

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



Student Handbook

**Department of Psychology and Counseling
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. We have attempted for the handbook 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 (at the time of this writing, there are 12 faculty with expectations to hire 4 new faculty to start with the 2009-2010 academic year). 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 and 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).

Full-Time Faculty

- Shamshad Ahmed, Ph.D., McGowan 1020, Ext. 2319
- Sr. Gail Cabral, Ph.D., McGowan 1026, Ext. 2346
- C. Estelle Campenni, Ph.D., McGowan 1023, Ext. 2320
- Brooke Cannon, Ph.D., McGowan 1030, Ext. 2324
- Ed Crawley, Ph.D., McGowan 1024, Ext. 2325

- Bradley Janey, Ph.D., McGowan 1025, Ext. 2494
- John Lemoncelli, Ed.D., McGowan 1031, Ext. 2317
- Janet Muse-Burke, Ph.D., McGowan 1029, Ext. 2367
- Ed O'Brien, Ph.D., McGowan 1036, Ext. 2459
- David Palmiter, Ph.D., ABPP, McGowan 1016, Ext. 2541
- Carl Persing, Ph.D., McGowan 1027, Ext. 2351
- David Renjilian, Ph.D., McGowan 1021, Ext. 2697

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)
- Liz Rosar, Room McGowan 1019, 348-6211, ext. 6046 (Psy.D. Program)

Copies of this handbook are distributed to all 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-accredited¹ 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 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.

¹ 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 six 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. 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, 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 reaccreditation site visit is scheduled for Fall 2009. 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), 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.

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 113 total credits: 51 master's credits + 62 doctoral credits. Students admitted post-master's are given advanced standing, requiring completion of the 62 doctoral credits.

Classes are scheduled during daytime and evening hours. The academic year consists of a fall and a spring semester. There are no required courses scheduled for the summer; however, 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, 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 advanced assessment of adjustment and psychopathology (PSY 707) and 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 receive direct experience providing clinical work in the Psychological Services Center during their second and third years, at a community practicum site in their fourth year, and while on internship in their fifth year. Similarly, the type of client increases in complexity, moving from a pseudoclient (during roleplays), 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 empirically-supported manualized treatment programs available for use in the clinic.

Supervision and consultation training begins in the introductory psychotherapy course during the first year. As part of this course, students complete roleplays which 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 supervision, and completes rating scales. In their second year, students begin their work in the clinic and receive individual and group supervision with a doctoral-level faculty member; this work continues in the third year but with an increase in the client case load. Also in the third year, students complete a seminar in supervision and consultation (PSY 706). It is as part of this seminar that they may provide supervision to the first year students on the roleplays. During their fourth year, students begin their community practicum work, receiving supervision at an external site; placements at these sites are arranged in consultation with the Director of Practica and Internships. Additionally, fourth year students provide individual supervision 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. Supervision experience and training then continues at the internship site.

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 roleplays and completing written psychological evaluations in the assessment courses. Didactic training is gained through the professional practice seminar (PSY 701), where issues such as licensure and credentialing, legal concerns, risk management, working with managed care, and the business of private practice are explored. Experiential training occurs through the six semesters of 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 orientation) 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.
5. The course was not applied toward another academic degree.

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 3rd and 4th 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 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, 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 (www.marywood.edu/departments/PsyD).

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. One full-time and two half-time graduate assistantships are awarded to third year students. The full-time position is as the Psychological Services Center assistant director. This assistantship includes one academic year's tuition waiver and a stipend for approximately 20 hours/week. Each student who receives a half-time assistantship serves as a research assistant to a Psy.D. faculty member and receives half of the year's tuition waiver and half of the stipend for 10 hours/week. 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.

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 2nd year students in April of each year and are tailored to the positions available for each given year (i.e., which faculty members have been awarded Psy.D. graduate assistants for the upcoming year in addition to the PSC position description). 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 L. 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 N). These data are discussed at the annual student review by Psy.D. faculty. The written annual evaluation provided to each student 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.

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 probation or dismissed from the Department. Students placed on probation are given 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 probationary period, the student will be allowed to

continue in the program. If the situation is not rectified, the student will be dismissed or the probationary period may be 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 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>.

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 below).

Plagiarism Policy

The following is the University's statement on plagiarism:

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.

Candidacy and Required Clearances

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 C). At the same time the student is to submit copies of clearances from the Pennsylvania State Police (criminal

record clearance) and the Pennsylvania Department of Welfare (child abuse and neglect clearance). Students should begin the process of obtaining these clearances during their first semester in the program, as they often take some time for completion. 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 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 takes place 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", with 70% overall constituting a "pass;" and a 60% overall score constituting a "marginal pass." Students who fail the Comprehensive Exam may take the test a second time the following July. In no case can the student take the Comprehensive Exam more than twice. In the event that a student fails the Comprehensive Exam in the first attempt, only those courses for which performance was below the required minimum score will be tested in the second attempt. A Corrective Action Plan will be devised with designated remedial work to help prepare for the retesting. 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 prior to taking the QCE. Students must pass the QCE prior to internship application.

Each student is to coordinate with the Director of Practica and Internships regarding the scheduled date for his/her QCE. The exams normally are held at the end of the Spring semester in the 3rd year.

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 two weeks (10 business days) prior to the exam date:

1. A **psychosocial evaluation** on a client. Unless the Director of Practica and Internships has approved otherwise, this will be an evaluation that was completed on a client seen at the PSC. Additional details regarding the psychosocial:
 - a. The student should change the name and superfluous details about the case in order to preserve some degree of anonymity for the client.
 - b. All materials should be prepared and handled in accordance with the policies and procedures articulated in the PSC manual.
2. If **psychological testing** was completed on the client, the psychological testing report should also be submitted. This is not required if psychological testing data were incorporated within the psychosocial evaluation. If psychological testing was not completed on the therapy client presented, then an alternate assessment report and protocol may be provided, if approved by the Director of Practica and Internships.
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. **Copies of the rating scales and psychological testing protocols**. The student should also arrange to submit **copies of any key chart records or documents**. Names and identifying information should be removed from these copies.
6. A **videotape** of a treatment session with the same client.
7. A **report** from the student that contains the following elements:
 - a. **Current diagnostic formulation**. In this section the student reviews the current DSM-IV-TR diagnostic impression of the client (this may be the same or different from the impression articulated in the chart records that have been submitted). The student should also describe his or her thinking about the client's personality (i.e., a review of perceived strengths and weaknesses) and theory about what is causing the DSM-IV-TR conditions. There also should be consideration of ethnic and cultural contributions to the client's presentation.
 - b. **Conceptualization of the intervention plan**. In this section, the student reviews the justification for the treatment model that is being employed with the client.
 - c. **Description of the session that is being taped**. 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 content that is covered in the videotaped session.
 - iv. A review of the student's conceptualization of the session. This should include things like 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.

- d. A **brief review of the empirical literature** that supports the intervention model used by the student with the client.

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 licensed, doctoral-level psychologists. 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 fill out 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

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 seven areas must be 3.0 or higher in order to pass. Students with average scores greater than 4.0 earn a "pass with distinction."

Following the discussion, the committee members will complete their ratings. The student will then be invited back in and given feedback.

Procedure for Students Who Fail the Qualifying Clinical Examination

A student who fails 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 sets of materials are required to be submitted (as above). Once submitted, an examination will be scheduled for the start of the Fall semester.

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 1st, files an appeal on July 1st, and learns that the appeal failed on September 1st, would have until February 1st 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 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 September, at which time faculty ratings are discussed and students requiring probationary status 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 probationary 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; or,
3. 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

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 M. The Director of

Practica and Internships provides guidance in the application and selection of community practicum and internship 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. The master's degree must be completed before students are allowed to complete Community Practica. A timeline to prepare for internship application is provided by the Director of Practica and Internships during the second year in the program. Completion of the Qualifying Clinical Examination is required before commencement of the Internship.

Case Conferences

The case conference series is a (mostly) monthly meeting in the Psychological Services Center (PSC). A PSC therapist prepares a brief summary of the work with a client, reviews the case, and then offers questions for the group to consider.

Although meant to be an enjoyable activity for students, attendance is mandatory. Individuals will only be excused for emergencies. Those wishing to apply for such a release should be in touch with the Director of Practica and internships 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 Director of Practica and Internships within two weeks of the case conference.

Colloquia Attendance

The Psy.D. program and the Department co-sponsor an invited speaker series, typically occurring 2-3 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, as part of Practica V and VI, will provide clinical supervision to a junior Psy.D. student on a PSC case. Oversight of the supervision process will occur during the scheduled Practica meetings and on an individual basis, as needed. 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 licensed psychologist 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 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.

Facilities

Recreational/Cultural Opportunities on Campus

Opened in the Fall of 2006, the Mellow Center for Athletics and Wellness includes a 5,000 square-foot fitness center, a rock-climbing wall, the 1,500-seat Insalaco 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

Students may elect to take advantage of university housing or peruse 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 . 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 220,000 volumes, nearly 16,000 current print and electronic journal subscriptions, and almost 50,000 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.

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. Each therapy room has 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 videorecording, and audiotaping. The large multi-media observation room houses flat screen monitors in addition to the one-way mirrors and DVR/VCRs, allowing larger groups to select among three therapy rooms for live observation.

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 Wintel 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 outpatient 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, group 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 videotape, audiotape, 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 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 Wintel computer, 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. The 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., SPSS, Statview, 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 1052) - 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 1052) - 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 are provided shared office space in the McGowan Center beginning in at least the 2nd year in the program, earlier according to availability.

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

Most theses and doctoral projects are able to be reviewed at the Departmental Review Board level. Your research mentor will help you determine if you need to submit for IRB review. Necessary forms are available on the University's IRB website: <http://cwis.marywood.edu/irb/>. DRB submissions are to go to Dr. Campenni. Follow instructions on the website for IRB submissions.

Master's Thesis

It is expected that students will begin thinking about their 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. 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 Psy 554B Thesis Preparation (0 credits) and to arrange with the faculty mentor for meeting schedules, deadlines, etc. The purpose of this course 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 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 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.

In consultation with the thesis mentor, students 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.

At the time of the master's thesis proposal meeting, the student is to complete and submit the Master's Thesis Committee Appointment form (Appendix E).

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 G) on the Psy.D. bulletin board (outside McGowan 1019). 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.

It is expected that the master's thesis will be completed within three academic semesters, beginning with the spring semester of the first year. Students must continue to register for Thesis Preparation until the research mentor has determined that the student is ready for thesis defense. 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.

The master's thesis document should be written in current APA style and should thus include the following sections: abstract, introduction, method, results, discussion, references, tables, figures, and appendices. 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"). In particular, the margins for binding are 1.5 inches

on the left. Students are reminded to remember these margins when preparing figures and tables.

Deadlines for defending the master's thesis and submission of the final copies 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. 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.

Four signed copies of the completed master's thesis are to be submitted: one for the library, one for the department, one for the research mentor, and one for the student. One original on archival bond paper is required; all other copies may be on standard paper.

The master's thesis represents 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 the master's thesis project.

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 8 credits of doctoral project research. The typical registration is for 4 credits in the fall semester of the 4th year and the remaining 4 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 4 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 8 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 at 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. Public notice of the defense date is to be made by posting the Announcement of Doctoral Project Defense form (Appendix H) 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 K), 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 (NAMPP), 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 graduates 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 Psy.D. students who get together each month to share research ideas, talk about classes, and socialize. Information about past and upcoming meetings is posted on the Psy.D. website. 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.

Appendix A – List of Courses

Course Number	Course Title	Required/ Elective	Semester Offered
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	Master's Thesis Preparation	Required	Spring/Fall
Psy 556	Master's Thesis	Required	Spring/Fall
Psy 561	Introduction to Psychological Testing	Required	Fall
Psy 562	Cognitive Assessment	Required	Spring
Psy 566	Projective Measures of Personality	Elective	Summer (Odd Years)
Psy 571	Introduction to Individual Psychotherapy	Required	Spring
Psy 572	Introduction to Group Psychotherapy	Elective	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 701	Introduction to Psychotherapy Practice	Required	Fall
Psy 704	Multicultural Issues in Psychology	Required	Spring (Even Years)
Psy 706	Supervision and Consultation Seminar	Required	Spring
Psy 707	Seminar in Adjustment and Psychopathology	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 860	Practicum III	Required	Fall
Psy 861	Practicum IV	Required	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 700 Professional Ethics

Spring (15 credits)

Psy 504 Research & Statistics II
Psy 517 Personality Theories
Psy 522 Cognitive/Affective Bases of Behavior
Psy 554B Master's Thesis Proposal
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
Elective
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 860 Practicum III
Elective

Spring (12 credits)

Psy 704 Multicultural Issues in Psychology

Psy 706 Supervision and Consultation Seminar

Psy 707 Seminar in Adjustment and Psychopathology

Psy 851 Geriatric Assessment Practicum

Psy 861 Practicum IV

FOURTH YEAR

Fall (13.5 credits)

Psy 701 Introduction to Psychotherapy Practice

Psy 870 Practicum V

Psy 880 Community Practicum I

Psy 895A Doctoral Project

Elective

Spring (12 credits)

Psy 802 Marital and Family Therapy

Psy 871 Practicum VI

Psy 881 Community Practicum I

Psy 895B Doctoral Project

FIFTH YEAR

Fall (1 credit)

Psy 897A Internship

Spring (1 credit)

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 – 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

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 H – 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

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 – Master’s Thesis Title Page Format

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

(TITLE OF DOCTORAL PROJECT)

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

Director of Clinical Training

Appendix J – 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 K – 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 L – 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 M – 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 N – 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.

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

AREA	RATING	COMMENTS
Class participation		
Written expression		
Oral expression		
Mastery of Course Material		
Overall Course Performance		

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

Additional comments:

Thank you!

Appendix O – 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 necessary paperwork for M.A. graduation
 - Submit copies of thesis 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