



Psy.D. Program Handbook

Doctor of Psychology Program in Clinical Psychology

**Department of Psychology and Counseling
Psy.D. Program in Clinical Psychology**

**2026-2027 Edition
Published Summer 2026**

Program Director: S. Donna Kelley, IHM, Psy.D.

DISCLAIMER

This Handbook is for the sole proprietary use of students enrolled in Immaculata University's Psy.D. Program in Clinical Psychology. The Handbook is not to be distributed, copied, or otherwise shared with anyone outside the Department of Psychology and Counseling without the written permission of the Program Director and the Dean of The College of Graduate Studies. The Department reserves the right to modify the Handbook in response to programmatic change.

Accreditation

Immaculata University's Psy.D. program in Clinical Psychology is accredited by the American Psychological Association (APA).

Questions related to the program's accreditation status should be directed to the

Commission on Accreditation:

Office of Program Consultation and Accreditation

American Psychological Association

750 1st Street, NE, Washington, DC 20002

(202) 336-5979

apaaccred@apa.org

<https://www.accreditation.apa.org/>

The program may be contacted at:

Director of the Psy.D. Program

Immaculata University

Nazareth 10

Immaculata, PA 19345

610-647-4400 ext. 3503

dkelley@immaculata.edu

Immaculata University Psychology Internship Consortium is accredited by the American Psychological Association (APA)

Questions related to the program's accreditation status should be directed to the

Commission on Accreditation:

Office of Program Consultation and Accreditation

American Psychological Association

750 1st Street, NE, Washington, DC 20002

(202) 336-5979

apaaccred@apa.org

<https://www.accreditation.apa.org/>

The program may be contacted at:

Executive Training Director

Immaculata University

Nazareth Hall, 14

Immaculata, PA 19345

610-647-4400 ext. 3464

kullrich@immaculata.edu

Membership

Immaculata University Psychology Internship Consortium is also a member of the Association of Psychological Postdoctoral and Internship Centers (APPIC)

APPIC Central Office

17225 El Camino Real, Suite #170

Houston, TX 77058-2748

<http://www.appic.org>

TABLE OF CONTENTS

MISSION STATEMENT	vii
ORIENTATION TO THE PSY.D. HANDBOOK.....	viii
PART I: PROGRAM.....	9
OVERVIEW OF THE PSY.D. PROGRAM.....	9
Program History.....	9
Diversity and Inclusion Statement	9
Program Mission/Philosophy	9
Program Theoretical Orientation, Assumptions & Values.....	10
Self-Care and Psychotherapy as Part of Life-long Learning.....	10
Psychology Licensure	11
Psy.D. Curriculum	11
Prerequisites.....	11
Required Concentration	11
Elective Courses	12
Program Competencies and Expected Outcomes	12
Scope and Sequence of Courses	13
PSYD PROGRAM AIMS AND COMPETENCIES	14
M.A. Curriculum	23
Master Comprehensive Examination (PSYC 697).....	23
Required Courses for Master Comprehensive Examination	23
Admissions to the PsyD Program.....	23
Transcript Reviews and Course Waivers.....	24
Professional Development Series	24
Provisional Program Plan	24
Catalog Exemptions.....	24
Full-Time and Residency Requirements.....	25
Advisement	25
Emails, Email Signatures and Degree Candidacy.....	25
Leave of Absence	25
Disability, Academic Integrity, and Attendance Policies.....	25
Ethical Conduct	25
Artificial Intelligence (AI) Use Policy	25
Grievance Review Policy.....	26

Records	26
Non-Academic, Student Life Policies.....	26
EOE	26
Financial Aid	27
Graduate Student Professional Development Fund	27
Sr. Agnes Hughes Fund	27
Graduation	27
Commencement	27
Certificates of Emphasis	27
Comprehensive Examinations.....	27
M.A. Clinical Psychology Comprehensive Examination.....	28
PsyD Clinical Psychology Comprehensive Examination	28
Grading, Re-Takes, and Internship	28
Clinical Training.....	29
Exit Survey	29
STUDENT PROFESSIONAL DEVELOPMENT PROGRAMS	29
Orientation	29
PsyD Peer Mentorship Program.....	29
PsyD Student Advisory Council (PSAC)	30
PsyD Day.....	30
Professional Presentations.....	30
Testing and Research Center	31
Program Evaluation	31
Continuing Education Sponsorship.....	31
Program & Divisional Communications to Students	32
ADMINISTRATIVE OVERVIEW OF THE PSY.D. PROGRAM.....	32
Department Faculty Processes	32
Governance	32
Committee Structure	33
Student Annual Progress Review.....	33
Student Review Committee.....	34
POLICIES.....	35
Student-Faculty Relationships	35
Pregnant and Parenting Guidelines for PsyD Students	35
Accommodations and Support	36

Compliance and Integrity	36
Accruing Postdoctoral Hours	36
Paid Psychology Work outside the Psy.D. Program	36
Faculty Co-Signing for Purchases of Psychological Tests.....	37
Lending Test Material to Field Site Supervisors.....	37
Lending Test Material to Students	37
Concurrent Degree, Certification, or Certificate Study outside the Psy.D. Program	37
Preparing Status Reports for Students.....	38
Dismissal/Withdrawal from the Psy.D. Program	38
APPENDICES	40
A. Alumni Self- Evaluation of Competencies.....	41
B. Annual Student Self-Evaluation of Competencies	44
C. Employer Survey.....	48
D. Program Management.....	50
E. Evaluation of Student Competencies: Student Progress Review.....	52
F. Transcript Review	69
G. Outside Employment Form.....	74
PART II: PRACTICUM	75
PRACTICUM OVERVIEW	75
Contact Information.....	75
Practicum Courses	75
Practicum Curriculum.....	75
Retention of Records	75
Practicum Seminar Requirements.....	76
Practicum Course Descriptions.....	76
PSYC 714-727 Practicum Seminar.....	76
PSYC 704 Pre-Practicum Seminar	76
PSYC 784 Practicum Extension	76
PSYC 785 Independent Study Option	76
PSYC 785 Remedial Plan Requirement.....	76
Other Practicum Requirements	77
Department Policies Related to Practicum	77
Telesupervision Policy	78
Appropriate Use of Telesupervision.....	78
Relationship between Supervisor and Supervisee	79

Appropriate Use of Technology	79
Availability for Consultation.....	79
Responsibility for Trainee and Clinical Cases	79
PRACTICUM APPLICATION PROCESS.....	80
Introduction.....	80
Responsibilities.....	80
The PsyD Practicum Coordinator	80
Student Responsibilities.....	80
Planning for Practicum	80
Practicum Process Steps	81
Practicum Start Dates.....	81
Practicum Information Session.....	81
Summary of Process	83
Borrowing Test Material for Practicum.....	85
Policy on Practicum Decisions for Withdrawal vs. Failure Grade.....	85
Removal of Students from the Program	85
Removal of Students from Field Placement.....	85
Supplemental Field Placement.....	85
Students Providing Transportation and Direct Service Off-Site	85
Transportation To and From Sites	86
Students Subpoenaed to Appear in Court	86
Students Supervising Other Students.....	86
Taking Classes from Clinical Supervisors	86
Completing Field Placements at Places of Employment.....	86
PART III: INTERNSHIP.....	87
OVERVIEW OF INTERNSHIP	87
Description.....	87
Internship and Graduate Assistantship	87
PsyD Program Requirements.....	87
Internship Related Communication	87
File Retention	88
Pre-requisite Courses for Beginning Doctoral Internship	88
Immaculata University Evaluations While on Internship.....	88
Problems During Internship	88
Termination from Internship Site	89

Summary and Timeline of Application Process.....	89
Internship Requirements	91
Immaculata University’s Psychology Internship Consortium.....	92
APPENDICES	93
A. Internship Interview Status Form	94
B. Internship Application Procedures	96
PART IV: DISSERTATION.....	101
STEPS TO THE DISSERTATION PROCESS	101
Fall PSYC 790	101
Developing a Research Question	101
Identifying Types of Research	101
Literature Review Outline.....	101
Topic Approval.....	101
Spring PSYC 798.....	101
Scheduling the Proposal Defense.....	102
Submission of the Proposal to Committee.....	102
Submission of the Proposal to the Department Chair and the Dean of the College of Graduate Studies	102
Timeline for Proposal Hearing.....	102
The Proposal Hearing	103
Research Ethics Review Board (RERB).....	103
Timeline for Research Ethics Review Board (RERB) Process for Non-expedited Applications.....	104
Outside Consultants	104
Summer PSYC 799	105
Fall PSYC 800	105
Extraordinary and PSYC 000 – Dissertation Continuation (Overdue/Extension).....	105
Submission of the Dissertation Draft	105
Scheduling the Defense	105
Timeline for Dissertation Defense	106
Dissertation Defense	107
Final Steps – Post Defense.....	106
Finalizing Dissertation.....	106
Dissertation Acknowledgements.....	107
Defense Deadlines, Bindery-Ready Copy, and Graduation Dates.....	107
Defense Deadlines	107

Defense Bindery-Ready Copy and Graduation Deadline	107
Items of Special Note.....	108
Dissertation Checklist and Timeline	108
Plagiarism	108
AI Use Statement	108
Professional Writing.....	108
Writing Center	108
Relationship with the Dissertation Chair	108
Committee Issues.....	109
Procedures for Review of Potential Inappropriate Use of AI in Dissertation	109
APPENDICES	113
A. Faculty Areas of Research Interest	114
B. Proposal Grading Rubrics	119
C. Final Dissertation Defense Grading Rubrics	124
D. Dissertation Checklist and Timeline	129
E. Dissertation Course Grading	131

IMMACULATA’S MISSION STATEMENT

Immaculata University, a Catholic academic community, founded and sponsored by the Sisters, Servants of the Immaculate Heart of Mary, is committed to scholarship, formation of the whole person for leadership and service, and empowerment of all to seek truth, promote justice, and engage in dialogue between faith and culture.

College of Graduate Studies Objectives

Vision

The College of Graduate Studies seeks to create opportunities for growth among its constituencies. Consistent with the University mission and vision, this is accomplished through the teaching-learning dyad, research, and service. The vision manifests itself through the following values:

- Emphasis on the scholar-practitioner model of teaching and learning; this includes the scholarly appreciation of experience and the use of experiential learning in a scholarly manner
- Socialization of students into the profession
- Respect for diversity
- Cross-disciplinary synergy for the creation of an intellectually stimulating environment
- Programs with a direct service orientation
- Supportive faculty, who within a context of mutual understanding of the mission, philosophy, and goals of the department and its programs, foster student growth.

Goals

The College of Graduate Studies seeks to exemplify its vision by:

- Supporting a personalized educational program that will enable the student to gain knowledge and skill and to seek the highest standards of professional competence
- Enabling the student to strive for the full formation of the human person through sensitivity to personal and social relationships, moral responsibility, and service to others
- Encouraging the student to become actively involved in the social issues facing modern society and to seek ethical solutions for them
- Preparing the student to deal effectively with value implications found in personal and professional life experiences
- Guiding the student in order that he/she may extend and deepen knowledge through research efforts

ORIENTATION TO THE PSY.D. PROGRAM HANDBOOK

The goal of the Department of Psychology and Counseling in preparing the Psy.D. Program Handbook is to provide its students with a comprehensive overview of the clinical psychology doctoral program beyond the description of the program that is provided in the College of Graduate Studies Catalog. Students are referred to the Graduate catalog under which they entered for information about curriculum specifics. Policies specific to the Psy.D. program are presented in this Handbook. The Psy.D. program has a non-discrimination policy. Students are referred to the Graduate Catalog and University Policy Manual II, and <https://www.immaculata.edu/about/human-resources/equal-opportunity-statement/> for information about the University's non-discrimination policy.

PART I: PROGRAM

OVERVIEW OF THE PSY.D. PROGRAM

Questions about the Psy.D. Program should be directed to:

Sister Donna Kelley, IHM, Psy.D.

Director, Psy.D. Program

484-323-3503

dkelley@immaculata.edu

History

Immaculata University (IU) received approval from the Pennsylvania Department of Higher Education in 1991 to offer the Doctor of Psychology (Psy.D.) degree in Clinical Psychology. The program has been accredited by the American Psychological Association (APA) since 1999 and received a 10-year accreditation in 2023. It began admitting bachelor's-level applicants in 2001. In 2007, the department developed a doctoral internship consortium model (IU-PIC) and is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). The internship consortium received a 10-year accreditation from APA in 2024. In 2010, the department developed an M.A. degree program in Clinical Psychology and was approved to offer the degree following a review by the Pennsylvania Department of Education. The M.A. program is embedded in the Psy.D. program and further articulates the program's mission by providing eligible students with an opportunity to earn an M.A. degree prior to applying for a doctoral internship.

Diversity and Inclusion Statement

Immaculata's Psy.D. Program acknowledges that diversity, inclusion, and Social Justice enrich the holistic identity of students and faculty; therefore, we are committed to building a culturally diverse community that fosters respect, open-mindedness, and the appreciation of others. We believe our shared responsibility is to promote the quality of life of our community by intentionally cultivating a diverse and welcoming environment.

Mission/Philosophy: The Practitioner-Scholar Model

The Immaculata University Doctor of Psychology (Psy.D.) in Clinical Psychology is a 117- credit, practitioner-scholar program. Foundational to the program's training model and values is the strongly held belief that mental health services contribute to the reduction of societal risks, including fractioning, bias, unrest, aggression, and disempowerment. Through this model, it promotes education and training to support and sustain the personal growth of clients and, through this work, society. The program has two aims: (1) Psy.D. graduates will be competent practitioners of clinical psychology and will acquire profession-wide competencies (PWC). (2) Psy.D. graduates will acquire discipline specific knowledge (DSK) to inform their clinical competencies. Immaculata University's Mission Statement asserts that the University is "committed to scholarship, formation of the whole person for leadership and service, and empowerment of all to seek truth, promote justice, and engage in dialogue between faith and culture."

The evolution of the Psy.D. degree as a viable training model has occurred rapidly since the endorsement of the Psy.D. degree in 1974 as an alternative to the traditional Ph.D. training model in clinical psychology. There are several "models" for training clinical psychologists with programs bearing individual responsibility for defining their mission and then establishing a curriculum that reflects program goals and expected outcomes. The initial program design and model articulated primarily a practitioner focus. In the fall of 2003, a decision was made to designate the role of educating and training scholars within the program's philosophy and training model. The curriculum includes a course sequence leading to the dissertation. Program graduates present at conferences, teach at the college and university level, and publish their work. As such, the designation of "scholar" was added formally to the practitioner emphasis of the program's model.

The program mission is stated as follows: The Psy.D. program is *based on the Practitioner- Scholar model. Students are trained primarily to practice but also acquire a very strong skill base for advancing their*

scholarship, research, and teaching interests.

The Psy.D. Program in Clinical Psychology at Immaculata University provides students with a unique interpersonal experience in the context of doctoral education and training that issues from the genuineness, interpersonal presence, and dedication to service by which the spiritual mission of the institution is defined.

Students who earn the Psy.D. degree from Immaculata University leave not only with a solid foundation of clinical skills that are applicable to a wide range of settings but are specialized professionally in an ethical and spiritual base that is communicated through the nurturing qualities of college administrators and program faculty. The educational process in the Immaculata University Psy.D. program, steeped richly and broadly in the traditions of theory, assessment, diagnosis, and intervention, is presented to students in an empathic, human, supportive, and restorative manner by dedicated full-time and adjunct faculty who are committed fully to the teaching, training, and socialization of professional psychologists into careers of service, scholarship, and leadership.

It is this unique blending of academic rigor with respectfulness for the student as a whole person that characterizes the entirety of the institutional learning environment and facilitates the student's emergent sense of competency as a professional psychologist. Faculty - uniquely attentive to the educational needs of their students - are involved selflessly in all facets of the education and training program. Faculty are outstanding professional role models, committed to each other as people and professionals, who work as a unified team to bring their training, skill, and character into the heart and soul of the classroom. They are attuned finely to their responsibilities as educators and trainers and make this work an important part of their life. This is the quality of interpersonal atmosphere of teaching and learning that absorbs Immaculata's Psy.D. students and captures the depth and maturity of the programs' character.

Theoretical Orientation, Assumptions, and Values

Faculty members in the Department of Psychology and Counseling have a range of professional interests that include psychodynamic, client-centered, cognitive-behavioral, moral-developmental, group, and systems models of personal change; forensic, neuropsychological, personality assessment and therapeutic assessment; diagnosis of disabilities; child, adolescent, and adult psychology; and writing/research for professional presentation and publication. From these interests emerge underlying principles which guide faculty in their professional work as clinicians and shape the department's education and clinical training model: respect for the client, ethical judgment, appreciation for cultural and individual diversity, and recognition of the benefit to clients of different approaches and service delivery models. The program includes a variety of course and practicum experiences to allow students to explore their own choice of theoretical model(s) as part of professional development. Each model of therapy has its own basic assumptions. A clinician should become aware of the basic assumptions contained in his/her chosen model. When integrating models, a clinician should do so with an awareness of the basic assumptions of each model.

Self-care and Psychotherapy as Part of Life-long Learning

No one is immune to stresses that come from relationships, family, work, school, and other important parts of our lives. Your experience in the Psy.D. program trains you for professional service at the highest level. As part of this training, it is always helpful to keep watch on your own well-being.

When we become very busy, it is easy to overlook or absorb high levels of stress. However, our responsibility to ourselves, each other, our profession, and the public requires that we pay special attention to mental health issues that arise in our own lives. They may feel situational but might nonetheless signal the need for personal therapy to help keep things in perspective.

The department fully endorses a model in which students seek professional help as part of their training if the need arises and continue to use professional services throughout their careers as part of self-care and life-long learning.

A few referral sources that can provide information about reduced fee therapy offered by licensed mental health professionals are:

- The Human Services Center of the Philadelphia Society for Clinical Psychologists: 215-885- 2562
- The Psychoanalytic Center of Philadelphia: 215-235-2345
- Immaculata University Health and Counseling Center: 484-323-3506

Faculty also can suggest other mental health practitioners, in addition to the above list.

Other Resources:

<https://www.immaculata.edu/campus-life/office-of-diversity-inclusion/>

<https://www.immaculata.edu/academics/advising-support/>

<https://www.immaculata.edu/academics/advising-support/disability-services/>

<https://www.immaculata.edu/campus-life/health-counseling-services/counseling-services/>

<https://www.immaculata.edu/campus-life/clubs-organizations/student-clubs/>

<https://www.immaculata.edu/campus-life/>

Licensure

The department prepares its students for doctoral education and training requirements that lead to the psychology license. Students are admitted to the Psy.D. program with the explicit understanding that they will work toward obtaining a psychology license upon graduation. The department fully expects that each student will complete required postdoctoral experiences upon graduation and submit applications to the State Psychology Board for the psychology licensing examination, in a timely manner. Licensure rates are an important part of program accreditation. Students are requested to inform the department upon receipt of this credential. State-by-state requirements* for initial licensure have been developed by ASPPB to assist psychology doctoral programs in meeting U.S. Department of Education required Consumer Information Disclosures. Requests go to the Director of Internship Administration and APA Compliance Reporting at extension 3492.

Psy.D. Curriculum

Prerequisites:

Required for students admitted with a bachelor's degree, or a master's degree in a field unrelated to psychology, (or at the department's recommendation).

PSYC 675	Psychopathology	(3)
PSYC 689	Counseling Skills and Techniques	(3)
PSYC 690	Theories of Counseling	(3)

Required Concentration: In addition, students are required to take two electives.

PSYC 698	Professional Development Series	(0)
PSYC 700	Biological Bases of Behavior	(3)
PSYC 701	Cognitive and Affective Bases of Behavior	(3)
PSYC 702	Professional Issues and Ethics	(3)
PSYC 703	Tests & Measurements	(3)
PSYC 704	Pre-Practicum Seminar	(0)
PSYC 705	Human Development	(3)
PSYC 706	Research & Statistics I	(3)
PSYC 707	Research & Statistics II	(3)
PSYC 708	Advanced Psychopathology	(3)
PSYC 709	Group Dynamics	(3)
PSYC 710	Cognitive and Behavioral Theories and Therapies	(3)
PSYC 711	Psychoanalytic Theories and Therapies	(3)

PSYC 712	Client-Centered and Relationship Theories and Therapies	(3)
PSYC 713	History and Systems in Psychology	(3)
PSYC 714	Practicum and Seminar I	(3)
PSYC 715	Practicum and Seminar II	(3)
PSYC 716	Practicum and Seminar III	(3)
PSYC 717	Practicum and Seminar IV	(3)
PSYC 719	Family Systems	(3)
PSYC 721	Psychology of Human Diversity	(3)
PSYC 724	Practicum and Seminar V	(3)
PSYC 725	Practicum and Seminar VI	(3)
PSYC 726	Practicum and Seminar VII	(3)
PSYC 727	Practicum and Seminar VIII & Professional Prep	(3)
PSYC 728	Cognitive Clinical Assessment	(3)
PSYC 729	Assessment II: Personality	(3)
PSYC 730	Assessment IV: Advanced Skills	(3)
PSYC 740	Clinical Psychopharmacology	(3)
PSYC 741	Clinical Supervision, Consultation, and Management	(3)
PSYC 745	Social Psychology	(3)
PSYC 786	Internship in Clinical Psychology I	(1.5)
PSYC 787	Internship in Clinical Psychology II	(1.5)
PSYC 788	Internship in Clinical Psychology III	(1.5)
PSYC 790	Dissertation Seminar	(3)
PSYC 791	Internship in Clinical Psychology IV	(1.5)
PSYC 792	Internship in Clinical Psychology V	(1.5)
PSYC 793	Internship in Clinical Psychology VI	(1.5)
PSYC 797	Comprehensive Examination	(0)
PSYC 798	Doctoral Dissertation I	(3)
PSYC 799	Doctoral Dissertation II	(3)
PSYC 800	Doctoral Dissertation III	(3)
PSYC 000	Dissertation Continuation	(0)

Elective Courses - All students are required to take two electives

PSYC 734	Aging and Mental Health	(3)
PSYC 735	Human Sexuality	(3)
PSYC 736	Survey Design and Application	(3)
PSYC 737	Substance Use Disorders & Addictions	(3)
PSYC 738	Therapeutic Assessment	(3)
PSYC 739	Animal-Assisted Therapy	(3)
PSYC 766	Advanced Neuropsychology	(3)
PSYC 768	Forensic Psychology	(3)

Students are free to take more than the specified number of electives at the additional fee of a three-credit course.

Psy.D. Program Competencies and Expected Outcomes

Upon completion of the program, successful students are expected to have demonstrated competency in the following areas:

- Research
- Ethical and Legal Standards
- Individual and Cultural Diversity
- Assessment

- Intervention
- Knowledge of Scientific Foundations

Scope and Sequence of Courses

The courses are organized within the six areas linked to the aims and competencies of the program and support program outcomes.

PSY.D. PROGRAM AIMS AND COMPETENCIES

Below is the program's most recent curriculum outcome grid in relation to accreditation aims, competencies, and elements.

PsyD Program Aims and Competencies
Effective 2024-2025

Aim 1: PsyD graduates will be competent practitioners of clinical psychology and will acquire the following profession-wide competencies		
Competency: Research		
Element 1:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Demonstrate the substantially independent ability to formulate research or other scholarly activity that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological or professional knowledge base	PSYC 800 – Doctoral Dissertation III	Final grade of Pass
Element 2:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Conduct research or other scholarly activities	PSYC 706 Research & Statistics I: classroom examinations and assignments	Final grade of B
	PSYC 707: Research & Statistics II: classroom examinations and assignments	Final grade of B
Element 3:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional or national level	PSYC 707 – Research & Statistics II	Prepare and present poster for professional dissemination
	PSYC 797- Comprehensive Examination for Part II: Design and Analysis	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for Part II: Design and Analysis
Ethical and Legal Standards		
Element 1:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Be knowledgeable of and act in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules and policies governing health service psychology at the organizational, local, state, regional & federal levels; and relevant professional standards and guidelines	PSYC 702 – Professional Issues/Ethics: classroom examinations and assignments	Final grade of B
	PSYC 727 - Practicum and Seminar VIII: Ethical and legal standards evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing ethical and legal standards
	PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part IV) Intervention

Element 2:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve dilemmas	PSYC 702 – Professional Issues/Ethics: classroom examinations and assignments	Final grade of B
	PSYC 727 - Practicum and Seminar VIII: Ethical and legal standards evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing ethical and legal standards
	PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part IV) Intervention
Element 3:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Conduct self in an ethical manner in all professional activities	PSYC 702 – Professional Issues/Ethics: classroom examinations and assignments	Final grade of B
	PSYC 727 - Practicum and Seminar VIII: Ethical and legal standards evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing ethical and legal standards
	PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part IV) Intervention
Competency: Individual and Cultural Diversity		
Element 1:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Demonstrate an understanding of how their own personal/ cultural history and biases may affect how they understand and interact with people different from themselves	PSYC 721 – Psychology of Human Diversity: classroom examinations and assignments	Final grade of B
	PSYC 727 - Practicum and Seminar VIII: Individual and cultural diversity evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing individual and cultural diversity
	PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part IV) Intervention
Element 2:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Knowledge of current theoretical & empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation and service	PSYC 721 – Psychology of Human Diversity: classroom examinations and assignments	Final grade of B
	PSYC 727 - Practicum and Seminar VIII: Individual and cultural diversity evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing individual and cultural diversity
	PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part IV) Intervention
Element 3:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Ability to integrate awareness & knowledge of individual and cultural differences in the conduct of professional roles. This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course	PSYC 721 – Psychology of Human Diversity: classroom examinations and assignments	Final grade of B
	PSYC 727 - Practicum and Seminar VIII: Individual and cultural diversity evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing individual and cultural diversity

of career. Working effectively with individuals and groups whose memberships, demographic characteristics or worldviews create conflict with own views	PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part IV) Intervention
Element 4:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals & groups & apply this approach effectively in professional work	PSYC 721 – Psychology of Human Diversity: classroom examinations and assignments	Final grade of B
	PSYC 727 - Practicum and Seminar VIII: Individual and cultural diversity evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing individual and cultural diversity
	PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part IV) Intervention
Competency: Professional Values, Attitudes and Behaviors		
Element 1:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others	PSYC 727 - Practicum and Seminar VIII: Professional values, attitudes and behaviors evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing professional values, attitudes and behaviors
	PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part IV) Intervention
	PSYC 800 – Doctoral Dissertation III	Final grade of Pass
Element 2:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Engage in self-reflection regarding personal and professional functioning; engage in activities to maintain and improve performance, well-being and professional effectiveness	PSYC 727 - Practicum and Seminar VIII: Professional values, attitudes and behaviors evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing professional values, attitudes and behaviors
	PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part IV) Intervention
	PSYC 800 – Doctoral Dissertation III	Final grade of Pass
Element 3:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Actively seek and demonstrate openness and responsiveness to feedback and supervision	PSYC 727 - Practicum and Seminar VIII: Professional values, attitudes and behaviors evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing professional values, attitudes and behaviors
	PSYC 800 – Doctoral Dissertation III	Final grade of Pass
Element 4:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Respond professionally in increasing complex situations with a greater degree of independence as they progress across levels of training	PSYC 727 - Practicum and Seminar VIII: Professional values, attitudes and behaviors evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing professional values, attitudes and behaviors
	PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part IV) Intervention
	PSYC 800 – Doctoral Dissertation III	Final grade of Pass

Competency: Communication and Interpersonal Skills		
Element 1:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Develop & maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, & those receiving professional services	PSYC 727 - Practicum and Seminar VIII: Communication and interpersonal skills evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing communication and interpersonal skills
Element 2:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Produce and comprehend oral, non-verbal & written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language & concepts	PSYC 727 - Practicum and Seminar VIII: Communication and interpersonal skills evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing communication and interpersonal skills
	PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part III: Assessment	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part III) Assessment
	PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part IV) Intervention
Element 3:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Demonstrate effective interpersonal skills and ability to manage difficult communication well	PSYC 727 - Practicum and Seminar VIII: Communication and interpersonal skills evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing communication and interpersonal skills
	PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part IV) Intervention
Competency: Assessment		
Element 1:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.	PSYC 708 - Advanced Psychopathology: classroom examination and assignments	Final grade of B
	PSYC 728 - Cognitive Clinical Assessment: classroom examinations and assignments	Final grade of B
	PSYC 729 - Assessment II: Personality: classroom examinations and assignments	Final grade of B
	PSYC 730 - Assessment IV: Advanced Skills: classroom examinations and assignments	Final grade of B
	PSYC 731 - Assessment V: Neuropsychological: classroom examinations and assignments	Final grade of B
	PSYC 727 - Practicum and Seminar VIII: Assessment evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing Assessment
	PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part III: Assessment	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part III) Assessment
Element 2:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).	PSYC 721 - Psychology of Human Diversity: classroom examinations and assignments	Final grade of B
	PSYC 728 - Cognitive Clinical Assessment: classroom examinations and assignments	Final grade of B
	PSYC 729 - Assessment II: Personality: classroom examinations and assignments	Final grade of B
	PSYC 730 - Assessment IV: Advanced Skills: classroom examinations and assignments	Final grade of B

	PSYC 731 -Assessment V: Neuropsychological: classroom examinations and assignments	Final grade of B
	PSYC 727 - Practicum and Seminar VIII: Assessment evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing Assessment
	PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part III: Assessment	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part III) Assessment
Element 3:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.	PSYC 721 - Psychology of Human Diversity: classroom examinations and assignments	Final grade of B
	PSYC 728 - Cognitive Clinical Assessment: classroom examinations and assignments	Final grade of B
	PSYC 729 - Assessment II: Personality: classroom examinations and assignments	Final grade of B
	PSYC 730 - Assessment IV: Advanced Skills: classroom examinations and assignments	Final grade of B
	PSYC 731 -Assessment V: Neuropsychological: classroom examinations and assignments	Final grade of B
	PSYC 727 - Practicum and Seminar VIII: Assessment evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing Assessment
	PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part III: Assessment	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part III) Assessment
Element 4:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity considerations and contextual influences of the service recipient.	PSYC 703 - Tests and Measurements: classroom examinations and assignments	Final grade of B
	PSYC 728 - Cognitive Clinical Assessment: classroom examinations and assignments	Final grade of B
	PSYC 729 - Assessment II: Personality: classroom examinations and assignments	Final grade of B
	PSYC 730 - Assessment IV: Advanced Skills: classroom examinations and assignments	Final grade of B
	PSYC 731 -Assessment V: Neuropsychological: classroom examinations and assignments	Final grade of B
	PSYC 727 - Practicum and Seminar VIII: Assessment evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing Assessment
Element 5:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification & recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective	PSYC 708 –Advanced Psychopathology: classroom examination and assignments	Final grade of B
	PSYC 728 - Cognitive Clinical Assessment: classroom examinations and assignments	Final grade of B
	PSYC 729 - Assessment II: Personality: classroom examinations and assignments	Final grade of B
	PSYC 730 - Assessment IV: Advanced Skills: classroom examinations and assignments	Final grade of B
	PSYC 731 - Assessment V: Neuropsychological: classroom examinations and assignments	Final grade of B
	PSYC 727 - Practicum and Seminar VIII: Assessment evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing Assessment
	PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part III: Assessment	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part III) Assessment

Element 6:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences	PSYC 728 - Cognitive Clinical Assessment: classroom examinations and assignments	Final grade of B
	PSYC 729 - Assessment II: Personality: classroom examinations and assignments	Final grade of B
	PSYC 730 - Assessment IV: Advanced Skills: classroom examinations and assignments	Final grade of B
	PSYC 731 - Assessment V: Neuropsychological: classroom examinations and assignments	Final grade of B
	PSYC 727 - Practicum and Seminar VIII: Assessment evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisor, on the practicum evaluation items addressing Assessment
	PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part III: Assessment	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part III) Assessment
Competency: Intervention		
Element 1:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Establish and maintain effective relationships with the recipients of psychological services	PSYC 709 - Group Dynamics: classroom examinations and assignments	Final grade of B
	PSYC 710 - Cognitive and Behavioral Theories and Therapies: classroom examinations and assignments	Final grade of B
	PSYC 711 - Psychoanalytic Theories and Therapies: classroom examinations and assignments	Final grade of B
	PSYC 712 - Client-Centered and Relationship Theories and Therapies: classroom examinations and assignments	Final grade of B
	PSYC 721 - Psychology of Human Diversity: classroom examinations and assignments	Final grade of B
	PSYC 727 - Practicum and Seminar VIII: Intervention evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing Intervention
	PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part IV) Intervention
Element 2:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Develop evidence-based intervention plans specific to the service of delivery goals	PSYC 709 - Group Dynamics: classroom examinations and assignments	Final grade of B
	PSYC 710 - Cognitive and Behavioral Theories and Therapies: classroom examinations and assignments	Final grade of B
	PSYC 711 - Psychoanalytic Theories and Therapies: classroom examinations and assignments	Final grade of B
	PSYC 712 - Client-Centered and Relationship Theories and Therapies: classroom examinations and assignments	Final grade of B
	PSYC 721 - Psychology of Human Diversity: classroom examinations and assignments	Final grade of B
	PSYC 727 - Practicum and Seminar VIII: Intervention evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing Intervention
	PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part IV) Intervention
Element 3:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables	PSYC 709 - Group Dynamics: classroom examinations and assignments	Final grade of B
	PSYC 710 - Cognitive and Behavioral Theories and Therapies: classroom examinations and assignments	Final grade of B
	PSYC 711 - Psychoanalytic Theories and Therapies: classroom examinations and assignments	Final grade of B
	PSYC 712 - Client-Centered and Relationship Theories and Therapies: classroom examinations and assignments	Final grade of B

	PSYC 721 - Psychology of Human Diversity: classroom examinations and assignments	Final grade of B
	PSYC 727 - Practicum and Seminar VIII: Intervention evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing Intervention
	PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part IV) Intervention
Element 4:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Demonstrate the ability to apply the relevant research literature to clinical decision making	PSYC 709 - Group Dynamics: classroom examinations and assignments	Final grade of B
	PSYC 710 - Cognitive and Behavioral Theories and Therapies: classroom examinations and assignments	Final grade of B
	PSYC 711 - Psychoanalytic Theories and Therapies: classroom examinations and assignments	Final grade of B
	PSYC 712 - Client-Centered and Relationship Theories and Therapies: classroom examinations and assignments	Final grade of B
	PSYC 721 - Psychology of Human Diversity: classroom examinations and assignments	Final grade of B
	PSYC 727 - Practicum and Seminar VIII: Intervention evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing Intervention
	PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part IV) Intervention
Element 5:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking	PSYC 709 - Group Dynamics: classroom examinations and assignments	Final grade of B
	PSYC 710 - Cognitive and Behavioral Theories and Therapies: classroom examinations and assignments	Final grade of B
	PSYC 711 - Psychoanalytic Theories and Therapies: classroom examinations and assignments	Final grade of B
	PSYC 712 - Client-Centered and Relationship Theories and Therapies: classroom examinations and assignments	Final grade of B
	PSYC 721 - Psychology of Human Diversity: classroom examinations and assignments	Final grade of B
	PSYC 727 - Practicum and Seminar VIII: Intervention evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing Intervention
	PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part IV) Intervention
Element 6:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation	PSYC 709 - Group Dynamics classroom examinations and assignments	Final grade of B
	PSYC 710 - Cognitive and Behavioral Theories and Therapies: classroom examinations and assignments	Final grade of B
	PSYC 711 - Psychoanalytic Theories and Therapies: classroom examinations and assignments	Final grade of B
	PSYC 712 - Client-Centered and Relationship Theories and Therapies: classroom examinations and assignments	Final grade of B
	PSYC 721 - Psychology of Human Diversity: classroom examinations and assignments	Final grade of B
	PSYC 727 - Practicum and Seminar VIII: Intervention evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing Intervention

	PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination rating scale for the CCE (Part IV) Intervention
Competency: Supervision		
Element 1:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Demonstrate knowledge of supervision models and practices	PSYC 741 - Clinical Supervision Consultation and Management: classroom examinations and assignments	Final grade of B
	PSYC 727 - Practicum and Seminar VIII: Supervision evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing Supervision
Element 2:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Demonstrate knowledge of contemporary evidence-based supervision literature	PSYC 741 - Clinical Supervision Consultation and Management: classroom examinations and assignments	Final grade of B
	PSYC 727 - Practicum and Seminar VIII: Supervision evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing Supervision
Competency: Consultation and Interprofessional / Interdisciplinary Skills		
Element 1:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Demonstrate knowledge and respect for roles and perspectives of other professions	PSYC 741 - Clinical Supervision Consultation and Management: classroom examinations and assignments	Final grade of B
	PSYC 727 - Practicum and Seminar VIII: Consultation and Interdisciplinary Skills evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisor, on the practicum evaluation items addressing Consultation and Interdisciplinary Skills
Element 2:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Demonstrate knowledge of consultation models and practices	PSYC 741 - Clinical Supervision Consultation and Management: classroom examinations and assignments	Final grade of B
	PSYC 727 - Practicum and Seminar VIII: Consultation and Interdisciplinary Skills evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing Consultation and Interdisciplinary Skills
Aim 2: PsyD graduates will acquire discipline specific knowledge to inform their clinical competencies		
Competency: Knowledge of Scientific Foundations		
Element 1:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Identify history and systems of psychology	PSYC 713: History and Systems in Psychology: classroom examinations and assignments	Final grade of B
	PSYC 797- Comprehensive Examination Part I: Integrative Essay/History & Systems	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for Part I: Integrative Essay/History & Systems
Element 2:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Identify and apply concepts of affective aspects of behavior including affect, mood and emotion	PSYC 701 - Cognitive and Affective Bases of Behavior: classroom examinations and assignments	Final grade of B
	PSYC 797- Comprehensive Examination Part I: Integrative Essay/Cognitive-Affective	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for Part I: Integrative Essay/Cognitive-Affective
Element 3:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Identify and apply concepts of biological aspects of behavior including multiple biological underpinnings of behavior	PSYC 700 - Biological Bases of Behavior: classroom examinations and assignments	Final grade of B
	PSYC 797- Comprehensive Examination Part I: Integrative Essay/Biological Bases	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for Part I: Integrative Essay/Biological Bases
Element 4:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)

Identify and apply concepts of cognitive aspects of behavior including learning, memory, thought processes, and decision-making	PSYC 701 - Cognitive and Affective Bases of Behavior: classroom examinations and assignments	Final grade of B
	PSYC 797- Comprehensive Examination Part I: Integrative Essay/Cognitive-Affective	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for Part I: Integrative Essay/Cognitive-Affective
Element 5:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Identify and apply concepts of developmental aspects of behavior including transitions, growth, and development across the life span	PSYC 705 - Human Development: classroom examinations and assignments	Final grade of B
	PSYC 797- Comprehensive Examination Part I: Integrative Essay/Developmental	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for Part I: Integrative Essay/Developmental
Element 6:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Identify and apply concepts of social aspects of behavior including group processes, attributions, discrimination, and attitudes	PSYC 745 - Social Psychology: classroom examinations and assignments	Final grade of B
	PSYC 797- Comprehensive Examination Part I: Integrative Essay/Developmental	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for Part I: Integrative Essay/ Developmental
Element 7:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Identify and apply concepts of advanced integrative knowledge of basic discipline-specific content areas (excluding history and systems)	PSYC 701 - Cognitive and Affective Bases of Behavior: classroom examinations and assignments	Final grade of B
	PSYC 797- Comprehensive Examination Part I: Integrative Essay	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for Part I: Integrative Essay
Element 8:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Identify and apply multiple concepts of research methods	PSYC 706 Research & Statistics I: classroom examinations and assignments	Final grade of B
	PSYC 707: Research & Statistics II: classroom examinations and assignments	Final grade of B
	PSYC 790 - Dissertation Research Seminar	Final grade of Pass
	PSYC 797- Comprehensive Examination Part II: Design and Analysis	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for Part II: Design and Analysis
Element 9:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Identify and apply multiple concepts of statistical analysis	PSYC 706 Research & Statistics I: classroom examinations and assignments	Final grade of B
	PSYC 707: Research & Statistics II: classroom examinations and assignments	Final grade of B
	PSYC 797- Comprehensive Examination Part II: Design and Analysis	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for Part II: Design and Analysis
Element 10:	Measurement Tool / Assessment Criterion	Minimum Level of Achievement (MLA)
Identify and apply multiple concepts of psychometrics	PSYC 703 - Tests and Measurements: classroom examinations and assignments	Final grade of B
	PSYC 797- Comprehensive Examination Part I: Integrative Essay	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for Part I: Integrative Essay

M.A. in Clinical Psychology Curriculum

The Master of Arts (M.A.) in Clinical Psychology is embedded within the Psy.D. curriculum. This degree is open to doctoral students admitted into the Psy.D. program who enter with a bachelor's degree or with a master's degree in an unrelated field.

Master Comprehensive Examination (PSYC 697)

The Comprehensive Examination may be taken only after all required classes (See table below) for the M.A. degree have been completed with at least a grade of B or better in each course. The student must petition one semester in advance of taking the Comprehensive Examination.

Required Courses for Master Comprehensive Examination

RESEARCH (6 CREDITS)

PSYC 706	Research and Statistics I	(3)
PSYC 707	Research and Statistics II	(3)

ETHICAL AND LEGAL STANDARDS (3 CREDITS)

PSYC 702	Professional Issues & Ethics	(3)
-----------------	------------------------------	-----

INDIVIDUAL AND CULTURAL DIVERSITY (3 CREDITS)

PSYC 721	Psychology of Human Diversity	(3)
-----------------	-------------------------------	-----

ASSESSMENT (12 CREDITS)

PSYC 675	Psychopathology	(3)
PSYC 703	Tests & Measurements	(3)
PSYC 728	Cognitive Clinical Assessment	(3)
PSYC 729	Assessment II: Personality	(3)

INTERVENTION (18 CREDITS) *

PSYC 709	Group Dynamics	(3)
PSYC 710	Cognitive & Behavioral Theories & Therapies	(3)
PSYC 711	Psychoanalytic Theories & Therapies	(3)
PSYC 712	Client-Centered and Relationship Theories & Therapies	(3)
PSYC 714	Practicum and Seminar I	(3)
PSYC 715	Practicum and Seminar II	(3)

*PSYC 675 Psychopathology, PSYC 689 Counseling Skills and Techniques and PSYC 690 Theories of Counseling are taken as MA in Clinical Psychology program prerequisites

KNOWLEDGE OF SCIENTIFIC FOUNDATIONS (6 CREDITS)

PSYC 700	Biological Bases of Behavior	(3)
PSYC 705	Human Development	(3)

Admissions to the Psy.D. Program

Application requirements may be found in the Graduate Catalog and application materials may be accessed on the program website. Following a first review by the Psy.D. program's admissions personnel, applicants meeting a weighted cut score are invited for a virtual Interview Day that includes a faculty interview, presentations with core faculty, Graduate Dean, students, and graduates from the program. After the Interview Day, applicants are reviewed again by core faculty, and admissions are offered to top applicants.

Transcript Reviews (Appendix F) and Course Waivers

1. All students must submit official transcripts as part of any request to review a course for transfer.
2. Students entering with a master's degree must take the entire curriculum.
3. If a student transfers from another APA-accredited doctoral program, no more than 4 classes (12 credits) can transfer, unless the Dean of the College of Graduate Studies and Director of the Psy.D. Program approve additional credits. The determination of credits will be made after the receipt of academic transcripts and grades from the other institution(s), a review of catalog descriptions, as necessary, comparisons of course descriptions, competencies, and syllabi. The Director of the Psy.D. Program consults with other core faculty as needed when making decisions about courses. Field placements, dissertation, and internship are not eligible for transfer.
 - a. Acceptable criteria for a course waiver would require the student to have completed an equivalent and recent course within the past 5 years and in a psychology department with the grade of "B" or better as part of their education prior to gaining admission into the Psy.D. program. A student who requests that the Department review a particular course for waiver will be required to submit the course syllabus and catalog description of the course in question. The department reserves the right to request that a student retake any course completed as part of another degree program to ensure the acquisition of updated knowledge and skill. Students are responsible for all required curriculum content that is a pre-requisite to the Psy.D. program Comprehensive Examination, regardless of whether a course(s) have been transferred from another institution.
 - b. All courses not transferred in must be taken at Immaculata University.

Professional Development Series

Each year the department requires that students in their first year attend 3 one-hour meetings in the fall and 3 one-hour meetings in the spring for professional socialization purposes. At these meetings core faculty talk about classroom etiquette expectations for doctoral programs, AI, Title IX issues, and the Testing and Research Center. Physical attendance at every meeting is required. If students miss a meeting, they will be required to make-up each absence the following year *by attending a meeting where the topic is different than presentations attended during the previous year.*

Provisional Program Plans

Students are sent a provisional program plan following a review of their transcript. The plans sequence courses by pre-requisite, ensure timely completion of the program, including full-time and residency requirements (see below). The plans are **provisional**, and the **program reserves the right to change days and times** as needed. If this is needed, efforts will be made to provide advance notice. The plan allows for prediction of course sections, faculty teaching assignments, Immaculata's full-time requirement, and APA's full-time, three-year, residency requirement. Plans are reviewed and approved by the student's advisor and the Director of the Psy.D. program. Copies are filed with the department, advisor, and student's file. The student also receives a copy.

Catalog Exemptions

Students are required to follow their program plan. The program director reviews requests for catalog exemptions (e.g., taking a course out of sequence) with the student's academic advisor.

Exemption requests are considered only under the most extraordinary of circumstances.

Please Note: The Provisional Program Plan is **not** a registration form for classes.

Full-Time and Residency Requirements

Psy.D. students are required to meet the University's full-time requirement, which has been defined as two consecutive semesters of at least three classes each semester at the start of the program, and the American Psychological Association's three-year full-time residency requirement. Internship year does not count toward residency.

To meet these requirements, Psy.D. students must take at least three classes for at least two consecutive semesters at the start of the program. Students may meet the remaining two years of required full-time study by completing either:

- Two consecutive semesters of at least three classes each semester, **OR**
- Three consecutive semesters of at least two classes each semester.

Advisement

Upon admission into the Psy.D. program, students are assigned a faculty advisor. Advisement provides an opportunity for students to talk about their experience of being in the Psy.D. program with their advisors. Advisors are available by phone or email during the semester and meet with students as needed. Students are responsible for initiating these contacts and are expected to stay in regular contact (i.e., each semester) with their advisors throughout their program of study, including the internship year.

Emails, Email Signatures, and Degree Candidacy

Students must use their IU email accounts and check email daily. Email signatures must reflect current level of training and current degrees. Degree candidacy is granted upon successful completion of the Doctoral (Psy.D.) Comprehensive Examination. Students are not permitted to designate “Degree Candidate” on email signatures until they pass the Psy.D. Comprehensive Examination.

Leave of Absence

Information about requesting a leave of absence may be found in the Graduate Catalog. Requests for leave of absence in either fall or spring semesters must be emailed to the Director of the Psy.D. program (Sister Donna Kelley) and Associate Graduate Dean (Sandra Rollison).

Leave is typically granted for one semester. A letter is not required for the summer; instead, students who do not register for summer sessions will be presumed to be on leave, unless they have no other courses to take. If a student does not have classes to take during any semester, then there is no leave of absence counted against the student’s record.

Disability, Academic Integrity, and Attendance Policies

Information about disability services, academic integrity, and attendance policies can be found in the Graduate Catalog and the Immaculata University Policy Manual. Both publications are available through MyIU. Your advisor, the program director, or another University administrator can assist in locating additional information in the Immaculata University Policy Manuals.

Ethical Conduct

Information concerning ethical conduct (e.g., plagiarism, departmental responsibility for evaluating student conduct and behavior) can be found in the Graduate Catalog and the Immaculata University Policy Manual. Both publications are available through MyIU. Your advisor, the program director, or another University administrator can assist in locating additional information in the Immaculata University Policy Manuals.

Artificial Intelligence (AI) Use Policy

Use of generative artificial intelligence (AI) tools, such as ChatGPT or similar large language models, is permitted only at the discretion of the instructor. Students must carefully review assignment guidelines and consult with the professor to determine what constitutes acceptable use of AI for each course activity or assignment.

AI Use Disclosure Statement

If generative AI tools were used during the completion of a class assignment and/or dissertation students must include a brief disclosure statement describing:

- How the tool was used, and
- What type of assistance it provided (e.g., generating ideas, summarizing content, formatting references, etc.).

This statement should be clearly indicated at the end of the document (before the References section) or in a designated “AI Use” section if instructed otherwise.

Example Disclosure Statement

I used ChatGPT (OpenAI, 2023) to help me identify a psychological study relevant to this assignment. The model suggested the Stanford Prison Experiment and provided a brief explanation of its implications. I then used course materials and lecture notes to analyze the study’s ethical considerations and psychological impact.

Citing ChatGPT in APA Format

If content from a generative AI tool is used directly (e.g., paraphrased or summarized), it must be cited in accordance with APA 7th edition guidelines:

- **In-text citation:**

(OpenAI, 2023)

- **Reference list entry:**

OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model]. <https://chat.openai.com/chat>

Additionally, if the chat influenced your work significantly, include a transcript of the conversation in an appendix and reference it in the body text (e.g., “see Appendix A for transcript”).

Academic Integrity and Use of Generative AI

Unapproved or undisclosed use of AI tools may be considered a violation of academic integrity and could result in disciplinary action, in line with the departmental academic honesty policies. Students are expected to both cite and disclose their use of AI tools; however, it’s important to note that citation alone is not sufficient to meet disclosure requirements. For instance, in dissertations or other formal research projects, students should explicitly describe how AI tools were used in the Methods section and include a formal citation in the References list.

The following policies can be found on the IU website or on MyIU by navigating to Documents – University Documents – Plans and Policy – IU Policy Manual

Grievance Review Policy

CGS Grievance Review Policy can be found in the current CGS catalog.
<https://www.immaculata.edu/academics/catalogs-courses/>

Information about the Grievance Review Policy is also located in Policy Manual Volume II Community Policies

Records

Policy Manual Volume II Community Policies

Non-Academic Student Life Policies:

Policy Manual Volume VI Non-Academic Student Life Policies

EOE:

<https://www.immaculata.edu/about/human-resources/equal-opportunity-statement/>

Financial Aid

The Office of Financial Aid coordinates student loan programs. Contact Financial Aid with questions about obtaining student loans.

Financial aid for doctoral interns: Please refer to the CGS catalog and Admissions link on the Immaculata University Home Page.

Financial aid and dissertation enrollment. Please see the CGS catalog.

Graduate Student Professional Development Fund

Please contact the Graduate Office for the Application paperwork.

Sr. Agnes Hughes Fund

Please contact the Department Support Assistant for the application paperwork.

Graduation

According to APA regulations for accredited doctoral programs, the Psy.D. degree may not be awarded until after all degree requirements have been officially met. As a result, interns completing internship in July will graduate in August; however, students completing internship after the August graduation date will be awarded degrees in January. Students completing internship after the January graduation date will be awarded degrees in May. Students completing internship after the May graduation date will be awarded degrees in August. Students may request letters from the College of Graduate Studies to verify their completion of degree requirements.

Commencement

Formal University commencement exercises are held each May. Students who plan to graduate in August may walk in the May commencement ceremony that occurs prior to the August graduation but are not awarded degrees until completion of all graduation requirements.

Certificates of Emphasis

Students enrolled in the Psy.D. program in clinical psychology may earn a certificate of emphasis in one of the following areas as part of their program of study:

- Psychological Testing
- Therapeutic Assessment
- Forensic Psychology
- Human and Cultural Diversity
- Psychoanalytic Psychotherapy
- Neuropsychology

Students are required to email the completed Certificate of Emphasis form which can be found on the Clinical Psychology Moodle Hub (<https://moodle.immaculata.edu/course/view.php?id=44726>) along with an unofficial copy of their transcript to Linda Hampson at lhampson1@immaculata.edu.

Comprehensive Examinations

The program offers two comprehensive examinations: M.A. in Clinical Psychology Comprehensive Examination and Psy.D. in Clinical Psychology Comprehensive Examination. Eligibility for either exam requires completion of catalog pre-requisites. Students must petition one semester in advance of taking the Comprehensive Examination. Students are required to email a signed petition form and completed prerequisite checklist which can be found on the Clinical Psychology Moodle Hub (<https://moodle.immaculata.edu/course/view.php?id=44726>) to Linda Hampson at lhampson1@immaculata.edu.

Petitioning late for the MA and/or PsyD Comprehensive Examination will not change the due date.

M.A. Clinical Psychology Comprehensive Examination is offered each semester.

Eligibility: Only students eligible for this degree can take the examination.

Format: Take Home; four clinical questions related to course domains

Grading: A minimum grade of .70 on 0-1.0 scale for each answer is required to Pass.

- **Revision:** A student may be asked to revise an answer(s) if clarification is needed. The revised answer is graded.
- **Retake:** A student may retake one question if the grade is below .70. The retake can occur at a time determined by the department, but only after the student has responded to the department's feedback and recommendation(s). A retake is different from a revision because the student has been graded as failing the question, whereas a revision is a request to clarify an answer.
- A student may retake the question at the next examination date, as determined by the department.
- A student who does not achieve a grade of .70 on two or more sections receives the grade of Fail and must retake the examination.
- A student who does not pass the M.A. comprehensive examination after two attempts will be dismissed from the program.

The Psy.D. Comprehensive Examination

The Psy.D. Comprehension Examination is taken in person on campus during the summer semester immediately prior to internship application. The format is both written module and oral with clinical questions related to course domains. Instructions accompany the exam. There are four parts, as described below:

- **Part I –Integration of Discipline Specific Knowledge:** Students will write integrative essay answers demonstrating their knowledge, application, and advanced integration of Discipline-Specific Knowledge (DSK) in psychology. A grade of $\geq .70$ on Part I is required to pass this section.
- **Part II- Research:** Students must answer questions that require them to apply principles from research methods and statistical analysis. A grade of $\geq .70$ on Part II is required to pass this section.
- **Part III- Assessment:** Students must complete a test report that integrates information from several psychological tests. The student is provided with a referral question, background information, and test data. A grade of $\geq .70$ on Part III is required to pass this section.
- **Part IV: Clinical Case Oral Presentation:** Students will engage in a video mock therapy session with a live actor and respond to questions about the case. A grade of $\geq .70$ on Part IV is required to pass this section

Format for Oral Examination

- **Part 1 Mock Therapy Session:** The first part of oral examination involves a mock telehealth therapy session with a live actor. Thirty minutes prior to the therapy session students will be given background history of the client.
- **Part II Oral Presentation:** Students will meet with two faculty and respond to questions regarding the therapy session and case. Students also will be asked to provide a theoretical case conceptualization of this client. Notes may not be used

Psy.D. Comprehensive Examination: Grading, Re-takes, and Internship

- All four parts of the comprehensive examination are graded as Pass/Fail. Pass for each section is a

grade of ≥ 70 .

- **Grading:**

- **Pass:** The student **must pass all IV parts** of the comprehensive examination to apply for internship. Students who pass all four parts of the examination on the first try are permitted to apply for internship if all other pre-requisites for internship application have been met.
- **Revision:** A student may be asked to revise an answer that is not clear but has the potential to pass if clarified. The student will receive feedback from faculty prior to the revision. If the revision is not passed on the first attempt, the question is failed, and the student must retake the entire examination the following year. The student may not apply for/go on internship.
- **Retake for Parts I, II and III:** To be eligible for a retake, a student must pass two of the three parts of the exam on the first try. The student will receive feedback from faculty on the one failed part and be permitted to retake that part of the examination before the internship application deadline. If the student passes the retake, they have passed that part of the examination. If the retake is not passed on the first attempt, that part of the examination is failed, and the student must retake the entire examination the following year. The student may not apply for/go on internship.
- **Retake Part IV:** If a student does not pass part four of the exam, the student must retake Part IV of the examination within two weeks and earn an overall total grade of ≥ 70 . The student then passes the Oral Examination. If a student scores < 70 , the student fails the comprehensive examination and must retake Part IV the following year. The student may not apply for/go on internship.
- **Remediation:** If a student fails more than one part of Parts I, II and III on the first attempt or does not pass a retake, they fail the entire examination, must complete a remedial plan, and must retake the entire examination the following year. The student is not permitted to apply for internship until the following year.
- A student who fails the examination twice will be asked to leave the Psy.D. program.

Clinical Training (Practicum, Internship), and Dissertation

Part II of this Handbook reviews practicum. Part III reviews internship. Part IV reviews dissertation. Please refer to these sections and review them carefully. Any questions may be brought to the attention of your academic advisor.

Practicum

There is an 8-semester, 2,000-hour practicum requirement. Contact the Coordinator of Practicum with questions.

Exit Survey

Towards the end of the pre-doctoral internship year, the Department conducts an Exit Survey with each student. The purpose of the Exit Survey is to reflect upon the student's experience of their education and training, update the student's post-graduation goals and plans, and bring closure to the student's degree program.

STUDENT PROFESSIONAL DEVELOPMENT PROGRAMS

Orientation

Student orientation is scheduled for the first day of the Fall semester. Students meet each other, as well as members of the administration and department. There is a discussion of the program, on-campus services, and the Psy.D. handbook. Students are informed of how to access program handbooks online through the MyIU portal.

Psy.D. Peer Mentorship Program

The goal of the Peer Mentorship Program is to facilitate the transition to doctoral training at Immaculata

University. Emails are sent to all first-year students prior to the beginning of the fall semester introducing them to the Peer Mentorship Program. First year students who are interested in participating in the program are matched with students from other cohorts. The students volunteering to be mentors will be assigned mentees in alphabetical order as requests are received. Members of the mentorship program attend orientation, meet with first year students, and provide a campus tour to first year students. First year students will be given an orientation pamphlet and students who did not initially sign up for the Peer Mentorship Program will be invited to participate. Members of the Peer Mentorship Program are invited to attend a social gathering. If a mentor's and a first-year student's schedules do not align, they are encouraged to meet virtually. During the summer semester students will be invited to share their experiences regarding the Peer Mentorship Program. Evaluations will be emailed to both the first-year students and mentors to request their feedback to enhance the program.

PsyD Student Advisory Council (PSAC)

A member of the PSAC is a voluntary one-year position and participation is not required. This is considered a leadership role and can be included on your CV and internship application.

Composed of two students from each cohort years 1-5.

- Elections held once a year during the fall semester for all cohorts
 - Student must be in good academic standing (GPA ≥ 3.3) and have satisfactory Progress Reviews (all acceptable ratings).
 - Each student may nominate up to three possible candidates from their cohort (one can be yourself).
 - A list of nominees will be sent to each student, and students will vote for two members on the list.
 - The two nominees who receive the most nominations meet the criteria (referenced in bullet #2) and are approved by the core faculty will serve on the PSAC.
- Responsibilities
 - Meet with the PsyD Faculty once per Semester or more upon the request of either PsyD faculty or PSAC request.
 - PSAC members may be involved in peer outreach and support.
 - Identified as a liaison within their cohort to seek answer to questions and/or communicate information regarding the PsyD program.
 - Encourage socialization among cohorts including assisting faculty in coordinating social activities.
 - A member of the PSAC is a voluntary one-year position and participation is not required. This is considered a leadership role and can be included on your CV and internship application.

Psy.D. Day

The mission for Psy.D. Day is to provide socialization across cohorts; increase interaction between faculty and students, expose students to continued professional development, and promote attendance at the Psy.D. Poster Forum. It is held once a year during the Spring Semester and is a mandatory event for all students.

Professional Presentations

The department offers students many opportunities to collaborate with each other and with faculty, and to present their works at different professional programs, including poster sessions, presentations, and through other venues.

- Conference Presentations Poster Session: Students present with faculty at professional conferences.
- Psy.D. Poster Symposium: Held annually based on work done in PSYC 706 and 707.
- Diversity Forum: The Diversity Forum meets regularly, and addresses matters related to Diversity Inclusion in the Psy.D. program. See the Diversity Inclusion website link on the program webpage.

Contact Dr. Francien Richardson with questions.

Testing and Research Center

The department's Testing and Research Center (TRC) houses a library of assessment and research materials available for students to use during their courses, practicums, internships, and dissertations. All materials can be requested online through the TRC Moodle Hub. The reservation form contains a list of resources. The TRC's newsletter provides specific information related to closures, general operating hours, staff availability, procedures for signing out materials, and information on accessing the TRC after 4:30pm. Information related to the TRC can also be found in the Psy.D. Program Update and on the TRC Moodle Hub. Emails can be sent to testingandresearch@mail.immaculata.edu.

Program Evaluation

Multiple evaluative mechanisms are used when assessing the overall quality of the Psy.D. Program.

- The quality of teaching is monitored by the program. The Dean, Chair of the Psychology and Counseling Department, and Director of the Psy.D. Program review each course evaluation and provide faculty with feedback. Additionally, each faculty member receives a letter at the start of each semester; the letter includes specific information about constructing course syllabi. Any changes in course syllabi (e.g., content, readings, assignments) reflect the contemporary aims of the program and must be approved by the program director.

The department reviews education and training developments at regular intervals and makes changes as needed. The Director of the Psy.D. program communicates program needs to Dean of the Graduate College and/or the Chair of the department, who, in turn, communicates with the University's executive team through preparation of annual budgets and staff projections. The program's publications and website are reviewed and updated regularly.

- At the University level, the department sets annual goals as part of its strategic plan. Some of these goals are specific to the Psy.D. program.

These goals are reviewed annually by the University's executive administration. The program is also reviewed at regular intervals by Graduate Academic Policy Committee, which is the policy-making body of the College of Graduate Studies.

- As part of its APA accreditation reporting responsibilities, the department files an annual online report that addresses recent activities and outcomes.
- The program also files an annual online report as part of its accreditation reporting responsibilities and posts annual admissions, outcomes, and other information on its website.
- Periodic surveys are sent to students to assess aspects of the program (e.g. interest in new electives).
- Students evaluate their professional growth annually in relation to program competencies (**Appendix B: Student Self-Evaluation of Competencies**).
- Students evaluate each course and teacher as part of routine course reviews.
- Alumni complete a - Self –Evaluation of Competencies, 2yr and 5yr. post-graduation (Appendix A Alumni Self-Evaluation of Competencies). Graduates also are invited to request Employer or Supervisor Evaluation of their performance on program competencies as a way of assisting the department's assessment of outcome data (Appendix C: Employer Survey).
- The University forwards an annual Exit Survey to all program graduates to assess of their experience as students.

Continuing Education Sponsorship

The University is approved by the American Psychological Association to sponsor continuing education credits for psychologists.

Program and Divisional Communications to Students

- The Director of the Psy.D. Program issues written “Psy.D. Updates” (program newsletter) at regular intervals throughout the academic year to apprise students of program events, program issues, dates of student review, program policy, changes in program content, and student and faculty highlights. Program updates supplement other timely communications that are sent directly to students in response to specific issues that arise during the year.
- Annual revisions of the Program Handbook are emailed to each student and posted on the Clinical Psychology Moodle Hub (<https://moodle.immaculata.edu/course/view.php?id=44726>).
- The Psy.D. Update and program handbooks can be found on the Clinical Psychology Moodle Hub.
- Students are asked to check their Immaculata email address daily. It is important for faculty and staff to only communicate with you through your Immaculata email account which is firstinitiallastname@mail.immaculata.edu. (Example: jsmith@mail.immaculata.edu)
- College of Graduate Studies Catalog can be found online through the home page link - www.immaculata.edu.
- Graduate NewsNotes: The College of Graduate Studies & Research publishes *Insight*, an on-line newsletter, each semester. *Insight* provides students with information about happenings within the College of Graduate Studies & Research along with a regular review of items related to student services and updates on the professional achievements of faculty and students. Students are encouraged to read and file each edition of *Insight* for future referencing. *Insight* also provides students with information for how to access the department’s handbook and updates.
- Department Webpage can be found at <https://www.immaculata.edu/academics/degrees- programs/clinical-psychology-psy-d-graduate-studies/>

ADMINISTRATIVE OVERVIEW OF THE PSY.D. PROGRAM

The Psy.D. program in Clinical Psychology is housed within the College of Graduate Studies and specifically within the Department of Psychology and Counseling. The President of IU appoints all faculty. Core Psy.D. faculty are at least 50% time dedicated to the Psy.D. program. The Director of the Psy.D. Program directs the Psy.D. program and reports to the Department Chair. Other department full-time faculty members with primary responsibilities in other departmental programs (e.g., Clinical Mental Health Counseling, Undergraduate Psychology) who teach or assist with dissertations in the Psy.D. program are designated Associate Faculty in the Psy.D. program.

Department Faculty Processes Governance

Core faculty function as an academic unit in an educational climate that prioritizes collaboration, consultation, cohesion, and consensus in providing leadership to the Psy.D. program. Departmental governance is democratic and inclusive. Different faculty members have leadership roles in program management, core responsibilities within the department, and interface with administration when making policy and significant decisions that affect students. Faculty roles (**Appendix D: Program Management**) within the department relative to the Psy.D. program are well defined. Program management is the responsibility of a specific group of core faculty members whose time, energy, training, and focus are designated primarily to the Psy.D. program. Core faculty have the responsibility for decisions related to the way the Psy.D. program functions, including its administrative management, admissions, advisement, curriculum, clinical training, research models, dissertations, comprehensive examination, outcome assessment, and preparation of program reports. They work individually with Psy.D. students on research projects, lead clinical seminars, review student’s clinical work, chair dissertations, and serve as professional role models through their teaching, research, and practice activities.

Core faculty members communicate collegially and frequently about program issues. They meet weekly to discuss curriculum, students, and planning. Communications are respectful, honest, reflective, student-directed

and modeled on the interpersonal principles of their training as psychologists. Core faculty members treat each other with the same sense of dignity and care that they strive to convey to their clinical students. The importance of these relationships in shaping the education and training of clinical psychology students gives the Psy.D. psychology program its culture, and its students a context for assimilating professional values and attitudes.

Core faculty members in particular are responsible for initiating change and providing direction to students. The Director of the Psy.D. program seeks counsel from core faculty around issues that are related to student matters, including progress reviews, and consults with the Dean and other executive administrators to ensure consistency of program change and integration within the broader University mission. Other full-time department faculty who are not identified as core Psy.D. faculty make substantive contributions through teaching and research involvements with Psy.D. students, and through their consultative contributions on matters relevant to program delivery. These faculty members have primary responsibilities with other programs within the department but support student progress toward attainment of program competencies. Adjunct faculty members and clinical supervisors are also substantive program contributors in their respective roles.

Committee Structure

The faculty operates on a semester calendar that permits timely, scheduled attention to all aspects of the Psy.D. program in Clinical Psychology. The Psychology and Counseling Department places on its agenda for review items related to the Psy.D. program's educational objectives that have been identified by students, administration, or faculty. In addition, the Psy.D. core faculty holds regular separate meetings to address matters related solely to the Psy.D. program. Students are invited to submit agenda items to the Director of the Psy.D. Program or their PSAC representative, in writing for consideration at a core faculty meeting. The Psy.D. program also has ad hoc committees: Comprehensive Examination, Syllabi, Dissertation, Clinical Training, Diversity Inclusion, Continuing Education, Curriculum, Doctoral Admissions, Curriculum, Program Publications, Program Self-Study.

The Director of the Psy.D. program is a member of the Graduate Academic Policy Committee. Graduate Academic Policy meets at regular intervals during the academic year to address institutional issues related to specific graduate programs and the various educational objectives of the entire College of Graduate Studies. All other full-time department faculty members are appointed by the University president to serve on university-wide committees.

STUDENT ANNUAL PROGRESS REVIEW

The Psy.D. core faculty reviews the Psy.D. program's model of annual progress review (**Appendix E: Evaluation of Student Competencies: Student Progress Review**). **Students entering the Psy.D. Program under different CGS catalogs take classes required of that catalog. Competency evaluation is in areas consistent across different catalogs.**

Core faculty are responsible for monitoring the fit between the student's interpersonal presentation with the responsibilities of the core faculty and institution to train doctoral students for public service. A procedure for grievance hearings is also outlined in Volume VI of the Immaculata University Policy Manual and the *Graduate Catalog*.

Student progress relative to program competencies is reviewed annually by the Psy.D. core faculty. Periodically, the evaluation form is updated to reflect the program's review of its procedures for assessing student progress toward attainment of program objectives. Each Psy.D. Update lists the review cycle and appraises students of the review dates. Students may be reviewed as needed at a time separate from their scheduled review should specific concerns arise.

The purpose of the review process is to ensure timely assessment of student progress toward the successful attainment of program competencies, including the identification of students who have performed commendably or who are at risk either academically or for other reasons. Each semester, the Director of the Psy.D. program prepares a memo requesting that full-time and adjunct faculty monitor student performance and bring areas of

concern to the attention of the Director of the Psy.D. Program. This information is part of the evaluation.

Progress toward attainment of program competencies is based on successful completion of sequential courses. The form identifies how progress is assessed. In cases where a student is new to the program and has not yet been evaluated on a particular competency at the time of the annual review, a notation is made on the review form to that effect. A separate section for professional presentation is also reviewed. The final review reflects the review of the Director of the Psy.D. Program and Dean. The evaluation is mailed to students. Students may respond on the evaluation form within two weeks of receipt should there be a question about a rating(s). If the form is not received within two weeks, then it is assumed that the student agreed with the evaluation. A second copy is placed in the student's academic file. A third copy is filed with the department. Students are invited to offer a response to the evaluation. Students are directed to the Catalog, "PsyD; MLA and GPA Minimum" for information about program continuation contingent on performance.

STUDENT REVIEW COMMITTEE

Immaculata University's Psy.D. program strives to support student professional development. The Student Review Committee is comprised of the Director of the Psy.D. Program Sister Donna Kelley, DCT Dr. Ashley Gilbert and ETD Dr. Kristen Ulrich. The Director of the Psy.D. program Sister Donna Kelley determines if the student review committee should convene to address a particular student situation. To this end, faculty and adjunct faculty are requested to inform the Director of the Psy.D. program of any concerns regarding a Psy.D. student's behavior or other needs consistent with areas evaluated on the program's annual Student Progress Review. Students are invited to report concerns to the Director of the Psy.D. program. If issues are of significant concern or unresolved following discussion and informal review, the situation is referred to the Student Review Committee. Further information will be obtained, and the student will meet with Student Review Committee members. The Committee considers the nature of the problematic behavior.

Problematic behavior is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways:

- The student does not acknowledge, understand, or address what is necessary to acquire and integrate professional standards into one's repertoire of professional behavior.
- The student is unable to acquire professional skills to reach an acceptable level of competency.
- The student is unable to control personal stress, strong emotional reactions, and/or psychological dysfunction which interfere with professional functioning.
- The student's problems are not restricted to one area of professional functioning.
- The student's problems require a disproportionate amount of attention by faculty.
- The student's behavior does not change as a function of feedback, remediation and/or time.
- The student's behavior is in violation of ethical standards.

The professional judgment of the faculty determines when a student's behavior rises above the level of concern and becomes problematic. Once problematic behaviors are identified, meaningful interventions are implemented. The Student Review Committee determines the appropriate interventions based on circumstances unique to the student's situation. If a remediation plan is implemented, it will contain specific competencies related to the student's performance, student problem behaviors, student's responsibilities, faculty actions, timeline for acceptable performance, assessment methods, dates of evaluation, and consequences for unsuccessful remediation. If the student does not meet objectives on the remediation plan, the Student Review Committee members will meet and discuss consequences.

Appeals may be addressed to the Dean as appropriate. Significant problems may be directed to the Dean of the College of Graduate Studies who will form a Student Retention Committee as described in the Graduate Catalog. If the student is not satisfied with the result of the appeal, they may follow the Grievance Review Policy

of Immaculata University, which is published in the Graduate Catalog.

POLICIES

The Psy.D. Program has developed several policies designed to protect students, faculty, and the College from miscommunication in areas that are important to the success of the Psy.D. program.

Student-Faculty Relationships

The Psy.D. Program endorses a policy of relationship between student and teacher, and student and field site supervisor, in which all contacts are limited to the school setting, clinical training setting, or conferences related to the student's professional development. Extracurricular activities outside the scope of these settings are not encouraged. Limiting professional involvements to learning activities associated with the student's educational objectives helps to protect the neutrality of the evaluation process and safeguards against the development of dual relationships, role confusion, and other potentially compromised interactions.

Pregnant and Parenting Guidelines for Psy.D. Students

Purpose:

Recognizing that graduate training often coincides with significant life changes such as becoming a parent, we understand that this period can be challenging for students balancing academic and family responsibilities. These guidelines are designed to support doctoral students who become parents during their training. It establishes clear, fair, and flexible guidelines for accommodations, in alignment with Title IX obligations and Immaculata's Catholic values of care and community support.

Eligibility:

Students in the Psy.D. program experiencing pregnancy-related conditions and/or new parenting situations. Students are not required to share personal family planning details beyond what is necessary to determine appropriate accommodations.

Request Process:

1. Initial Consultation:

- Students who are expecting should notify University Title IX Coordinator, Janelle Cronmiller, as early as they feel comfortable. Students should fill out the [Pregnant and Parenting Notification Form](#) and the Title IX Coordinator will reach out to set up a meeting. Title IX Coordinator Contact information:
Janelle Cronmiller
jcronmiller@immaculata.edu
484.323.3982
VM 124
- Confidential discussions will be held to explain how the University can assist the student, including formal notification and facilitating discussions with professors about accommodations and review of available resources.
- Following the meeting, the Title IX Coordinator will formally notify the Psy.D. program director and instructors of the courses the student is currently enrolled in.
- Students are also encouraged to notify the Psy.D. program director and academic advisors.

2. Request and Discussions:

- For course-specific accommodations, students will collaborate with instructors to find reasonable accommodations that best meet the students' individual needs while maintaining the integrity of the course. Additionally, the Title IX coordinator is available as a resource to provide guidance and assistance throughout this process.
- Students participating in practicum or internship will collaborate with their on-site supervisor. Please note that while the Psy.D. program is dedicated to supporting students, any separate arrangements regarding leave or accommodations will need to be discussed with the appropriate

third-party providers.

Accommodations and Support:

The program is committed to ensuring that accommodation supports the student's well-being and provides the student equal opportunities to meet program aims, training goals, and demonstrate competency. Possible accommodations may include:

- *Modifications to Physical Environment:* Accessible seating, larger desks, etc.
- *Academic Timeline Adjustments:* Reasonable extension of deadlines and/or allowing the student to make up tests or assignments missed for pregnancy-related absences
- *Accommodation Duration:* A standard provision of 2(pre) and 6(post) weeks of accommodations.
- *Practical Adjustment Period:* 10 weeks upon return of academic timeline adjustments and additional support for navigating third-party practicum and internship obligations.
- Allowing breastfeeding students reasonable time and space to pump breast milk in a location that is private, clean, and reasonably accessible.

Additional Supports:

- Guidance from Disability Services regarding complications due to pregnancy (contact Jennifer Peruso, Executive Director Learning Support Services, jperuso@immaculata.edu, 484.323.3900).
- Guidance from the University Financial Aid office regarding implications if any in relation to accommodations and withdraw (contact Dina Stern, Executive Director of Financial Aid, dsstern@immaculata.edu, 484.323.3025).
- Access to parenting peer support groups and private lactation rooms on campus.

Compliance and Integrity:

This guidance is designed in accordance with the University Title IX requirements, and in support of our commitment to student success. While accommodations are flexible, all adjustments must allow the student to meet core program objectives and competencies.

Final Note:

Our aim is to create an environment where every student feels supported during major life transitions. We encourage open, honest, and timely communication to ensure that all necessary accommodations are implemented effectively.

Accruing Postdoctoral Hours

Students cannot identify themselves as postdoctoral until they graduate.

Paid Psychology Work outside the Psy.D. Program

The program communicates as needed with the State Psychology Board about training matters related directly to graduate level education and to the Program's interpretation of the Psychology Licensing Act and its regulations.

Immaculata Psy.D. students holding an allied professional degree and/or license (e.g., with a MA/LPC, MSW/LCSW) who: (1) have a question(s) about their employment status separate from an Immaculata practicum (e.g., how to represent oneself, job titles, matters related to supervision, providing services not appropriate without a psychology doctoral degree and/or psychology license), and/or (2) whose questions are in any way associated with the Pennsylvania Psychology Licensing Act (or an Act in another state in which they are employed), must inform the department of their question(s) in writing, dated, and signed. The Department will work with the student to help the student address such question(s). The department may periodically survey students about these matters (**Appendix G: Outside Employment Form**).

Regarding practicum, students are required to clarify with prospective practicum sites if, during their practicum training, the site will identify the student as an "employee." Students who are designated as employees by a practicum site must bring this designation to the immediate attention of the Psy.D. Practicum Coordinator.

Upon receipt of this information, the Director of the Psy.D. program will attempt to clarify roles and responsibilities of the student's employment while a practicum trainee and may request access to employee handbooks and other documents relevant to supporting the student's education and training objectives in the department. The department reviews all contractual situations involving practicum and doctoral internship students and may require additional time to process contracts or other arrangements with outside training facilities, if the outside training facility requests that the student adhere to guidelines that are outside the scope of the department's standard Affiliation Agreement.

Faculty Co-signing for Purchases of Psychological Tests

Situations may arise where students wish to buy tests and/or measures directly from test publishers as part of their dissertation research. These purchases typically require the co-signature of a faculty member, who then takes responsibility for regulating student usage of the purchased materials. A core faculty member with expertise in the tests/measures may co-sign for a student's purchase of tests/measures for doctoral research only. All such research must be conducted in accordance with RERB policy and approval. This letter must be submitted as part of the student's RERB packet.

I have requested that Dr. (fill in) co-sign for my purchase of tests/measures in a very circumscribed way, limited to dissertation research under the faculty member's direction, in order to facilitate data collection with test/measures that the department does not own, and with the explicit and written understanding and attestation that such test use is only for this purpose.

Student

Date

Dissertation Chair

Date

cc: Academic File

Lending Test Material to Field Site Supervisors

Situations may arise where assessment field site supervisors would like to borrow psychological testing material from the Department. The Department will loan out tests to its field site and internship supervisors as available and needed in the service of promoting the student's clinical training experience and training under the direct supervision of a licensed psychologist. The practicum student is asked to have the practicum supervisor email the Testing and Research Center Manager with this request. The Testing and Research Center Manager will clarify the length of time for which the test will be borrowed, user qualifications if the test is being requested for use by someone other than the supervisor, and the way the test will be delivered and returned.

Lending Test Material to Students

The department maintains an extensive library of cognitive, personality, developmental, and other tests and measures as well as software scoring programs. The Psy.D. Update, emailed to students and located on the MyIU portal, provides information about the Testing and Research Center's operations. Students are required to follow protocol as outlined.

Concurrent Degree, Certification, or Certificate Study outside the Psy.D. Program

Students enrolled in the Psy.D. programs may not also enroll in a degree and/or certification and/or certificate program offered through another institution or within Immaculata without formally requesting written permission from the Psy.D. Program Director and the Dean of the College of Graduate Studies. The department has as its primary purpose in enacting this policy the safeguarding of the student's educational objectives as defined by their program of study at Immaculata University.

Students seeking written permission for outside study will be reviewed on an individual basis. The department will review requests only if the following conditions are met: (a) The student has passed the Psy.D. Comprehensive Examination. (b) The student has earned a minimum GPA of 3.7. (c) The degree, certification or certificate must be related to the Psy.D. degree in Clinical Psychology (d) The student will complete the Psy.D. program in the required time frame and must successfully complete all required classes.

Additional information about the student's particular program may also be considered as part of the department's final decision-making process. The student will not be permitted to request a Leave of Absence from the Psy.D. program to pursue outside study. Students who are granted permission to pursue outside study are required to maintain a regular course load in the department, including practica, dissertation and doctoral internship. Requests for exemption to this policy must specify the following information: Institution, faculty member responsible for the program, his or her phone number, specific program of study, and the title and degree, certification or certificate sought. Students must also provide a copy of the outside institution's formal program brochure and other publications related to the proposed program of study.

Preparing Status Reports for Students

Neither the program nor the College of Graduate Studies prepares status reports in the form of letters (e.g., to a prospective employer) that updates student progress toward degree completion.

Students receive annual progress reviews that address attainment of program competencies, but this is different from a formal letter specifying proximity to graduation.

Dismissal/Withdrawal from the Psy.D. Program

The University and the Psy.D. Program support students in achieving their goal of program completion. When student concerns are not resolved with intervention from the Student Review Committee or beyond its scope, the University strives to resolve student issues related to program progress through its Student Retention Policy which includes opportunities for students to receive feedback, remediation plans and time to enact change. If a student does not meet the expectations of the remediation plan, the department may recommend to the Dean of the College of Graduate Studies that the student be asked to withdraw, or be dismissed, from the Psy.D. program in Clinical Psychology.

In all cases involving a decision to dismiss a student from the Psy.D. program, the student is afforded full access to the University's due process policies and procedures (See the Graduate Catalog for policies concerning student grievances.) The final decision to dismiss a student from the program is communicated to the student in a letter prepared by the Dean of the College of Graduate Studies. In making this decision, the Dean consults as needed with the Psy.D. Program Director, and other University faculty, administrators, and representatives.

The following are examples of situations in which a student **may** be asked to withdraw or be dismissed from the program.

- A student fails to complete the Psy.D. program in 8 years. (Graduate Catalog)
- A student commits plagiarism or academic dishonesty. (See Graduate Catalog for policies regarding academic honesty.)
- A student engages in behaviors that do not meet the expected standards of conduct based on information in the College of Graduate Studies catalog, Volume VI of the Immaculata University Student Policy Manual, Psy.D. Handbook, and the APA Code of Ethical Conduct.

The following are examples of situations in which a student **will** be dismissed from the program.

- A student placed on academic probation for a second time at any point in their academic program of study, even if they have recovered from the initial probationary status (see Graduate Catalog), will be dismissed from the Psy.D. Program.
- A student who does not pass their final dissertation defense will be dismissed from the Psy.D. program.
- A student who exhibits behavior(s) that raises significant concern about professional comportment (criteria listed in the Psy.D. Progress Review), noted by faculty or supervisor will be given a warning and a remediation plan. If the student fails to demonstrate sufficient improvement, as identified by a rating of **acceptable** on the Psy.D. Progress Review, they will be dismissed from the Psy.D. Program. (See Graduate Catalog, Psy.D. Handbook, and/or the APA Code of Ethics.)
- A student who is eligible to receive the M.A. degree in Clinical Psychology fails the M.A. comprehensive

examination twice will be dismissed from the Psy.D. Program.

- A student who fails the Psy.D. comprehensive examination twice will be dismissed from the Psy.D. program.
- A student who does not successfully complete a remediation plan (e.g., does not maintain the acceptable performance achieved from the remediation, engages in the same problematic behavior, etc.) will be dismissed from the Psy.D. program.
- A student who earns less than a B grade in a course must retake the course. The course may only be repeated once. A student unable to earn a B or higher in the course on the second attempt will be dismissed from the program.
- A student who earns less than a B grade in two different courses results in program dismissal.
- A student who earns an F in a course that is designated Pass/Fail (e.g., Practicum Seminars, internship), must successfully complete a remediation plan and retake the course. Failure to successfully complete the remediation plan will result in program dismissal. A student unable to pass the course on the second attempt will be dismissed from the program. Any failing grade in two different Pass/Fail courses results in program dismissal.

APPENDIX A

ALUMNI SELF-EVALUATION OF COMPETENCIES

Immaculata University Psy.D. Program in Clinical Psychology

Alumni and Self Evaluation of Competencies Survey

(2 year & 5 year post-graduation)

As a graduate of Immaculata University your feedback is vital to the PsyD program's ongoing review, self- study, and improvement. Information you provide will be represented in the APA Self Study Report in an aggregated format. Your time in completing this form assists us in meeting requirements of accreditation and is appreciated.

Name [Click to enter text.](#) Graduation Year [Click to enter text.](#) Are You Licensed as a Psychologist? ☐ Yes ☐ No ☐ Pending

Year Licensed State Licensed EPPP Licensing Exam Status: ☐ Awaiting Results ☐ Exam Not Taken ☐ Unsuccessful

If you have not attempted the licensing exam, when will you take licensing exam? [Click or tap here to enter text.](#)

	Please rate your competencies as a practitioner of clinical psychology in the following profession wide competency areas:	Well Below Average 1	Below Average 2	Average 3	Above Average 4	Well Above Average 5
1.	Research	☐	☐	☐	☐	☐
2.	Ethical and Legal Standards	☐	☐	☐	☐	☐
3.	Individual and Cultural Diversity	☐	☐	☐	☐	☐
4.	Professional Values, Attitudes and Behaviors	☐	☐	☐	☐	☐
5.	Communication and Interpersonal Skills	☐	☐	☐	☐	☐
6.	Assessment	☐	☐	☐	☐	☐
7.	Intervention	☐	☐	☐	☐	☐
8.	Supervision	☐	☐	☐	☐	☐
9.	Consultation and Interprofessional/Interdisciplinary Skills	☐	☐	☐	☐	☐

Professional Development

Have you done any of the following since graduation?

	Yes	No
Author/Co-Author of a professional or scientific journal	☐	☐
Author/Co-Author of published book chapter(s)	☐	☐
Presented to others (lay audiences)	☐	☐
Member of a Professional / Scientific Societies (Examples, PPA, APA, etc.)	☐	☐
Grant- Supported Research	☐	☐
Taught any courses since graduation	☐	☐
Volunteered your professional time and services	☐	☐

Earned a degree, certificate or certification since graduating	☐	☐
Attended Conferences	☐ Yes ☐ No	If yes, how many: ☐ 1-3 ☐ 4 or More

Current Job Title: Click or tap here to enter text.

Name of Employer: Click or tap here to enter text.

Current Job Setting: <i>Check all that apply</i>	Full time	Part Time		Administration	Assessment	Consultation	Psychotherapy	Research	Supervision	Teaching
Academic Teaching	☐	☐		☐	☐	☐	☐	☐	☐	☐
Community Mental Health Center	☐	☐		☐	☐	☐	☐	☐	☐	☐
Consortium	☐	☐		☐	☐	☐	☐	☐	☐	☐
Correctional Facility	☐	☐		☐	☐	☐	☐	☐	☐	☐
Health Maintenance Organization	☐	☐		☐	☐	☐	☐	☐	☐	☐
Hospital/Medical Center	☐	☐		☐	☐	☐	☐	☐	☐	☐
Independent Practice	☐	☐		☐	☐	☐	☐	☐	☐	☐
Psychiatric Facility	☐	☐		☐	☐	☐	☐	☐	☐	☐
School District or System	☐	☐		☐	☐	☐	☐	☐	☐	☐
University Counseling Center	☐	☐		☐	☐	☐	☐	☐	☐	☐
Other: (e.g. not currently employed, student, etc.)	☐	☐		☐	☐	☐	☐	☐	☐	☐

Population Served in Current Job *(please check all that apply)*

Children		Adolescents		Family		Adults		Older Adults 65 & older		Other	
----------	--	-------------	--	--------	--	--------	--	-------------------------	--	-------	--

Human Diversity - Do you provide services to diverse populations in your current job? *(please check all that apply)*

Developmentally Disabled		Racial		Ethnic		Gender		Sexual		Religious		Other	
--------------------------	--	--------	--	--------	--	--------	--	--------	--	-----------	--	-------	--

APPENDIX B

ANNUAL STUDENT SELF-EVALUATION of COMPETENCIES

Immaculata University PsyD Program in Clinical Psychology

Annual Student Self-Evaluation of Competencies

Name: _____

Date: _____

Well Below Average = 1 Below Average = 2 Average = 3 Above Average = 4 Well Above Average = 5 Competencies to which you have not yet been exposed in the program through course work or practicum = N/A

Aim 1: Please rate your growth during the past year, in acquiring the following profession-wide competencies toward becoming a competent practitioner of clinical psychology .	1	2	3	4	5	N/A
Research - Competency						
Demonstrate the substantially independent ability to formulate research or other scholarly activity that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological or professional knowledge base						
Conduct research or other scholarly activities.						
Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.						
Ethical and Legal Standards - Competency						
- Be knowledgeable of and act in accordance with each of the following: - Current version of the APA Ethical Principles of Psychologists and Code of Conduct; - Relevant laws, regulations, rules and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and - Relevant professional standards and guidelines						
Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve dilemmas.						
Conduct self in an ethical manner in all professional activities.						
Individual and Cultural Diversity - Competency						
Demonstrate an understanding of how your own personal/cultural history and biases may affect how you understand and interact with people different from yourself.						
Knowledge of current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.						
Ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles. Including the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of career. Working effectively with individuals and groups whose memberships, demographic characteristics or worldviews create conflict with own views.						
Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups and apply this approach effectively in professional work.						
Professional Values, Attitudes and Behaviors - Competency						
Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.						
Engage in self-reflection regarding personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.						

Actively seek and demonstrate openness and responsiveness to feedback and supervision.						
Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.						
Communication and Interpersonal Skills - Competency	1	2	3	4	5	N/A
Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.						
Produce and comprehend oral, non-verbal and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.						
Demonstrate effective interpersonal skills and the ability to manage difficult communication well.						
Assessment - Competency						
Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.						
Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).						
Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.						
Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity considerations and contextual influences of the service recipient						
Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective						
Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences						
Intervention - Competency						
Establish and maintain effective relationships with the recipients of psychological services						
Develop evidence-based intervention plans specific to the service of delivery goals						
Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.						
Demonstrate the ability to apply the relevant research literature to clinical decision making						
Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking						
Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation						
Supervision – Competency						
Demonstrate knowledge of supervision models and practices						
Demonstrate knowledge of contemporary evidence-based supervision literature						
Consultation and Interprofessional/Interdisciplinary Skills - Competency						
Demonstrate knowledge and respect for roles and perspectives of other professions.						
Demonstrate knowledge of consultation models and practices.						

Aim 2 - Please rate your growth during the past year, in acquiring discipline specific knowledge to inform your clinical competencies.	1	2	3	4	5	N/A
Discipline Specific Knowledge - Competency						
1. Identify history and systems of psychology.						
2. Identify and apply concepts of affective aspects of behavior including affect, mood and emotion						
3. Identify and apply concepts of biological aspects of behavior including multiple biological underpinnings of behavior						
4. Identify and apply concepts of cognitive aspects of behavior including learning, memory, thought processes, and decision-making.						
5. Identify and apply concepts of developmental aspects of behavior including transitions, growth, and development across the life span						
6. Identify and apply concepts of social aspects of behavior including topics such as group processes, attributions, discrimination, and attitudes						
7. Identify and apply concepts of advanced integrative knowledge of basic discipline-specific content areas (excluding history and systems).						
8. Identify and apply multiple concepts of research methods						
9. Identify and apply multiple concepts of statistical analysis						
10. Identify and apply multiple concepts psychometrics						

Please offer a suggestion for Psy.D. program consideration:

APPENDIX C
EMPLOYER SURVEY

Immaculata University PsyD Program in Clinical Psychology

Employer/Supervisor Survey of Immaculata Graduate – Assessment of Post-Graduate Competencies

An Immaculata PsyD graduate has forwarded this form to you. The graduate has identified you as someone who is familiar with his/her skills as a practitioner of clinical psychology. As a part of the program's ongoing self-study, the information you provide will be aggregated for accreditation purposes. Your input is greatly appreciated. Thank you in advance for your time and feedback. If you any questions, please contact S. Donna Kelley, IHM, Psy.D., ABAP, at dkelley@immaculata.edu.

Please complete the form and email it to Kelly Richardson at krichardson@immaculata.edu.

Employment Setting: please check one

- | | |
|--|---|
| Academic Teaching ☐ | Independent Practice ☐ |
| Community Mental Health Center ☐ | Psychiatric Facility ☐ |
| Consortium ☐ | School District or System ☐ |
| Correctional Facility ☐ | University Counseling Center ☐ |
| Health Maintenance Organization ☐ | Other ☐ |
| Hospital/Medical Center ☐ | |

Professional Relationship to Graduate: please check all that apply

- Clinical Supervisor: ☐ Administrative Supervisor: ☐ Employer: ☐ Other: ☐

Using the scale below, please rate the graduate in the following competency areas.

Well Below Average = 1 Below Average = 2 Average = 3 Above Average = 4 Well Above Average = 5

The Graduate is a competent practitioner of clinical psychology	1	2	3	4	5
Research (e.g., ability to formulate, evaluate, and disseminate research or other scholarly activity to enhance clinical practice)	☐	☐	☐	☐	☐
Ethical & Legal Standards (e.g. acts in accordance with APA Ethical Principles, Code of Conduct, laws, regulations, rules and policies of health service psychology)	☐	☐	☐	☐	☐
Individual & Cultural Diversity (e.g. ability to work effectively and to integrate awareness and knowledge of individual and cultural differences)	☐	☐	☐	☐	☐
Professional Values, Attitudes & Behaviors (e.g. behaves in ways that reflect the values and attitudes of psychology and concern for the welfare of others.)	☐	☐	☐	☐	☐
Communication & Interpersonal Skills (e.g. develops and maintains effective relationships with a wide range of individuals within the professional role)	☐	☐	☐	☐	☐
Assessment (e.g. selects, administers, interprets assessments and communicates results that draw from empirical literature, in accordance with professional standards & guidelines)	☐	☐	☐	☐	☐
Intervention (e.g. develops evidence-based intervention plans, maintains effective relationships, evaluates intervention and adapts goals and methods as necessary)	☐	☐	☐	☐	☐
Supervision (e.g. Demonstrates knowledge of supervision models and practices.)	☐	☐	☐	☐	☐
Consultation & Interdisciplinary Skills (e.g. demonstrate knowledge and respect for roles and perspectives of other professions, consultation models and practices.)	☐	☐	☐	☐	☐

APPENDIX D
PROGRAM MANAGEMENT

Kristi Ringen, EdD VP for Academic Affairs/Provost				
Marcia Parris, EdD Graduate Dean				
David Martinson, PhD Department Chair				
Sister Donna Kelley, IHM, PsyD PsyD Program Director				
Sister Monica Acri, PsyD Practicum Coordinator	Ashley Gilbert, PsyD Director of Clinical Training	Kristen Ullrich, PsyD Executive Training Director, IU Psychology Internship Consortium	Kelly Richardson, M.S. Director of Internship Admin. & APA Compliance Reporting	Kimberly Levan, PsyD Manager, Testing and Research Center

APPENDIX E

**EVALUATION OF STUDENT COMPETENCIES:
STUDENT PROGRESS REVIEW**

Psy.D. Program in Clinical Psychology Student Progress Review

Name:
ID:

Admit Term:
Status:

CUM GPA:

Aim 1: Psy.D. graduates will be competent practitioners of clinical psychology and will acquire the following profession-wide competencies:				
Competency: Research				
Element 1: Demonstrate the substantially independent ability to formulate research or other scholarly activity that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological or professional knowledge base				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 800 – Doctoral Dissertation III	Final grade of Pass			
Element 2: Conduct research or other scholarly activities				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 706 Research & Statistics I: classroom examinations and assignments	Final grade of B			
PSYC 707: Research & Statistics II: classroom examinations and assignments	Final grade of B			
Element 3: Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional or national level				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 707: Research & Statistics II: classroom examinations and assignments	Prepare and present poster for professional dissemination			
PSYC 797- Comprehensive Examination Part II: Design and Analysis	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for Part II: Design and Analysis			
Competency: Ethical and Legal Standards				
Element 1: Be knowledgeable of and act in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules and policies governing health service psychology at the organizational, local, state, regional and federal levels; and relevant professional standards and guidelines				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 702 – Professional Issues and Ethics: classroom examinations and assignments	Final grade of B			
PSYC 727* - Practicum and Seminar VIII: Ethical and legal standards evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing ethical and legal standards			
PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part IV) Intervention			

Element 2: Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve dilemmas				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 702 – Professional Issues and Ethics: classroom examinations and assignments	Final grade of B			
PSYC 727* - Practicum and Seminar VIII: Ethical and legal standards evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing ethical and legal standards			
PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part IV) Intervention			
Element 3: Conduct self in an ethical manner in all professional activities				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 702 – Professional Issues and Ethics: classroom examinations and assignments	Final grade of B			
PSYC 727* - Practicum and Seminar VIII: Ethical and legal standards evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing ethical and legal standards			
PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part IV) Intervention			
Competency: Individual and Cultural Diversity				
Element 1: Demonstrate an understanding of how their own personal/ cultural history and biases may affect how they understand and interact with people different from themselves.				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 721 – Psychology of Human Diversity: classroom examinations and assignments	Final grade of B			
PSYC 727* - Practicum and Seminar VIII: Individual and cultural diversity evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing individual and cultural diversity			
PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part IV) Intervention			
Element 2: Knowledge of current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/ consultation and service				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 721 – Psychology of Human Diversity: classroom examinations and assignments	Final grade of B			
PSYC 727* - Practicum and Seminar VIII: Individual and cultural diversity evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing individual and cultural diversity			
PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part IV) Intervention			

Element 3: Ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles. This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of career. Working effectively with individuals and groups whose memberships, demographic characteristics or worldviews create conflict with own views				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 721 – Psychology of Human Diversity: classroom examinations and assignments	Final grade of B			
PSYC 727* - Practicum and Seminar VIII: Individual and cultural diversity evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing individual and cultural diversity			
PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part IV) Intervention			
Element 4: Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups and apply this approach effectively in professional work				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 721 – Psychology of Human Diversity: classroom examinations and assignments	Final grade of B			
PSYC 727* - Practicum and Seminar VIII: Individual and cultural diversity evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing individual and cultural diversity			
PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part IV) Intervention			
Competency: Professional Values, Attitudes and Behaviors				
Element 1: Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 727* - Practicum and Seminar VIII: Professional values, attitudes and behaviors evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing professional values, attitudes and behaviors			
PSYC 795 - Professional Practice Preparation	Final Grade of B			
PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part IV) Intervention			
PSYC 800 – Doctoral Dissertation III	Final grade of Pass			
Element 2: Engage in self-reflection regarding personal and professional functioning; engage in activities to maintain and improve performance, well-being and professional effectiveness				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 727* - Practicum and Seminar VIII: Professional values, attitudes and behaviors evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing professional values, attitudes and behaviors			
PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part IV) Intervention			
PSYC 800 – Doctoral Dissertation III	Final grade of Pass			

Element 3: Actively seek and demonstrate openness and responsiveness to feedback and supervision				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 727* - Practicum and Seminar VIII: Professional values, attitudes and behaviors evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing professional values, attitudes and behaviors			
PSYC 800 – Doctoral Dissertation III	Final grade of Pass			
Element 4: Respond professionally in increasing complex situations with a greater degree of independence as they progress across levels of training				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 727* - Practicum and Seminar VIII: Professional values, attitudes and behaviors evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing professional values, attitudes and behaviors			
PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part IV) Intervention			
PSYC 800 – Doctoral Dissertation III	Final grade of Pass			
Competency: Communication and Interpersonal Skills				
Element 1: Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 727* - Practicum and Seminar VIII: Communication and interpersonal skills evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing communication and interpersonal skills			
Element 2: Produce and comprehend oral, non-verbal and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 727* - Practicum and Seminar VIII: Communication and interpersonal skills evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing communication and interpersonal skills			
PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part III: Assessment	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part III) Assessment			
PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part IV) Intervention			
Element 3: Demonstrate effective interpersonal skills and ability to manage difficult communication well				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 727* - Practicum and Seminar VIII: Communication and interpersonal skills evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing communication and interpersonal skills			
PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part IV) Intervention			

Competency: Assessment				
Element 1: Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 708 - Advanced Psychopathology: classroom examination and assignments	Final grade of B			
PSYC 728 - Cognitive Clinical Assessment: classroom examinations and assignments	Final grade of B			
PSYC 729 - Assessment II: Personality: classroom examinations and assignments	Final grade of B			
PSYC 730 - Assessment IV: Advanced Skills: classroom examinations and assignments	Final grade of B			
PSYC 731 -Assessment V: Neuropsychological: classroom examinations and assignments	Final grade of B			
PSYC 727 - Practicum and Seminar VIII: Assessment evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing Assessment			
PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part III: Assessment	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part III) Assessment			
Element 2: Demonstrate understanding of human behavior within its context (e.g. family, social, societal and cultural).				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 721 - Psychology of Human Diversity: classroom examinations and assignments	Final grade of B			
PSYC 728 - Cognitive Clinical Assessment: classroom examinations and assignments	Final grade of B			
PSYC 729 - Assessment II: Personality: classroom examinations and assignments	Final grade of B			
PSYC 730 - Assessment IV: Advanced Skills: classroom examinations and assignments	Final grade of B			
PSYC 731 -Assessment V: Neuropsychological: classroom examinations and assignments	Final grade of B			
PSYC 727 - Practicum and Seminar VIII: Assessment evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing Assessment			
PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part III: Assessment	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part III) Assessment			
Element 3: Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 721 - Psychology of Human Diversity: classroom examinations and assignments	Final grade of B			
PSYC 728 - Cognitive Clinical Assessment: classroom examinations and assignments	Final grade of B			
PSYC 729 - Assessment II: Personality: classroom examinations and assignments	Final grade of B			
PSYC 730 - Assessment IV: Advanced Skills: classroom examinations and assignments	Final grade of B			
PSYC 731 -Assessment V: Neuropsychological: classroom examinations and assignments	Final grade of B			
PSYC 727 - Practicum and Seminar VIII: Assessment evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing Assessment			

PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part III: Assessment	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part III) Assessment			
Element 4: Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity considerations and contextual influences of the service recipient				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 703 - Tests and Measurements: classroom examinations and assignments	Final grade of B			
PSYC 728 - Cognitive Clinical Assessment: classroom examinations and assignments	Final grade of B			
PSYC 729 - Assessment II: Personality: classroom examinations and assignments	Final grade of B			
PSYC 730 - Assessment IV: Advanced Skills: classroom examinations and assignments	Final grade of B			
PSYC 731 -Assessment V: Neuropsychological: classroom examinations and assignments	Final grade of B			
PSYC 727* - Practicum and Seminar VIII: Assessment evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing Assessment			
Element 5: Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 708 - Advanced Psychopathology: classroom examinations and assignments	Final grade of B			
PSYC 728 - Cognitive Clinical Assessment: classroom examinations and assignments	Final grade of B			
PSYC 729 - Assessment II: Personality: classroom examinations and assignments	Final grade of B			
PSYC 730 - Assessment IV: Advanced Skills: classroom examinations and assignments	Final grade of B			
PSYC 731 -Assessment V: Neuropsychological: classroom examinations and assignments	Final grade of B			
PSYC 727* - Practicum and Seminar VIII: Assessment evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing Assessment			
PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part III: Assessment	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part III) Assessment			
Element 6: Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 728 - Cognitive Clinical Assessment: classroom examinations and assignments	Final grade of B			
PSYC 729 - Assessment II: Personality: classroom examinations and assignments	Final grade of B			
PSYC 730 - Assessment IV: Advanced Skills: classroom examinations and assignments	Final grade of B			
PSYC 731 -Assessment V: Neuropsychological: classroom examinations and assignments	Final grade of B			
PSYC 727* - Practicum and Seminar VIII: Assessment evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing Assessment			

PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part III: Assessment	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part III) Assessment			
Competency: Intervention				
Element 1: Establish and maintain effective relationships with the recipients of psychological services				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 709 - Group Dynamics: classroom examinations and assignments	Final grade of B			
PSYC 710 - Cognitive and Behavioral Theories and Therapies: classroom examinations and assignments	Final grade of B			
PSYC 711 - Psychoanalytic Theories and Therapies: classroom examinations and assignments	Final grade of B			
PSYC 712 - Client-Centered and Relationship Theories and Therapies: classroom examinations and assignments	Final grade of B			
PSYC 721 - Psychology of Human Diversity: classroom examinations and assignments	Final grade of B			
PSYC 727* - Practicum and Seminar VIII: Intervention evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing Intervention			
PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part IV) Intervention			
Element 2: Develop evidence-based intervention plans specific to the service of delivery goals				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 709 - Group Dynamics: classroom examinations and assignments	Final grade of B			
PSYC 710 - Cognitive and Behavioral Theories and Therapies: classroom examinations and assignments	Final grade of B			
PSYC 711 - Psychoanalytic Theories and Therapies: classroom examinations and assignments	Final grade of B			
PSYC 712 - Client-Centered and Relationship Theories and Therapies: classroom examinations and assignments	Final grade of B			
PSYC 721 - Psychology of Human Diversity: classroom examinations and assignments	Final grade of B			
PSYC 727* - Practicum and Seminar VIII: Intervention evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing Intervention			
PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part IV) Intervention			
Element 3: Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 709 - Group Dynamics: classroom examinations and assignments	Final grade of B			
PSYC 710 - Cognitive and Behavioral Theories and Therapies: classroom examinations and assignments	Final grade of B			
PSYC 711 - Psychoanalytic Theories and Therapies: classroom examinations and assignments	Final grade of B			

PSYC 712 - Client-Centered and Relationship Theories and Therapies: classroom examinations and assignments	Final grade of B			
PSYC 721 - Psychology of Human Diversity: classroom examinations and assignments	Final grade of B			
PSYC 727* - Practicum and Seminar VIII: Intervention evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing Intervention			
PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part IV) Intervention			
Element 4: Demonstrate the ability to apply the relevant research literature to clinical decision making				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 709 - Group Dynamics: classroom examination and assignments	Final grade of B			
PSYC 710 - Cognitive and Behavioral Theories and Therapies: classroom examinations and assignments	Final grade of B			
PSYC 711 - Psychoanalytic Theories and Therapies: classroom examinations and assignments	Final grade of B			
PSYC 712 - Client-Centered and Relationship Theories and Therapies: classroom examinations and assignments	Final grade of B			
PSYC 721 - Psychology of Human Diversity: classroom examinations and assignments	Final grade of B			
PSYC 727* - Practicum and Seminar VIII: Intervention evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing Intervention			
PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part IV) Intervention			
Element 5: Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 709 - Group Dynamics: classroom examinations and assignments	Final grade of B			
PSYC 710 - Cognitive and Behavioral Theories and Therapies: classroom examinations and assignments	Final grade of B			
PSYC 711 - Psychoanalytic Theories and Therapies: classroom examinations and assignments	Final grade of B			
PSYC 712 - Client-Centered and Relationship Theories and Therapies: classroom examinations and assignments	Final grade of B			
PSYC 721 - Psychology of Human Diversity: classroom examinations and assignments	Final grade of B			
PSYC 727* - Practicum and Seminar VIII: Intervention evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing Intervention			
PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part IV) Intervention			
Element 6: Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 709 - Group Dynamics: classroom examinations and assignments	Final grade of B			

PSYC 710 - Cognitive and Behavioral Theories and Therapies: classroom examinations and assignments	Final grade of B			
PSYC 711 - Psychoanalytic Theories and Therapies: classroom examinations and assignments	Final grade of B			
PSYC 712 - Client-Centered and Relationship Theories and Therapies: classroom examinations and assignments	Final grade of B			
PSYC 721 - Psychology of Human Diversity: classroom examinations and assignments	Final grade of B			
PSYC 727* - Practicum and Seminar VIII: Intervention evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing Intervention			
PSYC 797- Comprehensive Examination for Clinical Case Evaluation (CCE) Part IV: Intervention	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for the CCE (Part IV) Intervention			
Competency: Supervision				
Element 1: Demonstrate knowledge of supervision models and practices				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 741 - Clinical Supervision, Consultation and Management: classroom examinations and assignments	Final grade of B			
PSYC 727* - Practicum and Seminar VIII: Supervision evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing Supervision			
Element 2: Demonstrate knowledge of contemporary evidence-based supervision literature				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 741 - Clinical Supervision, Consultation and Management: classroom examinations and assignments	Final grade of B			
PSYC 727* - Practicum and Seminar VIII: Supervision evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing Supervision			
Competency: Consultation and Interdisciplinary Skills				
Element 1: Demonstrate knowledge and respect for roles and perspectives of other professions				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 727* - Practicum and Seminar VIII: Consultation and Interdisciplinary Skills evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing Consultation and Interdisciplinary Skills			
PSYC 741 - Clinical Supervision, Consultation and Management: classroom examinations and assignments	Final grade of B			
Element 2: Demonstrate knowledge of consultation models and practices				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 727* - Practicum and Seminar VIII: Consultation and Interdisciplinary Skills evaluation items from all practicum placements	Average (3 on a 5 point scale) rating, by practicum supervisors, on the practicum evaluation items addressing Consultation and Interdisciplinary Skills			
PSYC 741 - Clinical Supervision, Consultation and Management: classroom examinations and assignments	Final grade of B			

Aim 2: Psy.D. graduates will acquire discipline specific knowledge to inform their clinical competencies				
Competency: Knowledge of Scientific Foundations				
Element 1: Identify history and systems of psychology				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 713: History and Systems in Psychology: classroom examinations and assignments	Final grade of B			
PSYC 797- Comprehensive Examination Part I: Integrative Essay/History and Systems	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for Part I: Integrative Essay/History and Systems			
Element 2: Identify and apply concepts of affective aspects of behavior including affect, mood and emotion				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 701 - Cognitive and Affective Bases of Behavior: classroom examinations and assignments	Final grade of B			
PSYC 797- Comprehensive Examination Part I: Integrative Essay/Cognitive – Affective	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for Part I: Integrative Essay/Cognitive - Affective			
Element 3: Identify and apply concepts of biological aspects of behavior including multiple biological underpinnings of behavior				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 700 - Biological Bases of Behavior: classroom examinations and assignments	Final grade of B			
PSYC 797- Comprehensive Examination Part I: Integrative Essay/Biological Bases	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for Part I: Integrative Essay/Biological Bases			
Element 4: Identify and apply concepts of cognitive aspects of behavior including learning, memory, thought processes, and decision-making				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 701 - Cognitive and Affective Bases of Behavior: classroom examinations and assignments	Final grade of B			
PSYC 797- Comprehensive Examination Part I: Integrative Essay/Cognitive - Affective	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for Part I: Integrative Essay/Cognitive - Affective			
Element 5: Identify and apply concepts of developmental aspects of behavior including transitions, growth, and development across the life span				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 705- Human Development: classroom examinations and assignments	Final Grade of B			
PSYC 797- Comprehensive Examination Part I: Integrative Essay/Developmental	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for Part I: Integrative Essay/Developmental			

Element 6: Identify and apply concepts of social aspects of behavior including group processes, attributions, discrimination, and attitudes				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 745 – Social Psychology: classroom examinations and assignments	Final grade of B			
PSYC 797- Comprehensive Examination Part I: Integrative Essay/Developmental	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for Part I: Integrative Essay/Developmental			
Element 7: Identify and apply concepts of advanced integrative knowledge of basic discipline-specific content areas (excluding history and systems)				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 701 - Cognitive and Affective Bases of Behavior: classroom examinations and assignments	Final grade of B			
PSYC 797- Comprehensive Examination Part I: Integrative Essay	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for Part I: Integrative Essay			
Element 8: Identify and apply multiple concepts of research methods				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 706 Research & Statistics I: classroom examinations and assignments	Final grade of B			
PSYC 707: Research & Statistics II: classroom examinations and assignments	Final grade of B			
PSYC 790 - Dissertation Research Seminar	Final grade of Pass			
PSYC 797- Comprehensive Examination for Part II: Design and Analysis	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for Part II: Design and Analysis			
Element 9: Identify and apply multiple concepts of statistical analysis				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 706: Research & Statistics I: classroom examinations and assignments	Final grade of B			
PSYC 707: Research & Statistics II: classroom examinations and assignments	Final grade of B			
PSYC 797- Comprehensive Examination Part II: Design and Analysis	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for Part II: Design and Analysis			
Element 10: Identify and apply multiple concepts psychometrics				
Measurement Tool/Assessment Criterion	Minimum Level of Achievement	Grade	Term	*Status
PSYC 703 - Tests and Measurements: classroom examinations and assignments	Final grade of B			
PSYC 797- Comprehensive Examination Part I: Integrative Essay	Rating of 7 on a 10 point scale, by full-time faculty members, on the Comprehensive Examination for Part I: Integrative Essay			

*PSYC 727 is the last practicum. Final competency will be assessed based on performance in PSYC 727 or the last practicum during which therapy cases were seen.

Notes:

1. Competency will reflect performance in these representative core courses. Should a student request a review of their evaluation in relation to a particular competency, they must put this request in writing to the attention of their academic advisor, who will review the request with the department.
2. If MLA is not met in any competency area, and if this substandard performance has not been addressed prior to this progress review (i.e., during an interim review), then recommendations will be noted in the comments section of this progress review.
3. If a student scores lower than "3" on any practicum rating item, this will be discussed with the student and, if needed, a remedial plan will be put in place.
4. The CGS office notifies the department chair at the end of each term of students who have achieved lower than the grade of B in a class.

Name:
ID:

Admit Term:
Status:

CUM GPA:

Part 2: Program Presentation and Interpersonal Behavior*

Professionalism: Does the student present in a professional manner? Respectful when interacting with faculty, peers, and office staff? Respectful of clients? Does the student discuss client concerns in a respectful manner? Communicate a sincere interest in a caring for others?

Acceptable

Needs Improvement

Refer to Student Review Committee

Receptivity to Feedback: Is the student open to constructive feedback? Defensive regarding feedback? Seek out feedback? Incorporate feedback in their behavior? Receptive to peer feedback and/or give constructive feedback?

Acceptable

Needs Improvement

Refer to Student Review Committee

Responsibility/Dependability: Is the student reliable? Meet scheduled commitments? Return phone calls and emails promptly? Apprise the department or changes that impact access?

Acceptable

Needs Improvement

Refer to Student Review Committee

Common Sense, Tact, & Judgment: Is the student able to discern between decisions that are appropriate for their level of training and those which require further training and supervision? Alert to social nuance, and modify response reactivity based on the context of the situation?

Acceptable

Needs Improvement

Refer to Student Review Committee

Self-Reflective: Is the student willing to engage in self-critique? Reflective in processing material? Able to moderate emotional expression? Understand personal and professional strengths and weaknesses?

Acceptable

Needs Improvement

Refer to Student Review Committee

Interactions with others: Does the student facilitate positive interactions with others? Respond in a reflective manner? Display appropriate self-monitoring in the classroom with respect to discussion among peers and with the teacher? Do they avoid personalizing, dominating discussions? Are they collaborative with others?

Sensitivity to Diversity: Does the student appreciate differences and avoid ridicule, non-constructive criticism, biased or prejudicial thinking, and tolerant of differences?

Acceptable

Needs Improvement

Refer to Student Review Committee

Punctual Attendance: Does the student attend class consistently and without routine lateness:

Acceptable

Needs Improvement

Refer to Student Review Committee

Punctual Work: Does the student complete work in a timely manner?

Acceptable

Needs Improvement

Refer to Student Review Committee

Quality of Writing: Does the student's written work read easily, display appropriate attention to the requirements of the APA Publication Manual? Is the student attentive to detail when preparing written work?

Acceptable

Needs Improvement

Refer to Student Review Committee

*Part 2 of the Progress Review is based on faculty discussion and feedback about the student's presentation in the program.

Name:
ID:

Admit Term:
Status:

CUM GPA:

COMMENTS:

Reviewed and Approved by Advisor

Date

Reviewed and Approved by Psy.D. Program Director
S. Donna Kelley, IHM, Psy.D., ABAP

Date

Name of Student

Date

If we do not receive a signed copy back within two weeks of the mailing date, we will assume that you have accepted this review.

APPENDIX F
TRANSCRIPT REVIEW

IMMACULATA UNIVERSITY

TRANSCRIPT REVIEW

Psy.D. Program in Clinical Psychology
Admission Degree: Bachelor's
Semester Start: Fall

Name of Student _____

Date of Review _____

Reviewed By _____ Academic Advisor _____

Signature _____

PREREQUISITES:

Required for students admitted with a bachelor's degree, or a master's degree in a field unrelated to psychology, (or at the department's recommendation).

Course Number and Name		Decision	Notes
PSYC 675	Psychopathology	C D	
PSYC 689	Counseling Skills and Techniques	C D	
PSYC 690	Theories of Counseling	C D	

REQUIRED CONCENTRATION:

Course Number and Name		Decision	Notes
PSYC 698	Professional Development Series	C D	
PSYC 700	Biological Bases of Behavior	C D	
PSYC 701	Cognitive and Affective Bases of Behavior	C D	
PSYC 702	Professional Issues and Ethics	C D	
PSYC 703	Tests & Measurements	C D	
PSYC 704	Pre-Practicum Seminar	C D	
PSYC 705	Human Development	C D	
PSYC 706	Research & Statistics I	C D	
PSYC 707	Research & Statistics II	C D	
PSYC 708	Advanced Psychopathology	C D	
PSYC 709	Group Dynamics	C D	
PSYC 710	Cognitive and Behavioral Theories and Therapies	C D	
PSYC 711	Psychoanalytic Theories and Therapies	C D	
PSYC 712	Client-Centered and Relationship Theories and Therapies	C D	
PSYC 713	History and Systems in Psychology	C D	
PSYC 714	Practicum and Seminar I	C D	
PSYC 715	Practicum and Seminar II	C D	
PSYC 716	Practicum and Seminar III	C D	
PSYC 717	Practicum and Seminar IV	C D	
PSYC 721	Psychology of Human Diversity	C D	

Course Number and Name		Decision	Notes
PSYC 724	Practicum and Seminar V	C D	
PSYC 725	Practicum and Seminar VI	C D	
PSYC 726	Practicum and Seminar VII	C D	
PSYC 727	Practicum and Seminar VIII	C D	
PSYC 728	Cognitive Clinical Assessment	C D	
PSYC 729	Assessment II: Personality	C D	
PSYC 730	Assessment IV: Advanced Skills	C D	
PSYC 731	Assessment V: Neuropsychological	C D	
PSYC 740	Clinical Psychopharmacology	C D	
PSYC 741	Clinical Supervision, Consultation, and Management	C D	
PSYC 745	Social Psychology	C D	
PSYC 766	Advanced Neuropsychology*	C D	
PSYC 768	Forensic Psychology*	C D	
PSYC 786	Internship in Clinical Psychology I	C D	
PSYC 787	Internship in Clinical Psychology II	C D	
PSYC 788	Internship in Clinical Psychology III	C D	
PSYC 790	Dissertation Seminar	C D	
PSYC 791	Internship in Clinical Psychology IV	C D	
PSYC 792	Internship in Clinical Psychology V	C D	
PSYC 793	Internship in Clinical Psychology VI	C D	
PSYC 795	Professional Practice Preparation	C D	
PSYC 797	Comprehensive Examination	C D	
PSYC 798	Doctoral Dissertation I	C D	
PSYC 799	Doctoral Dissertation II	C D	
PSYC 800	Doctoral Dissertation III	C D	
PSYC 000	Dissertation Continuation	C D	

Distribution:

- Department Shared Drive
- Student (email)
- Advisor (email)
- Academic File
- Registrar's Office (email)

IMMACULATA UNIVERSITY

TRANSCRIPT REVIEW

Psy.D. Program in Clinical Psychology
Admission Degree: Master's
Semester Start: Fall

Name of Student _____

Date of Review _____

Reviewed By _____ Academic Advisor _____

Signature _____

REQUIRED CONCENTRATION:

Course Number and Name		Decision	Notes
PSYC 675	Psychopathology	C D	
PSYC 698	Professional Development Series	C D	
PSYC 700	Biological Bases of Behavior	C D	
PSYC 701	Cognitive and Affective Bases of Behavior	C D	
PSYC 702	Professional Issues and Ethics	C D	
PSYC 703	Tests & Measurements	C D	
PSYC 704	Pre-Practicum Seminar	C D	
PSYC 705	Human Development	C D	
PSYC 706	Research & Statistics I	C D	
PSYC 707	Research & Statistics II	C D	
PSYC 708	Advanced Psychopathology	C D	
PSYC 709	Group Dynamics	C D	
PSYC 710	Cognitive and Behavioral Theories and Therapies	C D	
PSYC 711	Psychoanalytic Theories and Therapies	C D	
PSYC 712	Client-Centered and Relationship Theories and Therapies	C D	
PSYC 713	History and Systems in Psychology	C D	
PSYC 714	Practicum and Seminar I	C D	
PSYC 715	Practicum and Seminar II	C D	
PSYC 716	Practicum and Seminar III	C D	
PSYC 717	Practicum and Seminar IV	C D	
PSYC 721	Psychology of Human Diversity	C D	
PSYC 724	Practicum and Seminar V	C D	
PSYC 725	Practicum and Seminar VI	C D	
PSYC 726	Practicum and Seminar VII	C D	
PSYC 727	Practicum and Seminar VIII	C D	
PSYC 728	Cognitive Clinical Assessment	C D	
PSYC 729	Assessment II: Personality	C D	
PSYC 730	Assessment IV: Advanced Skills	C D	

Course Number and Name		Decision	Notes
PSYC 731	Assessment V: Neuropsychological	C D	
PSYC 740	Clinical Psychopharmacology	C D	
PSYC 741	Clinical Supervision, Consultation, and Management	C D	
PSYC 745	Social Psychology	C D	
PSYC 766	Advanced Neuropsychology*	C D	
PSYC 768	Forensic Psychology*	C D	
PSYC 786	Internship in Clinical Psychology I	C D	
PSYC 787	Internship in Clinical Psychology II	C D	
PSYC 788	Internship in Clinical Psychology III	C D	
PSYC 790	Dissertation Seminar	C D	
PSYC 791	Internship in Clinical Psychology IV	C D	
PSYC 792	Internship in Clinical Psychology V	C D	
PSYC 793	Internship in Clinical Psychology VI	C D	
PSYC 795	Professional Practice Preparation	C D	
PSYC 797	Comprehensive Examination	C D	
PSYC 798	Doctoral Dissertation I	C D	
PSYC 799	Doctoral Dissertation II	C D	
PSYC 800	Doctoral Dissertation III	C D	
PSYC 000	Dissertation Continuation	C D	

Distribution:

- Department Shared Drive
- Student (email)
- Advisor (email)
- Academic File
- Registrar's Office (email)

APPENDIX G
OUTSIDE EMPLOYMENT FORM

**GRADUATE PSYCHOLOGY DEPARTMENT
RECORD OF STUDENT EMPLOYMENT**

I NAME OF STUDENT _____ DEGREE(S) ALREADY HELD _____

II PROGRAM OF STUDY:
Psy.D. in Clinical Psychology: _____

III NAME OF EMPLOYER(S)

1. _____
2. _____

IV EMPLOYMENT ACTIVITIES (List per employment setting)

1. _____
2. _____

V DO YOU DEFINE YOURSELF AS A MEMBER OF ANOTHER RECOGNIZED PROFESSION?

YES _____ NO _____

If "YES," how did you come to define yourself this way? _____

VI PRIVATE PRACTICE AS A MEMBER OF ANOTHER RECOGNIZED PROFESSION?

YES _____ NO _____

If "YES," in what specialty area? (check all that apply)

License or Certification # if applicable

Social Worker	_____	_____
Mental Health Counselor	_____	_____
Clergy	_____	_____
Drug and Alcohol Counselor	_____	_____
Family Counselor	_____	_____
Marital Counselor	_____	_____
Crises Intervention Counselor	_____	_____
Psychoanalyst	_____	_____
Other	_____	_____

ARE YOU SUPERVISED? YES _____ NO _____

If "YES," how often are you supervised? _____

HIGHEST DEGREE OR CERTIFICATION OF YOUR SUPERVISOR:

At work (non- private practice) _____
In private practice _____

THANK YOU VERY MUCH FOR YOUR COOPERATION AND ASSISTANCE.

PART II: PRACTICUM PRACTICUM OVERVIEW

Contact Information

- Psy.D. Practicum Coordinator – Sister Elizabeth Monica Acri, IHM, PsyD.

Part II: Practicum section of the Psy.D. Handbook contains information about the Psy.D. practicum process, including course requirements, required forms, application process, and information about training sites. The information in this section is also available on the MOODLE hub, under the group course **PsyD Practicum Information**. Any questions regarding the process or this material should be directed to the Psy.D. Practicum Coordinator, Sister Elizabeth Monica Acri, IHM, PsyD., who can be reached at 484-323-3519, or at eacri@immaculata.edu.

Practicum Courses

The practicum or clinical training experience is a key milestone in clinical psychology doctoral training at Immaculata University. It provides the student with the opportunity to integrate didactic training with clinical practice, within an environment that provides support in the form of individualized clinical supervision and faculty oversight. Practicum also provides students with the opportunity to pursue specific areas of professional practice that are of interest to them. Finally, practicum enables students to establish a foundation of professional practice and clinical experience that prepares them for the doctoral internship. All practicum experience must be conducted under the supervision of a licensed, doctoral level psychologist. The doctoral program in clinical psychology offers a variety of courses for practicum training, as described below.

Practicum Curriculum

The practicum courses require students to complete a specified number of training hours in direct support activities (activities such as psychotherapy, interviewing, and test administration), indirect support activities (activities such as scoring and interpreting testing data, writing reports, and writing therapy session notes), and supervision (time spent with the practicum supervisor and with faculty and peers in practicum seminar courses). Students should follow the requirements specified in their respective Graduate Catalogs. These requirements are described in the section below.

Retention of Records

Practicum records are stored for a minimum of 15 years. Students are informed through a program mailing and through conversations with the Psy.D. Practicum Coordinator.

Practicum Seminar Requirements

All students are required to complete a series of eight practicum/seminar courses, as follows: PSYC 714 (Practicum and Seminar I), 715 (Practicum and Seminar II), 716 (Practicum and Seminar III), 717 (Practicum and Seminar IV), 724 (Practicum and Seminar V), 725 (Practicum and Seminar VI), 726 (Practicum and Seminar VII), 727 (Practicum and Seminar VIII). Each course requires 250 hours of practicum training over one semester with an academic seminar that includes readings and case conference presentations of assessment and/or intervention cases. **At least three of the eight case presentations must be assessment cases; at least four of the eight cases must be therapy.**

Practicum Course Descriptions

PSYC 714, 715, 716, 717, 724, 725, 726, 727: Practicum and seminar I, II, III, IV, V, VI, VII, AND VIII

PSYC 714-717 and 724-727 are each one-semester supervised field placements and seminars that are completed across eight consecutive semesters. These courses emphasize skill acquisition and maturation in psychological testing and psychotherapy. Class presentations are reviewed against competencies identified on the

syllabus and are considered toward the student's final grade along with the supervisor's evaluation. The Graduate Catalog identifies pre-requisite courses.

Requirements:

- Hours: A minimum of 250 hours each semester, including weekly seminar and up to 5 hours each week at home for scoring tests and writing reports.
- Testing Guidelines: A minimum of 10 test batteries is required over the course of the eight semesters. For our purposes, a "battery" is defined as the use of more than one test as part of the assessment process. All students are encouraged to integrate intellectual and personality measures, such as TAT and Rorschach, although each test battery may not actually include these measures. A battery may include, for example, an intelligence test and a personality test, along with a clinical interview. However, it need not be defined as such; different sites have different needs, and all students do not have to do all the same tests with each of their clients.
- Therapy Guidelines: Students can engage in individual, group, family, and marital therapy activities. Students will be provided with an individual therapy case to discuss and conceptualize for their Comprehensive Exam.
- Direct Client Hours: Students must spend at least 25% of their time on direct client activities (e.g., testing, therapy, intakes, clinical interviews, client feedback sessions). It is *recommended* that students acquire approximately 500 direct clinical therapy hours (intakes, interviews, therapy, or feedbacks) and approximately 100-150 direct clinical assessment hours prior to applying for internship.

PSYC 704: Pre-Practicum Seminar (0 CREDITS)

This is an as-needed course for students beginning their first fall practicum during the summer semester. The course enables students to begin their clinical work in advance of fall semester. Seminar begins with PSYC 714 in the fall. Sr. Elizabeth Monica Acri is the faculty contact person for questions or concerns during the summer semester.

PSYC 784: Practicum Extension (0 CREDITS)

This is a no cost/no credit course that allows students to acquire additional hours after completion of PSYC 727. The course may be repeated for more than one semester if needed. There is no seminar class for this course, however, a student evaluation and supervisor approval of all hours must be posted on Time2Track by the end of the semester. Sr. Elizabeth Monica Acri is the faculty contact person for questions or concerns

PSYC 785: Independent Study Option (1 or 3 CREDITS)

Students may enroll in PSYC 785, an independent study course, to gain additional field training experience in their area of interest. (This can be a 3-credit or a 1-credit placement depending on the number of days spent each week at the site. One day is 1-credit; more than one day is 3 credits). A catalog exemption is required because PSYC 785 causes the student to exceed the number of credits required for the Psy.D. This can be requested by sending an email to the Psy.D. Program Director (Sister Donna Kelley dkelley@immaculata.edu). PSYC 785 must be under the direction of a Psy.D. faculty member. A non-Psy.D. faculty may be approved to oversee PSYC 785 only if there are no other feasible options.

Requirements:

- Hours: To be determined based on site, student, and departmental considerations.

PSYC 785: Remedial Plan Requirement (0 CREDITS)

PSYC 785 may also serve as a remedial course. Students who are identified by their clinical supervisor and faculty as having remedial needs in diagnostic or therapy activities will be required to take PSYC 785 to further develop these skills. PSYC 785 taken as a remedial course does not count toward degree completion credits.

Requirements:

- Hours: To be determined based on site, student need, and departmental considerations.

Other Practicum Requirements (Applies to All Practicum Courses)

- Supervision: A minimum of one-hour per week of face-to-face individual supervision with a licensed psychologist is required. Supervision meetings should be regularly scheduled, uninterrupted, 1-hour meetings (not assumed to accumulate through intermittent contacts throughout the day or week). If the assigned supervisor changes over the course of the practicum, please notify the Psy.D. Practicum Coordinator. APA guidelines require that some part of supervision must include direct observation of the practicum student and his/her developing skills (either live or electronically.)
- Ethical Considerations: The student and supervisor should read and follow all Ethical Guidelines set forth by the American Psychological Association. Client care and welfare, including confidentiality, are paramount ethical concerns. If students have any questions, they should speak with their seminar leader about them, and if serious concerns emerge, inform both the seminar leader and the Psy.D. Practicum Coordinator.

Department Policies Related to Practicum (Are in Part I of this Handbook)

- Clearance Requirements: All students enrolled in practicum **MUST** obtain Child Abuse and Criminal Clearances for the state of Pennsylvania, the state in which they reside, and any additional states where they are performing clinical training. Immaculata has arranged for students to purchase clearances through **Castlebranch.com**, which provides CB Bridges, a secure platform that allows Immaculata students to order background checks online. Students must use this service to obtain clearances (or to store the information for online access by the Psy.D. Practicum Coordinator). Once students have placed their order, they may use their login to access additional features of CB Bridges, including document storage, portfolio builders and reference tools. CB Bridges also allows you to upload any additional documents that are required. Additional details and instructions are provided on the Moodle Hub, Psy.D. Practicum Information.
- Development of New Sites: Students can develop their own practicum site with approval from the Psy.D. Practicum Coordinator. After making initial contact with the site and determining that there is a mutual interest, the student must provide the Psy.D. Practicum Coordinator with information about the proposed site (site name, supervisor or training director, email and phone contact information). The Psy.D. Practicum Coordinator will contact the site to determine if there is a fit between their training needs and the practicum program's training requirements (this may include a site visit) and approve the site, if appropriate. Students may not begin training at the site until an affiliation agreement between the site and the University has been fully executed.
- Resolving Problems and/or Changing Sites: Students should discuss concerns with their seminar leader. Examples of student concerns may include lack of referrals, inadequate direct contact hours, staff conflicts, inadequate space, inadequate supervision, etc. Students should first try to resolve these problems by means of direct collaboration with their supervisors. If the problems are not readily resolved after consultation with the supervisor, the student and seminar leader should inform the Psy.D. Practicum Coordinator. Students who wish to change sites should discuss this with their seminar leader and contact the Psy.D. Practicum Coordinator. Withdrawal from a site may require 30 days' notice. Students should also be aware that there may be a delay between the time they leave their previous site and start at a new site. In addition, sites that offer single semester placements are more difficult to find than a traditional two- or three-semester placement.
- **NOTE**: The Student Assignment Agreement is binding and should be honored except in extreme or urgent circumstances. Start and End dates should be clearly indicated on the contract and honored by

both supervisor and student unless they mutually agree to alter or extend them. All changes must be approved by the Practicum Coordinator.

Telesupervision Policy

- Students in Immaculata University's Psy.D. program are provided a breadth of training experiences in order to ensure readiness of practice. Opportunities for remote supervision may allow more sites to contract with licensed psychologists who can provide support to trainees. This can maximize training opportunities in the following ways:
 - Students have access to a greater variety of sites.
 - Students seeking specialty experiences may be more likely to find sites and supervisors who can provide desired training.
 - Students seeking licensure in nearby states may be able to find sites that prepare them for licensure in their desired location.
 - Students may be able to gain experience with greater diversity of clients.
 - Students may be able to gain experience with greater diversity of providers.
 - Student care is important to us at Immaculata University. Moreover, the Psy.D. program strives to create equitable opportunities for students of all backgrounds, origins and circumstances.
- Opportunities for remote supervision may allow the following options for students:
 - This may improve access for students who lack monetary resources, time or transit options to commute to training locations.
 - This can provide access for students who require parental leave.
 - This can provide access for students who require disability accommodations.

Appropriate Use of Telesupervision

- Given its potential benefits, allowances for telesupervision may be made in the circumstance that it does not interfere with the students' training nor the welfare of their clients. On-site training is ideal for early trainees who may require more hands-on support. Our program intends to ensure that students are developmentally ready for remote supervision and/or can demonstrate a need that outweighs the potential impact on their training. Specific guidelines are detailed as follows:
 - Students admitted with a mental health master's degree may receive telesupervision from the start of practicum.
 - Students admitted with a bachelor's or unrelated-master's degree should have at least one semester of face-to-face supervision before telesupervision may be employed.
 - Exceptions can be made in cases that require special accommodations. This should be agreed upon with the program. In these circumstances, the site should provide a plan outlining how the student will receive orientation and training, when and how they will meet for formal supervision, and how the student can access a licensed psychologist outside supervision hours.
- Students who meet the above requirements may discuss remote supervision options with their sites. However, telesupervision should not be used if in-person supervision is possible.
- Final discretion is up to the student's supervisor on record to determine the student's fitness for remote supervision. The site supervisor should establish a plan for supervision with the student. The supervisor on record and mode of supervision should be clearly documented in their site contract and with the program practicum coordinator.
- Practicum Sites in which the supervisor of record is not in the same physical facility as the student supervisee may utilize telesupervision. Supervisors should be legally licensed as a psychologist in the state in which the student is practicing clinically.
- Even if not at the same physical facility, the site supervisor should be directly affiliated with the training site. This means they should have access to site policies and procedures, training materials, and record-keeping platforms. Supervisors should be able to observe their supervisees either live or through HIPAA compliant video/audio platforms. In addition, supervisors should be able to review and sign their supervisee's clinical documentation.

Relationship between Supervisor and Supervisee

- All practicum supervision comprises an educational relationship between supervisor and trainee. It is evaluative and hierarchical (as indicated by a semester evaluation of skills); extends over time (at least one hour of individual supervision per week); and serves to enhance the trainee's professional development, monitor the quality of mental health services, and serve as a gatekeeper for the profession.
- Within this relationship, supervisors are required to uphold and model ethical and legal standards per the APA and the state in which they are licensed. This includes the maintenance of appropriate boundaries with their supervisee, avoidance of dual roles, provision of timely feedback, and safeguarding the privacy and confidentiality of client and supervisee.
- As is with in-person supervision, the tele-supervisor should discuss the roles and responsibilities of the supervisor/supervisee at the outset of supervision, including confidentiality and limits of confidentiality.
- The trainee under supervision should inform their clients that they are under supervision, provide clients with the name of their telesupervisor and ask for their clients' written permission before engaging in any live/recorded observations.

Appropriate Use of Technology

- Telesupervision must be delivered via a secure platform that includes audio and video contact. Phone supervision is not allowed.
- Students and supervisors must be fully trained in the use of the technology required for telesupervision prior to its use.
- All telesupervision must be delivered and received in a secure area in which confidentiality is maintained. This includes both the physical location from which the supervisor/supervisee are teleconferencing and the videoconferencing platform used for supervision.
- Telesupervision is more likely to be conducted using personal devices. Supervisors and supervisees should be aware that all electronic devices/platforms used in supervision are to be appropriately encrypted and/or password protected to ensure HIPAA-compliance.
- Even when off-site, electronic health records and physical notes/records used throughout the provision of supervision should be accessed, stored and when legally appropriate, destroyed in a HIPAA-compliant manner.

Availability for Consultation

- Supervisors should be willing to provide consultation with their supervisees throughout the week as needed.
- Supervisors should establish their availability with their supervisee at the outset of supervision. This should include discussion of regular meeting times for weekly supervision and availability for as-needed clinical consultation. Students should be informed of how they can access their supervisors outside of supervision hours and whom they can consult within the site if their primary supervisor is unavailable.
- Consulting clinicians should be legally licensed mental health practitioners in the state in which the student is practicing clinically.
- Sites must have a crisis protocol clearly outlining procedures for students in need of an emergency consultation, including who and how to contact in an immediate crisis. Again, consulting clinicians must be a legally licensed mental health practitioner in the state in which the student is practicing clinically.

Responsibility for Trainee and Clinical Cases

- Off-site supervisors must maintain full responsibility for clinical cases, be available to the supervisee for non-scheduled consultation and/or crisis management during the supervisee's clinical hours.
- The off-site supervisor should work with the site to develop a plan for crisis management and on-site consultation.
- Off-site supervisors are responsible for communicating with on-site supervisors regarding policies and procedures or relevant trainings/consultations that apply to student trainees.

PRACTICUM APPLICATION PROCESS

Introduction

Information about practicum can be found in the Psy.D. Handbook (up-to-date information and any new policies; included in PART II of the Psy.D. Handbook with online copy available on the Clinical Psychology Moodle hub), Graduate Catalog (course descriptions and pre-requisites), and on the Psy.D. Practicum Information Moodle Hub (required forms, site information, links to other information for time tracking, clearances, etc.). Students should be familiar with this information before they apply for a practicum site.

Responsibilities

The Psy.D. Practicum Coordinator has the Following Responsibilities:

- Coordinating the relationship between IU and field sites
- Developing training opportunities and providing students with information about available sites
- Assisting students with finding practicum placements
- Resolving issues
- Completing affiliation agreements for all active sites
- Collecting and maintaining paperwork and student files
- Maintaining Moodle Hub

Students have the Following Responsibilities with Regard to Practicum:

- Planning course schedules and ensuring pre-requisite courses are complete
- Complying with practica policies and guidelines
- Selecting sites
- Demonstrating professionalism during application activities, such as preparing and transmitting application materials, interviewing, and accepting or declining sites
- Obtaining required clearances as specified above
- Completing required forms (e.g., travel waiver, proof of APA Student Affiliate Membership)
- Procuring time-tracking software
- Tracking hours
- Attending seminar
- Obtaining supervisor evaluation and approval of completed hours for review by the practicum coordinator

Planning for Practicum

Practicum training generally occurs two days per week (16 hours) at a clinical training site, M-F, during regular business hours. While there are some sites that offer weekend and/or evening hours, these sites are relatively rare and may be difficult to secure. In order to complete their training, students should strive to be as flexible as possible, within the constraints of work, family, location, etc.

Preparation for practicum requires specific planning. Students must be aware of and ensure that they have completed all pre-requisite coursework, as specified in the Graduate Catalog. Students should review the available sites to understand the types of practica offered (diagnostic and/or therapy), the area of clinical focus, the clinical population served, location and hours, and depth/breadth of training provided.

In addition, students must pay attention to the specific scheduling requirements of each site to ensure they can meet these requirements. This may require adjusting course and work schedules for the duration of the practicum. For example, some sites may offer some flexibility on the days available for training, while other sites may have a fixed training schedule that they prefer to follow. Sites may also have fixed start dates, such as Fall

Semester, which is generally the case for college counseling sites, or July 1st, a common start date for large hospital or university-based sites.

Practicum Process Steps

Practicum Start Dates

- Students who are admitted to the program with a master's degree will begin their first practicum (PSYC 714) in the fall of their second year. Bachelor admits will begin their first practicum in the fall of their third year.
- Although PSYC 714 does not officially begin until the start of fall semester, some sites ask that students begin on July 1st with the new fiscal year.
 - If you are starting on July 1st (or any time during the summer semester before the official fall semester start date) you must register for PSYC 704, which is a no cost/non-credit course that enables you to start the practicum prior to fall semester. This extension does not require a practicum seminar class, and the practicum coordinator is your faculty mentor during that time. You must register for PSYC 714 for the fall semester. Your seminar class will begin in the fall semester.
 - Students are strongly encouraged to complete their training as follows: one year (3 semesters) at their initial site, a second year at a different site, and then two semesters at a site that provides them either with more in-depth specialty training or enables them to gain experience in a new area. Within this general framework, students can participate in both assessment and therapy activities at a single site, concurrently, as long as they meet the course requirements. This enables students to obtain a strong general clinical foundation while also providing opportunities for more specialized training.
 - Students must complete training across at least two sites over the course of their practicum training.
 - All practicum students send out applications during the same timeframe, mid-December through mid-January, for placements in the upcoming year. A schedule for applications, interviews, and placement acceptance is sent to all students and all sites every year.

Practicum Information Session

- All students must attend a Practicum Information session prior to starting their practicum courses. This session will be scheduled during the fall semester and run by the Psy.D. Practicum Coordinator.
 - The purpose of the session is to provide an overview of the practicum process so that students can apply for practicum placements 4-6 months in advance of their scheduled start date.
 - ***All students MUST attend a session prior to applying for practicum. Please make sure that you attend a practicum information session in advance of the start of the first practicum.***
- After attending this session, students should select the sites for which they wish to apply and prepare applications. Site information will be updated during the fall semester and will be available on the **MOODLE PsyD Practicum Information Hub**.
- Students must prepare one practicum application for each site to which they wish to apply. It is customary for students to apply to 5-6 sites. Practicum applications typically consist of a cover letter and curriculum vitae (CV); therefore, students will need to draft a cover letter for each application and update their CVs. In some instances, the site has additional application requirements that must also be included as part of the application, such as its own application form, recommendation letters, or writing samples. Requests for recommendation letters from faculty must include the specific contact name, title, mailing/email address.

- To receive full consideration, practicum applications must be as complete and accurate as possible. Cover letters should be addressed to the specific site contact. Students are strongly encouraged to check all applications for typos/writing errors before they are sent out. Applications should be as specific and focused as possible, with consideration for the type of training the site provides and any site-specific requirements. Cover letters that are overly general or inaccurate regarding the type of training provided, start dates, practicum duration, etc. will likely be dismissed without serious consideration.
- At the student's request, the Office of Career & Professional Development at careerdev@immaculata.edu is available to review applications and provide some feedback before they are sent out. In addition, examples of cover letters and CVs are available in the Moodle Hub.
- Immaculata University is a member of the NMS training Association and follows the National Matching Services guidelines for applications, interviews, and student acceptances. Students receive instructions in the fall regarding the application process for sites in the Association as well as for sites that do not belong to NMS. Typically, the application process extends from early-December through mid-January. Students should keep in mind the specific site's requirements and/or deadlines for applications. For example, some sites have fixed timeframes for receiving and reviewing applications, while other sites review applications on a rolling basis. Students need to register for the National Matching Services (requires a fee) to have access to the sites in that training Association. Students should utilize the NMS portal for applications to Association sites or email practicum applications directly to the site contact person for other IU placements. **One sample cover letter and CV should also be sent to the Psy.D. Practicum Coordinator (eacri@immaculata.edu).** If the student does not receive a response in 2-3 weeks, they should follow up by phone or email to inquire about the status of their application.
- Once applications have been reviewed, the site may invite the student to attend an interview or information day. During these sessions, students should dress professionally and be prepared to ask questions to determine whether the site will be a good fit. Students should consider the type of training offered, clients served, theoretical basis of treatment, location, schedule, supervisory style, etc.
- Offers to students may be made either during or after the interview. Students are responsible for accepting or declining offers in a professional and timely manner. **All accepted offers are final.** If a student is considering several sites and would like additional time to consider an offer, the student may request this from the site. Most sites are understanding about this and will extend some additional time to consider offers if they are able to. In addition, before accepting an offer, students should clarify scheduling, the types of training that will be offered, requirements for orientation/clearances/ immunizations, individual needs for vacation/time-off, etc. to reduce the potential for future issues and miscommunication. Students who have had more than one interview, and accept a position at one of the sites, should immediately email the sites that were not accepted to alert them of their placement. This courtesy allows the other sites to continue their interview process.
- Once an offer is accepted, students must complete the **Student Information Form** and email it to the Psy.D. Practicum Coordinator (eacri@immaculata.edu). Upon receipt of this information, the Coordinator will complete the Affiliation Agreement and Student Assignment and facilitate signatures by the site and student. Students should be aware that some sites require a custom contract. The Practicum Coordinator works with university administration to clarify contract-related matters associated with practicum which will take some additional time to complete. The legal review process is coordinated by the Psy.D. Practicum Coordinator in cooperation with the Associate Dean of Graduate Studies.
- Students who do not receive an offer by April 30th should contact the Psy.D. Practicum Coordinator for assistance.

- After having been matched with a practicum site, the student should:
 - IMMEDIATELY, fill out the **Student Information Form** and send it to the Practicum Coordinator so that a contract can be established
 - Complete the Immaculata University Travel Agreement
 - Obtain APA Student Affiliate membership
 - Complete required clearances, drug testing, and medication exams/immunizations, as required
 - Procure time tracking software
 - Review time-tracking guidelines and supervisor evaluation form
- Provide electronic copies of Travel Agreement and proof of APA Student Affiliate membership to the Psy.D. Practicum Coordinator. Clearances should be ordered through CastleBranch and posted on the CastleBranch platform.
- Once practicum starts, students will attend a weekly seminar class. First year students registered for PSYC 704 will begin seminar in the fall after registering for PSYC 714.
- Students must meet all course requirements and track their practicum hours using electronic time-tracking software (Time2Track). Time2Track is accurate and easy to use, and it is relatively low cost. It is compatible with the AAPI application form and has been used successfully by Immaculata students for many years. Instructions for obtaining the software and guidelines for completing time-tracking logs are provided on the MOODLE **PsyD Practicum Information Hub**.
- At the conclusion of each practicum course, site supervisors must complete the online evaluation for each practicum student via Time2Track. The students must also maintain a log of hours for direct service, indirect service, and supervision during the semester. These hours must be reviewed and approved by the student's practicum supervisor. **Students are expected to log all hours consistently and correctly throughout the semester via Time2Track for the PsyD Practicum Coordinator's review throughout the semester.**

Summary of Process

- Attend Practicum Information Session (Fall semester)
- Select sites
- Prepare applications
- Send applications (early-December through mid-January)
- Attend interviews (mid-January through late-February)
- Receive/accept offers (or seek assistance from Psy.D. Practicum Coordinator if no offers are received; late February-March)
- Complete Student Information Form and email it to Psy.D. Practicum Coordinator
- Complete other requirements:
- Immaculata University Travel Agreement
 - APA Student Affiliate membership
 - Required clearances, drug testing, and medication exams/immunizations, as required posted to CastleBranch platform
 - Procure time tracking software (Time2Track.com)
 - Review time-tracking guidelines and supervisor evaluation form

- Provide copies of all required documents (Travel Agreement and proof of APA Student Affiliate Membership) to the Psy.D. Practicum Coordinator. Paperwork must be submitted electronically to the Practicum Coordinator via email attachment of scanned copies. Clearances must be purchased through and uploaded into CastleBranch.
- Start practicum and attend seminar class
- Complete course requirements and track hours
- At the end of each practicum semester, supervisors complete the student evaluation form and approve all hours; the practicum coordinator will review the signed evaluation and approved hours on the last day of class.
- NOTE: **All** students remain at a site during the interim between semesters and maintain a grade of “IP” until the new semester begins. Students who need the interim to meet the required hours for that semester should alert the Psy.D. Practicum Coordinator when they have met their hours so that their grade can be changed from an “IP- In Process” to a “Pass.”

The following documents and resources are available on the MOODLE **PsyD Practicum Information**

Hub:

- Sample cover letters
- Sample curriculum vitae (CV)
- Interviewing Tips
- Immaculata University Travel Agreement
- Practicum Information Document
- Link to APA Student Affiliate Membership application
- Required Background Check information
- Time2Track Information
- Time-tracking Guidelines
- Supervisor Evaluation Form
- Student Evaluation of Site Form
- Permission to Audiotape Form
- Application Process Planning Document
- Practicum Site Information
- Copy of Student Liability Coverage (if requested by the site)
- Copies of Outcome Assessment Measures for therapy sites

Other Helpful Links:

- Pennsylvania Psychological Association (PPA)
- American Psychological Association (APA)
- APA Insurance Trust (APAIT)
- Pennsylvania State Board of Psychology
- Pennsylvania Licensure Regulations
- Pennsylvania Internship Requirements
- Association of State and Provincial Psychology Boards (ASPPB)
- Licensure Boards in US and Canada

- Association of Psychology Postdoctoral and Internship Centers (APPIC)
- National Matching Service (NMS)

Borrowing Test Materials for Practicum

Practicum students may request test kits and scoring materials through the Testing and Research Center located in Nazareth 10F. All requests for tests, forms, manuals and computer use must be requested by following the procedures posted on the Testing and Research Center Moodle Hub.

Policy on Practicum Decisions for Withdrawal vs. Failure Grade

A student whose practicum performance is identified as being subpar (e.g., based on supervisor feedback or formal written evaluation) may be offered the opportunity to withdraw (W) from practicum or may receive the grade of failure (F). The final decision will be made by committee (Psy.D. Practicum Coordinator, student's practicum seminar leader, and the student's primary practicum supervisor). The PsyD Practicum Coordinator will communicate the grade to the student and the Psy.D. Program Director and has responsibility for reporting the W or F to CGS for transcription.

Removal of Students from Field Placement

The program has the right to request that a student's program of study be prohibited or suspended or discontinued should there be unsatisfactory progress toward the degree. Unsatisfactory progress may be evidenced by a grade point average (cumulative or course-based) that does not meet minimum criteria and/or by a failure to demonstrate the interpersonal skills requisite to program competence. These skills may include, but are not limited to, behavior identified either by a faculty member or a field site supervisor suggestive of a significant deficit in the areas of professional presentation and decorum, and technical skill deficit. Should a student be removed from a field placement, the department can require the student to retake the same course for full academic credit after successfully completing a remedial the following semester. Partial academic credit is not given for a field placement.

Removal of Students from the Program

- A student who receives **four** below-average ratings (< 3) at a field placement site (e.g., practicum); does not successfully complete a remediation plan and fails will be dismissed from the Program (See Psy.D. Handbook for policies regarding internships {also see IU-PIC HANDBOOK}).
- A student who receives **four** below-average ratings (< 3) at a field placement site (e.g., practicum); successfully completes a remediation plan and fails to improve in the identified areas noted on their next Practicum Evaluation as evidenced by below average ratings (< 3) will be dismissed from the Psy.D. Program. (See Psy.D. Handbook for policies regarding internships {also see IU-PIC HANDBOOK}).
- A student who receives **four** below-average ratings (< 3) at a field placement site (e.g., practicum) a second time will be dismissed from the Psy.D. Program. (See Psy.D. Handbook for policies regarding internships {also see IU-PIC HANDBOOK}).

Supplemental Field Placements

Should a student request an extra field placement(s) above the 117-required credits, or should the department require an extra field placement for remedial purposes, PSYC 785 may be used as a field placement under these circumstances. Students who take PSYC 785 must petition this course as a catalog exemption to the Psy.D. Program Director (in writing). PSYC 785 is not an elective.

Students Providing Transportation and Direct Services Off-Site

Due to liability and professional boundary concerns,

- Students are not allowed to drive clients to or from sessions or other activities, or to ride school buses with clients (because of safety risks and non-clinical nature of the transportation activity) unless approved by the Psy.D. Practicum Coordinator and Psy.D. Program Director.

- Students are not allowed to meet with clients at locations other than the treatment facility (e.g., meeting at a client's residence as part of Wrap Around Service), unless first approved by the Psy.D. Practicum Coordinator.
- Students are not allowed to meet with clients without other staff support also present at the facility practicum site, unless first approved by the Psy.D. Practicum Coordinator.

Transportation to and from Practicum Sites

Each student is required to sign a Travel Agreement releasing Immaculata University and the supervised practice facilities of responsibility should an accident occur during travel to and from the practicum/internship site and activities.

Student Subpoenaed to Appear in Court

Practicum students who receive a subpoena to appear in court should contact the Psy.D. Practicum Coordinator.

Students Supervising Other Students

Any current student who, as part of their outside employment, meets the department's criteria for supervising psychologists (e.g., a student who earned a PA psychology license prior to 1995 and is employed in an outpatient setting), is not permitted to supervise other students in the department who are engaged in any field placement activity. This policy is enacted to protect students against role conflicts in relation to each other and the department.

Taking Classes from Clinical Supervisors

When an adjunct teacher also supervises students on practica, every effort is made to support objective evaluations in each venue; in addition, students on practica, when possible, will be moved into a second section, if available, of the class. Students must inform the Practicum Coordinator and Psy.D. Program Director of these situations in writing (cc both on the same email).

Completing Field Placements at Places of Employment

Students are not permitted to complete field placements at places of employment because of dual roles and the potential for conflicts of interest save for unforeseeable and exigent situations in which a student petitions the Practicum Coordinator and Psy.D. Program Director, in writing (hard copy, dated, and signed), requesting to complete practicum at place of employment (e.g., a satellite office). At the least, the student must document the following information:

- That at least three field sites other than the requested site have been approached, but placement at these sites was not feasible. Document the date, time, name of site, name of contact person, phone number, and reason for not accepting a field placement.
- That all practicum tasks (e.g., hours, seminar) as required by the department will be met and that evaluation of practicum performance will not be related to duties performed as a normal part of employment. A note from employer is required (hard copy, dated, and signed).
- That the population served in the role of practicum trainee must be distinct from the population served in the role of employee.
- That supervision will be done by a qualified professional who meets department requirements for doctoral supervision and who is not in conflict of interest or dual relationship with the student. A note from prospective supervisor is required (hard copy, signed, and dated, co-signed by employer).
- That the student will not be paid as an employee (practicum stipends are acceptable if separate from employee contracts) or otherwise treated as an employee during the time dedicated to practicum.

Requests are reviewed on an individual basis. The department reserves the right to request additional information and modify these requests as warranted.

PART III: INTERNSHIP OVERVIEW OF INTERNSHIP

Description

Students are required to complete a one-year, full-time internship during their final year of training in the PsyD Program. The internship experience is intended to provide students with advanced supervised training experiences, support the synthesis of knowledge and skills acquired through coursework and practicums, and strengthen professional identity development. ***All students complete their internship training hours across a 9-credit course sequence that spans three (3) semesters (i.e., PSYC 786, 787, 788, 791, 792, and 793), for which they are financially responsible.*** Each student's course sequence is determined by the official start and end dates at their respective internship site. The date of degree conferral eligibility is also determined by official start and end dates at each student's respective internship site in terms of alignment with IU's degree conferral schedule. Students work closely with the Director of Clinical Training (DCT), a full-time core faculty member, in preparation for and completion of the internship experience. Students will remain in contact with the DCT and Director of Internship Administration and APA Compliance Reporting (DIA&ACR) throughout their internship training year, who will provide as needed updates to IU leadership, including PsyD program director, core faculty and staff.

Internship and Graduate Assistantships

Internship is a full-time commitment and a critical component of the program. Due to this rigorous obligation, students may not retain a graduate assistantship while on internship.

PsyD Program Requirements

- Students are expected to attend an orientation with the DCT approximately 18 months before starting their internship, which includes an overview of the application process and program deadlines for development/submission of internship application materials.
- Students are expected to attend an interview workshop with the DCT after submitting internship applications (typically in November or December of the year in which they are applying).
- All course work must be completed prior to beginning internship including dissertation final defense.
 - Exceptions to this require the approval of the PsyD Program Director, DCT, the student's Academic Advisor, and the student's Dissertation Chair.
- The student must have the Program's endorsement to apply for an internship.
- Students must participate in the APPIC Match to secure their internship placement.
- The Department requires that students apply only to APA-accredited sites (sites may also be an APPIC member site, but they must be APA-accredited) during Phase I of the Match. During Phase II, students are allowed to pursue both APA and APPIC accredited sites.
- Students are not permitted to complete an internship at their place of employment.

Internship-Related Communication

- The DCT and DIA & ACR maintain communication with students during the application process and while on internship via IU email, site email, and/or other forms of communication (e.g., phone, Zoom, etc.).
- Individuals representing IU (e.g., DCT, PsyD Program Director, DIA&ACR) will be in contact with students' site training directors/staff/administration throughout the training year.
- Individuals representing IU (e.g., DCT, PsyD Program Director, DIA&ACR) may consult with IU faculty, staff, and administration as well as professional organizations (e.g., APPIC) and other parties if/as needed throughout the training year.

File retention

- All internship files are kept for a minimum of 15 years.

Prerequisite Courses for Beginning Doctoral Internship

The following courses and experiences are required for the doctoral internship. Internships typically begin in the summer or fall semester.

- All course work must be satisfactorily completed, including all practica and dissertation.
- Students must pass the dissertation proposal within the designated timeframe specified in the dissertation section of this handbook to begin the internship application phase.
 - a. See Part IV – Dissertation section of this handbook and related Psy.D. Updates for the full policy on requirements related to applying for and attending internship as they relate to dissertation.
- Pass the Comprehensive Examination.
 - a. See Part I – Comprehensive Examination section of this handbook for the full policy on requirements related to taking and passing the comprehensive examination.

IU Evaluations while on Internship

To ensure students are making progress and meeting expected competencies throughout their internship year, the DCT will send a quarterly evaluation form to each site supervisor. These evaluations will help the program monitor student development and provide timely support if concerns arise.

To Pass Internship, a student must earn ratings of 3 or more (≥ 3) in most areas of their quarterly evaluation. The final evaluation serves to confirm that the student has maintained consistent competency across domains and is ready for graduation. To meet graduation criteria, all competency ratings must be 3 or higher. If any rating falls below a 3, the student will not be eligible to graduate and will be dismissed from the program.

Problems During Internship

Problems may arise on internship for a multitude of reasons; the DCT should be notified as soon as possible, if a problem arises to be best positioned to support the student. Problems will be managed on a case-by-case basis given the likely complexity, nuance, and specificity inherent in problem situations.

If issues related to a student's competencies are raised by an internship site, the DCT will collaborate with the student, internship site, APPIC, and other parties as needed to best support a successful resolution of the issue. If a successful resolution is not possible, the internship site or the student intern may pursue a Match Release from APPIC. As a Doctoral Program Associate, per APPIC policy, the IU PsyD program will remediate the student until competency is met, and the student is deemed ready to re-apply for internship.

Students are permitted to Match Release from one internship site, with support from the DCT, internship DCT, and program director, and reapply for a second placement after successfully completing a remediation plan and approval from the DCT. At any time during the second internship, a student's quarterly evaluations identify competency concerns (any rating < 3 during any Quarter), the student may choose to withdraw from their internship site and program, or they will be dismissed from the program. Students are not permitted to apply to a third internship site. Note: Students who withdraw will receive a W on their transcript. Students who are dismissed are considered to have failed internship and will receive an F on their transcript.

Students also have options available to them outside of the support IU offers, should a problem arise during internship. These include but are not limited to pursuing a Problem Consultation with APPIC; filing a complaint with APA; and filing a complaint with a state licensing board (e.g., for professionals or organizations/facilities).

Termination from Internship Site

Internship is a required component of the Psy.D. program and represents a critical period of professional development. By the time site termination occurs, opportunities for corrective action will have already been provided and signals that the student has not met the expected standards of conduct or clinical competency.

If a student is formally terminated from an internship site following unsuccessful remediation efforts, or if the nature of the concern is deemed serious enough that the site supervisors deem remediation is not appropriate or possible, the student is considered to have failed their internship. They may choose to withdraw from the program, or they will be dismissed from the program. This policy reflects the program's responsibility to ensure all graduates are prepared to enter the profession with the skills, judgement, and professionalism expected of a clinical psychologist. Note: Students who withdraw will receive a W on their transcript. Students who are dismissed are considered to have failed internship and will receive an F on their transcript.

Summary and Timeline of Application Process

The internship application process begins in December, approximately ten (10) months prior to students applying for internship. Mandatory meetings with the DCT include the general applicant orientation, individual AAPI review meeting(s), and interview workshop.

December

- General Applicant Orientation with DCT (this may be conducted synchronous or asynchronous; you are required to attend or review the material depending on the format).
- Review the APPIC website (<https://www.appic.org/>) for general information about the Match process and related policies/procedures.
- Review the APPIC online directory for potential internship sites to apply to (note: directory information is not typically updated until August/September of your application year; <https://membership.appic.org/directory/search>).

January

- Autobiographical Essay – **Due January 31st**

February

- Theoretical Orientation Essay – **Due February 28th**

March

- Diversity Essay – **Due March 31**

April

- Research Essay – **Due April 30**

May

- Submit CV to IU Office of Career and Professional Development Services according to suggested template provided by DCT – **Due May 31**

June

- Nothing due this month, finish other materials and focus on completing comprehensive examinations.

July

- The AAPI typically opens on July 15th.
 - Before starting your application, please review information about the AAPI here: <https://www.appic.org/Internships/AAPIC>.
 - Create your AAPI application here: <https://aapicas.liaisoncas.com/applicant-ux/#/login>.
- Make sure your Time2Track is up to date and accurate. This will save you time when it comes to the DCT verification of hours in September.
- Register for [Match NEWS](#).
 - To subscribe to this e-mail list, simply send a blank e-mail to: subscribe-match-news@lyris.appic.org.

August

- Write your cover letters.
 - You will likely develop a general template for different types of sites (e.g., community mental health, inpatient settings) then tailor each CL to describe your “fit” for each site once you solidify the list of training programs to which you are applying.
 - ***Submit 2 samples (one for an IU-PIC site and one for a site outside of the IU-PIC) to the IU Office of Career and Professional Development for review/feedback by ~8/15.***
- Complete the three main sections of the AAPI (i.e., Personal History, Academic History, and Supporting Information).
- Request academic transcripts.
- Ask faculty and practicum supervisors who you would like to be your internship application references if they are willing to complete a Standardized Reference Form (SRF) on your behalf (FYI, the SRF is essentially APPIC’s standardized version of a recommendation letter) They **DO NOT** need to write a letter for you at this time, the reference will be sent to their email once you complete the AAPI.
 - The PsyD program recommends you submit at least one (1) SRF from a PsyD faculty member and two (2) recommendations from psychologist practicum supervisors for each of your applications, ***unless*** the site indicates otherwise.
 - Let the people you ask to complete the SRF know this is due prior to the AAPI due date of 11/1. The suggestion is to have them complete it between September and October.
 - Provide a copy of the SRF form to those you ask so that they are clear on the information that needs to be provided (i.e., a free-form letter of recommendation is not acceptable).
 - Those providing a recommendation can save the form in their portal to then be sent to subsequent sites- they do not need to complete a form for each additional site if they do not want. Inform them that they can save their responses. If you are requesting a different recommendation for different sites, please let them know.
 - For more info, see link [here](#).

September

- Continue reviewing the APPIC Online Directory and finalize your list of internship sites to apply to* (<https://membership.appic.org/directory/search>).
 - *Remember, all sites must be 1-year, FT, and APA-accredited per IU PsyD program requirements during Phase I.
 - *Develop a “working” site list—the goal is to apply to 15 sites—to review during your AAPI meeting with the DCT.
- Request references via the SRF from faculty and practicum supervisors using the link provided through the AAPI, when available, for your application cycle.
 - For more information, see the *Reference Writers* section here: <https://www.appic.org/Internships/AAPI#APP>.
 - **N.B.:** You cannot request SRFs until you add the reference’s contact info to your AAPI in the *Program Materials* section (i.e., you need to add the site to which you are applying, then you can add the recommender, and request that a link to the SRF be sent to the recommender directly).
- Complete the *Psychology Experiences* section of the AAPI and submit your DCT verification the first week of September via the AAPI to the DCT.
- Finalize all application materials*—CV; CLs; essays; work samples (if applicable).
 - *MAKE SURE ALL MATERIALS ARE FULLY DE-IDENTIFIED.
- Attend an individual meeting with the DCT to review your complete application (AAPI), sites you are applying to, and Time2Track hours, for DCT verification.
- Register for the Match via NMS once the DCT gives you the green light.
- Submit your applications via the AAPI, according to site deadlines.

- **NOTE:** Application deadlines are typically October 1; however, check each site for specific information and deadlines. Students are required to review and abide by all APPIC Policies, including APPIC Match Policies. Please review at: <https://www.appic.org/Internships/Match/Match-Policies>.

November - December

- Finish submitting your applications via the AAPI, according to site deadlines.
- Attend interview workshop with DCT.
- Interview notifications begin.
- Sites begin conducting interviews.

January

- Site interviews continue.

February

- Submit Rank Order list for APPIC Match Phase I.
 - Students should rank all sites they are willing to attend. See APPIC Match policies for additional information (<https://www.appic.org/internships/Match/Match-Policies>).
- Provide Director of Internship Administration and APA Compliance Reporting with the completed Internship Interview Status form (Appendix B).
- Receive results of APPIC Match Phase I.
- If you do not match during Phase I, participate in APPIC Match Phase II.

March

- APPIC Phase II participation (if applicable):
 - Submit to DCT a list of all sites you are applying to in APPIC Match Phase II.
 - Submit Rank Order List for APPIC Match Phase II (if applicable).
 - See APPIC Match policies for additional information (<https://www.appic.org/internships/Match/Match-Policies>).
 - Receive results of APPIC Match Phase II.
- Provide Director of Internship Administration and APA Compliance Reporting with the completed Internship Interview Status form for Phase II (if applicable; Appendix B).

March - April

- If not matched in APPIC Phase I or II, participate in APPIC's Post Match Vacancy Service (PMVS).
- The PMVS typically runs from April to September 30th.

Internship Requirements

- **Hours:** All internships must be one-year, full-time, and completed over 3 semesters (9 credits total). Each individual internship site determines the number of hours that are required to successfully complete internship; however, internships typically require between 1750 to 2080 total hours.
- **Internship start/end dates:** Please be aware that the start date of your internship will impact degree conferral; take this into consideration when deciding which sites to apply to/rank. Degree conferral follows the IU schedule—***your eligibility for degree conferral is based on your individual internship site's official start and end dates.***
- **Training activities:** Each internship site lists specific areas of training on the APPIC Directory and site training brochures.

- **Didactics:** APA-accredited and APPIC member internship sites require didactic training, and the opportunities and descriptions are located on the APPIC Directory website and site training brochures.
- **Intern/Peer socialization:** APA-accredited and APPIC member internship sites require interns to engage in activities which provide contact with other doctoral interns for learning, support, and professional development.
- **Supervision:** APA-accredited internships require interns to receive a minimum of 4 hours per week of supervision—two weekly hours of supervision are completed individually face-to-face with a licensed psychologist, and the remaining 2 hours per week of additional supervision may be completed by licensed psychologists or other professionals who are appropriately credentialed health care providers in a group or individual format. APPIC membership criteria also has requirements around supervision for Interns (see <https://www.appic.org/Internships/Internship-Membership-Criteria> for more information).
- **Type of setting:** All students must complete internship at a site that is APA-accredited, but the site setting can be to your choosing based on your future goals (e.g., inpatient hospital, university counseling center, VAMC, etc.).
- **Evaluations while on internship:** APA-accredited and APPIC member internship sites require that students are formally evaluated at least twice per year by their site. Supervisors and interns review the evaluations, which must be signed by the supervisor and intern, and submitted to the DCT/DIA & ACR for progress monitoring. If you are having any difficulties while on internship, including but not limited to remediation, please contact the DCT as early as possible.
- **Activity logs:** An hours log (e.g., Time2Track) of activities is required for interns. This ongoing record of activities includes assessment, therapy, individual and group supervision, didactics, diversity information about clients seen, and any other activities performed on site. ***Each internship site determines which form or system is to be used for logging training activities.*** Regarding internship hours and what does/not count towards licensure requirements, it is your responsibility to contact state boards directly to confirm this information.
- **Child abuse and criminal background clearances:** Each individual internship site has different requirements regarding clearances, which students are required to complete in order to begin internship. Please review program materials closely and connect directly with internship site leadership around any questions related to clearance requirements.
- **Ethical/legal mandates:** Students are expected to comply with all ethical and legal mandates required of them per the state/jurisdiction, setting in which they practice, and population served. It is incumbent upon the student to be aware of and in compliance with all ethical and legal requirements.

Immaculata University's Psychology Internship Consortium

Immaculata University's Clinical Psychology PsyD Program is a partially affiliated program with the IU-Psychology Internship Consortium. This means that only eligible IU PsyD students can apply to the Immaculata University Psychology Internship Consortium (IU-PIC) during Phase I of the APPIC Match. If positions remain unfilled after Phase I, intern applicants from other APA-accredited doctoral programs may apply during APPIC Match Phase II and the APPIC Post Match Vacancy Service.

APPENDIX A

INTERNSHIP INTERVIEW STATUS FORM

Internship Interview Status

Name: _____

Please check the appropriate application/APPIC Match phase:

APPIC Phase I: _____

APPIC Phase II: _____

APPIC Post-Match Vacancy Service: _____

Instructions: Please indicate all sites to which you applied during the respective APPIC Match Phase and answer additional questions. Keep in mind the program requires you apply to APA-accredited sites ONLY. Thanks in advance!

[illegible]

APPENDIX B

INTERNSHIP APPLICATION PROCEDURES

Immaculata University
Doctor of Psychology Program
Doctoral Internship Application Procedures
(Revised 8/2024)

- ___ 1. **Catalog** - Consult the catalog regarding the prerequisites for beginning Internship.
- ___ 2. **Intern Mandatory Meetings** - Attend DCT meetings for prospective interns (orientation, AAPI review and interview workshop). Refer to timeline.
- ___ 3. **APPIC Internship Workshop and Workbook** - If you are attending the Annual APA Convention, you should attend the APPIC Internship Workshops. Registration information is available at www.apa.org/apags. Order the APAGS Internship Workbook, available through www.apa.org/books.
- ___ 4. **E-mail** - The DCT will communicate with interns by Immaculata e-mail regarding announcements, questions, reminders, etc. All students must maintain their Immaculata e-mail account and remember to **check it regularly**. If your e-mail account uses “Spam” or “Junk Mail” filtering, please make sure to check these folders regularly to ensure no important internship-related emails were sent here.

Subscribe to Match-News - Make sure you are subscribed to receive Match-News, which contains the APPIC announcements you need throughout this process. To subscribe to the MATCH-NEWS list, send a blank e-mail message to the following address: subscribe-match-news@lyris.APPIC.org

You will subsequently receive an e-mail message (with the subject line, “Your confirmation needed”) that contains instructions for you to follow in order to confirm your subscription. Simply reply to this confirmation e-mail as instructed, and you will soon receive a “Welcome” e-mail in response. This “Welcome” e-mail confirms that you are successfully subscribed to the list (please note that you are NOT subscribed to the list until you have received the “Welcome” message).

- ___ 5. **Intern E-mail Discussion** - APPIC sponsors an e-mail discussion list, INTERN-NETWORK, which may be of interest to you. This discussion list focuses on internships, with emphasis on issues and questions related to the internship selection process. Some students from previous internship selection processes are subscribed to this list, along with a number of APPIC Board Members, in order to assist current applicants. To subscribe, simply send a blank e-mail message to: subscribe-intern-network@lyris.appic.org.
- ___ 6. **Other State Internship Fairs/Workshops** – Search for internship fairs hosted by various state psychological associations, such as the Pennsylvania Psychological Association (PPA).
- ___ 7. **Internship Time Expectations** – Students are required to complete a full-time, one-year internship over the course of three (3) consecutive semesters.

- ___ 8. **APPIC Directory** - Begin obtaining information about prospective internship sites immediately. View APPIC online directory at www.APPIC.org for information such as listings of sites, application procedures and APA/APPIC member internships. **The Department requires that students apply to APA-accredited internship sites only during Phase I** (i.e., sites must be APA-accredited—the site can also be an APPIC member site, but it must be APA-accredited).
- Applicants are encouraged to refer to each program’s APPIC Directory listing, website, and brochure to find out how to obtain more information about the program. Most programs prefer that applicants view or download information directly from their website.
- ___ 9. **AAPIC Online** - Go to the APPIC website and complete the online standardized internship application, the APPIC APPLICATION FOR PSYCHOLOGY INTERNSHIP (AAPIC). You can create an account here: <https://aapiccas.liaisoncas.com/applicant-ux/#/login>.
- ___ 10. **Number of Applications** - Doctoral internships in clinical psychology are highly competitive. Applying to a variety of sites, including sites outside this geographic area, of varying levels of competitiveness, and that are a strong reflection of your experience to date, may increase your chances of matching. APPIC and the PsyD program strongly encourage you to submit 15 internship applications (*please note, if you apply to a site with multiple tracks, each track you apply to counts separately towards the 15 total recommendation*). Previous Match statistics suggest that submitting more than 15 applications does not seem to substantially improve match probability.
- ___ 11. **Letters of Recommendation** - Internship sites require references from faculty and supervisors. References should come from doctoral-level psychologists with whom you have trained and are familiar with your work. References are required to use the *Standardized Reference Form* which is accessed through the AAPIC. You must list the name and email address of your references on the AAPIC, and references will then receive a password to upload the APPIC Standardized Reference Form directly to your AAPIC. When requesting references, please provide the reference with a copy of your up-to-date CV, highlighting any significant accomplishments/areas of strength for you. Some references may also request a copy of your practicum evaluations.
- Most importantly, *make sure that you give your references sufficient time to complete your letters* (get commitments before September 1). You should also assume all applications are due on October 1, but always check site information to confirm.
- ___ 12. **Director of Clinical Training, DCT** - The DCT fills out a section on the AAPIC titled Academic Program’s Verification of Internship Eligibility and Readiness. The DCT will need your Internship Readiness Form in order to complete this part of the AAPIC. You will complete all of the information except that required by the DCT. You will need to refer to your practicum logs in completing this section, and make sure that this information is consistent with the information you provide elsewhere on your AAPIC and on your Internship Readiness Form.
- ___ 13. **Intern Application Meetings** - The DCT will conduct individual AAPIC meetings to discuss, answer questions, review and provide feedback regarding your internship application. Come prepared to this meeting with your completed AAPIC, most recent Time2Track (these numbers should match), and a list of sites to which you are applying.

14. **APPIC and National Matching Service Websites and Subscription** - Go to the APPIC website www.APPIC.org and read the description of the Matching Program and its procedures thoroughly. Visit the National Matching Services (NMS) website at www.natmatch.com/psychint and **register for the National Matching Services in the fall of the application year, after receiving the green light from the DCT. *You are not eligible for an internship if you have not registered with the National Matching Services.*** You will need to provide our school code (710) and subscriber number (194) for Clinical Psychology.
15. **Contact Information** - Immediately notify DCT and the Director of Internship Administration and APA Compliance reporting regarding any changes in phone numbers or addresses.
16. **Ranking of Sites** - Ranking begins the end of January. Rank-ordered lists of your site preferences must be certified and submitted to NMS by the deadline in early February. Please refer to the “Schedule of Dates” link on the NMS website for exact dates. Remember the Match is binding; you are required to attend the site you are matched with during the Match Process.
17. **Report of Applications and Interviews** – You will be asked to complete the Interview Status form by the Director of Internship Administration and APA Compliance Reporting. Please review and abide by all APPIC Match policies, including those related to sharing rank-related information.
18. **Withdrawal from the Match** - NMS needs to receive either a Rank Order List or a withdrawal from EVERY registered applicant and program. If you decide to withdraw from the Match or are not planning to submit a list of choices for the Match, you **MUST** formally notify NMS **and** the DCT.
19. **Match Days** - Results of the match are released to applicants and training directors in late February (Phase I) and late March (Phase II). If you are not matched during Phase I and II, you may participate in the Post Match Vacancy Service.
20. **APPIC Match Dates** - The official dates for the APPIC Match are typically as follows:
- February** (1st or 2nd week): Deadline for submission of **Rank Order** Lists Due.
 - February** (2nd or 3rd week): **Match Day (Phase I)**. Results of the Match will be released to applicants and internship training directors.
 - February** (last week): Application Deadline (**Phase II**).
 - March** (3rd or 4th Monday) **Match Day (Phase II)**: Results of the Match will be released to applicants and internship training directors.
 - March** (3rd or 4th Monday) **Post Match Vacancy Service**: After 10:00 A.M. EST (typically), interns may contact internship programs with open positions.
21. **Offer and Acceptance Letters** - Students should submit to the DCT and Director of Internship Administration and APA Compliance Reporting a copy of their acceptance letters from their matched Internship site. ***This documentation should include a written statement of the stipend,***

benefits, and the exact start and end date of internship.

- ___ 22. **Notify Faculty of Progress** - As a courtesy, all students should contact faculty who wrote letters of recommendation and inform them of their progress in the internship process. The DCT will notify IU Department of Psychology and Counseling faculty and staff and IU administration of match results/program statistics.
- ___ 23. **Post Match Vacancy Service** - APPIC offers a psychology internship Post Match Service. Programs will post unfilled or newly funded positions that are available in the spring and summer for those applicants who did not match during Phase I or Phase II.
- ___ 24. **E-mail Discussion List for Current Interns** - APAGS sponsors an e-mail discussion list for individuals who are currently on internship. To subscribe to this list, send an e-mail message to listserv@lists.apa.org with the following in the body of the message: SUBSCRIBE APAGSINTERNSHIP <firstname> <lastname>
- ___ 25. **Course Registration** - Once your site's start/end dates have been determined, you will receive, sign, and return a Psy.D. Internship Sequence Registration Form as instructed by the Director of Internship Administration and APA Compliance Reporting. All information will be kept on file. Please retain a copy for your own records. ***All Psy.D. students are required to submit this form prior to beginning internship.*** Registration is based on the term and sequencing information provided on the sequence form. If you plan to change your sequence, you must receive approval from the DCT. Students are responsible for registering online each semester. The Registrar's Office and/or DIA&ACR will email your CRNs to your IU email address once registration commences each term.
- ___ 26. **Degree Conferral and End Date on Site** – If the end date of your internship is past the IU August degree conferral date, you will not be eligible for conferral until January. In order to have your degree conferred in August, you must complete all internship requirements and submit an end of year evaluation with a letter or certificate of completion from your internship site prior to the date when grades are due for an August conferral. **Please note, your eligibility for degree conferral is based on your site's official internship start and end dates. No exceptions will be made.**
- ___ 27. **Post-Doctoral Hours** - Please visit the PA State Board of Psychology for updated information related to post-doctoral requirements, including Act 53. Only state licensing boards can answer questions/make determinations about what will/not count towards licensure.
- ___ 28. **Evaluations, Logs, and Internship Verification** – You/your site should submit supervisor evaluations to your DCT and the Director of Internship Administration and APA Compliance reporting 2-4 times a year, as provided by your internship site. At the end of internship, you should submit your Final Evaluation, and a copy of your Completion of Internship Certificate or letter of completion signed by the training director, in order to receive the final grade of "Pass".
- ___ 29. **Licensure Requirements** - Each state has different regulations for licensure, including different numbers of hours required for doctoral internships and postdoctoral training. The ASPPB publishes this information for each state. You can access this information online at www.asppb.org as well as other websites. Licensure is an expectation for all graduates. If you

have any questions about what experiences will/will not count towards licensure, requirements, etc., you should contact the State's licensing board directly for information.

- ___ 30. **Documentation** - As always, remember to keep copies of all signed documents related to your practicum and internship and maintain them for your future needs in applying for licensure and other professional credentialing, etc. You should make copies prior to submitting them to the DCT and retain these copies in a secure location. ASPPB provides a service in which they retain your records on file for you. For more information about this service, call 1-800-448-4069 or go to www.asppb.org

PART IV: DISSERTATION

Dissertation research is an enriching, scholarly, and personally meaningful activity in which the student makes a professional contribution to our academic discipline. The department's dissertation models are covered in this section of the Handbook, which guides you through the exciting and creative process of dissertation research.

Use of AI and Dissertation AI may not be used to write any part of your dissertation or used in your data analysis. During PSYC 790, you will learn the appropriate use of AI in the dissertation process. Any deviation from this practice will result in serious consequences including the possibility of restarting the dissertation sequence. This may result in significant delays in the internship application process and program completion.

STEPS TO THE DISSERTATION PROCESS

Fall PSYC 790 – Dissertation Seminar

PSYC 790 Dissertation seminar takes you through each step of the dissertation process (i.e., review of the dissertation section of the Psy.D. handbook; identify an area of study and a research problem within that area; review relevant literature; and prepare references).

Developing a Research Question The identification of a research question may be the most important step which will shape your entire project. It emerges from a review of the literature. Our Psy.D. dissertation consists of three main components: (a) an exhaustive literature review; (b) a methodology for answering your research question; (c) discussion of either your results or answer to your research question and an application to the field of clinical psychology.

Identifying Types of Research The major traditional models of research, **Qualitative** (case studies, interviews, program evaluations, and phenomenological studies, etc.) and **Quantitative** (inferential and descriptive statistical analyses, correlations, surveys, etc.), as well as an **Applied Scholarship** (development of a program, resource, critique and analysis of a concept, etc.) approach have been approved by the University.

Under the guidance of your dissertation chair, the remaining two committee members will be selected by the end of the semester. The dissertation chair must approve the selection of the two committee members prior to them being asked. Students are not to ask faculty members to join their committees until receiving direction from the dissertation chair. Ideally, the committee members selected will have expertise in your model of research.

Faculty areas of research interests, as well as their preferred models of research, appear in **Appendix A**.

Literature Review Outline

A main focus of the Dissertation Seminar is the development of a literature review outline. The process of writing the literature review outline will help students develop research questions and topics for their dissertation. Development of the literature review outline will also help dissertation chairs to choose the most appropriate dissertation committee members.

Topic Approval

Topic Approval will be granted by the dissertation chair and committee members. After the committee approves the topic, the dissertation chair informs the Psy.D. program director by email.

Spring PSYC 798 – Doctoral Dissertation I

In PSYC 800 Doctoral Dissertation I students will work closely with their dissertation chairs to complete Chapter I of the dissertation (i.e., introduction and literature review).

If a student is writing a quantitative or qualitative dissertation, Chapter II (i.e., research methodology) must also be completed.

If a student is writing an applied scholarship dissertation two options are permitted at the discretion of the Dissertation Chair. 1.) Chapter I completed, and an outline of Chapter II provided. 2.) Chapter I completed as a brief introduction to the study and Chapter II completed as a Literature Review. All students MUST defend their dissertation proposals by the last day of the spring semester.

Scheduling the Proposal Defense

Your chair will let you know when you are ready to schedule a Proposal Defense. The proposal defense may be conducted in person or virtually. If conducted in person, you must schedule the conference room in Nazareth Hall with Linda Hampson lhampson1@immaculata.edu. All students are responsible for informing Karen Necker (knecker@immaculata.edu) in the College of Graduate Studies (CGS) knecker@immaculata.edu and Linda Hampson lhampson1@immaculata.edu of the date, time, location (in person or virtual), title of dissertation, method of dissertation (quantitative, qualitative, or applied scholarship) and committee members two weeks before the proposal defense. Two weeks prior to the proposal hearing students also must send a copy of their dissertation to the Program director, Sister Donna Kelley, chair of the Psychology & Counseling Department, Dr. David Martinson, and the Dean of the College of Graduate Studies and Research, Dr. Marcia Parris.

Submission of the Proposal to Committee

You are required to submit a draft of your dissertation proposal project to the chair at least four weeks in advance of the proposal defense. The format for the Proposal depends on your methodology (qualitative, quantitative, applied scholarship). Models for each kind of methodology can be found on the Dissertation Formatting Moodle Hub and will be reviewed in dissertation seminar.

You must use the pre-formatted Dissertation Template for your proposal defense. The template for the entire dissertation and for the needed sections and chapter headings is available on the Dissertation Formatting Moodle Hub.

The Chair will return the proposal draft to the student with edits. You complete the edits. The edited draft must be submitted to the other committee members at least two weeks prior to the proposal defense. The two other committee members then review the draft.

If either or both committee members feel that the dissertation is not acceptable, they communicate this in writing to the chair within two days of the proposal defense. There ensues a discussion among committee members about how to proceed. Options include:

- A decision to proceed with a defense if there is clarification of the issues raised by the committee members during the discussion or,
- If there is a decision not to proceed, the chair communicates this to the student with a rationale. At that point, a new timeline is developed for the defense, which includes submission of the draft to the chair four weeks before the defense, with feedback two weeks before the defense at the latest, and submission, again to the committee members of the document two weeks in advance of the defense.

Submission of the Proposal to the Department Chair and the Dean of the College of Graduate Studies

Students must submit their proposal to Sister Donna Kelley, Director of the Psy.D. Program, Dr. David Martinson, Chair of the Department of Psychology and Counseling, and to Dr. Marcia Parris, Dean of the College of Graduate Studies, at least two weeks prior to the proposal defense.

Timeline for Proposal Hearing

- Timeline Begins:
 - The chair tells the student when the proposal is ready to be defended.
- One Month Before Proposal Defense:

- Student provides chair with the most updated version of their proposal.
- Two Weeks Before Proposal Defense:
 - Student provides committee members with the most updated version of their proposal – including any changes made with feedback from their chair
 - Student will work with their chair and committee to schedule a time and date for the proposal defense
 - Student contacts Linda Hampson (lhampson1@Immaculata.edu) to reserve Nazareth Conference Room (if in person defense)
 - Student emails Sister Donna Kelley (dkelley@immaculata.edu), Karen Necker (knecker@immaculata.edu) and Linda Hampson (lhampson1@immaculata.edu) with date, time, location, title of dissertation, and committee members

The Proposal Hearing

The Proposal Defense takes approximately one hour and may be conducted in person or virtually. All members must be present. Guests are not invited. Please do not bring food for the committee! The focus is exclusively on your presentation.

During the Proposal Defense, students have 20 minutes to summarize their literature review, what they plan to do and why they are doing it in an organized manner: (a) Identify the topic and why it is important, (b) the research question, (c) the method, and (d) how the data will be analyzed. Committee members will have read the proposal and ask questions.

Following your presentation and committee questions, you are excused while the committee deliberates:

- If approved, the committee signs the [Certificate of Proposal Approval](#) (Found on the Dissertation Formatting Moodle Hub) and the dissertation chair sends the grade of “Pass” to Karen Necker.
- If corrections are requested, a final draft within 2 weeks of the proposal defense is prepared and submitted to the dissertation chair, using the review function to clearly show where the changes were made.
- If you do not pass, the committee explains why and sets a timeline for the next defense date. Grading rubrics for the dissertation proposal are found in Appendix B. Committee members will provide feedback within one week of the defense. Students should incorporate these edits and return the revised document to the chair within two weeks of the proposal defense.

Students who have not defended their proposals in PSYC 798 Doctoral Dissertation I must contact the Psy.D. Program Director. If the situation is extraordinary (e.g., serious illness) the Program Director may allow the student to receive an Incomplete for PSYC 798. If the student does not pass their proposal defense within three weeks of the summer semester, their grade will be changed to an F, and they will be required to drop PSYC 799 Dissertation II and register for PSYC 798 again. This means that the program will:

- not permit the student to participate in the APPIC Match
- not permit the student to participate in the APPIC Post Match Vacancy Service
- not permit any other form of internship training.

Restarting the dissertation sequence may result in significant delays in program completion, including the internship application process. A second failure in PSYC 798 will result in program dismissal.

Research Ethics Review Board (RERB)

All students who pass their proposals must complete the Research Ethics Review Board (RERB) process. A student can only begin the RERB process after the successful defense of the dissertation proposal AND with permission from the dissertation chair. Information on the steps to the RERB process are available on the Testing and Research Center’s Moodle Hub and will be reviewed in dissertation seminar.

Students who plan to use Immaculata University students as potential subjects are required to fill out specific documentation (Dissertation Formatting Moodle Hub). RERB uses an online application <https://forms.gle/4JTydKVyzhScZgcK6>.

There are two different types of RERB review processes. The chair will help the student to identify which process best fits the dissertation.

1. **Expedited applications** (e.g., applied scholarship projects with minimal risk) may be processed more quickly.
2. **Non-expedited applications** (e.g., qualitative or quantitative research with participant involvement) after submission to RERB, may take **up to one month** for full review and approval.
 - **Using IU populations** or recruiting from other institutions will add additional preparation time **before** submission—plan for **2 to 4 weeks** just to secure permissions.

Timeline for Research Ethics Review Board (RERB) Process for Non-expedited applications:

Immediately after successful proposal defense and with chair's permission to proceed, students submit their RERB application.

- Timeline Begins (Planning Phase):
 - Student reviews RERB guidelines and identifies all necessary requirements:
 - Whether they will use Immaculata University students or external populations, and determines if any additional permissions or documentation will be needed (permission to post a study recruitment letter on a listserv).
 - Please keep in mind that gaining permission to recruit participants from Immaculata or external institutions can take 2–4 weeks, so students should factor this into their overall planning.
- Three to Four Weeks Prior to Desired Submission Date:
 - Student prepares RERB application materials, including:
 - Informed consent forms
 - Recruitment scripts/flyers
 - Surveys/interview protocols
 - This includes building the survey online if needed (Google Forms, Qualtrics or other platform)
 - Letters of permission if using IU participants or outside institutions
- Two Weeks Prior to Desired Submission Date:
- Student prepares online application form: <https://forms.gle/4JTydKVyzhScZgcK6> One Week Before RERB Deadline
 - Student sends completed RERB protocol application and all attachments to chair for feedback and final approval.
 - Chair reviews and provides edits or revision requests.

Submission Deadline: By the 10th of the Month at 5:00 PM

- Once approved by the chair, student submits RERB application via the online form.
- Submissions are only reviewed **once per month**—by **5:00 PM on the 10th**. Late submissions are held until the next review cycle.

After receiving RERB approval, you can begin to collect data or, if not collecting data, move forward on your project. The expectation is that you will work promptly, collect and analyze your data, and complete PSYC 800 (final defense) in a timely manner.

Outside Consultants

Your dissertation chair must approve any request to employ an outside consultant (e.g., for statistical analysis). Place this request in writing. It may also need RERB approval as well as additional support for safeguarding the protection and confidentiality of participants. If approved, you are responsible for remunerating the consultant. The committee is ultimately responsible for approving the dissertation and, when warranted, may raise questions about the consultation process and findings. The consultant should also receive an acknowledgement in the Acknowledgments page.

Summer PSYC 799 – Doctoral Dissertation II

In PSYC 799 Doctoral Dissertation II students will continue to work closely with their dissertation chairs and committee members to complete the dissertation.

Students cannot defend their dissertation until the beginning of PSYC 800. **Students are required to use the appropriate dissertation template (Microsoft Word Document) posted to the Dissertation Formatting Moodle Hub throughout the dissertation process.**

Fall PSYC 800 – Doctoral Dissertation III

In PSYC 800 Doctoral Dissertation III students will defend their dissertation. ***To complete the dissertation process in a timely manner, students must defend their final dissertations by the last day of this semester and prior to beginning their internship.***

Extraordinary and PSYC 000 – Dissertation Continuation (Overdue/Extension)

Under extraordinary circumstance and with the approval of the program director, students may enroll in PSYC 000 Dissertation Continuation. PSYC 000 is designated for students who, for extraordinary reasons, were unable to successfully complete their dissertation defense prior to the last day of the fall semester. These students must register for PSYC 000 every semester following PSYC 800.

- All extensions require a PSYC 000 three-credit registration, each with an additional fee.

Students must continue to register for dissertation continuation and work closely with their dissertation chair and committee until their dissertation is successfully defended.

To register for PSYC 000, students must contact Sister Donna Kelley (dkelley@immaculata.edu) to request approval.

Submission of the Dissertation Draft

Students are required to submit a draft of their final dissertation project to their chair at least four weeks in advance of their final defense. The chair will return it to the student with edits. The student completes the edits, and the edited draft is submitted to the other committee members at least two weeks prior to the proposal defense. The two other committee members then review the draft. **If either or both committee members feel that the dissertation is not acceptable, they communicate this in writing to the chair within 2 days of the defense.**

There ensues a discussion among committee members about how to proceed. Options include:

- A decision to proceed with a defense if there is clarification of the issues raised by the committee members during the discussion or,
- If there is a decision not to proceed, the chair communicates this to the student with a rationale. At that point, a new timeline is developed for the defense, which includes submission of a new draft to the chair four weeks before the defense, with feedback two weeks before the defense at the latest, and submission, again to the committee members of the document two weeks in advance of the defense.

Scheduling the Defense

The final defense may be conducted in person or virtually. For in person defenses, you must schedule the conference room in Nazareth with Linda Hampson lhampson1@immaculata.edu. You are also responsible for informing Sister Donna Kelley (dkelley@immaculata.edu), Karen Necker in the College of Graduate Studies (CGS) knecker@immaculata.edu and Linda Hampson lhampson1@immaculata.edu of the date, time, location,

title of dissertation, and committee members one week before the defense. If your defense is being conducted virtually, you will need to supply the link to your chair and committee members.

If there are major content and methodological errors and/or revisions, you are not permitted to defend until these have been corrected to the Committee's satisfaction.

Students have two weeks to complete final edits. Once completed and approved by the chair, the chair sends the final draft to Sister Monica Acri (ecacri@immaculata.edu) for final formatting.

Timeline for Dissertation Defense

- Timeline Begins:
 - Chair tells student when the dissertation is ready to be defended.
- One Month Before Dissertation Defense:
 - Student provides chair with the most updated version of their dissertation.
- Two Weeks Before Dissertation Defense:
 - Student provides committee members with the most updated version of their dissertation – including any changes made with feedback from their chair.
 - Student will work with chair and committee to schedule a time and date for the dissertation defense.
 - Student contacts Linda Hampson (lhampson1@immaculata.edu) to reserve Nazareth Conference Room (if in person defense)
- One Week Before the Defense
 - Student contacts Sister Donna Kelley (dkelley@immaculata.edu) , Karen Necker (knecker@immaculata.edu) and Linda Hampson (lhampson1@immaculata.edu) and provides date, time, location, title of dissertation, and committee members

Dissertation Defense

The research is brought to formal closure during the Dissertation Defense. At the defense, the student defends his/her work to committee members, is given final critique and has the option of inviting one guest to attend the defense. All committee members are required to be present during the final defense.

The final draft should be nearly perfect (formatting is the same as for the proposal, outlined in Chapter II), and incorporates all changes involved in multiple submissions to the dissertation chair. Additional edits are usually required post-defense.

The dissertation chair is responsible for directing the Dissertation Defense, which lasts approximately one hour. Protocol typically includes a brief overview (20 minutes) of the project by the student (the chair may request a PowerPoint presentation, or the student and chair might opt for such a presentation), a discussion of its relevance in relation to the student's program of study, and questions by committee members. The student may be asked about any aspect of the research, including data analysis, design, ethics, diversity, and methods. The atmosphere is designed to be supportive in tone, but is also encouraging for the student's scholarly presentation, ability to synthesize information, and defense of ideas.

At the completion of the defense, the student is excused for a brief period during which committee members deliberate and decide to either pass or not pass the student's presentation. The dissertation chair invites the student back and informs the student of the committee's decision and rationale.

The rubrics for the final dissertation defense appear in Appendix C.

Final Steps-Post Defense

Finalizing Dissertation

Please note these steps in finalizing the dissertation if it has been approved.

1. The student is responsible for having all committee members sign the **Certificate of Dissertation Approval** (Dissertation Formatting Moodle Hub). The final signed copy goes to the Department

Chair and the Dean of the College of Graduate Studies for their signatures. The dissertation chair also sends the **grade sheet** and the initialed **defense rubric** to Linda Hampson.

2. The student has two weeks to complete all edits and revisions requested by the Dissertation Committee.
3. Student checks the document for errors following the defense. Common APA errors and other matters to attend to before submitting the bindery-ready copy is finalized are found on the Dissertation Formatting Moodle Hub.
4. Dissertation Chair approves the student's final edits and sends the word document, the signature page, and the RERB approval form to Sister Elizabeth Monica Acri (ecacri@immaculata.edu).
5. Sister Elizabeth Monica checks the format and sends the formatted document to the student and the Dissertation Chair.
6. The student emails the bindery-ready copy to Sister Carol Couchara (ccouchara@immaculata.edu).
7. Sister Carol Couchara reviews and approves the final bindery-ready copy and emails this approval to the student and Chair.
8. The student emails the bindery-ready approved version to Linda Hampson (lhampson1@immaculata.edu) to be sent to the graduate office and library.
9. The student should send thank you notes to their committee members in gratitude for their work and support.

Dissertation Acknowledgments

Acknowledgments are one of the preliminary pages. Students are asked to provide the courtesy of a professional acknowledgement to everyone who has assisted with their dissertation research. Acknowledgement of the dissertation chair is particularly important as a marker of the chair's commitment and involvement over time to the student's maturing scholarship. Acknowledgments might include references to the chair's scholarship, support, availability, and so forth. Dissertation chairs offer "...support and encouragement," but they do more than that- they provide expertise in a particular area, often play an important role in assisting the student with the development and organization of ideas, and actively share their scholarship. These are areas that should also be considered when crafting acknowledgements.

Defense Deadlines, Bindery-Ready copy, and Graduation Dates

Defense Deadlines

All dissertation final defenses must occur by the last day of the semester in which the student is registered for PSYC 800. Any defense that takes place after the last day of an academic semester require registration for dissertation continuation (PSYC 000) for the following semester. No exceptions are made to this requirement for defenses that occur between semesters or at the beginning of the subsequent semester. Specifically:

- Students who do not defend their dissertations by the last day of the semester in which PSYC 800 is taken must meet with the Psy.D. Program Director and register for PSYC 000 (3 credits) for the following semester.
- Students who do not defend their dissertations by the end of any semester in which PSYC 000 (3 credits) is taken must re-register for PSYC 000 (3 credits) for the following semester.
- Subsequent registrations are at 3 credits tuition rate, carry no academic credit, and will be transcribed.
- Students may enroll in Continuous Registration for three consecutive semesters with the approval of the Dissertation Committee Chair and the Psy.D. Program Director.
- Unless there is an extraordinary circumstance (e.g., documented serious illness), after registering for three PSYC 000 extensions the student will be dismissed from the program.
- Additional details regarding the university policy on continuous registration can be found in the Graduate Catalog.

Defense Bindery-Ready Copy, and Graduation Deadlines

Student dissertations must submit approved bindery-ready copies prior to graduation.

- For Graduation in January, students who are enrolled in PSYC 800 or PSYC 000 in the fall semester, must defend by the last day of the semester, have a bindery-ready copy approved and email the approved bindery-ready copy to Linda Hampson by January 13.
- For graduation in May, students who are enrolled in PSYC 000 in the spring semester must defend by the last day of the semester, have a bindery-ready copy approved and email an approved bindery-ready copy to Linda Hampson by May 26.
- For graduation in August, students who are enrolled in PSYC 000 in the summer semester, must defend by the last day of the semester, have a bindery-ready copy approved and email an approved bindery-ready copy to Linda Hampson by August 31.

Items of Special Note

Dissertation Checklist and Timeline

See Appendix D for a checklist and timeline to help you with the dissertation process.

Plagiarism

See the graduate catalog. Dissertation research must be original and where prior research is used it must be cited appropriately following the APA *Publication Manual* (7th ed.). There are significant consequences for plagiarism, up to and including expulsion from the program.

AI Use Statements

1. Use of generative AI tools, like ChatGPT, can only be used at the discretion of the chair. Speak with your chair to learn more about the acceptable use of AI for your dissertation.
2. If you used AI for your dissertation, in your methods chapter and reference list you must include an AI USE Disclosure statement stating how it was used:
 - a. For Example: "I used ChatGPT to help me find a psychological study relevant to this dissertation. It suggested the Stanford Prison Experiment and explained its implications. I then used own notes to analyze the ethical considerations and psychological impact."

Professional Writing

You should not expect your chair and committee members to rewrite poor sentences, find specific information, or solve methodological problems. **Accurate referencing and other style elements per the APA 7 *Publication Manual* are mandatory. Please pay attention to details.** The chair's role is primarily conceptual, rather than as a copy editor. Chairs review all drafts with extra attention to detail but are not solely responsible for identifying oversights in your final copy that are potentially problematic if not identified prior to the binding of the dissertation.

Writing Center

A carefully prepared draft improves readability and frees the committee from time spent on these clerical/writing errors. Helpful tips include reading your work aloud, reading the works of authors who write with exceptional clarity, or having someone whom you trust as a fair critic offer you feedback. Use the Writing Center, if needed. The role of the committee chair and members is not to fulfill writing deficiencies and neglect; their job should be to teach and provide scholarly feedback regarding clinical research skills. You might also consult one of the many writing guides available including William Zinsser's (2006) *On Writing Well* or Strunk and White's (1999) *Elements of Style*.

Relationship with the Dissertation Chair

The student works closely with the dissertation chairperson during all phases of the research. The chair must review and approve all the student's research activities, including selection of committee members. The chair also works to assist in the resolution of any conflicts or grievances that may arise during the research project and helps the student develop a timeline that will guide the project to a timely conclusion. The dissertation chair co-signs all letters and documents developed for the dissertation (e.g., letters to external facilities who may be

able to share archival data). The dissertation chair reads multiple drafts of the student's work and should be given 2 weeks (not including breaks between semesters or holidays where the university is closed) to respond to each request for feedback.

Committee Issues

Infrequently, committee members, including the student, may experience conflict (e.g., disagreements about direction of the research, delayed responses to drafts, interpersonal problems). The dissertation chair maintains the responsibility for consulting with the Psy.D. Program Director about the situation. In cases in which the Psy.D. Program Director is also a committee member, he or she consults with the Chair of the Department in dealing with changes in the constituency of a research committee. A first step in resolving committee issues is convening the committee to discuss the issue, in consultation with the Psy.D. Program Director. On rare occasions, a change in committee membership occurs. Ideally, any changes in committee status occur between semesters. Requests for changes in committee membership must be presented in writing to the Psy.D. Program Director.

Procedures for Review of Potential Inappropriate Use of AI in Dissertation

Purpose

The dissertation is the culminating scholarly work of the PsyD Program, serving as evidence that the student has achieved doctoral-level competence in critical thinking, scientific literacy (i.e., comprehension of peer – reviewed literature), and scientific writing. While the PsyD Program recognizes that artificial intelligence (AI) tools may have limited, appropriate uses when expressly permitted and properly disclosed, students are ultimately responsible for demonstrating authorship and intellectual ownership of all dissertation content.

When a concern regarding potential inappropriate (or undisclosed) use of AI in a dissertation is raised, the dissertation committee will evaluate the work using professional judgment and the totality of the available evidence. No single indicator or AI detection software result will be considered conclusive evidence of inappropriate AI use. Only multiple indicators of inappropriate AI use, as reviewed below, warrant further review of the dissertation.

Indicators of Potential Inappropriate AI Use

Dissertation committee members may consider multiple indicators that, when evaluated collectively, suggest the possibility of inappropriate or undisclosed AI use. These indicators include, but are not limited to:

Writing Style and Organization

- Abrupt changes in writing style, vocabulary, tone, or sophistication that are inconsistent with previous dissertation drafts or the student's established writing style (i.e., previous course papers).
- Repeated use of phrases commonly associated with AI-generated writing (e.g., "taken together," "it is important to note," "overall," "ultimately," "in today's rapidly evolving landscape"), particularly when used excessively throughout the document.
- Highly repetitive wording, sentence structure, or paragraph organization.
- Overly verbose writing (i.e., contains excessive "filler" without advancing the scholarly argument).
- Generic writing that lacks depth of analysis or discipline-specific critical thinking.
- Text that appears internally coherent but does not logically connect to surrounding sections.
- Dense, confusing, or nonsensical writing that lacks a logical progression of ideas or includes contradictory statements.

Scholarship and Citations

- Fabricated, inaccurate, or unverifiable references.
- Citations that do not support the statements for which they are cited.

- Inconsistent citation style or reference formatting. (e.g., Smith, et al, 2012; Devon, 2016)
- Discussion of literature or concepts that extends beyond what is supported by cited sources.
- Failure to appropriately disclose or cite AI use when required by program policy.

Technical Indicators

- Visible AI-generated artifacts, including copied prompts, AI responses, or platform watermarks (e. g., &).
- Revision history suggesting insertion of AI generated text sections (or large segments of text) have been copied and pasted into the dissertation without evidence of iterative scholarly development.

Procedures (Dissertation Proposal)

The following are the steps to be taken if a dissertation committee member has concerns regarding potential inappropriate or undisclosed AI use during the dissertation proposal phase (i.e., from the start of the dissertation enrollment to successful defense of the dissertation proposal). Please see page X for procedures regarding the potential inappropriate or undisclosed AI use during the dissertation defense phase. Please note that all communication regarding the concern should be coordinated through the Dissertation Chair. The dissertation committee member raising the concern should not independently contact the other committee member, or the student regarding the concern. In addition, at this time of initial concern, no software (e.g., Winston AI or similar programs) will be run to check for the existence of AI generated content.

Step 1. Initial Concern

If a committee member has evidence of multiple indicators for the use of inappropriate AI in a dissertation, they should first contact the dissertation chair via email, and include the following information:

- Statement objectively describing the concern, including a description of each indicator of the inappropriate AI use.
 - Identify specific sections of the dissertation in question and include specific examples.

Step 2. Chair Review and Initial Discussion of Concern

Upon receiving the written concern, the Dissertation Chair will:

- Contact the Program Director (Sister Donna Kelley), and the other member of the dissertation committee, to report that a concern has been identified and provide information (i.e., identified indicators) as requested.
 - Continue to keep the Program Director updated on the progress of this concern.
- Evaluate the concerns raised in the context of previous dissertation drafts and the student's demonstrated scholarly abilities from previous work (i.e., class papers).
- Meet individually with the student to discuss the concerns.
 - Provide the student with an opportunity to explain the questioned material and demonstrate authorship.
 - Request supporting materials as appropriate, including, but not limited to:
 - outlines, notes, annotated articles, draft versions, revision history, research logs, transcripts of meetings with dissertation chair, or other documentation demonstrating the development of the work.
- Meet with the whole committee to discuss appropriate revisions for moving forward.

- If a consensus (all members of the dissertation committee agree) is reached, the student will be asked to make the appropriate revisions, and the dissertation will move forward.
- If a consensus is not reached (one or more members of the dissertation committee do not agree on appropriate revisions), then move on to Step 3 Below.

Step 3. Second Documented Concern (OR no consensus from Step 2)

This step will be taken if:

- 1) There is no committee consensus on revisions to address initial concern of inappropriate use of AI in dissertation.
- 2) The student does not satisfactorily address/student does not complete dissertation committee's requested revisions.
- 3) A second concern regarding the use of inappropriate AI in the dissertation is raised (by any committee member).

At this point in the procedure, the dissertation chair, the full dissertation committee, and the Program Director will meet to review the available information and determine the next appropriate steps.

At this time:

- Documentation may be requested from the student to provide evidence demonstrating authorship of the dissertation.
 - Including, but not limited to:
 - outlines, notes, annotated articles, draft versions, revision history, research logs, transcripts of meetings with dissertation chair, or other documentation demonstrating the development of the work.

Step 4. Program Determination

Following review of the available information, the Program Director and dissertation committee may determine one or more of the following actions are appropriate:

- Continue dissertation work with the current committee, and:
 - Increase faculty oversight and establish additional writing checkpoints or milestone reviews.
 - Require moderate to substantial revision/rewriting of the dissertation
- Disband part of the Dissertation Committee, and:
 - Increase faculty oversight and establish additional writing checkpoints or milestone reviews.
 - Require moderate to substantial revision/rewriting of the dissertation
- Disband full dissertation committee, and:
 - Require the student to restart the dissertation process, including finding a new chair and new committee members, and developing a new dissertation topic.
- Refer the matter through the University's Academic Integrity process.
 - May recommend dismissal from the PsyD Program when substantial or repeated violations of academic integrity have occurred, consistent with University policy.

Procedures (Dissertation Defense)

The following are the steps to be taken if a dissertation committee member has concerns regarding potential inappropriate or undisclosed AI use during the dissertation defense phase (i.e., from the successful

defense of the dissertation proposal to the final dissertation defense). Please see page X for procedures regarding the potential inappropriate or undisclosed AI use during the dissertation proposal phase.

Please note that all communication regarding the concern should be coordinated through the Dissertation Chair. The dissertation committee member raising the concern should not independently contact the other committee member, or the student regarding the concern. In addition, at this time of initial concern, no software (e.g., Winston AI or similar programs) will be run to check for the existence of AI generated content.

Step 1. Initial Concern

If a committee member has evidence of multiple indicators for the use of inappropriate AI in a dissertation, they should first contact the dissertation chair via email, and include the following information:

- Statement objectively describing the concern, including a description of each indicator of the inappropriate AI use.
 - Identify specific sections of the dissertation in question and include specific examples.

Step 2. Full Committee Meeting with Student and Program Director

Dissertation Chair will inform the Program Director and remaining committee member of the concern, and coordinate a meeting with the full dissertation committee, the student, and the Program Director.

At this time:

- Provide the student with an opportunity to explain the questioned material and demonstrate authorship.
- Student may be asked to provide evidence demonstrating authorship of the dissertation.
 - Including, but not limited to:
 - outlines, notes, annotated articles, draft versions, revision history, research logs, transcripts of meetings with dissertation chair, or other documentation demonstrating the development of the work.

Step 4. Program Determination

Following review of the available information, the Program Director and dissertation committee may determine one or more of the following actions are appropriate:

- Disband full dissertation committee, and:
 - Require the student to restart the dissertation process, including finding a new chair and new committee members, and developing a new dissertation topic.
- Refer the matter through the University's Academic Integrity process.
 - May recommend dismissal from the PsyD Program when substantial or repeated violations of academic integrity have occurred, consistent with University policy.

APPENDIX A
FACULTY AREAS OF RESEARCH INTEREST

Chairs and Committee Members

The following faculty can serve as dissertation chairs and dissertation committee members. The number of people each faculty member can accept as a dissertation chair for the Spring 2027 term is noted in the chart below (i.e., N=X).

	Research Interests	Methods	Chair	N=X	Committee Member
Jolie Bell, PhD	• Animal Therapy • Art Therapy • LGBTQ+ Issues • Maladaptive Daydreaming • Sexual Violence • Stress Management	• Applied Scholarship • Qualitative • Quantitative	✓	N = 3	✓
Ashley Gilbert, PsyD	• Adolescents • Emotion Regulation • Identity Development • Maternal Mental Health • Personality Assessment	• Applied Scholarship	✓	N = 1	✓
Sr. Donna Kelley, IHM, PsyD	• Grief/Loss • Addiction • Attachment • Personality Assessment • Projective Testing • Psychology & Spirituality • Therapeutic Assessment • Trauma	• Applied Scholarship	✓	N = 3	✓
Cara Knaster, PsyD	• Adult Attachment • Assessment • Clinical Issues/Treatment • Cultural Diversity • Psychodynamic/Psychoanalytic Theory • Women's Issues	• Applied Scholarship • Quantitative	✓	N = 3	✓
Kimberly Levan, PsyD	• Bullying • Compassion Fatigue/Vicarious Trauma • Cultural Context & Therapy • Environmental Psychology • Foster Care/Adoption • Inequities • Loss/Grief • Older Adults • Social Psychology • Trauma/Abuse • Vulnerable Groups	• Applied Scholarship	✓	N = 3	✓

Francien Chenoweth-Richardson, PsyD	• Culturally Diverse Clients • Diversity • Oppression • Social Justice • Social Psychology • Trauma	• Qualitative		N = 3	
Jay Tarnoff, PhD	• Cognition • Neuropsychology • Assessment • Child & Adolescent Development • Memory and Learning • Autism Spectrum Disorder and Other Neurodevelopmental Disorders • School psychology / psychology and education	• Qualitative • Quantitative		N = 3	
Kristen Ullrich, PsyD	• Equine Facilitated Psychotherapy • Psychotherapy Effectiveness • Psychotherapy Integration • Clinical Supervision & Training	• Applied Scholarship • Mixed Method • Qualitative		N = 3	
Committee Members Only					
<i>The following faculty can serve as dissertation committee members.</i>					
Sr. Elizabeth Monica Acri, IHM, PsyD	• Substance Use Disorders & other Addictions • Dual Diagnosis • Clinical Hypnosis	• Applied Scholarship			
Toe Aung, PhD	• Cross-cultural Psychology • Evolutionary Psychology • Facial & Vocal Attractiveness Perceptions • Human Sexuality • Meta-analysis • Sex Differences • Sexual Selection	• Quantitative			
Ryan Bowers, PhD	• Clinical Supervision Models and Outcomes • Forensic Psychology and Psychotherapy • Multicultural Mentorship • Psychometrics & Assessment Creation	• Mixed Method • Q-Sort Methodology • Qualitative • Quantitative			

	• Spirituality & Mental Health/Addiction			
Maria Cuddy-Casey, PhD	• Autism • Bullying/Cyberbully • Children & Adolescents • Clinical Treatment • Fatherhood • Giving • Positive Psychology/Mindfulness • Psychopathology • Technology/Internet Use/Abuse	• Qualitative • Quantitative		✓
Shayna Finn, PhD	• Burnout • College student well-being • Counselor/counselor educator development • Crisis response in higher education • Leadership and advocacy • Moral Injury	• Applied Scholarship • Qualitative research		✓
Jacquellyne Hengst, PsyD	• Career Development and Workplace Transitions • Industrial-Organizational Psychology and Employee Well-Being • Emotional Intelligence in Curriculum and Training Design • Artificial Intelligence and Human Behavior • Social Media and Mental Health • Women's Health • Women's Career Sustainability (Menopause and Midlife Transitions)	• Applied Scholarship		✓
Tammy Hock, PhD	• Addiction/SUD • Antisocial behaviors, incarceration, current & former involvement in legal system • Group counseling/dynamics • Trauma, panic, and emotion regulation • Women and aging-related issues (menopause, empty nest, etc.)	• Qualitative		✓
David Hunt, PhD	• Career Counseling • Masculinity • Moral Panic & Dehumanization • Multicultural Issues in Counseling • Social media & Mental Health	• Qualitative • Quantitative		✓

Erin Kirschmann, PhD	• Adolescents • Animal Models • Cannabinoids • Early Life Experiences • Memory & Cognition • Motivation • Neurobiology • Reward • Stress	• Qualitative • Quantitative		
Dawn Kriebel, PhD	• Adoption • Children & Adolescents • Emotion Regulation • Foster care • Parent-Child Relations • Poverty • Screen use Among Children	• Applied Scholarship • Qualitative • Quantitative		
David Martinson, PhD	• Addictions Counseling & Supervision • Collaborative Clinical Supervision • Feedback & Clinical Supervision • Transcultural Counseling • Trauma & PTSD	• Qualitative		
Noah Schoch, PhD	• Child & Adolescent Development • Cross-Cultural Counseling • Cultural Humility • Moral Development • Multicultural Issues in Counseling	• Quantitative		

APPENDIX B
PROPOSAL GRADING RUBRICS

**DISSERTATION PROPOSAL RUBRIC
QUANTITATIVE / QUALITATIVE DESIGN**

STUDENT :

DISSERTATION TITLE:

COMMITTEE MEMBERS:

	Does Not Meet Expectations	Meets Expectations
Introduction 1. General background of the topic 2. Statement of the problem 3. Purpose of the study 4. Research questions 5. Theoretical framework of the study Conceptual design of the study 6. Overview of the methodology 7. Significance of the study/importance to the field	The study rationale is not fully developed. Introduction does not provide sufficient evidence to support and justify the need for the study or does not sufficiently introduce the study's components.	The study rationale is fully developed. Introduction makes a case for the significance of the problem, provides contextual background, and provides an overview of the study's basic components.
Literature Review 1. Review of theoretical and empirical literature, organized according to a specific, logical pattern 2. Summary of what previous research has shown and how it relates to the study 3. Explanation of the theoretical underpinnings of the study 4. Definition of relevant terms not defined elsewhere	The literature review is incomplete and provides partial coverage with limited empirical studies. The review lacks synthesis of the literature, logical organization, or rationale for study addressing gaps in the literature.	The literature review situates the study in the context of previous research, presents a critical synthesis of empirical literature according to relevant themes or variables, justifies how the study addresses gaps or problems in the literature, and outlines the theoretical or conceptual framework of the study where appropriate. It is well-organized, clear, and concise.
Methodology 1. Description of research design and methodology 2. Research questions/hypotheses 3. Research context or site and target population 4. Defensible sampling/recruitment procedures; inclusion-exclusion criteria 5. Diversity-related issues addressed 6. Identifies instruments and materials and addresses their reliability & validity 7. Procedures followed for data collection and analysis (including validity & ethical issues)	The chapter lacks rationale for the methodological approach. Descriptions of sample and setting are insufficient, and plans for research methods are inappropriate or unclear.	The research design and methodology are appropriate and described in sufficient detail to permit replication; in alignment with the research questions/hypotheses. An adequate description is provided for each component. Statistical/narrative analyses are appropriate and accurate. Includes evidence of reliability and validity of instruments used.

	Does Not Meet Expectations	Meets Expectations
References 1. All cited in text 2. APA (7 th edition) format and style 3. Use of source materials	References are missing or improperly formatted; did not follow APA (7 th edition) publication guidelines; secondary sources are used even when primary sources are available.	Followed APA (7 th edition) guidelines for use of references with minimal revisions required; good use of source materials.
Appendices 1. Sample consent form(s), IRB approval, sample instruments 2. Other documentation as appropriate	Does not provide documentation of required materials.	Provides adequate documentation of required materials.
Writing Quality/Style/Format 1. Professional, scholarly appearance 2. Includes appropriate citations 3. Written in scholarly language that is clear & precise 4. Logically organized, including introductory overviews and summaries for each chapter 5. Use of APA (7 th edition) format and style	Lacks clarity. Sentences are poorly constructed and confusing. Frequent errors in word choice, grammar, punctuation, and spelling. Does not use appropriate transitions.	Written with clarity and precision. Writing is logical and coherent. Correct use of APA (7 th edition) publication standards with minimal revisions. Appropriate transitions are used.
	Pass – Student “Meets Expectations” in all categories. IP – Students does not “Meet Expectations” in all categories and must make revisions. Fail – Student does not “Meet Expectations” after 2 revisions	
PASS/IN PROCESS/FAIL (CIRCLE ONE)	PASS IP FAIL	

DISSERTATION PROPOSAL EVALUATION RUBRIC

Applied Scholarship

STUDENT:

DISSERTATION TITLE:

COMMITTEE MEMBERS:

	Does Not Meet Expectations	Meets Expectations
Introduction/Rationale	The study rationale is not fully developed. Introduction does not provide sufficient evidence to support and justify the need for the study or does not sufficiently introduce the study's components.	The study rationale is fully developed. Introduction makes a case for the significance of the problem, provides contextual background, and provides an overview of the study's basic components.
Literature Review	The literature review is incomplete and provides partial coverage with limited empirical studies. The review lacks synthesis of the literature, logical organization, or rationale for study addressing gaps in the literature.	The literature review situates the study in the context of previous research, presents a critical synthesis of empirical literature according to relevant themes, or variables, justifies how the study addresses gaps or problems in the literature, and outlines the theoretical or conceptual framework of the study where appropriate.
Advanced Review (Title may be different based on the type of project) Following a review of the literature, the second chapter addresses a reformulation of the literature with questions and hypotheses leading to an application in the third chapter.	Description is insufficient, and the project is inappropriate or unclear. Does not provide projected implications for clinical practice	Presents evidence of a novel idea and contribution to the literature with clinical implications.
References 1. All cited in text 2. APA (7 th edition) format and style 3. Use of source materials	References are missing; did not follow APA (7 th edition) publication guidelines; secondary sources are used even when primary sources are available.	Followed APA (7 th edition) guidelines for use of references with minimal revisions required; good use of source materials.
Appendices 1. Sample consent form(s), IRB approval, sample instruments 2. Other documentation as appropriate	Does not provide documentation of required materials.	Provides adequate documentation of required materials.
Writing Quality/Style/Format 1. Professional, scholarly appearance 2. Includes appropriate citations 3. Written in scholarly language that is clear & precise 4. Logically organized, including introductory overviews and summaries for each chapter 5. Use of APA (7 th edition) format and style	Lacks clarity. Sentences are poorly constructed and confusing. Frequent errors in word choice, grammar, punctuation, and spelling. Does not use appropriate transitions.	Written with clarity and precision with minimal errors. Writing is logical and coherent. Correct use of APA (7 th edition) publication standards with minimal revisions. Appropriate transitions are used.
	Pass – Student “Meets Expectations” in all categories. IP – Students does not “Meet Expectations” in all categories and must make revisions. Fail – Student does not “Meet Expectations” after 2 revisions	

	Does Not Meet Expectations	Meets Expectations
PASS/IN PROCESS/FAIL (CIRCLE ONE)		PASS IP FAIL

APPENDIX C

FINAL DISSERTATION DEFENSE GRADING RUBRICS

DISSERTATION FINAL DEFENSE RUBRIC QUANTITATIVE / QUALITATIVE DESIGN

STUDENT:

DISSERTATION TITLE:

COMMITTEE MEMBERS:

	Does Not Meet Expectations	Meets Expectations
Abstract 1. Concise statement of the problem, methods, and procedures 2. Summary of findings and implications	Abstract does not provide an adequate description of the goals, scope, and implications of the study.	Abstract provides a cogent description of the study, including statement of problem, methodology, and summary of findings and implications.
Introduction 1. General background of the topic 2. Statement of the problem 3. Purpose of the study 4. Research questions 5. Theoretical framework of the study 6. Conceptual design of the study 7. Overview of the methodology 8. Significance of the study/importance to the field	The study rationale is not fully developed. Introduction does not provide sufficient evidence to support and justify the need for the study or does not sufficiently introduce the study's components.	The study rationale is fully developed. Introduction makes a case for the significance of the problem, provides contextual background, and provides an overview of the study's basic components.
Literature Review 1. Review of theoretical and empirical literature, organized according to a specific, logical pattern 2. Summary of what previous research has shown and how it relates to the study 3. Explanation of the theoretical underpinnings of the study 4. Definition of relevant terms not defined elsewhere	The literature review is incomplete and provides partial coverage with limited empirical studies. The review lacks synthesis of the literature, logical organization, or rationale for study addressing gaps in the literature.	The literature review situates the study in the context of previous research, presents a critical synthesis of empirical literature according to relevant themes or variables, justifies how the study addresses gaps or problems in the literature, and outlines the theoretical or conceptual framework of the study where appropriate. It is well-organized, clear, and concise.
Methodology 1. Description of research design and methodology 2. Research questions/hypotheses 3. Research context or site and target population 4. Defensible sampling/recruitment procedures; inclusion-exclusion criteria 5. Diversity-related issues addressed 6. Identifies instruments and materials and addresses their reliability & validity 7. Procedures followed for data collection and analysis (including validity & ethical issues)	The chapter lacks rationale for the methodological approach. Descriptions of sample and setting are insufficient, and descriptions of research methods are inappropriate or unclear.	The research design and methodology are appropriate and described in sufficient detail to permit replication; in alignment with the research questions/hypotheses. An adequate description is provided for each component. Statistical/narrative analyses are appropriate and accurate. Includes evidence of reliability and validity of instruments used.
Results/Findings 1. Presentation of the results, organized in terms of the research questions & hypotheses 2. Summary of the results obtained	The results/findings are not clearly or sufficiently discussed with appropriate data. Findings are poorly organized and statistical analyses are inappropriate, or inaccurate.	Discussion and presentation of results align with the research questions/hypotheses and the methodology. Presentation of all relevant statistical and/or narrative data is well-organized, clear and accurate.

	Does Not Meet Expectations	Meets Expectations
Discussion/Conclusions 1. A summary of results, organized by research questions 2. A discussion of findings with conclusions drawn and connected to previous research 3. Limitations of the study 4. Clinical implications are addressed 5. Recommendations for future research	The discussion, conclusions, and recommendations are not clearly explained or substantiated by the results/findings. The connections to the purpose of the study and relevance to the existing body of knowledge are not clear.	The discussion, conclusions, and recommendations are clearly explained and substantiated by the results/findings and previous research. The connections to the purpose of the study and relevance to the existing body of knowledge are evident. This chapter provides perspective, clinical implications, applications, and future directions for research.
References 1. All cited in text 2. APA (7 th edition) format and style 3. Use of source materials	References are missing; did not follow APA (7th edition) publication guidelines; secondary sources are used even when primary sources are available.	Followed APA (7th edition) guidelines for use of references with minimal revisions required; good use of source materials.
Appendices 1. Sample consent form(s), IRB approval, sample instruments 2. Other documentation as appropriate	Does not provide IRB approval or documentation of other required materials.	Provides adequate documentation of IRB approval and other required materials with appropriate appendices.
Writing Quality/Style/Format 1. Professional, scholarly appearance 2. Includes appropriate citations 3. Written in scholarly language that is clear & precise 4. Logically organized, including introductory overviews and summaries for each chapter 5. Use of APA (7 th edition) format and style	Lacks clarity. Sentences are poorly constructed and confusing. Frequent errors in word choice, grammar, punctuation, and spelling. Does not use appropriate transitions.	Written with clarity and precision. Writing is logical and coherent. Correct use of APA (7 th edition) publication standards with minimal revisions. Appropriate transitions are used.
	Pass – Student “<i>Meets Expectations</i>” in all categories. IP – Students does not “<i>Meet Expectations</i>” in all categories and must make revisions. Fail – Student does not “<i>Meet Expectations</i>” after 2 revisions	
PASS/IN PROCESS/FAIL (CIRCLE ONE)	PASS IP FAIL	

**DISSERTATION FINAL DEFENSE EVALUATION RUBRIC
APPLIED SCHOLARSHIP**

STUDENT:

DISSERTATION TITLE:

COMMITTEE MEMBERS:

	Does Not Meet Expectations	Meets Expectations
Abstract 1. Concise statement of the problem, methods, and procedures 2. Summary of findings and implications	Abstract does not provide an adequate description of the goals, scope, and implications of the study.	Abstract provides a cogent description of the study, including statement of problem, methodology, and summary of findings and implications.
Introduction 1. General background of the topic 2. Statement of the problem 3. Purpose of the study 4. Research questions 5. Theoretical framework of the study 6. Overview of the methodology 7. Significance of the study/importance to the field	The study rationale is not fully developed. Introduction does not provide sufficient evidence to support and justify the need for the study or does not sufficiently introduce the study's components.	The study rationale is fully developed. Introduction makes a case for the significance of the problem, provides contextual background, and provides an overview of the study's basic components. The purpose and significance are reasonable. Academic merit of the research is evident. Parts fit together in a coherent whole.
Literature Review	The literature review is incomplete and provides partial coverage with limited empirical studies. The review lacks synthesis of the literature, logical organization, or rationale for study addressing gaps in the literature.	The literature review situates the study in the context of previous research, presents a critical synthesis of empirical literature according to relevant themes, or variables, justifies how the study addresses gaps or problems in the literature, and outlines the theoretical or conceptual framework of the study where appropriate.
Advanced Review (Title may be different based on the type of project)	The chapter lacks rationale for the methodological approach and plan. Description is insufficient, and the project is inappropriate or unclear. Integration of literature is poorly organized, inappropriate, or inaccurate.	The methodology is appropriate, described in detail and in alignment with the research questions. Integration of literature is clear and convincing. Presents evidence of a novel idea with clinical implications. Presentation of all relevant research is well-organized and clear.
Discussion/Conclusions	The discussion, conclusions, and recommendations are not clearly explained or substantiated by research findings. The connections to the purpose of the study and relevance to the existing body of knowledge are not clear. Does not provide implications for clinical practice	Provides clear evidence of contribution to the literature. Presents a novel contribution for clinical practice. The discussion, conclusions, and recommendations are clearly explained and substantiated by research findings. The connections to the purpose of the study and relevance to the existing body of knowledge are evident. This chapter provides perspective, summarizes implications, applications, and future directions for research.
References 1. All cited in text 2. APA (7 th edition) format and style 3. Use of source materials	References are missing; did not follow APA (7 th edition) publication guidelines; secondary sources are used even when primary sources are available.	Followed APA (7 th edition) guidelines for use of references with minimal revisions required; good use of source materials.
Appendices 1. Sample consent form(s), IRB approval, sample instruments 2. Other documentation as appropriate	Does not provide IRB approval or documentation of other required materials.	Provides adequate documentation of IRB approval and other required materials.-

Does Not Meet Expectations		Meets Expectations
Writing Quality/Style/Format 1. Professional, scholarly appearance 2. Includes appropriate citations 3. Written in scholarly language that is clear & precise 4. Logically organized, including introductory overviews and summaries for each chapter 5. Use of APA (7 th edition) format and style	Lacks clarity. Sentences are poorly constructed and confusing. Frequent errors in word choice, grammar, punctuation, and spelling. Does not use appropriate transitions.	Written with clarity and precision with minimal errors. Writing is logical and coherent. Correct use of APA (7 th edition) publication standards with minimal revisions. Appropriate transitions are used.
	Pass – Student “<i>Meets Expectations</i>” in all categories. IP – Students does not “<i>Meet Expectations</i>” in all categories and must make revisions. Fail – Student does not “<i>Meet Expectations</i>” after 2 revisions	
PASS/IN PROCESS/FAIL (CIRCLE ONE)	PASS IP FAIL	

APPENDIX D

DISSERTATION CHECKLIST AND TIMELINE

DISSERTATION CHECKLIST and TIMELINE

All meetings for dissertation may be conducted in person or virtually.

PSYC 790: Dissertation Seminar (FALL)

1. _____ During the fall semester, students will be advised to ask one fulltime faculty member (make one request at a time) to be Dissertation Chair.
2. _____ Chair assists student in choosing two committee members.
3. _____ Chair and committee members approve dissertation topic. The dissertation chair informs Sister Donna.
4. _____ Student meets with Dissertation Chair to develop headings for Chapter 1 Literature Review.
5. _____ Student writes an outline of their Literature Review (Includes all introductory pages, subheadings of literature review, and reference list) using the dissertation template.

PSYC 800: Dissertation I (SPRING)

1. _____ Multiple drafts of chapters 1 & 2 are reviewed with Dissertation Chair until Chair approves student to schedule Proposal Hearing.
2. _____ Student schedules Proposal Hearing (approximately 1 hour) with the committee. If in person, contact Linda Hampson, Administrative Support, to request conference room for the meeting. Inform Sister Donna, Linda Hampson, and Karen Necker of the date of the proposal.
3. _____ Proposal draft sent electronically to Psy.D. Program Director, CGS Dean and Department Chair two weeks before Proposal Hearing.
4. _____ Proposal draft to Committee Members (2 weeks before Proposal Hearing).
5. _____ Student brings to the Proposal Hearing the "Proposal Approval Form" for signatures at the end of the meeting.
6. _____ Chair submits Signed Proposal Approval Form, and grade sheet to the department chair and Graduate Dean for their signatures
7. _____ Chair submits grading rubric and grade form to Linda Hampson
8. _____ Students incorporate feedback and revisions from committee and sends a revised draft to Chair withing two weeks of proposal hearing.
9. _____ Student submits RERB form electronically via online application to Dr. Parris. Chair will be contacted to give online approval of the form. NO collection of data can occur until after RERB approval is given in writing.

PSYC 800: Dissertation II (SUMMER I & II)

1. _____ Students who were approved for an extension by the Psy.D. Program Director must pass their proposal hearing by July 15 following the steps mentioned above.
2. _____ Receipt of RERB Approval
3. _____ Data Collection
4. _____ Data Analysis.
5. _____ Drafts back and forth with the Chair: mainly chapters 2 & 3

PSYC 800: Dissertation III (FALL)

1. _____ Drafts of chapters 2-4 back and forth with Dissertation Chair until Chair approves student Schedule Defense Hearing.
2. _____ Schedule Defense Hearing per committees' availability, allow approximately one hour, and contact Linda Hampson to request conference room for in person meeting. Contact Sister Donna, Linda Hampson, and Karen Necker to let them know the date of the defense.
3. _____ Final dissertation document to Committee Members (2 weeks before Defense Hearing).
4. _____ Bring "Certificate of Dissertation Approval" to Defense Hearing
5. _____ Chair collects completed signature page
6. _____ After Defense, student incorporates feedback and revisions from committee and submits final draft to Dissertation Chair within two weeks of the final defense.
7. _____ Chair approves student's Final Edited Draft.
8. _____ Student sends Signature page and approved revision to Sister Monica for formatting.
9. _____ Sister Monica returns a Word and PDF version of the formatted document to the student and the chair.
10. _____ Student emails final bindery-ready copy (electronically) to Sister Carol Couchara (ccouchara@immaculata.edu).
11. _____ After receiving approval from Sister Carol, student emails the approved bindery-ready copy to Linda Hampson and Karen Necker.
12. _____ Chair submits PSYC 800 grade.

Psy.D. DISSERTATION COURSE GRADING

COURSE #	COURSE TITLE	CREDITS	GRADE	COMMENTS
800	Dissertation I	3	P	A student receives a grade of “P” (Pass) if the student proposed during the semester and passed. After the proposal the student submits an RERB research protocol for review.
			IP	If a student has not had a proposal hearing by the end of the semester, the student receives a grade of “IP” (In Progress). A student has three (3) weeks into the new semester to have a proposal hearing. The grade will be changed from “IP” to “P.” A student should register for 799 during this extended period.
			W	If a student has not made sufficient progress in the opinion of the Chair and committee and will not have a proposal hearing within three (3) weeks of the new semester, they will be asked to withdraw from 799 and re-register for 798 in the new semester. The student’s lack of progress and a grade should be discussed with the program director. A re-registration for 798 will be handled by the graduate office.
800	Dissertation II	3	P	Students who make progress as described in the dissertation handbook, should receive a grade of “P.” Unusual concerns should be discussed with the program director (e.g., student has not submitted new drafts during the semester).
800	Dissertation III	3	P	If a student defended by the last day of the semester, then a grade of “P” is given.
			IP	If a student has not defended by the last day of the semester, a grade of “IP” is given, and the student registers for 000 for the upcoming semester. <i>Note: students must be registered in the semester in which they defend – there is no three (3) week extension into a new semester for defenses.</i> A final grade does not change to a “P” until the defense has been completed. The bindery ready copy is sent to Karen Necker. Additional information regarding Continuous Dissertation can be found in Psy.D. Handbook and the College of Graduate Studies catalog.
000	Continuous Dissertation	3	P	If a student has defended during the semester within the designated defense dates, then a grade of “P” is appropriate. The “IP” grade for 800 Dissertation III will be changed by the registrar’s office.
			IP	If a student has not defended by the last defense date in the semester, a grade of “IP” is given, and the student must register again for 000 for the upcoming semester. <i>Note: Tuition for enrollment in a 000 course will be equivalent to three (3) doctoral credits.</i>
			IP	After three semesters of 000 , a review of progress will be recommended to the program director. Possible outcomes may include designating the project as non-complete by the student and disbanding the committee and forming a new committee and project or dismissal from the program.