4
Uses verbal and nonverbal behaviors to convey understanding	1	2	3	4
Communicates concisely and clearly	1	2	3	4
Attends to the nonverbal behaviors of clients	1	2	3	4
USE OF MICROSKILLS				
Asks effective open-ended questions	1	2	3	4
Provides accurate reflections and summaries	1	2	3	4
Affirms and encourages the client	1	2	3	4
Recognizes affect and appropriately elicits it from the client	1	2	3	4
Uses the skills of confrontation when needed	1	2	3	4
ASSESSMENT SKILLS				
Explains the purpose of assessment	1	2	3	4
Obtains consent for assessment and reviews confidentiality	1	2	3	4
Conducts a good clinical interview given the referral question	1	2	3	4

Collects relevant background information	1	2	3	4
Chooses appropriate psychological tests	1	2	3	4
Administers tests in the standardized manner	1	2	3	4
Scores tests accurately	1	2	3	4
Interprets tests accurately	1	2	3	4
Integrates test data accurately	1	2	3	4
Written material is concise and well-organized	1	2	3	4
Provides accurate diagnosis	1	2	3	4
Effectively gives feedback in a way that the client understands	1	2	3	4
Uses the OQ regularly	1	2	3	4
THERAPY SKILLS				
Identifies a therapeutic model that guides intervention	1	2	3	4
Engages in case formulation	1	2	3	4
Develops a treatment plan to address client goals	1	2	3	4
Adjusts goals when indicated	1	2	3	4
Monitors risk and escalates care when indicated	1	2	3	4
Can think about cases from a number of different viewpoints	1	2	3	4
Is comfortable utilizing a variety of different therapeutic methods	1	2	3	4
Monitors emotional reactions to clients	1	2	3	4
Provides effective interpretations	1	2	3	4
Comments on process	1	2	3	4
Facilitates a deeper exploration of client issues	1	2	3	4
SENSITIVITY TO DIVERSITY				
Respects the client's background and worldview	1	2	3	4
Does not impose one's personal values or worldview	1	2	3	4
Aware of one's personal impact on clients different from self	1	2	3	4
Integrates diversity in case conceptualization	1	2	3	4
Employs culturally sensitive interventions	1	2	3	4
Practices cultural humility	1	2	3	4

Signatures

Signature of Supervisor

Date

Signature of Student

Date

Date reviewed with student: _____

Appendix 3. External Practicum Evaluation Form

Psychology Trainee Evaluation Form

Student's Name:

Date:

Placement Site:

Supervisor:

Assessment Method(s) for Evaluations:

Direct Observation

Review of Written Work

Videotape

Review of Raw Test Data

Audiotape

Discussion of Clinical

Case Presentation

Interaction

Comments from Other Staff

Brief Summary of Student's Overall Performance and Abilities:

--

Ratings	Descriptions
1	Well below expectations; performance is significantly problematic (requires remedial work)
2	Emerging competency; skill is emerging but not yet reached desired level (intensive supervision needed)
3	Satisfactory progress; meets expectations (routine supervision needed)
4	Competent; beyond what would normally be expected for this training level (routine supervision needed)
5	Special skill; well above expectations (advanced skills comparable to autonomous practice)
N/A	Not able to judge; not assessed during training experience

Competencies	Rating					
	Research					
1. Student demonstrates the independent ability to conduct research or other scholarly activities	1	2	3	4	5	N/A

2. Student has the potential or has contributed to the scientific, psychological, or professional knowledge base	1	2	3	4	5	N/A
3. Student critically evaluates research	1	2	3	4	5	N/A
4. Student disseminates research or other scholarly activity via a professional publication or presentation at the local, regional, or national level	1	2	3	4	5	N/A
Ethical and Legal Standards						
5. Student is knowledgeable of the current version of the APA ethics code	1	2	3	4	5	N/A
6. Student is knowledgeable of relevant laws, regulations, rules, and policies governing the practice of psychology	1	2	3	4	5	N/A
7. Student acts in accordance with the ethics code of APA and relevant laws, regulations, rules, and policies	1	2	3	4	5	N/A
18. Student recognizes ethical dilemmas and applies ethical decision-making processes in order to resolve the dilemmas	1	2	3	4	5	N/A
19. Student conducts self in an ethical manner in all professional activities	1	2	3	4	5	N/A
Individual and Cultural Diversity						
20. Student demonstrates an understanding of how their own background, attitudes, and biases may affect how they understand and interact with people different from themselves	1	2	3	4	5	N/A
21. Student demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities	1	2	3	4	5	N/A
22. Student demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in articulating an approach to working effectively with diverse individuals and groups	1	2	3	4	5	N/A
23. Student demonstrates the ability to work effectively with individuals whose group membership, demographics, or worldviews differ with their own	1	2	3	4	5	N/A
Professional Values and Attitudes						

24. Student behaves in ways that reflect the values and attitudes of psychology	1	2	3	4	5	N/A
25. Student engages in self-reflection regarding one's personal and professional functioning	1	2	3	4	5	N/A
26. Student engages in activities to maintain and improve performance, well-being, and professional effectiveness	1	2	3	4	5	N/A
27. Student actively seeks and demonstrates openness and responsiveness to feedback and supervision	1	2	3	4	5	N/A
Communication and Interpersonal Skills						
28. Student develops and maintains effective relationships with a wide range of individuals	1	2	3	4	5	N/A
29. Student produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated	1	2	3	4	5	N/A
30. Student demonstrates a thorough grasp of professional language and concepts	1	2	3	4	5	N/A
31. Student manages difficult communication well	1	2	3	4	5	N/A
Assessment						
32. Student demonstrates current knowledge and application of knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology	1	2	3	4	5	N/A
33. Student selects and applies assessment methods that draw from the best available empirical literature and that reflects the science of measurement and psychometrics	1	2	3	4	5	N/A
34. Student collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment	1	2	3	4	5	N/A
35. Student is mindful of relevant diversity considerations and contextual influences of the recipient of assessment services	1	2	3	4	5	N/A
36. Student interprets assessment results, following current research and	1	2	3	4	5	N/A

professional standards and guidelines to inform case conceptualization, classification, and recommendations						
37. Student guards against decision making biases, distinguishing aspects of assessment that are subjective from those that are objective	1	2	3	4	5	N/A
38. Student communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences	1	2	3	4	5	N/A
Intervention						
39. Student establishes and maintains effective relationships with clients	1	2	3	4	5	N/A
40. Student develops and implements evidence-based intervention plans informed by the current scientific literature, assessment findings, diversity considerations, and contextual variables	1	2	3	4	5	N/A
41. Student modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking	1	2	3	4	5	N/A
42. Student evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing progress evaluation	1	2	3	4	5	N/A
Supervision						
43. Student demonstrates knowledge of supervision models and practices	1	2	3	4	5	N/A
44. Student demonstrates knowledge of contemporary evidence-based supervision literature	1	2	3	4	5	N/A
Consultation and Interprofessional/Interdisciplinary Skills						
45. Student demonstrates knowledge and respect for the roles and perspectives of other professions	1	2	3	4	5	N/A
46. Student demonstrates knowledge of consultation models and practices	1	2	3	4	5	N/A

Signatures

Signature of Supervisor

Date

Signature of Student

Date

Date reviewed with student: _____

Appendix 4. Dissertation Proposal Evaluation Form

Student Name: _____

Date: _____

Dissertation Title: _____

ANALYSIS & ARGUMENT				
	1 (Needs significant work)	2 (Multiple problems need to be addressed)	3 (Good: Minor revisions needed)	4 (Very good; minimal revisions needed)
1. Is the literature review comprehensive and integrative?				
2. Is the literature review well organized?				
3. Does the literature review establish the significance of the student's research question?				
4. Does the student establish clear hypotheses?				
METHODS				
5. Is the proposed method appropriate given the student's research question?				
6. Is the proposed data				

analysis appropriate?				
DISCUSSION AND IMPLICATIONS				
7. Does the student consider possible implications of their research?				

Overall:

Student's dissertation proposal is not approved	Student's dissertation proposal requires major revisions	Student's dissertation proposal requires minor revisions	Student's dissertation proposal is accepted as is

Appendix 5. Dissertation Defense Evaluation Form

Student Name: _____

Date: _____

Dissertation Title: _____

ANALYSIS & ARGUMENT				
	1 (Needs significant work)	2 (Multiple problems need to be addressed)	3 (Good: Minor revisions needed)	4 (Very good; minimal revisions needed)
1. Is the literature review comprehensive and integrative?				
2. Is the dissertation well organized?				
3. Does the literature review establish the significance of the student's research question?				
4. Does the student establish clear hypotheses?				
METHODS				
5. Is the method and procedure clearly articulated?				
6. Choice of statistical analysis is appropriate?				
RESULTS				

7. Does the student correctly perform data analysis?				
8. Are the results presented and explained clearly?				
9. Are the statistical results interpreted well?				
DISCUSSION AND IMPLICATIONS				
10. Does the student explain and evaluate the results well?				
11. Does the student accurately summarize the results?				
12. Does the student consider strengths and limitations?				
13. Does the student consider implications of their research?				
14. Does the student address future research considerations?				

Overall:

Student's dissertation is not approved	Student's dissertation requires major revisions	Student's dissertation requires minor revisions	Student's dissertation is accepted as is

Appendix 6. Program Expectancies in Clinical Experiences.

Student Competency	Expectations for First Year Practicum Students	Expectations for Second Year Practicum Students	Expectations for Third Year Practicum Students
Professionalism in appearance and behavior	<ul style="list-style-type: none"> - Beginning to “think like a psychologist” - Developing a professional demeanor - Making good use of supervision time* - Relying upon explicit training related to timely and accurate documentation 	<ul style="list-style-type: none"> - Maintaining and fine tuning one’s professional demeanor - Acting as a member of the psychological staff - Providing more input into client care - Participating in didactics such as case presentations 	<ul style="list-style-type: none"> - Making unique contributions as a part of the psychological staff - Adopting a professional identity - Assisting in developing programs
Appropriate participation in supervision	<ul style="list-style-type: none"> - Set training goals and plan for monitoring them - Seek out feedback on development of clinical skills - Come prepared with clinical concerns, questions, and client charts as needed 	<ul style="list-style-type: none"> - Understand supervisor’s model of supervision - Set training goals and plan for monitoring them - Come prepared with clinical concerns, questions, and client charts as needed 	<ul style="list-style-type: none"> - Understand and discuss the supervision process as well as the supervisor’s model of supervision - Set training goals and plan for monitoring them - Come prepared with clinical concerns, questions, and client charts as needed
Knowledge of ethical/legal standards of professional conduct	<ul style="list-style-type: none"> - Knowing ethical/legal standards relevant to practice of psychology - Communicating ethical/legal concerns to one’s supervisor 	<ul style="list-style-type: none"> - Understanding ethical dilemmas and utilizing supervision to navigate them - Seeking out site specific training in HIPPA and ethical/legal regulations 	<ul style="list-style-type: none"> - Understanding ethical decision making models - Understanding site specific procedures for implementing ethical/legal decisions - Discussing complex ethical and legal health care issues

<p>Skills in working with diverse populations</p>	<ul style="list-style-type: none"> - Discussing issues of diversity and how they impact client functioning - Seeking out explicit training in working with particular populations served at one's practicum site - Understanding your own cultural identity and its relevance to your work with clients - Being willing to have your own worldview challenged 	<ul style="list-style-type: none"> - Continuing to discuss your own cultural identity and its relevance to your work with clients - Identifying areas for growth as it relates to multicultural competence - Seeking out opportunities to increase exposure to a diverse population of clients 	<ul style="list-style-type: none"> - Continuing to discuss your own cultural identity and its relevance to your work with clients - Discussing complexities related to working with diverse clients and achieving cultural competency - Utilizing empirically based treatments that are tailored to the unique backgrounds of one's client
<p>Timely and professional record keeping</p>	<ul style="list-style-type: none"> - Reviewing record keeping with your supervisor and understanding your supervisor's standards - Correctly editing your notes and reports based on supervisor feedback 	<ul style="list-style-type: none"> - Reviewing record keeping standards at your placement agency - Editing your notes with minimal additional edits needed - Becoming more efficient in writing progress notes 	<ul style="list-style-type: none"> - Submitting progress notes that require minimal editing - Understanding other formats of progress notes - Utilizing more succinct writing that fully captures the critical details of a therapy session
<p>Appropriate assessment and intervention skills</p>	<ul style="list-style-type: none"> - Seeking out explicit training in assessment and intervention methods - Conducting intake interviews that fully assess client concerns - Maintaining the expected caseload 	<ul style="list-style-type: none"> - Seeking out explicit training in assessment or intervention that is offered at your placement site or agency - Developing more advanced skills in evidence-based interventions - Conducting intake interviews consistent with the 	<ul style="list-style-type: none"> - Seeking out skills training in novel evidence-based interventions - Taking on more complex cases to progress towards mastery of evidence-based interventions - Attending advanced training in evidence based assessment and

		time demands at your placement site or agency	intervention methods
Theoretical knowledge and case conceptualization	<ul style="list-style-type: none"> - Beginning to understand different models of intervention - Discussing hypothetical cases and how theory can be applied to inform case conceptualization - Relying on supervision to apply theoretical concepts to explain your clients' presentations 	<ul style="list-style-type: none"> - Applying different models of intervention as indicated with clients - Practicing verbalizations of your theoretical model or approach to your supervisor - Appropriately relying upon worksheets or other media to articulate a conceptualization to a client 	<ul style="list-style-type: none"> - Articulating your theoretical orientation - Articulating your theoretical conceptualization of specific clients and the corresponding plan of intervention based on the conceptualization - Understanding differences between theoretical orientations and how treatment looks different based on these orientations

* Note that many expectations persist across years in the program and are not limited to the year in which they are mentioned

Appendix 7. Unprofessional or Unethical Behaviors

Below are some examples of potential violations of expected behavioral standards. Note that these are examples and they do not fully constitute all possible behaviors that might be considered unprofessional or unethical:

- Repeated tardiness to class or practica
- Sleeping in class or while on practicum
- Failure to respond to faculty email messages
- Failure to turn in assignments on-time
- Repeated attempts (e.g., more than 1 client per 2-week period) to reschedule clients based on one's preferences
- Sharing the content of exams to fellow students
- Resubmitting work previously submitted to fulfill requirements in another course unless approved by the instructor
- Cheating or plagiarizing
- Repeatedly blaming others and taking little to no responsibility for your behaviors or your impact upon others
- Poor evaluation on the professional domain of summative evaluations of academic and clinical performance

The following are or could be examples of major breaches of professional conduct. Note that these are examples and they do not fully constitute all possible behaviors that might be considered major breaches:

- Confirmed instance(s) of harassment of others
- Using illicit drugs or non-prescribed controlled substances
- Possessing drug paraphernalia
- Bringing alcohol to class or practicum
- Repeated disparaging comments directed toward others
- Not showing up to practicum or for a client appointment
- Falling asleep when conducting a therapy or assessment session
- Repeated (i.e., more than 1) instances of cheating or plagiarism
- Disclosing confidential information
- Taking client records (e.g., to one's home) out of the assigned areas of a clinic
- Falsification of client records
- Being arrested and/or charged with a criminal offense
- Boundary violations with clients
- In clinical sessions, engaging in behaviors or prescribing activities that are unsafe or outside the bounds of psychological practice
- Consistent lack of initiation/responsibility in communication about academic and clinical issues
- Not informing a clinical supervisor about a client who has suicidal/homicidal intent or plan

Appendix 8. Remediation Plan

PSYD STUDENT REMEDIATION PLAN

Student: _____

Advisor: _____

Date of Enactment: _____

Issues to be addressed by this plan (including underlying probable causes that might be contributing):

Specific objectives and timeline for meeting goals:

- 1.
- 2.
- 3.
- 4.

Supervisor and/or program interventions to help the intern in meeting these objectives:

Intern Signature: _____

Advisor: _____

Training Director: _____