



UNION INSTITUTE & UNIVERSITY

**Student Handbook
Doctor of Psychology Program
PsyD Degree with a Concentration in Clinical Psychology**

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UNION INSTITUTE & UNIVERSITY PsyD STUDENT HANDBOOK

This *PsyD Student Handbook* provides basic information for doctoral students enrolling in the Union Institute & University Doctor of Psychology program offering the PsyD degree with a concentration in clinical psychology. The *Handbook* should be referenced in conjunction with the Union Institute & University Catalog. You should read the *Handbook* carefully to familiarize yourself with its content, and discuss any questions you have with either the dean or your Professional Development Seminar leader. You should consult the *Handbook* regularly throughout your doctoral training, particularly when you are unsure about policy and procedural matters and for information about deadlines for program requirements (e.g., practicum Clinical Review, internship, dissertation, etc.).

This *Handbook* is effective September 1, 2013 through August 31, 2014. The university reserves the right to modify policies and procedures at any time.

Union Institute & University is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools. Union Institute & University is also authorized as a degree-granting institution by the Ohio Board of Regents, the Florida Commission for Independent Education, and the Vermont Board of Education (approved through December 31, 2010). Union Institute & University does not discriminate in admissions, employment, or policy on the basis of age, race, color, sex, sexual orientation, religion, national origin, or physical impairment. Union Institute & University policies and practices conform with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Age Discrimination Act of 1975. Union Institute & University conforms with the provisions of student rights under the Family and Student Educational Rights and Privacy Act of 1974 as amended. Files are maintained and released under the provisions of the act.

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WELCOME TO NEW STUDENTS

A Message from the Dean

Dear Clinical Psychology Doctoral Student:

Welcome to the Doctor of Psychology (PsyD) program at Union Institute & University. This doctoral training program with a concentration in clinical psychology strives to train its students to be competent and ethical practitioners of clinical psychology promoting the mental health of individuals and groups, and to promote social justice. We are extremely excited to be offering this program to you and to have you join us in the advancement of your career.

This *Handbook* provides a description of the PsyD program procedures, policies and regulations. It is to be used in conjunction with the *2013-14 Union Institute & University Catalog*, which contains university-wide policies and procedures, as well as those specific to the PsyD program. It is essential that you become familiar with every aspect of the program's requirements, including any revisions that may occur while you are enrolled. At the end of this *Handbook* there is a form for you to sign indicating that you have read and understand the contents of this *Handbook* and agree to comply with program and institutional policies while enrolled.

Save this *Handbook* and make frequent use of it as a reference guide for questions that may arise. If you find any inaccuracies or any sections where information is incomplete or confusing, please let us know so that we can improve in our efforts to provide as much information as we can. Program information and forms are also available on our web site (www.myunion.edu/psyd) and through our communications network, www.PsyDNet.myunion.edu. You should also check the university's web site (www.myunion.edu) at least once a term for information on important institutional news.

Consistent with ongoing university assessment and evaluation processes, we carefully monitor all aspects of the program, including admissions, curriculum, student-faculty relations, clinical training experiences, and research. Modifications will continue to be made in order to strengthen the program. You will participate in this process by providing feedback on the quality of your courses, instruction, program processes and training experiences. It is our intention to develop the program into a leading model for the training of professional psychologists.

I trust that your experience in our program will be rewarding and meaningful while you are at UI&U and in your future professional life.

Sincerely,



William Lax, Ph.D., ABPP
Dean, Psychology

VALUES AND GOALS OF THE PSYD PROGRAM

Union Institute & University Mission

It is the purpose of Union Institute & University to provide educational opportunities and services of exemplary quality to diverse adult populations with distinct and varied needs.

MISSION: Union Institute & University empowers adults to acquire, apply and create knowledge through interdisciplinary, flexible and collaborative programs focusing on social relevance, personal enrichment, and professional advancement.

VISION: Union Institute & University aspires to educate generations of highly motivated adults who seek academic programs that engage, enlighten and empower them in their pursuit of a lifetime of learning and service.

VALUES:

Social Relevance

Union Institute & University requires that the programs of its students reflect their awareness of the social implications of their studies and of their obligation to share knowledge with integrity in uplifting the communities in which they serve.

Creative and Critical Thinking

Union Institute & University supports different modes of disciplinary and interdisciplinary inquiry to explore ideas and issues from multiple perspectives.

Scholar-Practitioner Model

Union Institute & University advocates an educational process whereby scholarship and theory are connected and applied to real-world action and practice.

PRINCIPLES:

Academic Quality

Union Institute & University is committed to academic excellence and insures institutional quality through continuous assessment and review of programs, processes, policies, and outcomes.

Diversity

Union Institute & University reflects and celebrates diversity in all its forms.

Service

Union Institute & University engages in service to others with a commitment to transparency, integrity, and respect.

Community

Union Institute & University links engaged students with dedicated faculty mentors and the larger society in which they live and work, thus building a mutually beneficial, expansive, and collaborative community that lives beyond the classroom.

The university goals, objectives and competencies include the following:

Student Outcomes and Competencies

The goals and objectives of the PsyD program are founded on the mission and values of Union Institute & University, as adopted by the Board of Trustees in 2007. These university goals, objectives and competencies include a focus on social relevance, critical thinking, an interdisciplinary approach, and the practitioner-scholar model. These competencies and learning outcomes apply to all doctoral programs at UI&U, but individual programs may extend them further or adjust for greater specificity. These goals, objectives and competencies are reviewed on a university level, utilizing data from multiple components of the PsyD program.

- I. COMMUNICATION: Express and interpret ideas clearly, using a variety of written, oral and/or visual forms.
1. Display clarity, precision, and sophistication in written and oral presentations characterized by logical coherence and consistency, by the proper use of evidence and citations.
 2. Exercise rigor in the scholarly research.
 3. Persuade others of the credibility and viability of innovative results of the doctoral degree.
- II. CRITICAL & CREATIVE THINKING: Use multiple modes of disciplinary and interdisciplinary inquiry to explore ideas and issues from multiple perspectives.
- Present compelling evidence of the ability to formulate clear and precise research questions, develop testable hypotheses, assemble data, weigh evidence, assess established interpretations, reach defensible conclusions, and construct alternative interpretations.
 - Initiate and conduct significant scholarly inquiry in the form of original research.
 - Advocate for action based on original research that draws on interdisciplinary inquiry.
- III. ETHICAL & SOCIAL RESPONSIBILITY: Express ethical & social implications in one's social, professional, artistic and/or scholarly practice.
- Explain social and ethical theories upon which the profession is built and assess their applicability and effectiveness.
 - Address historical, sociological, psychological, political, philosophical and ethical influences on the presence of difference among individuals, alternative identities, and social groups and encourage others to address these issues on their lives.
- IV. SOCIAL AND GLOBAL PERSPECTIVES: Articulate a perspective on power in the world and one's own place in the global community.
- Analyze and evaluate alternative theories of the proper distribution of a society's resources
 - Defend equitable approaches for working with people within and outside the social majority, including prominent as well as diverse socio-economic and social-cultural constituents.

PsyD Program Overview

You have enrolled in the Union Institute & University program that leads to the granting of a Doctor of Psychology (PsyD) degree with a concentration in clinical psychology.

Your success in this program depends, in part, on your active participation and initiative. You are expected to contribute substantially to your professional development as a psychologist through readings and participation in courses and through consultations and interactions with other students and faculty, both in-person and online. The program will provide numerous opportunities for the development of the required knowledge, skills and attitudes for the field of professional psychology. In addition to this training, you will receive ongoing evaluation and assessment of your development, with the goal of you becoming an ethical, competent and culturally aware professional psychologist.

PsyD Program Mission

Union Institute & University's PsyD program provides educational opportunities and services to diverse adult populations with distinct and varied needs. Using multiple modalities of education delivery, Union Institute & University actively seeks to identify and reach those underserved by traditional doctoral education.

The PsyD program offers a doctoral degree with a concentration in clinical psychology, designed to educate and train students in preparation to become professional psychologists, functioning as independent practitioners and educators who are informed consumers of research. The program specifically provides and supports the development of personal and professional awareness and knowledge of diversity and issues of social responsibility.

The program maintains an alignment with the university's mission and commitment to pedagogical innovation within the practitioner-scholar model of training for the practice of psychology.

Practitioner-Scholar Training Model

The PsyD program follows a practitioner-scholar model, with the professional practice of psychology informed by scholarly inquiry, as the program's primary training focus. Program requirements are consistent with a definition of a science-practice relationship that includes "the productive interaction of theory and practice in a primarily practice based approach to inquiry" (Hoshmand & Polkinghorne, 1992). As such, students are expected to use the scientific method in clinical thinking and to critically assess their clinical practice.

The training model itself is based on the National Council of Schools and Programs of Professional Psychology (NCSPP) model and is designed to promote a set of core competencies. This model has guided the development of our program's *Objectives*, each with its own specific competencies, vital to the practice of psychology.

The program employs a developmental training approach where expectations of minimum competency increase as students proceed through the sequence of coursework, supervised clinical practice, and completion of other requirements, including the doctoral dissertation. Congruently, students are evaluated and assessed at different stages of their development: principally at the pre-practicum and pre-internship levels. Graduates of the program are thus expected to be able to function as competent and

ethical psychologists, capable of providing psychological services to individuals, groups and organizations, consistent with the goals as specified below.

PsyD Program Goals, Objectives and Competencies

The PsyD program includes a set of goals, objectives and competencies specific to its training model, which is based on the practitioner-scholar training model of the National Council of Schools and Programs of Professional Psychology (NCSPP). The two primary goals of the Psy.D program at Union Institute & University are:

- Train competent and ethical practitioners of clinical psychology to provide comprehensive psychological services to a broad range of clientele. This training includes an integration of science and practice, with an awareness of the individual, systemic and larger socio-political contexts within which we live.
- Foster personal and professional awareness and knowledge of diversity and issues of social justice and social responsibility in order to competently and respectfully provide services to diverse clientele, as well as be agents of social change.

To meet these goals and their subsequent objectives, the program provides a broad and general training to students through their participation in the program's curriculum (as indicated below), practicum and internship training experiences, mentoring experiences, dissertation research and writing, informal faculty-student interactions, and the program's overall learning environment. The program provides training that is graded and sequential, evaluated and assessed at different stages of the student's development: the pre-practicum, pre-internship, and after completion of the doctoral degree. The attainment of these goals and objectives is demonstrated in specific identifiable competencies as defined by the program and specified in the learning activities. Inherent in each of these goals is a professional standard of ethical competence, including the knowledge of ethical codes, standards and legal regulations and case law relevant to professional practice. Program graduates are trained to engage with diverse populations and will demonstrate the knowledge necessary to treat clients and other professionals in an ethical, legal, and professionally competent manner.

The program has designated the following objectives to meet its goals:

1. **Social justice, and individual and cultural diversity:** Students will competently and effectively provide professional services to individuals, groups and organizations who represent various cultural backgrounds and characteristics, maintaining an awareness of issues of social justice, including the dynamics of power, privilege and oppression, and function as agents of social change.
2. **Relationship:** Students will develop and maintain effective, collaborative and respectful interpersonal relationships with clients, peers, community organizations and professionals in a range of settings, becoming self-reflective practitioners, aware of their biases, limitations and power differentials.
3. **Research and evaluation:** Students will develop the knowledge, skills and attitudes for critical thinking as consumers of research, with the ability to apply research and scholarship to the practice of psychology.
4. **Assessment:** Students will competently and ethically use various methods of psychological assessments, including psychological tests and interviewing, accurately interpret the results of those

assessments and effectively communicate their results and recommendations to both consumers and professionals, taking into consideration the cultural and personal characteristics of the clients.

5. **Intervention:** Students will have the knowledge, skills and attitudes to conceptualize, plan, explain, implement, evaluate and modify intervention approaches consistent with ethical evidence-based practices and appropriate to diverse characteristics of their clients.
6. **Management and supervision:** Students will develop the knowledge, skills and attitudes to conduct effective clinical supervision, management, and clinical consultation with other professionals and within organizations.
7. **Education and consultation:** Students will develop the knowledge, skills, and attitudes to understand and effectively design and implement educational programs and consultations with clients and colleagues.

Program Accreditation and Psychology Licensure

The Psy.D. program meets the "Guidelines for Defining 'Doctoral Degree in Psychology'" as implemented by the ASPPB/National Register Designation Project. Therefore, a graduate of Union Institute & University's Psy.D. program who decides to apply for licensure as a psychologist typically will meet the jurisdictional educational requirements for licensing. However, individual circumstances vary, and there are additional requirements that must be satisfied prior to being licensed as a psychologist. Please contact the state / provincial / territorial licensing board in the jurisdiction in which you plan to apply for exact information. Additional information including links to jurisdictions is available on the ASPPB's web site: www.asppb.org.

Once licensed, a graduate of a designated program is eligible to apply for credentialing as a Health Service Psychologist by the National Register of Health Service Psychologists. Graduation from a designated program typically ensures that the program completed meets the educational requirements for the National Register credential. However, individual circumstances vary, and, there are additional requirements that must be satisfied prior to being credentialed by the National Register of Health Service Psychologists and listed on the FindaPsychologist.org database. Doctoral students may apply to have their credentials banked and reviewed prior to licensure. For further information about the National Psychologist's Trainee Register and the National Register application process, consult the National Register's web site: www.nationalregister.org.

The program development was also guided by the American Psychological Association (APA) accreditation standards (*Guidelines and Principles for Accreditation of Programs in Professional Psychology*), but it is not APA accredited. The PsyD program will submit its Self-Study as an application to the APA Commission on Accreditation (CoA) in consultation with the Office of Program Consultation and Accreditation. For further information on APA Accreditation, see www.apa.org/ed/accreditation/index.aspx.

Students should be aware that the program might not meet psychology licensure requirements in all jurisdictions. Accordingly, students are strongly encouraged to become knowledgeable and proactive when it comes to psychology licensure requirements in the jurisdictions where they intend to practice. Information on state and Canadian provincial licensing requirements can be found at The Association of State and Provincial Psychology Boards (www.asppb.org).

Union Institute & University is accredited by The Higher Learning Commission and is a member of the North Central Association. For information on university accreditation, see:
<http://www.myunion.edu/about/accreditation.html>.

Masters Degree in Psychology within the PsyD Program

The PsyD program offers the Master of Arts (MA) degree with a concentration in psychology within the PsyD degree. While this degree is specifically designed for students who entered the program without a master's degree, all PsyD students who meet the minimum criteria are eligible to petition for the degree.

PsyD students wishing to receive the MA with a concentration in psychology submit a petition for the degree to the dean. The dean will review the student's academic file, notifying the student of any deficiencies that must be remediated. If all records are in order, the dean will recommend to the Registrar the awarding the degree (see Graduation Policy in the *UIU Catalog*). The MA degree will be awarded only after all academic, financial, and program components have been successfully completed.

Candidates must successfully meet the criteria for Satisfactory Academic Progress in the program and have successfully completed the following in the Union Institute & University (UIU) PsyD program:

- Minimum of two (2) full-time academic years of graduate study
- Minimum of 60 credits in graduate level coursework completed in or transferred to the UIU PsyD program
 - meeting the minimum credit requirements of specified core course content areas.
 - completing six (6) credits of PSY 800 level Practicum (minimum of 600 hours) in one academic year (see *PsyD Handbook* for practicum criteria). Credits received for additional Practicum cannot be used to fulfill minimum credit requirements above.
 - credits that have been earned to attain another graduate degree will not be recognized as eligible credit towards this degree.

This MA with a concentration in psychology is not considered to be a terminal degree, but attained within the PsyD degree. This MA with a concentration in psychology will be awarded by the university, but will not be included as a part of the regional or national graduation ceremonies.

Required Core Content Areas for the MA Within the PsyD

Students must complete the minimum credit hours in each of these core content areas (courses may only be used once to meet a content area). For a listing of courses that meet these criteria, see Course Distribution below.

- Biological Bases/Aspects of Behavior (3 credits)
- Psychological Measurement / Statistics (3 credits)
- Research Methodology / Research Design and Methodology / Research and Evaluation (3 credits)
- Human Development (3 credits)
- Dysfunctional Behavior or Psychopathology (6 credits)
- Professional Standards and Ethics / Scientific and Professional Ethics and Standards (6 credits)
- Theories and Methods of Assessment and Diagnosis / Psychometric Theory (6 credits)
- Theories and Methods of Effective Intervention (12 credits)
- Issues of cultural and individual diversity / Cultural diversity and social justice (4 credits)
- PSY 700 level electives (maximum 8 hours)

PsyD PROGRAM STRUCTURE

The PsyD program offers a doctoral degree with a concentration in clinical psychology.

Academic Calendar and Credit Hour, Term-Based Program

Union Institute & University operates its doctoral program in clinical psychology on a three-term, 12-month academic year calendar. PsyD students register three times a year by the beginning of each term. Full-time enrollment status is defined as registration for nine (9) or more credit hours per term; half-time is 4.5 credits per term.¹

Minimum/Maximum Program Length

The doctoral program in clinical psychology requires a minimum of three (3) full-time academic years of graduate study at Union Institute & University including one (1) year in full-time residence at UI&U (see Residency below). The PsyD program is a 120 credit hour degree program. **Any learning activities in addition to the required 120 credit hours do not bear credit and must be registered for “audit.”** Courses may be audited on a space available basis as determined by the faculty and Director of Clinical Training. Conditions or requirements for the audited class are determined by the faculty and the Director of Clinical Training. Learning activities taken for audit earn zero credits and are not calculated into the grade point average. Students are not eligible for Title IV financial aid for audited courses and courses which do not bear credit. Elective courses are included in the 120 credit hour degree program requirements.

The maximum amount of time allotted for a student to earn the doctorate of psychology with a concentration in clinical psychology is seven (7) years. Students who do not complete the degree requirements within the seven year maximum timeframe may be subject to academic dismissal from the program. Students are permitted to petition for a maximum of two one-year extensions beyond the seven-year limit. To obtain an extension, they need to submit a plan for completion to their Dissertation Chairperson describing the reason(s) they need an extension, the actions they will take, and a detailed timeline for these actions in order to complete the program in the following year. This plan must be reviewed and approved by their Dissertation Chairperson and then submitted to the dean for review and approval. A plan that cannot reasonably be completed within the one year extension will not be approved and the student will be dismissed from the program. This plan is due to the dean no later than three (3) months before the end of the student’s seventh year in the program or the end of their one year extension. Failure to complete all requirements within the extended time period(s) will result in automatic dismissal from the program.

Examples of reasons for an extension are as follows:

- Family/personal crisis, including health related issues
- Unanticipated problems with data collection or other related methodological issues
- Unanticipated change/loss of a chairperson and/or committee member

¹ Full time, as defined by the program and the Financial Aid office, is nine (9) credit hours per term. During the spring/summer term full-time is defined as half of this amount. Typically, a student takes an average of 30 credit hours per academic year over four years, for a total of 120 credit hours.

Course Delivery Model

The Psy.D. program presents courses in an organized, sequential manner, with each semester and year building upon prior learning experiences. In addition to courses, students engage in supervised clinical training experiences (see Practicum and Internship), as well as completing a Clinical Review and dissertation.

The program utilizes a distributed learning model to provide academic coursework in clinical psychology. The distributed learning model includes classroom-based (face-to-face) courses, online courses, and an integration of the two. During times on campus students participate in coursework and Professional Development Seminars, and interact with faculty, colleagues, and other professional psychologists in a wide range of professional related activities.

Classroom (face-to-face) courses are held on campus every other weekend during the academic year and during week-long biannual Academic Meetings (totaling six during the program) held in Brattleboro, VT in the fall term and in Cincinnati, OH in the spring/summer term. In the first year of the program, students attend classes every other weekend with all courses but one delivered in classrooms, totaling over 400 hours of student-faculty, face-to-face contact. In years two and three, students attend classroom courses one weekend per month, with student-faculty face-to-face contacts for over 250 and 200 hours, respectively.

In addition to classroom-based courses, students participate in hybrid and online courses. These courses can be accessed 24/7 and include structured units that need to be completed within specific time frames as indicated in the course syllabus. These courses include full-featured communication resources, allowing for both synchronous and asynchronous interaction between and among students and faculty. Online courses include all of the content and material included in on-the-ground courses, such as all course requirements as defined in the syllabus, live and/or recorded presentations, electronically mediated live faculty interactions, links to readings in the UI&U Library, exams, threaded discussions, faculty office hours, etc. Hybrid courses include both face-to-face, classroom based meetings and online components. They generally meet face-to-face for less than 50% of the course meeting time.

In addition to coursework, students must also complete two *practica* in psychology, with a minimum of 600 hours annually during years two and three, and then an Internship with a minimum of 2000 hours completed within 24 months (see Clinical Training below).

Student Course Load

All students take a prescribed sequence of required courses as well as electives. The curriculum is designed to provide students with generalist training preparing them for entry into the field of professional psychology. Electives offer students opportunities to focus on clinical practice, such as intervention and assessment.

Typically, students take a combination of three required and/or elective courses in each of the three terms during the year. In each of the first three years of the program, all students attend eleven (11) Professional Development Seminar meetings, with one meeting at each of the two Academic Meetings in Brattleboro, VT or Cincinnati, OH, depending on the student's cohort.

In the **first year of the program**, students attend courses *every other weekend* during the term. In **years two and three**, students attend classes *one weekend* a month. In **years one through three**, all students attend *biannual week-long Academic Meetings*, held in Brattleboro, VT in the fall and in Cincinnati, OH

in the spring.

During years two and three of the program, students are at a practicum placement for 600-800 hours each year, for a minimum of 1200 hours over the two years (see Clinical Training). Practicum placement must be within a five (5) hour drive from Cincinnati, OH or Brattleboro, VT and must be approved in advance. Students may choose to take an advanced practicum in their fourth year.

In the fourth year students take required and elective courses along with courses focused on the preparation and completion of their dissertation (see Research/Dissertation section). In year five they are at an internship placement for 2000 hours. If they select a half-time internship, they can complete it during years five and six, completing their 2000 hours within a 24-month period.

Residency

The doctoral program in clinical psychology requires a minimum of one (1) year in full-time residence at UI&U. The program provides these residency experiences specifically in the first year of the program in a range of formal and informal contexts. Students engage in additional residency experiences throughout the next two years of the program.

Learning at a distance is integral to the university's history and development and is closely aligned to its institutional mission and values. Union's distance education model has made it possible for Union Institute & University to support adult students who need to balance career, family, and other responsibilities, and to obtain the education and training necessary to advance their careers.

The Psy.D program recognizes the value of distance education for adult students, as well as *the need for psychologists-in-training to have primary experiences that facilitate their professional development and socialization to the field*. Thus, the program offers a distributed learning model, combining classroom based, face-to-face academic courses with distance education and clinical training.

The PsyD program's residency requirements are based on current professional education and training standards, specifically those delineated by the APA Commission on Accreditation (CoA) and Association of State and Provincial Psychology Boards (ASPPB)/National Register Joint Designation Committee. As such, the program specifically provides residency in the first year of the program in which students have all but one course in a direct, face-to-face classroom manner, totaling over 400 hours of student-faculty contact. This residency period is designed to facilitate student's professional development and socialization to the field and to enable faculty to evaluate and assess student competence across the clinical, academic, research, and interpersonal components of their doctoral training.

The program has structured its curriculum and related professional training experiences and activities to implement and meet these residency criteria in this first year, as well as augment them throughout the remainder of the program. The program provides a variety of structured and unstructured forms of professional and social interactions that foster and enhance the personal and professional development of each student. This professional socialization process includes extensive formal faculty-student contacts during the Initial Orientation, the biannual Academic Meetings, class meetings, Professional Development Seminars, and interactions with advisors, visiting professional psychologists and instructors, both face-to-face and in other interactional medium. In the context of these activities, there are also ample opportunities for informal interactions for faculty and students to establish personal and professional relationships.

The program also engages in all the usual and regular assessments and evaluative activities of a professional psychology program. This includes the ongoing and routine evaluation of students in the context of the program's goals, objectives and competencies. Based on these, as well as the professional standards of the field, faculty in the PsyD program continually evaluate and assess each student's knowledge, skills and attitudes in their clinical, academic, research, and ethical and legal functioning across the range of competencies in the program. Faculty, both individually and as a cohort, are able to specifically assess students' *personal and professional well-being, interpersonal competence, and personal abilities to engage in professional practice* in multiple contexts.

Structurally, every student belongs to a cohort moving through the program and taking the majority of courses together. Each cohort meets monthly (11 times per year) in day-long Professional Development Seminars. These meetings are held during each of the Academic Meetings (fall and spring/summer terms) and once a month during weekends throughout the remainder of the terms. During their weekends on campus, students interact with peers in their cohort, as well as with students in other cohorts during joint meetings, and with core and affiliated faculty in classes, meals, social events and program sponsored events.

During Academic Meetings (see *Academic Meetings* below), all students in the first three years of the program meet for classes and program related activities, interacting with core and affiliated faculty teaching during the specific term as well as program guests. Students may commute together, stay at each other houses, and share accommodations. They also participate in periodic program and/or self-organized formal and informal educational and social activities throughout the Meetings. During those intense weeks together during which they are fully immersed in the program, deep, supportive professional relationships are typically developed among members of the cohort as well as between students and faculty.

Repeated faculty interactions, at a minimum, include contacts with their advisor, their Professional Development Seminar leader, as well as with instructors in each of the other classes. While students have classes with both core and affiliated faculty, they have repeated contact with the core faculty throughout their program, all of whom serve as advisors.

Initial Orientation

All new students participate in an Initial Orientation at the beginning of the program, preceding the first of the six Academic Meetings. Each Initial Orientation is facilitated by knowledgeable faculty and staff experienced in the process of group interaction. They seek to create an atmosphere of mutual respect and affirmation and to encourage overall participation in discussions of the history, philosophy, and expectations of the PsyD program. PsyD faculty present their areas of interest, and current scholarship, practice, and research. Guest speakers are invited to present to the group, demonstrating additional models and roles of professional psychologists.

Students participate in presentations and discussions on the following:

- The multiple roles of clinical psychologists
- The UI&U philosophy, structure and systems
- The *PsyD Student Handbook*
- Campus Web, UI&U's online course management system
- Registration and Billing Authorization
- The UI&U Library
- Financial Aid

New students can have individual meetings with the dean and the Director of Clinical Training to review the student's academic and clinical background and professional development, and to discuss the student's clinical interests. They also meet with UI&U and PsyD support staff.

Students complete the Campus Web online tutorial and review all their courses.

Academic Meetings

All students participate in and satisfactorily complete six week-long Academic Meetings over the course of their first three years in the program. During these Academic Meetings, students have the opportunity to interact with both faculty and other students, in formal and informal contexts, facilitating their socialization into the field of professional psychology and providing faculty opportunities to assess students' personal and professional well-being, interpersonal competence, and personal abilities to engage in professional practice. Students have opportunities to discuss their shared personal, scholarly and clinical interests. Academic Meetings include classroom-based required courses and meetings of courses that will be offered in either a hybrid or online delivery during the term, as well as presentations by invited noted professional psychologists. Students meet with their Professional Development Seminar Leader, and their cohort has its first meeting during the fall Meeting. A typical Academic Meeting includes, but is not limited to, the following:

- Community meetings
- Community lunches and dinners, some with structured activities
- Colloquia/Special events with invited speakers
- Academic courses
- Initial meetings of all courses, including Professional Development Seminar
- Meetings with advisors
- Meetings with dissertation committee members and Chairperson
- Student Advisory Council meetings
- Social Justice Project

The fall Meeting is held in Brattleboro, VT and the spring/summer Meeting is held in Cincinnati, OH, with both attended by the entire PsyD community, including all students in years 1-3, all core faculty, and affiliated faculty teaching courses during that term, as well as guests.

Professional Development Seminars

Professional Development Seminars consist of 11 day-long face-to-face meetings held once a month, from September through July. All students are required to attend these monthly meetings for the first three years of the program. In addition to their structured content, Professional Development Seminars include a variety of other learning activities, such as formal academic, research, and clinical presentations, as well as discussions of process issues as they emerge in the group. Professional Development Seminars provide close faculty-student contact, enabling the Professional Development Seminar leaders to facilitate, monitor and evaluate each student's professional development in attaining the knowledge, skills and attitudes required to be a professional psychologist. These meetings also provide opportunities for informal networking, problem solving and peer consultation, enhancing the socialization to the profession.

The specific content, by year, is as follows:

Year 1: Social Justice and Ethics in Clinical Psychology: The first year Professional Development Seminar introduces students to the field of clinical psychology and to the multiple roles of

professional psychologists. Through readings, videotape presentations, classroom discussions, individual and group presentations, and online interactions, students gain knowledge of ethical and legal issues, professional standards, state licensing laws and rules, and diverse interpretations and applications of social justice in clinical psychology. Through readings, role-plays, and faculty presentations and discussions, students develop a working knowledge of basic clinical concepts and skills in preparation for the first practicum. Throughout the year there is attention to “self-in-role” issues such as boundary management, supervision, and the roles and responsibilities of psychologists-in-training.

- Year 2: **Clinical Conceptualization:** The second year Professional Development Seminar focuses on conceptualizing psychotherapy cases and integration of theoretical and applied clinical practices. Through readings, videotape presentations, classroom discussions, role plays/simulations, individual and group presentations, and online interactions, students develop increased skills in applying clinical theory to the development of therapeutic relationships, assessment procedures, the diagnostic process, and to the design and execution of clinical interventions in their practica. Students also acquire skills in preparing and reporting clinical experiences, both written and verbally. These courses are conducted in conjunction with PSY 801-803 Practicum.
- Year 3: **Clinical Presentations, Management and Supervision, and Clinical Review:** The third year Professional Development Seminar focuses on clinical presentations, along with issues related to supervision, consultation and the agency environment. Students will review literature on the above topics and discuss different supervision, consultation and management models and styles, and use their experiences as supervisees to consider issues of power and hierarchy in these processes. The second semester continues with a focus on clinical presentations, helping students prepare for their Clinical Reviews. These Professional Development Seminars conclude with the Clinical Review. These courses are conducted in conjunction with PSY 804-806 Practicum.

Course Distribution

The curriculum has been designed to meet the required knowledge areas as specified by the American Psychological Association’s Commission on Accreditation (APA), the National Register of Health Service Providers in Psychology (NR), and the National Council of Schools and Programs of Professional Psychology (NCSPP). Some courses address multiple areas, as indicated below and reflected in the syllabi, with the sum total being equal to or greater than the minimum number of required credit hours. These areas are also met in some degree in additional required and elective courses and in other components of the program, such as practicum and internship training, and dissertation.

Biological Bases/Aspects of Behavior (APA, NR)

<i>Course No.</i>	<i>Course Name</i>	<i>Credits</i>
PSY 725	Biological Bases of Behavior	3

Cognitive-Affective Bases/Aspects of Behavior (APA, NR)

<i>Course No.</i>	<i>Course Name</i>	<i>Credits</i>
PSY 723	Cognitive-Affective Bases of Behavior	3

Social Aspects/Bases of Behavior (APA, NR)

<i>Course No.</i>	<i>Course Name</i>	<i>Credits</i>
PSY 724	Social Bases of Behavior	3
PSY 712	Clinical Psychology and Systems Theory	2
PSY 713	Group Psychotherapy	3

History and Systems of Psychology (APA)

<i>Course No.</i>	<i>Course Name</i>	<i>Credits</i>
PSY 766	History and Systems of Psychology	3

Psychological Measurement / Statistics (APA, NR)

<i>Course No.</i>	<i>Course Name</i>	<i>Credits</i>
PSY 701	Foundations of Psychological Assessment	3
PSY 730	Statistics	3

Research Methodology / Research Design and Methodology / Research and Evaluation (APA, NR, NCSPP)

<i>Course No.</i>	<i>Course Name</i>	<i>Credits</i>
PSY 731	Qualitative Research in Clinical Psychology	3
PSY 733	Quantitative Research Methods	3
PSY 771	Dissertation Proposal Development I	2

Techniques of Data Analysis

<i>Course No.</i>	<i>Course Name</i>	<i>Credits</i>
PSY 730	Statistics	3
PSY 731	Qualitative Research in Clinical Psychology	3
PSY 772	Dissertation Proposal Development II	3

Individual Differences in Behavior (APA, NR)

<i>Course No.</i>	<i>Course Name</i>	<i>Credits</i>
PSY 715	Developmental Psychology	3

PSY 721	Adult Psychopathology	3
PSY 722	Child and Adolescent Psychopathology	3

Human Development (APA)

<i>Course No.</i>	<i>Course Name</i>	<i>Credits</i>
PSY 715	Developmental Psychology	3

Dysfunctional Behavior or Psychopathology (APA)

<i>Course No.</i>	<i>Course Name</i>	<i>Credits</i>
PSY 721	Adult Psychopathology	3
PSY 722	Child & Adolescent Psychopathology	3

Professional Standards and Ethics / Scientific and Professional Ethics and Standards (APA, NR)

<i>Course No.</i>	<i>Course Name</i>	<i>Credits</i>
PSY 751	Professional Development Seminar I: Social Justice and Ethics in Clinical Psychology	2
PSY 752	Professional Development Seminar II: Social Justice and Ethics in Clinical Psychology	2
PSY 753	Professional Development Seminar III: Social Justice and Ethics in Clinical Psychology	2

Theories and Methods of Assessment and Diagnosis / Psychometric Theory (APA, NR)

<i>Course No.</i>	<i>Course Name</i>	<i>Credits</i>
PSY 702	Cognitive Assessment	4
PSY 703	Cognitive Assessment Laboratory	2
PSY 704	Adult Personality Assessment	2
PSY 715	Developmental Psychology	3
PSY 721	Adult Psychopathology	3
PSY 722	Child & Adolescent Psychopathology	3

Theories and Methods of Effective Intervention

PSY 700	Foundational Clinical Skills	1
PSY 711	Individual Psychotherapy I	3
PSY 713	Group Psychotherapy	2
PSY 714	Individual Psychotherapy II	2
PSY 764	Family Psychotherapy	3
PSY 754	Professional Development Seminar IV: Clinical Conceptualization	2
PSY 755	Professional Development Seminar V: Clinical Conceptualization	2
PSY 756	Professional Development Seminar VI: Clinical Conceptualization	2

Theories and Methods of Consultation / Education and Consultation (APA, NCSPP)

<i>Course No.</i>	<i>Course Name</i>	<i>Credits</i>
PSY 741	Community Psychology	3
PSY 768	Education, Consultation and Organizational Development	3

Theories and Methods of Supervision / Management and Supervision (APA, NCSPP)

<i>Course No.</i>	<i>Course Name</i>	<i>Credits</i>
PSY 741	Community Psychology	3
PSY 758	Professional Development Seminar VIII: Management and Supervision	2

Theories and Methods of Evaluating the Efficacy of Interventions (APA, NCSPP)

<i>Course No.</i>	<i>Course Name</i>	<i>Credits</i>
PSY 712	Clinical Psychology and Systems Theory	2
PSY 754	Professional Development Seminar IV: Clinical Conceptualization	2
PSY 755	Professional Development Seminar V: Clinical Conceptualization	2
PSY 756	Professional Development Seminar VI: Clinical Conceptualization	2
PSY 759	Professional Development Seminar IX: Clinical Review	2

Issues of cultural and individual diversity / Cultural diversity and social justice (APA, NCSPP)

<i>Course No.</i>	<i>Course Name</i>	<i>Credits</i>
PSY 718	Cultural Influences on the Self	2
PSY 719	Cultural Competence in Clinical Practice	2
PSY 751	Professional Development Seminar I: Social Justice and Ethics in Clinical Psychology	2
PSY 752	Professional Development Seminar II: Social Justice and Ethics in Clinical Psychology	2
PSY 753	Professional Development Seminar III: Social Justice and Ethics in Clinical Psychology	2

Attitudes Essential for Life-Long Learning Scholarly Inquiry, and Professional Problem-solving (APA)

PSY 712	Clinical Psychology & System Theory	2
PSY 758	Professional Development Seminar VIII: Management and Supervision	2
PSY 741	Community Psychology	3
PSY 773	Dissertation Research I	3
PSY 774	Dissertation Research II	2

Relationship (NCSP)

<i>Course No.</i>	<i>Course Name</i>	<i>Credits</i>
PSY 700	Foundational Clinical Skills	1
PSY 711	Individual Psychotherapy	3
PSY 713	Group Psychotherapy	2
PSY 718	Cultural Influences on the Self	2
PSY 719	Cultural Competence in Clinical Practice	2
PSY 751	Professional Development Seminar I: Social Justice and Ethics in Clinical Psychology	2
PSY 752	Professional Development Seminar II: Social Justice and Ethics in Clinical Psychology	2
PSY 753	Professional Development Seminar III: Social Justice and Ethics in Clinical Psychology	2
PSY 754	Professional Development Seminar IV: Clinical Conceptualization	2
PSY 755	Professional Development Seminar V: Clinical Conceptualization	2
PSY 756	Professional Development Seminar VI: Clinical Conceptualization	2
PSY 764	Family Psychotherapy	3

Specialty Courses and Electives (a sample)

Substance Abuse: Assessment and Treatment	3
Cognitive-Behavioral Therapy	2
Clinical Psychopharmacology	2
Forensic Assessment	2
Integrative Assessment	2
Humanistic Psychotherapy	2
Dialectical-Behavioral Therapy	2
Sex Therapy	2
Positive Psychology	2
Clinical Hypnosis	2
Child and Adolescent Assessment	2
Introduction to the Rorschach	2

CLINICAL TRAINING

Practicum (PSY 801-806)

Each student is required to complete two *practica* in psychology, with a minimum of 600 hours annually. *Practica* are completed in conjunction with Professional Development Seminars IV-IX (PSY 754-759), and students must have a contract or be in the process of finalizing a contract with an approved site to register for Professional Development Seminar. The *practicum* is expected to provide supervised, introductory experiences in the application of psychotherapy, consultation, and assessment in a field setting (clinic, hospital, laboratory, college, or other mental health facility). The *practicum* must include at least two hours per week of face-to-face supervision by an onsite licensed psychologist, one hour of which must be individual supervision. A student's place of employment is not acceptable as a practicum placement. The student needs to remain in a position of a "student" throughout the training process.

The program utilizes a developmental training approach, in which expectations of competency increase as students proceed through the sequence of program requirements. Consistent with the training goals of the program, selection of students' specific practicum placements is an individualized process. The student, the Professional Development instructors, and the Director of Clinical Training work together to find the most appropriate placement available to meet the student's training needs.

When a relationship between the PsyD program and a new training site is being developed, the Director of Clinical Training or her/his designee will conduct an initial site visit. If the site meets the PsyD program's criteria, a formal affiliation agreement between the program and the practicum training site is developed. The field placement site will have a designated training coordinator who will be the liaison with the Director of Clinical Training in transactions and discussions relating to the PsyD trainee. The Professional Development Seminar Leader serves as the liaison between the program and the student's site supervisor; all supervisor evaluation forms will be submitted to the Director of Clinical Training.

In order to maintain close relationships with sites for monitoring and evaluating student's clinical work and supervision, the university has several contacts with supervisors and training coordinators during the course of the year. These contacts include the following:

- Once a student has been accepted to a practicum (after the formal site visit and approval), the Director of Clinical Training establishes formal contact between the program and the practicum training site.
- Prior to beginning the practicum placement, students are asked to complete a Practicum Learning Agreement with their supervisor that stipulates the hours, responsibilities and specific training goals for the practicum. The completed contract is given to their Professional Development Seminar Leader and Director of Clinical Training for review and their signatures.
- Students are required to use the Time2Track program provided by the Psy.D. program. This enables each student to log their practicum experiences, supervision hours, etc. in order to keep more accurate records. Professional Seminar Leaders will also have access to student Time2Track logs in order to ensure that student experiences are appropriate in type (i.e. supervision, direct contact hours, etc.) and that records are maintained regularly. An overview of the Time2Track resource is available in the Practicum Manual. Students will also need this information when they apply for internship.
- Approximately mid-way through the first semester of the academic year, the Professional Development Seminar Leader for each student contacts the field placement supervisor to schedule and then conduct an evaluation interview of the practicum student.
- Near the end of each semester that the student is at a site, the program obtains a formal evaluation of the student's performance from their field placement supervisor. Students are responsible for

insuring that the evaluations are completed and returned to the Director of Clinical Training prior to the end of the term. Copies of these evaluations will then be reviewed by the Professional Development Seminar Leader and Director of Clinical Training. When the Director of Clinical Training has confirmed completion of the *practicum*, it will be incorporated into the student's academic record and recorded on her/his transcript. If there are two (2) or more ratings by any supervisor at "Below Minimum" competence, then a Special Review is called.

- At the end of the training experience, students are asked to complete an evaluation of their field placement supervisor and the practicum experience. This document will become part of the student's academic record and maintained in the department files. Copies of these evaluations are used in faculty evaluations of the practicum placement site.

If a student experiences difficulty with *practicum*, she/he should first discuss the problem with the supervisor at the training site (it is expected that the student would be discussing these issues in Professional Development Seminar). If it appears that there may be continued difficulties or unresolved problems after talking with the supervisor, the student should further discuss the issues with the Professional Development Seminar Leader, who may then further consult with the Director of Clinical Training.

Each contact with field placement supervisors provides an opportunity to evaluate the quality of supervision and training as well as the progress of students. New field placement sites will be added each year, and sites will be eliminated when there is not a match between the UI&U program mission and the training, supervision and services offered by the training site. Students are encouraged to suggest new placement sites to the Director of Clinical Training who will pursue approval of the site for clinical training of PsyD students. Students should consult the Practicum Manual for details about the practicum search, placement and evaluation processes.

Practica Guidelines

The goal of the practica is to provide students with practical experience in clinical psychology under the supervision of a licensed psychologist. Practicum sites are varied and include community health or mental health centers; state and private hospitals (including residential treatment programs); schools; college counseling centers; forensic units; and geriatric settings. Students practice a full range of professional activities during practicum, based on their individual level of professional development and agreed upon learning goals.

Basic requirements of the practicum include the following:

1. Hours and duration: Students are required to complete two years of practica during their second and third year in the program. Each year must entail a minimum of 600 hours of practicum. Students may complete each practicum over two or three consecutive academic terms (length of training needs to be agreed to by the practicum site). However, time at the site must not be less than 12 hours per week. On average, half of the time at practicum should be spent in delivering direct services. Students are encouraged to continue their clinical training by choosing to complete advanced practica as part of their elective courses. The requirements for advanced practica will vary from those of the required practica.
2. Components: Over the two years of practica, students are expected to gain exposure to a broad range of clinical experiences in terms of practica setting, client population, clinical diagnoses, as well as in the application of a variety of assessment procedures and intervention modalities.

Specific clinical experiences will vary according to the students' needs and interests as well as by the offerings of the training agency. Students are expected to divide their time at practicum between assessment and intervention. Some practicum agencies are unable to provide training in all of the areas identified below, but may be approved as practicum sites because of the overall strength the training they offer. Nevertheless, students are expected to acquire all of them over the course of the two years of practica.

Specifically, clinical experiences to be acquired over the two years of practicum are:

- a. Individual Psychotherapy: Students are expected to provide individual psychotherapy. The practicum should offer experiences in long-term and short-term individual interventions.
 - b. Group Work: Students are expected to facilitate some type of group, which may include group psychotherapy and psychoeducational groups. This component of the practicum will optimally also contain both long-term and short-term activities. Functioning as a co-leader with a more experienced colleague is both appropriate and encouraged.
 - c. Psychological Assessment: Students are expected to administer, score, interpret, and integrate the data from a variety of intellectual and personality assessment instruments. These experiences should include exposure to the Wechsler scales, the MMPI, and the Rorschach. Students should have opportunities to observe the administration of the equivalent of one full psychological test battery, which optimally includes a measure of intellectual functioning, a measure of perceptual-motor functioning, a Rorschach, and an objective measure of personality. Opportunities to practice the administration, scoring and interpretation of these instruments should also be available. Students must administer, score, interpret, and write a report on at least three full psychological test batteries, under appropriate supervision, during the practicum training.
 - d. Social Systems Interventions: Students are expected to gain experience in working with the multiple social systems their clients interact with. Some examples of these systems are: families, schools, social assistance, and the judicial system.
 - e. Use of Outcome Measures (required of all practica): The student will utilize outcome measures to assess the effectiveness of his or her interventions with clients at practicum.
 - f. Additional learning experiences: Other training areas may include consultation, supervision, administration, research, program development, teaching, and more specialized forms of assessment. Participation in case conferences, staff meetings, seminars, colloquia, and in-service training programs should be available to the student, especially those in which students can witness the role psychologists play in professional settings
3. Supervision: Students must receive a minimum of two hours of face-to-face supervision each week, one of which needs to be individual supervision. The second hour of supervision may be individual or group supervision.
Supervision must be provided by licensed, doctoral level psychologists. Supervision could be provided by the same or by two different supervisors. The primary supervisor must have line responsibility within the practicum agency. The supervisor must also be present at all times when the student is at the site. If this is not possible, the supervisor should designate another staff member who is clearly available to the student for consultation during those times when the supervisor is not at the site.
 4. Ethical Practice: Agencies involved in training students are expected to practice in accordance to the standards of ethical professional practice. Ethical concerns and ethical practice should be a part of the learning imparted to students while at practicum. Practicum sites and students should

be familiar with the APA Ethical Principles of Psychologists and the pertinent laws of the state in which the site is located.

5. Compensation: Often students are compensated for the work that they perform while on the practicum. Union Institute & University strongly supports the policy of compensating students for practicum experience. This should be in the form of a stipend. A percentage of fees arrangement may not be used as the basis for practicum compensation.
6. Audio/Video Taping of Clinical Work: In order for the Professional Development Seminar Leader to become familiar with and be able to evaluate each student's clinical progress, it is helpful for students to bring taped samples of their work, with the written consent permission of their clients and the practicum site, to their Professional Development Seminar. Additionally, students in the second year of practicum are advised to include taped session(s) with clients as part of their clinical review materials. The availability of taping is highly encouraged.

Professional Liability (Malpractice) Insurance

Prior to students beginning a practicum, they are required to obtain and maintain professional liability (malpractice) insurance while enrolled in the PsyD program. It is expected that students will meet the minimum requirement of the state where they are engaged in supervised practice. This minimum is typically \$1,000,000/\$3,000,000, although in some states this may be higher.

Students are required to submit verification of their insurance coverage to the PsyD Office no later than one week prior to beginning practicum of **every consecutive academic year** (some sites may require this documentation earlier than this date). This is to be faxed and/or mailed to the PsyD office to the attention of the Director of Clinical Training.

There are various options for obtaining insurance coverage. Generally, premiums range from \$30-50 per year of coverage, and membership in a professional organization may be required. We encourage students to become members of The American Psychological Association of Graduate Students (APAGS - <http://www.apa.org/apags>). One of the many benefits of joining APAGS is access to Professional Liability Insurance from the APA Insurance Trust. If you have questions about professional liability insurance, please discuss them with your Professional Development Seminar leader or the Director of Clinical Training.

Clinical Review

After successful completion of all course work (through the end of the third year) and completion of practicum training (two years with a minimum of 600 hours each year, totaling 1200 hours), students are required to complete a Clinical Review.² This review is styled after the American Board of Professional Psychology (ABPP) Diplomate exam. The Clinical Review is under the direction of the Director of Clinical Training. The Clinical Review is designed to measure the student's overall competence to become a clinical psychologist, with an evaluation of the student's ability to apply the fundamentals of clinical research, assessment, and intervention knowledge to real clinical situations. Each student must successfully complete the Clinical Review before being eligible to apply for internship.

A **Clinical Review Committee** will be formed by the Director of Clinical Training. The committee will consist of two psychologists, with a core faculty member serving as chairperson and a core or affiliated faculty as the second member. The student will be notified of the composition of the committee shortly after s/he submits the Clinical Review materials.

The Clinical Review consists of the following:

1. **Professional Statement:** A written paper (5 pages maximum) summarizing the student's professional development to date, including areas of strength and weakness, and how this development relates to future plans for internship and post degree training and practice.
2. **Intervention Sample:** A 30-50 minute audio- or video (tape, DVD, or flash drive) recording (video preferred) of a clinical interaction that took place at the student's practicum. Ideally, video recordings should show the student/therapist and the client; at a minimum, it should show the student. If it is not at all possible to record sessions at the practicum site, the student is allowed to substitute a written transcript.
3. **Intervention Paper:** A paper (15 pages maximum) that provides both a theoretical orientation to the clinical example and a description and analysis of the clinical interactions.
4. **Assessment Report:** An assessment report previously completed by the student while on practicum, and signed by the supervisor with all identifying information removed. The assessment report should be based on assessment procedures that include cognitive and personality testing. Include copies of all testing protocols and/or raw data. (This is not a new product and should not be altered from the original report, except to remove identifying information.)
5. **Assessment Paper:** A paper (5 pages maximum) that provides the background of the assessment report.
6. **Oral exam:** The oral exam (lasting 60-90 minutes) will consist of a brief presentation (about 10 minutes) followed by a discussion between the student and two psychologists about the presentation and all submitted material.

(See Preparing the Clinical Review Samples for a detailed description of the above.)

All students should carefully follow the procedures outlined below to prepare for the Clinical Review.

² It is understood that students in their third year are still be in the process of completing their second practicum and completing their coursework by the time of submission of the Clinical Review. These students are still eligible to submit their Clinical Review as long as they are fulfilling the specified requirements of their practicum contract and successfully complete their coursework for the first three years, as approved by their academic advisor, at the time of their oral exam.

- a. **Prepare the intervention and assessment samples.**³ The written samples should reflect the student's own thinking and clinical work. The clinical example should be consistent with the student's theoretical orientation presentation. However, at the oral exam a student should be prepared to respond to questions regarding at least one other perspective or orientation and be able to demonstrate breadth of attitude, knowledge and skill. See below for information on preparing the intervention and assessment samples.
- b. **Submit a completed packet.** Three complete hard copies of all materials – written papers, copies of assessment protocols, and recording (DVD, CD, flash-drive) or transcript – are to be received by the Director of Clinical Training no later than 5:00 PM (EST) on last day of the winter semester during the term when the student takes PSY 758 Professional Development Seminar VIII. **This is a firm date:** any material submitted after the date, barring prior arrangement with the Director of Clinical Training due to rare and unusual circumstances, will not be accepted and the student will receive a grade of “U” (see Evaluation Process for the Clinical Review). In addition, the papers should not exceed the listed page limits (double-spaced typed pages using a 12-point font), not including the title page, abstract, references, and footnotes.
- c. **Attend the Oral Exam.** The Clinical Review oral session lasts approximately 60-90 minutes. Each student will have approximately 10 minutes to present an overview/summary of the clinical work. The student should be prepared to discuss any and all aspects of her/his theoretical model and clinical examples with the committee members. **The Oral Exam is audio recorded, providing a record of the process in the case that the student appeals the outcome of the Clinical Review. If the Clinical Review is successfully passed, the recording will be deleted.** Following the Clinical Review, committee members complete a Clinical Review Evaluation (CRE), which includes a rating and comments on the various clinical competency areas as well as an overall assessment of “S” (“Satisfactory”) or “U” (“Unsatisfactory for Technical Reasons or “Unsatisfactory for Substantive Reasons”). This written evaluation is signed by all committee members. Copies of the written evaluation are sent to the student and placed in the student's file. A review of “S” is required in order for a student to be eligible to apply for internship. See Evaluation Process below for reviews receiving an “Unsatisfactory for Technical Reasons” or “Unsatisfactory for Substantive Reasons” rating.

Clinical Review Committee. The chairperson of the CR committee must review and verify that the written reports and supporting materials are complete and in compliance with all requirements before the oral exam can be scheduled. After the DCT has received verification from the chair, she/he will schedule the date of the oral exam and notify the student. Typically, the Orals will take place four to six weeks after the student submits the materials; it will be conducted on the campus of the student's cohort or during one of the Academic Meetings.

At the oral exam, the chair is expected to lead the evaluation in a respectful, collegial manner so that the process is akin to a consultation and evaluation of one's professional development as a clinician. The DCT or designee will be present at the oral exam. After the student makes a presentation and there has been an exchange between the student and the committee, the student will be asked to leave the room for approximately twenty minutes. Each committee member will complete a Clinical Review Evaluation (CRE) Panel Member Report/Worksheet with his/her ratings. Members will then discuss their ratings and try to reach consensus on them, which will then be recorded on the Clinical Review Evaluation report

³ All clinical information presented in the clinical review must conform to the guidelines on confidentiality as described in the APA *Ethical Principles of Psychologists and Code of Conduct*. In addition, when clinical material is obtained at the student's practicum, the student will abide by all existing agency standards. This may include signed releases and videotape permissions.

(CRE). The student will be invited back to the room and advised of the results at the conclusion of the meeting.

NOTE: If the committee cannot reach consensus, the student will be informed that a decision had not been reached and the committee will confer with the Director of Clinical Training or designee as a third committee member. The student will be informed of the decision verbally and in writing as soon as possible (within one week of the orals), and the decision of the third member will be binding. Students who receive a “U” will be provided with specific areas that have been determined to be unsatisfactory and indications on how to address them in the next submission. Depending on committee recommendations, the student may be allowed to submit a revision of the first paper or may be required to submit a new paper and/or recording.

The Clinical Review must be successfully completed before a student can apply for internship. If the Clinical Review is not satisfactorily passed (achieving a grade of S) on the first attempt, the student must satisfactorily pass it before the end of the following academic year in which the student is enrolled in the program. The specific date for a resubmission of the Clinical Review material is to be negotiated with the student and finalized by the DCT. If the student does not take the exam within this time period or does not satisfactorily pass on a second attempt, the student will be recommended for dismissal from the program.

Preparing the Clinical Review Samples

The purpose of this review is to enable the committee to have an overview of the student’s professional development and to evaluate and assess that the student is able to conceptualize and conduct her/himself at the level of clinical competence expected of a third year psychology doctoral student. Students prepare for the Clinical Review by submitting a recording (audio or video) of a therapy session, a professional statement, an intervention sample, an intervention paper, an assessment sample, and an assessment paper.

The *professional statement* is a written paper (5 pages maximum) thoroughly addressing the following three points: (1) describe the clinical work done so far in the student’s training; (2) provide examples of professional development, including specific examples of awareness and experiences with cultural diversity and social justice issues and how these have affected the student, and (3) describe internship training and long-term plans within the field of psychology. This professional statement should reflect an introspective look at oneself.

The *intervention paper* is a written summary of the student’s theoretical orientation and a clinical summary explaining its relevance and application to the interaction on the recording. Students may write from any theoretical orientation, demonstrating the ability to thoroughly conceptualize, present and discuss the clinical example from that perspective. The theoretical presentation should be substantive, but generally should not be longer than a third of the paper. The clinical summary should be written so that a reader will have a sense of the assessment procedures used, the conclusions drawn from the assessment, how these led to treatment, the course of treatment, and the outcome of this interaction(s). Remember that this should not simply be a listing of various techniques of treatment, but should reflect knowledge of the person(s), how the theoretical choice was made and how it influenced the treatment intervention, how the relationship between the student and the client system influenced the course of therapy, and how the interactions may have affected the student. We want to be sure that the student is aware of him/herself as a *participant* in the clinical process. It is not necessary that the example be one where the outcome was brilliant; the committee will accept one that did not have a completely successful outcome. But the student should be prepared to discuss the reasons for any problems and how these kinds of issues

might be addressed in the future, whether it is a discussion of models and/or approach. The paper should include any medical, ethical, legal, diversity, and social justice issues relevant to the clinical example.

The paper must be a new product. It cannot be a paper that has been submitted to any prior class in the program or in another setting. While it is understood that a student may have discussed the clinical situation in courses (such as Professional Development Seminar) or with a site supervisor, students are explicitly required **not to have anyone read or edit the paper or provide feedback** based on having read the paper. This includes (but is not restricted to) colleagues, other students, faculty, supervisors, friends or relatives. Students are free to discuss the clinical situation in appropriate contexts and obtain commentary and supervision on the work and thinking. The intervention paper should be no more than 15 double-spaced pages, not including the title page, abstract, references, and footnotes, with approximately 10 or 12 of those pages addressing the clinical components. The intervention paper should contain sufficient detail so that another person who reads the paper will have a solid understanding of what has been done and why, and what they might need to do if they were to take over the situation.

An intervention paper should include and address the following information, when relevant:

- demographic characteristics
- multicultural/diversity/social justice issues
- biological/medical issues
- presenting problem
- personal history and/or family history
- appearance, general attitude, and any peculiarities in thought, or perception seen during the interview(s)
- results of any formal assessment procedures
- difficulties encountered
- ethical and/or legal issues

Furthermore, the following elements are required and each should be addressed specifically within the intervention paper:

- clinical formulation, including DSM diagnosis and justification
- treatment plan, including evidence-based practice
- treatment progress, outcome and how it was evaluated, and prognosis
- examination of “self-in-role” and any personal reactions to the clinical situation

The *assessment report* is a copy of a formal assessment completed by the student at practicum, with all identifying information removed. The student must include copies of all testing protocols and raw data. It is understood that this report will be developed in consultation with the student’s practicum supervisor.

At a minimum, the assessment report must contain all of the following:

- diagnostic interview
- formal cognitive assessment
- formal personality assessment (in the case of a child assessment, broad-based behavioral measures may be used if personality assessment procedures are not appropriate)

The report should also include any other instruments that were done to support the assessment process (e.g., BDI, BAI, adaptive functioning measures, etc.).

The *assessment paper* (5 pages maximum) provides the background of the assessment report. This paper should provide a description of the clinical setting, why the particular assessment instruments were chosen, and discuss relevant ethical, diversity, and social justice issues. As with the intervention paper,

though some of the issues about the assessment may have been discussed with the supervisor or in Professional Development Seminar, this paper must be an original work that has not been shown to or edited by others. The assessment paper should include most of the following:

- the context and setting where the assessment was done
- the referral question
- client demographics
- client background/review of records/developmental history
- relevant biological/medical issues
- why the particular assessment instruments were chosen
- a critique, if relevant, of the assessment process, (including instrument selection, interaction with client. etc.), and looking back, how the assessment might have been done differently
- any relevant ethical and/or legal issues or concerns
- relevant diversity and social justice issues that might affect the interpretation of results
- theories relevant to interpretation of results

The following elements are required and should be addressed in detail:

- DSM diagnosis and justification (e.g., why other diagnoses were ruled out)
- implications of the assessment results
- a description of how the assessment results were communicated to the client, what their reactions were, and how the student might have handled it differently looking back

Preparing for the Oral Exam

In the oral presentation, the student may wish to provide further outcomes of the contacts with the clients(s) or system that have occurred since the paper was written. The committee may ask the student to present portions of the therapy session to discuss and explain the student's intervention style and skills. As described above, the student should be prepared to discuss the clinical situation from an alternative theoretical and applied perspective.

Evaluation Process for the Clinical Review

The evaluation of the Clinical Review is based on scoring of the written products and the oral examination, with the committee reaching consensus on a single evaluation. The outcome of the Clinical Review may result in a summary rating of **Satisfactory**, **Unsatisfactory for Technical Reasons**, or **Unsatisfactory for Substantive Reasons**.

If "**Satisfactory**," no further action is required by the student and the Clinical Review requirement is met.

An "**Unsatisfactory for Technical Reasons**" indicates that directions were not clearly followed (i.e., missing the deadline, not meeting page requirements, missing components to the materials, recording is defective, etc.), and while this does not necessarily reflect the quality of work, the Clinical Review is not passed. If this is the student's first attempt at the Clinical Review, the student must repeat all or part of the Clinical Review (as specified by the committee).

An "**Unsatisfactory for Substantive Reasons**" rating results in a failed Clinical Review. If this is the student's first attempt at the Clinical Review an "Unsatisfactory for Substantive Reasons" rating requires that the student repeat all or part of the Clinical Review (as specified below). The committee will make specific recommendations, which may include recommendations for the student to take specific courses

and/or practica experiences. Depending on the scope of the recommendations of the committee, a Special Review may be requested.

Submission of Second Clinical Review

Based on the decision of the Clinical Review committee, the student may be allowed to submit a revision of the same product or a new one. The committee will provide the student with feedback specifying the areas of concern in the papers, video/transcript and/or Orals within one week of the Oral exam. The student must resubmit documents specified by the Clinical Review committee for a second Clinical Review, and attend an Oral Exam. The student is not eligible to apply for internship until the Clinical Review has been successfully completed.

Evaluation Process for a Second Clinical Review

A student who receives a “U” on her/his Clinical Review will be required to repeat the Clinical Review. These second documents **are due no later than 5:00 PM (EST) on last day of the Winter term of the following year** of enrollment. The student is permitted to submit the documents prior to this final date and an Oral Exam date will be scheduled by the Director of Clinical Training within four to six weeks following submission of all material.

A student who receives a “Satisfactory” rating on the second Clinical Review will continue in the PsyD program and be eligible to apply for internship. A student who receives a second “Unsatisfactory” for either “Technical or “Substantive Reasons” will be recommended for dismissal from the program.

Evaluative Criteria

The papers, accompanying video, and oral presentation are evaluated based on the criteria in the Clinical Review Evaluation (CRE) with the understanding that the committee members are free to use their judgment in interpreting these basic descriptions.

Guidelines:

1. The papers are to be written according to APA style.
2. Three copies of all papers and materials must be submitted to the Director of Clinical Training as hard copies. Three copies of the intervention sample must be submitted on a DVD, CD or flash drive.
3. The papers and all supporting materials must be received in the Psy.D. program office no later than 5:00 PM (EST) on the last day of the Winter term during which the student takes PSY 758 Professional Development Seminar VIII. There are no extensions, barring prior arrangement with the Director of Clinical Training due to unusual circumstances. There are also no extensions on the date negotiated for submission of rewrites. Late papers will automatically receive a grade of “U.”

Clinical Internship (PSY 830-841)

Clinical internships typically take place over a 12-month period and usually occur in the fifth year of the PsyD program. The program requires 2000 hours of supervised internship training. With the approval of the Director of Clinical Training a student may elect to do a half-time internship over a 24 month period during their fifth and sixth years. Students who elect to complete their internship on a half-time basis over a 24 month period should check with the Financial Aid Office to determine any impact a half-time internship would have on their financial aid eligibility and loan deferment status, if applicable.

Prior to applying for internship a student must have their entire file reviewed by the DCT. After a student's successful completion of all course work (through the end of the third year), practicum training (two years with a minimum of 600 hours each year, totaling 1200 hours), and successful completion of the Clinical Review, the faculty advisor and DCT conduct a comprehensive annual review of the student's record, including academic, clinical, professional and interpersonal development. After a satisfactory completion of this review, the DCT provides the student with notification that the student can begin the internship application process.

Please note that internship selection is highly competitive. It is the student's responsibility to manage and monitor the internship application process. The program is not responsible for placing a student or for a student not being selected for an internship placement.

The clinical internship prepares the student for the general practice of psychology, through training that increases in difficulty in both clinical skills and levels of responsibility. In addition to providing training in the general skills of a clinical psychologist, internships may also include intensive rotations in special interest areas (e.g., child psychology, forensic psychology, family psychology, etc.).

Students typically become eligible to apply for internships in their fourth year of training. Due dates for internship applications range from mid-October to early November. Each student should notify the Director of Clinical Training of the intention to apply for internship in the summer preceding the application. The faculty of the doctoral program will provide support to internship applicants during this process with advising, letters of recommendation, and direction in the application process.

Please note: All students are required to apply for an internship through the Association of Psychology Postdoctoral and Internship Centers (APPIC). Upon successful completion of all courses of the first three years in the program (including 1200 hours of practicum) and receiving a satisfactory rating in the Clinical Review, students may apply for internship during the fall term of their fourth year in the program. In order to continue the application process and "rank" selections, students must have successfully completed PSY 772 Dissertation Proposal Development II, which requires having had their dissertation proposal approved by their committee. The proposal must be approved no later than two weeks prior to the posted *Phase I Rank Order List Deadline* on the APPIC web site (see: www.appic.org/Match/About-The-APPIC-Match/APPIC-Match-Dates). If students have not had their proposal approved by this time, they will not be allowed to rank programs. Downloadable applications and an online Directory of Internship programs as well as other student support services are available at www.appic.org.

Students should begin preparation for clinical internship as early as the second year of the PsyD program. APPIC applications require a detailed accounting of clinical training experiences and supervision. We strongly recommend that all students keep track of all training hours and experiences from the beginning of training.

Following the Clinical Review, students should expect to spend time during the summer of the third year preparing for internship applications by reviewing the APPIC Directory to find interesting and appropriate internship sites. Students should request information and applications from selected sites and decide on three people (at least one full-time faculty and up to two clinical supervisors) to write letters of recommendation.

Internship sites will invite highly rated applicants for interviews in December and January. In the first week of February, applicants will submit a rank ordered list of internships to the National Matching Service. Approximately three weeks later, applicants will receive notice of their placement via email and the Internet. Students who do not receive an internship placement on Match Day will work with the Director of Clinical Training until an appropriate alternative is found.

Some students may wish to pursue a placement at a non-APPIC site in addition to their APPIC application(s). For a proposed internship site not listed by APPIC or accredited by APA, the Director of Clinical Training will discuss the development of agreements with the site, with the understanding that the internship must be equivalent to APPIC minimum criteria (for specific listing of APPIC policies, see <http://www.appic.org/About-APPIC/APPIC-Policies>). This will be supported by signed clinical affiliation agreements between the internship and the program.

Students should expect to be interviewed, as all internship sites require in-person assessment of the qualifications of potential interns. Students should propose an internship to the Director of Clinical Training, who must approve it in advance.

The on-site internship supervisors will evaluate the internship experience; those evaluations become a part of the student's academic record following review and acceptance by the Director of Clinical Training. An evaluation checklist will be used to ensure consistency in the assessment process.

The completion of the clinical experience requirements of the PsyD program must be verified by a formal statement of completion from the internship site.

The clinical component of the PsyD program is designed to integrate all of the student's academic and professional practice experiences. In the first three years, students engage the clinical component through coursework, Professional Development Seminars and the supervised practicum. The fifth year clinical internship is the culmination of the clinical component.

Internship criteria: For programs that are not APPIC members or APA approved

The internship must meet the following criteria:

1. The internship experience is for a minimum of 2000 hours, completed in no less than 12 months and no more than 24 months.
2. The psychology internship is an organized training program, which in contrast to supervised experience or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences. The primary focus and purpose is assuring breadth and quality of training.
3. The internship agency has a clearly designated doctoral level staff psychologist who is responsible for the integrity and quality of the training program. This person is actively licensed,

certified, or registered by the State Board of Examiners in the jurisdiction where the program exists, and is present at the training facility for a minimum of 20 hours a week.

4. The internship agency training staff consists of at least two full-time equivalent doctoral level psychologists who serve as primary supervisors, who are actively licensed, certified, or registered as a psychologist by the Board of Examiners in the jurisdiction where the program exists. (It is expected that interns receive supervision during the year from at least two different supervisors.)
5. Intern supervision is provided by staff members of the internship agency or by qualified affiliates of that agency who carry clinical responsibility for the cases being supervised. At least two hours per week of regularly scheduled, face-to-face individual supervision is provided by one or more doctoral level licensed psychologists regardless of whether the internship is completed in one year or two. Supervision is provided with the specific intent of dealing with psychological services rendered directly by the intern.
The internship provides training in a range of psychological assessment and intervention activities conducted directly with recipients of psychological services.
6. At least 25% of the trainee's time is in face-to-face psychological services with patient/clients.
7. The internship must provide at least two hours per week in didactic activities such as case conferences, seminars, in-services training, or grand rounds.
8. Internship training is at post-clerkship, post-practicum, and post-externship level, and precedes the granting of the doctoral degree.
9. The internship agency has a minimum of two doctoral level interns at the internship level of training during any period of training. The internship agency has a minimum of two interns at the predoctoral level of training during any training year. These interns must be at least half-time (i.e., 20 hours per week).
10. The internship level psychology trainees have a title such as "Intern," "Resident," "Fellow," or other designation of trainee status.
11. The internship agency has a written statement or brochure that provides clear description of the nature of the training program, including the goal and content of the internship and clear expectations for quantity and quality of the trainee's work. It is made available to prospective interns.
12. Internship programs have documented due process procedures, including notice, hearing, and appeal for interns. These procedures are given to interns the beginning of the training period.
13. Programs are required to issue a certificate of internship completion, which includes the word "Psychology," to all interns who have successfully completed the program.
14. At least twice a year, the internship program conducts formal written evaluations on the intern's performance.
15. The internship training is a formal training program conducted within the range and spirit of the APA, APPIC, and the National Health Register for Psychologists guidelines. The internship is designed to fulfill Union Institute & University's PsyD program in clinical psychology

requirements for a Pre-Doctoral Internship. The Director of Training is a licensed psychologist in the state of the site's location.

RESEARCH/DISSERTATION

The Doctoral Dissertation⁴

The doctoral dissertation is the culminating activity that requires the student to demonstrate mastery of an area of professional interest and to make a meaningful contribution to the definition or solution of a problem or question, or elucidation of an area of clinical interest. Students are required to submit in writing and orally defend the results of their dissertation, demonstrating their ability to apply psychological principles to clinical problems. Students develop their dissertation throughout their program including registration for Dissertation Development courses, PSY 771 – 774. This includes two courses specifically for the proposal development - PSY 771 Dissertation Proposal Development I (2 Credits) and PSY 772 Dissertation Proposal Development II (3 Credits) - and two courses for the writing of the dissertation - PSY 773 Dissertation Development I (3 Credits) and PSY 774 Dissertation Development II (2 Credits).

During PSY 771, Dissertation Proposal I, students finalize the selection of their dissertation committee Chair. Along with the Chair, the student will then choose the rest of the committee (see below).

The student works closely with the dissertation committee Chair in designing the Dissertation and deciding on the process for realizing it. Committee members serve as methodological and content consultants and work with the student and Chair toward approval of the proposal. The final product must demonstrate that the student can critically examine a problem, integrate information, operationalize concepts, implement a research project, and communicate the essential aspects of the study to professional psychologists. The project provides the PsyD student the opportunity to demonstrate the critical thinking and writing skills essential for professional practice in a manner consistent with the traditions of psychology.

Students typically complete their dissertations before or during their year of clinical internship. Students who do not complete their dissertation by the end of the clinical internship may register for Dissertation Supervision, DIS 778-783.

Dissertation research may rely upon qualitative or quantitative research, or both, and require collecting, analyzing, and interpreting data. Some studies involve collecting original data through interviews, surveys, observations, or other methods, while other studies involve the secondary analysis of archival data that is already available in government archives, agency records, or other sites. Students may also conduct meta-analyses and program evaluations. The key to an acceptable dissertation project is that it adds to the knowledge in an area and makes a genuine contribution to the field of clinical psychology.

Statistics

In order to prepare students for their dissertation and future research activities, the program provides both foundational and advanced education in statistics. Statistics is offered as a stand-alone course (PSY 730), as well as integrated in the research sequence of courses. In addition, the PsyD program requires

⁴ The following is a summary of the dissertation process and requirements. For a detailed description of the dissertation process, see the *PsyD Dissertation Manual* on the PsyD web site.

students to complete a non-credit Pre-Statistics course (PSY 707) as a self-paced tutorial/course that students complete during their first year in the program. The criteria for satisfactorily completing this course is the following:

- Upon admission to the program, students are given access to a not-for-credit PSY 707 Pre-Statistics course with their access to Campus Web.
- Students are required to pass the final exam at the 80% level prior to the end of the Spring/Summer term of the first year.
- Students are provided with a recommended timeframe, according to course units, to complete the course by the end of their first year.
 - For example, the first eight (8) units of this course parallels the material provided in Foundations of Assessment in the Fall term of the first year.
- Students may complete the course by taking the final exam at any time during the first year. Therefore, students who feel particularly confident are not required to spend the whole year on the course; simply taking and passing the final exam is sufficient.
- Students who do not successfully complete PSY 707 by passing the final exam are required to register for and complete a 1 credit Independent Study in Pre-Statistics prior to registering for PSY 730 Statistics.
- Students who enter the program and transfer Statistics within the past five (5) years will be exempt from taking the Pre-Statistics exam.
 - Students who have taken a Statistics course beyond five (5) years from entering the program will be required to pass the PSY 730 exam at the 80% level.

The Dissertation Proposal

The Methods section of dissertation proposal is written in the future tense, describing a plan that has not yet been implemented. The proposal, as the dissertation, must be written according to APA style (*The Publication Manual of the American Psychological Association*).

Dissertation Proposals typically include a literature review, a statement of the problem under study and specific hypotheses or questions to be explored, a detailed method section, and a series of proposed analyses, often including a power analysis. The dissertation proposal is a comprehensive document that in many ways looks like a completed dissertation. For example, the introduction and the methods of the proposal will in most cases not change significantly from the proposal to the finished dissertation. These sections must be written in great detail. The main differences between the proposal and the completed dissertation are that the completed dissertation will include a results section with actual data instead of proposed analyses and a discussion section. The literature review, theoretical foundations, hypotheses, and methods must be complete for the dissertation proposal to be accepted. Dissertation research projects should have some relevance to clinical psychology, have some social justice implications (which the student will discuss in the proposal), and be sufficiently innovative or novel to be publishable.

The Dissertation

The final project in the dissertation process is a paper that the Committee believes to be of sufficient quality to be accepted by a relevant journal for publication. The student is expected to submit this paper and show proof of reception to the Committee. The final product of the dissertation process, besides the submitted paper, prepared in accordance with the Journal's formatting instructions, is a document submitted to ProQuest which contains the dissertation proposal revised to reflect the past tense and what was actually done (if any revisions to methods took place) and results and discussions sections. These

last two sections may be the same as those in the publishable paper. The dissertation to be submitted to ProQuest must be prepared in the format of the American Psychological Association.

All students will take ten (10) credits of Dissertation Development.⁵ A typical sequence of how one proceeds towards completion of the dissertation is as follows:

PSY 757 Professional Development Seminar VII (Year 3):

Beginning process of selection of a Chairperson

PSY 771 Dissertation Proposal Development I (Year 3):

Students begin research into their selection of a topic area, finalize an area, and begin preliminary preparation of their proposal. Students finalize selection of a Chair and select their committee members.

PSY 772 Dissertation Proposal Development II (Year 4):

Students complete their dissertation proposal and successfully defend their committee.

PSY 773 Dissertation Development (Year 4):

Students receive Institutional Review Board approval for their study and begin to collect data.

PSY 774 Dissertation Development (Year 4):

Students continue collecting and analyzing data, moving toward the writing of their final documents.

The Dissertation Chair

The Dissertation Chair assumes the role of primary supervisor of the student's doctoral dissertation. Only core faculty, who have participated in at least three dissertation committees can assume the role of Dissertation Chairperson. The student and Dissertation Chair will collaborate in selecting the remaining committee members. The Dissertation Chair must be selected while the student is registered for PSY 771. The Committee Chair has primary responsibility for reading and critiquing the proposal and final dissertation. The Chair will forward the final documents to other committee members only after approving them.

The Dissertation Committee

The selection of Committee Members is done by the student in close consultation with the Chairperson. Committee members should be chosen for their interest and expertise in issues related to the content of the proposed dissertation or the specific research methods to be used. Students should also try to select members who can contribute to conducting the study as well as analyzing and writing the results in ways that show understanding of issues relating to relevant cultural diversity and social justice issues. Field placement supervisors and affiliated faculty who are expert in issues relating to the research or involved in research at training sites may be helpful committee members. Some students will choose a methods specialist (usually a core faculty member) and a content specialist (possibly an affiliated faculty or field supervisor).

The minimum qualification for the three central committee members is the doctoral degree in psychology or a related field. If there is someone a student desires to be on the committee who has specific expertise

⁵ In the unusual circumstance where a student has completed the dissertation proposal and it has been approved by the committee prior to taking PSY 772, she/he can waive that course and begin PSY 773.

Research with Human Subjects and the Institutional Review Board

Ethical considerations must also enter into any research conducted with human subjects. The University's Institutional Review Board (IRB) considers and must approve all studies involving human subjects proposed by students and faculty. The IRB requires proposed studies to comply with applicable professional standards (Standards 8.01 through 8.08 of the APA Ethical Principles of Psychologists and Code of Conduct) with regard to research participants, informed consent, use of deception, freedom to withdraw from participation, and confidentiality.

In addition to the dissertation, a student may need IRB approval for research activity with human subjects in courses, practica, and/or the clinical internship. If a student is conducting research at another institution, she/he may need approval from that institution's IRB in addition to UI&U IRB approval. A good guideline to follow is to contact the IRB coordinator whenever one is unsure if IRB approval is required.

Information about the IRB's requirements can be found on the IRB web site at <http://www.myunion.edu/offices/irb/>. The website includes access to an online course that must be completed prior to submitting an IRB application. The IRB requires submission of a complete research proposal, following a prescribed format. A student must have the IRB's written approval before beginning any studies involving human subjects—whether the study is part of a course, practicum, a dissertation, or clinical internship.

Extension Options

Dissertation Supervision (DIS 778-783)

If a student is registered for the Clinical Internship in Year Five and does not complete the research and writing of the dissertation by the end of Year Five, he/she must register for Dissertation Supervision. Dissertation Supervision is a non-credit course that is considered the equivalent of full-time academic work for registration status. The dissertation committee must recommend registration for Dissertation Supervision with approval of the Dissertation Chair. Students may register for up to six writing extensions while completing research and writing of the dissertation.

During Dissertation Supervision, the Dissertation Chair will monitor the progress of the student and complete and sign an Attendance and Engagement statement, attesting to the student's full-time engagement in DIS 778-783 – the completion of their dissertation.

Dissertation Research and Writing Extension (CEX 799)

If a student does not complete the research and writing of the by the end of spring/summer term, year 7, the student may apply for an extension. Dissertation Research and Writing Extension is a non-credit course that is not considered the equivalent of full time academic work for registration status. The Dissertation Chair must recommend registration for Dissertation Extension by approval of the Dissertation Chair. If approved, students must register for Dissertation Research and Writing Extension (CEX 799) and can take up to six semesters (two academic years) while completing research and writing of the dissertation. The CEX 799 course extension does not qualify students for financial aid or for in-school deferment status. The Registrar's Office will report students on this extension as registered for less than half-time during the next scheduled report to the National Student Loan Clearinghouse.

Program Completion Extension (PCX 799)

When a doctoral student reaches the end of the intended final term of full-time academic enrollment (last registered term of nine or more credit hours or Dissertation Supervision) and needs additional time to prepare final documents for the dean's review/approval, he/she is required to register for PCX 799 – program Completion Extension (0.00 credits) for the subsequent four-month term. In order for a student to have this four-month completion extension approved, the student must have successfully completed all prior enrollment terms. (See tuition/fee schedule above).

Registration of PCX 799 is required as follows: The program completion extension affords a student additional time to respond to recommendations for edits as a result of the Dissertation Defense Meeting or Dean's review. No new academic learning activities may be undertaken during or after this program completion extension registration period. The extension period is not a new term of enrollment for academic credit. Registration of PCX 799 will be for a four-month extension of the student's non-academic registration status so that final documents can be reviewed and approved. No more than three (3) extension terms will be approved.

The PCX 799 program Completion Extension does not qualify students for continuing financial aid or for in-school loan deferent status. The Registrar's Office will report students on this extension as registered less than half-time during the next scheduled report to the National Student Clearinghouse.

STUDENT EVALUATION

All PsyD students are provided with feedback in multiple ways throughout the course of their program, including the Grade and Course Evaluation Form, Practicum Supervisor Evaluation Form, Assessment of Student Relationship Competencies, and the Annual Review. In the Grade and Course Evaluation Form, students receive both quantitative and qualitative feedback regarding their performance in each course and its individual competencies, as well as evaluation on related program objectives. Students receive written qualitative and qualitative feedback from their site (practicum and internship) supervisor twice a year. Their Professional Development Seminar Leader is in contact with the site supervisor once per term for a report on the student's progress and meets with the student monthly in class to discuss issues related to their clinical training and any training goals for the next year. Students receive written evaluations from their peers and Professional Development Seminar Leader on the Assessment of Student Relationship Competencies form, as well as completing a self-evaluation. All evaluations are available for the student to review through the online program Evaluation Database.

Comprehensive Evaluation of Competence⁶

Faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to coursework, practicum/internship training, scholarship, Clinical Reviews, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

⁶ This component of program policy was adapted from a document developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC) (<http://www.apa.org/ed/graduate/cctc.html>) and approved by the CCTC on March 25, 2004.

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

Although the purpose of this policy is to inform students and trainees that evaluation will occur in these areas, it should also be emphasized that a program's evaluation processes and content should typically include: (a) information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable); (b) information regarding the primary purpose of evaluation (e.g., to facilitate student or trainee development; to enhance self-awareness, self-reflection, and self-assessment; to emphasize strengths as well as areas for improvement; to assist in the development of remediation plans when necessary); (c) more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and (d) opportunities for remediation, provided that faculty, training staff, or supervisors conclude that satisfactory remediation is possible for a given student-trainee. Finally, the criteria, methods, and processes through which student-trainees will be evaluated should be clearly specified in a program's handbook, which should also include information regarding due process policies and procedures (e.g., including, but not limited to, review of a program's evaluation processes and decisions).

Faculty Advising

Upon entry to the program, each student is assigned an academic advisor who has an ongoing relationship with the student throughout her/his academic career. This involves maintaining an overarching view of the student's academic, clinical, interpersonal, research and professional development. This role is complemented by the Professional Development Seminar Leader, who focuses on the student's professional, clinical and interpersonal development (during the terms they have them in this course), and the Dissertation Chair's focus on the student's research development. The advisor works in conjunction with the student's faculty, assessing the quality of the students' overall professional development in the program. Students meet with their advisors at least once per term, either in-person or by phone. It is understood that additional informal advising also occurs throughout the program within the context of academic courses and ongoing interactions with faculty.

The academic advisor also serves as the student's administrative link between the program and the University and is responsible for providing signed authorization on all student approvals/petitions and registration forms. The advisor also conducts the Annual Reviews with each of her/his advisees and writes their Annual Review Letter (see Annual Review).

Annual Review

At the end of each academic year the advisor reviews the student's academic and clinical training progress to date, including all above evaluations, grades, faculty feedback (formal and informal), and research/dissertation activities.⁷ The advisor takes notes on the feedback from faculty in the preparation of an Annual Review Letter that is sent to each student.⁸ The purposes of this review are as follows:

⁷ The advisor has access to the student's complete academic documentation through the program's web-based database.

⁸ Advisors use an Annual Review Letter template that is posted on the Forms section of the PsyDNet web site.

- identify areas of strength and weakness, and to assist students in resolving potential problems in academic or clinical performance, and interpersonal, professional, and/or ethical behavior
- provide feedback to the student regarding progress towards the PsyD degree,
- review practicum and internship selections, and establish required or requested strategies to address areas where continued and/or additional clinical training may be needed

The Annual Reviews also assist faculty in obtaining information relevant to them in their preparation of letters of recommendation as required by students for practicum and internship.

These reviews are intended to cover a broad range of development as a clinical psychologist, including academic knowledge, clinical skills, ethical and legal practices, and all of the criteria as described above under Comprehensive Evaluation of Competence. Typically, the advisor completes the review of materials and sends the Annual Review Letter to the student and then meets with her/him during the course of the Spring/Summer term or as late as the Fall Academic Meeting. In circumstances where the faculty or the advisor has raised concerns about the student, the Advisor will hold an in-person earlier in the term and address the content of the letter with them at that meeting.

The Annual Review Letter becomes part of the student's permanent record. This letter is provided to the student and a copy is placed in the student's file. The student has the right to submit a written response to the Annual Review within 30 days. This response should be addressed to the dean and will be placed in the student's file. A student who wishes to appeal a decision reached on the basis of the Annual Review should follow the Appeal Process outlined below.

A Special Review may be called by a student or the faculty advisor to address any issues that are noted in the context of the Annual Review or on the Annual Review Letter, including academic performance or ability, professional or interpersonal behavior or relationships, issues related to codes of conduct and/or ethical improprieties, or unusual circumstances, such as an illness, personal loss or accident (see Special Review policy).

Students are expected to receive a minimum level of achievement of "Meets expectations" in all course objectives. Any domains that receive a rating of "Unable to assess" or "Does not meet expectations" may require a Special Review.

A student may appeal any evaluations in the Annual Review through Academic Appeals process, as described below.

Special Review

When a faculty member has concerns about a student, she/he may initially consult with another faculty, and these are addressed first with the student. If an affiliated faculty has concerns about a student, she/he can also discuss the issues with the student's advisor. Core faculty bring any concerns about students to the bi-weekly faculty meeting, each of which includes time for discussion of student issues. If the faculty has not discussed the concerns with the student, she/he is asked to do so. Faculty often consult with one another regarding concerns about students, providing recommendations for one another.

In the case of a repeated or ongoing concern, any faculty member (or student) can request a Special Review. A Special Review may be initiated at any time by any faculty member or the student through a written request to the dean. There are a number of reasons for initiating a Special Review, including:

perceived or experienced deficits; concern about a student's academic, professional/clinical, or personal/interpersonal functioning; an alleged ethical violation; and/or substandard performance. Continuation in the PsyD program is contingent not only on successful completion of academic coursework but also on the student's personal/emotional stability, interpersonal skills, and abilities to engage in practice. A Special Review may be called to address any of these issues and develop a remediation plan or recommend or require dismissal from the program. A Special Review is *automatically called* when a student experiences any one of the following:

- Single grade of “U” or more than one grade of “C” in courses (in a single semester or over more than one semester)
- Incomplete grades in consecutive terms or in two or more courses in a given term
- Two (2) or more ratings by any practicum or internship supervisor at “Below Minimum” competence in any of the competency domains
- Rating of “Satisfactory with Concerns” or a “U” in the Clinical Review (see Clinical Review)
- The student is placed on Academic Probation
- The student has not formed a Dissertation Committee by the end of the fall term in the fourth year
- The student receives an incomplete grade in practicum or Internship and has to register for an extension
- There is evidence that the student has violated program and/or institutional policies, such as not attending a required Academic Meeting
- The student commits a breach of the Academic Integrity Policy/or Student Code of Conduct

The dean will form a Special Review committee of faculty appropriate to the concern being reviewed. The committee will meet with the student and decide on a specific course of action and outcome. The results of the Special Review will include a time frame for addressing the specific issues and description as to how the student will address the situation, with a remediation form completed by the Special Review committee documenting the following:

- Description of the problem(s) indicating the competency domain that needs to be addressed
 - Date(s) the problem(s) was brought to the trainee's attention and by whom:
 - Steps already taken by the trainee to rectify the identified problem(s):
 - Steps already taken by the supervisor(s)/faculty to address the problem(s)

The committee may choose no further action, or may recommend notice of warning or probation. Depending on the competency domain(s) requiring remediation, the Committee may require the student to take any of the following actions and others:

- Repeat a practicum
 - Postpone applying for internship
 - Retake a course
 - Take an additional course
 - Undertake independent study
 - Recommend or require psychotherapy

In the process of the Special Review, and in any other instances where the faculty determine that a student is unable to engage in professional training or perform professionally related activities competently or poses a threat to her/himself or others, the faculty has the right and professional responsibility to obtain and evaluate personal information. Within this context, the faculty may require a

student to undergo a psychological evaluation or participate in psychotherapy. In these instances, the student would have the option of selecting a therapist who is not affiliated with the university, consistent with APA Ethical Standards. The dean, Director of Clinical Training or her/his designee must approve of the provider of these services in advance and the student is responsible for all fees associated with the evaluation and/or treatment. Refusal to participate in any mandated evaluation and/or treatment and/or refusal to authorize release of information from the evaluating or treating psychologist constitutes grounds for immediate suspension or dismissal from the program, regardless of which stage the student is at in the program. The Committee may also recommend that the student be required to withdraw from the program for a specified period of time with specific contingencies. The Special Review may also specify an immediate required withdrawal or terms leading to a required withdrawal of the student, pending Provost's review (see Dismissal below).

CENTER FOR CLINICAL MINDFULNESS AND MEDITATION

In 2009, the Center for Clinical Mindfulness and Meditation (CCMM) was established within the PsyD program as a resource for mental health professionals, researchers, and the general public. The mission of the CCMM is to provide information, resources, networking, and training for clinicians, researchers, students and the general public on mindfulness and other forms of meditation. The development of the CCMM demonstrates Union's leadership and commitment to cutting-edge research and practice to both the professional community and to prospective students.

Richard Sears, PsyD, M.B.A., ABPP, a core faculty member of the PsyD program, serves as Director. The CCMM is supported by an advisory board formed from within UI&U, from other colleges and universities, and from the professional community (see <http://www.myunion.edu/ccmm/advisory-board.html> for a listing of the Advisory Board). The members of the advisory board will not have any direct decision-making power, but will provide suggestions, guidance, credibility, and networking possibilities for the CCMM.

Mindfulness is a rapidly growing area of research and practice in the field of psychology and mental health. Mindfulness-Based Stress Reduction (MBSR), Mindfulness-Based Cognitive Therapy (MBCT), Mindfulness-Based Relapse Prevention (MBRP), Dialectical Behavior Therapy (DBT), and Acceptance and Commitment Therapy (ACT) are cutting-edge, evidence-based psychotherapeutic treatments using mindfulness.

Information about the CCMM can be found on the PsyD web site at <http://www.myunion.edu/ccmm/index.html>.

STUDENT ADVISORY COUNCIL

The Student Advisory Council includes representatives from each cohort in the program, plus the dean and Director of Clinical Training. They meet on a monthly basis with the intention of providing a collaborative environment to address programmatic issues to maintain a high level of communication and improve the program. The Student Advisory Council has a dedicated section of the PsyDNet web site where they can post agenda items, continue conversations about past items, and correspond with other students. Recordings of the meeting are publically posted on this section of PsyDNet.

Representatives are elected by their respective cohorts on an annual basis, agreeing to serve a full year on the Council.

WRITING CENTER

The PsyD program places great importance on doctoral students' writing skills. Effective writing skills are essential in both academic and clinical settings. Solid writing skills are important assets to practicing psychologists who frequently write reports and notes that are shared with other professionals. Doctoral-level students are expected to enter the program with strong writing skills. However, we recognize that some students may be unfamiliar with academic/scholarly writing.

The Union Institute & University PsyD program supports students in improving their writing skills. To this end, the program provides students with numerous opportunities for honing writing skills throughout the curriculum. Many types of writing activities such as literature reviews, research proposals, psychological assessment reports, and case studies occur in the context of specific courses, and culminate in the dissertation.

To assist PsyD students in improving their writing skills, the program provides writing workshops during the fall and spring/summer academic meetings, and writing tips and resources posted on *PsyDNet*.

In addition, students can obtain information and writing assistance from the university's Center for Teaching and Learning: Writing Center (www.myunion.edu/writing-center/index.html). Students can also make an appointment with the director of the Writing Center.

All written work submitted by UI&U students must be written by the student, exclusively, with appropriate citation of any text taken from another source, such as from books, journals, internet sites, presentations, personal conversations, etc.

Students are not allowed to use a professional or informal editor for rewriting, ghostwriting, restructuring, altering contents, correcting misinformation or any other purpose for any work submitted directly to the program. Where a course assignment permits or requires collaboration on written work, students may review and provide commentary on other's writing.

If a student has specific questions about any of the above, please consult either a faculty advisor or a course instructor.

ACADEMIC POLICIES

Attendance

Attendance is a necessary and expected component to meeting program objectives and has specific course-level and program-level implications. At the course level, attendance involves participation in live online and/or face-to-face sessions, as specified in the course syllabus, with the instructor or content facilitator with a focus on activities necessary for meeting course objectives and competencies. Whether and how missed course content can/will be made up is at the discretion of the instructor. Make-up assignments, if applicable, are mandatory for completion of course requirements. Failure to complete said make-up assignment can result in a "U" for the course. Please refer to a course syllabus for instructor-specific attendance/make-up policy.

The program has structured its curriculum and related professional training experiences and activities in a range of formal and informal contexts. These include a variety of structured and unstructured activities and the necessary interactions to promote student *development and professional socialization*, as well as to have faculty engage in *comprehensive and direct assessment* of each student's knowledge, skills and attitudes in their areas of clinical, academic, research, and ethical and legal functioning, as well as their personal and professional well-being, interpersonal competence and abilities to engage in professional practice.

For the purpose of clarity, an "absence" is defined as being not physically present for required course or program-sponsored activities. Remote attendance via Adobe or other advanced technology, if permissible, should be used sparingly, considered part of a make-up assignment, and does not erase the absence from the student's record. Additionally, in-person attendance and full participation in *Academic Meetings*, including all related program-sponsored activities, and *Professional Development Seminars* is mandatory.

If circumstances prevent attendance at a class session or mandatory program function, it is the student's responsibility to notify the instructor or program representative of the intended absence and arrange for

completion of the course or program requirements. Absences may adversely affect academic standing (e.g., “U” for the course or course series) and are grounds for Special Review or other remediation.

Academic Appeals

A student may file an academic appeal if he or she disagrees about an academic decision (e.g., evaluation, grading, advising). See institutional policies Web page (<http://www.myunion.edu/about/university-policies/index.html>) for procedures for complaints and appeals related to issues of sexual or discriminatory harassment, Americans with Disability Act, and academic integrity issues.

Step 1: When a student questions an academic decision, s/he must first discuss the matter with the faculty member as a concern with a request for clarification. The student has a 30 day limit after the end of each term to initiate Step 1 of the Academic Appeal process. Only if the result of that discussion is unsatisfactory should a formal academic appeal be pursued.

Step 2: If the complaint is not resolved to mutual satisfaction, the student may file a written formal appeal to the dean. Following the completion of step 1, the student has another 30 days to initiate a written appeal. The appeal must describe the problem, summarize the circumstances surrounding it, and indicate what has already been done to resolve it. The faculty member is to be given a copy of the appeal and must respond to the dean in writing. The dean shall convene an Academic Appeal Committee (composed of three faculty members) who will review the appeal and all other relevant material. The Academic Appeal Committee must maintain confidentiality concerning all information related to the appeal, and must submit their findings to the dean within 15 days of receipt of all information. The student will receive a response from the dean no later than 15 days after the recommendation of the Academic Appeal Committee. With the agreement of both parties, the time limits indicated here can be extended.

The dean may delegate the responsibility for the decision to the Director of Clinical Training.

The student is expected to continue enrollment during the Academic Appeal process. The student may withdraw the appeal/or stop the appeal process at any time by making a written request to the dean. If a student is not satisfied with the resolution of her appeal at the program level, the student may submit a formal appeal to the provost, under the provisions of the university policy and procedure on Student Complaints and Appeal

Dismissal

Grounds for dismissal may include, but are not limited to the following:

- Discovery of false application information subsequent to admission. Dismissal will result in forfeiture of all charges paid and academic credits earned.
- Recommendation of the Special Review Committee
- Two grades of “U” (Unsatisfactory) in any course or practicum during the duration of the program
- Failure to meet the terms of probation and/or a Remediation Plan
- Failure to complete program requirements within the established time limits, such as lack of progress on the doctoral dissertation, as specified by their Dissertation Chairperson
- Failure to meet minimal criteria for the internship level of training

- Failure to comply with the APA *Ethical Principles of Psychologists and Code of Conduct*
- The student commits a breach of the Academic Integrity Policy.

Dismissal requires the Provost's review.

Exceptions to Academic Policy

Requests for exceptions to academic policy may be submitted to the dean through the use of a Waiver Petition form. Waivers will be reviewed by the dean on a case-by-case basis.

University Assessment

The first of Union Institute & University's principles is academic quality in which we express our commitment to "academic excellence and institutional quality through continuous assessment and review of programs, processes, policies, and outcomes." In living that principle, faculty and administrators are working together at all levels to promote a culture of assessment that identifies learning outcomes and assesses student success in achieving those outcomes. That assessment includes a collective review of student materials and artifacts. There will be times that the work may be among a random sample that faculty will assess. All student material remains anonymous and assessment results will have no impact on a student's evaluation, grade, GPA or transcript. Individual student work becomes part of a group review in order that faculty may review learning outcomes and improve curriculum.

Photography and Media

Union Institute & University reserves the right to photograph and/or videotape students, faculty, staff, and guests while on university property or during university-sponsored meetings, residencies, classes, and other functions. These images and audio may be used by Union Institute & University for promotional purposes, including use in university publications, press releases, booklets, pamphlets, newsletters, advertisements, videos, Web site: www.myunion.edu and associated sites, and other promotional materials.

PROGRAM WEB SITE (PsyDNet.myunion.edu)

The PsyD program utilizes a program-wide, web-based network for the majority of public communication among students, faculty, and staff. Based on the Microsoft SharePoint technology, this student-oriented network provides students and faculty a means to obtain program related information and engage in dialogue with one another about all aspects of the program. All program forms are available for download on the site and a calendar of events keeps students informed of all program related activities. There are separate announcement and discussion areas for each cohort, the faculty, the CCMM, and the Student Advisory Council, along with links to web sites relevant to professional psychology.

The program web site is an intranet site. Only active students and faculty have access, and anyone attempting to open the pages off network will need to log in. Students use their Union ID number as their username and their CampusWeb password. Please visit the site regularly to remain abreast of all activities.

APPENDIX

Appendix A: Program and University Policies

Union Institute & University

PsyD Program in Clinical Psychology

440 E. McMillan Street, Cincinnati, Ohio 45206-1925 - 513.861.6400 – 800.486.3116 – FAX 513.487.1090

28 Vernon Street, Brattleboro, Vermont 05301 – 802.254-0152 – FAX 802.257.0682

<http://www.myunion.edu/about/university-policies/index.html>

Here you will find university policies and procedures applicable to students, including policies and related procedures related to academic integrity, alcohol and drug abuse, the Americans with Disability Act (ADA), commencement, discriminatory and sexual harassment, email use, FERPA, use of gender neutral language, immunization, intellectual property, complaints and appeals, technology resources, transfer credit, and others.

All program forms are located on the PsyD web site. These are accessible to students through Campus Web at PsyDNet under “Forms.”

Note that new policies and forms may be added and existing policies and forms may be changed without notice. Students are encouraged to check the web site regularly.

Appendix B: Handbook Signature Page

Union Institute & University
PsyD Program in Clinical Psychology
 440 E. McMillan Street, Cincinnati, Ohio 45206-1925 - 513.861.6400 – 800.486.3116 – FAX :513.487.1090
 28 Vernon Street, Brattleboro, Vermont 05301 – 802.254-0152 – FAX 802.257.0682

RE: *PsyD Student Handbook* 2012-2013

Dear Student:

You have received the *PsyD Student Handbook* that includes the policies and procedures of the Union Institute & University PsyD program in clinical psychology. This *Handbook* supersedes all prior versions.

Please sign below to indicate that you have read and understand these policies and procedures. This form is to be submitted to your Professional Development Seminar Leader or Dissertation Chair no later than the end of the first week of the fall term.

Signature

Printed Name

Date