



Felician University
School of Arts and Sciences
Sponsored by the Felician Sisters

COUNSELING PSYCHOLOGY Psy.D.
PROGRAM

STUDENT HANDBOOK
2025-2026

The Doctor of Counseling Psychology (Psy.D.) Program in the
School of Arts and Sciences strives to prepare competent
entry-level health service psychologists

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OUR FIRST PRIORITY IS OUR STUDENTS. OUR SECOND IS THEIR FUTURE.

Founded in 1942 by the Felician Sisters, Felician University is one of the twenty-four-member institutions of the Association of Franciscan Colleges & Universities (AFCU), and the only one in New Jersey. We have built our reputation with an emphasis on service and respect for humanity, as was the dream of Blessed Mary Angela Truszkowska— the foundress of the Felician Sisters more than a century ago. Even today, we strive to represent those values in everything we do.

We provide individualized attention and support to prepare you for life, and success, after graduation. More than just quality students, we are graduating valuable members of society who are prepared to take on the challenges of an ever-changing world. As a co-educational, liberal arts institution, Felician is home to approximately 2,200 undergraduate, graduate, and adult studies students.

Felician University Mission: Felician University is an independent co-educational Catholic/Franciscan University founded and sponsored by the Felician Sisters to educate a diverse population of students within the framework of a liberal arts tradition. Its mission is to provide a full complement of learning experiences, reinforced with strong academic and student development programs designed to bring students to their highest potential and prepare them to meet the challenges of the new century with informed minds and understanding hearts. The enduring purpose of Felician University is to promote a love for learning, a desire for God, self-knowledge, service to others, and respect for all creation.

School of Arts & Sciences Mission: The School of Arts and Sciences is committed to promoting the University's Franciscan-Felician mission by providing an environment that fosters the intellectual, emotional, and spiritual development of our students. The Psy.D. curriculum challenges students to explore creative ways of thinking within a broad scope of study that integrates intellectual traditions with essential values. Our doctoral program encourages our diverse students to become lifelong learners and compassionate contributors to the well-being of others throughout their lives.

Doctorate in Counseling Psychology Mission Statement: The Doctorate in Counseling Psychology (Psy.D.) Program at Felician University prepares graduate students in the practitioner-scholar model to provide psychological services to diverse communities. The Program is designed to be four years in length for those entering with an MA (i.e., Master of Arts) degree and five years for students without an MA. The doctoral training integrates the University's commitment to its Franciscan identity and intellectual tradition, which includes the core values: respect for human dignity, compassion, transformation, solidarity with the poor, justice and peace, reverence, diversity, service, and joy. Our mission is to develop entry-level trained health service psychologists who can contribute to the expansion of the practice of

psychology and develop professionally relevant knowledge and skills to work effectively with issues of diversity.

This is accomplished through the program's curriculum, which is organized to be sequential, developmentally complex, systematic, and comprehensive. The clinical training is designed to develop clinical skills in the practicum placements and internships wherein students will apply psychological knowledge to case conceptualizations and treatment planning, interventions, and understand clinical consultation and supervision. The expectations are for students to integrate scientific and empirically validated theories within their application for interventions, assessments, and ethical practices.

Statement on Diversity: Counseling psychology training programs respect and value issues of diversity consistent with the American Psychological Association's (APA) Ethical Principles and Code of Conduct (2017) and the Standards of Accreditation (APA, 2018). The Felician University Counseling Psychology doctoral training program emphasizes the importance of multicultural psychology, the promotion of diversity, and fosters inclusiveness within society at large. Our program exists within multicultural communities that contain individuals of diverse racial, ethnic, and class backgrounds, national origins, religious, spiritual, and political beliefs, physical abilities, ages, genders, gender identities, sexual orientations, and physical appearance (Council of Counseling Psychology Training Programs; CCPTP). Our community is committed to educating each other on the existence and effects of stereotypes, microaggressions, prejudice, and discrimination.

ACCREDITATIONS AND APPROVALS

Felician University is one of three institutions of higher education sponsored by the Congregation of the Sisters of Saint Felix of Cantalice (i.e., The Felician Sisters). The University is licensed by the State of New Jersey as a not-for-profit organization.

Felician University is accredited by:

- o **The Middle States Commission on Higher Education (MSCHE)**

3624 Market Street
Philadelphia, PA 19104-2680
(267) 284-5000

On January 3, 2017, the MSCHE acknowledged receipt of the substantive change request to include the Doctor's – Professional Practice Degree (Doctor of Psychology – Psy.D. in Counseling Psychology) within the scope of the institution's accreditation.

Felician University is also approved by:

- o New Jersey Commission on Higher Education
- o National Association of State Directors of Teacher Education and Certification (NASDTEC).
- o New Jersey Bureau of Teacher Education and Academic Credentials
- o State of New Jersey Department of Education
- o The State Approving Agency for Veterans' Benefits Sloan-C Consortium for Asynchronous Learning

The Doctorate in Counseling Psychology Program is accredited since April 11, 2021, by the American Psychological Association (APA) through its Office of Program Consultation and Accreditation (750 First Street NE, Washington, D.C. 20002-4242; Phone: 202-336-5979, E-mail: apaaccred@apa.org Web: www.apa.org/ed/accreditation

PSYD COUNSELING PROGRAM AIMS, OBJECTIVES, AND COMPETENCIES

The aim of the Counseling Psychology (Psy.D.) Program at Felician University is designed to develop entry-level health service psychologists. During their training, students will develop the necessary skills and abilities to provide professional psychological services. It is anticipated that throughout the research-science process of the training, students will develop into scholars with the ability to critically analyze scientific research and to conduct psychological research. In addition, it is expected that students will become lifelong consumers of scientific research and disseminators of significant and relevant empirically validated treatments and interventions. Graduates of the Program are committed to integrating theory, research, and empirically validated modes of treatment in guiding clinical practice. The Program's training model is committed to the community's overall health and educating and treating mental health issues within a variety of settings. Students will work in various venues, including with members of schools, educational, healthcare, broader communities, and private practice settings. Graduates of the Program are committed to dismantling all forms of injustice, including discriminatory practices and everyday microaggressions, which violate the dignity of individuals and oppress the freedoms of diverse people. Graduates practice Franciscan charisms, values, mission, and intellectual traditions.

The Program's overall aims reflect the Program's mission to offer a rigorous sequence of study that emphasizes clinical and scholarly work with underserved populations and focuses on training culturally responsive health service psychologists to work in interprofessional, integrated behavioral health settings. These aims are aligned with the Program's practitioner/scholar model of training in counseling psychology (commonly referred to as the Vail model) and reflect the desired outcomes of the Program: to produce culturally competent health service psychology practitioners who have foundational discipline-specific knowledge from which further career-long training in the practice of health service psychology can build. The emphasis on training and practice with underserved populations reflects the realities of the evolving health care system and the Program's desire to produce clinicians who have the breadth of skills necessary to succeed in careers encompassed under the health service psychologist model. As a Psy.D. Program, the aims and competencies have been designed to place greater emphasis on clinical training for health service practice than on generating original research and adhering to the Standards of Accreditation (SOA). Students are also required to demonstrate fundamental understanding of and competency in research activities; however, there is a greater emphasis placed on evidence-based professional practice than on conducting scientific psychology research.

Program Aims:

Aim 1: To prepare students to become entry-level health service psychologists who: a) have a broad knowledge of scientific psychology; b) engage in evidence-based conceptualization, assessment, and treatment of human problems using individual, developmental, contextual, and

sociocultural perspectives; and c) focus on the delivery of interprofessional, integrated healthcare with underserved populations.

Aim 2: To prepare students to be health service psychologists who: a) have a broad scientific knowledge base; and b) utilize scientific principles to consume, integrate into practice, produce, and disseminate psychological research, with an emphasis on underserved populations.

Aim 3: To prepare students as health service psychologists who possess: a) professional values and attitudes; b) effective communication, collaboration, and consultation abilities; and c) self-awareness and reflective practice skills.

The educational philosophy of the Psy.D. Program at Felician includes an appreciation for the value and uniqueness of the individual, a belief in the potential for each human being to flourish and achieve integrity and happiness, and an acknowledgment of the strengths of each individual as it relates to treating mental health diagnoses. Upon completion of the Psy.D. in Counseling Psychology, students will demonstrate an awareness of the ethical challenges and responsibilities in the field of psychology and articulate a personal model for addressing these that is consistent with Felician University's Catholic and Franciscan values. In addition, they will be able to assess individuals and groups that display patterns of psychopathology. They will have the skills to utilize information and technology literacy for maintaining best practices in counseling. They will have the skills to articulate a clear and precise treatment plan for addressing the diagnoses of individuals and groups. The students will adapt to the unique cultural, gender, racial, and sexual orientation needs of individuals and groups they serve. Students will demonstrate competence in appropriate scientifically validated treatment modalities. These include individual psychological counseling, marital, and couples counseling, family counseling, group counseling, and organizational consultations and interventions. At the completion of the degree program and the accrual of the necessary hours of experience, students will be eligible for state licensure in professional psychology. Students will participate in ongoing professional development geared toward lifelong learning and professional development.

Program Profession Wide Competencies (PWCs):

The competencies of the Doctor of Counseling Psychology (Psy.D.) Program are developed within the larger context of health service psychology, Standards of Accreditation of the American Psychological Association (APA), and the vision and mission of Felician University.

The principal aim of the Felician Psy.D. Program is to prepare entry-level health service psychologists. The Profession Wide Competencies (PWCs) of the Psy.D. Program are as follows:

1. **Research** – Students will develop research formulation skills to contribute to the scientific, psychological, or professional knowledge base, implement research or scholarly activities, and critically evaluate and disseminate research or scholarly activity via various professional outlets.
2. **Ethical and Legal Standards** – Students will develop knowledge and behave in ways that are consistent with ethical, legal, organizational, and professional standards and guidelines, and be competent in recognizing and resolving ethical dilemmas in a professionally sound manner.
3. **Individual and Cultural Diversity** – Students will develop an empirically grounded knowledge base of personal and cultural diversity and be able to integrate this knowledge in various professional roles to effectively deliver competent service to diverse individuals, groups, and communities.
4. **Professional Values and Attitudes** – Students will develop core values and attitudes in psychology (e.g., integrity, accountability, lifelong learning, and concern for the welfare of others) by actively seeking and demonstrating openness to feedback and self-reflection and developing the ability to respond to professional situations and relationships with increasing independence.
5. **Communication and Interpersonal Skills** – Students will develop and maintain relationships with a wide range of individuals across different settings, by behaving in ways that demonstrate effective interpersonal, conflict resolution, and communication skills.
6. **Assessment** – Students will demonstrate empirically grounded and scientifically informed assessment skills that include diagnosis of functional and dysfunctional behaviors and traits, understanding of human behavior within its context, selection and application of various psychological assessment methods, interpretation of assessment findings that are grounded in appropriate standards and guidelines, and effective communication of assessment findings.
7. **Intervention** – Students will develop empirically based intervention skills (e.g., treatment planning, implementation, and modification) that are theoretically informed and grounded in their ability to establish and maintain effective relationships with diverse individuals and groups.
8. **Supervision** – Students will demonstrate knowledge of supervision models and practices and be able to apply them in professional practice with psychology trainees, or other health professionals.

9. **Consultation and Interprofessional/Interdisciplinary Skills** – Students will demonstrate knowledge and respect for the roles and perspectives of other professionals and demonstrate knowledge of consultation models and practices to allow them to work collaboratively and effectively with other professionals in the delivery of professional services.

Program Discipline Specific Knowledge (DSKs):

Category 1: History and Systems of Psychology

- History and Systems of Psychology, including the origins and development of major ideas in psychology.
- **Category 2: Basic Content Areas in Scientific Psychology.**
- Affective Aspects of Behavior, including topics such as affect, mood, and emotion. Psychopathology and mood disorders do not by themselves fulfill this category.
- Biological Aspects of Behavior, including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior. Although neuropsychological assessment and psychopharmacology can be included in this category, they do not, by themselves, fulfill this category.
- Cognitive Aspects of Behavior, including topics such as learning, memory, thought processes, and decision-making. Cognitive testing and cognitive therapy do not, by themselves, fulfill this category.
- Developmental Aspects of Behavior, including transitions, growth, and development across an individual's life. Coverage limited to one developmental period (e.g., infancy, childhood, adolescence, adulthood, or late life) is not sufficient.
- Social Aspects of Behavior, including topics such as group processes, attributions, discrimination, and attitudes. Individual and cultural diversity and groups or family therapy do not, by themselves, fulfill this category.

Category 3: Advanced Integrative Knowledge in Scientific Psychology.

- Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas, including graduate-level scientific knowledge that entails integration of multiple basic discipline-specific content areas identified in Category 2 (i.e., integration of at least two of: affective, biological, cognitive, social, or developmental aspects of behavior). Advanced integrative knowledge in Category 2 areas can be acquired in either of two ways: 1) an evaluated educational experience that integrates at least two Category 2 content areas that have been previously covered through other methods; or 2) an evaluated educational experience that provides basic coverage in two or more areas and integration across those areas.

Category 4: Research Methods, Statistical Analysis, and Psychometrics

- Research Methods, including topics such as strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, experimental, and other quantitative research designs; measurement techniques; sampling; replication; theory testing; qualitative methods; mixed methods; meta-analysis; and quasi-experimentation.
- Statistical Analysis, including topics such as quantitative, mathematical modeling and analysis of psychological data, statistical description and inference, univariate and multivariate analysis, Null hypothesis testing and its alternatives, power, and estimation.
- Psychometrics, including topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization.

ADMISSION REQUIREMENTS

In addition to a completed application, the following are required:

- Graduation from an accredited baccalaureate program
- Official transcripts of past collegiate work including post-baccalaureate work
- Curriculum Vitae
- Three letters of recommendation
- Three essays on the following: 1) Personal Statement; 2) Research/clinical interest; and 3) Statement on diversity
- Interview with faculty and students.

The admission criteria are flexible and multi-faceted such that no one factor is determinative of the acceptance decision. The Admissions Committee of the Psy.D. in Counseling Psychology Program will review the entire application package in its deliberations.

GRADUATION AND RETENTION POLICIES

1. A grade of “B” or better is required in all the assignments for all courses and as a final grade.
2. A 3.00 Grade Point Average (GPA) and successful completion of the 88-credit curriculum is required for graduation.
3. If, after 9 completed credits, the student’s GPA is below 3.00, they will be placed on *Academic Probation*. The student’s progress will be reviewed at the completion of 9 additional credits and if the 3.00 requirement is not met at that time, the student will be dismissed from the program.
4. Students who receive an incomplete course have until the period delineated by the university to resolve any grading issue.
5. Although a grade of “C” does not mean dismissal from the program, it will result in implementation of a remediation plan to bring students to the minimum level of achievement. But if grades continue to meet less than the minimum levels of achievement, then the result will be eventual dismissal from the program.
6. Degree requirements must be completed within 7 years from the date of admission. This includes taking a leave of absence. Students not completing their degree requirements within the 7-year period will be dismissed or required to take additional courses as determined by the Psy.D. in Counseling Psychology Program Director.
7. Students who temporarily separate from the course of study and wish to be readmitted must make a formal application to the Program Director of the Psy.D. in Counseling Psychology Program. The application will be reviewed by the Admissions Committee. Upon acceptance and depending on the period of absence from the program, there may be a requirement to repeat one or more courses, or complete additional courses, if there were curriculum changes during the period of absence.

Residency Requirements

The Psy.D. in Counseling Psychology degree requires a minimum of three academic years of full-time graduate studies and a full year pre-doctoral internship. Students who enter the doctoral program with an M.A (Master of Arts) in an area consistent with counseling psychology must complete four years of graduate studies in psychology. Students with a BA degree are required to complete five years of coursework. That is one additional year of graduate studies. The PsyD degree requirement is the completion of eighty-eight credit hours of graduate studies. To fulfil the Program's residency requirement students with an MA degree must be at Felician University for at least three academic training years and those with a BA must be on campus for at least four years. After coursework completion, students complete the doctoral internship at an off-campus site.

Retention of Records Policy

Records are maintained in accordance with federal, state, and institutional policies regarding record keeping and privacy. Access to these files is limited to core faculty and the program's administrative assistant. Printed copies of student records are stored in a locked filing cabinet located in the office of the administrative assistant. The cabinet is secured with a single key, which is kept in a locked drawer in the administrative assistant's desk. Electronic files are stored in a secure database on OneDrive, accessible only to program faculty and staff. Students may access only their own electronic records through the University's Web Advisor landing page.

The PsyD Program retains student records indefinitely. These records may include transcripts, standardized test scores, and graduation documentation. This policy aligns with the university's record management guidelines, which provide for indefinite retention. The Program maintains these records to support future verification needs related to graduate licensure or employment applications.

Social Media Policy

Students who use social networking sites (e.g., Facebook, Instagram, LinkedIn, etc.) and other forms of electronic communication should be mindful of how their communication may be perceived by clients, colleagues, faculty, and other mental health professionals. As such, students should make every effort to minimize visual or printed material that may be deemed inappropriate for a professional counselor or psychologist. To this end, students should consider setting all security settings to "private" and should avoid posting information/photos and avoid using any language that could jeopardize their professional image. Students should consider limiting the amount of personal information posted on these sites and should never include clients, undergraduate or graduate students (for whom they have served as an instructor) as part of their social network, since doing so constitutes a boundary violation. Additionally, any

information that might lead to the identification of a client or represent a violation of client confidentiality is a breach of the ethical standards that govern the practice of counselors, psychologists, and mental health professionals in training. Engaging in these types of actions could result in dismissal from the program.

Additionally, students must understand that any false representation of credentials, inadvertently or otherwise, such as claims to hold a master's degree after completion of the master's level courses in the Program or referring to oneself as a psychologist after completion of the Program and before obtaining licensure, is considered unethical and may have serious professional consequences.

COURSE SEQUENCE, COURSE DESCRIPTIONS, OTHER REQUIREMENTS

PsyD Course Requirements for Those Entering with a Master's Degree

	Course #	Course Title	Credits	Semester	Semester	Semester
YEAR 1	PSYC 757	Psychometrics	3	Fall Year 1		
	PSYC 651	Clinical Theory and Interventions: CBT Approaches	3	Fall Year 1		
	PSYC 671	Doctoral Practicum IA	1	Fall Year 1		
	PSYC 722	Cognitive Assessment	4	Fall Year 1		
	PSYC 750	Dissertation Advisement	0	Fall Year 1		
YEAR 1	PSYC 622	APA Ethics and Legal Issues	3		Spring Year 1	
	PSYC 652	Clinical Theory and Intervention: Psychodynamic Approaches	3		Spring Year 1	
	PSYC 672	Doctoral Practicum IB	1		Spring Year 1	
	PSYC 723	Personality Assessment	4		Spring Year 1	
	PSYC 734	Research Design—Quantitative	3		Spring Year 1	
	PSYC 751	Dissertation Advisement	0		Spring Year 1	
	PSYC 611 or 612	Multicultural (offered on opposite years)	1			Summer Year 1
	PSYC 613 or 614	Multicultural Series (offered on opposite years)	1			Summer Year 1
YEAR 2	PSYC 662	History and Systems of Psychology	2	Fall Year 2		
	PSYC 654	Psychopathology I: Adults	3	Fall Year 2		
	PSYC 673	Doctoral Practicum IIA	1	Fall Year 2		
	PSYC 701	Biological Bases of Behavior/Behavioral Neuroscience	3	Fall Year 2		

	PSYC 733	Research Design- Qualitative	3	Fall Year 2		
	PSYC 752	Dissertation Advisement	0	Fall Year 2		
	PSYC 631	Vocational and Organizational Psychology	2		Spring Year 2	
	PSYC 674	Doctoral Practicum IIB	1		Spring Year 2	
	PSYC 679	Psychopathology II: Child and Adolescent	3		Spring Year 2	
	PSYC 678	Cognitive and Affective Bases of Behavior	3		Spring Year 2	
	PSYC 743	Statistics for Psychologists	3		Spring Year 2	
	PSYC 753	Dissertation Advisement	0		Spring year 2	
	PSYC 611 or 612	Multicultural Series (offered on opposite years)	1			Summer Year 2
YEAR 3	PSYC 724	Foundations of Neuropsychological Assessment	4	Fall Year 3		
	PSYC 653	Clinical Theories: Supervision Models	2	Fall Year 3		
	PSYC 661	Interprofessional and Consultation Competency	2	Fall Year 3		
	PSYC 675	Doctoral Practicum IIIA	1	Fall Year 3		
	PSYC 682	Social Basis of Behavior	2	Fall Year 3		
	PSYC 754	Dissertation Advisement	0	Fall Year 3		
	PSYC 800	Comprehensive Examination	0	Fall Year 3		
	PSYC 676	Doctoral Practicum IIIB	1		Spring Year 3	
	PSYC 645	Development Across the Lifespan	3		Spring Year 3	
	PSYC 755	Dissertation Advisement	0		Spring Year 3	
	PSYC 804	Wellness, Health, and Prevention	2		Spring Year 3	
	PSYC 613 or 614	Multicultural Series (offered on opposite years)	1			Summer Year 3
YEAR 4	PSYC 805	Doctoral Internship	3	Year Long		

	Total Psy.D. Credits	73	
	+ Credits Carried Over from Master's Degree	15	
	Totals M.A (Master of Arts). + Psy.D. Credits	88	

PsyD Course Requirements for Those Entering with a Bachelor's Degree

	Course #	Course Title	Credits	Semester	Semester	Semester
Year 1	PSYC 530	Marriage and Family Counseling	3	Fall Year 1		
	PSYC 591	Child and Adolescent Counseling	3	Fall Year 1		
	PSYC 722	Cognitive Assessment	4	Fall Year 1		
	PSYC 757	Psychometrics	3	Fall Year 1		
	PSYC 750	Dissertation Advisement	0	Fall Year 1		
	PSYC 645	Development Across the Lifespan	3		Spring Year 1	
	PSYC 597	Multicultural Counseling	3		Spring Year 1	
	PSYC 734	Research Design- Quantitative	3		Spring Year 1	
	PSYC 622	APA Ethics and Legal Issues	3		Spring Year 1	
	PSYC 751	Dissertation Advisement	0		Spring Year 1	
	PSYC 611 or 612	Multicultural Series (offered on opposite years)	1			Summer Year 1
	PSYC 510	Techniques of Counseling and Appraisal	3	Fall Year 2		
	PSYC 651	Clinical Theories and Intervention: CBT Approaches	3	Fall Year 2		

YEAR 2	PSYC 662	History and Systems of Psychology	2	Fall Year 2		
	PSYC 671	Doctoral Practicum IA	1	Fall Year 2		
	PSYC 733	Research Design- Qualitative	3	Fall Year 2		
	PSYC 752	Dissertation Advisement	0	Fall Year 2		
	PSYC 652	Clinical Theories and Interventions: Psychodynamic Approaches	3		Spring Year 2	
	PSYC 672	Doctoral Practicum IB	1		Spring Year 2	
	PSYC 631	Vocational and Organizational Psychology	2		Spring Year 2	
	PSYC 723	Personality Assessment	4		Spring Year 2	
	PSYC 804	Wellness, Health, and Prevention	2		Spring Year 2	
	PSYC 753	Dissertation Advisement	0		Spring year 2	
	PSYC 611 or 612	Multicultural Series (offered on opposite years)	1			Summer Year 2
Year 3	PSYC 599	Psychopharmacology	3	Fall Year 3		
	PSYC 661	Interprofessional and Consultation Competency	2	Fall Year 3		
	PSYC 673	Doctoral Practicum IIA	1	Fall Year 3		
	PSYC 701	Biological Bases of Behavior	3	Fall Year 3		
	PSYC 654	Psychopathology: I Adults	3	Fall Year 3		
	PSYC 682	Social Bases of Behavior	2	Fall Year 3		
	PSYC 754	Dissertation Advisement	0	Fall Year 3		
	PSYC 674	Doctoral Practicum IIB	1		Spring Year 3	
	PSYC 678	Cognitive and Affective Bases of Behavior	3		Spring Year 3	
	PSYC 679	Psychopathology II: Children and Adolescents	3		Spring Year 3	

	PSYC 743	Statistics for Psychologists	3		Spring Year 3	
	PSYC 755	Dissertation Advisement	0		Spring Year 3	
	PSYC 613 or 614	Multicultural Series (offered on opposite years)	1			Summer Year 3
Year 4	PSYC 724	Foundations of Neuropsychological Assessment	4	Fall Year 4		
	PSYC 653	Clinical Theories: Supervision Models	2	Fall Year 4		
	PSYC 675	Doctoral Practicum: IIIA	1	Fall Year 4		
	PSYC 756	Dissertation Advisement (if needed)	0	Fall Year 4		
	PSYC 800	Comprehensive Examination	0	Fall Year 4		
	PSYC 676	Doctoral Practicum: IIIB	1		Spring Year 4	
	PSYC 756	Dissertation Advisement (if needed)	0		Spring Year 4	
		PSYC 613 or 614	Multicultural (offered on opposite years)	1		
YEAR 5	PSYC 805	Doctoral Internship	3	Year Long		
Totals M.A. + Psy.D. Credits			88			

COURSE SEQUENCE

PSYC 645 Development Across the Lifespan (3 cr.)

This course will provide an overview of theories and empirical research on a range of different topics in life-span developmental psychology. The course will discuss various theories of developmental psychology including cognitive-developmental, learning theory, psychoanalytic, ethology, and ecological psychology. In addition, the course will explore empirical findings related to cognitive, emotional, and social development across the lifespan. Current journal articles will supplement the course textbook.

PSYC 651 Clinical Theory and Intervention: CBT (Cognitive Behavioral Therapy) Approaches (3 cr.)

This course will introduce students to the advanced study of current research, theory and practice in evidence-based psychotherapy, interventions, and treatment planning. Current research and theory, with an emphasis on interventions, will be presented on various evidenced-based practices such as cognitive behavioral therapy (CBT). This course will include the three waves of CBT such as behaviorism, Beck's CBT, and dialectical behavior therapy, acceptance and commitment therapy, motivational interviewing, and mindfulness.

PSYC 662 History and Systems of Psychology (2 cr.)

The course gives an overview of the historical theories that have developed in psychology. The course defines the roots of psychology beginning with the Ancient Greek era through the modern era. Students will learn about the major school and systems of psychology such as Socratic era, Functionalism, and Behaviorism, and political and historical forces that shaped the development of psychological theories.

PSYC 671 Doctoral Practicum IA (1 cr.)

Required practica for doctoral students in counseling psychology. This course is designed to support students in their ongoing development as counseling psychologists and psychological theory, application, and delivery. Students will engage in diverse activities, on and off campus, to promote increased awareness of the roles and clinical skills required of counseling psychologists working in primary care and other settings. Students must complete at least 16 hours per week at an approved site.

PSYC 722 Cognitive Assessment (4 cr.)

This course introduces students to the cognitive assessments in the field of Counseling Psychology. Students are instructed on accurate administration, scoring and interpretations of the Wechsler scales of intelligence across the lifespan, and emphasis is placed on multiculturally sensitive testing with diverse clients. This course includes a lab component where students will

be required to administer, score, interpret, and write cognitive evaluation reports. Non-culturally biased cognitive assessment will be an integral emphasis in this course.

PSYC 750 Dissertation Advisement (0 cr.)

This is a zero-credit course that is meant to provide guidance and structure to the research process. Students will use this time to work through areas of interest and formulate a research topic. Student participation and feedback are an integral part of the course. Students are expected to present at least twice a semester to their peers, and that the group will serve as a forum for scholarly inquiry and development. Students will also work with the instructor to set realistic goals, manage expectations, and organize the workload so that they may be productive and timely in completing their dissertation. Students will gain access to various resources on campus; library, IRB committee, and learn more about how to effectively utilize these services.

PSYC 622 APA Ethics and Legal Issues (3 cr.)

This course provides an overview of the current ethical, legal, and professional issues that are vital to proper psychological care and research. The course includes readings, discussion, role plays, and a survey of the relevant literature related to the ethical practice of counseling psychology and primary care. In addition, the application of ethical guidelines to challenging case scenarios, with particular attention to culturally sound practice, is an integral component of learning. Topics will include selected theories of moral philosophy, the five moral principles, the American Psychological Association (APA) Ethical Principles and Codes of Conduct for Psychologists, other APA Standards and Guidelines and legal statutes governing the practice of psychology.

PSYC 652 Clinical Theory and Intervention: Psychodynamic Approaches (3 cr.)

This course focuses on the process of therapy based on psychoanalytic developmental theory. Students will be introduced to brief and long-term psychodynamic psychotherapy, with an emphasis on the potential contribution of empirical research to theory validation and to the identification of efficacious treatment elements. Topics covered include Freud, Erikson; roles of insight and enactments; definitions of transference and countertransference; relational and intersubjective psychoanalytic models will be extensively discussed; the body/soma split will be introduced; and the process of therapeutic action will be emphasized.

PSYC 672 Doctoral Practicum IB (1 cr.)

Required practica for doctoral students in counseling psychology. This course is designed to support students in their ongoing development as counseling psychologists and psychological theory, application, and delivery. Students will engage in diverse activities, on and off campus, to promote increased awareness of the roles and clinical skills required of counseling psychologists working in primary care and other settings. Students must complete at least 16 hours per week at an approved site.

PSYC 723 Personality Assessment (4 cr.)

This course will highlight the theory of projective techniques and personality assessment across the lifespan. Training on the selection, administration, scoring, and interpretation of selected projective techniques and personality measures are emphasized. Personality tests include Incomplete Sentences and kinetic family drawings, personality inventories, behavior checklists and surveys, and adaptive scales will be emphasized. The administration, scoring, and writing of other projective personality assessments such as Rorschach and MMPI will also be required. Student Liability Insurance and fieldwork are required.

PSYC 751 Dissertation Advisement (0 cr.)

This is a zero-credit course that is meant to provide guidance and structure to the research process. Students will use this time to work through areas of interest and formulate a research topic. Student participation and feedback are an integral part of the course. Students are expected to present at least twice a week to their peers and that the group will serve as a forum for scholarly inquiry and development. Students will also work with the instructor to set realistic goals, manage expectations, and organize the workload so that they may be productive and timely in completing their dissertation. Students will gain access to various resources on campus; library, IRB committee, and learn more about how to effectively utilize these services.

PSYC 611 Multicultural Series I (1 cr.)

This course introduces the theoretical backgrounds of major religious and spiritual cultures around the world, and investigates the psychological functioning of diverse client's religious and spiritual identities

PSYC 631 Vocational and Organizational Psychology (2 cr.)

Industrial and organizational psychology applications are imperative for creating effective and healthy professional environments. Students will learn collaborative consultation skills to assess an environment, develop a plan, implement it, and a final evaluation of the consultation. Environments will include diverse, multicultural, and underserved institutions, as well as larger corporate settings, school settings, and others.

PSYC 654 Psychopathology I: Adults (3 cr.)

Psychopathology I will focus on adult psychopathology across the lifespan. A thorough review of the Diagnostic and Statistical Manual 5th Edition will serve as the primary text, along with case studies and seminal research articles. Students will familiarize themselves with psychopathology, diagnostic criteria, dual diagnosis, and co-occurring disorders. Students will become versed in understanding the etiological origins of pathology and the intersection of multiculturalism. Contemporary psychodynamic and cognitive-behavioral theories will also be reviewed as they inform a better understanding of the etiology and treatment of these disorders.

PSYC 673 Doctoral Practicum IIA (1 cr.)

Required practica for doctoral students in counseling psychology. This course is designed to support students in their ongoing development as counseling psychologists and psychological theory, application, and delivery. Students will engage in diverse activities, on and off campus, to promote increased awareness of the roles and clinical skills required of counseling psychologists working in primary care and other settings. Students must complete at least 16 hours per week at an approved site.

PSYC 678 Cognitive and Affective Bases of Behavior (3 cr.)

This course is designed to familiarize students with the current body of empirical research in the cognitive and affective neuroscientific basis of behavior. Historical developments and more the latest trends in cognitive psychology, cognitive neuropsychology, cognitive neuroscience, and affective bases of behavior will be reviewed and applications of findings to research in health service psychology will be explored.

PSYC 734 Quantitative Research Design (3 cr.)

This course will introduce you to conceptualizing and designing a research project. Over the semester, we will examine concepts and develop skills that you will need to prepare a research proposal. We will cover a range of interrelated topics: developing research questions, performing literature reviews, ethical issues in research, and issues related to quantitative methodology, design, and measurement. In addition, there will be introductory coverage of quantitative analytic techniques commonly used in psychological science in several classes. Throughout this course there will be several opportunities to discuss your research process, to help you develop ideas, and to bring issues to the class for problem-solving. Finally, course assignments will help develop your research design, scientific writing, and oral presentation skills.

PSYC 733 Qualitative Research Design (3 cr.)

This course is designed to provide you with both theoretical and practical opportunities to explore qualitative research in the social sciences. The course focuses on first defining the qualitative research field and its ensuing research epistemologies and questions. Then, through the exploration and application of standard qualitative research tools, such as observation and interviewing, you will apply your understanding of qualitative methods and sensibilities to specific research topics. Finally, you will draw upon your emerging understanding of qualitative research and your field of interest to design a qualitative research prospectus.

PSYC 752 Dissertation Advisement (0 cr.)

This is a zero-credit course that is meant to provide guidance and structure to the research process. Students will use this time to work through areas of interest and formulate a research topic. Participation and feedback are an integral focus of the course. Students are expected to present at least twice a week to their peers and that the group will serve as a forum for scholarly

inquiry and development. Students will also work with the instructor to set realistic goals, manage expectations, and organize the workload so that they may be productive and timely in completing their dissertation. Students will gain access to various resources on campus; library, IRB committee, and learn more about how to effectively utilize these services.

PSYC 674 Doctoral Practicum IIB (1 cr.)

Required practica for doctoral students in counseling psychology. This course is designed to support students in their ongoing development as counseling psychologists and psychological theory, application, and delivery. Students will engage in diverse activities, on and off campus, to promote increased awareness of the roles and clinical skills required of counseling psychologists working in primary care and other settings. Students must complete at least 16 hours per week at an approved site.

PSYC 679 Psychopathology II: Children and Adolescents (3 cr.)

Psychopathology I will focus on adult psychopathology across the lifespan. A thorough review of the Diagnostic and Statistical Manual 5th Edition will serve as the primary text, along with case studies and seminal research articles. Students will familiarize themselves with psychopathology, diagnostic criteria, dual diagnosis, and co-occurring disorders. Students will become versed in understanding the etiological origins of pathology and the intersection of multiculturalism. Contemporary psychodynamic and cognitive-behavioral theories will also be reviewed as they inform a better understanding of the etiology and treatment of these disorders.

PSYC 701 Biological Basis of Behavior (3 cr.)

Biological Basis of Behavior is designed to examine the scientific investigation of theory evaluating the underlying biological bases of human behavior. Counseling psychology is interdisciplinary, as much as today's healthcare climate is, and requires knowledge of psychology, biology, chemistry, neuropharmacology, biochemistry, and the clinical sciences (e.g., neurology and neuropsychiatry). Basic concepts of many facets of biopsychosocial model will be introduced including sensation and perception, brain waves, sleep and arousal, the biology of emotions, genetic influences, and other specific topics such as neuropsychology, executive functioning, cognitive processes, neurodiversity, and biofeedback.

PSYC 743 Statistics for Psychologists (3 cr.)

This course is designed to instruct students on advanced statistical techniques at both conceptual and applied levels. Students will learn how statistical techniques can be used to answer research questions in Counseling Psychology. Emphasis will be placed on learning to choose the appropriate statistical technique for a given research question and the interpretation of statistics with reference to research hypotheses. Topics covered include a review of univariate and bivariate statistics, factorial ANOVA, repeated measures of ANOVA, multiple regression, power analysis, MANOVA, and factor analysis.

PSYC 753 Dissertation Advisement (0 cr.)

This course deals with the theoretical and practical aspects of designing dissertation research and successfully defending the design in a proposal hearing. The course's purpose is to help doctoral students through the proposal and dissertation writing processes. Students can register for this course, with chair approval, and begin working on dissertation design, research, and writing. Additional Dissertation Advisement courses will be required throughout the dissertation advisement and considered 0 credit courses.

PSYC 612 Multicultural Series II (1 cr.)

The second course in this sequence will introduce students to the psychology of sexual orientation and gender. Students will be exposed to the diversity of sexuality and gender from a biopsychosocial perspective grounded in psychological research. Topics covered in the course include the historical evolution of our understanding of sexual orientation and gender, identity development, minority stress models, clinical and treatment issues, and policy and training. Social justice and feminist approaches will be integrated throughout the course to prepare students to appreciate and address negative health outcomes and disparities with sexual and gender minorities.

PSYC 613 Multicultural Series III (1 cr.)

The third of a four-course series. This course introduces the theoretical backgrounds of major cultures around the world and investigates the psychological functioning of diverse client populations including race and ethnicity, gender, sexual orientation, religion, and spirituality, physical and learning challenged populations, and other cultural identities.

PSYC 653 Clinical Theories: Supervision Models (2 cr.)

This course provides a critical overview of the conceptual and empirical literature on clinical supervision, including models, approaches, techniques, relationship and process issues, and ethical and legal considerations. Students will develop conceptual knowledge, skills, and self-awareness concerning these topic areas through readings, seminar discussions, and application via supervising master's level students. Students will also develop conceptual knowledge and understanding of the principles and practice of consultation in primary care and other diverse settings.

PSYC 661 Interprofessional and Consultation Competency (2 cr.)

This Interprofessional Education Core Course (IPE) is designed for graduate students in counseling psychology and open to other health related professions (Nursing, and Health Care Administration) and examines how IPE team-based approaches impact health outcomes, and health care delivery systems in the 21st century. The role of the psychologist and their unique clinical, leadership, and synthesizing roles will be examined. Student teams apply the principles

of interprofessional collaborative practice through an experiential team approach that optimizes improvements in healthcare delivery outcomes.

PSYC 675 Doctoral Practicum IIIA (1 cr.)

Required practica for doctoral students in counseling psychology. This course is designed to support students in their ongoing development as counseling psychologists and psychological theory, application, and delivery. Students will engage in diverse activities, on and off campus, to promote increased awareness of the roles and clinical skills required of counseling psychologists working in primary care and other settings. Students must complete at least 16 hours per week at an approved site.

PSYC 682 Social Basis of Behavior (2 cr.)

This hybrid course initiates with the discussion of main historical, theoretical, and methodological concepts and approaches in social psychology. Also, throughout the weeks, students will explore the role of social-environmental factors in human cognition, behaviors, and relationships, developing an understanding of its relevance in their role as psychologists. PSYC 682 concludes with a discussion of liberation social psychology, to particularly consider not only social and historical practices that marginalize certain groups but also as an approach to promote practices that emerge from those who have been oppressed.

PSYC 754 Dissertation Advisement (0 cr.)

This course deals with the theoretical and practical aspects of designing dissertation research and successfully defending the design in a proposal hearing. The course's purpose is to help doctoral students through the proposal and dissertation writing processes. Students can register for this course, with chair approval, and begin working on dissertation design, research, and writing. Additional Dissertation Advisement courses will be required throughout the dissertation advisement and considered 0 credit courses.

PSYC 800 Comprehensive Exam

PSYC 676 Doctoral Practicum IIIB (1 cr.)

Required practica for doctoral students in counseling psychology. This course is designed to support students in their ongoing development as counseling psychologists and psychological theory, application, and delivery. Students will engage in diverse activities, on and off campus, to promote increased awareness of the roles and clinical skills required of counseling psychologists working in primary care and other settings. Students must complete at least 16 hours per week at an approved site.

PSYC 724 Foundations of Neuropsychological Assessment (4 cr.)

This course provides an in-depth examination of the selection, administration, scoring, and interpreting of data related to neuropsychological functioning. This course emphasizes brain

functions and how they correlate to executive functioning, cognition, and behavior. Basic concepts in neurology and psychology are applied to the results of selected neuropsychological tests. Additional features include the evaluation of specific functions, such as verbal, perceptual, practice, memory, concept formation, and attention.

PSYC 755 Dissertation Advisement (0 cr.)

This course deals with the theoretical and practical aspects of designing dissertation research and successfully defending the design in a proposal hearing. The course's purpose is to help doctoral students through the proposal and dissertation writing processes. Students can register for this course, with chair approval, and begin working on dissertation design, research, and writing. Additional Dissertation Advisement courses will be required throughout the dissertation advisement and considered 0 credit courses.

PSYC 756 Dissertation Advisement (0 cr.)

This zero-credit course provides structure and support for the dissertation research process and completion. Students collaborate with the instructor to set goals and stay on track. The course also connects students with key campus resources such as the library and IRB. The course facilitates the completion of students' dissertation research.

PSYC 757 Psychometrics (3 cr.)

This course covers psychometric topics relevant to the practice of assessment. The discussions and assignments are related to test development, test critique, test use, and data interpretation. Specific topics include reliability, validity, item gradients, test floors/ceilings, the normal distribution curve, scoring metrics (e.g., Z-scores, T scores, scaled scores, and standard scores), bias in testing, and scale development.

PSYC 804 Wellness, Health, and Prevention (2 cr.)

This course describes a growing area of overall wellness, health, and prevention. While the course focuses on the psychologist's role, heavy emphasis is placed on general medical diagnoses, strength-based treatments, and preventative medicine.

PSYC 614 Multicultural Series IV (1 cr.)

The fourth of a four-course series. This course introduces the theoretical backgrounds A four course sequence. This course introduces the theoretical backgrounds of both physical and learning disability and discusses the role of ageism in treating older consumers of health services in psychology.

PSYC 805 Doctoral Internship (3 cr.)

This is the final clinical placement for doctoral students, the doctoral clinical internship offered by APA, or its successor. Students who are in good standing and have received above average reviews during their annual portfolio review, have completed the course requirements and are on

track, and pass the comprehensive exam, may be permitted to apply for their doctoral internship during their third year, to be completed during their fourth year of training. Students intern in a field setting, such as a community mental health center, or hospital, rehabilitation, or a setting appropriate to the counseling psychologist for one year. Primary care settings, or primary care rotations, will be emphasized. Supervision is supplied by the appropriate agency, staff, and faculty. Preference is given to those sites that are accredited or approved by the APA. Prerequisite: successful completion of all doctoral coursework and comprehensive examination.

MASTER'S COURSES

PSYC 510 Techniques of Counseling and Appraisal (3 cr.)

This course will prepare students with the fundamental skills of counseling and appraisal. A multi-theoretical model will be used to emphasize developing the basic skills of counseling. The importance of appraisal in guiding the counseling will be explored.

PSYC 530 Marital and Family Counseling (3 cr.)

This course is designed to provide a theoretical understanding of the concepts that derive from the techniques and models of marital and family counseling. Students will develop the ability to examine the appropriateness of targeted interventions when working with families and couples from diverse backgrounds. Attention will be focused on the assessment, diagnosis, treatment and outcome of counseling diverse couples and families, and on the importance of advocacy within the family system.

PSYC 599 Psychopharmacology (3 cr.)

This course will examine the fundamentals of drug pharmacology and drug interactions at the basic level needed for counselors and apply the use of neuroscientific research findings for culturally competent counseling practices. Lectures will review current psychotropic medication protocols as well as some herbal and nutraceutical complements to counseling.

PSYC 591 Child and Adolescent Counseling (3 cr.)

This course engages the learner in an overview of varied interventions and counseling techniques designed to address behavioral maladjustments in children and adolescents, and to support and re-direct parental-child distressed interactions which includes community outreach and client advocacy. The process of diagnosis, counseling planning, and treatment will be studied within a multicultural context. This course presents both theoretical review and applied practice of diverse types of interventions.

PSYC 592 Counseling of Older Adults (3 cr.)

This course is designed to provide a theoretical understanding of the concepts that derive from the techniques and models of counseling for older adults. Students will develop the ability to examine the appropriateness of targeted interventions when working with older adults and the cultural and social issues that impact the geriatric population about counseling services and mental health. Attention will be focused on the assessment, diagnosis, treatment, and outcome of counseling diverse aging adults.

PSYC 597 Multicultural Counseling (3 cr.)

This course explores a rich variety of ethnic and gender-based cultures and subcultures. Consonant with the overall orientation of the Program, students are challenged to explore both the diversity among cultures, and common elements that unite all peoples. Assumptions of the dominant culture about healthy functioning individuals and families are examined in the light of the great cultural variety found throughout the world. This course invites students to examine their own cultural lenses through which they see others, especially when they are working in a therapeutic environment.

Practicum:

Training in the practice of health service psychology is centered on 3 years of practicum training beginning the first year of the program. Training is additionally supported by practicum courses staffed by faculty who are licensed psychologists, and that run concurrently when students are placed at a practicum site. Students in practicum training must meet the hour requirements for assessment, intervention, supervision, and other training activities. More information can be found below in the section on practicum training requirements. **(For more detailed information, please see Practicum Guidelines and Information on pages 35-38.)**

Doctoral Internship:

Students in the program are expected to complete a full-time one year or part-time two-year 2,000 hours (about 2 and a half months) internship towards the end of the program. Students eligible to apply for internship at minimum would have completed 2 years of practicum training and be on their third practicum placement the year they are applying. Additionally, students are required to successfully propose their dissertation before applying for an internship. The Director of Clinical Training (DCT) and program faculty will review students' practicum training experiences, practicum training hour logs, practicum training evaluations, and other performance records to assess readiness for internship for each student. Students are expected to take part in the national match process through the Association of Psychology Postdoctoral and Internship Centers (APPIC) in February of every year.

The program strongly encourages students to apply to APA-accredited internship sites – although APA-accreditation is not currently required to meet program requirements. If a student is

interested in a non-APA-accredited site, the site needs to be an APPIC member. The DCT will work with students individually in the application process to best select the sites appropriate to their training experiences, and professional goals.

COMPREHENSIVE CLINICAL EXAMINATION

By the beginning of the third year, doctoral students **must** complete the Comprehensive Clinical Examination (CCE), which is designed to assess professional competency captured under the Discipline Specific Knowledge and Profession Wide Competencies of the APA Standards of Accreditation (APA, 2018). There are two components to the CCE: the Examination for Professional Psychological Practice (EPPP) and case conceptualization. The written paper is based on a clinical case presented to the student and requires the student to comprehensively discuss the presenting issue, background, differential diagnosis, and theory-based case conceptualization that is grounded in research and attention to multicultural and ethical considerations.

License as a Psychologist

Students interested in pursuing licensing as a psychologist in other states should refer to the credentialing organizations in those states (see <https://www.asppb.net/page/BdContactNewPG> for contact information for each state). The curriculum at Felician University, in the Psy.D. in Counseling Psychology, is aligned with the New Jersey licensure requirements for the practice of psychology (<http://www.njconsumeraffairs.gov/psy/>). Successful completion of the Psy.D. in Counseling Psychology meets the *current* academic requirements for licensing in the State of New Jersey. Students should be aware that laws can change, and therefore they are encouraged to remain informed about the activities of the Division of Consumer Affairs- Board of Psychological Examiners. Students interested in pursuing licensure in other states are encouraged to review that state's licensure requirements. **See page 43 for additional information.**

STUDENT REMEDIATION POLICY

All students are expected to make satisfactory progress towards their academic and professional goals. Program faculty members meet each semester to review student progress and identify areas for student and program improvement. Also, as noted above, the Annual Portfolio Review will serve as a tool to evaluate students' performance and determine whether there is a need for remediation. If there is a concern about suitability of a student for the profession, academic coursework, or personal behavior, faculty will follow the remediation policy as described in a later section. Only in cases where significant problematic behavior exists or where a serious ethical breach has been identified, will a process for program dismissal be initiated. In all other cases, program faculty will work diligently with students to ensure that the concerns are resolved, and that the student remains in good standing in the program.

The purpose of this policy is to clarify the areas of competence and professional behavior expected of each graduate student and the procedures for identifying and addressing problematic behaviors, incompetence, and/or ethical violations that occur during their graduate training. Students are expected to demonstrate competence, social consciousness, and lofty standards of professional and ethical behavior in their interactions with clients, students, peers, supervisors, and faculty, including confidentiality, honesty, and academic integrity. This policy describes the procedures used to monitor progress, to identify deficiencies and to assist the student in remediation where possible, or to dismiss the student from the Program when remediation is not possible. As gatekeepers to the profession, the program faculty reserves the right to dismiss any student if deemed appropriate and necessary, without remediation. Following the annual review, or at any time a student issue arises, students may receive one of the following five statuses:

- 1) **Satisfactory**: Students whose performance is deemed by the faculty as satisfactory in all (or all) areas at their level will receive a "Satisfactory" rating.
- 2) **Less than Satisfactory**: Students who are deemed by the faculty as not making satisfactory progress in one or more of the evaluation areas will receive a letter notifying them of the "Less than Satisfactory" evaluation and a suggested course of action from the faculty to address the area(s) of concern. The student is responsible for contacting the advisor within 30 days (about 4 and a half weeks) to develop a concrete plan for improvement or a remediation plan. The advisor will present the plan to the faculty for approval, with a recommendation as to the disposition. Failure to submit or comply with a plan for improvement, or a remediation plan will result in the student being placed on probation or dismissed from the program.
- 3.) **Probation**: Students will be placed on probation for a maximum of two consecutive semesters due to:

- a) Failure to meet any university requirements for maintaining active standing (e.g., GPA, meeting deadlines for completing requirements, etc.).
- b) A repeated pattern of Less than Satisfactory evaluation.
- c) Failure to achieve acceptable outcomes requires a remediation plan.
- d) Failure to pursue or show adequate progress toward the degree after two years from the date of the student's admission to the program.
- e) Serious unethical or unprofessional behavior at any time during the student's matriculation in the program (depending on the nature of ethical and professional violations, the student may be dismissed from program without probation).

4) **Involuntary Leave of Absence:** When a student meets one or more of the conditions specified for probation, and the faculty have serious concerns about the student's ability to effectively address all concerns while attending school, the student may be asked to take an involuntary leave of absence for a predetermined period (no longer than two consecutive semesters) as part of the remediation process. While on leave of absence, the student does not have access to the faculty or other university resources. At the end of the leave of absence period, the student is responsible for making a petition in writing to the faculty for reinstatement. The student also must discuss the reasons that she/he/they should be reinstated and submit evidence of progress, improvement, or growth obtained during the leave. The faculty will review the student's progress and vote to either reinstate the student to Satisfactory status or to dismiss the student from the program.

5) **Dismissal from the Program**

- a) If a student fails to remove his/her "Probation Status" after two consecutive semesters, they will be dismissed.
- b) If a student receives a permanent "Unsatisfactory" grade for a practicum, field experience, or internship, the student will be dismissed.
- c) If a student receives more than one permanent grade lower than a B-, the student will be dismissed.
- d) If a student fails to pass the comprehensive examination after three attempts, the student will be dismissed.
- e) If a student shows a repeated pattern of Less than Satisfactory evaluation ratings and fails to follow through with the remediation plan, the student will be dismissed.
- f) If a student exhibits serious unethical or unprofessional behavior in any of the professional areas (e.g., practicum/field experience/internship site, GA work settings, interpersonal relationships with faculty, staff, peers, etc.), the student will be dismissed.

- 1) No faculty vote is necessary to put a student on Probation, Involuntary Leave of Absence, or Dismissal, if the student clearly meets one or more conditions listed under the decision status.
- 2) In any other circumstance, the program's decision to place a student on Probation, Involuntary Leave of Absence, or Dismissal status requires a two-thirds vote of the Counseling Psychology faculty.
- 3) For students put on Probation or Involuntary Leave of Absence, a written remediation plan is required to clearly articulate the reasons for the faculty decision and expectations about what the student needs to do to regain Satisfactory status. See Remediation below for details.
- 4) Dismissal is a terminal decision; no opportunity for remediation will be offered.

Remediation:

When a student receives Less than Satisfactory, Probation, or Involuntary Leave of Absence ratings, a remediation plan is to follow unless one or more of the criteria under Dismissal is met. A plan for improvement or a remediation plan may be proposed by the student in consultation with his/her advisor or by the program faculty. The final written plan must be approved by the faculty and accepted by the student with a written response.

After the plan is implemented, the student is responsible for submitting a written request for faculty review, along with evidence for improvement or success of remediation. Upon review of the student request and the remediation implementation, the faculty may take one of the following actions: (a) agree that the plan has been completed satisfactorily; (b) find the student's completion of the plan unsatisfactory and ask for further remediation; or (c) dismiss the student from the program.

Note:

Decisions about all conditions that require remediation will be communicated to the student in writing by the student advisor or the Director of Training/Program Director. The student will be informed of the reasons for a plan for improvement or a remediation plan and specific expectations of what they need to do to return to Satisfactory status. At the end of the remediation period, the advisor's approval and an affirmative majority vote of the Counseling Psychology faculty must return the student to satisfactory status.

If the student wishes to appeal the faculty's decision, he or she may follow the appeal procedures outlined in the *Felician University Handbook*.

Remediation Plan

Date of Remediation Plan Meeting:

Name of Trainee:

Faculty Advisor:

Primary Clinical Supervisor:

Names of All Persons Present at the Meeting:

All Additional Pertinent Supervisors/Faculty:

Date for Follow-up Meeting(s):

Circle all competency domains in which the trainee's performance does not meet the benchmark:

Program Objectives & Foundational Competencies:

1. Diversity: 1.1 Psychological Knowledge, 1.2 Scientific Mindedness
2. Scholarship: 2.1 Cultural Awareness of self and others, 2.2 Multicultural Skills
3. Professional Conduct: 3.1 Ethical Adherence, 3.2 Professional contributions 4. Social Justice

Functional Competencies:

Assessment, Intervention, Consultation, Research/Evaluation, Supervision, Teaching, Management/Administration

Please include the following in the remediation plan documentation:

- Description of the problem(s) in each competency domain circled above:
- Date(s) the problem(s) was brought to the trainee's attention and by whom:
- Steps already taken by the trainee to rectify the problem(s) that was identified:
- Steps already taken by the supervisor(s)/faculty to address the problem(s):

The written remediation plan should address each of the following items

1. Competency Domain/essential components in question
2. Problem behaviors in question
3. Expectations for acceptable performance (behavioral benchmarks)
4. Trainee’s responsibilities/actions
5. Advisor/supervisor responsibilities/actions
6. Timeframe for achieving acceptable performance
7. Assessment methods
8. Dates of evaluation of progress
9. Consequences for unsuccessful remediation

I, _____, have reviewed the above remediation plan with my primary advisor/supervisor, and any additional supervisors/faculty, and the director of training. My signature below indicates that I fully understand the above. I agree/disagree with the above decision (please circle one). My comments, if any, are below (PLEASE NOTE: If trainee disagrees, comments, including a detailed description of the trainee’s rationale for disagreement, are REQUIRED).

Name Date Training Director Date Trainee

Trainee’s comments (Feel free to use additional pages):

All supervisors/faculty with responsibilities or actions described in the above remediation plan agree to participate in the plan as outlined above. Please sign and date below to indicate your agreement with the plan.

Remediation Plan Follow-up

Summative Evaluation of Remediation Plan

Follow-up Meeting(s):

Date (s):

In Attendance:

The summative evaluation should address each of the following items:

1. Competency domain/essential components in question
2. Expectations for acceptable performance (behavioral benchmarks)
3. Outcomes of behavioral benchmarks
4. Next steps (e.g., remediation satisfactorily completed; remediation continued, and plan modified; next evaluation date if necessary)

I, _____, have reviewed the above summative evaluation of my remediation plan with my primary advisor/supervisor, and any additional supervisors/faculty, and the director of training. My signature below indicates that I fully understand the above. I agree/disagree with the above outcome assessments and next steps (please circle one). My comments, if any, are below. (PLEASE NOTE: If the trainee disagrees with the outcomes and next steps, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED).

Trainee	Date	Training Director	Date
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Trainee's comments (Feel free to use additional pages):

Personal Therapy:

The PsyD Counseling Psychology faculty believe that participating as a client in individual or group therapy can be both a growth experience for the graduate student and a significant educational aspect of a program to prepare counseling professionals. Experience as a client in personal counseling or therapy is, therefore, strongly recommended for all students in the counseling programs. Individual or group counseling should be conducted by a licensed

professional counselor, a licensed marriage and family therapist, a licensed social worker, a licensed psychologist, or an equivalently trained professional. See the referral list within this handbook or contact a faculty member for additional information/referrals.

Personal therapy may be required by the Department for the student to continue in the program. Such a requirement would usually be in the context of a Remediation Plan, based on an identified student problem. Commencement of therapy and recommendation of additional therapy may be a stipulation or condition at the time of the student's screening or at any time during their continuation in the program. The student has the right to choose his/her own therapists for this requirement and is responsible for any expenses related to the evaluation and/or therapy.

ACADEMIC POLICIES AND PROCEDURES

See the *Felician University Student Handbook* for Academic Policies and Procedures.

Violations of the Honor Code:

See the *Felician University Student Handbook* for the Honor Code.

Academic Integrity:

Academic Integrity is an important basic responsibility taken by all students in higher education. An integral part of academic integrity is honesty and the freedom to express oneself without using the work of someone else and calling it one's own. Within the American Psychological Association (APA), a breach of academic integrity constitutes a serious offense, and members of the University community are obliged to report all cases to the appropriate faculty including the Program Chair and the Dean.

Reference to Graduate Student Handbook:

I. Professional Standards

All professional organizations represented in our department include statements on plagiarism. In the American Psychological Association's, *Ethical Principles of Psychologists and Code of Conduct* (2017), states that: "Psychologists do not represent portions of another's work or data as their own, even if the other work or data source is cited occasionally." Plagiarism in this document is defined as the use of someone else's work and claiming it as your own.

Academic Appeal Policy:

Academic Grievance Procedure Concerning Grades

The following concerns itself only with a departmental process for student grievances over grades. It is not intended to address the issue of grade disputes unless the student files a formal grievance through the department chair.

Students should be aware that with rare exception, the final decision on all grade's rests with the professor. As far as grievances are concerned, the *Felician University Student Handbook* states that a student may file a grievance through the department only if the student believes the grade attained is capricious and arbitrary. Mere disagreement with the grade given does not constitute a basis for grievance. Moreover, it is unlikely that a grade of B or better would be considered arbitrary and capricious.

Departmental Procedure:

The student's first step in a grade dispute is to confer directly with the professor in question.

1. If the student believes they have a grievance, they must seek out the department chairperson who will initiate the departmental grievance procedures.
2. The matter will then be referred to the departmental grievance committee. The student will submit in writing to the committee the rationale for the grievance explaining in detail why the grade is arbitrary and capricious. The student will submit any supporting evidence to the claim being made within one year of the grade being given.
3. The departmental committee will carefully review the argument/discussion and data provided by the student and will proceed with any or all the following steps:
4.
 - a) Based on the material submitted by the student, the committee may conclude there is insufficient evidence that an arbitrary and capricious evaluation has taken place. In this case, the student will be notified by the committee chairperson in writing.
 - b) The committee may confer with the professor in writing or verbally to attain that individual's views on the matter and an interpretation of the basis for the grade.
 - c) The committee may also select to meet with the student directly and afford the student an opportunity to present his or her case on the matter.
5. Ultimate departmental committee outcomes:
 - a) In the event the committee concludes that there is no compelling evidence to support a claim of arbitrary and capricious grading, it will inform the student. This action might occur at any point in the process at the committee level.
 - b) In the event the committee believes there is some evidence that is not particularly compelling, it will request that the professor in question re-evaluate the student's work and ultimate grade. In this situation, the decision on the grade will rest entirely with the professor.
 - c) In the event the committee concludes that compelling evidence does exist that a grade was arbitrary and capricious, it will request that the professor adjust the grade accordingly.

It is the department's position that a professor cannot be forced at the departmental level to change a grade. The strongest action that could be taken at the departmental level is a recommendation to a professor that a grade be changed.

Should the student be dissatisfied with the departmental actions and the professor's ultimate decision, the aggrieved party must then present a written complaint to the Dean of the Division of Arts & Sciences who then will initiate subsequent grievance procedures as specified in the most recent edition of the Felician University Student Handbook.

It is strongly recommended that any student considering filing a grievance attain a current copy of the Felician University Student Handbook and follow steps prescribed for the grievance process. The handbook may be obtained through the Division of Student Affairs in the Obal Hall and online in the Graduate Student Handbook.

Academic Grievance Procedure for Other than Grades:

The procedure for resolving academic conflicts can be found in the most recent edition of the *Felician University Graduate Student Catalog*, which is available online (<http://felician.edu/catalogs>). What follows extends from the Academic Grievance Procedure Statement to the Program level. This modification is not intended to limit a student's ability or right to pursue resolution of an academic conflict.

Program Process:

Any individual student in the Program who feels that they have cause for a grievance against another member of the Program must confer directly with that individual to resolve the dispute to the satisfaction of both parties. Should this action fail to resolve the dispute, the aggrieved student is advised to consult their faculty advisor to generate and evaluate additional approaches to resolving the dispute. If, after conferring with the advisor, the student is still unable to bring the dispute to resolution, the aggrieved student should consult with the Program Director. If the dispute involves the Program Director, the Program Director will refer the student to the Department Chair. At this point in the process, the Academic Grievance Procedure Statement in the *Felician University Graduate Catalog* should be followed.

Complaints and Grievances: Retention of Records Policy

In accordance with the Standards of Accreditation for doctoral programs, "a program is responsible for keeping information and records of all formal complaints and grievances, of which it is aware, filed against the program and/or against individuals associated with the program since its last accreditation site visit. These records will be reviewed by the Commission on Accreditation (CoA) as part of its periodic review of programs. The CoA expects a program to keep all materials pertaining to each of the complaints/grievances filed against it to comply with policies of the CoA, as well as institutional, state, and federal policies, whichever time-period is longest. The site visitors shall review the full record of program materials on any or all of the filed complaints/grievances" (Adopted from APA's Standards of Accreditation).

FINANCIAL AID

Felician University prides itself in providing quality education to its students. The Psy.D. in Counseling Psychology Program offers financial aid to accommodate students regardless of financial standing. We offer several financial aid options, including loans and grants.

Felician University Alumni Grant:

Alumni who have previously graduated from a Felician degree program, that do not have an outstanding balance in their account and have been accepted into a Felician University post-baccalaureate program are eligible to receive the Felician University Alumni Grant. The grant is awarded to cover \$100.00 per credit for non-discounted courses offered on the Felician campus. To maintain eligibility, a student must maintain a cumulative GPA of 3.00 in their current program. The grant cannot be applied to tuition offered by off-site partnerships or study abroad. It also cannot be combined with cohort, ministerial or Catholic school teacher discounts for Felician University Programs (<http://felician.edu/admissions/scholarships-financial-aid/graduate>).

Federal Direct Loan Programs:

All students applying for a loan under the Federal Direct Loan Program must file for Free Application for Federal Student Aid (FAFSA). Eligible students must be at least enrolled halftime and may borrow money at low interest rates directly from the U.S. Department of Education to assist in covering the cost for their education. The Financial Aid Office will recommend a loan amount based on student's cost of education, other financial aid received, and annual and aggregate loans limits as determined by federal guidelines ([Felician University - Office of Financial Aid](#)).

Graduate students may borrow up to \$20,500 for each 12-month period but should consult with the financial office regarding questions related to financial aid.

Health Insurance:

Doctoral students are not eligible to receive health insurance from Felician University and should consult with the Student Services offices with questions related to healthcare coverage.

Financial Policies:

Please consult the graduate catalog for the most current information about the following: semester fee, research fee, and dissertation fee.

PRACTICUM GUIDELINES AND INFORMATION

We endorse the guidelines concerning practicum training outlined in [APA's Standards of Accreditation \(APA, 2018\)](#). Practicum is a crucial component of the curriculum, and successful completion of practicum is a prerequisite to applying for the doctoral internship. In addition to satisfactory performance in practicum courses, students have several responsibilities related to applying for practicum, selecting sites, documenting practicum activities, receiving supervision, and evaluating the practicum experience. The doctoral program and the practicum sequence requirements are designed to prepare students to acquire competencies in the 9 professional-side competencies: research, ethical and legal standards, individual and cultural diversity, professional values, attitudes and behaviors, communication and interpersonal skills, assessment, intervention, supervision, consultation, and interprofessional/interdisciplinary skills.

Doctoral Practicum:

Training in becoming a health service psychologist requires exposure to psychological knowledge and clinical practice experiences. The sequence of practicum required in the curriculum aims to provide students with practical experiences in applying the knowledge and competencies gained in other parts of the training program. Each doctoral student will meet with the Director of Clinical Training (DCT) to determine the best training course but will include diversifying the setting and clients in their experiences.

The specific requirements for practicum are:

- 8-12 months of placement on-site
- 16-24 hours per week of placement on-site
- Minimum of 600 total hours of clinical and training experiences (Fall/Spring; optional Summer) Of which a minimum of 240 clinical hours consisting of direct service experiences (intervention and assessment)
- Minimum of 1 hour of one-on-one supervision with an appropriately licensed professional
- Direct observation of the student must occur at least once every evaluation period (Fall and Spring/Summer) and is made by the licensed supervisor responsible for the student's activity or experience being evaluated. Direct observation may include live in-person observation of direct service (e.g., in-room or one-way mirror), live audio/video streaming, or audio/video recording

Students are required to adhere to the site requirements and should expect being on site-2-3 days a week, carry a caseload of 8-12 cases, minimum weekly individual supervision, and an opportunity for both direct and indirect contact hours—direct hours are clinical hours spent face-

to-face with clients, whether individual or group, or on a unit; indirect hours include case presentations, research, and any other scholarly activity to better treat a client. Students must adhere to the contract and guidelines set forth by the clinical placement and honor any plan/recommendations made by the PsyD faculty. Here are some main points of doctoral level clinical practicum:

- Explore personal models of counseling that integrate theory and practice
- Enhance counseling skills and the application of theory and techniques in practical settings;
- Develop critical awareness of their own counseling performance and of the counseling performance of others
- Identify issues of diversity that may impact both understanding and intervention in the counseling relationship, and demonstrate appropriate interventions based on a multicultural perspective
- Gain an understanding of the roles of counseling in agencies and schools
- Be aware of and recognize the appropriate use of referral agencies and other community resources
- Understand and abide by the legal and ethical guidelines of the counseling profession;
- Develop and/or refine the ability to assist client problem exploration
- Develop and/or refine the ability to assist client problem resolution
- Learn to use supervision and other methods of feedback to contribute to their personal and professional growth”
- Develop a self-awareness of student knowledge, skills, values, and attitudes and understand how each effect counseling performance

Practicum Placement:

Students secure practicum placements with guidance from practicum instructors and the DCT. Leading up to the Spring of each semester, students are required to take part in the Psychology Directors of NYS (PSYDNYS) and New York and New Jersey Association of Directors of Training (NYNJADOT) consortium of practicum training sites search <http://psychpracticum.apa.org> to secure a practicum placement for the following academic year. More information about the search and application process will be provided in practicum classes and individual/group meetings with the DCT.

Supervision:

All students enrolled in practicum will be under direct supervision of an onsite supervisor. The practicum course and instructor provide didactic and indirect support for the development of clinical and professional competencies associated with the practicum training placement. The practicum instructor is a faculty member that is a licensed doctoral-level psychologist with a

background of preparing experienced and inexperienced clinicians. Onsite supervisors are required to be licensed professionals in mental health and are required to meet with students at least one hour per week on a one-on-one basis. Students, please note during your practicum experience if your supervisor is a licensed psychologist with two years post licensure experience the hours of the practicum may be applied to your application for licensure in fulfillment of the training hours required.

Evaluation:

On-site supervisors are expected to evaluate students twice a year, at the end of the Fall and Spring semesters. Evaluation for the Spring may occur in the summer if the conclusion of practicum experiences extends beyond the end of Spring semester. Students also review and submit an hour log to the DCT at the time of evaluation to document their experiences at the practicum. The evaluations, hour log, and depth and breadth of practicum experiences will form the basis for the program and DCT to affirm the readiness for students to proceed in the practicum sequence and internship. Supervisor evaluation form and hour log are included in the appendix.

Cultural and Individual Differences:

A critical dimension of field training involves the enhancement of the student's awareness, knowledge, and skills in dealing with clients from culturally diverse backgrounds and reflecting a wide range of individual differences. These include clients with disabilities and individuals of different cultures, genders, races, socioeconomic status (SES), sexual orientation, age, color, ethnicity, language, national origin, and religion. Each student is expected to develop sensitivity, knowledge, and skills appropriate to working with such diversity. Opportunities for such experiences are likely to be readily found at all practicum sites - indeed availability for such experiences is a criterion for site approval - and students are expected to review these experiences regularly with Field Supervisors and within the on-campus practicum class.

Students are encouraged to visit the homepage for APA's Public Interest Directorate (www.apa.org/pi/homepage.html) for up-to-date information, including guidelines and resolutions, on cultural and individual differences, including the Multicultural Guidelines approved as policy by the APA Council of Representatives in 2002. Additionally, research new areas within the American Psychological Association (APA) for additional information.

Students with Disabilities:

Under the Americans with Disabilities Act and Section 504 of the Civil Rights Restoration Act, students at Felician University who have a disability may be eligible for accommodations in this

course. Should a student require such accommodations, he or she MUST self-identify at the Office for Disability Support Services (DSS), LOCATION, provide documentation of said disability, and work with DSS to develop a plan for accommodations.

Liability Insurance:

Students must carry liability insurance the entire time they are in the program and completing a practicum. **Students need to have proof of insurance by September 1 each year**, submitted to the Director of Clinical Training. Student professional liability insurance can be purchased through the American Psychological Association endorsed American Professional Agency Inc. (<http://www.americanprofessional.com>) for a nominal cost. The minimum malpractice should be \$1,000,000/\$3,000,000 throughout the time they are enrolled in and completing a practicum.

Evaluation of Site:

After each practicum, the student evaluates, in writing, the practicum site. These evaluations are reviewed by the faculty to ensure the site is providing the expected experience for students. Students are also expected to evaluate their on-site supervisor. This process is designed to monitor the students' perception of the supervision experience and provide a vehicle for the Program faculty to address student concerns. Additionally, the Clinical Director may arrange an on-site visit each year with the student and off-site supervisor to review the quality of the practicum experience provided by the site.

COUNSELING PSYCHOLOGY DISSERTATION

Introduction

A dissertation is an original document based on scholarship or one's own research and is a requirement for graduation from a doctoral program. The purpose of a dissertation is to examine a problem and explore its origins. Dissertations must offer at least one hypothesis or research question. The purpose and goals of the research must be defined in the dissertation. Also, the document must explain all research methods used, highlight the findings of research data, and provide conclusions and factors to be addressed for future research.

One's dissertation must also provide the latest information about the topic or examine it in a way that has not been done before. The dissertation should be representative of one's knowledge of the field and improve one's understanding of it at the same time. The final draft of the dissertation should be written according to the guidelines provided by this document and reflect the same level as a study published in a professional research journal.

Types of Dissertations

- 1) Quantitative research study. With these types of studies, it is expected that students will develop specific research questions and hypotheses and will conduct empirical testing of predictions derived from these hypotheses by collecting new data. Examples of methodologies for these types of studies include but are not limited to group experiments, quasi-experimental studies, or correlational studies. Another example of quantitative research studies is metaanalyses. This type of study is described in greater detail as a separate category.
- 2) Qualitative research study The empirical-inductive method (e.g., qualitative research) involves first establishing a database and then engaging in a carefully thought-through approach of where to begin. These data can then be organized into empirical constructs from which a theoretical model may be generated. A well-designed exploratory study leading to the eventual development of hypotheses for future testing could also be acceptable.
- 3) Secondary data analyses A dissertation may involve testing research hypotheses using secondary analyses of an existing dataset. A dissertation of this type involves formulating new research questions or hypotheses to be examined using an existing database.
- 4) Meta-analyses This is an empirically based approach to integrating and synthesizing a group of related studies to identify patterns, sources of agreement/disagreement, or other relationships. Most meta-analyses will seek to accomplish these objectives using a common metric, such as an effect size.

5) A Comprehensive and Critical Review of Literature is more than a summary of literature on a topic. As a dissertation, a comprehensive and critical review of the scientific literature is centered on one or more research goals that advances the knowledge the field has surrounding a particular topic. The dissertation will integrate empirical and theoretical knowledge to achieve new perspectives, recommendations and/or considerations for empirical research and/or practice. This is achieved by organizing, evaluating, and critiquing the existing knowledge base in a persuasive and conceptually unique way.

6) Program Evaluation Program evaluation consists of an empirical study explicitly intended to support the design, delivery, or impact of a human service program. A program evaluation study may include questions pertaining to program utilization, implementation, fine-tuning, and effectiveness. The use of traditional empirical, as well as action research methods, is supported.

7.) Design of an Innovative Program This type of project consists of an in-depth design of a program of psychological strategy, methodology or techniques to achieve some goal consistent with contemporary principles of professional psychology. The program developed must demonstrate application of relevant theory, research, and consideration of similar programs reported in the literature in its design and must include a detailed plan or guideline for the evaluation of the program developed, even though the evaluation will not be conducted as part of the dissertation. Suggested procedures or at least some discussion of issues and procedures for maintenance of the proposed program in terms of available resources once the program organizers have departed from the scene must be built into the program proposal.

7) Case Study A case study involves a comprehensive, systematic, rigorous, qualitative analysis of one or more clinical case studies involving a particular type of presenting problem and theoretical approach of clinical interest to the student. These studies involve standardized, quantitative measures of outcome, and sometimes standardized, quantitative measures of process. Numerous examples of systematic case studies may be found in both the unrestricted access, online, peer-reviewed journal, Pragmatic Case Studies in Psychotherapy (<http://pcsp.libraries.rutgers.edu>; you will need to register to gain access to the articles) and the journal Clinical Case Studies (available online through Medaille Libraries).

Deadlines

Time management is key in developing a well thought out dissertation. It is important that students are cognizant of the due dates for their dissertation. A student submitting a dissertation after the deadline must wait until the next graduation ceremony to graduate.

The suggested deadlines for topics are as follows:

- I. Research Question (Year 1 Spring Semester)
- II. Literature Review (End of Year 1 Spring/Summer)
- III. Begin Writing Chapter 1-5 (Summer Year 1/Year 2 Fall)
- IV. Choose Dissertation Committee (Year 2 Fall)
- V. Proposal Defense (Year 2 Fall)
- VI. IRB (Year 2 End of Fall/Beginning Spring)
- VII. Write/ Collect data (Year 2-3)
- VIII. Analyze (Year 3 Fall)
- IX. Write Results and Discussion (Year 3 Spring)
- X. Dissertation Defense (Pass, Minor Revisions, Major Revisions, Fail) (Year 3 Spring/Summer)

Format

Your dissertation will be written in accordance with **APA Standards** and consist of the following components a title page, copyright page if applicable signature page, abstract, acknowledgements if applicable table of contents, list of tables/figures if applicable, body of dissertation, endnotes, references, and appendices if applicable.

Topic

The first step in developing your dissertation is selecting a topic. Once a topic has been selected, you must complete a research topic approval form and submit it to the department chairs. Also, you must include a summary of the topic, research methods, materials used, and an estimated time of completion with the approval form.

- Your dissertation should present either current information on a subject or a fresh analysis of existing data.
- The topic should be specific enough to be manageable but general enough to stimulate further research.
- Do not embark on a project for which you lack the necessary time or resources.

Proposal

After you have selected a topic, the next step will be to write your dissertation proposal. Your proposal is a research plan, clearly describing how you expect to accomplish your study's goals. It should be thoughtful, well-written, and scholarly. The proposal should include a brief introduction, statement of the problem, literature review, theoretical framework, research/thesis

question, and explanation of methodology used. Additionally, one may want to include limitations, definitions for terms used, and background information on the topic.

Acknowledgements

The inclusion of an Acknowledgement Page is not required in your dissertation. This page is meant to recognize people who have contributed to your document. To format this page, have the heading underlined one inch from the top of the page and insert text three lines below. Additionally, one may wish to include a Dedication Page. The premise and formatting of the Dedication Page is like the Acknowledgement Page. The only difference is dedications can be made to people who did not contribute.

Abstract

An abstract provides a concise and thorough explanation of your work. It should state the problem, the measures you used, and your general findings. The abstract must be 350 words or under (See APA style).

Dissertation Fee

Doctoral students will be required to register for dissertation continuation courses and pay a dissertation fee each semester they are working on the dissertation and until which time they successfully pass their final defense for every semester when they are not registered for courses.

Submitting the Final Copy of the Dissertation Students must submit the final bound copy of the dissertation to the department for review and approval. It is suggested that students submit a copy of their dissertation to the department for display and serve as a role model for other students.

Submission Review Process

All students writing dissertations need a dissertation chair and faculty member as a mentor. The dissertation chair's responsibilities are as follows:

- Help you develop a proposal.
- Guide your research.
- Facilitate your dissertation committee.
- Assist with document editing.
- Determine, along with the rest of your committee, when your work is ready for defense.
- Oversee your candidacy, the final phase of your doctoral program.
- Chair the dissertation defense meeting.
- Be on stage with you during your hooding ceremony at commencement.

Plagiarism

Plagiarism is a consequential offense in all institutions, Felician University included. All works used to formulate the dissertation must be properly noted. Dissertations will be reviewed with a third-party resource used to verify the document's originality. If plagiarism is present within one's document, they will be asked to review their work with the IRB.

Application Checklist and other NJ Licensing Information

It is helpful to begin a folder of course information to facilitate your application process for state licensure. You should also visit the Division of Consumer Affairs, Board of Psychological Examiners website (<http://www.njconsumeraffairs.gov/psy/>). It is recommended that doctoral students maintain copies of the following items:

1. Course syllabi (not required but always good to hold onto)
2. Clinical hours
3. Current and updated CV (Curriculum Vitae)
4. This student handbook, specifically the course flow
5. Print out an application to familiarize yourself with its requirements (e.g., 2 passport photos, official transcripts, etc.)

Other Useful Resources

APA: <http://www.apa.org/>

NJPA: <http://www.psychologynj.org/>

APAGS: <http://www.apa.org/apags/index.aspx>

NJPAGS: <http://www.psychologynj.org/students>

Web Information and Resources

The Jed Foundation <http://www.jedfoundation.com>

ULifeline-The Jed Foundation <http://www.ulifeline.com>

Go Ask Alice! <http://www.goaskalice.columbia.edu>

National Mental Health Association <http://www.nmha.org>

National Institute of Mental Health <http://www.nimh.nih.gov>

WebMD <http://www.webmd.com>

NJMentalHealthCares <http://www.njmentalhealthcares.org>

Half of us (MTVU and ULifeline) <http://www.halfofus.com>

REFERENCES

COA Standards of Accreditation (2018). Commission on Accreditation (CoA) of the American Psychological Association

American Psychological Association. Revised (2010). Ethical Principles of Psychologists and Code of Conduct. *American Psychologist*, 57(12), 1060-1073. Retrieved June 5, 2006

from <http://www.apa.org/ethics/code2002.html>

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Appendix A



Counseling Psychology Psy.D. Program Practicum Training Evaluation Form

Student Name: _____

Training Semester/Year _____

Practicum Course: _____

Site Name: _____

Practicum Evaluation Rating Scale

N/A = Not applicable and/or rater is unable to evaluate.

0 = Unacceptable: Student's performance is unacceptable and significantly below that which would be expected. Students require extensive and formal remediation.

1 The student's performance is consistent with that expected from a trainee who has no previous clinical training and two or fewer semesters of graduate coursework in clinical psychology. It is expected, however, that improvement is likely to occur with additional time, exposure, and training this year.

2 = Novice level: The student is performing at the level expected of a trainee who is completing the first practicum. Requires routine and intensive supervision.

3 = Intermediate level: The student is performing at the level expected of a trainee who is completing the second practicum. Routine supervision is required in most instances, but the trainee requires additional guidance and oversight when faced with complex and novel situations.

4 = Advanced level: The student is performing at the level expected of a trainee who is completing the third practicum. Entry-level competency for independent practice has been attained in a few areas, but the trainee still requires routine supervision in several other areas.

5 = Internship level: The student is performing at the level expected of a trainee who is completing the doctoral internship. Entry-level competency for independent practice has been attained in many areas, but ongoing growth and development is required in a few other areas. Supervisor provides overall management and oversight of the trainee’s activities; however, the depth of supervision varies as needs warrant.

6 = Postgraduate level: The individual is performing at the level expected of a postdoctoral fellow or higher. In general, the student functions appropriately, independently, and competently, and can effectively manage most instances via consultation rather than requiring supervision. However, the student continues to participate in regular supervision for ongoing oversight, growth, and development to fully achieve competency for independent practice.

Assessment		Supervisor Rating
1	Current Diagnostic Knowledge: Demonstrates current knowledge of diagnostic classification systems, functional, and dysfunctional behaviors, including considerations of client strengths and psychopathology.	
2	Context: Demonstrates understanding of human behavior within its context (e.g., family, social, societal, and cultural).	
3	Application: Demonstrates the ability to apply knowledge of functional and dysfunctional behaviors, including context, to the assessment and/or diagnostic process.	
4	Test Selection: Selects and applies assessment methods that draw from the best available empirical literature, that reflect the science of measurement and psychometrics and address the referral question.	
5	Scoring and Interpretation: Accurately scores and interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.	

6	Multisource Multimethod: Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment and relevant diversity characteristics of the service recipient.	
7	Communication of Findings: Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner that is sensitive to a range of audiences.	



Intervention		Supervisor Rating
1	Therapeutic Relationships: Establishes and maintains effective relationships with the recipients of psychological services.	
2	Treatment Planning: Develops evidence-based intervention plans specific to the service delivery goals.	
3	Treatment Implementation: Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.	
4	Evidence Basis: Demonstrates the ability to apply the relevant research literature to clinical decision making.	
5	Treatment Modification: Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.	
6	Treatment Effectiveness: Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.	

Supervision	Supervisor Rating
--------------------	--------------------------

1	Supervision Models: Demonstrates knowledge of supervision models and practices.	
2	Supervision Skill: Applies knowledge of supervision models in direct or simulated practice with psychology trainees or other health professionals. Examples of direct or simulated practice examples of supervision include roleplayed supervision with others and peer supervision with other trainees.	

Consultation and Interprofessional/Interdisciplinary Skills		Supervisor Rating
1	Knowledge of Various Systems: Demonstrates knowledge and respect for the roles and perspective of other professions.	
2	Consultation Models: Demonstrates knowledge of consultation models and practices.	

Research		Supervisor Rating
1	Research Formulation: Demonstrates the independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.	
2	Research Implementation: Conducts research or other scholarly activities.	
3	Research Dissemination: Critically evaluates and disseminates research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.	

Ethical and Legal Standards		Supervisor Rating
1	Knowledge and Behavior: Is knowledgeable and acts in accordance with 1) the current version of the APA ethics code; 2) relevant organizational, local, state, regional, and federal laws, regulations, rules, and policies that govern health service psychology; and 3) relevant professional standards and guidelines.	
2	Ethical Dilemmas: Recognizes ethical dilemmas as they arise and applies ethical decision-making processes to resolve the dilemmas.	
3	Ethical Conduct: Conducts self in an ethical manner in all professional activities.	

Individual and Cultural Diversity		Supervisor Rating
1	Personal Culture: Demonstrates the requisite knowledge base and ability to articulate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves	
2	Diversity Knowledge Base: Demonstrates understanding of and ability to articulate the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.	
3	Diversity in Professional Roles: Demonstrates understanding of and ability to articulate knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers, and with individuals whose group membership,	

	demographic characteristics, or worldviews create conflict with their own.	
4	Working Effectively with Diverse Populations: Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups and apply this approach effectively in professional work.	

Professional Values, Attitudes, and Behaviors		Supervisor Rating
1	Values & Attitudes: Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.	
2	Self-Reflection: Engages in self-reflection regarding one's personal and professional functioning; engages in activities to maintain and improve performance, wellbeing, and professional effectiveness.	
3	Openness to Feedback: Actively seeks and demonstrates openness and responsiveness to feedback and supervision.	
4	Independence: Responds professionally to increasingly complex situations with more independence as they progress across training levels.	
Communication and Interpersonal Skills		Supervisor Rating
1	Relationships: Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.	

2	Communication: Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated; demonstrates a thorough grasp of professional language and concepts.	
3	Interpersonal Skills: Demonstrates effective interpersonal skills and the ability to manage difficult communication.	

Discipline-Specific Knowledge		Supervisor Rating
1	Affective Aspects of Behavior: Demonstrates foundational knowledge of topics such as affect, mood, and emotion.	
2	Biological Aspects of Behavior: Demonstrates foundational knowledge of biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior.	
3	Cognitive Aspects of Behavior: Demonstrates foundational knowledge of topics such as learning, memory, thought processes, and decision-making.	
4	Developmental Aspects of Behavior: Demonstrates foundational knowledge of transitions, growth, and development across the lifespan.	
5	Social Aspects of Behavior: Demonstrates foundational knowledge of topics such as group processes, attributions, discrimination, and attitudes.	

OVERALL COMPOSITE EVALUATION OF STUDENT'S PERFORMANCE		Supervisor Rating
	Overall Composite Evaluation of Student's Performance:	

Qualitative Feedback and Recommendation

STRENGTHS: Please discuss the strengths of the students' competencies.

AREAS OF GROWTH: Please discuss areas of competency that require further development or remediation.

Please note any additional comments:

I recommend the following (Pass/Fail) for this student's practicum grade: _____
Pass _____ Fail _____

Signatures

The Psy.D. program requires that "direct observation" (asterisk below) of students occur at least once per evaluation period. This is defined by the supervisor observing a testing or therapy intervention in progress either in-person, via video or audio recording, live stream, during co-therapy, or live observation.

Assessment Method(s) For Competencies (Check all that apply):

- | | |
|--|---|
| <input type="checkbox"/> Live Observation* | <input type="checkbox"/> Review of Written Work |
| <input type="checkbox"/> Videotape* | <input type="checkbox"/> Review of Raw Test Data |
| <input type="checkbox"/> Audiotape* | <input type="checkbox"/> Discussion of Clinical Interaction |
| <input type="checkbox"/> Co-Therapy* | <input type="checkbox"/> Comments from Other Staff |
| <input type="checkbox"/> Live stream* | <input type="checkbox"/> Case Presentation |
| <input type="checkbox"/> Other: _____ | |

I verify the evaluation above is based on at least one "direct observation" of the student:

Yes No

Supervisor Name: _____

Site Name: _____

Supervisor Professional Credentials: _____

Supervisor Licensure Status: _____

Supervisor Signature: _____

Student Name: _____

Student Signature: _____

Student: You may comment on your experience and/or this evaluation here:

Appendix B



Counseling Psychology Psy.D. Program Clinical Experience Hour Log Form

This form is used to document the clinical activities and experiences of practicum students. Students first complete the hours based on their record, then have their direct supervisor verify those experiences. This form is submitted to the program as a formal record of the student's practicum training twice a year, once towards the end of the Fall semester, and another towards the end of the Spring semester. Some general tips and guidelines are provided below. If students or supervisors have questions about how to document the student's experiences accurately, please consult:

[Psychology Training Experiences - Liaison](#)

Tips and Guidelines:

- 1) Count only experiences directly relevant to your practicum training at a program sanctioned site. A 45–50-minute session with a client may be counted as one practicum hour.

- 2) Categories of experiences are meant to be mutually exclusive. If an experience can potentially fall under more than one category, do your best to place it under the category that best captures the experience.
- 3) For the Total Hours Face-to-Face columns, count each hour of a group, family, or couples' session as one practicum hour. For example, a two-hour group session with 12 adults is counted as two hours.
- 4) For the “# of columns” count a couple, family, or group as one unit. For example, meeting with a group of 12 adults over a ten-week period for two hours per week counts as 20 hours and one group.
- 5) Integrated reports should include a review of history, results of a clinical interview, and at least two psychological tests from one or more of the following categories: personality measures, intellectual tests, cognitive tests, and neurological tests. Reports based only on history-taking, a clinical interview, or only the completion of rating forms, for example, should not be considered an integrated report.
- 6) Support activities are defined as activities outside of the counseling/therapy hour while still focused on the client (e.g., writing progress notes, consulting with allied professionals, case conferences, case management, reviewing notes or video/audio recordings of sessions, interpreting assessment results, writing assessment reports, grand rounds, didactic seminars).
- 7) Individual supervision is defined as regularly scheduled, one-on-one, face-to-face supervision with the specific intent of overseeing the psychological services rendered by the supervisee. If there is more than one supervisee in these meetings, count this as group supervision. Didactic experiences should be counted under Support Activities.

Intervention Experience						
	Fall Term Accrual Totals		Spring/Summer Accrual Totals		Practicum Totals	
	# Of Hours	# Of individuals/groups	# Of Hours	# Of individuals/groups	# Of Hours	# Of individuals/groups
A. Individual Therapy						
Older Adults (65+)						
Adults (18-64)						
Adolescents (13-17)						
School-Age (6-12)						
Pre-School Age (3-5)						
Infant Age (0-2)						

B. Career Counseling							
Adults							
Adolescents (13-17)							
C. Group Counseling							
Adults							
Adolescents (13-17)							
Children (12 & under)							
D. Family Therapy							
E. Couples Therapy							
F. School Counseling Interventions							
Consultation							
Direct Intervention							
Other (explain):							
G. Other Psychological Interventions							
Sport Psychology/ Performance Enhancement							
Medical/Health Related Intervention							
Intake Interview/Structured Interview							
Substance Abuse Interventions							
Consultation							
Other Interventions (e.g., milieu therapy, treatment planning with the patient) (explain)							
H. Other Psychological Experience with Students and/or Organizations							

Supervision of Others						
Program development/Outreach Programming						
Outcome Assessment						
Systems/ Organizational Interventions						
Other (explain):						
Total Intervention Hours						

Assessment Experience			
	Fall Term	Spring/Summer Accrual Totals	Practicum Totals
	Accrual Totals		
	# Of Hours	# Of Hours	# Of Hours
A. Psychodiagnostics Test Administration (include symptom assessment, personality measures, achievement, intelligence, career assessment), and Providing Feedback to Clients/Patients			
B. Neuropsychological Assessment (include intellectual assessment in this category only when it was administered in the context of neuropsychological assessment involving evaluation of multiple cognitive, sensory, and motor functioning)			
C. Other (explain):			
Total Assessment Hours			
Total Intervention and Assessment Hours			

Support Experience

This item includes activities spent outside the direct clinical hour while still focused on the client (e.g., chart reviews, writing process notes, consulting with other professionals about cases, video/audio tape review, treatment planning, assessment interpretation, report writing, etc.). In addition, it also includes hours spent at practicum in didactic training (e.g., grand rounds, practicum site seminars). Please indicate the primary activities in which you participated that comprise your support hour activities, especially activities that are unusual or unique to your program.

	Fall Term Accrual Totals	Spring/Summer Accrual Totals	Practicum Totals
	# Of Hours	# Of Hours	# Of Hours
Total Support Hours			

Supervision Experience

Individual Supervision is defined as a regularly scheduled and face-to-face clinical activity provided by an appropriately credentialed supervisor with the specific intent of overseeing psychological services rendered by the student. **Group Supervision** includes all activities in which an appropriately credentialed supervisor coordinates the focused review of specific cases with more than one student at a time.

Fall Term Accrual Totals		Spring/Summer Accrual Totals		Practicum Totals	
Individual	Group	Individual	Group	Individual	Group

A. Supervised by a licensed Psychologist						
B. Supervised by another Licensed Mental Health Professional (explain):						
C. Other Supervision (e.g., supervision provided by an advanced graduate student who is supervised by licensed psychologist) (explain):						
Supervision Totals						
Combined Supervision Totals						

Test Administration

The following items indicate all instruments used in your assessment experience. To indicate that you administered, scored, interpreted, and wrote a report including a given test, count in both “number administered” and “number of reports” columns. Students should retain the demographics (e.g., age, ethnicity, gender) of all their testing cases for future reference.

Adult Assessment Instruments

	Fall Term Accrual Totals		Spring/Summer Accrual Totals		Practicum Totals	
	# Administered & Scored	# Of Reports Written	# Administered & Scored	# Of Reports Written	# Administered & Scored	# Of Reports Written

A. Symptom Inventories						
Beck Depression Inventory						
Hamilton Depression Scale						
Beck Anxiety Inventory						
Adult Manifest						

Anxiety Scale						
Other Measures (explain):						
B. Diagnostic Interview Protocols						
SADS						
SCID						
DIS						
Other Measures (explain):						
Other Measures (explain):						
C. General Cognitive Assessment						
Stanford Binet 5						
TONI-3						
WAIS III and WAIS IV						
Other Measures (explain):						
Other Measures (explain):						
D. Visual-Motor Assessment						
Bender-Gestalt						
Other Measures (explain):						
Other Measures (explain):						
E. Neuropsychological Assessment Measures						
Boston Diagnostic Aphasia Exam						

Brief Rating Scale of Executive Function						
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Dementia Rating Scale						
California Verbal Learning Test						
Continuous Performance Test						
Delis Kaplan Executive Function System						
Finger Tapping						
Grooved Pegboard						
Trail making Test A & B						
Wechsler Memory Scale III						
SCID						
Other Measures (explain):						
Other Measures (explain):						

F. Academic Functioning

Strong Interest Inventory						
Wechsler Individual Achievement Test						
Wide Range Assessment of Memory and Learning						
Woodcock Johnson-III						
WRAT-4						
Other Measures (explain):						

Other Measures (explain):						
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G. Behavioral/Personality Inventories

Millon Clinical Multiaxial III						
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MMPI						
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Myers Briggs Type Indicator						
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Personality Assessment Inventory						
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Other Measures (explain):						
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Other Measures (explain):						
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H. Measures of Malingering

Structured Interview of Reported Symptoms (SIRS)						
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Miller Forensic Assessment of Symptoms Test						
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Rey 15-Item Test						
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Test of Memory Malingering						
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Other Measures (explain):						
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Other Measures (explain):						
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I. Forensic/Risk Assessment

Psychopathy Checklist-Revised						
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Violence Risk Assessment Guide						
History-Clinical-Risk 20						
Validity Indicator Profile						
Other Measures (explain):						
Other Measures (explain):						
J. Projective Assessment						
Human Figure Drawing						
Kinetic Family Drawing						
Sentence Completion						
Thematic Apperception Test						
Rorschach						
Other Measures (explain):						
Other Measures (explain):						

Clinical Assessment Instruments						
	Fall Term Accrual Totals		Spring/Summer Accrual Totals		Practicum Totals	
	# Administered & Scored	# Of Reports Written	# Administered & Scored	# Of Reports Written	# Administered & Scored	# Of Reports Written
A. Parent/Youth Report Measures						

Behavior Assessment System for Children						
Achenbach System of Empirically Based Assessment						
Other Measures (explain):						
Other Measures (explain):						

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B. Symptom Inventories

Barkley-Murphy checklist for ADHD						
Conner's Rating Scales						
Self-report Measures of Symptoms/Disorders						
Other Measures (explain):						
Other Measures (explain):						

C. Diagnostic Interview Protocols

DISC						
Kiddie-SADS						
Other Measures (explain):						
Other Measures (explain):						

D. General Cognitive Assessment

Bayley Scales of Infant and Toddler Development						
Differential Abilities Scale-II						
Mullen Scales of Early Learning						
Stanford-Binet 5						
WPPSI-III						
WISC-IV						
Other Measures (explain):						

Other Measures (explain):						
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E. Visual Motor Assessment

Bender Gestalt						
Developmental Test of Visual-Motor Integration (Berry)						
Other Measures (explain):						
Other Measures (explain):						

F. Neuropsychological Assessment Measures

Brief Rating Scale of Executive Function						
Children's Memory Scale						
Continuous Performance Test						
Delis Kaplan Executive Function System						

NEPSY-II						
Rey-Oster Rieth Complex Figure						
Other Measures (explain):						
Other Measures (explain):						
G. Measures of Academic Functioning						
Wechsler Individual Achievement Test (WIAT)						
Wide Range Assessment of Memory and Learning						
Woodcock Johnson-III						
WRAT-4						
Other Measures (explain):						
Other Measures (explain):						
H. Behavioral/Personality Inventories						
Millon Adolescent Personality Inventory						
MMPI-A						
Other Measures (explain):						
Other Measures (explain):						
I. Projective Assessment						
Human Figure Drawing						

Kinetic Family Drawing						
Roberts Apperception Test for Children						
Rorschach						
Other Measures (explain):						
Other Measures (explain):						

Integrated Reports Summary

List the number of supervised integrated psychological reports (i.e., batteries) that you wrote for the following populations. The report must be synthesized into a comprehensive report providing an overall picture of the patient.

	Fall Term Accrual Totals	Spring/Summer Accrual Totals	Practicum Totals
	# Of Reports Written	# Of Reports Written	# Of Reports Written
Integrated Reports, Adult			
Integrated Reports, Child & Adolescents			
Total Testing Integrated Reports			

Diversity Experience

Indicate the number of clients seen for each of the following diverse populations. You may include a single client in more than one category, as appropriate.

	Fall Term Accrual Totals	Spring/Summer Accrual Totals	Practicum Totals

A. Race/Ethnicity			
African American/Black/African Origin			
Asian American/Asian Origin/ Pacific Islander			
Latino-a/Hispanic			
American Indian/Alaska Native/Aboriginal Canadian			
European Origin/White			
Bi-racial/multi-racial			
Other (explain):			
B. Sexual Orientation			
Heterosexual			
Gay			
Lesbian			
Bisexual			
Other (explain):			
C. Disabilities			
Physical/Orthopedic Disability			
Blind/Visually Impaired			
Deaf/Cognitive Disability			
Learning/Cognitive Disability			
Developmental Disability (including Mental Retardation and Autism)			
Serious Mental Illness (e.g., primary psychotic disorders, major mood disorders that significantly interfere with adaptive functioning)			
Other (explain):			
D. Gender			
Male			
Female			
Transgender			

Other (explain):			
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Clinical PsyD Practicum Hour Log Summary			
	Fall Totals	Spring/Summer Totals	Practicum Totals
Total Intervention Hours			
Total Assessment Hours			
Total Intervention and Assessment Hours			
Total Support Activity Hours			
Total Hours Supervision by Type			
Individual			
Group			
Total Combined Supervision Hours			
Total Practicum Hours (Intervention/Assessment + Support + Supervision)			
Total Testing Integrated Reports			

Signatures

By signing this hour log, the student and supervisor both verify that the experiences accurately reflect the training activities of the student’s practicum placement.

Supervisor Name: _____

Site Name: _____

Supervisor Professional Credentials: _____

Supervisor Licensure Status: _____

Supervisor Signature: _____

Student Name: _____

Student Signature: _____