

**Psy.D. Program in  
Clinical Psychology**



**Revised Sept. 2014**

**Department of Psychology and Counseling  
Reap College of Education and Human Development  
McGowan Center for Graduate and Professional Studies  
Marywood University, Scranton, PA 18509**

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# Psy.D. Program in Clinical Psychology

## Student Handbook

### Introduction

This handbook provides details about the Psy.D. program in clinical psychology that **supplements** information contained in the Marywood University Graduate Catalog, the annual Marywood University Calendar/Student Handbook, and the Psychological Services Center Manual. To make the best use of this handbook, you should be familiar with these other documents. The handbook is intended to present **additional** information rather than to simply repeat material from these other sources.

The Psy.D. program is responsible to various certifying bodies within the academic and professional community. Therefore the program reserves the right to make necessary changes in the curricula, standards, and requirements in order to comply with these organizations and to provide the highest standard of academic and professional training.

Several programs of study are offered by the Psychology and Counseling Department, including: (1) undergraduate psychology; (2) graduate psychology at the Master's and post-master's certification level; (3) graduate counseling at the Master's level; (4) school psychology post-master's certification and the Ed.S. degree; and, (4) doctoral training in clinical psychology (Psy.D.). The present handbook is intended for the use of graduate students in the Psy.D. program. Separate handbooks are published for students in the other departmental programs.

The department is comprised of 16 full-time faculty. All faculty are involved with the Psy.D. program, either teaching required or elective courses or serving as research mentors or research committee members. In addition to our full-time faculty we have a number of part-time faculty who have taught regularly in the Psy.D. program. Below is a list of full-time faculty regularly involved in teaching, mentoring and/or supervising in the program, followed by program staff.

### Psy.D. Faculty and Departmental Staff

Note that all offices are in the McGowan Center for Graduate and Professional Studies. Unless otherwise indicated, phone numbers listed are extension numbers that are reached after calling the main Marywood number (348-6211). Faculty and staff e-mail addresses can be accessed from the Marywood University Web Page ([www.marywood.edu](http://www.marywood.edu)).

### Full-Time Faculty

- Shamshad Ahmed, Ph.D., McGowan 1020, Ext. 2319
- Jennifer Barna, Ph.D., McGowan 1028, Ext. 2016
- Sr. Gail Cabral, Ph.D., McGowan 1026, Ext. 2346
- C. Estelle Campenni, Ph.D., McGowan 1023, Ext. 2320
- Brooke Cannon, Ph.D., McGowan 1020, Ext. 2324

- Renae Courtney, Psy.D., McGowan 1016, Ext. 2241
- Ed Crawley, Ph.D., McGowan 1033, Ext. 2325
- Frank DeMatteo, Ph.D., McGowan 1024, Ext. 2250
- Bradley Janey, Ph.D., McGowan 1025, Ext. 2494
- Janet Muse-Burke, Ph.D., McGowan 1029, Ext. 2367
- Ed O'Brien, Ph.D., McGowan 1036, Ext. 2459
- David Renjilian, Ph.D., McGowan 1021, Ext. 2697
- Tracie Pasold, Ph.D., McGowan 1030, Ext. 2265

### **Secretarial Staff**

- Pat Kurilla, McGowan 1032, 348-6270 (Undergraduate Psychology)
- Beth Graziano, McGowan 1034, 348-6226 (Graduate Psychology & Counseling)
- Karen Osborne, McGowan 1009, 348-6269 (Psychological Services Center)
- Maureen Hart, McGowan 1019, 348-6211, ext. 6046 (Psy.D./Ph.D. Programs)

This handbook is available online at the program's website for students currently enrolled in the Psy.D. program. Students are responsible for following the policies and procedures that are detailed in the Graduate Catalog, the University Calendar/Student Handbook, and this handbook. Following these policies and procedures will enhance the likelihood of success in achieving students' training goals. Failure to follow these policies and procedures can lead to serious problems in terms of program completion. Please contact your academic advisor or the Director of Clinical Training if you have questions about any information contained in this handbook. Please forward any comments or specific suggestions for improvement of this document to your academic advisor or the Director of Clinical Training. We hope that this handbook is helpful as you plan for the achievement of your training objectives in the program.

## **Psy.D. Program Training Philosophy and Objectives**

### **Educational Philosophy and Training Model**

In accordance with Marywood University's tradition of service, the APA-accredited<sup>1</sup> clinical psychology doctoral program follows the Vail model, training students to be scholar-practitioners. The Psy.D. program includes foundation courses in psychology and both academic and applied training in the substantive area of clinical psychology. The use of empirically-supported assessments and intervention techniques is emphasized, as well as a focus on outcome assessment. Although not designed to produce researchers, the Psy.D. program teaches students to be educated consumers of research. To reach this goal, they have both academic training and personal experience in research and statistics. An empirical master's thesis or professional contribution is required, as well as a doctoral project which is empirically-based. In addition, our students complete three courses in research and statistics. This strong scholarship component is consistent with our scholar-practitioner model, as opposed to the more practice-oriented practitioner-scholar or local clinical scientist models.

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<sup>1</sup>For further information about the accreditation status of this program, please contact the APA Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street NE, Washington, DC 20002-4242, Phone: 202-336-5979.

The program is full-time, with required coursework during the traditional two academic semesters. We admit eight students annually at the post-bachelor's level. These students are in residence for four years prior to internship and are awarded a master's degree (M.A. in Psychology, Clinical Services) upon degree requirement completion, typically after their second year. As the curriculum is very structured and sequential, we accept only up to 15 transfer credits which may be applied toward elective requirements. These credits must be approved by the Director of Clinical Training.

We also typically admit two students at the post-master's level. Requirements for admission at this entry point are quite stringent, essentially replicating the majority of the courses taken by the post-bachelor's entry students, as well as requiring an empirical master's thesis or professional contribution. These students are also required to pass the Master's Comprehensive Exam upon admission. Once admitted, these students join the third year students for the final two years of full-time coursework, so that they are in residence for two years prior to the internship year.

In keeping with Marywood University tradition, our program is designed to allow for small class sizes, typically with no more than eight students in a practicum supervision group, and lecture class sizes typically between eight and sixteen, with the exception of the core foundation courses, also taken by students in our terminal master's programs, which may reach twenty-four students per class. The vast majority of our courses are taught by full-time faculty. All departmental faculty are available to serve as student research mentors or committee members.

A sense of community among students and faculty is enhanced by the administrative housing of the program within a university department; moreover, research space, computer labs, classrooms, the Psychological Services Center, and faculty and student offices are also housed in the same building (McGowan Center). The relatively small size of our program lends itself to effective professional mentoring, social support among students, both within and across cohorts, and open lines of communication.

The Psy.D. curriculum includes significant training in assessment, intervention, and supervision/consultation. Acknowledging the development of the student throughout the program, the curriculum builds from foundation courses to more specific application courses and experiences. There are opportunities for coursework and applied practice with children, adolescents, and adults. Required courses allow for training as a generalist, with opportunity for further specialized development through elective, research, practica, and internship selection. The Psy.D. program provides training in cognitive-behavioral and interpersonal psychotherapy, with further exposure to other therapeutic approaches.

The program was granted APA accreditation, effective April 21, 2006. The program earned reaccreditation in April, 2010, and August, 2014. The next site visit for reaccreditation will occur in 2021. In 2004 the Psy.D. program was granted designation as a doctoral program in psychology by the Association of State & Provincial Psychology Boards/National Register of Health Services Providers in Psychology (see [http://www.nationalregister.org/designate\\_PA.html](http://www.nationalregister.org/designate_PA.html)), as it meets their "Guidelines for Defining 'Doctoral Degree in Psychology.'" Therefore, graduates of this designated program who decide to apply for

licensing as a psychologist typically will meet the educational requirements to sit for the national licensing examination. However, in each jurisdiction there are additional requirements that must be satisfied. For exact information, please contact the state or provincial licensing board in the jurisdiction in which you plan to apply.

Once licensed, a graduate is eligible to apply for credentialing as a Health Service Provider in Psychology. Graduation from a designated program ensures that the program completed meets the educational requirements for credentialing by the National Register. However, there are additional requirements that must be satisfied prior to being credentialed by the National Register of Health Service Providers in Psychology®. For further information, consult the National Register's website: [www.nationalregister.org](http://www.nationalregister.org).

## **Program Goals and Objectives**

Following are the training goals and objectives for the Psy.D. program:

***Goal 1: To provide students with foundational knowledge of the field of psychology in general, and clinical psychology in particular.***

- **Objective 1a:** Students acquire knowledge in core, foundational areas of psychology, including: biological, cognitive/affective, social, history and systems, psychological measurement, research methodology, and data analysis.
- **Objective 1b:** Students will acquire knowledge in the substantive area of clinical psychology, including the following areas: individual differences in behavior; human development; dysfunctional behavior or psychopathology; and professional standards and ethics.

***Goal 2: To teach students to view themselves as being life-long learners while also giving them the skills necessary to be critical and sophisticated consumers of research so that they may be able to independently and effectively apply future developments in the field to clinical practice.***

- **Objective 2a:** Students will become life-long learners.
- **Objective 2b:** Students will become critical and sophisticated consumers of research.
- **Objective 2c:** Students are able to apply their knowledge of research to the clinical setting.

***Goal 3: To help students advance from novice to the early stages of competent clinician status in assessment, intervention, and supervision/consultation.***

- **Objective 3a:** To advance students from novice to competent clinician status in assessment.
- **Objective 3b:** To advance students from novice to competent clinician status in intervention.
- **Objective 3c:** To advance students from novice to competent clinician status in supervision and consultation.

***Goal 4: To prepare students for the realities of clinical practice in contemporary society***

***and to inspire them to be mission-driven psychologists who try to advance both the organizations in which they are employed and the profession at large.***

- **Objective 4a:** Students are prepared for the professional practice of clinical psychology.
- **Objective 4b:** Students strive to improve the organizations in which they are employed.

***Goal 5: To train students to be appreciative of both cultural and individual differences in both their attitudes and in their practice so that they may be effective clinical psychologists in an increasingly diverse and interdependent world.***

- **Objective 5a:** To train students to be appreciative of both cultural and individual differences in their attitudes and their clinical practice.

## Program Policies

### Curriculum

From the post-bachelor's admission point, the Psy.D. degree requires 117 total credits: 52.5 master's credits + 64.5 doctoral credits. Students admitted post-Master's are given advanced standing, requiring completion of the 64.5 doctoral credits

Credits for internship are set at 3 credits per semester to allow students to be considered eligible for student loans and other aid. These credits are billed at a lower rate. All other credits are billed at the rates published on Marywood's official website.

Classes are scheduled during daytime and evening hours. The academic year consists of a fall and a spring semester. The only required course scheduled during the summer is PSY 700 Professional Ethics. This course is offered online, and typically taken after the first year of classes. Students engaged in on-campus practica experiences may be required to continue their work with clients through August or, alternatively, may choose to do so as part of an elective practicum experience. Also, students may elect to fulfill some of their electives during the summer months.

With the exception of electives, the curriculum plan for each student is structured by the Director of Clinical Training at the time of admission and administered by the student's academic advisor. The curriculum is sequential, cumulative, increasing in complexity, and designed to prepare the student for further formal training.

The seven core psychology courses (Research I and II, Advanced Human Development, Social Psychology, Theories of Personality, Biological Bases of Behavior, Cognitive/Affective Bases of Behavior) are completed during the first two years in the program, culminating in completion of the comprehensive examination on these areas.

Research and statistics training progresses from foundation courses (PSY 503, 504), which include development of an individual research proposal, to completion of the master's thesis or professional contribution, to the advanced research and statistics course (PSY 611), to preparation of a doctoral project proposal, to completion of the doctoral project. Through this

emphasis on scholarship, we instill in the student attitudes essential for life-long learning, involving scholarly inquiry and critical examination of the professional literature. Students are motivated to be continually improving their practice and the approaches of the agencies in which they may be employed.

Assessment training progresses from the foundation course in psychometrics (PSY 561) and adult (PSY 531) and child (PSY 532) psychopathology, to introductory level personality and psychopathology assessment (PSY 580) and training in cognitive assessment (PSY 562), to educational and geriatric assessment (PSY 850, 851). Additionally, practicum experience in assessment methods increases in complexity to parallel didactic training, culminating in community practicum and internship.

Intervention training progresses from the introductory level of individual psychotherapy (PSY 571) to more advanced skill in cognitive-behavioral therapy (PSY 574), interpersonal therapy (PSY 805), marital and family therapy (PSY 802), and child psychotherapy (PSY 815). Students begin their clinical training in the first semester in Pre-Practicum through the Psychological Services Center, then provide direct experience providing clinical work in this setting during their second semester as well as their second year. Students also gain experience through placement at a community practicum site in both their third and fourth year, and while on internship in their fifth year. Students are encouraged to gain additional training by enrolling in elective practicum at community sites in the summer sessions after the second and third years. Similarly, the type of client increases in complexity, moving from observation of other therapists, to working with pseudoclients (during role-plays), to pre-screened clients in the clinic, to unscreened clients in the community and internship sites.

Empirically-supported assessment and intervention techniques are explored and identified across the curriculum, beginning in the introductory psychotherapy course (PSY 571), and are emphasized within every assessment, intervention course, and supervision/consultation course. Additionally, the Psychological Services Center has multiple evidenced based manualized treatment programs available for use in the clinic.

Supervision and consultation training begins in the third year, when students complete a seminar in supervision and consultation (PSY 706). Part of this seminar entails providing supervision to the first year students on the role-plays they perform in PSY 571. Additionally, in the fourth year, students provide individual consultation to junior students on cases being seen in the Psychological Services Center. These fourth year student supervisors receive group supervision weekly with a doctoral level faculty member (Practica V and VI) and individual supervision, as needed, with either the course instructor or other faculty members.

Students are prepared for practice of the profession throughout the curriculum. Early in the program, they complete a course on professional ethics (PSY 700), and attend a Continuing Education workshop on professional ethics as part of this course. Topic-relevant ethical issues are addressed in several other courses in the program, such as the introductory psychotherapy and assessment courses. Knowledge of the administrative components of clinical work begins in these early courses as well, such as writing progress notes on their role-plays and completing written psychological evaluations in the assessment courses. Experiential training occurs through practicum work in the Psychological Services Center (PSC).

Appreciation of cultural diversity and individual differences is cultivated through a specific course in multicultural issues in psychology (PSY 704), as well as within various other courses. For example, psychotherapy with special populations (e.g., clients of different cultures, races, ages, and sexual orientations) is discussed in Psychopathology, Child Psychopathology, Introduction to Individual Psychotherapy, and Child Psychotherapy. Assessment of special populations is addressed in various courses. For example, limits of traditional psychological tests in working with special populations is explored in the introductory assessment course (PSY 580). The influence of diversity on the supervisory relationship also is addressed in the supervision and consultation seminar (PSY 706).

See Appendix A for a list of courses and Appendix B for a sample curriculum plan.

### **Electives**

Elective options are offered at various times through the academic year, including summer sessions. Students select electives in consultation with their academic advisor. Coursework in other graduate departments at the University also may be considered, with recommendation by the academic advisor and approval by the Director of Clinical Training. For example, students have completed graduate courses in programs such as: Education, Public Administration, and Communication Sciences and Disorders.

### **Transfer Courses**

As the curriculum is very structured and sequential, only up to 15 transfer credits are possible, which may be applied only toward elective requirements. All credits transferred must reflect at least a "B-" grade, be from a regionally accredited institution, be similar in content and demand of equivalent Marywood courses, and have been earned within the preceding 5 years. The Director of Clinical Training must approve all transfer credits. The following criteria also must be met:

1. The student has attained Full Acceptance Status in the program.
2. The student has provided a syllabus of the proposed transfer course.
3. The student has provided an official transcript showing an earned grade of "B-" level or above in the course(s) to be transferred. Grades lower than "B-" are not transferable.
4. The student completed the transfer courses in the past five years prior to making this request.

Final written approval is made by the Director of Clinical Training with copies of the final determination placed in the student's file and provided to the student.

### **Advanced Status (Post-master's Admission)**

Students admitted post-master's may have to complete coursework in addition to the standard 3<sup>rd</sup> and 4<sup>th</sup> year curriculum if they are deficient in any of the prerequisites or if there are doctoral-level courses which they have not yet taken (i.e., Professional Ethics, Child Psychotherapy). Individualized curriculum plans will be developed with the Director of Clinical

Training or the designated academic advisor.

### **Academic Advisement**

All students receive program and course advisement from their academic advisor and/or the Director of Clinical Training. Issues involving transfer of credit and individual program requirements should be determined as early as possible. Upon admission, all students are provided with an individualized curriculum plan spanning their time in the program. Students are responsible for working with their academic advisor to ensure that all requirements are met, and to review any possible changes in the curriculum sequence.

Students currently enrolled in any given semester are expected to register in advance for the following semester. Students who need consultation regarding their program needs should arrange for an appointment with their academic advisor. If the student has already discussed a plan of study with the advisor, the student may leave forms with the program secretary for the advisor to review. The student is then responsible for picking up these forms and submitting them to the Registrar's Office for processing or registering on-line. The dates provided for advance registration are listed in the University Calendar. The date a form is received or an on-line registration is completed at the Academic Records Office is the official date of receipt. Although required Psy.D. courses have Psy.D. student-only sections to ensure space availability, some potential elective courses in the Department fill to capacity early and students are advised to submit registration forms as soon as possible during the advisement period in order to obtain admission to these courses.

All registration forms must be reviewed and signed by the student's advisor, or, if the student is registering on-line, the advisor must clear the student for registration (after a discussion of the student's plans for the upcoming semester). Students are not permitted to register for classes unless the course or courses have been approved by the student's advisor. Exceptions are not permitted.

According to University policy, places in class cannot be reserved for students who submit payment after a prescribed date. That date is usually just prior to the Open Registration period and is announced in written materials distributed by the Registrar's Office.

Registration for independent research (i.e., Thesis Preparation, Professional Contribution, Master's Thesis, Doctoral Project) will not occur until the student has secured a Psy.D. faculty member to serve as research mentor. This should be done well in advance of the required registration during the semester preceding the start of these research projects. When approaching a potential research mentor, students should have an idea of their desired research topic. Those faculty with similar interests in the department should be contacted first. See the program website for current faculty research interests (<http://marywood.edu/psych-couns/faculty.html>).

### **Scholarships, Graduate Assistantships, Other Financial Support**

Every student in the program receives some scholarship support in the form of tuition waiver during their first four years in the program (IHM Scholarship). Four half-time graduate assistantships are awarded to third year students. Two are assigned to the Psychological

Services Center assistant director. One half time assistantship is assigned to the Director of Clinical Training. The last half-time assistantship is assigned to a Psy.D. faculty member by the Director of Clinical Training, based on a review of proposals submitted by faculty. Each student who receives a half-time assistantship serves as a research assistant to assigned faculty, and receives 12.75 credits as tuition waiver, and a monthly stipend (students do not receive the IHM tuition remission grant during this period). Students also are encouraged to pursue other assistantship opportunities which may be available in other departments on campus. Past students have obtained assistantships in the Education Department, the dean's office, and Institutional Research.

IHM Scholarships are automatic and do not require separate application. Psy.D. students may not be eligible to apply for additional University scholarships. Graduate assistantship applications are provided to 2<sup>nd</sup> year students in March of each year and are tailored to the positions available for each given year (i.e., which faculty member has been awarded a Psy.D. graduate assistant for the upcoming year in addition to the PSC Assistant/DCT Assistant position descriptions). Students are able to rank order their choices with award decisions determined by the Director of Clinical Training in consultation with program faculty.

Students may request reimbursement for professional travel, professional dues, and/or research expenses using the form in Appendix N. Typically, a minimum of \$200 is available per year per student.

### **Student Evaluation**

Each semester, course instructors complete an evaluation on each Psy.D. student (see Appendix P). These data are discussed at the annual student review by Psy.D. faculty. The written annual evaluation provided to each student (in the beginning of the academic year) will include the instructor ratings in each domain, averaged across the academic year. The Director of Clinical Training will also provide in the annual evaluation additional feedback from practicum evaluations (if applicable), research progress, other faculty feedback, and areas for development. After they have received their written evaluation, students are asked to submit a written response to the evaluation. This response can include reflections on the strengths and weaknesses in the evaluation, goals for the coming year, and a discussion of factors that may have contributed to their level of performance the prior year. This should be submitted to the Director of Clinical Training within 30 days of the annual evaluation meeting.

### **Program Evaluation**

Each semester, students complete the University's course evaluations. Students are encouraged to be candid and to provide constructive feedback to the course instructor. In addition, both current students and alumni will be asked periodically to complete program evaluations. These may be topic-specific, or more global. Feedback to the Director of Clinical Training is welcome at any time either individually or through the InPsyDers liaison.

### **Professional Conduct**

The Psy.D. program requires students to conduct themselves as professionals-in-training. As such, students are expected to act in a manner that displays the highest regard for human

dignity. Students are also expected to demonstrate personal qualities that are required for psychologists (e.g., ability to listen empathetically and accurately, ability to engage effectively with a wide diversity of clients in testing and therapy settings, ability to work in an effective manner with other research, medical, legal, educational, and mental health professionals). This professional behavior is expected both in the classroom and other relevant professional settings (e.g., when conducting research, during practica or internship). Evaluation of professional conduct includes formal written evaluations by practicum and internship supervisors. Any student found lacking in professional conduct may be placed on a Corrective Action Plan for remediation (see below for a description), placed on academic probation, or dismissed from the Department depending on the nature and severity of the unprofessional conduct.

Students are required to adhere to the ethical code of the American Psychological Association (APA). Copies of the APA ethical code are available for no charge on-line at: <http://www.apa.org/ethics/homepage.html>.

### **Social Networking Conduct**

Psy.D. students are considered professionals in training. As such, they are expected to act in accordance with ethical and professional standards. Some of these standards extend beyond one's professional roles, including conduct in public settings and forums. Given the pervasive use of social media, it is important to be sensitive to these standards when engaged in online behavior.

Posting on a social networking site (e.g., Facebook), a professional networking site (e.g., LinkedIn), a publicly viewed narrative (e.g., blogging), or even sending an email should be done with awareness of the limited privacy associated with these media. It is recommended that students assume that nothing is private when using social networking and remember that once posted on the Internet, comments, pictures, opinions and other communication can easily become public and, in some cases, are permanently accessible. Care should be taken when posting as clients, other students, faculty, and potential employers can be exposed to such content through searching, forwarding, "tagging," or simply by word-of-mouth. This is true even when accounts are set to "private."

Some forms of unprofessional online behavior would include posting inappropriate pictures, making insensitive or disrespectful comments about specific others (e.g., clients, other students, faculty, supervisors, etc.) and/or groups of others (e.g., those from a different culture, religion, etc.). In the event that a student engages in unprofessional conduct online, most cases will be addressed in an informal way by the DCT. More persistent or serious violations will trigger a Corrective Action Plan.

### **Corrective Action Plan**

Students placed on remedial status are given a specific time frame, typically one semester, to rectify the problems identified in a written Corrective Action Plan. If the Psy.D. faculty believe the situation has been rectified during a remedial period, the student will be allowed to continue in the program. If the situation is not rectified, the student may a.) be placed on

academic probation after consultation with the Dean; b.) be dismissed from the Department; or c.) have the remediation period extended if sufficient progress is being made to rectify the problems identified in the Corrective Action Plan and a revised Corrective Action Plan will be implemented.

Students may appeal any Department decisions following the grievance procedures of the Reap College of Education and Human Development, available from the Dean's Office (see Grievance Policies later in this document).

### **Plagiarism Policy**

The following is the University's statement on plagiarism (see Calendar and Student Handbook for the complete Academic Honesty policy):

Plagiarism is defined as the offering as one's own work the words, ideas, existing imagery, or arguments of another person. Using the work of others requires appropriate attribution by quotation, reference, or footnote. Use of information without attribution from any source, including The Internet, is considered plagiarism.

The Reap College of Education and Human Development specifically states "coursework completed through plagiarism will be graded as an automatic "F". Further, plagiarism constitutes both an academic violation and code of conduct violation.

Psy.D. students who complete work through plagiarism receive a failing grade for that assignment and are placed on permanent probationary status. The occurrence of a second incident of plagiarism will result in automatic recommendation to the Dean for dismissal of the student from the program.

Students are expected to have a thorough understanding of what constitutes plagiarism, whether it be verbatim copying of information or improper paraphrasing. Several links to Internet sites that describe plagiarism issues can be found through the University Library website. These sites offer strategies to avoid plagiarism, as well as examples of proper and improper paraphrasing. Assistance through the Writing Excellence Center at the University also is recommended. Although there may be instances where plagiarism occurs innocently, ignorance is no excuse. The penalties discussed above are applied regardless of student intent; it is the professional responsibility of the student to be aware of issues related to plagiarism and to insure that she/he does not engage in plagiarism.

In order to assist students in ensuring that they have not engaged in plagiarism, all Psy.D. students are required to submit their Thesis and Doctoral Project (both proposal draft and final draft) to Turnitin.com, and submit the results to their committee chair. Research mentors will alert students of the process to complete this task.

### **Required Clearances and Candidacy**

Students must obtain the appropriate clearances at the start of their first year, either as part of Pre-practicum for post-Bachelor's students, or in Community Practicum for post-Master's

students. The required clearances are the Pennsylvania State Police (criminal record clearance), Federal Crimes (FBI), and the Pennsylvania Department of Welfare (child abuse and neglect clearance). The program also reserves the right to require other local, state, or national clearance. Presence of a criminal record or founded instances of child abuse may prevent the student from completing practicum and internship courses and, therefore, would result in dismissal from the program.

Students are considered for master's degree candidacy in the spring semester of the first year, after completion of 12 hours of graduate coursework. At the start of the spring semester, students are to complete and submit the Application for Candidacy (Appendix D). Students must have a 3.0 GPA to be admitted to candidacy. Any student whose GPA falls below a 3.0 automatically is placed on probation and subject to a Corrective Action Plan. Psy.D. students automatically are admitted into the Clinical Services track; no separate application is necessary.

Students become candidates for the doctoral degree after successfully completing the Qualifying Clinical Examination (see below).

### **Comprehensive Examination**

All of the graduate degree programs in Psychology and Counseling require successful completion of a Comprehensive Examination. The purpose of this exam is to show that the student has mastered significant components of the curriculum in an integrative manner.

The Comprehensive Examination for Psy.D. students occurs in April of the second year, after completion of the seven core courses (Research and Statistics I and II, Biological Bases of Behavior, Advanced Human Development, Theories of Personality, Cognitive/Affective Bases of Behavior, and Social Psychology). Emphasis of the exam is on student mastery of the core knowledge base in scientific psychology. The exam consists of 25 multiple choice questions from each of the seven core courses of the curriculum yielding a total of 175 items.

Passing the Comprehensive Exam is necessary to continue in the Psy.D. program. Grades on the Comprehensive Exam are "Pass-Fail". Psy.D. students must obtain a score of 60% or higher on each domain of the exam. Students who fail the Comprehensive Exam may take the test a second time the following July (students are only required to retake the sections where they earned lower than 60%). Only under rare circumstances can the student take the Comprehensive Exam more than twice, requiring permission from the department chairperson. A Corrective Action Plan may be devised with designated remedial work to help prepare for the retesting, depending on the level of deficiency on the exam. Students who are concerned about initial preparation for the Comprehensive Exam should speak with their advisors and/or the Director of Clinical Training.

### **Qualifying Clinical Examination**

The Qualifying Clinical Examination (QCE) is an opportunity for each advanced Psy.D. student to demonstrate baseline clinical competence. The Psy.D. faculty understand that students are still developing their clinical skills; however, this examination affords the student the opportunity to demonstrate that to-date coursework and supervised clinical experience are

being effectively integrated and applied. Students must have successfully completed their Master's degree and Master's thesis of Professional Contribution prior to taking the QCE. Students must pass the QCE prior to internship application, and are not permitted to engage in community practicum off campus until they have passed the exam. Unless the Associate Director of Clinical Training has approved otherwise, the QCE will be completed on a client seen at the Psychological Services Center (PSC) or the Counseling/Student Development Center (C/SDC).

Each student is to coordinate with the Associate Director of Clinical Training regarding the scheduled date for her or his QCE. The exams normally are held near the end of the Spring semester in the 3<sup>rd</sup> year. All students are required to submit their QCE materials by April 15 of the 3<sup>rd</sup> year. Any students who have not completed their Master's degree and Master's thesis or Professional Contribution must submit their materials by April 15; however, their QCE will not be scheduled until the Master's degree and Master's thesis/Professional Contribution are complete. Students should not assume that they will be granted a date for their QCE beyond the end of the faculty contract (typically the middle of May).

### ***Materials to be Submitted by the Student***

**Three copies** of the following materials should be prepared in three separate folders (one for each examiner) and put into the designated locked cabinet in the PSC by April 15 of the 3<sup>rd</sup> year. The student should change the name and any identifying details about the case on all documents to preserve confidentiality of the client (see Appendix R for guidelines). Additionally, all materials should be prepared and handled in accordance with the policies and procedures provided in the PSC manual. In addition, **one video recording** of a treatment session with the QCE client should be kept in the locked cabinet (specified by the center's director) with the written materials.

1. A **psychosocial evaluation** on a client. The psychosocial evaluation does not have to be written by the student.
2. A complete **psychological testing report**, written by the student, should also be submitted. This is not required if psychological testing data were included and interpreted within the psychosocial evaluation, and the psychosocial evaluation was written by the student. For adolescent and adult clients, the student is required to complete personality assessment (i.e., MMPI-2, MCMI-III, MIPS-R, and/or equivalent). For child clients, personality assessment is not required; however, interpreted assessment from multiple sources (e.g., child, parent, teacher, etc.) is required. Students also are required to submit all rating forms, test answer sheets, scoring worksheets, profile forms, or computerized interpretations for all assessments.
3. An **executed treatment plan** and, if they exist, **treatment plan reviews**.
4. If the case has been terminated or transferred, the **discharge or termination summary**.
5. The student should also submit copies of **key chart records or documents**.
6. A **report** from the student that contains the following elements:
  - a. **Identifying information**. In this section, the student reviews the client's demographic information, reason for referral, and background information (brief). This section is intended to inform the reviewers of the most salient aspects of the client's history and background.
  - b. **Current diagnostic formulation**. In this section, the student reviews the current DSM and/or ICD diagnostic impression of the client. (This may be the same or

different from the impression articulated in the chart records that have been submitted.)

- i. The student should describe how the client meets current DSM or ICD diagnostic criteria for diagnosed conditions; likewise, the student should discuss any disorders that were ruled out.
  - ii. The student should describe her or his thinking about the client’s personality (i.e., a review of client’s strengths and weaknesses).
  - iii. There should be consideration of ethnic and cultural contributions to the client’s presentation (i.e., impact of diversity on client-therapist match).
  - iv. The student should theorize about what is causing the DSM or ICD conditions. Client history, assessments, and/or literature should be cited.
- c. **Conceptualization of the intervention plan.** In this section, the student reviews the justification for the treatment model (with citations) that is being employed with the client. This should include a brief review of the empirical literature that supports the intervention model used by the student given the client’s presenting concerns.
- d. **Ethical considerations.** In this section, the student should review any ethical concerns or considerations that have arisen with the case and how they were handled.
- e. **Description of the recorded session that is being reviewed.** This section would include the following elements:
- i. A listing of the session number (the session after the formulation of the treatment plan would be session #1, etc.).
  - ii. A copy of the chart progress note on this session, with the identifying header information removed.
  - iii. A review of the most salient content that is covered in the video recorded session, including reflection on what the student might have done differently or has done differently in subsequent sessions.
  - iv. A review of the student’s conceptualization of the session. This should include the student’s goal for the session, the value of the session within the overall treatment, and the student’s thinking on the success of the session.

***Procedure for the Examination of Students***

Each student will receive a one-hour oral examination by a three-person committee comprised of Psy.D. faculty members who are doctoral-level psychologists, and actively involved in the program. Faculty will ask questions and make comments designed to elicit a demonstration of the student’s clinical skills and knowledge of the salient empirical literature and ethical guidelines. At the end of the examination, the student will be asked to leave the room. At this point, each faculty member will independently complete the following rating form:

**1) Demonstrated assessment skills:**

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_  
 very weak                  weak                  adequate                  strong                  very strong

**2) Demonstrated working alliance with the client and, if relevant, the client’s family members:**

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_  
 very weak                  weak                  adequate                  strong                  very strong

**3) Clinical conceptualization of the case:**

1	2	3	4	5
very weak	weak	adequate	strong	very strong

**4) Demonstrated intervention skills:**

1	2	3	4	5
very weak	weak	adequate	strong	very strong

**5) Demonstrated documentation skills:**

1	2	3	4	5
very weak	weak	adequate	strong	very strong

**6) Demonstrated ability to integrate research with practice:**

1	2	3	4	5
very weak	weak	adequate	strong	very strong

**7) Demonstrated understanding of ethical guidelines:**

1	2	3	4	5
very weak	weak	adequate	strong	very strong

**8) Demonstrated understanding of the impact of diversity on client-therapist match:**

1	2	3	4	5
very weak	weak	adequate	strong	very strong

The committee members will then discuss the student’s performance. A consensus score for each area will be determined by faculty discussion of their ratings. The final average across all eight areas must be 3.0 or higher in order to pass. A score of 2.0 or lower on any section represents an automatic failure of the exam. Students with final average scores greater than 4.0 earn a “pass with distinction.”

The student will then be invited back and given feedback. Following the QCE, students will arrange a meeting with either the Director of Clinical Training or Associate Director of Clinical Training to receive more detailed feedback regarding scores, strengths, and weaknesses on the QCE.

***Procedure for Students Who Fail the Qualifying Clinical Examination***

A student who fails may be afforded the opportunity by the committee to submit remedial work, if the consensus is that areas of weakness can be successfully addressed in this way. Students who fail the Qualifying Clinical Examination will be allowed to sit for another examination. The student may use the same case, but not the same session. The student may also use a different case. The same set of materials is required to be submitted (as above). Once submitted, an examination will be scheduled for the start of the Fall semester. As noted earlier, students are not permitted to apply for internship or participate in a community practicum placement off campus until they have successfully passed the QCE.

***Additional Policies Related to the QCE***

A student is allowed to sit for the Qualifying Clinical Examination three times within a seven-month span. (This time span starts at the date of the first QCE.) If a student fails the examination three times, or seven months expire without the student having passed the QCE, a Corrective Action Plan (CAP) will be constructed for the student. The student will not be allowed to sit for an additional Qualifying Clinical Examination until the conditions of the CAP have been satisfied.

Students are not allowed to apply for an internship prior to having passed the QCE.

Students who fail the QCE have the option of filing an appeal with the Dean of the Reap College of Education and Human Development. In this case, the following additional policies apply:

1. The seven-month time span referred to above is paused once the appeal has been issued. However, time that has elapsed prior to the submission of the appeal counts towards the seven months. For example, a student who fails the examination on May 1<sup>st</sup>, files an appeal on July 1<sup>st</sup>, and learns that the appeal failed on September 1<sup>st</sup>, would have until February 1<sup>st</sup> to pass the QCE in order to avoid being placed on a CAP.
2. The appealing student may not apply for an internship during the appeal process.
3. A student who wins the appeal will be considered to have passed the QCE and will be allowed to progress within the program without prejudice.

**Graduation**

It is necessary to register for graduation during the regular registration period for the semester in which all Master’s degree requirements will be completed and again when all doctoral requirements are completed. Be sure to enroll in the correct section, as below:

DEAN 057 01 DEGREE CAND/CEHD 0 credits

To participate in commencement ceremonies, all degree requirements must be completed for the master’s degree. For the doctoral degree (Psy.D.), all requirements must have been completed, including successful defense of the doctoral project, with the exception of internship; students who will complete their internships by the following August may walk in the May commencement ceremony. The official degree will not be conferred until the internship has been completed. Students must apply to the college Dean to “walk” in commencement (see Appendix S). The date of the diploma may be August or January, depending on the date the internship is completed. The Director of Clinical Training can provide you, licensing boards, or potential employers with a letter documenting the date upon which all program requirements have been completed.

Students intending to graduate must contact the Dean’s office for additional paperwork requirements (e.g., cap and gown, name format on diploma, tickets, etc.).

**Student Retention Policy**

The Psy.D. faculty take a serious view of the supervision of student professional development. Completion of the Psy.D. program equips students to become mental health care

professionals and the faculty therefore have particular concern about the ability of students to function at a satisfactory professional level. Evaluation of students in the program will include: (a) academic abilities as demonstrated in course work, comprehensive exams, and research; (b) development of a high level of awareness of ethical issues and a consistent demonstration that student behavior is guided by a concern for these issues; (c) personal qualities that are necessary in order to function as a professional (e.g., interviewing skills, openness to feedback, ability to critically evaluate one's strengths and limits as a professional, ability to relate effectively with clients and colleagues in a professional manner, awareness and respect for diversity issues in work with clients). These personal qualities are most directly observed in practicum and internship courses, but also may be involved in other courses (e.g., in role-play exercises in psychotherapy or testing courses). Students deemed deficient in any of the aforementioned areas may be subject to a Corrective Action Plan or, in the case of serious breaches in conduct, dismissal from the program.

Individual evaluations are completed on each student by each of their instructors at the conclusion of every semester. Practicum evaluations also are completed, both for on and off-campus practica. Student review occurs in January and August, at which time faculty ratings are discussed and students requiring remediation and a Corrective Action Plan (CAP) are identified. There are three possible outcomes to a Corrective Action Plan, considered at the designated CAP review point:

1. the student's remediation status is continued for a defined period of time with a revised CAP:
2. the student is returned to regular status if the CAP is successfully completed:
3. it is recommended to the Dean of the Reap College of Education and Human Development that the student be placed on academic probation; or
4. it is recommended to the Dean of the College of Education and Human Development that the student be dismissed from the Psy.D. program.

### **Practicum and Internship**

Pre-practicum training begins in the introductory psychotherapy course during the first year. As part of this course, students complete role-plays that are videotaped. Students have the opportunity to receive individualized feedback from a third year Psy.D. student supervisor who reviews tapes, meets with the student individually for consultation, and completes rating scales. Students also receive group supervision in the first semester Pre-Practicum in the Psychological Services Center (PSC) to orient them to working in a clinic setting.

In the second semester of the first year, students begin their clinical work in the PSC and receive group supervision and individual supervision, as needed, with a doctoral-level faculty member. Students also receive individual consultation with a fourth year Psy.D. student supervisor. In the second semester of the second year, students are strongly encouraged to enroll in elective practicum at a community site. With this elective practicum, students receive bi-weekly group supervision from a doctoral-level faculty member as well as individual supervision on site from a licensed psychologist. In the third year, students enroll in educational and geriatric assessment practica. During their third and fourth years, students begin their required community practicum, receiving bi-weekly group supervision from a doctoral-level faculty member and individual supervision on site from a licensed psychologist.

The Master's degree must be completed before students are allowed to complete the second sequence of Community Practica (4<sup>th</sup> year). Additionally, students are required to complete their two years of community practica at two different types of sites (e.g., university counseling center and hospital). The Associate Director of Clinical Training provides guidance in the application and selection of elective and community practica sites. It is the student's responsibility, however, to pursue application to these sites and to compile all necessary application materials in a timely manner.

Meetings to prepare for internship application are provided by the Associate Director of Clinical Training beginning in the second year of the program and continuing through internship placement. Completion of the Qualifying Clinical Examination is required before applying for Internship. Students must only consider APPIC and APA-accredited internship placements offered through the Match.

Students are advised to consult the Psychological Services Center (PSC) Manual for policies related to clinical work in the PSC and for the practicum student and supervisor evaluation forms. The Community Practicum site evaluation form is in Appendix O.

### **Case Conferences**

The case conference series is a (mostly) bi-weekly consultation meeting in which a third year therapist prepares a brief written summary of the work with a client, reviews the case, and offers questions for the group to consider. Four copies of the case summary (limited to four single spaced pages) should be prepared and put into the designated locked cabinet in the PSC one week prior to the case conference date. Students should follow the de-identification procedures outlined in Appendix R when creating their summaries. Students and faculty are required to review the case summary in advance of the case conference, ensuring adequate time for consideration of the therapist's questions. Students may not bring the client's chart to the case conference; faculty and students wishing to review the chart must do so prior to the case conference.

At the beginning of the case conference, the student will present a brief summary of the client and update the group on any changes to the case since the summary was written. The presentation may take one of two forms: (1) informal case presentation or (2) PowerPoint case presentation. The student may select whichever form feels most comfortable or appropriate. If the PowerPoint case presentation format is followed, students are required to create the presentation using a designated flash drive, which will be kept secured in a locked cabinet (specified by the center's director). Additionally, the student is required to bring 12 copies of a summary handout (one page, double sides printing is acceptable) for the case conference participants to share. The summary handout may be written in bullet form, briefly highlighting key aspects of the case. Client confidentiality must be maintained in the brief written summary, presentation, and handouts. The student is responsible for collecting and shredding all summaries and handouts following the case conference.

The brief written summary of the case should include the following information. Remember that all identifying information should be removed from the case summary. (Please find guidelines for de-identifying PSC reports in Appendix R.)

1. **Intake Summary**
  - a. Identifying Information
  - b. Chief Complaints
  - c. Strengths
2. **Background Information**
  - a. Family Background
  - b. Social History
  - c. Work & Education History
  - d. Medical History
  - e. Previous Mental Health Treatment
  - f. Medications
3. **Mental Status**
4. **Psychological Testing**
  - a. Tables of Scores
  - b. Brief Interpretation of Scores
5. **Diagnostic Impressions**
  - a. Conceptualization of Client's Difficulties (integrate theory and research)
  - b. Diversity Considerations
  - c. Ethical Considerations (if applicable)
  - d. DSM-IV Diagnosis
6. **Treatment**
  - a. Client's Progress to Date (i.e., number of sessions, mutually agreed upon treatment goals)
  - b. Intervention Strategy (integrate theory and research)
  - c. Unanswered Questions (rank order most salient first)

Attendance at case conference is mandatory for all students in years 1 – 4 of training. Individuals will only be excused for emergencies. Those wishing to apply for such a release should be in touch with the Associate Director of Clinical Training, preferably in advance. Those unable to attend the conference, whether excused or not, are required to (1) view the videotape of the conference and (2) provide a 1-page commentary addressing (a) responses to each question asked by the therapist presenting the case and (b) reactions to responses made by other students present at the conference. This written report is to be given to the Associate Director of Clinical Training within two weeks of the case conference.

### **Colloquia Attendance**

The Psy.D. program and the Department co-sponsor an invited speaker series, typically occurring 1 - 2 times per semester. Attendance at colloquia is required. If a student is unable to attend, the student should notify the Director of Clinical Training.

### **Supervision Practicum**

Fourth year students provide individual consultation to junior students on cases being seen in the Psychological Services Center. These fourth year student supervisors receive group supervision weekly with a doctoral level faculty member (Practica V and VI) and individual supervision, as needed, with either the course instructor or other faculty members. At all times, a licensed psychologist will be ultimately responsible for the case and will provide

consultation with the supervisor on a regular basis. Delineation of these procedures will be included in the Practica V and VI syllabi.

Junior Psy.D. students will be expected to participate in this supervision training process, and they will have available to them a doctoral level faculty member supervisor in their own practicum supervision group for consultation, as needed.

### **Electronic Communication**

E-mail is a major source of communication between the program/department and students. All students are assigned a Marywood University e-mail account and this account. Information sent out on the mailing list includes notices of job openings, upcoming colloquia, departmental deadlines, etc. Students are invited to submit suggestions as to what information would be most helpful to have posted on the electronic mailing list. Students should check their Marywood e-mail accounts on a regular basis so as to not miss out on important notifications about program/department information.

Once students begin work in the PSC, they are to provide the PSC secretary with contact information, including phone number, mailing address, and e-mail address.

### **Grievance Procedure**

#### **Before deciding to initiate a formal academic grievance, you should have:**

- Approached the instructor or supervisor directly involved with the alleged problem, Director of Clinical Training, or Department Chairperson to determine if you can resolve the matter informally;
- Read the following procedures to be sure you understand the formal academic grievance procedure;
- Seek advice from appropriate parties to ensure that your grievance is not more properly addressed by the University's Civil Rights Policy or Grade Appeal Policy.

If you decide to file a formal academic grievance, procedures are to be followed as listed below. However, you may ask that the appeal be discontinued at any step in the process.

#### ***Phase One – Initial Filing***

1. Your formal academic grievance must be filed on **Form A Student Information** (Appendix C) within 30 working days from the date when the alleged incident occurred or problem began. Failure to act within this time period will rule out any future consideration of the matter. A copy of the form must be filed with the supervisor of the person you are grieving (the Department Chairperson in most cases; the Dean of the Reap College of Education and Human Development if the grievance is against the Department Chairperson).
2. The supervisor will immediately acknowledge receipt of the grievance in writing and provide you with a copy of this acknowledgement. After consultation with appropriate parties, you will receive, within 20 working days of the receipt of the

grievance, written decision from the supervisor. This decision will attempt to resolve the issue to your satisfaction.

### ***Phase Two – The University Academic Grievance Committee***

If you feel that the grievance has not been resolved to your satisfaction, you may request a formal review by the Academic Grievance Committee. Before doing so you should carefully read the following steps:

1. You must submit, within 10 working days after receiving the written decision of the supervisor, a copy of **Form A**, and **Form B** (Appendix C), which is your request to appear before the Student Grievance Committee. You must use **Form B** to once again state the nature of the grievance and the reason(s) why the supervisor's response was unsatisfactory. You must attach a copy of the supervisor's response to **Form B**.
2. The Dean or appropriate Institutional Officer will now convene a Student Academic Grievance Committee. It will include:
  - Four Students, one from each College, appointed by the Dean of the College
  - Four faculty members, one from each college, appointed by the Dean of the College
  - The Academic Dean convening the Committee will appoint one professional staff representative who deals with student affairs issues.

The Dean or appropriate Institutional Officer will serve in an ex officio capacity without a vote and has the responsibility for seeing that the grievance process proceeds as outlined in this guide. The Dean is to provide assistance to the University, to you, the student grievant, the employee, the supervisor or the student grieved against and to the Student Grievance Committee. The Dean or a designee will be present at all hearings held by the Student Grievance Committee.

### ***Committee Procedures***

1. The chairperson of the Committee shall be elected by the members of the Student Academic Grievance Committee.
2. A quorum shall consist of two student members, two College representatives, plus the professional staff representative.
3. The Academic Dean convening the Student Academic Grievance Committee will determine which if any, faculty and students have a vested interest in a particular hearing and declare them ineligible.
4. The Chair of the Committee, elected by members of the committee, will secure from you all pertinent information (**Form A, Form B, attachment letter from supervisor, and other materials you think supports your case.**) Likewise, expect the Chair of the Committee to secure also from the employee against whom the grievance was filed a response to the grievance and additional pertinent information.
5. The Dean or appropriate Institutional Officer shall convene the committee to provide (as appropriate) a hearing for you. The hearing and related processes should be completed within sixty days of the filing of the formal request for a hearing. The Committee will schedule separate inquiries with you, the employee and the supervisor. Everyone must

provide the pertinent facts which the Committee needs to determine the merits of the complaint. The committee may conduct any additional hearings it considers necessary to render a fair decision. You may request and be granted an opportunity to appear before the Committee in the presence of the other party.

6. The committee shall decide by majority vote the solution of the grievance. Upon deliberation of the information presented, the committee will either:
  - uphold the original action;
  - dismiss/censure the action;
  - grant your request for solution;
  - determine a mutually acceptable compromise between you and the person you are grieving.
7. You will receive from the Dean or appropriate Institutional Officer a copy of the committee's final recommendation. This final recommendation will also be sent to the Vice President for Academic Affairs or appropriate Institutional Officer.
8. The final decision on the matter rests with the Vice President for Academic Affairs or President, as appropriate to the grievance.

### ***Rights of the Parties Involved in a Grievance***

When a grievance hearing is scheduled, the parties involved are entitled to:

1. A written notice of the complaint.
2. A written notice of the time and place of the hearing.
3. Review of all submitted evidence, documents or exhibits that each party may present at the hearing.
4. Access to the names of the witnesses who may testify.
5. Appear in person and present information on his/her behalf, call witnesses and ask questions of any person present at the hearing.
  - If either you or the party involved fails to appear before a scheduled committee hearing, you have three (3) working days to submit acceptable evidence for your absence. If not submitted, a decision will be made on the available evidence.
  - Appeals on alleged violations of the process described herein may be made to the next supervisory level.

All complaints are tracked by the DCT, per Commission on Accreditation Implementing Regulation C-12, using an ongoing log with the names of parties involved redacted. This log and all other records related to grievances must be made available to APA upon review for re-accreditation.

## **Facilities**

### **Recreational/Cultural Opportunities on Campus**

Opened in the Fall of 2006, the Center for Athletics and Wellness includes a 5,000 square-foot fitness center, a rock-climbing wall, the 1,500-seat Arena with an elevated running track, an Athletic Training room and Athletic Training Lab, as well as eight locker rooms. The Health

and Physical Education Center includes a 25 meter swimming pool, racquetball courts, aerobic room, gymnasium, and saunas. Additional outdoor facilities include tennis courts, a running course, a sand volleyball court, basketball courts, horseshoe pit, and soccer field.

There are two on-campus art galleries, various concerts throughout the year, and theatrical and dance productions. Additionally, Marywood's 115-acre campus qualifies as a national arboretum, a great place to walk, study, or just relax.

## **Housing**

The off-campus housing list available through the Office of Student Housing and Residence Life website: [http://cwis.marywood.edu/www2/stu\\_life/Residence\\_Life/housingwebpage.html](http://cwis.marywood.edu/www2/stu_life/Residence_Life/housingwebpage.html). Marywood is located in a residential area, with many opportunities for apartment rental.

## **Learning Resources Center (LRC)**

Marywood's Learning Resources Center (LRC) houses library services, instructional technology services, and computer training and user support services. The library collection includes more than 200,000 volumes, over 25,000 current print and electronic journal subscriptions, and almost 45,000 media items. The LRC provides World Wide Web, CD-ROM, and full-text databases. It also participates in a large interlibrary loan network and has an interlibrary loan agreement with the University of Scranton, with requested articles obtained in 24 hours. The research collection includes many index and abstract services. Students may download or print abstracts and many full-text articles from any networked computer on campus. Access also is available from remote sites, through the library's web page.

The LRC is currently undergoing a major renovation, and will re-open as the Learning Commons in 2015.

## **McGowan Center for Graduate and Professional Studies**

The Department of Psychology and Counseling is housed within the McGowan Center. All faculty and student offices, the PSC, and the majority of our classes are in this building.

## ***Psychological Services Center***

The Psychological Services Center is a state-of-the-art training facility, constructed in 1998 and expanded in 2008. The physical plant consists of eight therapy rooms and a conference/group therapy room. Most therapy rooms have an adjacent observation area, which affords the option of allowing several students and faculty to observe live clinical activity. Each observation room also allows for live viewing via monitor, digital video recording, and audiotaping. There is also a "hub" where student therapists can write notes and reports, and review clinical materials.

Also available in the clinic are: (1) computerized scoring and interpretation programs for commonly used psychological testing instruments (e.g., MMPI-A, MMPI-2, MCMI-III, Achenbach Scales, TOVA, etc.); (2) a collection of developmentally appropriate toys for play assessments and therapy; (3) a portable television/DVD/VCR; (4) both Macintosh and

Windows computers (desktops and laptops); and, (5) a full range of office support machines and supplies.

The PSC functions as an outpatient mental health clinic, providing evaluation, intervention, and educational services for children, adolescents, and adults. Evaluation services include interviewing procedures as well as formal psychological and educational testing. Intervention services include individual therapy, marital therapy, family therapy and brief consultations to individuals, families, and organizations. Educational services include the delivery of presentations and the dissemination of mental health newsletters directly to the public or through an assortment of media outlets; Psy.D. students are afforded the opportunity to take part in these activities.

Doctoral level faculty members closely supervise all clinical activity conducted by graduate students through the use of DVD recordings and live observation in both individual and group supervision formats. Clinical work is practiced in accord with the ethical and legal requirements of the American Psychological Association, the American Counseling Association, and the Pennsylvania Board of Professional Psychology, as well as the mission statements of Marywood University and the Reap College of Education and Human Development at Marywood University

### ***Multimedia Classrooms***

The classrooms in the McGowan Center are fully equipped with state-of-the-art technology. Each classroom contains a DVD/VCR and computer (most with a Windows operating system), loaded with PowerPoint and internet access. Installed ceiling projectors allow for PowerPoint presentations, internet sites, videos, and CD-ROM training materials to be displayed on a full-size screen, with accompanying audio.

### ***Research Support Facilities***

The Psychology Department maintains a broad range of clinical and research equipment in support of its graduate training mission. Students in the Psy.D. program have full access to these resources, including:

- Shared Research Laboratory (McGowan 1061) - This laboratory includes a group meeting room and eight individual cubicles and was renovated in 2008. Each of the research cubicles houses a computer that allows students to run online data collection. These computers also house a variety of programs to support research efforts (e.g., PASW Statistics, E-Prime, etc.). Access through the campus network is available for a wide range of research and abstract databases (e.g., PsycInfo, MedLine, Eric, etc.). Online psychological testing programs are supported in one of the cubicles. Another cubicle supports videotape editing and the creation of CD-ROM and other digital video training and research materials.
- Stress and Coping Laboratory (McGowan 1064, 1064a) - This laboratory provides students with access to psychophysiology monitoring equipment (biofeedback, polygraph integrated with a computer interface), videotape editing, digital video, and CD-ROM authoring capabilities.

- Neuropsychology Laboratory (McGowan 1062, 1063) - This laboratory provides access to several neuropsychology assessment devices (e.g., the Halstead-Reitan Battery) and a private testing room with observation capabilities through a one-way mirror, equipped for videotaping.
- Psychology and Counseling Library (McGowan 2025) - This library is part of the Curriculum Laboratory and houses books, videos, and journals related to psychology. Students are encouraged to use this library to support their research.
- Psychological Assessment Laboratory (McGowan 2025) - This laboratory is housed in the Psychology and Counseling Library and includes specimen sets of more than 100 psychological assessment devices.

In addition to the specialized Psychology Department facilities described above, the McGowan Center also houses a drop in computer laboratory, with 21 computers, printers, and scanners. Dining services are provided through Atrium café located in the lobby of the McGowan Center.

Psy.D. students also have a dedicated lounge in McGowan 1060, which is accessed through room 1056. This area includes seating for both working and relaxing, lockers for storing books and other personal items, a refrigerator and microwave oven. Students should see the Psy.D. secretary for a key to the lounge.

## **Student Research**

### **Mandatory Training in Human Subjects Protection**

All student researchers must complete the online Collaborative Institutional Training Initiative (CITI) training in human subjects protection prior to beginning thesis or doctoral project data collection. Note that this is a time-consuming process (several hours), so plan accordingly. Further information and a link to the training site is available on the University's IRB webpage: <http://cwis.marywood.edu/irb/>.

### **Departmental/Institutional Review Boards**

Master's theses and doctoral projects are to be reviewed at the Departmental Review Board level and need to be submitted for IRB review. All requests must be submitted through the IRBnet. This portal, as well as directions on how to submit materials, can be accessed through the University's IRB website: <http://cwis.marywood.edu/irb/>.

### **Professional Contribution/Master's Thesis**

It is expected that students will begin thinking about their professional contribution or master's thesis within the first semester of the first year. As part of Psy 503 Research and Statistics I, students will be exposed to the research interests of Psy.D. faculty. Students should then contact a faculty member with whom they would like to work for either a professional contribution or thesis. There is not a guarantee that the first faculty member selected will be available for thesis mentorship, however, if he/she is already committed to supervision of other students. The student is to continue contacting faculty until a mentor is obtained. If there are

any significant difficulties with this process, please alert the Director of Clinical Training.

During the spring semester of the first year, students are to enroll in either Psy 554B Thesis Preparation (0 credits) or PSY 555 Professional Contribution under their faculty mentor, and arrange meeting schedules, deadlines, etc., with them. The purpose of thesis preparation is for the student to complete an in-depth exploration of the area of proposed thesis research. The specific nature of the work in Thesis Preparation will be negotiated between the student and faculty mentor. Ordinarily this course will involve: (a) completion of a thorough review of the literature in the proposed area of study; (b) identification of measures to be utilized in the proposed thesis; (c) development of the research design for the thesis project; (d) formulation of specific statistical hypotheses for the study; (e) pilot testing of measures and research procedures; and (f) identification of potential subjects for the study and initiation of any required approvals (e.g., from a hospital, school district, etc.). All students are expected to have their thesis proposals completed and defended by the start of the fall semester of the second year, during which time they again are enrolled for Thesis Preparation. Students completing a Professional Contribution should complete the appropriate form in Appendix G. Those forming a Thesis committee should complete the form in Appendix E.

The specific nature of the work in PSY 555 Professional Contribution is to create a comprehensive examination of a specific issue or problem in clinical psychology. Over the course of a calendar year, students develop a document that must include the following:

- Abstract
- Extensive Literature Review
- Statement of Problem/Description of the Proposed Study/Hypotheses
- Proposed Methodology
- Description of Appropriate Research Design and Statistics

Once students have completed their Professional Contribution and made any final edits required by their mentor, they may form their Doctoral Project Committee

Students completing a Thesis register for PSY 556 Thesis during the semester in which they will defend their master's thesis. Students may not register for Thesis and must continue with Thesis Preparation registration until the proposal has been successfully defended.

Primary supervision of master's thesis/professional contribution work will be undertaken by full-time Psy.D. faculty. In exceptional cases, where no full-time Psy.D. faculty member has the needed expertise or availability, students can request to have a part-time faculty member at Marywood supervise their research. Permission to have a part-time faculty member supervise a particular project must be obtained from the academic advisor, the Director of Clinical Training, and the Department Chair before registering for Thesis Preparation or Professional Contribution. In consultation with the thesis mentor, students also invite two other faculty to serve on the thesis committee. All members of the Psychology and Counseling Department are eligible to serve as committee members. Committee members may also be invited from outside the Department of Psychology and Counseling, if they hold doctoral degrees from regionally accredited institutions. If the proposed committee member does not hold faculty status at Marywood University or another regionally-accredited institution, the curriculum vitae of the proposed committee member must first be submitted to the Director of Clinical Training for approval.

A formal proposal meeting with the master's thesis committee should occur when the thesis mentor has determined that the proposal is ready for defense. Approval of the proposal allows the student to proceed to the data collection and analysis stage. This thesis proposal document defines a contract between the student and the committee as to the nature and scope of the thesis project.

Once the thesis mentor has determined that the complete thesis draft is ready to be defended, a defense date is set with the thesis committee. Public announcement of this defense is made by posting the Announcement of Master's Thesis Defense form (Appendix H) on the Psy.D. bulletin board (outside McGowan 1019). Successful defense of the master's thesis is required before a grade is assigned. A majority vote of the committee members is required to pass the defense. It is not unusual for students to be passed with the provision that the research mentor supervise the corrections or additions to the final draft of the thesis. Students who have not yet defended their master's theses are encouraged to attend the defense of other students in order to familiarize themselves with the process.

Please note that successful completion of the master's degree is required to be eligible for teaching and to be able to take the Qualifying Clinical Examination and to participate in Community Practicum. Thus, it is critical that due attention be paid to timely work on this project. A Corrective Action Plan may be initiated for any student who does not successfully defend their thesis by the start of the 3<sup>rd</sup> year of training.

Both the Master's thesis and professional contribution documents should be written in current APA style. In addition, Marywood University has certain requirements for the final copies of the thesis to be bound that must be followed (the Dean's office and the department secretary have copies of these current requirements in "Guidelines for Master's Theses and Professional Contributions").

Deadlines for defending the master's thesis and submission of the final copies of both theses and professional contributions to the dean's office are presented in the University Calendar. Students must complete final drafts of their research theses prior to the deadlines cited in the University Calendar and in time for the faculty mentor to review and approve the final draft. Students must work closely with their faculty mentor to meet these deadlines if they wish to receive the master's degree in a particular semester.

The master's thesis or professional contribution represent a student's original contribution to the science and practice of Psychology through the implementation of a unique, empirical study. Appropriate research designs may include experimental, correlational, meta-analysis, or small-N designs. Case studies, purely qualitative research, or theory-based papers are not appropriate for these projects.

## **Doctoral Project**

### ***Doctoral Project Credits***

Students should not register for doctoral project credits until the master's degree has been completed and a member of the Marywood University Psy.D. faculty has agreed to chair the doctoral project.

## ***Registration***

Just as with the master's thesis, students are to arrange with a Psy.D. faculty member for doctoral project supervision. Often students continue to work with the same mentor as for their masters' thesis, but this is not required. Students are required to complete 6 credits of doctoral project research. The typical registration is for 3 credits in the fall semester of the 4<sup>th</sup> year and the remaining 3 credits during the spring semester of the fourth year. Students are encouraged, however, to find a faculty mentor during their third year and to consider beginning work on the doctoral project during that time. With approval by the doctoral project mentor and the academic advisor, students may begin doctoral project registration of up to 3 credits per semester during the third year, assuming that the master's degree has been completed. Students are cautioned against registering for credits without then completing the requisite level of work on the project to warrant a "Satisfactory" grade. Initial consultation with the doctoral project mentor should include clarification of the expectations of progress on the project necessary to obtain a satisfactory grade. If the doctoral project has not yet been defended after satisfactory completion of 6 doctoral project credits, continuous registration of 1 doctoral credit per academic semester is required until successful defense.

## ***Acceptable Forms of the Doctoral Project***

The following are allowable forms of the doctoral project, unless otherwise supported by the research mentor and approved by the Director of Clinical Training:

1. Traditional empirical dissertation
2. Statistical analysis of archival data (e.g., meta-analysis)
3. Collection of a minimum of 10 detailed case studies, with integration and appropriate research review.

## ***Guidelines for Doctoral Project Proposal***

The proposal should be written in current APA format and should include the following: title page; review of the literature; the specific hypotheses the project will address; the applicable methodology to be employed, including research design, hypotheses, participants, sampling procedures, instruments, and procedures; and, proposed statistical analyses.

## ***Doctoral Project Committee***

A Doctoral Project Committee composed of your doctoral project mentor and two other faculty members. As with the master's thesis, committee members are to be invited based on consultation with the doctoral project mentor. All members of the Psychology and Counseling Department are eligible to serve as committee members. Committee members may also be invited from outside the Department of Psychology and Counseling. If they do not hold faculty status at Marywood University or another regionally-accredited institution, the curriculum vitae of the proposed committee member must first be submitted to the Director of Clinical Training for approval. Two of the three committee members must be Psy.D. faculty.

At the time of the doctoral project proposal, the Doctoral Project Committee Appointment form

(Appendix F) must be completed and submitted.

### ***Doctoral Project Reader***

The reader for the doctoral project is selected by the research mentor and recommended to the Director of Clinical Training for approval. All readers must hold a doctoral degree or other terminal degree in their field. The research mentor must submit to the Director of Clinical training the curriculum vitae for any recommended reader who is not a faculty member of Marywood University or another regionally-accredited university or college. If there is not a clinical Psy.D. faculty member on the research committee, then the recommended reader must be a clinical psychologist.

### ***Doctoral Project Defense***

Once the research mentor has approved the final draft of the doctoral project, a defense date is set with the committee and reader. The student is responsible for scheduling a room for the defense with the Psy.D. secretary. Public notice of the defense date is to be made by the committee chair by posting the Announcement of Doctoral Project Defense form (Appendix I) on the Psy.D. bulletin board and notifying the Dean's office at least two weeks in advance. Students are advised to be alert to the defense date deadline within any particular session by consulting the University Student Calendar.

Prior to the defense, the reader will submit written questions to the research mentor, which are to be addressed during the defense. A majority vote of the committee members is required to pass the defense. It is not unusual for students to be passed with the provision that the research mentor supervise the corrections or additions to the final draft of the doctoral project.

### ***Final Doctoral Project Submission***

Students must observe the deadlines and requirements for submitting their final doctoral project copies to the Dean's office. Students are to contact the Dean's office well in advance of graduation to determine the specific requirements. In general, four copies of the doctoral project are required (one for the library, one for the department, one for the research mentor, and one for the student); one copy of the abstract is required (Appendix M), and the microfilm contract must be completed (obtained in the Dean's office).

### **Faculty Roles and Responsibilities in Student Research**

Responsibility for the selection, development, implementation, and analysis of thesis and doctoral project research belongs to the student. It is the responsibility of the faculty mentor to guide the student as needed in the research endeavor, in consultation with the research committee members during the proposal meeting and thereafter.

#### ***Role of Research Mentor***

In addition to the responsibilities listed under Role of Committee member, the mentor's primary responsibility is to guide the candidate through the doctoral project process. Specific responsibilities include the following:

1. Clarify with the student at the outset his/her expectations for satisfactory completion of the research project proposal and final product.
2. Have an appropriate level of availability to meet with the student.
3. Provide feedback to the student in a timely manner.
4. Help the student with the selection of other committee members.
5. Determine when the student's proposal is ready to be defended.
6. Direct the defense of the proposal.
7. Determine when the student's completed thesis or doctoral project is ready to be defended.
8. For doctoral projects, select a reader (see eligibility requirements below) to be recommended to the Director of Clinical Training. If approved, the reader will be formally invited to participate by the Dean of the Reap College of Education and Human Development.
9. Direct the defense of the thesis/doctoral project.
10. Evaluate the candidate's thesis/doctoral project work.

### ***Role of Committee Member***

The committee member's primary responsibility is to ensure that a scholarly product is the final result of the doctoral project process. Other responsibilities include, but are not limited to, the following:

1. Provide written and/or oral feedback on various drafts of the candidate's thesis/doctoral project drafts, as requested by the research mentor.
2. Attend all meetings of the research committee.
3. Evaluate the student's proposal.
4. Make suggestions for improving the student's proposal.
5. Evaluate the student's thesis/doctoral project.

### ***Role of Reader (Doctoral Project)***

1. Evaluate and provide to the research mentor written questions on the candidate's finished doctoral project 48 hours prior to the defense.
2. Attend the student's defense.
3. Evaluate the student's doctoral project.

### **Presentation and Publication of Student Research**

Students are strongly encouraged to present their research to regional and national professional audiences. Several students in the program have presented the findings of their research at national (e.g., American Psychological Association, American Psychological Society) and regional conferences (e.g., Eastern Psychological Association, Pennsylvania Psychological Association Convention). Research mentors typically are also willing to assist in the development of your thesis/doctoral project into a manuscript for publication.

## Membership in Professional Psychology Organizations

Students are expected to join relevant organizations of psychologists. Membership in such organizations provides numerous benefits, including: (1) access to professional journals that help keep students up-to-date with current issues in the field; (2) involvement in professional conferences, both as an attendee and as a potential presenter; (3) access to insurance policies that cover professional liability (e.g., while on internship); and 4) newsletters and on-line discussion groups that keep students informed of current issues in the field. Student affiliate membership in the American Psychological Association is **required** and membership is encouraged in other professional organizations, as well (such as the Pennsylvania Psychological Association, the Eastern Psychological Association, or specialty associations consistent with the student's research/clinical interests). Students may submit for reimbursement of their dues as part of their allotted professional travel/research funds.

Application materials for the following professional groups are available in the Department office and in the Psychology and Counseling Library: American Psychological Association (APA), American Psychological Society (APS), National Association of Masters in Psychology (NAMP), and Pennsylvania Psychological Association (PPA).

## Student Organizations

### Psi Chi

Psi Chi is the National Honor Society in Psychology, founded in 1929 for the purpose of encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology. The aims of Psi Chi are summarized in two Greek words: Psyche (Psy-key), suggesting "mind" or scholarship, symbolizes enrichment of the mind; "Cheires: (Ky-race), meaning "hands", symbolizes fellowship and research.

Membership is open to graduate and undergraduate men and women who are making the study of psychology one of their major interests and who meet the minimum qualifications. Psi Chi is an affiliate of the American Psychological Association (APA) and a member of the Association of College Honor Societies. Also, Psi Chi works closely with its sister honor society Psi Beta, the national honor society in psychology for community and junior colleges.

Psi Chi serves two major goals-one immediate and visibly rewarding to the individual member, the other slower and more difficult to accomplish, but offering greater rewards in the long run. The first goal is to recognize academic excellence through induction as a member of Psi Chi. The second goal is to nurture the spark of the accomplishment by providing opportunities for professional growth and creative development through chapter, regional and national activities. The national organization provides programs to help achieve the goals of Psi Chi. Among these are national and regional conventions held annually in conjunction with the psychological associations; research award competitions; certificate recognition programs; a quarterly Psi Chi Newsletter which helps to unite the members as well as to inform and recognize their contribution and accomplishments; and a national office where the membership records of all members are preserved and available for references.

Graduate students can apply for membership if they have: (1) at least a 3.5 average in

psychology courses, (2) have completed at least 18 graduate credits in psychology courses, and (3) demonstrate a commitment and interest in the field of psychology. The Marywood chapter of Psi Chi holds an annual initiation ceremony during the spring semester. Application materials for membership are available from the department secretary.

### **The “InPsyDers”**

The InPsyders are a group of PsyD students who get together each month to share knowledge, discuss their experiences in the PsyD program, and socialize. The InPsyders are also dedicated to community service and mental health outreach activities. InPsyders meetings are a venue where PsyD students can offer support to each other as they progress through the program. All Psy.D. students are invited to attend. An elected member of the InPsyDers serves as liaison to the Director of Clinical Training, providing input into colloquium speakers and general feedback about program issues. Each year students should appoint a liaison to facilitate communication between the DCT and this student organization.

### **Student Mentoring Program**

The Student Mentoring Program offers students entering the PsyD program a mentor who is an upperclassman in the program. The Director of Clinical Training assigns mentors to their mentee the summer prior to the mentee’s first semester in the program. Mentors are expected to contact mentees during the summer via e-mail to answer questions and offer support. The mentor-mentee relationship may continue throughout the course of the program as needed.

## Appendix A – List of Courses

<b>Course Number</b>	<b>Course Title</b>	<b>Required/ Elective</b>	<b>Semester Offered</b>
Psy 503	Research Methods and Statistics I	Required	Fall
Psy 504	Research Methods and Statistics II	Required	Spring
Psy 507	Neuropsychology	Elective	Fall (Odd Years)
Psy 508	Biological Bases of Behavior	Required	Fall
Psy 518	Advanced Human Development	Required	Fall (Even Years)
Psy 517	Theories of Personality	Required	Spring
Psy 521	Social Psychology	Required	Fall
Psy 522	Cognitive-Affective Bases of Behavior	Required	Spring
Psy 531	Psychopathology	Required	Fall
Psy 532	Child Psychopathology	Required	Fall
Psy 538	Psychopharmacology	Elective	Fall (Even Years)
Psy 554B or 555	Master's Thesis Preparation or Professional Contribution	Required	Spring/Fall
Psy 556	Master's Thesis	Required	Spring/Fall
Psy 559a	Pre-practicum	Required	Fall
Psy 561	Introduction to Psychological Testing	Required	Fall
Psy 562	Cognitive Assessment	Required	Spring
Psy 564	Introductory Practicum	Required	Spring
Psy 571	Introduction to Individual Psychotherapy	Required	Spring
Psy 572	Introduction to Group Psychotherapy	Required	Spring/Fall
Psy 574	Cognitive-Behavioral Therapy	Required	Fall
Psy 577	Practicum	Required	Fall
Psy 587	Practicum II	Required	Spring
Psy 580	Assessment of Adult Personality and Psychopathology	Required	Spring
Psy 581	Socioemotional Assessment of Children and Adolescents	Elective	Spring
Psy 611	Advanced Statistical Analysis I	Required	Fall
Psy 700	Professional Ethics	Required	Fall (Odd Years)
Psy 704	Multicultural Issues in Psychology	Required	Spring (Even Years)
Psy 706	Supervision and Consultation Seminar	Required	Spring
Psy 801	Advanced Psychopharmacology	Required	Spring
Psy 802	Marital and Family Therapy	Required	Spring (Odd Years)
Psy 805	Interpersonal Intervention Strategies	Required	Fall
Psy 815	Child Psychotherapy	Required	Spring (Even Years)
Psy 840	Elective Practicum	Elective	Spring/Fall/Summer
Psy 850	Educational Assessment Practicum	Required	Fall/Spring
Psy 851	Geriatric Assessment Practicum	Required	Fall/Spring
Psy 870	Practicum V	Required	Fall
Psy 871	Practicum VI	Required	Spring
Psy 880	Community Practicum I	Required	Fall
Psy 881	Community Practicum II	Required	Spring
Psy 895 A,B	Doctoral Project	Required	Spring
Psy 897 A,B	Internship	Required	Spring

## **Appendix B – Sample Curriculum Plan**

(will vary slightly according to year of entry and selection of electives)

### **FIRST YEAR**

Fall (15 credits)

Psy 503 Research & Statistics I  
Psy 508 Biological Bases of Behavior  
Psy 531 Psychopathology  
Psy 532 Child Psychopathology  
Psy 559a Prepracticum  
Psy 700 Professional Ethics

Spring (16.5 credits)

Psy 504 Research & Statistics II  
Psy 517 Personality Theories  
Psy 522 Cognitive/Affective Bases of Behavior  
Psy 554A or 555 Master's Thesis Preparation/Professional Contribution  
Psy 564 Introductory Practicum  
Psy 571 Introduction to Individual Psychotherapy  
Psy 815 Child Psychotherapy

### **SECOND YEAR**

Fall (15 credits)

Psy 518 Advanced Human Development  
Psy 521 Social Psychology  
Psy 554B Master's Thesis Proposal  
Psy 561 Introduction to Psychological Testing  
Psy 574 Cognitive Behavioral Therapy  
Psy 577 Practicum

Spring (15 credits)

Psy 556 Master's Thesis  
Psy 562 Cognitive Assessment  
Psy 580 Assessment of Adult Personality and Psychopathology  
Psy 587 Practicum II  
Psy 572 Introduction to Group Psychotherapy  
Dean 057 EHD Graduation (M.A.)

### **THIRD YEAR**

Fall (13.5 credits)

Psy 611 Advanced Statistical Analysis  
Psy 805 Interpersonal Intervention Strategies  
Psy 850 Educational Assessment Practicum  
Psy 880a Community Practicum I  
Elective

Spring (12 credits)

Psy 704 Multicultural Issues in Psychology

Psy 706 Supervision and Consultation Seminar

Psy 801 Advanced Psychopharmacology

Psy 851 Geriatric Assessment Practicum

Psy 880b Community Practicum I

**FOURTH YEAR**

Fall (12 credits)

Psy 870 Practicum V

Psy 881a Community Practicum II

Psy 895A Doctoral Project

Elective

Spring (12 credits)

Psy 802 Marital and Family Therapy

Psy 871 Practicum VI

Psy 881b Community Practicum II

Psy 895B Doctoral Project

**FIFTH YEAR**

Fall (3 credits)

Psy 897A Internship

Spring (3 credits)

Psy 897B Internship

Summer (0 credits)

Dean 057 EHD Graduation (Psy.D.)

## Appendix C – Academic Grievance Forms

### MARYWOOD UNIVERSITY

#### FORM A

Name \_\_\_\_\_

Class Standing \_\_\_\_\_ Major \_\_\_\_\_

Person You Are Grieving Against \_\_\_\_\_

Issue of Appeal \_\_\_\_\_

In the space below, detail your reasons for this academic grievance. Attach pertinent information. Be certain your case for an academic grievance is complete and thorough, and that you support your claims that the person in question acted in an arbitrary or unjust manner. Specify the remedy you seek. If the space below is inadequate you may attach additional sheets.

\_\_\_\_\_  
Student Signature & Date

**Present this form to the supervisor of the person you are grieving.**

**STUDENT REQUEST FOR STUDENT GRIEVANCE COMMITTEE HEARING**

**MARYWOOD UNIVERSITY**

**FORM B**

Date of Supervisor's Response \_\_\_\_\_

Today's Date \_\_\_\_\_

TO: Dean or Appropriate Institutional Officer

Nature of Grievance:

Why Supervisor's Response Was Unsatisfactory. (Please Attach a Copy of the Supervisor's Response)

\_\_\_\_\_  
Student Signature & Date

## Appendix D – Candidacy Form

Marywood University  
College of Education and Human Development  
Scranton PA 18509

### Application for Admission to Candidacy for a Master's Degree

I, \_\_\_\_\_ hereby apply for admission to candidacy for the Master of Arts degree in the department of Psychology and Counseling.

I have fulfilled the requirements as indicated below:

(Please check):

1. One of the following has been taken:

\_\_\_\_\_ Graduate Record Examination (GRE)

\_\_\_\_\_ Miller Analogy Test (MAT)

2.  X  Twelve (12) hours of graduate work have been completed.

3.  X  An average of "B-" or better has been maintained in the above courses.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Address:

\_\_\_\_\_

Phone: \_\_\_\_\_

Approved:

\_\_\_\_\_  
Signature of Chairperson

\_\_\_\_\_  
Date

# Appendix E – Master’s Thesis Committee Appointment Form

MARYWOOD UNIVERSITY  
Psy.D. in Clinical Psychology

## MASTER’S THESIS COMMITTEE

To: Dean, College of Education and Human Development

From: \_\_\_\_\_  
Master’s Thesis Chair

For: \_\_\_\_\_  
Name of Student

Student ID#: \_\_\_\_\_

Date: \_\_\_\_\_

The following faculty, having agreed to serve on the committee for the above student, are recommended to you for appointment to the committee. A minimum of three faculty are required to form a committee for a Master’s Thesis.

\_\_\_\_\_  
Signature Chair of Committee

\_\_\_\_\_  
Signature Member

\_\_\_\_\_  
Signature Member

Approval: \_\_\_\_\_  
Signature Director of Clinical Training

\_\_\_\_\_  
Signature Dean, EHD

### Distribution List:

- Student
- Chair, Master’s Thesis Committee
- Director of Clinical Training
- Dean, Reap College of Education and Human Development
- Student file

## Appendix F – Doctoral Project Committee Appointment Form

MARYWOOD UNIVERSITY  
Psy.D. in Clinical Psychology

### DOCTORAL PROJECT THESIS COMMITTEE

To: Dean, College of Education and Human Development

From: \_\_\_\_\_  
Doctoral Project Chair

For: \_\_\_\_\_  
Name of Student

Student ID#: \_\_\_\_\_

Date: \_\_\_\_\_

The following faculty, having agreed to serve on the committee for the above student, are recommended to you for appointment to the committee. A minimum of three faculty are required to form a committee for a Doctoral Project.

\_\_\_\_\_  
Signature Chair of Committee

\_\_\_\_\_  
Signature Member

\_\_\_\_\_  
Signature Member

Approval: \_\_\_\_\_  
Signature Director of Clinical Training

\_\_\_\_\_  
Signature Dean, EHD

**Distribution List:**

- Student
- Chair, Doctoral Project Committee
- Director of Clinical Training
- Dean, College of Education and Human Development
- Student file

# Appendix G – Professional Contribution Committee Appointment Form

MARYWOOD UNIVERSITY  
Psy.D. in Clinical Psychology

## PROFESSIONAL CONTRIBUTION COMMITTEE

To: Dean, College of Education and Human Development

From: \_\_\_\_\_  
Professional Contribution Chair

For: \_\_\_\_\_  
Name of Student

Student ID#: \_\_\_\_\_

Date: \_\_\_\_\_

The following faculty, having agreed to serve on the committee for the above student, are recommended to you for appointment to the committee.

\_\_\_\_\_  
Signature Chair of Committee

\_\_\_\_\_  
Signature Department Chairperson

Approval: \_\_\_\_\_  
Signature Director of Clinical Training

\_\_\_\_\_  
Signature Dean, EHD

- Distribution List:**  
 Student  
 Chair, Professional Contribution Committee  
 Director of Clinical Training  
 Dean, College of Education and Human Development  
 Student file

## Appendix H – Announcement of Master’s Thesis Defense Form

**MARYWOOD UNIVERSITY  
Psy.D. in Clinical Psychology**

### ANNOUNCEMENT

A Public Defense of a Master’s Thesis Completed by

\_\_\_\_\_ Will be Held on  
(Name)  
\_\_\_\_\_ At \_\_\_\_\_ In \_\_\_\_\_  
Date Time Place

### MASTER’S THESIS TITLE

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**All are welcome to attend.**

\_\_\_\_\_ Date \_\_\_\_\_ Committee Chair

Distribution: Dean, College of Education and Human Development  
Director of Clinical Training  
Psy.D. Bulletin Board

## Appendix I – Announcement of Doctoral Project Defense Form

**MARYWOOD UNIVERSITY**  
**Psy.D. in Clinical Psychology**

### ANNOUNCEMENT

A Public Defense of a Doctoral Project Completed by

\_\_\_\_\_ Will be Held on  
(Name)

\_\_\_\_\_ At \_\_\_\_\_ In \_\_\_\_\_  
Date Time Place

### DOCTORAL PROJECT TITLE

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**All are welcome to attend.**

\_\_\_\_\_                      \_\_\_\_\_  
Date                              Committee Chair

Distribution: Dean, College of Education and Human Development  
Director of Clinical Training  
Psy.D. Bulletin Board

## Appendix J – Master’s Thesis Title Page Format

**MARYWOOD UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

(TITLE OF MASTER’S THESIS)

by

(Name of Student)

A Master’s Thesis in Psychology

Submitted in Partial Fulfillment  
of the Requirements for the Degree of  
M.A. in Psychology

(Month, Year)

\_\_\_\_\_  
Date of Approval

Approved: \_\_\_\_\_  
Committee Chair

\_\_\_\_\_  
Committee Member

\_\_\_\_\_  
Committee Member

\_\_\_\_\_  
Date of Approval

\_\_\_\_\_  
Department Chairperson

## Appendix K – Professional Contribution Title Page Format

**MARYWOOD UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

(TITLE OF PROFESSIONAL CONTRIBUTION)

by

(Name of Student)

A Professional Contribution in Psychology

Submitted in Partial Fulfillment  
of the Requirements for the Degree of  
M.A. in Psychology

(Month, Year)

\_\_\_\_\_  
Date of Approval

Approved:

\_\_\_\_\_  
Committee Chair

\_\_\_\_\_  
Date of Approval

\_\_\_\_\_  
Department Chairperson

## Appendix L – Doctoral Project Title Page Format

**MARYWOOD UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

(TITLE OF DOCTORAL PROJECT)

by

(Name of Student)

A Doctoral Project in Clinical Psychology

Submitted in Partial Fulfillment  
of the Requirements for the Degree of  
Psy.D. in Clinical Psychology

(Month, Year)

\_\_\_\_\_  
Date of Approval

Approved:

\_\_\_\_\_  
Committee Chair

\_\_\_\_\_  
Committee Member

\_\_\_\_\_  
Committee Member

\_\_\_\_\_  
Reader

\_\_\_\_\_  
Date of Approval

\_\_\_\_\_  
Director of Clinical Training

## Appendix M – Doctoral Project Abstract Submission Format

**MARYWOOD UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

(TITLE OF DOCTORAL PROJECT)

by

(Name of Student)

An Abstract of a Doctoral Project  
In Clinical Psychology

Submitted in Partial Fulfillment  
of the Requirements for the Degree of  
Doctor of Psychology

---

Month      Year

## Appendix N – Reimbursement Request Form

### REQUEST FOR PROFESSIONAL TRAVEL/RESEARCH FUNDING For Psy.D. Students

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Amount Requested: \_\_\_\_\_

Amount already received this fiscal year (July-June): \_\_\_\_\_

Activity (describe seminar/conference with location and dates of attendance or research activity, and how it contributes to your professional development):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Detail, as much as possible, the expected expenses for this activity:

Registration: \_\_\_\_\_

Travel: \_\_\_\_\_

Lodging: \_\_\_\_\_

Meals: \_\_\_\_\_

Other: \_\_\_\_\_ (please describe) \_\_\_\_\_

TOTAL: \_\_\_\_\_

I attest that the information provided above is factual and that I will attend/participate in the activity for which this funding is requested.

Signature of Student: \_\_\_\_\_

---

Approved by Director of Clinical Training: \_\_\_\_\_ Date: \_\_\_\_\_

# Appendix O – Community Practicum Site Evaluation Form

## Marywood University - Psy.D. Program Community Practicum Evaluation

Date Completed \_\_\_\_\_

Agency Name \_\_\_\_\_

Supervisor Name \_\_\_\_\_

Agency Phone \_\_\_\_\_

Address \_\_\_\_\_

Student Completing Evaluation \_\_\_\_\_

**Directions:** On a Likert scale of "1" being "Very Poor" to "5" being "Superior," please rate and comment on the above named site.

### 1. Orientation to site

- |  |           |
|--|-----------|
| a. Adequacy of orientation               | 5 4 3 2 1 |
| b. Immediacy of involvement              | 5 4 3 2 1 |
| c. Continuation of orientation as needed | 5 4 3 2 1 |

### 2. Professional Treatment

- |   |           |
|---|-----------|
| a. Appropriate professional expectations  | 5 4 3 2 1 |
| b. I was included in activities.          | 5 4 3 2 1 |
| c. I was treated with respect, as a peer. | 5 4 3 2 1 |
| d. They consulted me about ideas.         | 5 4 3 2 1 |
| e. They made me feel welcome.             | 5 4 3 2 1 |

### 3. Quality of Supervision

- |   |           |
|---|-----------|
| a. Supervision was regularly scheduled.                                 | 5 4 3 2 1 |
| b. Supervision was helpful.   | 5 4 3 2 1 |
| c. Supervision was appropriate to my level of professional development. | 5 4 3 2 1 |
| d. Supervision was supportive.  | 5 4 3 2 1 |

### 4. Experiences

- |   |           |
|---|-----------|
| a. Appropriate clients were plentiful.          | 5 4 3 2 1 |
| b. I learned about the overall site operations. | 5 4 3 2 1 |
| c. I had appropriately challenging duties.      | 5 4 3 2 1 |
| d. I felt that I made a contribution.           | 5 4 3 2 1 |
| e. I rarely felt bored, lost, or left out.      | 5 4 3 2 1 |

### 5. Global evaluation

- |  |           |
|--|-----------|
| a. I learned a lot at this site.                         | 5 4 3 2 1 |
| b. I felt well prepared for assignments at this site.    | 5 4 3 2 1 |
| c. I would recommend this site to other Psy.D. students. | 5 4 3 2 1 |

**6. List major activities in which you were engaged:**

**7. Name the supervisor(s) you would recommend at this site:**

**8. What types of clients are available at this site? (e.g., age, gender, race/ethnicity, nature of concerns, degree of severity of issues, etc.)**

**9. Please list other comments/recommendations/cautions:**

## Appendix P – Course Instructor Evaluation of Psy.D. Student Form

### Psy.D. Student Evaluation by Course Instructor

**Student:**  
**Instructor:**  
**Course:**  
**Semester:**

---

Please rate the designated student according to the following criteria, based on his/her performance in your course this semester. Additional comments are encouraged regardless of rating, but are **required** for ratings below “good.” Your feedback will be discussed at the semi-annual student evaluation meeting of the Psy.D. faculty and will be incorporated anonymously into each student’s written annual evaluation completed by the Director of Clinical Training.

Using the following scale, place your rating for each area below.

<b>Unsatisfactory</b>	<b>Satisfactory with Concerns</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>	<b>Unable to Judge</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>

AREA	RATING	COMMENTS
<b>Class participation</b>		
<b>Written expression</b>		
<b>Oral expression</b>		
<b>Mastery of Course Material</b>		
<b>Overall Course Performance</b>		

AREA	RATING	COMMENTS
<p><b>Interpersonal Skills</b></p>		
<p><b>Emotional Maturity</b></p>		
<p><b>Critical Thinking</b></p>		

**Additional comments:**

*Thank you!*

## Appendix Q – Important Reminders

### First Year

- **Fall**
  - Start process to gain criminal/child abuse clearances
  - Become student affiliate member of APA
- **Spring**
  - Find master's thesis mentor
  - Submit candidacy form

### Second Year

- **Fall**
  - Start entering clinical hours in Time to Track
- **Spring**
  - Take Comprehensive Examination
  - Defend Master's Thesis/Complete PC
  - Complete necessary paperwork for M.A. graduation
  - Submit copies of thesis/PC for binding

### Third Year

- **Spring**
  - Take Qualifying Clinical Examination
  - Find doctoral project mentor
  - Participate in interviews for community practicum placement
  - Begin internship selection process
  - Begin development of doctoral project proposal

### Fourth Year

- **Fall**
  - Prepare internship application
  - Request letters of reference for internship
  - Provide Director of Clinical Training with necessary internship forms
  - Defend doctoral project proposal
- **Spring**
  - Interview for internships
  - Gather doctoral project data

### Fifth Year

- **Summer/Fall**
  - Defend doctoral project
  - Submit doctoral project copies for binding
  - Complete all doctoral project paperwork in Dean's office
- **Spring**
  - Complete "walking papers" for commencement
- **Summer**
  - Complete graduation paperwork

## Appendix R – Guidelines for De-Identifying Reports for the APPI

### De-identifying Reports for the AAPI

Below please find the link that specifies how HIPAA require reports to be de-identified for submission as a part of your predoctoral internship application:

<http://www.hhs.gov/ocr/privacy/hipaa/understanding/coveredentities/De-identification/guidance.html>. You must follow these guidelines in de-identifying your reports.

In addition, the Psychological Services Center has the following requirements:

- Please remove the following from your reports:
  - clinic letterhead
  - dates of contact.
  
- Please change historical information that is not clinically important to your conceptualizations and interventions. Some examples:
  - Change the number of years parents have been married.
  - Change vocations, keeping it in a similar category (e.g., from electrician to carpenter, from librarian to teacher, etc.)
  - Change extracurricular involvements (e.g., from monthly poker group to monthly fishing club, from being on the soccer team to being on the field hockey team, etc.)
  - If it isn't germane to your work, you can change details about the family (e.g., from two kids to three kids, from being Baptist to being Methodist, the number of kids the non-custodial dad has in his current family, mother is troubled by pain in her right knee to she is troubled by pain in her hip, etc.)
  - Change how much money the family makes, just keep it within the same strata.

Keep in mind the worst-case scenario (not matter how unlikely): these materials have fallen into the wrong hands and are published on the internet. If your clients read the document(s), could they have a legitimate concern that they could be identified by someone in their community?

If you have the files in electronic form this would be easy to do. If you don't, you might black out irrelevant potential identifiers (i.e., demographic variables).

## Appendix S – Graduation Participation Eligibility Request

### Graduation Participation Eligibility Request GRADUATE

Date: \_\_\_\_\_ Name: \_\_\_\_\_ ID#: \_\_\_\_\_

Degree and major: \_\_\_\_\_

Total credits earned toward degree by May, \_\_\_\_\_yr: \_\_\_\_\_ Cr.

Course credits outstanding after May, \_\_\_\_\_yr: \_\_\_\_\_ Cr.

List all outstanding courses and credits below

Course #	Course Title	# Credits

Justification:

\_\_\_\_\_  
Student Signature

Approval: \_\_\_\_\_ Date \_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Dean Date

\_\_\_\_\_  
Vice President of Academic Affairs Date