

***GRADUATE STUDENT HANDBOOK FOR  
THE RADFORD UNIVERSITY Psy.D. PROGRAM  
IN COUNSELING PSYCHOLOGY***

Last Approved by Psy.D. Faculty 2021

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## HANDBOOK AGREEMENT

This Psy.D. Handbook is for doctoral students in the Radford University (RU) Counseling Psychology program. It provides information about policies and procedures for the management and completion of your degree. The content of this document is provided for general information and is believed to be accurate at the time of its writing, but is subject to change as deemed necessary by the program or department faculty, University Administrators, and/or University Board of Visitors. The University also reserves the right to effect changes to tuition and fees without notice. When substantive changes are made to the handbook, students will be provided a two-week window to review those changes and provide feedback or express any concerns to the program faculty. Once approved, these changes will go into effect for all PsyD students currently enrolled in courses, on internship, and/or completing their dissertations (i.e., A.B.D.). Your signature below is only needed once and you will not be asked to sign a new handbook agreement each time changes are made. Occasionally errors in this handbook or other documents may be found. You will be informed of these errors when they are discovered, but in no case will the program be bound to follow an erroneous statement or policy.

The Handbook is not meant to supersede any Radford University policies or Standards of Student Conduct, RU Graduate College policies and procedures or material in the Graduate Catalog, the Ethics Code of the American Psychological Association, or the laws and regulations governing psychology enforced by the Virginia Board of Psychology. Students are responsible for familiarizing themselves with all information relevant to their program. We hope this handbook will serve you well in addressing frequently asked questions concerning the completion of our doctoral program in Counseling Psychology.

The faculty members of the Psy.D. Program encourage students to place an emphasis on their own development. During the course of their tenure in the Program, students will have opportunities to examine the relationship between self-development and professional competency. Some courses may include experiential components designed to foster student self-examination in relation to course content, competencies, and professional development. Courses and practica may include material and activities that require personal exploration about psychological, social, and cultural processes of human behavior. Students may be expected to share appropriate personal material in various classes and practicum situations (e.g., a family genogram).

Students must be aware that there are many personal and professional reasons that may prohibit them from earning a Psy.D. or becoming licensed to practice psychology. Therefore, the faculty of the Program cannot guarantee either graduation from the program or licensure. However, we will make every effort to meet our obligations to each student to give you every opportunity to accomplish your goals.

*I understand that my educational success is a joint effort between the faculty and me, the outcomes of which cannot be guaranteed. Progress depends on many factors including my motivation, effort, and other life circumstances. I agree that I will be responsible for adhering to all of the policies in this Psy.D. Handbook and the Graduate Student Handbook and policies of Radford University. I also agree to adhere to the Ethics Code of the American Psychological Association and the laws and regulations governing psychology in the Commonwealth of Virginia and wherever I complete my practica and internship. I acknowledge that I have read this Handbook and if I had any questions about the contents of the handbook they have been answered to my satisfaction by my advisor or the Program Director.*

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Print Name/Signature

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Date

## INTRODUCTION

Welcome to the Radford University Psy.D. Program in Counseling Psychology!

This Handbook<sup>1</sup> is intended in part to provide detailed information for interested prospective students. Its primary purpose, however, is to serve as the definitive guide for incoming and continuing students to the curriculum and policies of the Psy.D. Program. We ask that students read it carefully and refer to it as necessary throughout their time in the Program. Further pertinent information, including the Graduate Handbook, is available on the College of Graduate Studies and Research website<sup>2</sup> and in other college and departmental resources.

This handbook provides the “contract” for the curriculum and other requirements of the program for newly matriculated students. To the extent that the curriculum and other aspects of the program are under the control of the program faculty, no changes will be required of students during their tenure in the program. Policy and procedure changes may be made in response to issues arising in the program, University, and profession. These changes may in some cases be communicated and made effective for all students, regardless of the date of their matriculation. Exceptions to the policies herein may be granted due to extraordinary circumstances. Students who would like to request an exception from a particular policy must do so in writing in conjunction with their advisor, to the program director. Should said policy be a departmental, college, Graduate College, or university policy, the petition for exception must be approved by the appropriate official(s) in those entities.

Radford University is committed to providing an environment that emphasizes the dignity and worth of every member of its community and is free from harassment and discrimination based on race, sex, color, national origin, religion, age, veteran status, sexual orientation, gender identity, gender expression, pregnancy, genetic information, against otherwise qualified persons with disabilities, or based on any other status protected by law. Per federal Title IX regulations, as well as other federal and state regulations, Radford University prohibits discrimination and harassment in its educational programs and activities, on the basis of sex or any other protected class, by individuals subject to its control or supervision. This requirement to not discriminate in the educational program or activity of Radford University extends to admission. Inquiries about the application of federal Title IX regulations may be referred to Radford University’s Title IX Coordinator, the U.S. Department of Education’s Assistant Secretary, or both.

## PROGRAM MISSION STATEMENT

The philosophy of the Radford University Psy.D. program is ultimately one that values and respects the integrity of all persons. The psychological perspective we take in training students

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<sup>1</sup> In preparing this Handbook, we are greatly indebted to the wisdom and experience of many other programs. We have borrowed liberally from other program handbooks but have not included references to all of them. The foundation for our handbook was the one developed by The University of Akron’s Collaborative Program in Counseling Psychology.

<sup>2</sup> Because weblinks can change on a regular basis, we have decided not to include them in this document unless there is a compelling reason to do so. Students should easily be able to find the appropriate documents with a quick Internet search. If there is uncertainty about the information found, check with your advisor or the Program Director.

to become professional psychologists is growth-based in that it focuses on students' strengths and potentials with respect to their personal and professional development. We believe that this training perspective will prepare students to help clients cope with problems, regardless of their level of complexity, in a way that maximizes their development as unique human beings.

The mission of our program, more specifically, is to facilitate the professional, personal, and ethical development of our students. Our philosophy of training is consistent with the practitioner-scholar model and the Counseling Psychology humanistic tradition. The Program includes emphases on rural issues, cultural diversity, social justice, and evidence-based practice in psychology.

The goals and objectives that follow from this mission statement are presented in Appendix A. In attempting to meet the goals, the Psy.D. Program faculty members strive to provide a safe and nurturing environment for our students that fosters their growth as persons and professionals by encouraging them to engage in continuous personal and professional self-study and reflection. We endeavor to integrate the following into the Program as a whole and on an individual level:

- Faculty members are readily available to students for discussion and interaction
- Faculty members offer opportunities for high faculty/student interaction, active advising, and professional mentoring that models commitment to professional excellence in science, practice, and personal growth
- Faculty members facilitate and are accepting of students' individual choices of practice and research directions that best fit their professional interests, within the constraints associated with options available at RU
- Students participate in program governance
- Many courses include discussion components to foster reflective thought
- Several courses require reaction/reflection papers to help students reflect on their learning and chart their growth
- The Program environment fosters the development of open and critical thought processes
- Supervision is structured such that students feel free to discuss important personal and professional issues
- Faculty members encourage and facilitate students' self-care (which includes, but is not limited to, access to personal therapy and other services when appropriate)
- Faculty members engage students in meaningful dialogue regarding personal and professional issues

## PROGRAM OVERVIEW

Radford University is fully accredited by the Southern Association of Colleges and Schools. Radford offers a doctoral program in Counseling Psychology that was initially accredited by the American Psychological Association (APA) in 2012 and reaccredited in 2016. The next site visit will be scheduled in 2023. If you have questions about the accreditation process for doctoral programs in psychology, you can contact the APA via the following means:

American Psychological Association  
 Office of Program Consultation and Accreditation / Commission on Accreditation  
 750 First Street, NE  
 Washington, DC 20002-4242  
 Phone: 202-336-5979  
 TDD/TTY: 202-336-6123  
 Fax: 202-336-5978  
 E-mail: [apaaccred@apa.org](mailto:apaaccred@apa.org)  
 Internet Webpage: <http://www.apa.org/ed/accreditation/>

The American Psychological Association of Graduate Students (APAGS) also has information on accreditation and the organization published an article in the April 2004 issue of its magazine *gradPSYCH* on “Why Accreditation Matters.” A PowerPoint presentation on accreditation directed to graduate students can be found on their website.

The Radford University Program is one of only a handful of Psy.D. programs in Counseling Psychology, and the Program follows a Practitioner-Scholar model of training (see below). Other Counseling Psychology programs can be found through the APA as well as the Council of Counseling Psychology Training Programs (CCPTP). Ours is one of a few Counseling Psychology programs that has an explicit focus on rural issues. Another of our core values is a commitment to a multicultural perspective (broadly defined), which is described more fully below. We are also committed to consideration of social justice issues and to integrating evidence-based practice throughout the curriculum.

Counseling Psychology is a distinct specialty within the broader field of psychology. Early in the field’s history, Counseling Psychologists tended to work with more well-adjusted individuals, leaving people with severe mental illness to Clinical Psychologists. Over the past few decades, however, the differences between what Counseling and Clinical Psychologists do and where they work have decreased. Several studies have demonstrated that Counseling and Clinical Psychologists work side-by-side in inpatient hospitals as well as university counseling centers.

What seems to set Counseling and Clinical programs and professionals apart, in general, are some of the perspectives taken and emphases given in training and when working with clients. One description of the differences (and similarities) can be found in a 2000 article written by Dr. John Norcross and published by Psi Chi, the National Honor Society in Psychology (see also

Norcross et al., 1998). Some of the biggest differences Norcross noted were that faculty members in Counseling Psychology programs had more of an emphasis on multicultural issues, vocational psychology, and professional issues with less emphasis on psychopathology and hospital work.

According to Gelso and Fretz (2001), there are 8 “unifying themes” in Counseling Psychology, which reflect some of the things that differentiate Counseling Psychology from Clinical Psychology:

- A focus on working within a developmental framework across a wide range of psychological functioning;
- A focus on assets and strengths, regardless of level of functioning;
- The inclusion of relatively brief counseling approaches;
- An emphasis on person-environment interactions, rather than an exclusive focus on either person or environment;
- An emphasis on prevention, including psycho-educational interventions;
- Emphasis on the educational and vocational lives of individuals;
- A strong commitment to attending to issues of culture, race, and ethnicity, as well as other areas of individual diversity such as gender, age, ability, socioeconomic status, sexual orientation and religion; and
- Evaluation and improvement through critical thinking and a commitment to the scientific approach.

All of these aspects are present throughout the curriculum of the Radford Psy.D. Program as well as in the perspectives and attitudes of the faculty.

The APA’s “Archival Description of Counseling Psychology” is located at on the APA website and the Society of Counseling Psychology (APA Division 17) also has a website. The Archival Description and a commentary were published in *The Counseling Psychologist* (the official journal of the Society of Counseling Psychology). Finally, you can also find a discussion of the “anticipated future” of Counseling Psychology in an article by Neimeyer and Diamond (2001).

A competent, professional Counseling Psychologist is defined by the Psy.D. Program faculty as a self-reflective individual capable of contributing to the field and to the public through practice and scholarship. The dimensions underlying this definition are assessed throughout the Program and include, but are not limited to, competence in practice and adherence to accepted standards of practice, understanding ethics and professional issues, the appreciation of human diversity, and skill in evaluating and carrying out scholarship. Professional skills and knowledge of standards of practice as well as self-reflection are most specifically evaluated in practica, but given the manner in which theory, research, and practice are integrated, they are also examined in other courses. Understanding of ethical and professional issues is most specifically evaluated in the Ethical, Legal, and Professional Issues in Psychology course and in practicum. Professional skills and self-reflection are also demonstrated by performance in all other courses and in the everyday conduct and practice of all participants in the Program. Students must demonstrate knowledge of and sensitivity to human diversity specifically in Multicultural Counseling. Further, students should demonstrate these attitudes, knowledge, and skills in all of their other courses, their everyday conduct, and especially in their applied work. Scholarship



skills are evaluated in coursework as well as in students' work on the dissertation and other requirements. We maintain a strength-focused, developmental, and preventative orientation to training and professional practice. We anticipate that graduates will be employed in applied settings (e.g., integrated care, community services boards or mental health centers, hospitals, counseling centers, private practice) and will be providing direct services (e.g., counseling, supervision, consultation) from a perspective that values diversity and social justice.

### **Practitioner-Scholar Model**

The “Practitioner-Scholar” Model has been championed by the National Council of Schools and Programs of Professional Psychology (NCSPP). Based on materials developed by NCSPP, we believe that a practitioner-scholar is a psychologist who is focused on applying psychological principles that are grounded in theory and research with individuals, couples, families, groups, organizations, and communities. A practitioner-scholar contributes to the literature through presentations and publications in order to share knowledge and experience with others who can use the material themselves.

At Radford, we specifically define “practitioner” as a person who is able to offer psychological knowledge and skills to the amelioration of problems faced by children, adults, older adults, couples, families, groups, systems, organizations, and communities. A practitioner will be able to engage in counseling, assessment, supervision, consultation, and outreach with attitudes that are respectful of others' culture and beliefs, that will take into account individual and group differences and similarities, and that will consider social justice implications when interacting and intervening. Interventions are based on evidence and the literature (to the extent possible), and outcomes are evaluated.

We take our definition of “scholar” from Boyer (1990), who identified four aspects of scholarship: (a) discovery, (b) integration, (c) application, and (d) teaching. Although Boyer was writing about professors, we believe the ideas can be easily translated to apply to Psy.D. students and future psychologists. The following quotes illustrate each of these perspectives.

...the *scholarship of discovery* comes closest to what is meant when academics speak of “research.” No tenets in the academy are held in higher regard than the commitment to knowledge for its own sake, to freedom of inquiry and to following, in a disciplined fashion, an investigation wherever it may lead (p. 17).

In proposing the *scholarship of integration*, we underscore the need for scholars who give meaning to isolated facts, putting them into perspective. By integration we mean making connections across the disciplines, placing the specialties in larger context, illuminating data in a revealing way, often educating nonspecialists, too.... what we mean is serious, disciplined work that seeks to interpret, draw together, and bring new insight to bear on original research....

The scholarship of integration is, of course, closely related to discovery. It involves, first, doing research at the boundaries where fields converge, and it reveals itself in what philosopher-physicist Michael Polanyi called “overlapping [academic]

neighborhoods.”...

The scholarship of integration also means interpretation, fitting ones’ own research – or the research of others – into larger intellectual patterns. Such efforts are increasingly essential since specialization, without broader perspective, risks pedantry. The distinction we are drawing here between “discovery” and “integration” can be best understood, perhaps, by the questions posed. Those engaged in discovery ask, “What is to be known, what is yet to be found?” Those engaged in integration ask, “What do the findings *mean*? Is it possible to interpret what’s being discovered in ways that provide a larger, more comprehensive understanding?” Questions such as these call for the power of critical analysis and interpretation. They have a legitimacy of their own and if carefully pursued can lead the scholar from information to knowledge and even, perhaps, to wisdom. (pp. 18-20)

The first two kinds of scholarship – discovery and integration of knowledge – reflect the investigative and synthesizing traditions of academic life. The third element, the *application* of knowledge, moves toward engagement as the scholar asks, “How can knowledge be responsibly applied to consequential problems? How can it be helpful to individuals as well as institutions? And further, “Can social problems *themselves* define an agenda for scholarly investigation?”...

...all too frequently, service means not doing scholarship but doing good. To be considered *scholarship*, service activities must be tied directly to one’s special field of knowledge and relate to, and flow directly out of, this professional activity. Such service is rigorous, demanding work, requiring the rigor – and the accountability – traditionally associated with research activities.

The *scholarship of application*, as we define it here, is not a one-way street. Indeed, the term itself may be misleading if it suggests that knowledge is first “discovered” and then “applied.” The process we have in mind is far more dynamic. New intellectual understandings can arise out of the very act of application – whether in medical diagnosis, **servicing clients in psychotherapy**, shaping public policy, creating an architectural design, or working with public schools. In activities such as these, theory and practice vitally interact, and one renews the other. (pp. 21-23, bold emphasis added)

As a *scholarly* enterprise, teaching begins with what the teacher knows. Those who teach must, above all, be well informed, and steeped in the knowledge of their fields....

...Educator Parker Palmer strikes precisely the right note when he says knowing and learning are communal acts. With this vision, great teachers create a common ground of intellectual commitment. They stimulate active, not passive, learning and encourage [others] to be critical, creative thinkers, with the capacity to go on learning after their [interaction is] over.

Further, good teaching means that [educators], as scholars, are also learners. All too often, teachers transmit information that students are expected to memorize and then, perhaps, recall. While well-prepared lectures surely have a place, teaching, at its best, means not only transmitting knowledge, but *transforming* and *extending* it as well. Through reading, through [group] discussion, and surely by comments and questions

posed by [others], [educators] themselves will be pushed in creative new directions. (pp. 23-24)

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

## **Major Emphases of the Program**

### Rural Practice

The primary distinction of the Counseling Psychology Psy.D. Program at Radford is the rural mental health focus. A significant amount of data indicates that a large percentage of the U.S. and Canadian population lives in rural areas but there are few professional psychologists available to provide services. Although professional counselors and social workers, and other health professionals, can and do provide important services to those residing in rural areas, psychologists have unique skills to complement those of other providers. Our goal with the Radford Program is to train students who can work with people across the lifespan and present with a broad spectrum of issues and severity of psychological conditions; who can provide counseling, assessment, and educational services to individuals, couples, families, and groups in a variety of settings; and who can collaborate with other professionals in their community and region. All these efforts must be done while taking into account the cultural aspects of the person as well as the culture of the rural area in which the psychologist practices. Thus, in addition to a large number of practice-oriented courses and experiences, we also have a series of courses related to working in rural areas and we infuse rural issues into all core courses. Further, students are encouraged to take advantage of the significant resources available on campus related to rural issues, including the Appalachian Regional Studies Center and experts at the Library.

The APA has made a compelling case that there is a need for psychologists such as those who will graduate from Radford:

The APA has identified rural health as a priority and has developed an APA Committee on Rural Health (CRH), which resides in the Practice Directorate. The objective of CRH is to ensure that the behavioral healthcare needs of rural and frontier Americans are met. Through the establishment of CRH, the APA has committed resources to addressing the behavioral healthcare needs of individuals residing in rural and frontier areas. (quoted from <http://www.apa.org/practice/programs/rural/committee/index.aspx>)

In almost all rural and frontier areas, health care practitioners, services and infrastructure are in short supply. The population is small and is disproportionately older. These areas have low household incomes, relatively high unemployment rates and high poverty rates. Unfortunately, they also have a high proportion of the population that lacks health insurance or has inadequate coverage. Providing behavioral health care services to rural residents is further complicated by the presence of stigma. (quoted from <http://www.apa.org/practice/programs/rural/index.aspx>)

### Diversity

Counseling Psychology programs in general tend to emphasize diversity and cultural considerations, and we are no different. All members of the Psy.D. faculty are committed to a multicultural perspective, broadly defined. Just as rural issues are infused into the core courses, discussion of cultural considerations also is included in courses. Because the faculty members

believe that size of community is a cultural issue, there is overlap between the rural focus and the inclusion of diversity.

The commitment to diversity is evident in the Program's mission statement, integration of multicultural issues into courses, applied practice, required courses on rural issues, an additional required course on Multicultural Counseling, faculty membership in professional organizations (e.g., APA's Division 44: Society for the Psychological Study of Lesbian, Gay, Bisexual, and Transgender Issues), and the diversity within the faculty. Faculty members also have developed collaborative relationships with others on campus and in the community, such as the Radford University Center for Gender Studies, the Appalachian Regional and Rural Studies Center, the Community Health Center of the New River Valley, and the Women's Resource Center.

Because of the faculty's respect for diversity, the faculty members endorsed an adapted version of the Council of Counseling Psychology Training Programs' *Counseling Psychology Model Training Values Statement Addressing Diversity* (see Appendix C). Students (and faculty) are expected to adhere to the statement. In addition, students (and faculty) are expected to adhere to the APA (2010) Ethics Code as well as the various guidelines that APA has passed regarding working with members of diverse populations:

- American Psychological Association. (2010). Ethical principles of psychologists and code of conduct (2002, Amended June 1, 2010). Available at <http://www.apa.org/ethics/code/principles.pdf>
- American Psychological Association. (2003). Guidelines on multicultural education, training, research, practice, and organizational change for psychologists. *American Psychologist*, 58, 377-402. Available at <http://www.apa.org/pi/oema/resources/policy/multicultural-guideline.pdf>
- American Psychological Association. (2014). Guidelines for psychological practice with older adults. *American Psychologist*, 69, 34-65. Available at <http://www.apa.org/practice/guidelines/older-adults.pdf>
- American Psychological Association. (2007). Guidelines for psychological practice with girls and women. *American Psychologist*, 62, 949-979. Available at <https://www.apa.org/practice/guidelines/girls-and-women.pdf>
- American Psychological Association. (2011). *Guidelines for assessment of and intervention with persons with disabilities*. Available at <http://www.apa.org/pi/disability/resources/assessment-disabilities.pdf>
- American Psychological Association. (2011). *Guidelines for psychological practice with lesbian, gay, and bisexual clients*. Available at <http://www.apa.org/pi/lgbt/resources/guidelines.aspx>
- American Psychological Association. (2015). Guidelines for Psychological Practice with Transgender and Gender Nonconforming People. Available at <https://www.apa.org/practice/guidelines/transgender.pdf>

### Social Justice

A natural outgrowth of this emphasis on diversity is the program's focus on social justice. We purposefully integrate social justice material and discussions into coursework, offer practicum placements that allow for social justice opportunities (when possible), and invite students to engage in social justice projects. This means that students in the Program will attend to issues of

privilege, oppression, equity, and equality as they affect the lives of clients and others in the community, region, state, country, and world, across settings and systems. The goal is to sensitize students, and faculty, to injustice and oppression, helping us all to understand the factors that contribute to human suffering, and enabling us (and others) to develop skills to intervene at a variety of levels in order to promote human welfare and rights. The faculty members see social justice as inherently related to equity and equality and therefore attend to the distribution and access to power and economic / other resources as well as work toward the reduction of various forms of stigma.

A definition that unites these aspects comes from the UC Berkeley's Social Justice Symposium (<http://socialwelfare.berkeley.edu/sjs/>; see also the Social Justice Training Institute):

Social Justice is a process, not an outcome, which (1) seeks fair (re)distribution of resources, opportunities, and responsibilities; (2) challenges the roots of oppression and injustice; (3) empowers all people to exercise self-determination and realize their full potential; (4) and builds social solidarity and community capacity for collaborative action.

### Evidence-Based Practice

The APA has a policy statement on evidence-based practice which says “[r]esearch, clinical expertise, and patient characteristics are all supported as relevant to good outcomes” (p. 271). Evidence-based practice in psychology is defined as “the integration of best available research with clinical expertise in the context of patient characteristics, culture, and preferences (American Psychological Association Presidential Task Force on Evidence-Based Practice, 2006, p. 284; see <http://www.apapracticentral.org/ce/courses/ebpstatement.pdf> for the full statement). The Program faculty members subscribe to this definition and believe that it is consistent with our beliefs about how best to help clients. Therefore, discussion of evidence-based practice (according to the definition above) will occur in courses and discussions of service provision.

## **APA Ethical Standards Pertaining to Education and Training**

Although other standards are certainly applicable, the APA (2010) Code of Ethics has an entire section specifically on Education and Training. Below we excerpt that section and provide commentary (the indented material) regarding each of the standards.

### *7. Education and Training*

#### 7.01 Design of Education and Training Programs

**Psychologists responsible for education and training programs take reasonable steps to ensure that the programs are designed to provide the appropriate knowledge and proper experiences, and to meet the requirements for licensure, certification, or other goals for which claims are made by the program.**

#### 7.02 Descriptions of Education and Training Programs

Psychologists responsible for education and training programs take reasonable steps to ensure that there is a current and accurate description of the program content (including participation in required course- or program-related counseling, psychotherapy, experiential groups, consulting projects, or community service), training goals and objectives, stipends and benefits, and requirements that must be met for satisfactory completion of the program. This information must

be made readily available to all interested parties.

*Commentary:* Through this Handbook, the website, and associated Program material, the Psy.D. faculty members have attempted to provide thorough and accurate descriptions of the Program and what is expected from students. Informed consent documents are provided to applicants invited to be interviewed for admission and disclosure of important (and required) information is on the website. The Program does not require students to participate in counseling/psychotherapy/group therapy; however, as is discussed with prospective students, the Program has a social justice emphasis so participation in activities that advance social justice is expected but community service is not required and consulting beyond course requirements is encouraged but not mandated. If students are concerned about the descriptions of the Program, they should discuss their reactions with their advisor, the Psy.D. Program Director, or the Department of Psychology Chairperson.

### 7.03 Accuracy in Teaching

(a) Psychologists take reasonable steps to ensure that course syllabi are accurate regarding the subject matter to be covered, bases for evaluating progress, and the nature of course experiences. This standard does not preclude an instructor from modifying course content or requirements when the instructor considers it pedagogically necessary or desirable, so long as students are made aware of these modifications in a manner that enables them to fulfill course requirements. (See also Standard 5.01, Avoidance of False or Deceptive Statements.)

(b) When engaged in teaching or training, psychologists present psychological information accurately. (See also Standard 2.03, Maintaining Competence.)

*Commentary:* The Psy.D. faculty members believe that the syllabi they develop are accurate and complete and welcome student feedback if there appear to be discrepancies. The faculty members believe that they are presenting information accurately. Other Department of Psychology faculty members teach courses required in the Psy.D. Program and the same expectations are held for them regarding accuracy in syllabi and course content. If students are concerned about the teaching of a course, they should discuss it with the faculty member, Psy.D. Program Director, or Department of Psychology Chairperson, as appropriate.

### 7.04 Student Disclosure of Personal Information

Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training - or professionally related activities in a competent manner or posing a threat to the students or others.

*Commentary:* In general, students are not *required* to disclose the information identified in this Standard in courses or in supervision. However, as is indicated in the second

caveat above, if necessary, Program faculty members may attempt to obtain information from the student and others who may be familiar with the situation if a student appears to be having difficulty in coursework, practica, supervision, interpersonal interactions, or otherwise appears to be struggling with competence issues. In such situations, students will be informed of the concerns and the reasons for the questions.

We wish to emphasize that we anticipate that material covered in class and in other discussions, including supervision, may prompt self-disclosure but telling others about this information is the choice of the student. Self-reflection is something we value but, except in the types of situations noted above, we will honor the student's decision about whether to disclose.

#### 7.05 Mandatory Individual or Group Therapy

(a) When individual or group therapy is a program or course requirement, psychologists responsible for that program allow students in undergraduate and graduate programs the option of selecting such therapy from practitioners unaffiliated with the program. (See also Standard 7.02, Descriptions of Education and Training Programs.)

(b) Faculty members who are or are likely to be responsible for evaluating students' academic performance do not themselves provide that therapy. (See also Standard 3.05, Multiple Relationships.)

*Commentary:* Students are not required to participate in individual or group therapy as part of the Psy.D. curriculum. However, as is described below, we encourage students to take advantage of opportunities for reflection and personal growth and have arranged for reduced rate counseling for students who want to voluntarily receive therapy.

#### 7.06 Assessing Student and Supervisee Performance

(a) In academic and supervisory relationships, psychologists establish a timely and specific process for providing feedback to students and supervisees. Information regarding the process is provided to the student at the beginning of supervision.

(b) Psychologists evaluate students and supervisees on the basis of their actual performance on relevant and established program requirements.

*Commentary:* As is detailed below, the Psy.D. faculty members have developed an extensive and transparent evaluation process for all Psy.D. students both comprehensively and in terms of practicum/supervision performance. Students will receive comprehensive evaluations at least once a year and practicum feedback at the end of each semester. Evaluations are based on actual performance in accordance with established policies and procedures. If students have concerns about evaluations they should discuss it with the faculty member, Psy.D. Program Director, or Department of Psychology Chairperson, as appropriate. If necessary, the Grievance Procedures described below should be followed.

#### 7.07 Sexual Relationships With Students and Supervisees

Psychologists do not engage in sexual relationships with students or supervisees who are in their department, agency, or training center or over whom psychologists have or are likely to have evaluative authority. (See also Standard 3.05, Multiple Relationships.)

*Commentary:* Psy.D. faculty members will not engage in sexual relationships with Psy.D. students or other students in the Department of Psychology or other students/supervisees with whom they have or are likely to have evaluative authority. If a student has a concern about a Psy.D. faculty member she or he should discuss it with the faculty member, Psy.D. Program Director, or Department of Psychology Chairperson, as appropriate.

## **FINANCIAL INFORMATION**

Radford University awards a number of graduate assistantships, tuition scholarships, and graduate fellowships to qualified students who are in good academic standing. The University has committed assistantship funding and support for in-state tuition remission for students during the three years they are taking courses, as long as they make good progress through the Program, maintain good assistantship evaluations, and funds are available. A limited number of out-of-state waivers is available to help offset the costs for out-of-state students. A graduate assistant is contracted to render service to the University through teaching, research, and other duties for a set number of hours per week (e.g., 20 hours per week). This work consists of providing services on campus, in the department, and related to the Psy.D. Program and may include research, teaching, or service work. Additionally, the Psy.D. program or individual faculty members may have internal or external grants that provide for some student funding for specific tasks or practice at specific practicum sites. Some of these grants may have their own stipulations as to what (if any) other compensation students may receive under the terms of the grant and what (if any) other duties can be performed by students. Students are bound by the terms of the grant should they accept these roles. Students who are recipients of grant funding rather than assistantship funding must continue to meet regularly with their advisors and engage in scholarly pursuits to foster the aims of their program of study and the goals of the program. Student and advisor will negotiate these hours together.

Information about other sources of financial assistance can be obtained from the RU Financial Aid office, RU Graduate College website, or APAGS (see the links to “Scholarships and Awards” and “Student Resources” in the left column).

### **Additional Employment**

The Psy.D. faculty members strongly discourage students from adding responsibilities to their workload. Just meeting Program requirements is a huge time commitment, between 4 courses, homework, two full days at a practicum site, and a 20-hour assistantship, we assume students have at least 60 hours of work a week. If you truly believe that you must find additional employment we urge you to talk about this with your advisor and current / previous students before making any commitments.

### **Financial Assistance for Professional Development**

In past years, the Graduate College has offered up to \$900 a year for graduate students to present papers and posters at professional conferences, but specific funding levels change from year to



year, and the budget can be exhausted by the spring semester. Limited funds may also be available through the Doctor of Psychology Student Organization (see below) or through the Psy.D. program. On occasion, students may be able to access funds from other sources. For example, in 2014, the Dean of the College of Humanities and Behavioral Sciences covered nine students' registration fees for the International Counseling Psychology Conference in Atlanta, GA and paid for the university to serve as a Bronze level sponsor, enabling the program to have a strong presence at the event.

## STUDENT SUPPORT SERVICES

Psy.D. students are able to draw upon resources through the Psy.D. Program and Department of Psychology, University, and community. Some of the key services are outlined below. More information can be found in appropriate other sources.

### **Program and Departmental Resources**

Upon your admission to the Program, you will be given a Radford email account. Email is a very important source of communication for the Program. **Please note** that it is very important that you keep your personal contact information (i.e., address, phone, and email address) current with the Department administrative assistant and with the Program Director.

New students are provided an orientation meeting early in the Fall semester. In addition, because of the need to complete the dissertation proposal before applying for internship (see below), faculty communicate with students about their research interests during admissions interviews and once students join the program. Common research interests were part of the method for the initial assignment of advisors. The advisor is a primary resource for the student, and a description of the role of advisor is included later in this section.

Psy.D. students share space where several computers and desks are available. In addition to the computers in the Psy.D. student office, large labs are located across campus and in the CHBS building. The computer and technology center is located in Walker Hall. It contains numerous computers that can be used for word processing, making presentations, and running statistics. In addition, online searches can also be conducted from these computers. Similarly, the Library has many computers available. If you have a laptop with wireless capability, you can access the Internet from most places on campus. In fact, Radford was the first state-supported school in Virginia to be completely wireless.

Departmental policy prohibits students from using Departmental equipment for printing or copying their work or articles from journal, books, and other sources, including student papers, defenses, or dissertations. Copy machines and printers are available at various locations on campus. Graduate students receive a limited amount of money each Fall and Spring semester and in summer for printing purposes. Realizing that this amount will not go far and that a significant number of students are teaching courses, the faculty members have placed a printer in the Psy.D. student office. Students are responsible for letting the department administrative assistant know when paper and toner are getting low.

The Department maintains a large test room (PALS) that houses testing materials and protocols for over 100 cognitive, personality, behavioral, developmental, and neuropsychological tests. In addition, it contains testing related resources and computerized scoring/interpretation software for commonly used assessment instruments. A list of the instruments available can be obtained from Dr. Mabry.

The first cohort of students completed the paperwork necessary to create a formal Psy.D. student organization that is registered as an official university group. The Counseling Psychology Student Organization (CPSO) began operating during the Fall 2009 semester. Each year, at least one student will be elected by her or his peers to serve as Graduate Student Representative for the Program. When schedules allow, the student representative(s) attend faculty meetings and, when appropriate, are permitted to vote on important Program decisions (Student Representatives have a total of 1 vote; if there are two representatives, each would have ½ vote, and so forth). The role of the student representative is to provide input in faculty meetings regarding students' problems or concerns, help organize the admission interviews each spring, and to be a contact person to answer questions of prospective students/new students about the Program. Student representatives will not be permitted to attend parts of faculty meetings where other students are discussed or where personnel issues are the focus or other confidential matters are discussed. Student representatives are responsible for disseminating pertinent information from faculty meetings back to students.

The Center for Gender Studies is located in the Psychology Department. "The influence of teaching and learning about gender issues touches virtually every aspect of human life. The Center for Gender Studies is committed to providing women and men with knowledge and experience that facilitate intelligent and informed choice and communication regarding gender issues. Knowledge and experience empower individuals to function as competent decision makers in their own lives; sensitivity and awareness enable individuals to arrive at wise decisions and communicate them effectively. The Center seeks to serve as a responsible broker of gender-relevant knowledge and experience for students and other members of the academic community, which necessarily implies service to broader local, national, and international constituencies. The mission is global; the focus is on service to the multicultural society in which we live" (from the Center for Gender Studies website, <http://gstudies.asp.radford.edu/>, see Mission link).

### **Appointment of Advisor**

The advisor is appointed by the Program Director at the time of the student's admission into the Program after consulting with incoming students and faculty. The advisor serves as a primary resource and mentor to the student throughout her or his time in the Program (and sometimes beyond). The advisor also summarizes and presents the evaluation materials for annual reviews and then discusses the resulting letter with the student as well as serving as the chair of the student's oral phase of the comprehensive examination (see below). The advisor also may serve as the student's dissertation Chair or Co-Chair (see Dissertation section below). Students may opt to change advisors in the Program subsequent to discussing this matter with both the original and potential new advisors (see Appendix D for the Change of Advisor Request Form). Information about Program faculty is included in Appendix E.

Although a student is assigned an individual advisor, students should also understand that the Psy.D. faculty as a whole feel a sense of responsibility for the development of each student. Students also are free to consult with any core faculty member as well as other faculty members in the Department of Psychology and across campus in ways that might facilitate their professional development. In line with this sense of collective responsibility for student / Program well-being, faculty members also consult with one another on an ongoing basis. In this regard, each student should understand information shared with one faculty member **may** be shared with other faculty members if it is deemed to be important for the continued well-being of the student, the Psy.D. Program, or the members of our community. Of course, faculty members do not share all information (e.g., information not relevant to professional issues or training), but when sharing information can enhance student well-being, Program integrity, and/or inform the comprehensive review of each student, information known by one faculty member may be shared with others.

## **University Resources**

The College of Graduate Studies and Research (Graduate College) is located in Buchanan House. The Graduate College website is especially valuable for obtaining information related to financial aid, important deadlines, and Graduate College forms.

“The Graduate Student Council (GSC) exists under the Student Government Association in the Internal Governance System. The GSC strives to responsibly represent the interests of graduate students and to work with the university to improve the quality of graduate educational programs and graduate student life. The GSC also solicits and codifies graduate student opinions and concerns; approves the appointment and removal of graduate students to the Internal Governance councils and committees; facilitates the exchange of information between university policy recommending bodies and graduate students; and provides a lobby for the implementation of policies and procedures meeting the needs of graduate students.” [Excerpted from <http://gsc-web.asp.radford.edu/>] The faculty encourages and supports your participation in this group.

“The Appalachian Regional and Rural Studies Center (ARRSC), “The Appalachian Regional & Rural Studies Center’s (ARRSC) Appalachian Folklife Archives, some 600 unique field collection projects and their accompanying recordings, videotapes, slides and photographs, have been moved to McConnell Library. The ARRSC’s Main Archive of approximately 800 Appalachian literary, media, history, sociology, and anthropology projects is also now housed in McConnell Library. The Appalachian Regional and Rural Studies Center is also the home of several programs enhancing the Appalachian experience at Radford University including [Appalachian Events Committee](#) (AEC), [Farm at Selu](#), [Highland Summer Conference](#), and [Appalachian Arts and Studies in the Schools](#) (AASIS).” [From the ARRSC website: <http://www.radford.edu/content/cehd/home/appalachian-studies/about.html>]

Radford University has a Center for Accessibility Services (CAS) in Russell Hall, Suites 301-327). A student who believes she or he has a disability is encouraged to visit that office upon admission to the university. CAS will make a determination about the accommodations necessary – individual faculty members cannot make determinations or accommodations. It should be noted that the Program faculty members have the right to determine whether “the

accommodations interfere with the technical standards of the class or program” and if this is the case, alternatives need to be considered (more can be found here: <http://www.radford.edu/content/cas/home.html>).

“The Harvey Knowledge Center (HKC) supports students in achieving academic success. Using a learner-centered approach, we offer free academic consulting and seminars to support students’ skills and confidence in navigating the opportunities and challenges of their coursework. Our focus is to help students develop and leverage their own strategies for learning that can extend beyond the questions that bring them to our center. We have tools and resources to support any student’s academic goals.” (from the HKC website, <https://www.radford.edu/content/harvey-knowledge-center/home/about.html>). The HKC currently is found on the fourth floor of McConnell Library.

If any faculty member believes you need assistance beyond what she or he can provide as a normal part of a course, or other project, you may be referred to the HKC or the CHBS Writing Center and your follow-through with this referral will be reviewed as part of the annual evaluation (see below).

McConnell Library is your source for books, journals, and other sources in hard copy and online. The library maintains the Appalachian Archives and archives on the Psy.D. Program, including the students.

The Center for Diversity and Inclusion states the following about its mission, vision, and values: “We seek to explore and encourage diversity to promote a deeper understanding and appreciation for people from all backgrounds. We will collaborate with others offices on campus and in the greater Radford community, to provide engaging social and educational programs that create a safe space and multicultural environment for students, staff and faculty. The Center for Diversity and Inclusion envisions Radford University as a multicultural institution that provides a forward thinking and progressive approach to social justice and equality. Through our commitment to educating students, staff and faculty on issues of diversity, we hope to promote global citizenry that will encourage the fostering of inclusive communities both on campus and in the world.” (from <https://www.radford.edu/content/diversity/home/about/mission.html>).

Student Counseling Services is located in Tyler Hall. The staff members of this office provide brief counseling services to students on campus. Although this is a resource available to you as a RU student, it is also a potential training site for practicum. Because of this, we strongly recommend that students talk to the Director or Assistant Director of SCS, regarding whether they believe they can offer the necessary support or whether another provider might be better. Regardless of whether SCS staff may be able to assist, students should be aware that issues may arise because of multiple relationships and inadvertent loss of confidentiality. It is also possible that being a client could preclude being able to do practicum at this location. As noted elsewhere, the faculty has made arrangements for counseling for students who do not have insurance and do not want to receive services from SCS.

There appear to be over 100 student organizations on campus, including groups for African American students, Latino students, gay/lesbian/bisexual/transgender students, and women

students among many others. The list of Clubs and Organizations can be accessed through the Student Activities page. Although most are primarily for undergraduates, you may still find a community through one or more of these groups.

A number of other resources on campus are listed below:

- Division of Information Technology
- Environmental Health & Safety Office
- Parking services
- Police (RU)
- Portal (online access)
- Privacy Statement
- Registrar
  - Calendar
  - Transcripts
- RU Alert
- Student Health Services
- Student Information Directory
- Women's and Gender Studies Program

## **Community Resources**

Students who desire personal therapy are encouraged to do so. We have included a statement on the importance of personal therapy to the development of practicing psychologists in Appendix F. The faculty members have made arrangements with the Virginia Tech Department of Psychology Psychological Services Center for Psy.D. students to be seen at the Virginia Tech student rate; students just need to say they are enrolled in the Radford University Psy.D. Program to receive the discounted rate of \$15/session. Students may also be seen at the Virginia Tech Family Therapy Center for a flat rate of \$15/session. Students are encouraged to participate in additional types of self-care activities throughout the Program.

## **CURRICULUM**

### **Development of a Student's Course of Study**

Following their admission to the Program, students should be in contact with the Psy.D. Program Director to begin developing their course of study. The curriculum is very rigorous and laid out in a sequence that the Psy.D. faculty and Department of Psychology faculty as a whole have approved. Thus, it is expected that students will take the courses in sequence as they are listed in the curriculum and for most students the plan of study will serve primarily as an indication of the courses for which the student should register each semester, a checklist for the student's records, and a record for the faculty during the annual evaluation process (see below).

The Program curriculum is outlined in a subsequent section and the expected schedule of full-time study for students is offered in Appendix G. This schedule incorporates the best judgment of the faculty as to the most educationally sound sequence of coursework and graduate training.

It is provided as a way to maximize the benefit students realize from their coursework. Any deviation from this schedule could delay progression toward internship and graduation and therefore should be done only after careful consideration and discussion with the student's advisor and other faculty. Students should review their Program of Study with the Program Director in the beginning of the fall semester each year.

Before proceeding, we explain the rationale for structuring the curriculum as we have. APA requires that students achieve competence in a number of different areas. The most common way of demonstrating that these areas are covered is by including coursework on the topics. This approach also meets state licensure requirements and the requirements for Designated Program status by the Association of State and Provincial Psychology Boards/National Register of Health Service Providers in Psychology. Because the Program itself must meet APA accreditation and state licensure and Designated Program requirements, we must include coursework (or other ways of helping students achieve competence) in all the following areas. Some students may be able to waive a required course if they have taken a course that is substantially equivalent to the Psy.D. course (see below) but the course designed to help students meet the competence or licensure requirement must still be a part of the Psy.D. curriculum. The table in Appendix H lists the APA accreditation competence areas and Virginia state licensure and Designated Program requirements and shows how the courses in the curriculum helps students meet these requirements. The table also includes aspects of the Model Training Program in Counseling Psychology and shows how the curriculum fits within what is expected of Counseling Psychology programs. Unfortunately, the groups do not necessarily define areas in the same way (e.g., individual differences and human development do not have the same courses across organizations), so it may appear that there are inconsistencies in the table but that is a function of the way each group defines the categories.

Because of the large number of courses required, students will typically be in class during Fall, Spring, and Summer terms for three full years. When determining how to schedule the courses, the faculty considered both pedagogical and practical issues. For example, from a pedagogical perspective, Biological Foundations of Behavior should precede Psychopharmacological Medications, Introduction to Counseling Psychology should occur in the first semester, and a series of courses (i.e., Psychometrics, Multivariate, and Research Methods in Counseling Psychology) should prepare students for working on their dissertations. Also from a pedagogical perspective, the faculty considered Multicultural Counseling to be a foundational course for all others and also was placed in the first semester. From a practical perspective, only three courses and practicum could be offered in any given term. Further, faculty – core Psy.D. and instructors of other required courses – have limits in how many courses they can teach in a given semester and nearly all must teach courses not in the Psy.D. curriculum or provide necessary functions, such as on-site supervision which precludes teaching courses during those times. In addition, the non-Psy.D.-only courses must be offered in the semester that works for other graduate programs in the Department.

Based on these factors, the faculty attempted to develop a curriculum that incorporated all the courses required to meet APA, licensure, and Counseling Psychology expectations in an order that made most sense given the pedagogical and practical considerations outlined above. As a result, three years of full-time coursework, including summer, is the least amount of time in

which all courses can be completed. Although various arguments could be made about the placement of a particular course in the curriculum, the Psy.D. faculty members believe the overall curriculum serves the best interests of students, clients, and the Program.

Please note that this schedule does not include electives because students will have different backgrounds and therefore may or may not be able to take electives and, if so, these may occur at different times across students. Coordinating electives that lead to a coherent subspecialty can take place in accordance with each student's advisor and in consultation with other Psy.D. and Department of Psychology faculty members.

Once admitted to the Program, students are expected to enroll on a full-time basis during the academic year and over the summer. Some required coursework is offered only in the summer session, and students are expected to be involved in Program activities in the summer. Please plan accordingly. Students who do not meet the minimum enrollment requirements (at least 9 hours per term, until Summer of Year 3) will be considered inactive and will have their status in the Program evaluated by Psy.D. faculty and may lose their assistantship and tuition remission, unless they have successfully petitioned for an exception or have been granted a leave of absence.

Subsequent to completion of all course work, students are required to be continuously enrolled until graduation for at least 1 credit hour each Fall, Spring and Summer (Internship or dissertation will count as enrollment). Students who apply for graduation, but who have not maintained continuous enrollment throughout their course of study, will be enrolled retroactively and charged tuition and late registration fees for all semesters in which they were not enrolled. Please note that the Graduate School enforces an 8-year time limit for the completion of all doctoral requirements (see "Time Limit" section of the Graduate Catalog). As noted below, students should also be aware that, if they do not successfully defend the dissertation and have it approved by the university within FOUR years of passing the Comprehensive Examination, they must retake the Exam or risk being removed from the Program.

### **Course Waivers**

If a student enters with relevant graduate coursework from a regionally accredited college or university, some of these graduate credits may allow required Psy.D. courses to be waived. Requests for waiver must be made before the end of the first semester of coursework. The determination of whether the previous course is substantially equivalent to the course that would be taken as part of the Psy.D. Program is made by the Psy.D. faculty, in consultation with the instructor of the Radford course when necessary. The Psy.D. faculty have decided that the multicultural counseling and ethics courses may not be waived. The default assumption is that courses will not be waived, so students must make a compelling case that the previous course is substantially equivalent to the Psy.D. Program's course. The number of hours waived will vary, but no more than 5 courses can be waived, so students must complete a minimum of 83 hours in the Psy.D. Program, regardless of the number of hours in their Master's program.

Comparability of the prior course to the Psy.D. course is the primary criterion for granting a waiver. Students should first consult with the Program Director and then, if directed to do so,

should provide documentation of the completed course that typically will include: (a) the student's transcript (an unofficial version is acceptable) showing a final grade of B or higher in the completed course; (b) the course syllabus (including the name of the text and the reading lists); (c) a description of the course, including any information that is not immediately apparent from the syllabus; (d) tests, notes, projects or other material from the completed course (to the extent possible); and, (e) a written description of the points of correspondence and equivalence between the course requested to be substituted and the Radford course requested to be waived. The possibility of course waivers should be discussed during the annual meeting to review the Program of Study with the Program Director.

After the student submits this material, the Psy.D. faculty (in consultation with the appropriate RU course instructor, when appropriate) will make a decision (although, again, the default is that the course will not be waived), which may include:

- Determining the course is substantially equivalent and the student can waive the course,
- Determining the course may be substantially equivalent but the student needs to demonstrate competence in the material (e.g., by taking an exam, completing additional assignments, etc.),
- Or deciding that the course is not substantially equivalent so the student cannot waive the course.

The Psy.D. faculty will prepare a written response explaining its decision that will be given to the student and instructor. Copies of these materials will be placed in the student's file. If a student disagrees with a decision at any point in this process they may attempt to resolve the concern informally by discussing the matter with the Program Director who will take the matter to the Psy.D. faculty, if necessary. If this does not resolve the disagreement then the student should meet with the Psychology Department Chair regarding the situation. If there is still disagreement, the grievance policy (outlined below) should be followed.

## **Coursework**

The Psy.D. curriculum is designed to provide the student with sound training in Counseling Psychology by adhering to the Practitioner-Scholar training model. As described earlier, per APA Accreditation standards and state licensure requirements, students are provided with coursework designed to help them become competent in a variety of areas including biological, cognitive-affective, social, and individual aspects of behavior, and history and systems. Counseling Psychology course work includes an introduction to the field, vocational psychology, additional assessment classes, multicultural counseling, and additional theory classes. Psychometrics, research design, and statistical course work is also required. Extensive practica and supervision are incorporated into the curriculum. The integration of theory, research, and practice with an emphasis on rural mental health, diversity, social justice, and evidence-based practice occurs throughout the Program.

A schedule of class offerings and expectations about when courses are to be taken is available in Appendix G. Please note that the course load is heavy and continues through the summer. Students should plan on viewing enrollment in the Psy.D. Program as if it were a job, requiring 40+ hours per week throughout the year committed to applied experience, coursework,



homework, graduate assistantship work, and other Program activities.

APA requires that each student must complete a minimum of three full-time academic years of graduate study (or the equivalent thereof) and an internship prior to awarding the doctoral degree. At least two of the three academic training years (or the equivalent thereof) must be at Radford University. At least one academic year must be in full-time residence. Because the Program requires students to be enrolled full-time and all courses are only offered on the Radford main campus, a review of the extensive required coursework will demonstrate that students will need three years on campus to complete their coursework. Students are required to be registered for at least 9 credits per semester except the final summer and during internship (and if working on the dissertation after internship) or else they risk losing their assistantship; please note that most semesters require registration for more than 9 hours or students risk falling behind in the Program – and because most courses are offered only once per year and many classes build on previous ones, not taking a course when scheduled could delay progress by at least a year. If a student has not completed the entire Program (i.e., coursework, practica, comprehensive examinations, dissertation, internship) in five years, she or he will negotiate a written contract with the Psy.D. faculty that will include a plan for completing the Program (see Appendix I).

Below is the list of required courses, in numerical order; all have the PSYC prefix. In the “Term” column, F = Fall, Sp = Spring, Su = Summer, Y = Year. The number indicates the year in the program; so, for example, any course with F1 (e.g., 800) is slated to be taken in Fall of Year 1.

<u>No.</u>	<u>Name</u>	<u>Term</u>
612	Psychometric Theory, Assessment, Appraisal and Application	F1
622	Historical Foundations of a Scientific Psychology	Sp3
623	Advanced Social Psychology	F3
628	Biological Foundations of Behavior	Sp1
630	Cognitive and Affective Bases of Behavior	F3
660	Human Growth and Lifespan Development	Su1
771	Group Dynamics in Professing and Counseling	Sp3
772	Couples and Family Systems Therapy	Sp2
773	Assessment and Treatment of Addictive Disorders in Rural Settings	Su2
774	Introduction to Psychopharmacological Medications	F2
777	Multivariate Analysis of Behavioral Data	F2
785	Neuropsychological Assessment	Sp2
800	Introduction to Counseling Psychology	F1
801	Multicultural Counseling	F1
802	Ethical, Legal, and Professional Issues in Psychology	Sp1
803	Vocational Psychology	Su2
805	Advanced Cognitive and Intellectual Assessment Techniques (or PSYC 631: Cognitive Intellectual Assessment Techniques)	F2
806	Advanced Personality Assessment	Su1
808	Research Methods in Counseling Psychology	Sp2
809	Supervision and Consultation	Sp1
810	Rural Program Evaluation	Sp3

811	Health Psychology	Su1
840	Counseling Psychology Practicum I (Fall: Adult Psychopathology; Spring: Evidence Based Practice)	Y1
841	Counseling Psychology Practicum II (Fall: Child/Adolescent Psychopathology; Spring: Positive Psychology)	Y2
842	Counseling Psychology Practicum III (Fall: Brief Therapy; Spring: Business of Practice)	Y3
843	Counseling Psychology Summer Practicum (Rotation of topics)	Su1-2*
870	Doctoral Internship	Y4
898	Doctoral Directed Study	Su3* <sup>1</sup>
899	Dissertation	Y3

\*In their third summer, students may enroll in either 843 or 898.

<sup>1</sup>Students may elect to take Doctoral Directed Study at other times in consultation with their advisors.

## **Grade Requirements**

The Psy.D. Program is demanding, and the faculty and university have high expectations of students. Students are required to maintain a GPA of at least 3.00 (i.e., a B average), and students may receive no more than two C's through the entire Psy.D. Program or they are at risk of being removed from the Program. A student who receives more than 2 grades of C or lower in any graduate work attempted at Radford University will be dismissed from the Program, per Graduate College rules. A student whose overall GPA falls below a 3.00 will be placed on academic probation, and if she or he is unable to improve the overall GPA to 3.00 or higher after the next term, the student may be removed from the Program. Students should note that a B- has a point value of 2.7 and therefore receiving a B- can have significant consequences for their semester and overall GPAs as well as assistantship/tuition funding. A grade of B- or C indicates that the student may not have achieved competence of the course material. Each student must receive a Grade of B or better (or "Pass" as appropriate) in each course or successfully complete and document any remediation plan that is established. If a student receives a B- or C, she or he must meet with the course instructor, their advisor, and the Psy.D. Program Director to determine how to remediate, and the requirements will be documented on the Remediation for an Unacceptable Grade Form (see Appendix J). Successful remediation may not change the grade received for the course, but will demonstrate competence in the subject matter.

A grade of F may result in the student being placed on probation and a remediation plan developed or may lead to the student immediately being removed from the Program (see Appendix J for the remediation form). A student who receives an unsatisfactory grade in practicum risks being removed from the Program; if she or he is not removed, a remediation plan will be developed (see Appendix J). If a student receives an "I" in a course, she or he must complete the requirements determined by the instructor by the specified date in the subsequent semester or, per University rules, the grade becomes an "F" and the student may be immediately removed from the Program. IPs are expected grades for practica, internship, directed study, and dissertation until the requirements for each of these classes are met.

If remediation is necessary, for whatever reason, the tasks to be performed and the criteria to be met in order to determine whether the student has achieved competence in the material will be determined by the instructor. A contract will be developed and signed by the instructor, student, and the student's advisor. When the deficiency is remediated, the instructor will send a letter to the student and advisor documenting that the remediation has occurred and whether a letter grade has been changed through her or his remediated performance. Note that faculty instructors may decide to not change a course grade even with remediation in order to be equitable to students in graduate programs that do not have a remediation option or requirement. The contract and subsequent letter will be placed in the student's file. See Appendix J.

### **Professionalism**

Faculty members expect students to act as professionals-in-training. Thus, lapses in professionalism – including and especially ethical/legal/regulatory problems – are cause for concern. For example, class attendance in all courses is required. Students are expected to be present at each class session. Medical emergencies, serious acts of nature, and other legitimate absences from class are unavoidable. Personal vacations and family business generally are not considered excusable absences. Students are responsible for planning personal activities according to the published academic calendar and in conjunction with practicum site expectations – as agreed upon in the contract established at the beginning of the placement. Attendance policies for each course are described in the course syllabus.

It is likely that you will need letters of recommendation during your time in the Program for such things as awards, internship placement, and job applications. Faculty members receive numerous requests for recommendations and need sufficient time to complete the letters. A four-week period before the letter is needed is both courteous and appreciated. Frequently, faculty members will request a copy of your vita, a description of the type of position you for which you are applying (or your cover letter and essays, for internship), and what you are hoping the faculty member can say about you.

The Psy.D. faculty members strongly recommend that students maintain copies of all forms and other material concerning your degree program. This includes recommendation or evaluation letters, annual review feedback forms, plan of study, course syllabi, grade reports, IRB approval forms, and dissertation proposal and defense approval page. Not only may these be useful during the Program, licensure boards may want to review such material before allowing a student to sit for the state's licensure exam.

## **PRACTICUM**

According to the Council of Chairs of Training Councils Practicum Workgroup (2007; see Appendix K for CCTC's Recommendations for Practicum Policies):

**Practicum:** The practicum is the first set of supervised practical training experiences in the sequence of professional training in psychology and is designed to meet the training goals of the graduate program. The practicum comprises all supervised pre-internship training experiences conducted under the auspices of the graduate program

in settings providing professional psychological services.<sup>3,4</sup> The practicum promotes the integration of academic knowledge with practical experience, and prepares the student for future training in professional psychology, particularly for the internship that follows. On practicum, students apply and extend the knowledge, skills and attitudes learned in the program's didactic and classroom-based experiential components to produce increasingly sophisticated levels of understanding and skill.

**Goal of Practicum:** Through the practicum, the student attains levels of competence in the core foundational and functional competency domains needed to make effective use of future training experiences in the practice of professional psychology, particularly the internship, as envisioned in the training goals of the graduate program.<sup>5</sup>

**Objectives of Practicum:** The practicum assists students in integrating academic knowledge with applied experience in settings providing professional psychological services, contributes to the development of competence in the basic skills of professional psychological practice, and enhances the effective use of training experiences. The practicum furthers growth of the student's identity as a professional psychologist.

Because this is a Psy.D. Program, there are high expectations regarding practical training. Students are scheduled to begin their practica almost immediately upon starting the Program and continuing at various sites until they leave for internship. Students beyond their third-year on campus, but who have not left for internship, must enroll in PSYC 844 (part-time practicum) if they continue seeing clients as part of any official practicum experience. To enroll in this course, students must consult with the Program Director prior to beginning their part-time practicum. Students typically will participate in three 11-month placements (Fall, Spring, and Summer semesters, totaling approximately 39 weeks), spending an average of 16 hours a week on-site (e.g., two full days; this does not include commuting time to and from the placement). Within these 16 hours, the goal is for students to have face-to-face contact with an average of 10 clients per week. Thus, the overall goal is for students to have approximately 2000 total practicum hours before leaving for internship, at least 1000 of which are client contact hours. This will maximize competitiveness for internship and may also help satisfy training hours required for licensure. To help with tracking hours as well as to facilitate preparation for internship, practicum hours will be kept on the official internship practicum form (Sections 3 and 4 of Part 1 of the AAPI). This process will assist with record-keeping and documentation for the student, practicum site, and Program. If desired, students can use the documentation spreadsheet from the University of Kentucky Counseling Psychology program (<http://www.uky.edu/Education/EDP/edpforms.html>); once you arrive at the page, move down to "Practicum Hours Data Record" and click on the associated link). Students may also use commercial products, such as MyPsychTrack, provided these maintain an accurate account of student hours and are made available to faculty for review.

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<sup>3</sup> This definition incorporates supervised pre-internship experiences that some graduate programs call assistantships or externships.

<sup>4</sup> Services include: Assessment, treatment, consultation, management and administration, supervision, advocacy, education, program development and evaluation. Service recipients may include individuals, couples, families, groups, organizations and communities.

<sup>5</sup> Specific guidance on practicum competency goals is available in the CCTC Practicum Competencies Outline and the Assessment of Competency Benchmarks, available at (<http://www.psychtrainingcouncils.org/documents.html>). Practicum administrative recommendations are available at this site.

A copy of practicum hours will be submitted by the student each year for the annual evaluation and will be retained in the student's file.

Given that we have a rural emphasis, and Radford is located in a rural part of the state, our practicum sites are located throughout the region, necessitating some driving on the part of the student. The amount of commuting time will not be much different than you may find in some large cities, but the distances traveled will likely be longer (e.g., in a city you may drive 10 miles in 45 minutes whereas here you may drive 40 miles in the same 45 minutes).

Although this may change in the future, as it currently stands, the placement process will differ based on the year in the program. The first practicum (840) placement will be in one or more of the sites associated with Radford University, the Community Health Center of the New River Valley, or Tri-Area Health Services. Subsequently, students who will be in 841 or 842 will apply for placements in the Spring, because that is when sites traditionally conduct interviews. Information on past and current practicum placement sites, as well as all relevant forms, is found on the Psy D Practicum D2L course. Students will communicate their desired practicum placement locations with the Program Director who will work with students to manage placements.

It is *not* the Practicum Coordinator's responsibility to ensure practicum placement for individual students. A student should seek placement in consultation with the instructors of the student's current practicum and subsequent practicum (i.e., the instructor during the year the student is at the practicum site). Students should prepare a professional cover letter and vita for sites. These materials may be reviewed by the student's advisor and/or practicum instructor before being submitted.

The Psy.D. faculty members have decided that except in unusual circumstances, a student cannot complete practicum hours at a place where she or he is currently working or has worked in the past. One of the goals of a program that focuses on training skilled practitioners, such as the Psy.D. Program at Radford, is that graduates have a wide variety of training experiences in many diverse settings so that they have a true generalist background. Obtaining practicum hours exclusively at a site where a student already works or worked recently would not be conducive to attaining this goal. In addition, while enrolled in the Program, practicum experiences are focused on your training whereas if you have been working somewhere, the focus of your time has been on service delivery.

Given that students enter with a Master's degree, some may already have achieved licensure in another field in Virginia or in another state. Although not a prerequisite for admission into the Psy.D. Program, such licensure may open up opportunities for other practicum placements sites if the license makes the student eligible for reimbursement, such as working with individuals in private practice. If you already hold a license in a mental health field, please discuss the possible implications of this with the Program Director.

Students are required to purchase their own liability insurance and provide a copy to their current practicum instructor. This insurance should be purchased before starting to see clients and maintained while the student is in the Program. There are various organizations that provide such coverage for minimal fees, including the American Psychological Association Insurance Trust.

The Program has purchased digital audio and video recorders that can be played independently or through computers. Students should consult with their practicum site supervisors regarding policies about recording client sessions. A signed informed consent is required to record clients. Some practicum sites may require a background check. In these instances, the Program will work with the student and the site to help facilitate these.

Providing psychological services is an activity governed by state laws and regulations. Students should not provide any services beyond what is taking place as part of their practicum placement, whether volunteer or for pay, without talking with the Program Director first. Although the faculty do not want to discourage volunteer work, it is crucial that students understand that unless they are being supervised by a licensed professional, they are in danger of violating laws and regulations and can be suspended or removed from the Program. Students should err on the side of caution and consult with their advisor before undertaking any activities that could be considered counseling or psychological (see appropriate state laws and regulations for definitions).

Practicum training is a professional experience. Once a practicum placement has been accepted by a student, he or she is not permitted to change except in cases of extreme hardship. Further, students are expected to be available for practicum work as scheduled. Practicum sites do not necessarily adhere to an academic schedule so the expectations regarding work during academic breaks (including spring break) need to be discussed during the interview and then made clear before an offer is accepted. Students should anticipate continuing their practicum responsibilities during holidays and vacations, unless other arrangements are agreed upon by the site. Students who fail to attend, or are late for, practicum work or class may have their grade affected. Appendix L is a Practicum Site Training Plan that should be completed by the student, site supervisor, and faculty course instructor when students begin practicum work at a site to establish the expectations for everyone.

Students are expected to wear attire that is appropriate to professional psychology when providing therapy/supervision. Each site may have different expectations regarding what is “appropriate attire” therefore, during the application process and then again before providing direct services, students should discuss expectations regarding attire with site administrators and supervisors. In addition, students who have potentially visible piercings and tattoos should clarify expectations prior to accepting an offer. Students who fail to comply with the established dress code may be prevented from providing services and may be sanctioned through the evaluation process and/or the annual review; therefore, it is preferable to err on the side of caution.

Mid-semester and end-of-semester practicum evaluations may be conducted by on-site supervisors. Annually, supervisors complete a “Psy.D. Practicum Student Evaluation Form” or a specific form developed by the practicum site for each student and give this feedback to their supervisees (see Appendix M). Each student must receive a score of 3 or better on each section of the evaluation or successfully complete any remediation plan that is established. Students receiving an unsatisfactory evaluation in practicum will be removed from the practicum and a remediation plan will be developed (see Appendix J). If the situation(s) that resulted in the

unsatisfactory evaluation was of sufficient gravity (e.g., an ethics or legal violation), the Program reserves the right to suspend and/or dismiss the student from the Program.

Doctoral training involves collaboration and partnerships with multiple training sites, including practicum placements, doctoral internship training programs, and others, such as research labs and other academic departments. Communication between doctoral training programs and these training partners is of critical importance to the overall development of competent new psychologists. Therefore, it is the position of our training Program that regular communication about students' performance and progress must occur between the Program faculty and other training partners, and that the content from this communication will contribute to regular evaluation of the student's progress (see the Council of Chairs of Training Councils [CCTC] Recommendations for Communication for an expansion of these statements).

## **THE DISSERTATION**

The student is expected to develop a doctoral dissertation that meets the standards of the Psy.D. Program, the Department of Psychology, and the Graduate College. As noted below, the dissertation proposal must be accepted prior to applying for internship, which typically will be in the Fall of the third year. The faculty members have decided to use November 1 as the deadline for completing the proposal and having it approved by the committee; however, the faculty members encourage students to begin thinking about dissertation topics and talking about ideas with their Chair(s) as soon as possible because of the time it takes to fully develop a topic and do the literature review necessary to decide upon a research question and appropriate methodology.

Students will enroll for dissertation credit in the Fall and Spring of their third year. If necessary at other times in order to maintain continuous enrollment, students can register for Doctoral Directed Study or the general graduate level continuous enrollment course. Students should note that they will have to pay tuition for dissertation-related hours taken after the third year of classes, unless they are on internship, because they must be continuously enrolled.

Students are encouraged to avoid scheduling proposals or defenses in the summer, as it is often difficult to convene the committee in the summer because of faculty members' varied teaching schedules. Some faculty members teach in the first half of the summer, others the second half, and some do not teach in the summer. Therefore, it should not be assumed that committee members will be available for summer defense meetings.

A dissertation committee shall be formed prior to completion of the dissertation proposal. Typically, one of the dissertation Chair(s) will be the student's advisor; however, this does not need to be the case. The dissertation Chair(s) must be a member of the Psychology Department and have graduate faculty status. A Psy.D. core faculty member does not need to be the Chair(s); nevertheless, regardless of the psychology discipline of the Chair(s), the dissertation topic, proposal, and final document must be grounded in the Counseling Psychology literature and field. If the dissertation Chair(s) is a different person from the advisor, it will be crucial for the student, advisor, and Chair(s) to be clear about responsibilities and expectations.

Dissertation Co-Chairing arrangements can be undertaken if necessary in those situations where the particular content and/or research expertise of another faculty member is highly desired. In such cases, both Co-Chairs must hold graduate faculty status. Establishing constructive collaborations with these additional faculty members can be desirable to facilitate student development. At the same time, students should recognize that developing "content expertise" is the student's responsibility, while Chair(s) work with students in developing testable questions, designing appropriate studies, and analyzing data. Except in unusual circumstances, one of the Co-Chairs will be a Psy.D. core faculty member. Therefore, a Co-Chair arrangement is predicated on the Psy.D. faculty member maintaining her or his "mentoring" role as well as the key "responsibility" role for facilitating student work, guiding the student through the doctoral training experience, and connecting the student (and her or his dissertation research project) with the knowledge particular to our psychology specialty.

The dissertation committee shall be composed of not fewer than three members, including the student's dissertation Chair (if there are Co-Chairs, then the committee shall be composed of at least four members); the majority of the committee members must be Psy.D. core faculty members and at least one member must be a non-Psy.D. core faculty member from the Psychology Department. The majority of non-Chair committee members must hold graduate faculty status. Dissertation committees are selected by the student and student's dissertation Chair(s) (and advisor if this person is not one of the dissertation Chair(s)) together based on the student's topic, preference for committee members, methodology, and other variables. We believe this approach allows for the best individualized composition of the committee and allows the student and dissertation Chair(s) (and advisor) to collaborate with other faculty in terms of relative strengths so that the dissertation Chair(s) (and advisor) does not have to be an expert in all content areas and methodologies.

If necessary, changes in committee membership can be made, following discussion of issues and options with the student's Chair(s), person potentially being replaced, and person potentially joining the committee. A request for a change in committee membership can be made by the student or the faculty on the committee. The request is submitted to the committee Chair(s) and if accepted the change would be reflected on the proposal page if the change was made prior to the proposal or on the dissertation title page at the defense.

Once the Chair(s) approves the proposal, the date should be set and copies distributed to committee members. The proposal meeting may take place between the Tuesday after Spring Break (i.e., mid-semester in Spring, Year 2) and the Friday closest to October 15 (i.e., mid-semester in Fall, Year 3) but must occur after the student has completed the coursework related to the type of research design and data analysis that will be used (i.e., if the dissertation is quantitative and using multivariate analyses then after Spring Break is acceptable; however, if it is a qualitative or mixed methods study, then the proposal cannot occur until after the student has passed PSYC 808). The proposal must be accepted by the committee *prior to the student being able to apply for internship*, which the faculty has operationalized as November 1 of the year in which the student plans on applying (which is typically the third year of the Program). This allows for approximately two weeks between the last possible proposal date (the Friday closest to October 15) and when the proposal needs to be complete in order to make changes based on the proposal meeting. This is a tight timeline so we advise students to propose as early as



possible to provide time for revisions. Further, because there will be several people needing to propose each year, students are encouraged to schedule their proposal well in advance of the last day to propose to allow for time to meet with faculty and then to make changes after the meeting, if necessary, to receive committee approval. Students do not need to have passed the comprehensive examination (described below) prior to proposing the dissertation.

The proposal, consisting of chapters 1 (an overview of the dissertation proposal prepared for submission to a journal – see below), 2 (comprehensive literature review and hypotheses for the project), and 3 (research methods and analyses), should be given to committee members at least 2 weeks before the proposal date. At the same time the dissertation proposal is delivered to committee members, an announcement will be posted by the student's Chair(s) via e-mail and the student will post written flyers in the Department of Psychology mailroom and on the Psy.D. students' office door. Committee members will read the proposal and give feedback to the student and the student's Chair(s) at least one week before the meeting in order for the student to have time to prepare for the questions that may arise during the proposal. The proposal meeting shall be scheduled for 2 hours and shall begin with the student making a short presentation to the committee regarding the proposal. Other Radford faculty or students, or other individuals invited by the student, may attend and ask questions of the student after the Committee has completed its questioning/discussion; however, the final determination of the status of the proposal rests solely with the Committee members, who will deliberate after all non-faculty have left the room.

The proposal must be judged by the student's dissertation committee to be appropriate for the specialty of Counseling Psychology and approved by the student's committee prior to the student commencing data collection and/or analysis (the latter is only appropriate if the student's dissertation project is using archival data). A copy of the dissertation proposal, as approved by the committee, shall be kept on file in the department until the dissertation is successfully defended. Students cannot unilaterally make changes to their proposal; the Chair(s) and committee (and perhaps the IRB) must approve significant changes to the project and methods. The Chair(s), with the assistance of the committee, guides the student in her or his research and writing. Final decisions pertaining to the dissertation and oral examination rest with the committee. Students are encouraged to present either the proposed or final dissertation project at a departmental or internship colloquium.

The Radford University IRB must approve all research pertaining to human participants prior to the beginning of data collection. Students should review the appropriate material and complete the appropriate forms during the proposal process so that once the proposal is approved the IRB paperwork can be submitted.

The student must maintain orderly progress toward the completion of the dissertation and is required to establish a target date for completion of the dissertation. This target date commitment shall be given to the Committee and should usually be before the student starts on internship. **Students who do not successfully defend their dissertation and have it approved by the various parts of the University within FOUR years of passing the Comprehensive Examination must retake the Exam or risk being removed from the Program.**

The process for defending the dissertation is similar to the process of proposing it. Once the Chair(s) approves the final document, the dissertation defense date should be set and the document given to the committee members (note that for the final dissertation, chapter 1 should be manuscript length and should review the entire dissertation – see below). The completed dissertation must be submitted to the Committee at least 2 weeks prior to the scheduled dissertation examination. At the same time the final dissertation is delivered to committee members, an announcement will be posted by the student's Chair(s) via e-mail and the student will post written flyers in the Department of Psychology mailroom and on the Psy.D. students' office door. Committee members will read the proposal and give feedback to the student and the student's Chair(s) at least one week before the meeting in order for the student to have time to prepare for the questions that may arise during the proposal. The ensuing oral examination is scheduled for two hours and shall begin with the student making a short presentation to the committee regarding the overall project. Other Radford faculty or students, or other individuals invited by the student, may attend and ask questions of the student after the Committee has completed its questioning/discussion; however, the final determination of the status of the proposal rests solely with the Committee members, who will deliberate after all non-faculty have left the room.

To assist faculty in evaluating the student's final dissertation, a rubric is used (see below). A minimum score of 2 (acceptable) must be obtained in each domain for the student to pass. If there is disagreement among committee members about what rating a student should receive in any of the domains, then the committee members will attempt to resolve this through discussion and consensus. If committee members still do not agree, then they will vote. Students must receive an overall majority vote of at least 2 for the domain in question to pass. Students are advised to consult this rubric throughout the dissertation process for guidance. Verification, in writing, of the satisfactory completion of the dissertation and oral examination, along with the names of dissertation committee members, is filed by the Chair(s) with the Graduate School when the dissertation is successfully defended. A successful outcome of the dissertation defense is recorded on the Approval Page of the dissertation and on the "Completion of Requirements for the Psy D Degree" form (Appendix N). The committee may vote to pass the candidate pending revisions in the final document. In that event, the dissertation is not officially completed until the Chair(s) certifies that all requested changes have been made. In the event that a majority of the committee does not pass the candidate, a remediation plan will be developed by the committee.

After committee approval, and after all suggested corrections have been made, the dissertation is submitted to the Graduate College for final format review. Please note that the deadline for this review is determined by the Graduate College and students are advised to check all deadline dates for the semester in which they intend to graduate. Note that if the dissertation is successfully defended prior to the completion of internship, then the end of internship will signify readiness to graduate.

One of the problems with many dissertations is that they are so comprehensive and lengthy that the idea of condensing them to a publishable length is so daunting that after the long process of dissertating the student does not return to the final product. This result is problematic for many reasons, not the least of which is that the results of the project may be able to make a significant contribution to the field and to the treatment of people and their problems. As noted earlier, there

are many ways to be a scholar, but to be considered such, one shares one's results with others. Further, the dissertator's participants have offered their time and expertise, often in exchange for very little and in many instances it would be disrespectful to the participants to not attempt to use their data to contribute to the field. Therefore, the Psy.D. faculty members have decided to structure the dissertation in a way that promotes the possibility of publishing the results of the student's, and committee's, efforts after both the proposal and final product have been accepted.

- For the proposal, Chapter 1 is to be a manuscript-length (approximately 20 pages of text; 30 pages total) overview of the literature and gaps that have been identified.
- For the final dissertation, Chapter 1 is to be a manuscript-length (approximately 20 pages of text; 30 pages total) overview of the entire project.
- In both instances, because we anticipate that the student's Chair(s) and other committee members will have contributed significantly to the products, the manuscripts that are submitted usually will include the student as first author, Chair as second author (Co-Chairs will negotiate second and third author status with the student and each other), and members of the committee as authors in the order of their contribution to the product being submitted. If one or more committee members did not make substantive contributions to the dissertation or the manuscript, they will be mentioned in an author note but will not receive authorship. This approach is consistent with APA ethical standards regarding research and publication (see APA Ethics Code [2010] Standard 8.12).

## Radford University Psy.D. Dissertation Rubric

**Student Name:**

**Date:**

**Committee Member Name:**

**Committee Member Signature:** \_\_\_\_\_

### Components of a Dissertation and their Characteristics at Different Quality Levels

Components	Outstanding - 4	Very Good - 3	Acceptable - 2	Unacceptable - 1
Chapter 1: Summary	Ready for submission to a top journal	Will be ready for submission to a journal with minor editing	Will be ready for submission to a journal with some involvement by Chair and Committee	Will take substantial effort to get in publishable form or may not be usable at all
Chapter 2: Literature Review	<ul style="list-style-type: none"> <li>- Places the work within a larger context;</li> <li>- Indicates the significance of the research;</li> <li>- Integrates material from related fields</li> </ul>	<ul style="list-style-type: none"> <li>- Shows understanding of the literature;</li> <li>- Provides a meaningful summary of the literature;</li> <li>- Builds a case for the research and for the hypotheses</li> </ul>	<ul style="list-style-type: none"> <li>- Cites most of the key literature;</li> <li>- Lacks critical analysis and synthesis</li> </ul>	<ul style="list-style-type: none"> <li>- Fails to cite important, relevant articles;</li> <li>- Does not clearly relate the literature to the student's contribution;</li> <li>- Misinterprets the literature</li> </ul>
Chapter 3: Methods	<ul style="list-style-type: none"> <li>- Comprehensive, original, logically consistent, and internally coherent;</li> <li>- Integrates theory and empirical work;</li> <li>- Synthesizes theories;</li> <li>- Develops or creates theory</li> </ul>	<ul style="list-style-type: none"> <li>- Appropriate;</li> <li>- Uses existing methods or models well;</li> <li>- Applies methods in correct and creative ways;</li> <li>- Uses multiple measures of the same constructs</li> </ul>	<ul style="list-style-type: none"> <li>- Uses existing theory;</li> <li>- Question is not integrated into a theoretical perspective;</li> <li>- Shows basic level of competence;</li> <li>- Likely to yield a reasonably accurate answer</li> </ul>	<ul style="list-style-type: none"> <li>- Student cannot explain the theory;</li> <li>- Uses the wrong methodology or tools;</li> <li>- Data are not handled carefully;</li> <li>- Does not have appropriate controls or control groups</li> </ul>
Chapter 4: Results	<ul style="list-style-type: none"> <li>- Robust, meaningful, interesting;</li> <li>- Analyses map back to the hypotheses;</li> </ul>	<ul style="list-style-type: none"> <li>- Well executed;</li> <li>- Shows good understanding of statistical methods;</li> <li>- Provides</li> </ul>	<ul style="list-style-type: none"> <li>- Meets the standard of thoroughness;</li> <li>- Analyses are well executed</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence does not support the argument;</li> <li>- Results do not follow from the analysis and are</li> </ul>

		plausible arguments		interpreted incorrectly
Chapter 5: Discussion	<ul style="list-style-type: none"> <li>- Identifies the significance and applications;</li> <li>- Puts the study in larger context;</li> <li>- Thoroughly discusses the limitations of the analysis;</li> <li>- Has implications for counseling psychology, psychology, or larger spheres</li> </ul>	<ul style="list-style-type: none"> <li>- Well synthesized;</li> <li>- Conclusions are supported by the evidence;</li> <li>- Indicates where future research might improve upon what was done</li> </ul>	<ul style="list-style-type: none"> <li>- Summarizes the results;</li> <li>- Some links to the existing literature;</li> <li>- Identifies some of the limitations to the study</li> </ul>	<ul style="list-style-type: none"> <li>- Insufficient discussion of results;</li> <li>- Misinterprets the findings;</li> <li>- Shows lack of understanding and careful thought</li> </ul>
Overall	Outstanding	Very Good	Acceptable	Unacceptable

\*Adapted from the University of Kansas, which adapted the material from Barbara Lovitts & Ellen Wert, *Developing Quality Dissertations in the Social Sciences*, 2009.

## **THE COMPREHENSIVE EXAMINATION**

### **Statement of Purpose**

The comprehensive examination is an opportunity for the student to demonstrate an ability to integrate broad and specific knowledge of the field of Counseling Psychology from a practitioner-scholar perspective. This knowledge derives from course work, professional activities (e.g., organizational membership, conference attendance), broad reading in the field of Counseling Psychology, and practical experience (e.g., providing therapy/assessment, conducting research, receiving/providing supervision).

Integration involves reasoned synthesis, application, and communication—from a practitioner-scholar perspective—of knowledge gained from practical experience, theory, scholarship, and ethical considerations in the field of Counseling Psychology and psychology as a whole.

Because this is a professional qualifying exam, both Counseling Psychology material and material from other required courses may be assessed. In addition, students will be expected to demonstrate their familiarity with the current professional literature. Questions will be derived from and evaluated according to the following sources:

- Material from required course syllabi (this includes any material contained in the reading lists from all courses/practica)
- The past two years of the *Journal of Counseling Psychology*
- The past two years of the *Counseling Psychologist*
- The past two years of the *American Psychologist*
- Material from the most recent edition of the *Handbook of Counseling Psychology*
- Material from the *Handbook for Social Justice in Counseling Psychology*.

Specific comprehensive exam practices may be revised from year to year; the following summarizes those currently in place.

### **Registration for the Comprehensive Exam**

Students must register to take the written portion of the Exam with the Director by the date specified in that year's memo and the application must be approved by the faculty (see Appendix O). Those students who register and who do not take the Exam will receive a grade of fail unless approval of a legitimate excuse is given prior to the Exam; for an excuse to be approved by a majority of the core Psy.D. faculty who must vote to accept the request to withdraw. Registration for the exam must include the following:

A statement of intent to take the exam

A statement of understanding that not taking the exam without having an excuse approved by the faculty means the student will receive a “Fail” for the written exam.

### **Content Areas**

Four broad content areas for the exam are defined in order to help students organize their thinking and plan their study programs with regard to the material specified above; these are NOT to be considered as sections of the exam. The Exam is integrative and will not be tied directly (or limited) to material learned in any specific course or courses. Neither will the questions be tied directly to material covered in non-required courses (e.g., students could include material from a forensic course in their answers to an assessment/diagnosis question but could not be faulted if they failed to do so because this is not a required course), except as such material is addressed in required courses/journal literature. The content areas are as follows:

- THEORY (e.g., counseling/therapy/personality, vocational, supervision, multicultural)
- RESEARCH (e.g. qualitative and quantitative design, statistics, critical review)
- PRACTICE AND INTERVENTIONS (e.g., case studies, diagnosis/assessment, intervention techniques)
- ETHICS/PROFESSIONAL ISSUES (e.g., ethical principles, state statutes, case law [e.g. Tarasoff], current issues such as education and training, diversity)

Regardless of the content areas, all answers are expected to integrate the core features of the Psy.D. Program: (a) rural considerations, (b) cultural diversity, (c) social justice, and (d) evidence-based practice in psychology.

### **Exam Items**

Students will be given a list of twelve items that represent the pool of items for the written portion of the comprehensive exam during the fall prior to sitting for the exam. Test items may change from year to year. Students should work independently to develop their outlines or other study materials and should not share these with others. From the pool of twelve, eight items will be selected (2 questions per content area) each year to comprise the examination. It is recommended that students prepare for all twelve items. Four questions will be announced on day one of the exam and the remaining four announced day two of the exam.

### **Grading**

All questions will be graded by more than one reader, so they are intended to be "generalist" questions sampling the knowledge-base of any competent Counseling Psychologist regardless of additional special interests and/or competencies. Each answer will be read by two faculty members; disagreements will be negotiated and/or additional readers will score the question. All results must be approved by the entire faculty.

Students will answer 8 questions representing the content domains described above—4 questions per day. The exam sessions each day will last from 9 am to noon and 1 pm to 4 pm with an hour

between sections each day so students may eat lunch. Students will be assigned to a computer each day with the internet disabled. Phones are not permitted in the testing area. Students will be assigned a code to place on all their answers; the paired list of codes and names will be placed in an envelope that is then sealed and held by the Training Director or a designee until the grading is complete.

Readers will receive copies of answers no later than the Monday following the exam and will complete their evaluations within one month's time. Readers of each question will meet to review scoring and develop a mutually agreeable score. The faculty will then meet in order to approve the results. Only after this vote will faculty open the envelope with the examinees' identifying information. After this meeting, advisors will inform their advisees of their Exam results and discuss preparation for orals. Orals will take place on date(s) that will be provided in advance, usually within two weeks from when the results of the written exam are given. What follows are five general guidelines for evaluating comprehensive examination answers. These five general areas may be given different consideration depending on the question, but should serve as standards to which all students can aspire for their comprehensive examination answers, and will serve as parameters upon which they will be evaluated by faculty.

- First, and foremost, good answers respond to the question. Regardless of the other criteria, good answers reply to the stimuli presented and demonstrate a general understanding of the important issues presented in the question. An answer that does not respond to the question will not receive a passing score.
- Second, good answers present accurate knowledge of Counseling Psychology literature and considerations. Good answers demonstrate that this knowledge base has both depth (i.e., employing of specific literature with appropriate citations to justify assertions and demonstrate an awareness of the field – the study summaries are designed to help with this component) and breadth (i.e., articulating conceptual considerations).
- Third, they exhibit the integrative thinking indicative of a practitioner-scholar approach. In other words, the answer is thoughtful in that it integrates practical experience, real-world implications, and scientific thinking. Good answers demonstrate critical thinking rather than simple rote information regurgitation.
- Fourth, they communicate ideas in a clear, organized, and coherent fashion.
- Fifth, they are consistently professional. Regarding this guideline, we ask such questions as: Does the answer show any lapses in ethical reasoning? Is the factual information accurate? Are there essential considerations that have been overlooked within the answer (e.g., rural issues)?

Grading for the written portion of the exam will be on a scale of 1 to 5. A reconciled score across all graders that is above 3.0 is considered to be passing. Although we encourage students to do their very best on each item, we also understand that a student will probably write better responses to some items than to others. It is possible for a student to obtain low scores on two items and still pass the overall exam; however, if one or both of these items that is not passed is an ethics-focused question then the student is not considered to have passed. Therefore, for an overall score of “pass” on the exam, a student must (a) have a minimum of 6 items with a score of “pass” and (b) must not have failed any ethics-focused items (see the table). Results for the



exam as a whole will be reported to students by their advisors in the following ranges:

- Pass (no more than 2 failed questions and no failed ethics-focused items)
- Not Passed (3 failed questions or 1 or more failed ethics focused-items)
- Fail (4 or more failed questions)

### COMPREHENSIVE EXAMINATION SCORING RUBRIC

What follows are five general guidelines for evaluating students' performance on the comprehensive examination. These five general areas may be given different consideration depending on the question, but should serve as standards to which all students can aspire for their comprehensive examination answers, and will serve as parameters upon which they will be evaluated by faculty.

First and foremost, good answers respond to the question. Regardless of the other criteria, good answers reply to the stimuli presented and demonstrate a general understanding of the important issues presented in the question. An answer that does not respond to the question will not receive a passing score.

#### 5 points

- Thoroughly answered the overall question and each subpart of the question.
- Comprehensively integrated material from various courses and practical experience.
- Demonstrated advanced mastery of the material relevant to the question.

#### 4 points

- Thoroughly answered the majority of the subparts of the question and adequately answered the overall question and remaining subparts.
- Integrated material from various courses and practical experience.
- Demonstrated advanced mastery of some of the material relevant to the question and adequate mastery of the remaining material.

#### 3 points

- Adequately answered the overall question and each subpart of the question.
- Included material from various courses and practical experience.
- Demonstrated adequate mastery of the material relevant to the question.

#### 2 points

- Did not adequately answer either the overall question and/or the majority of the subparts of the question but the answer did address some of the subparts of the question.
- Included material either from one or two classes or from practical experience.
- Demonstrated awareness of the material relevant to the question but not mastery of material.

#### 1 point

- Failed to answer overall question and the majority of subparts of the question.
- Did not include material from classes or practical experience.
- Did not demonstrate awareness of material relevant to the question.

Second, good answers present accurate knowledge of Counseling Psychology literature and considerations. Good

answers demonstrate that this knowledge base has both depth (i.e., employing specific literature with appropriate citations to justify assertions and demonstrate an awareness of the field and breadth (i.e., articulating conceptual considerations).

5 points

- Cited at least 15 clearly relevant sources.
- Did not omit any seminal sources.
- Did not selectively cite material to support a particular point of view when multiple perspectives are available in the literature.
- Did not miscite material (e.g., assert a reference said one thing when it actually said something else)
- Appropriately cited all claims or mentions of evidence in the literature (e.g., provided at least one citation in a sentence beginning with “Research indicates that...”).

4 points

- Cited 11-14 clearly relevant sources.
- Omitted 1 or 2 seminal sources but included the majority of others.
- Selectively cited material only once.
- Miscited material only once.
- Did not provide adequate referencing only once.

3 points

- Cited 7-10 clearly relevant sources
- Omitted 3-4 seminal sources but included the majority of others.
- Selectively cited material 2 times.
- Miscited material two times.
- Did not provide adequate referencing twice.

2 points

- Cited 4-6 relevant sources
- Included 1-2 seminal sources.
- Selectively cited material 3-4 times.
- Miscited material 3-4 times.
- Did not provide adequate referencing 3-4 times.

1 point

- Cited 4 or fewer sources
- Did not include any seminal sources
- Selectively cited material 5+ times
- Miscited material 5+ times
- Did not provide adequate referencing 5+ times

Third, they exhibit the integrative thinking indicative of a practitioner-scholar approach. In other words, the answer is thoughtful in that it integrates practical experience, real-world implications, and scientific thinking. Good answers demonstrate critical thinking rather than simple rote information regurgitation.

5 points

- Evidence of integrated analysis throughout the answer.
- Clearly documents real-world implications of the issues throughout response.
- Clearly demonstrates critical thinking throughout the answer.

4 points

- Evidence of integrated analysis in the majority of the answer but some sections less clearly demonstrate inclusion of both scholarship and practice.

- Documents real-world implications of the issues in the majority of the response but some sections do not consider limitations imposed by reality.
- Demonstrates critical thinking in the majority of the response but some sections do not reflect analysis using multiple perspectives.

3 points

- Evidence of integrated analysis in at least half of the answer but several sections less clearly demonstrate inclusion of both scholarship and practice.
- Documents real-world implications of the issues in at least half of the response but several sections do not consider limitations imposed by reality.
- Demonstrates critical thinking in at least half of the response but several sections do not reflect analysis using multiple perspectives.

2 points

- Evidence of integrated analysis is present in the answer but most sections less clearly demonstrate inclusion of both scholarship and practice.
- Documents real-world implications of the issues in the response but most sections do not consider limitations imposed by reality.
- Demonstrates critical thinking in the response but most sections do not reflect analysis using multiple perspectives.

1 point

- Little to no evidence of integrated analysis in the answer.
- Little to no documentation of real-world implications of the issues in the response.
- Little to no demonstration of critical thinking in the response.

Fourth, they communicate ideas in a clear, organized, and coherent fashion.

5 points

- Publication-quality language and phrasing and punctuation.
- Complete mastery of APA style.
- No ambiguity in meaning.
- No breaks in flow across the entire answer.

4 points

- Newsletter-quality language and phrasing and punctuation.
- Strong understanding of APA style.
- Little ambiguity in meaning.
- Few breaks in flow across the entire answer.

3 points

- Clear language and phrasing and punctuation, with some errors.
- Understanding APA style but some errors.
- Occasional ambiguity in meaning.
- Occasional breaks in flow across the entire answer.

2 points

- Difficulties in understanding the respondent's use of language and phrasing and punctuation.
- Little mastery of APA style
- Frequent ambiguity in meaning.
- Frequent breaks in flow across the entire answer.

1 point

- Language and phrasing and punctuation makes little to no sense.
- No effort to use APA style or no reflection of any understanding of APA style
- Respondent’s meaning is ambiguous throughout the answer
- Little to no flow across the entire answer.

Fifth, they are consistently professional. Regarding this guideline, we ask such questions as: Does the answer show any lapses in ethical reasoning? Is the factual information accurate? Are there essential considerations that have been overlooked within the responses? Are the program’s areas of emphasis reflected in the student’s responses.

5 points

- No lapses in ethical reasoning.
- No errors in factual information.
- Explicit and purposeful inclusion of all 4 Program emphasis areas (i.e., rural issues, cultural diversity, social justice, and evidence-based practice)
- Explicit and purposeful inclusion of at least 3 counseling psychology values (e.g., focus on strengths, importance of prevention).

4 points

- No lapses in ethical reasoning.
- One error in factual information.
- Explicit and purposeful inclusion of all 4 Program emphasis areas (i.e., rural issues, cultural diversity, social justice, and evidence-based practice)
- Explicit and purposeful inclusion of at least 2 counseling psychology values (e.g., focus on strengths, importance of prevention).

3 points

- At most one lapse in ethical reasoning.
- At most, one error in factual information.
- Explicit and purposeful inclusion of at least 3 Program emphasis areas (i.e., rural issues, cultural diversity, social justice, and evidence-based practice)
- Explicit and purposeful inclusion of at least 2 counseling psychology values (e.g., focus on strengths, importance of prevention).

2 points

- At most 2 lapses in ethical reasoning.
- At most, 2 errors in factual information.
- Explicit and purposeful inclusion of at least 2 Program emphasis areas (i.e., rural issues, cultural diversity, social justice, and evidence-based practice)
- Explicit and purposeful inclusion of at least 1 counseling psychology value (e.g., focus on strengths, importance of prevention).

1 point

- More than 2 lapses in ethical reasoning.
- More than 2 errors in factual information.
- Explicit and purposeful inclusion of 0 or 1 Program emphasis areas (i.e., rural issues, cultural diversity, social justice, and evidence-based practice)
- Explicit and purposeful inclusion of no counseling psychology values (e.g., focus on strengths, importance of prevention).

<b>Number of Items Passed</b>	<b>Overall Number of Items not Passed</b>	<b>Number of Ethics-Focused Items not Passed</b>	<b>Result</b>	<b>Remediation Process</b>
6,7,8	0,1,2	0	Pass	Not applicable
6,7	1,2	1,2	Not Passed	Remediate 1 or 2 ethics-focused items

5	3	0	Not passed	Remediate lowest scoring item
5	3	1,2	Not passed	Remediate lowest scoring item and 1 or 2 ethics-focused items
4 or less	4 or more	0,1,2	Fail	Retake entire exam

Students who fail one or more items will receive feedback on those items within two weeks of receipt of their performance feedback. No scores will be changed and feedback will consist of a brief summary of general strengths and weaknesses. The feedback process will be funneled through the advisor.

If a student fails one or more ethics-focused items, then the student must remediate by retaking the number of ethics-focused items that were not passed and then passing all of these items. The process will be that approximately 2 weeks after the results are provided, the student will be scheduled to answer the number of ethics-focused items that were not passed; although the focus of these additional questions will be ethics, the questions will not be the same as the ones that were not passed. If a student again fails one or more of these remediation items then the exam is considered to have been failed and the entire exam must be taken again in the following January or August (see below).

If a student fails 3 items, none of which are ethics-focused, then the student must remediate by answering a question in the same emphasis area as the item on which she or he received the lowest score (e.g., if the student received a score of 2.0 on a theory question, a 2.5 on a research question, and a 2.7 on a practice question, then the student would have to answer a new theory question). The process will be that approximately 2 weeks after the results are provided, the student will be scheduled to answer the new question. If a student again fails this remediation item then the exam is considered to have been failed and the entire exam must be taken again in the following January or August (see below).

If a student fails 3 items and 1 or more are ethics-focused, then the student must remediate both the lowest scored non-ethics item and the equivalent number of ethics-focused items that were not passed (i.e., this could be 2 or all 3 items depending on what areas the items come from). The process will be that approximately 2 weeks after the results are provided, the student will be scheduled to answer the new questions. If a student again fails these remediation items then the exam is considered to have been failed and the entire exam must be taken again in the following January or August (see below).

If a student fails 4 or more items, the entire exam is considered to have been failed and the entire exam must be taken again in the following January or August (see below).

If a student fails the first exam, either by not passing 4 or more items or by not passing the remediation items, then the student must retake the equivalent of an entire exam again the Monday and Tuesday before the subsequent Spring semester starts in January or before the subsequent Fall semester starts. The additional consequence is that the student is not considered

ready to apply for internship. The faculty members realize that this will delay the student's graduation by at least a year and may therefore involve some financial repercussions for the student because of delayed graduation and the need to take, and pay for, credit hours while waiting to start internship; however, we trust that students will understand that the faculty cannot in good conscience sign off on the student being ready to start internship if half or more of the comprehensive exam items are not passed or if an attempt at remediation has failed. The faculty members decided to offer the student the choice of retaking the exam in January or August. The January re-take may lead to a loss of anonymity in grading but would allow the student to move into working in earnest on the dissertation. If a student chooses to retake the exam in August so that anonymity is available then the faculty members hope the student will use the time to make progress on the dissertation so that the time is not lost. If a student does not sit for the exam when it is scheduled for her or him then, unless there is a compelling reason, she or he will have considered to have failed the exam a second time.

Any student who fails either written or oral examination twice will be dismissed from the training Program. If a student passes the written exam but fails her or his first attempt to pass the oral exam, she or he is only required to again attempt to pass the oral exam. Students must pass both parts of the exam before being able to apply for internship sites.

### **Oral Examination**

Students must pass the written portion of the Exam in order to be eligible to sit for orals. The oral portion of the exam is intended to allow students to demonstrate their professional demeanor and their ability to "think on their feet," especially related to counseling issues. Students are expected to behave just as they might in a job interview, demonstrating their knowledge, ethics, competence, professionalism, judgment, etc. The purpose of orals is a scholarly exchange of ideas between the student and her or his committee that is focused on a case but will move in a variety of directions based on the responses of the student and questions by committee members. It is an opportunity for the student to demonstrate the ability to engage in spontaneous scholarly dialogue, think through, and communicate about professional, practice, and scientific issues.

The student will be given a case scenario and the general exam questions one hour prior to the start of the examination; the student will have a private space to develop responses. The committee members then examine the student on assessment, treatment, and theoretical knowledge related to the case. Students are evaluated for their ability to recognize ethical and sociocultural issues, define problems, organize assessment and treatment plans, develop interventions, make appropriate referrals, and plan for case closure. Each faculty member grades the student's performance on a scale of 1 to 5 (in the same way that the written exam is graded). An overall average score of 3 is required to pass the exam, however, students will not pass if the ethics domain earns a score less than 3. In the event of a failure, the student will be given one opportunity to retake the exam; this remediation will take place within 2 weeks of the original oral exam. Students who do not pass the remediation exam will be required to re-take the entire exam at a time to be scheduled by the faculty.

Oral exams are scheduled by the Comps Chair and under usual circumstances will take place shortly after the written results are certified and shared with students. Oral exams are scheduled for 90 minutes and exams for all students will take place within a few days of one another, depending on the number of examinees taking orals. Oral examination committees are comprised

of three Psy.D. core faculty members, one of whom will be the examinee's advisor and the other two Psy.D. members on the committee will be determined by the Comps Chair.

Oral exams for all students will be roughly equivalent in structure. Of course, the content of each oral exam will depend on the particular committee and the flow of ideas, thereby making the oral exam a somewhat unique experience for each student.

In order to help all involved to understand better the purpose and process of orals, the major elements that make up a solid oral exam performance have been operationalized. Students' performance is evaluated on the following 8 items/domains:

1. Presentation, poise, professional behavior, anxiety management, good balance of openness and confidence but without defensiveness/overconfidence.
2. Thoughtful integration of theory, research, and practice; a practitioner-scholar approach; appropriate engagement in scholarly dialogue (note that implicit within all of these is an ability to draw from, and refer to, the appropriate literature).
3. Integration of the core aspects of the Program: (a) rural considerations, (b) cultural diversity, (c) social justice, and (d) evidence-based practice in psychology.
4. Demonstration of clear identity as a Counseling Psychologist in training.
5. Demonstrated ability to think on one's feet; flexibility and openness of thinking; demonstrated response to immediacy of process and dialogue in the oral exam.
6. Ability to translate academic issues into real-world applications; ability to build critically on current paradigms or solutions by applying one's own thinking.
7. Demonstrated ability to bring one's own thinking to bear on controversial issues, and possibly to move beyond merely socially desirable answers.
8. Demonstrated understanding of ethical and professional issues, relevant ethical codes, appropriate legal and regulatory considerations, etc.

## **INTERNSHIP**

A one-year full-time or two-year half-time internship of approximately 2000 hours is required. The internship is an integral component of the total educational focus of the Psy.D. Program. The philosophy behind the inclusion of the internship year within the training curriculum is to allow for the application of knowledge and practice of skills acquired during training within an environment consistent with the intern's future employment aspirations. The internship placement provides a context that is central to the purpose of the internship experience. Secondarily, the internship requirement meets the mandates of internship training suggested by the American Psychological Association and fulfills licensing requirements. Students typically are considered to be ready for internship when they have finished the last practicum, completed all formal course work, passed their written and oral Comprehensive Examinations, have a

positive current comprehensive evaluation, and have successfully proposed their dissertation. Students must receive permission from the Psy.D. faculty before applying for internship, as will be described in the next section.

### **Evaluation of Readiness for Internship**

Evaluation of readiness for internship is an ongoing process that occurs in multiple ways: (a) coursework requirements (e.g., courses completed, grades received) (b) practica requirements (e.g., supervisor evaluations, completion of sufficient hours), (c) dissertation proposal defense requirement (e.g., already completed by the time of the meeting or on track to be completed by November 1); (d) certification of internship eligibility and readiness on APPIC application; and (e) ongoing monitoring and evaluation of readiness. As per the policy of the Council of Counseling Psychology Training Programs, once a student has submitted a rank order list by the APPIC deadline, the Program faculty will not prevent a student from going on internship unless a gross ethical/legal/regulatory violation has occurred and the internship site is notified.

The APPIC Application for Psychology Internship (AAPI) Part 2 (Academic Program's Verification of Internship Eligibility and Readiness) contains an item which states, "The faculty agrees that this student is ready to apply for internship. Yes or No." Therefore, at the beginning of the year that the student plans on applying for internship, she or he should submit the Intent to Apply for Internship Form (Appendix P) by September 15, after which the core faculty will meet and evaluate the readiness of the student. At this meeting, the Psy.D. faculty may either (a) grant permission to apply for internship pending the student's successfully proposing the dissertation and passing both the written and oral comprehensive exams or (b) deny permission to apply for internship. The decision regarding whether a student is ready to apply for internship will be determined by a majority vote of all Psy.D. faculty members present at this meeting.

If faculty members deny application to internship they shall, at the first denial, provide in writing to the student the reasons why, which can include failure to meet academic standards or pre-requisites. The letter will detail the actions needed to be able to apply for internship. In this case, if deemed appropriate to the specific situation, the student may be asked to first meet with the faculty or a faculty sub-committee to present a plan regarding what he or she would propose to do to address identified deficits and how the outcomes would be measured (i.e., how will the faculty judge that the plan has worked and that the deficits have been remedied?). In formulating the plan, students are encouraged to consult with their advisor or any other faculty member. After the meeting in which the student presents his or her plan, the faculty or faculty subcommittee will take the student's presentation into account, and then outline the exact conditions for being able to apply for internship, which will subsequently be provided to the student in writing.

When a denied student seeks approval to apply for internship again, he or she must demonstrate what has been done to resolve the previously identified problem or issue. In this case, a second denial to apply for internship may result in the student no longer being allowed to continue in the Program.

### **Ongoing Monitoring and Evaluation of Readiness for Internship**



The faculty will engage in ongoing monitoring and evaluation of readiness for internship throughout the time between when they deem a student ready to apply for internship (see above) and the time the student submits his or her internship rank-order to APPIC. Thus, if any concerns surface during this time period regarding whether the student has met academic standards or pre-requisites (including the dissertation proposal defense requirement and the comprehensive examination requirements outlined above), the faculty may revoke approval to apply for or go on internship.

If the faculty members revoke approval to apply for or go on internship, they shall provide in writing to the student the reasons why, which can include failure to meet academic standards or pre-requisites (including the dissertation proposal defense requirement or comprehensive examination requirements outlined above). The letter will detail the actions needed to be able to apply for internship. In this case, if deemed appropriate to the specific situation, the student may be asked to first meet with the faculty or a faculty sub-committee to present a plan regarding what he or she would propose to do to address identified deficits and how the outcomes would be measured (i.e., how will the faculty judge that the plan has worked and that the deficits have been remedied?). In formulating the plan, students will be encouraged to consult with their advisor or any other faculty member. After the meeting in which the student presents his or her plan, the faculty or faculty subcommittee will take the student's presentation into account, and then outline the exact conditions for being able to apply for or go on internship, which will subsequently be provided to the student in writing.

When a denied student seeks approval to apply for or go on internship again, he or she must demonstrate what has been done to resolve the previously identified problem or issue. In this case, a second denial to apply for internship may result in the student no longer being allowed to continue in the Program.

The "Internship Application Approval" Form (Appendix Q) must be completed and given to the Program Director no later than the September 30th prior to the year a student hopes to begin internship in order to provide adequate time to complete the Internship Verification Form. The student's advisor and the Program Director will review each student's experience and goals for internship and help students select appropriate internship programs for application. Students should also provide the Program Director with a completed electronic copy of the APPIC Internship Verification Form.

The importance of the internship mandates the serious consideration of the site selection. The student should start planning for the internship at least during the summer prior to applications being due, and the student's advisor and recent practicum instructor(s) should be consulted. Students are encouraged to apply to a range of internship sites in order to enhance their opportunity for an offer from one or more of the sites. Application to APA approved pre-doctoral internships is recommended and, except in unusual circumstances, all internship sites must be members of the Association of Psychology Predoctoral Internship Centers (APPIC). If a student wishes to apply to a non-APA/non-APPIC site then she or he must receive approval from the Psy.D. faculty before applying. The student should provide a description of the internship site, including written material and website addresses, and reasons for choosing this site to her or

his advisor. The faculty will review this material and the student's reasons and come to a determination. Because there may be negative consequences to accepting an offer from a non-APA/non-APPIC site (e.g., inability to be eligible for licensure in some states or ineligibility for some job positions), students will be required to sign a form indicating that they understand the risks and assume complete responsibility if they are placed at a non-APA/non-APPIC internship site (see Appendix R). Students should also be aware that there are negative implications for the Program if students go to non-APA/non-APPIC sites because the accreditation team will look at internship data and we must post data on the program website.

After narrowing down possible sites according to how well they meet the needs of the individual student, the student should discuss the list with her or his advisor. The next step is to formally apply to the chosen internship sites and to inform the Program Director of needed letters and forms certifying the student's readiness for the pre-doctoral internship. Assistance is available, but it remains the responsibility of the student to make sure that all steps necessary in obtaining her or his internship are completed. Please note that preparation of these materials can take a significant amount of time, but the Program has attempted to simplify the process by having students write the equivalent of internship letters and essays when applying for practica sites and by having practicum hours maintained on internship-equivalent forms (see the APPIC website for these materials). Materials need to be given to the Program Director at least 3 weeks prior to the earliest date that applications will be submitted.

Students are reminded of the importance of following the APPIC rules for internship applications (including timely and proper completion of the APPIC Application for Psychology Internships) and interviews. Selection decisions are made via APPIC computer matching process and students receive periodic information updates about current match policies from APPIC and on the Psy.D. listserv. Once the student has accepted an internship offer, she or he must notify the Program Director. This notification should include the official name of the site, its address, and the name, telephone number, and e-mail address of the site's training director. Once the internship has been successfully completed, the student is responsible for filing documentation of completion with the Program Director and ensuring the certificate has been received.

Communication between doctoral training programs and internship programs is of critical importance to the overall development of competent new psychologists (see the Council of Chairs of Training Councils [CCTC] Recommendations for Communication for an expansion of these statements). The predoctoral internship is a required part of the doctoral degree, and while the internship staff assess the student performance during the internship year, the doctoral program is ultimately responsible for evaluation of the student's readiness for graduation and entrance to the profession. Therefore, evaluative communication must occur between the two training partners.

Given this partnership, our training Program has adopted the following practices:

- All students will be informed of the practice of communication between the doctoral program Training Director/Director of Clinical Training (or faculty designate) and internship Training Director (or designate). It should be emphasized that this communication is consistent with discussion among trainers throughout the student's graduate training (e.g., practicum supervisors)

- Once a student has been matched with an internship site, the internship and doctoral program Directors will communicate about the specific training needs of the student, so that the internship Director has sufficient information to make training decisions to enhance the individual student's development.
- During the internship year, the Directors of the two programs will communicate as necessary to evaluate progress in the intern's development. This will include a minimum of two formal evaluations (one at mid-year and one at the end of the year), and may also include regular formal (written) or informal communication. The student/intern has the right to know about any written communication that occurs and can also request and should receive a copy of any written information that is exchanged.
- In the event that problems emerge during the internship year (e.g., an intern fails to make expected progress), the Directors of the two programs will communicate and document the concerns and the planned resolution to those concerns. Both doctoral training program and internship program policies for resolution of training concerns will be considered in developing necessary remediation plans. Progress in required remediation activities will be documented and that information will be communicated to the doctoral Program Director.

Internship evaluations are sent to the Program Director during your internship year. The faculty will use this feedback to evaluate your progress on internship.

Students are required to register for 1 hour of internship each semester they are at their internship site (including summer). It is the student's responsibility to maintain this enrollment. For the purposes of the Program, enrollment in internship constitutes full-time student status.

## **LEAVE OF ABSENCE**

If, for personal reasons, a student cannot meet the continuous enrollment requirement, the student should apply for a leave of absence by submitting a letter of request to her or his advisor in advance of the term for which leave is sought. The letter should include the reason for the petition along with sufficient detail about the situation to permit the Program faculty to make an informed decision about the petition. If details are highly personal, with the permission of the Program Director, the student may limit more in-depth discussion of the situation to her or his advisor and/or the Program Director. Such a discussion should include how much or what information can be shared with other Psy.D. faculty. Any Psy.D. faculty member may request supporting documentation to assist in the evaluation process.

Students may request a leave of absence for up to one year. All requests will be reviewed on a case-by-case basis. The student must receive approval for the leave from the doctoral advisor, a majority of the Psy.D. faculty, and Psychology Department chair. The approved request will then be forwarded to the Dean of the Graduate College for final review, approval, and filing in the student's Graduate College record. If the student requires more than one year of leave, reapplication to the doctoral Program may be required. Return to active status will occur following a meeting with the Program Director and/or Program faculty. This policy is not intended to supercede the University's policy on academic withdrawal, which can be found in

the Graduate Catalog. **The 8 year time limit for completion of the requirements for the doctoral degree is not extended for students who are granted a leave of absence.**

## **ADVANCEMENT TO DOCTORAL CANDIDACY**

Doctoral Candidacy is recognition by the Program that the student has reached the denouement of his or her academic course of study. Typically, this recognition comes near the end of the student's program, after passing the written and oral comprehensive exams and a successful dissertation proposal. This recognition brings with it a listing of all remaining requirements left to be completed before graduation. The Completion of Requirements for the Psy.D. Degree Form (Appendix N) must be submitted according to the timelines specified by the Graduate College.

Upon achieving this milestone, students can refer to themselves as a "doctoral candidate" instead of a "doctoral student," which indicates to others that the student is nearing completion of the degree. However, until students have actually completed all requirements and officially graduated (whichever comes later), they cannot refer to themselves as "Doctor" nor can they place "Psy.D." or "Psy.D.(c)" after their name and they should clarify their status with others who refer to them as "Dr." In addition, students should not use the letters "ABD" ("All But Dissertation") or "ABI" ("All But Internship") after their names at any point because these can appear to indicate a degree or certification to members of the general public.

## **GRADUATION**

### **Application for Graduation**

An application for graduation (obtained from the Graduate College) should be filed according to the timeline specified by the Graduate College. It is the student's responsibility to keep the Graduate College, Registrar, advisor, and Program Director informed of any changes in graduation plans. The Registrar, Graduate College, and/or Program Director must conduct a graduation check of the course of study and approve graduation by signing the appropriate forms, including the Completion of Requirements for the Psy.D. Degree Form (Appendix N).

### **Graduation Ceremonies**

Radford University recognizes the accomplishments of all graduating doctoral students. Students may walk in the Commencement Ceremony only after their dissertation has been successfully defended. The student carries the doctoral hood to the graduation stage and is hooded by the chair of their dissertation committee. This is an important ceremony, and each graduate is encouraged to attend.

The Psy.D. Program is designed to meet the licensing requirements in the various states; however, because licensure requirements differ across states, students should be aware of the specific requirements for the various states in which they may choose to practice and the

Program faculty cannot guarantee that such requirements will be met upon graduation. Upon the successful completion of the Program, please remember that the faculty of the Psy.D. Program remains available for recommendations, advice, and suggestions as you prepare for licensing as a psychologist. It is expected that all students will pursue this license after graduation.

After graduation it will be important to keep the Program Director and your advisor apprised of your development and contact information. APA requires that programs keep track of their graduates and compile statistics regarding accomplishments as well as their post-graduation evaluation of the Program. Thus, not only is our first accreditation visit dependent upon you, subsequent positive visits will also be dependent upon maintaining a connection with you and your responding to Program requests for information. We have a page on the website devoted to Alumni because we want to be able to post information regarding your successes after you leave.

## EVALUATION OF STUDENTS

### **Expectations for Professional Involvement**

Students should understand that optimal professional development during the graduate school years requires more than completion of Program requirements. Students are expected to become student affiliates of relevant professional associations, particularly the Society for Counseling Psychology (Division 17) of the American Psychological Association, the American Psychological Association of Graduate Students, and the Virginia Psychological Association , and they are encouraged to involve themselves in professional association activities (e.g., conferences). Active involvement in Departmental and Program activities is an equally important aspect of professional development. Part of the graduate school experience is attendance at departmental colloquia and trainings; these are scheduled at various times of the year and occur typically on Fridays in the Department of Psychology. These events may include presentations by fellow graduate students, faculty, or outside speakers. If at all possible, students should try to attend these programs.

To minimize schedule conflicts, a Program common hour has been identified in which no required courses are held. That hour varies each semester but will be announced in advance. Students should make every effort to keep this time slot open in their schedules for Program events, such as the Town Hall Program meetings and accreditation updates that may take place. In addition to the above activities, students are encouraged to seek out additional avenues for practice, community service, training, and research. Although involvement in these types of activities is generally desirable, students should consult with their advisors to ensure that their commitments are developmentally and professionally appropriate and manageable.

Because we value the scholarly process and because there are potential additional benefits to being professionally active (e.g., being more competitive for internship placements or certain types of jobs), there are a set of expectations that students must meet prior to graduation: (a) each year each student will be expected to be a member of appropriate professional organizations (there are reduced rates for students): the faculty members have determined that, for professional

development reasons, the optimal minimal membership for students is SCP by the end of Year 1 (at the latest), APAGS by the end of Year 2 (at the latest), and VPA or the association of the state where the student will be completing internship by the end of Year 3 (at the latest); (b) each student will be expected to be author/co-author of at least one project submitted for presentation (e.g., as a poster or paper) at a professional conference; (c) each student will be expected to have participated in a community outreach project (e.g., professional workshop, community presentation, consultation project). The faculty will assist in the achievement of these by assisting students in turning required papers for courses (and the dissertation) into possible presentations (community and professional) and/or publications. Students must document submission/acceptance of manuscripts or presentations to receive credit for meeting parts (b) and (c). Examples of adequate documentation include a copy of the conference program listing their presentation or of the letter denying acceptance of the proposal, a copy of the acceptance/denial letter from the journal editor, or a copy of the published article (note: we do not need to see the actual submission). Satisfaction of each of these requirements will be noted by the student on the Annual Self-Evaluation Form (Appendix T).

In addition to these four requirements, pending availability and resources, at least once before internship, each student is encouraged to attend a professional conference, be involved in a grant submission, and be involved in the teaching of a course.

### **Student Review and Retention**

Review of Psy.D. student competence will be undertaken in accordance with The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC) and subsequently adopted in principle by the Council of Counseling Psychology Training Programs (CCPTP) (see Appendix S). The Psy.D. faculty developed and approved, in keeping with professional standards, a Program statement regarding Psy.D. student competence (see Appendix S). As you know, informed consent related to this statement is a formal part of the admissions process and you signed a form attesting that you understood the scope of review.

Students also need to be thoroughly familiar with the APA (2010) Ethical Principles of Psychologists and Code of Conduct, Virginia Board of Psychology regulations and associated laws, and the Radford University Standards of Student Conduct, which serve as the foundational guidelines for reviewing student behaviors. Students must understand that their conduct, personal appearance, attitudes, values, and behavior influence client, peer, and general public opinions and they are expected to behave so that these constituencies view them positively. Substandard, incompetent, unethical, illegal, and/or professionally unbecoming behavior on the part of a student at any time during the course of training will be considered by the Psy.D. faculty and may be cause for dismissal from the Program.

In keeping with the philosophy and general objectives of the Psy.D. Program, student progress is discussed at Psy.D. faculty meetings as appropriate. Concerns related to such things as a student's academic progress, ethical behavior, and/or personal fitness to be a Counseling Psychologist may be raised by any faculty member. Doctoral training involves collaboration and

partnerships with multiple training sites, including practicum placements, doctoral internship training programs, and others, such as other academic departments. Communication between doctoral training programs and these training partners is of critical importance to the overall development of competent new psychologists. Therefore, it is the position of our training Program that regular communication about students' performance and progress must occur between the Program faculty and other training partners, and that the content from this communication will contribute to regular evaluation of the student's progress (see the Council of Chairs of Training Councils [CCTC] Recommendations for Communication for more details).

In addition, at least once a year the Psy.D. faculty will meet to review the progress of all Counseling Psychology students and then provide written feedback on the extent to which they are meeting the Program's requirements and performance expectations. Students are evaluated based on their performance in coursework, applied activity, scholarly endeavors, and assistantship assignments; involvement in appropriate professional development activities; and ethical conduct and other behaviors and characteristics as relevant to a comprehensive review of competence. By July 31st of each year, all Psy.D. students must prepare and submit to the Program Director a written self-evaluation. The format for this self-evaluation is provided in Appendix T. Failure to provide this evaluation constitutes inadequate progress and may result in loss of assistantship or dismissal. Along with the self-evaluation, students are to submit to the Program Director a completed annual data collection form (see Appendix U). This form is used to facilitate the completion of various Program reports for university and APA accreditation and therefore failure to provide this form constitutes inadequate progress and may result in loss of assistantship or dismissal from the Program. At the same time that students provide self evaluations, they also anonymously complete an evaluation of the Program (Appendix V), which is used to help improve the Program.

Course grades and performance tap into students' scholastic abilities and practicum/supervisor evaluations provide evidence of practical skills. Your ability to work with others is continually being evaluated through courses, practicum, and interactions with professors, staff, and student-colleagues. However, none of these avenues examines your professional development. Therefore, as noted above, there is also a set of expectations related to your development as a scholar and future professional. Each student is expected to participate in appropriate professional organizations (e.g., APA, Society of Counseling Psychology, Virginia Psychological Association) and contribute to the knowledge of the field (e.g., through presentations and publications).

Written evaluation is given to each student regarding performance in graduate classes and applied activity, performance in required scholarly activity, assistantship responsibilities (including teaching, when applicable), performance in additional non-required scholarly activity (e.g., additional presentations, publications, assistance with grant proposals), and professional development (e.g., student initiative and independence, Program/Department citizenship). Where appropriate, feedback will also be provided about other behaviors and characteristics relevant to a comprehensive evaluation of student competence. For example, faculty will consider a student's personal development and maturity, including

- There should be an indication that the student is intrinsically motivated as well as externally motivated

- The student should be able to relate with and accept a wide range of people and ideas. And we expect students to be willing to challenge their beliefs and values in order to work with a wide range of people and ideas
- The student should be capable of maintaining a reasonable degree of objectivity when dealing with people
- The student should be able to reach reasonable compromises when necessary, particularly in a work setting involving colleagues
- The student should be capable of responding to others as individuals based on intricate observations and refined analyses rather than unfounded generalizations
- The student should be capable of responding to others as individuals, without stereotyped or prejudiced judgment
- The student should be aware of her or his own personal issues and be able to demonstrate intrapersonal stability when functioning in a professional capacity

After students receive their letter they will meet in person with their advisors to discuss the evaluation (unless they are on internship or otherwise located far from Radford, in which case they will meet by phone).

### **Procedures for Handling Poor Performance**

The procedures for dealing with students whose performance falls below that expected by the Program are usually specific to the area(s) in question. For example, if the performance is a low grade (i.e., a B- or lower) in a class, then the instructor of record will work with the student to establish a remediation plan that will be shared with the student's advisor and possibly the rest of the Psy.D. faculty. Where the performance relates to an off-site applied activity, the supervisor of record and the practicum instructor will intervene and report behaviors that are of concern. All three (student, supervisor, and instructor) will review the activities and establish a plan to work with the student to bring their behaviors up to acceptable standards, and this plan will be reviewed by the entire Psy.D. faculty. When student performance is not related to coursework, faculty members are still expected to make direct interventions related to any specific behavior that falls below that expected by the Program (e.g., hearing a student talking about a client in a public place) and to report this to the student's faculty advisor and the Psy.D. faculty as a whole in the annual student evaluation session or sooner. On occasion, students may be advised that the faculty members recommend personal psychotherapy as an avenue for professional development. At such time, resources will be discussed with the student under review.

At times a student's overall performance can fall below that expected by the Program even though any single individual action is not violating a Program standard (e.g., not completing expected work on time). The pooling of individual experiences can bring a student's overall performance to the collective attention of the Psy.D. faculty. This takes place as part of the annual student evaluation session (e.g., the student has been consistently tardy with a number of obligations), although it can take place through faculty discussion at any time during the year. After the accumulation of incidents that individually did not require specific intervention, but which collectively merit attention, that student's faculty advisor will set up a meeting with the student to provide her or him with information regarding specific behaviors of concern.

Feedback regarding these behaviors is also noted in the student's annual evaluation letter. In



some instances, a follow-up meeting with the Program Director may be undertaken to convey with consistency and conviction the concerns about the student activity. These sessions also become an opportunity to establish plans to rectify problem situations. If these courses of action do not result in a favorable outcome, Psy.D. faculty will meet and establish a written remediation plan that is specific to the situation and student. This plan is then delivered by the Program Director, along with the student's advisor, and a behavioral intervention strategy will be devised, discussed, agreed to, and implemented. In an instance where the student does not then reach a level of performance satisfactory to the Program, further faculty action (again, specific to the situation under review), with great attention to student rights, will be undertaken.

Dismissal of students from the Program may occur when remediation is not possible or when recommended remediation efforts are not successfully undertaken by the student in question or may occur immediately in extreme instances. In these and other matters relevant to the evaluation of a student's performance, the Program adheres to Radford University's and the American Psychological Association's regulations as well as local, state, and federal statutes and regulations regarding fair treatment of students.

### **Students with Competence Problems**

Accountability to the public and the maintenance of professional standards are responsibilities of professional psychology. When psychologists and psychologists-in-training become aware of that they themselves may not be performing competently, or they become aware of colleagues or trainees whose performance has been negatively impacted by medical conditions, psychiatric/psychological disorders, distressful personal problems, substance abuse, or some other reason, they have a professional responsibility to intervene. The APA Ethics Code (2010) includes Standard 2.06: Personal Problems and Conflicts, which states that:

- (a) Psychologists refrain from initiating an activity when they know or should know that there is a substantial likelihood that their personal problems will prevent them from performing their work-related activities in a competent manner.
- (b) When psychologists become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance and determine whether they should limit, suspend, or terminate their work-related duties. (See also Standard 10.10, Terminating Therapy.)

There are two other standards that pertain to this discussion, 1.04: Informal Resolution of Ethical Violations and 1.05: Reporting Ethical Violations.

#### 1.04 Informal Resolution of Ethical Violations

When psychologists believe that there may have been an ethical violation by another psychologist, they attempt to resolve the issue by bringing it to the attention of that individual, if an informal resolution appears appropriate and the intervention does not violate any confidentiality rights that may be involved. (See also Standards 1.02, Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority, and 1.03, Conflicts Between Ethics and Organizational Demands.)

### 1.05 Reporting Ethical Violations

If an apparent ethical violation has substantially harmed or is likely to substantially harm a person or organization and is not appropriate for informal resolution under Standard 1.04, Informal Resolution of Ethical Violations, or is not resolved properly in that fashion, psychologists take further action appropriate to the situation. Such action might include referral to state or national committees on professional ethics, to state licensing boards, or to the appropriate institutional authorities. This standard does not apply when an intervention would violate confidentiality rights or when psychologists have been retained to review the work of another psychologist whose professional conduct is in question. (See also Standard 1.02, Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority.)

Considering all these standards together, it is clear that students are responsible for themselves and for their colleagues. This section discusses how to respond to such situations. Students in the Psy.D. Program have a responsibility to address personal issues that may negatively affect their own performance in academic or clinical training (practica and internship), or may jeopardize the well being of clients or peers. They also have a responsibility to address concerns about the ability of their student-peers.

Of course, it is preferable for issues affecting competence to be dealt with through prevention or voluntary intervention. The Psy.D. faculty occasionally may be required to intervene and insist that a student take steps to address issues that are negatively affecting their performance. These students will be treated respectfully and supportively. Although it is a goal of the faculty to help students reach their professional goals, it remains the primary responsibility of the faculty to protect the public, the student body, and the profession.

#### Reporting Competence Concerns

Students are encouraged to discuss concerns about themselves and their perceptions about their ability to function in academic and clinical settings, or interpersonally with peers, supervisors, or faculty with any of the Psy.D. faculty.

In most instances, faculty, staff, supervisors, or students who are concerned about possible competence problems in a Psy.D. student should first talk directly with the student to express their concerns and to encourage the student to remediate the problem voluntarily. Specific behavioral examples that support the concerns raised should be provided to the student. The student who is the focus of concern should be encouraged to discuss these matters with her or his advisor or the Program Director.

If the student who is the focus of concern is unable or unwilling to talk about the issues raised, or if the concerns are serious enough to warrant immediate action, then the concerns should be reported to the Program Director or the advisor of the student who is the focus of concern. The person making this report should be prepared to provide specific behavioral examples that indicate a concern regarding competence.

#### Deciding on a Course of Action

Once the Program Director or the student's advisor is alerted to concerns about a student's competence, the faculty will convene to discuss the matter and to determine a course of action. If the faculty finds grounds to suspect competence problems, they may recommend any of a number of steps to ensure that an appropriate assessment and remediation plan is developed or they may recommend dismissal. The steps for remediation may include, but are not limited to, (a) a modified plan of study that may include extra supervision or more coursework, (b) a referral to an appropriate medical or mental health professional to evaluate and treat the student for the concerns presented (at the expense of the student), (c) a proposal that the student take a leave of absence, or (d) any combination of the above or of additional interventions.

### Student Follow-Through

If the student with competence problems chooses to comply with the remediation plan, continued contact with the Program Director should be maintained to ensure a return to good standing or active status in a timely manner. However, the Psy.D. faculty may revise its remediation plan if the student fails to (a) comply with the original remediation plan, (b) successfully complete remediation, or (c) regain and maintain competence after remediation. In the event of noncompliance, the faculty may recommend dismissal from the Program.

## **POLICY AND PROCEDURE PETITIONS**

If extraordinary circumstances result in a student perceiving undue hardship in relation to the application of a Psy.D. policy and/or procedure, a formal petition (in the form of a letter) may be made to the Program faculty for the policy/procedure to be waived or modified. Such petitions are generally issued through a student's academic advisor and are considered on a case-by-case basis. Petitions are approved by majority vote of the Psy.D. faculty and then need to be approved by the Graduate College (see the section on "Exception to Academic Policy" of the Graduate Catalog).

### **Grievance Procedures**

The Graduate College has adopted policies for both grade and non-grade appeals on the website. Questions about grievance policies and procedures should be directed to the student's advisor and/or Program Director and/or Department Chair.

The Psy.D. student grade appeal follows the process outlined in the Graduate College material. The non-grade grievance procedure described below is designed to give the student the opportunity to correct a perceived injustice. It should be utilized only when the student contends that the process associated with making a decision about her or him or negative treatment of her or him by university employees that has a negative impact on her or his graduate student status has been arbitrary or capricious. This procedure is not to be used for grades because a separate policy exists for course grades. Situations that would be appropriate for the present set of procedures include but are not limited to concerns about the process associated with supervisory reviews that affect grades but are not grades in and of themselves, comprehensive exam results, and thesis or dissertation issues. For the purposes of this set of procedures, "arbitrary or capricious" implies that, among other things:

- The student has been given an evaluation on the basis of something other than his or her performance in the activity regarding something that is unrelated to the standard requirement of meeting professional interpersonal standards; or
- Standards utilized in the determination of the student's progress are more exacting or demanding than those applied to other students in the Program; or
- The decision is based upon standards that are significant, unannounced and unreasonable departures from those articulated in the student handbook distributed at the beginning of the student's enrollment in her or his graduate program.

The assessment of the quality of the student's academic performance is one of the major responsibilities of university faculty members and is solely and properly their responsibility. Therefore, the focus of any review associated with a grievance is on the process for making the decision, not on the decision itself. For some graduate students, other university employees may be involved in evaluations (e.g., practicum supervisors). A grievance is not appropriate when a student simply disagrees with the faculty member's/university employee's/program faculty's judgment about the quality of the student's work. A student who is uncertain about whether a decision should be appealed or who needs additional information about the grievance process can contact the Graduate College.

The burden of proof is always on the student to prove that a review of the process associated with a given decision is an appropriate action in his or her case. Students must adhere to the timelines delineated in this policy or the right to appeal may be lost (the Graduate College Dean may, under extreme circumstances, extend timelines at his or her discretion).

Filing a formal grievance is an important decision that should not be entered into lightly because it can have serious repercussions for everyone involved. A formal grievance should be filed only after all other avenues have been thoroughly investigated and exhausted. The Graduate College administration and the Psy.D. faculty members urge students to make every effort to consult with knowledgeable and trusted people and to attempt to resolve the perceived problem through an informal process.

#### Informal Grievance Resolution Process

The student must begin the grievance process by contacting the university employee (for a concern about a particular person) or the Psy.D. Program Director (for a concern about a programmatic decision) in an attempt to resolve the disagreement in an informal and cooperative atmosphere. This discussion should take place within 10 class days after the experience of concern or notification of the decision in question. The Graduate College and Psy.D. faculty believe that this is the preferred way of resolving problems and that most issues can be addressed through an informal process of mutually respectful discussion. If the student and employee/Program Director cannot reach a satisfactory resolution, the student may begin the formal grievance process.

#### Formal Grievance Resolution Process

1. Following the failure to reach resolution through the informal grievance resolution process and not later than one month after the attempt at informal resolution failed, the student must complete the Notice of Intent to File a Formal Grievance form. The form is available on the

College of Graduate Studies and Research webpage. The student initiates the process by submitting the form to the Psychology Department Chair, or his or her designee (or the Graduate Dean if the Chair is part of the grievance). On the form, the student will be asked to

- verify that he or she has been unsuccessful in reaching a resolution through the informal grievance resolution process;
- precisely and specifically state the reasons for the grievance; and
- offer suggestions as to what the student would consider a fair resolution of the grievance (note that this must focus on the process associated with a decision, not the decision itself), with supporting reason(s).

After all signatures are obtained, copies of the form will be distributed to the student and the other parties involved.

2. If the grievance involves a specific person in the Psychology Department or in another department/school, the university employee in question will be asked to submit a written response to her or his department chair/school director, or his or her designee (or to the Graduate Dean if the chairperson/director is part of the grievance), and to the student within five class days of the receipt of the grievance. If the grievance involves a programmatic decision, the Psy.D. Program faculty will be asked to submit a written response to the Psychology Department Chair, or his or her designee (or to the Graduate Dean if the Chair is part of the grievance), and to the student within ten class days of the receipt of the grievance. If the grievance involves a specific person who is not a part of a department or school, the university employee in question will be asked to submit a written response to her or his supervisor and to the student within five class days of the receipt of the grievance.

The Psychology Department Chair, or his or her designee (or the Graduate Dean if the Chair is part of the grievance or the employee is not part of a department/school), will attempt to resolve the appeal within ten additional class days through conferencing with the employee/program faculty and student. If not resolved within ten class days, the Psychology Department Chair, or his or her designee, or the Graduate Dean will request in writing that the Graduate College Committee become involved. If the Psychology Department decides to implement a Departmental graduate student grievance process, this section will be amended.

If the grievance goes to the Graduate College, then the process described in the Graduate College Student Handbook (pp. 49) and associated webpage, will be followed. To assist with understanding the overall process, a flowchart can be found in Appendix W.

## APPENDIX A

### Goals, Objectives, and Competencies of the Psy.D. Program

In attempting to meet the following goals, the Psy.D. Program faculty members strive to provide a safe and nurturing environment for our students that fosters their growth as persons and professionals by encouraging them to engage in continuous personal and professional self-study and reflection. We endeavor to integrate the following into the Program as a whole and on an individual level:

- Faculty members are readily available to students for discussion and interaction
- Faculty members offer opportunities for high faculty/student interaction, active advising, and professional mentoring that models commitment to professional excellence in science, practice, and personal growth
- Faculty members facilitate and are accepting of students' individual choices of practice and research directions that best fit their professional interests
- Students participate in program governance
- Many courses include discussion components to foster reflective thought
- Several courses require reaction/reflection papers to help students reflect on their learning and chart their growth
- Supervision is structured such that students feel free to discuss important personal and professional issues
- Faculty members encourage and facilitate students' self-care (which includes, but is not limited to, access to personal therapy and other services when appropriate)
- Faculty members engage students in meaningful dialogue regarding personal and professional issues

**Goal #1:** To train counseling psychologists who have the requisite knowledge base and therapeutic skills for entry into the practice of professional psychology.

**Objective 1.1:** Students acquire a knowledge base of psychology as a scientific discipline, and of counseling psychology as an area of professional specialization.

**Competencies Expected for Objective 1.1:**

1. Understand the current body of knowledge of scientific psychology in biological, cognitive, affective, and social aspects of behavior, the history and systems of psychology, psychological measurement, research methods, and techniques of data analysis.
2. Understand the scientific, methodological, and theoretical foundations of practice in counseling psychology including individual differences in behavior, human development, and psychopathology.

**Objective 1.2:** Students acquire a knowledge base and skills necessary to diagnose or define problems through psychological assessment and measurement, and formulate and implement intervention strategies (including empirically supported procedures).

**Competencies Expected for Objective 1.2:**

1. Understand the theories and methods of assessment and diagnosis, effective intervention, consultation and supervision, and evaluating the efficacy of interventions.
2. Demonstrate knowledge and skills in evidence based practice.

**Objective 1.3:** Students acquire an awareness and understanding of professional issues to practice psychology in an ethical and professional manner

**Competencies Expected for Objective 1.3**

1. Understand ethical/legal standards in professional practice and research.
2. Demonstrate the capacity to make reasoned judgments about ethical practice related to emerging issues using codes, literature in professional ethics, and consultation with colleagues.

**Objective 1.4:** Students acquire the knowledge and skills necessary to practice as a culturally competent counseling psychologist in all professional roles

**Competencies Expected for Objective 1.4:**

1. Demonstrate the self-awareness necessary to be a multiculturally competent psychologist.
2. Understand the concepts, theory, and research related to culturally competent practice and research as a professional psychologist in rural settings.

**Objective 1.5:** Students acquire the knowledge and skills necessary for life-long learning, professional problem-solving and scholarly inquiry as a professional psychologist in the context of an evolving body of scientific and professional knowledge.

**Competencies Expected for Objective 1.5:**

1. Engage in professional development to maintain effective clinical practice.
2. Demonstrate professional service

**Goal #2:** To train Counseling Psychologists who are equipped with the specialized knowledge and skills necessary to work competently in rural areas

**Objective 2.1:** Students have an understanding of the special issues faced by rural residents and communities.

**Competencies Expected for Objective 2.1:**

1. Understand the common characteristics of rural residents and communities.
2. Discuss the common mental health problems experienced by rural residents and the communities in which they reside.

**Objective 2.2:** Students are knowledgeable regarding the unique challenges and opportunities psychologists may encounter in rural settings and the potential solutions to such challenges.

**Competencies Expected for Objective 2.2:**

1. Discuss the challenges, opportunities, and alternatives associated with rural practice.
2. Identify and respond appropriately to ethical issues associated with rural practice.

**Goal #3:** To develop professionals who are committed to Counseling Psychology as a field and to social justice as one aspect of their professional identity.

**Objective 3.1:** Students will actively identify with and the profession and positive traditions of Counseling Psychology.

**Competencies Expected for Objective 3.1:**

1. Students join APA and the Society of Counseling Psychology by their second year in the Program.
2. Students read Counseling Psychology journals and publications as well as related articles in other journals/chapters in books.
3. Students attend and may present at professional meetings and workshops relevant to Counseling Psychologists.

**Objective 3.2:** Demonstrate a commitment to social justice.

**Competency Expected for Objective 3.2:**

1. Demonstrate inclusion of social justice in thinking and in activities/career.



## APPENDIX C

### **Counseling Psychology Model Training Values Statement Addressing Diversity<sup>1</sup>**

Respect for diversity and for values different from one's own is a central value of counseling psychology training programs. The valuing of diversity is also consistent with the profession of psychology as mandated by the American Psychological Association's Ethical Principles and Code of Conduct (2010) and as discussed in the Guidelines and Principles of Programs in Professional Psychology (APA, 2005). More recently there has been a call for counseling psychologists to actively work and advocate for social justice and prevent further oppression in society. Counseling psychologists provide services, teach, and/or engage in research with or pertaining to members of social groups that have often been devalued, viewed as deficient, or otherwise marginalized in the larger society.

Academic training programs, internships that employ counseling psychologists and espouse counseling values, and post-doc training programs (herein "training programs") in counseling psychology exist within multicultural communities that contain people 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. Counseling psychologists believe that training communities are enriched by members' openness to learning about others who are different than them as well as acceptance of others. Internship trainers, professors, practicum supervisors (herein "trainers"), and students and interns (herein "trainees") agree to work together to create training environments that are characterized by respect, safety, and trust. Further, trainers and trainees are expected to be respectful and supportive of all individuals, including, but not limited to clients, staff, peers, and research participants.

Trainers recognize that no individual is completely free from all forms of bias and prejudice. Furthermore, it is expected that each training community will evidence a range of attitudes, beliefs, and behaviors. Nonetheless, trainees and trainers in counseling psychology training programs are expected to be committed to the social values of respect for diversity, inclusion, and equity. Further, trainees and trainers are expected to be committed to critical thinking and the process of self-examination so that such prejudices or biases (and the assumptions on which they are based) may be evaluated in the light of available scientific data, standards of the profession, and traditions of cooperation and mutual respect. Thus, trainees and trainers are asked to demonstrate a genuine desire to examine their own attitudes, assumptions, behaviors, and values and to learn to work effectively with "cultural, individual, and role differences including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status" (APA Ethics Code, 2010, Principle E). Stated simply, both trainers and trainees are expected to demonstrate a willingness to examine their personal values, and to acquire and utilize professionally relevant knowledge and skills regardless of their beliefs, attitudes, and values.

Trainers will engage trainees in a manner inclusive and respectful of their multiple cultural identities. Trainers will examine their own biases and prejudices in the course of their

interactions with trainees so as to model and facilitate this process for their trainees. Trainers will provide equal access, opportunity, and encouragement for trainees inclusive of their multiple cultural identities. Where appropriate, trainers will also model the processes of personal introspection in which they desire trainees to engage. As such, trainers will engage in and model appropriate self-disclosure and introspection with their trainees. This can include discussions about personal life experiences, attitudes, beliefs, opinions, feelings, and personal histories. Assuming no one is free from biases and prejudices, trainers will remain open to appropriate challenges from trainees to their held biases and prejudices. Trainers are committed to lifelong learning relative to multicultural competence.

Counseling psychology training programs believe providing experiences that call for trainees to self-disclose and personally introspect about personal life experiences is an essential component of the training program. Specifically, while in the program trainees will be expected to engage in self-reflection and introspection on their attitudes, beliefs, opinions, feelings and personal history. Trainees will be expected to examine and attempt to resolve any of the above to eliminate potential negative impact on their ability to perform the functions of a psychologist, including but not limited to providing effective services to individuals from cultures and with beliefs different from their own and in accordance with APA guidelines and principles.

Members of the training community are committed to educating each other on the existence and effects of racism, sexism, ageism, heterosexism, religious intolerance, and other forms of invidious prejudice. Evidence of bias, stereotyped thinking, and prejudicial beliefs and attitudes will not go unchallenged, even when such behavior is rationalized as being a function of ignorance, joking, cultural differences, or substance abuse. When these actions result in physical or psychological abuse, harassment, intimidation, substandard psychological services or research, or violence against persons or property, members of the training community will intervene appropriately.

In summary, all members of counseling psychology training communities are committed to a training process that facilitates the development of professionally relevant knowledge and skills focused on working effectively with all individuals inclusive of demographics, beliefs, attitudes, and values. Members agree to engage in a mutually supportive process that examines the effects of one's beliefs, attitudes, and values on one's work with all clients. Such training processes are consistent with counseling psychology's core values, respect for diversity and for values similar and different from one's own.

*At Radford University, trainees' attitudes and behavior regarding cultural diversity (broadly defined) will be included in part of the annual evaluation and overall review of student competence (as described in the accompanying document). Failure to be respectful, as determined by faculty evaluations, of diversity may result in negative evaluations. Important documents that will be considered regarding these issues include, but are not limited to, the following:*

- American Psychological Association. (2010). Ethical principles of psychologists and code of conduct (2002, Amended June 1, 2010). Available at <http://www.apa.org/ethics/code/index.aspx>

- *American Psychological Association. (2003). Guidelines on multicultural education, training, research, practice, and organizational change for psychologists. American Psychologist, 58, 377-402.*
- *American Psychological Association. (2004). Guidelines for psychological practice with older adults. American Psychologist, 59, 236-260.*
- *American Psychological Association. (2007). Guidelines for psychological practice with girls and women. American Psychologist, 62, 949-979.*
- *American Psychological Association. (2011). Guidelines for assessment of and intervention with persons with disabilities. Available at <http://www.apa.org/pi/disability/resources/assessment-disabilities.pdf>*
- *American Psychological Association. (2011). Guidelines for psychological practice with lesbian, gay, and bisexual clients. Available at <http://www.apa.org/pi/lgbt/resources/guidelines.aspx>*

<sup>1</sup>This document [up to the italicized section at the end] was endorsed by the Association of Counseling Center Training Agencies (ACCTA), the Council of Counseling Psychology Training Programs (CCPTP), and the Society for Counseling Psychology (SCP) in August of 2006. The joint writing team for this document consisted of members from ACCTA, CCPTP, and SCP, including Kathleen J. Bieschke, Ph.D., Chair, (SCP), Arnie Abels, Ph.D., (ACCTA), Eve Adams, Ph.D., (CCPTP), Marie Miville, Ph.D., (CCPTP), and Barry Schreier, Ph.D., (ACCTA). This document is intended to serve as a model statement for counseling psychology training communities and we encourage sites to adapt the CPMTVSD to reflect their particular environment. The writing team for this document would like to acknowledge Laurie Mintz, Ph.D. and her colleagues at the University of Missouri-Columbia; the values statement for their program served as the starting point for the current document. Correspondence regarding this document should be directed to Kathleen J. Bieschke, Ph.D., 306 CEDAR Building, University Park, PA, 16802 or to [kbieschke@psu.edu](mailto:kbieschke@psu.edu). Available at <http://www.ccptp.org/trainingdirectorpage6.html>

**APPENDIX D**

**Change of Advisor Request**

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

To: Psy.D. Program Director

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

Please change my advisor from: \_\_\_\_\_

to: \_\_\_\_\_

By signing below, the student is stating that she or he has talked with both the current and potential future advisor about the planned change and believes that both faculty members are willing to make this change; she or he also understands and has discussed the potential implications, including issues related to dissertation chairing and dissertation topic selection.

The Current Advisor is acknowledging that such a conversation occurred and she or he accepts the change. The Requested Advisor is acknowledging that such a conversation occurred and she or he accepts the change.

Signatures

\_\_\_\_\_  
Psy.D. Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Current Advisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Requested Advisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Psy.D. Program Director

\_\_\_\_\_  
Date

## APPENDIX E

### Core Psy.D. Program Faculty Members

#### **Tracy Cohn, Ph.D., Associate Professor**

Dr. Cohn received his Ph.D. in Counseling Psychology with an emphasis in human sexuality from the University of Kansas in 2007. He completed his internship at Dwight D. Eisenhower Veterans Administration Medical Center, Leavenworth, Kansas. He joined the Radford faculty in the Fall of 2007. His current research interests are in the areas of LGBT identity, issues of HIV, stigma, and resilience. He is a licensed psychologist in Virginia and has a private practice in Blacksburg, VA. He enjoys seeing clients and couples regarding issues related to substance abuse, trauma, and sexual identity. He also assists with fundraising for organizations that provide services for under-served and marginalized populations.

#### **Valerie S. Leake, Ph.D., Professor and Program Director**

Dr. Leake earned her Ph.D. in Counseling Psychology from the University of Kentucky in 2006. She completed her internship at the Cincinnati Veterans Affairs Medical Center and joined the faculty at Radford in 2007 after spending a year as a Visiting Assistant Professor in the University of Kentucky's Counseling Psychology program. In 2014, she left RU to work at the Lexington Veterans Affairs Medical Center with the Posttraumatic Stress Disorders Clinical Team and as Evidence-Based Psychotherapies Coordinator. She returned to Radford University as Director of the Psy.D. program in 2016. Her research interests include military veteran reintegration, particularly for rural veterans, posttraumatic stress disorder, evidence-based treatments, and adolescent belonging. She is licensed as a clinical psychologist in Virginia and enjoys working with veterans, couples, and families.

#### **Nicholas Lee, Ph.D., Assistant Professor**

Dr. Lee earned his Ph.D. in Counseling Psychology (cognate: Couple and Family Psychology) from Ball State University in 2015. He completed his internship at Iowa State University and joined the faculty at Radford during the fall of 2015. Dr. Lee worked as a Licensed Marriage and Family Therapist in Indiana before returning to get his Ph.D. He is certified in Emotionally Focused Couple Therapy and has conducted regional and national training in this area. His research interests include psychotherapy process and outcome, withdrawer re-engagement in EFT, and issues pertaining to clinical training. Dr. Lee is dual licensed in Virginia as a clinical psychologist and marriage and family therapist and maintains a small private practice in Radford.

#### **Ruth Riding-Malon, Ph.D., Associate Professor**

Dr. Riding-Malon earned her Ph.D. in Counseling Psychology from the University of Kentucky in 2008. She completed her internship at Kentucky River Community Care and Appalachian Regional Healthcare Hospital in Hazard, Kentucky. She joined the Radford faculty in the Fall of 2008. Prior to coming to Radford, she worked in a community mental health clinic in central Kentucky and served one year as assistant to the clinic director. She participated in research projects on AIDS prevention in high schools, and on rape prevention on college campuses; she trained staff and student leaders in diversity issues and on effective sexual assault response, and worked with pre-service teachers to increase awareness of multicultural issues. Dr. Riding-Malon is interested in rural mental health, women's issues, trauma treatment, and in working

with disenfranchised populations. Her current research interests lie in studying issues particular to populations in rural areas, crosscultural and international psychology, evaluating trauma treatments, and examining the impact of spirituality in the lives of clients. She is licensed as a clinical psychologist in Virginia and she enjoys working with individuals who have experienced trauma.

**Pei-Chun Tsai, Ph.D., Assistant Professor**

Dr. Tsai earned her Ph.D. in counseling psychology from Iowa State University where she received the Outstanding Counseling Psychology Graduate Student Award, the University Teaching Excellence Award, and the Diversity in Psychological Science Graduate Research Award. She completed her internship at Georgia Tech Counseling Center. Her research interests deal with multicultural practice and supervision. Dr. Tsai has published on issues affecting international college students, mindfulness, and the intersecting identities among female Asian international students, among other topics. Her work has appeared in *The Counseling Psychologist*, the *Journal of Counseling Psychology*, the *Journal of College Counseling*, and *Personality and Individual Differences*. She is a licensed clinical psychologist in Virginia. Currently, she teaches courses related to ethics, practicum, and cognitive assessment.

## APPENDIX F

### **The Importance of Psychotherapy for Students and Therapy Opportunities for Psy.D. Students**

The faculty members of the Psy.D. Program want to inform you about resources available during your graduate training. We hope that you take advantage of all your opportunities for personal and professional development during and subsequent to your graduate training.

Psychotherapy can be useful during graduate school. Sometimes students express interest in receiving their own psychotherapy and we support these endeavors. Please note that because the Radford University Student Counseling Services is a practicum placement site, we strongly recommend that students talk to the Director of SCS, Erin Sullivan, regarding whether she believes they can offer the necessary support or whether another provider might be better. This may mean that students need to look outside the University for services. However, this can lead to concerns regarding how to pay for private services.

Therefore, the faculty members have made arrangements with the Virginia Tech Department of Psychology Psychological Services Center for Psy.D. students to be seen at the Virginia Tech student rate; students just need to say they are enrolled in the Radford University Psy.D. Program to receive the discounted rate of \$15/session. Students may also be seen at the Virginia Tech Family Therapy Center for a flat rate of \$15/session. Students can explore agencies in this area, such as New River Valley Community Services; however, students should note that this is a potential practicum site so students need to be aware that other students in the program may find out that they are receiving services at the agency and their privacy, and perhaps even confidentiality, cannot be guaranteed). In addition, NRVCS has stated that “it would be a violation of our obligation to prevent dual relationships to provide [outpatient] services to someone who had in the past or plans to seek a placement with us.”

Please feel free to talk with any faculty member about these possibilities.

## APPENDIX G

### Recommended Four Year Program of Study

#### **Fall 1 - 12 credits**

612 Psychometric Theory, Assessment, Appraisal and Application  
 800 Introduction to Counseling Psychology  
 801 Multicultural Counseling  
 840 Practicum 1(a)

#### **Spring 1 - 12 credits**

628 Biological Foundations of Behavior  
 809 Supervision and Consultation  
 802 Ethical, Legal, and Professional Issues in Psychology  
 840 Practicum 1(b)

#### **Summer 1 – 12 credits**

660 Human Growth and Lifespan Development  
 806 Advanced Personality Assessment  
 811 Health Psychology  
 843 Summer Practicum

#### **Fall 2 - 12 credits**

774 Introduction to Psychopharmacological Medications  
 777 Multivariate Analysis of Behavioral Data  
 805 Advanced Cognitive and Intellectual Assessment Techniques  
     or 631 Cognitive Intellectual Assessment Techniques  
 841 Practicum 2(a)

#### **Spring 2 - 12 credits**

772 Couples and Family Systems Therapy  
 785 Neuropsychological Assessment  
 808 Advanced Research Methods in Counseling Psychology  
 841 Practicum 2(b)

#### **Summer 2 - 9 credits**

803 Vocational Psychology  
 773 Assessment and Treatment of Addictive Disorders  
 843 Summer Practicum

#### **Fall 3 - 13 credits**

623 Advanced Social Psychology  
 630 Cognitive and Affective Aspects of Behavior  
 842 Practicum 3(a)  
 899 Dissertation



**Spring 3 - 10 credits**

- 622 Historical Foundations of a Scientific Psychology
- 771 Group Dynamics in Processing and Counseling
- 810 Rural Program Evaluation
- 842 Practicum 3(b)
- 899 Dissertation

**Summer 3 – 3 credits**

- 843 Practicum or 898 Doctoral Directed Study

**Fall 4 - 1 credit**

- 870 Doctoral Internship (a)

**Spring 4 - 1 credit**

- 870 Doctoral Internship (b)

**Summer 4 - 1 credit**

- 870 Doctoral Internship (c)

Prospective students need to be aware that Radford’s PSYC 610 (Analysis of Behavioral Data) and PSYC 611 (Methodology and Program Evaluation in Psychology), or equivalent courses, that have been taken within the last five years are required prior to enrolling in the Psy D program. If courses were not taken at Radford, the Psy D faculty (in consultation with the appropriate RU course instructors when necessary) will determine whether non-RU courses are equivalent to those taken at Radford.

Another way of showing the curriculum is in a tabular format, which can be found on the next page. Please note that the list above and in the cells of the table, only required courses are presented.

### Doctor of Psychology Degree – Recommended Four Year Program of Study

<b>Fall 1 - 12 credits</b>	<b>Spring 1 - 12 credits</b>	<b>Summer 1 - 12 credits</b>
612 Psychometrics 800 Introduction to Counseling Psychology 801 Multicultural Counseling 840 Practicum 1(a)	628 Biological Foundations 802 Ethical, Legal, and Professional Issues in Psychology 809 Supervision and Consultation 840 Practicum 1(b)	660 Human Growth and Lifespan Development 806 Advanced Personality Assessment 811 Health Psychology 843 Summer Practicum
<b>Fall 2 - 12 credits</b>	<b>Spring 2 - 12 credits</b>	<b>Summer 2 - 9 credits</b>
774 Psychopharmacological Medications 777 Multivariate Analysis 805 Advanced Cognitive and Intellectual Assessment Techniques or 631 Cognitive and Intellectual Assessment Techniques 841 Practicum 2(a)	772 Couples and Family Systems Therapy 785 Neuropsychological Assessment 808 Advanced Research Methods in Counseling Psychology 841 Practicum 2(b)	803 Vocational Psychology 773 Assessment and Treatment of Addictive Disorders 843 Summer Practicum
<b>Fall 3 - 13 credits</b>	<b>Spring 3 - 10 credits</b>	<b>Summer 3 - 3 credits</b>
623 Advanced Social Psychology 630 Cognitive and Affective 842 Practicum 3(a) 899 Dissertation	622 Historical Foundations of a Scientific Psychology 771 Group Dynamics in Processing and Counseling 810 Rural Program Evaluation 842 Practicum 3(b) 899 Dissertation	898 Doctoral Directed Study OR 843
<b>Fall 4 - 1 credit</b>	<b>Spring 4 - 1 credit</b>	<b>Summer 4 – 1 credit</b>
870 Doctoral Internship (a)	870 Doctoral Internship (b)	870 Doctoral Internship (c)

**APPENDIX H**

**Overview of how the Psy.D. Program Meets Oversight Body Requirements**

Requirement			Psy D Course/Activity	Add'l. Courses/Activities
<i>APA Accreditation</i>				
<b>Discipline-Specific Knowledge</b>				
Category 1	History and Systems of Psychology		622: Historical Foundations of a Scientific Psychology	
	Basic Content Areas in Scientific Psychology	Affective Aspects of Behavior	630: Cognitive and Affective Aspects of Behavior	
		Biological Aspects of Behavior	628: Biological Foundations of Behavior	774: Introduction to Psychopharmacological Medications 785: Neuropsychological Assessment
		Cognitive Aspects of Behavior	630: Cognitive and Affective Aspects of Behavior	805: Advanced Cognitive & Intellectual Assessment
		Developmental Aspects of Behavior	660: Human Growth and Lifespan Development	
		Social Aspects of Behavior	623: Advanced Social Psychology	
Category 2	Research and Quantitative Methods	Research Methods	808: Advanced Research Methods in Counseling Psychology	899: Dissertation; Prerequisite: Graduate research methods course in master's program
		Quantitative Methods	777: Multivariate Analysis of Behavioral Data (Note: This course has a prerequisite of a foundational statistics course)	899: Dissertation; Prerequisite: Graduate statistics course in master's program
		Psychometrics	612: Psychometric Theory, Assessment, Appraisal, and Application (Note: This course has a prerequisite of a foundational research methods and foundational statistics course)	Prerequisite: Graduate course(s) in statistics & research methods from master's program
	Advanced Integrative Knowledge in Scientific Psychology	Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas	630: Cognitive and Affective Aspects of Behavior	
<b>Profession-Wide Competencies</b>	Research		808: Advanced Research Methods in Counseling Psychology	899: Dissertation
	Ethical and Legal Standards		802: Ethical, Legal, and Professional Issues in Psychology (Also infused into other courses)	Ethics component in all practicum courses, & comprehensive exams, research ethics in 899: Dissertation

	Individual and Cultural Diversity		801: Multicultural Counseling (Also infused into other courses)	Multicultural component in all practicum courses & comprehensive exams
	Professional Values and Attitudes		803: Vocational Psychology 811: Health Psychology 800: Introduction to Counseling Psychology 802: Ethical, Legal, and Professional Issues in Psychology 840: Practicum I (repeated 2X) 841: Practicum II (repeated 2X) 842: Practicum III (repeated 2X) 843: Summer Practicum (repeated 2X) 870: Internship (repeated 3X) (Also infused into other courses)	Evaluated by practicum supervisors at 2 or more points during each year, by faculty yearly, and by self in yearly self-evaluation.
	Communication and Interpersonal Skills		803: Vocational Psychology 811: Health Psychology 840: Practicum I (repeated 2X) 841: Practicum II (repeated 2X) 842: Practicum III (repeated 2X) 843: Summer Practicum (repeated 2X) 870: Internship (repeated 3X) (Also infused into other courses)	Evaluated by practicum supervisors at 2 or more points during each year, by faculty yearly, and by self in yearly self-evaluation.
	Assessment		773: Assessment and Treatment of Addictive Disorders in Rural Settings 785: Neuropsychological Assessment 805: Advanced Cognitive and Intellectual Assessment Techniques 806: Advanced Personality Assessment 840: Practicum I (repeated 2X) 841: Practicum II (repeated 2X) 842: Practicum III (repeated 2X) 843: Summer Practicum (repeated 2X) 870: Internship (repeated 3X)	

	Intervention		771 Group Dynamics in Processing and Counseling 772: Couples and Family Systems Therapy 803: Vocational Psychology 811: Health Psychology 840: Practicum I (repeated 2X)* 841: Practicum II (repeated 2X) ** 842: Practicum III (repeated 2X)*** 843: Summer Practicum (repeated 2X) 870: Internship (repeated 3X) (Also infused into other courses)	*Didactic focus 840: 1. Adult psychopathology and diagnosis, 2. Evidence-based practice **Didactic focus 841: 1. Child psychopathology, 2. Positive psychology ***Didactic focus 842: 1. Brief therapy, 2. Business of practice
	Supervision		809: Supervision and Consultation	
	Consultation and Interprofessional / interdisciplinary skills		810: Rural Program Evaluation 809: Supervision and Consultation	
<i>ASPPB/National Register Designated Program</i>				
	Scientific and Professional Ethics and Standards		802: Ethical, Legal, and Professional Issues in Psychology	
	Research Design and Methodology		808: Advanced Research Methods combined with the prerequisite quantitative statistics course for 777	
	Statistics		777: Multivariate Analyses of Behavioral Data	
	Psychometric Theory		612: Psychometric Theory, Assessment, Appraisal, and Application	
	Biological Bases of Behavior		628: Biological Foundations of Behavior 774: Introduction to Psychopharmacological Medications	
	Cognitive-Affective Bases of Behavior		630: Cognitive and Affective Aspects of Behavior	
	Social Bases of Behavior		623: Advanced Social Psychology	

	Individual Differences		660: Human Growth and Development 801: Multicultural Counseling 840: Practicum I (Fall): Adult Psychopathology 841: Practicum II (Fall): Child Psychopathology	
<i>Virginia Licensure Requirements (3+ hours in all of the following, except practicum)</i>				
	Biological Bases of Behavior		628: Biological Foundations of Behavior 774: Introduction to Psychopharmacological Medications	
	Cognitive-Affective Bases of Behavior		630: Cognitive and Affective Aspects of Behavior	
	Social Bases of Behavior		623: Advanced Social Psychology	
	Psychological Measurement		612: Psychometric Theory, Assessment, Appraisal, and Application (Note: This course has a prerequisite of a foundational research methods and a foundational statistics course)	
	Research Methodology		808: Advanced Research Methods in Counseling Psychology	
	Techniques of Data Analysis		777: Multivariate Analyses of Behavioral Data	
	Professional Standards and Ethics		802: Ethical, Legal, and Professional Issues in Psychology	
	Individual Differences in Behavior		801: Multicultural Counseling	
	Human Development		660: Human Growth and Development	
	Dysfunctional Behavior		840: Practicum I: (Fall) Adult Psychopathology 841: Practicum II (Fall) – Child Psychopathology	
	Theories and Methods of Intellectual Assessment and Diagnosis		805: Advanced Cognitive and Intellectual Assessment Techniques; 785: Neuropsychological Assessment	

	Theories and Methods of Personality Assessment and Diagnosis (including its practical application)		806: Advanced Personality Assessment	
	Effective Interventions and Evaluating the Efficacy of Interventions		771: Group Dynamics in Processing and Counseling 772: Couples and Family Systems Therapy 803: Vocational Psychology 811: Health Psychology 840: Practicum I (repeated 2X; Spring semester is specifically focused on evidence based practice) 841: Practicum II (repeated 2X) 842: Practicum III (repeated 2X) 843: Summer Practicum (repeated 2X) 870: Internship (repeated 3X)	
	Consultation and Supervision		809: Supervision and Consultation 810: Rural Program Evaluation	

## APPENDIX I

### **Plan for Students Not Completing the Program in 5 Years**

Students not completing the program by the end of their fifth year shall file a written plan for completion of the program with the Psy.D. faculty through their advisor. This plan will include both tasks and a timeline for completion.

The Psy.D. faculty will review the plan and modifications, if any, will be negotiated between the student and the faculty. The student, her or his advisor, and the program Director will sign the form.

Plans will be updated by the student and reviewed by the Psy.D. faculty at least twice a year. The faculty may request a meeting with any student who is not meeting the timelines in the approved plan.

In order to maintain satisfactory progress in the program, a student must meet the timelines in the approved plan.

Students may request a leave of absence with appropriate reasons stated, as per the guidelines in this handbook and the Graduate College Handbook, following the filing of this plan. During this time they are not required to work toward completion of the degree but a new timeline must be developed and approved by the faculty. Usually, only one such leave of absence will be approved by the faculty for each student.

Decisions regarding student progress will take into account program emphasis on respecting individual differences and varying student needs and balancing excellence in student training and flexibility in student choices.



**APPENDIX J**

**Remediation for an Unacceptable Grade Form**

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Date Form Completed: \_\_\_\_\_

The Unacceptable Grade was received in: \_\_\_\_\_

Grade received: \_\_\_\_\_

Semester/Year in which the grade was received: \_\_\_\_\_

This form is to document that the student named above received an unacceptable grade (i.e., B- or lower) in the graduate course indicated. As a result, a remediation plan was developed between the student, instructor, and Psy.D. faculty. This form is a contract between the student and the instructor and the Psy.D. faculty. Failure to complete the plan as indicated below may lead to removal from the program, unless exceptions are approved by the instructor and Psy.D. faculty, and documented on other forms. Poor performance in another course may result in removal from the program even if this remediation plan is successfully completed.

**Remediation Plan**

[Use as much space as necessary to define the tasks to be completed, the quality of work expected, and the timeline for completion. Please be specific in all aspects.]

**Signatures**

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Course Instructor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Psy.D. Program Director

\_\_\_\_\_  
Date

## APPENDIX K

### Recommendations for Practicum Policies Council of Chairs of Training Councils (CCTC)

Approved with modifications by the CCTC on March 22, 2007

Final version June 27, 2007

CCTC Practicum Workgroup

Jeff Baker, APPIC

Sherry Benton, ACCTA

Beth Doll, CDSPP

Steve Dollinger, CUDCP

Kelly Ducheny, NCSP

Kim Lassiter, ADPTC

Brian McNeill & Cindy Juntunen, CCPTP

Emil Rodolfa, ASPPB

Laurene Wilson, CCPPP

Bob Hatcher, Chair

The CCTC Recommendations for Practicum Policies document is intended to assist graduate programs in developing and/or modifying their policies regarding practicum training. Feedback is most welcome (robhatch@umich.edu). This document has a companion document, the CCTC Practicum Definition Document, also available on the CCTC website, at [www.psychtrainingcouncils.org](http://www.psychtrainingcouncils.org). The Practicum Competencies Outline may be accessed at this address as well. CCTC Practicum Workgroup Administrative

#### **CCTC Practicum Workgroup: Recommendations for Practicum Policies**

##### **Categories of Activities Constituting the Practicum**

Keeping in mind our definition of the practicum as an educational experience under the auspices of the graduate program, we consider the practicum as comprising the following activities leading to appropriate competencies:

##### **1. Direct Psychological Service Activities:** These activities may include:

- 1.1. Direct service to clients, including individuals, couples, groups, organizations, etc.
- 1.2. Interaction/consultation with others on the client's behalf, including
  - 1.2.1. Other professionals within the practicum site, such as psychologists, physicians, nurses, social workers, and others.
  - 1.2.2. Professionals and systems external to the practicum site, such as current and previous providers, courts, schools, and physicians.
  - 1.2.3. Parents, teachers and other caretakers.

##### **2. Indirect Psychological Service Activities:**

- 2.1. Observation of direct service activities.
- 2.2. Case Management: Record keeping and report writing related to these activities, client eligibility review, insurance documentation.
- 2.3. Coordination of treatment teams in the practicum setting.
- 2.4. Outcomes assessment and tracking.

**3. Supervision of Service Activities:**

- 3.1. Supervision Received: Supervision of direct and indirect psychological service activities by appropriately qualified staff and faculty.
- 3.2. Supervision Received: Formal peer supervision overseen by qualified staff or faculty.

**4. Training Activities<sup>6</sup>**

- 4.1. Seminars/Educational Meetings as part of practicum program.
- 4.2. Other preparation: Including use of scientific and professional literature to inform direct service or other professional activities.
- 4.3. Presentation and Case Review: Including case presentations, record reviews and quality assurance activities.

**5. Additional Professional Activities**

- 5.1. Program development and evaluation.
- 5.2. Outreach
- 5.3. Advocacy activities
- 5.4. Provision of supervision to others, overseen by qualified staff or faculty.
- 5.5. Management/administration of clinical setting.

**Educational Model and Curriculum Plan**

The academic program's curriculum plan,<sup>7</sup> based upon its educational model,<sup>8</sup> should specifically address practicum training, detailing how the practicum helps to realize the program's educational goals. The plan should include an overall statement of the goals and objectives of practicum training and a description of how these goals and objectives are designed to realize those of the academic program. The curriculum plan should specify how the practicum is integrated with other elements of the program, and ensure that adequate forums are provided for discussion of the practicum experience.<sup>9</sup>

**Administrative Policies and Procedures for Practicum**

The academic program should have a set of administrative policies and procedures designed to provide a structure for achieving the goals and objectives of the program's practicum training.

**Administrative policies and procedures should address the following:****1. For Practicum Training Overall**

- 1.1. *The design of the practicum and specification of required experiences.* Across all students, policies should ensure that the sequencing, duration, nature and content of the practicum are appropriate for and consistent with the program's training goals and objectives.<sup>10</sup>

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<sup>6</sup> These activities are part of the practicum program itself, not of the pre-practicum curriculum (e.g., not an assessment course).

<sup>7</sup> For purposes of integration and coordination, where relevant, reference is made in this document to CoA Guidelines & Principles for Accreditation of Programs in Professional Psychology ("Guidelines"); in this instance, Domain B, Section 3, p. 9: Curriculum Plan.

<sup>8</sup> Guidelines, Domain B. Sections 1 & 2, p. 9.

<sup>9</sup> Guidelines, Domain B, Section 4, Paragraph b, p. 10.

<sup>10</sup> Guidelines, Domain B, Section 4, Paragraph c, p. 10.

- 1.2. *The selection of practicum sites* consistent with the program's training goals and objectives.<sup>11</sup> These sites should:
  - 1.2.1. Agree to provide training, including sufficient supervision, consistent with the program's training goals and objectives;<sup>12</sup>
- 1.3. *The establishment of formal training contracts* with these sites, including a procedure for specifying a clear, mutual understanding of the agreed-upon goals and objectives of the practicum experience.
- 1.4. *The evaluation of the practicum training* offered by the sites to ensure high quality experiences.
- 1.5. *A process for planning, tracking and reviewing* the practicum training experiences of each individual student.
- 1.6. *Policies and procedures for addressing problems* discovered in reviews of student and site.

**2. For individual students, policies and procedures should ensure that:**

- 2.1. *Each student has an overall written practicum plan* that specifies training goals and a sequence of practicum experiences selected to address these goals. This set of experiences is designed to ensure that the sequencing, duration, nature and content of the practicum are appropriate for and consistent with the student's educational needs and goals.<sup>13</sup> This plan will reflect the program's training goals and objectives, and is expected to evolve during the course of the student's educational experience.<sup>14</sup>
- 2.2. *Each student's progress is reviewed* at least yearly (see 1.5 above).
- 2.3. *Each student receives the training experiences specified in the practicum plan* as implemented through the program's written training contracts with the practicum sites (see 1.3 above).
- 2.4. *A clear process exists to provide each student with feedback* throughout the course of the practicum regarding her or his achievement of the levels of competence expected in the plan.
  - 2.4.1. *Failure to achieve competence.* Should a student fail to achieve competence in a particular area or areas, additional steps should be undertaken in accordance with the program's policies on remediation.
- 2.5. *A central cumulative record is established for each student* that contains the student's practicum plan, the activities undertaken in practicum as part of the plan, and the level of achieved competence as specified in the plan.
- 2.6. *Feedback/review of the student by the site* occurs at least twice during each practicum experience. This review will monitor the student's fulfillment of the practicum contract and level of achievement of the expected competencies. Students should receive direct written feedback regarding their performance.
- 2.7. *Feedback is obtained from the student regarding the practicum experience* and the site early and again later during the practicum experience, so as to assess the sites' fulfillment of the practicum contract, and to pursue changes needed in the event problems become apparent.

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<sup>11</sup> Guidelines, Domain C, Section 3, Paragraph f, p. 11.

<sup>12</sup> Guidelines, Domain B, Section 4, Paragraph a, p. 10.

<sup>13</sup> See Guidelines, Domain B, Section 4, Paragraph b, p. 10.

<sup>14</sup> The format for the plan could range from a document specifically written for an individual student, to an individualized plan created with a template based on program-wide training goals and objectives. The plan may well change as the student's goals and objectives evolve.

**APPENDIX L**

**Practicum Site Training Plan for  
Radford University Psy.D. Student in Counseling Psychology**

Per the *ASPPB Guidelines for Practicum Experience* distributed in January 2009, the purpose of this document is to articulate “a written training plan between the student, the practicum training site, and [the Radford University Psy.D. program.] The training plan [describes] how the trainee’s time is allotted and [addresses] the quality, breadth, and depth of the training experience through specification of the goals and objectives of the practicum, the methods of evaluation of the trainee’s performance, and reference to jurisdictional regulations governing the supervisory experience” (item 2, paragraph 2).

The plan also “[includes] the nature of supervision, the identities of supervisors, and the form and frequency of feedback from the agency supervisor to the training faculty. The training plan [also provides] a rationale for the experience in light of previous training experiences, to ensure that the overall practicum experience is organized, sequential, and meets the training needs of the trainee and the protection of the public. This training plan will be provided to the licensing board as part of the application for licensure process” (item 2, paragraph 3).

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

Site: \_\_\_\_\_

Dates of Practicum Placement: \_\_\_\_\_

Site Supervisor Name: \_\_\_\_\_

Site Supervisor Degree and License Type: \_\_\_\_\_

Address, e-mail, and Telephone Number of Supervisor: \_\_\_\_\_

\_\_\_\_\_

Program Faculty Liaison: \_\_\_\_\_

Dates of Practicum Placement: \_\_\_\_\_

Will there be an opportunity for at least one hour of live or video recorded supervision each semester (Fall, Spring, Summer): YES NO

General Expectations

Of the Student

1. Maintain liability insurance and provide site and course supervisors with a copy.
2. In all practicum activities, follow the ethical code of the American Psychological Association and any other ethical codes/guidelines and agency regulations indicated by your site supervisor.
3. Attend all training and supervision sessions required by the site and complete paperwork and other tasks in a timely fashion.

Of the Site / Site Supervisor

1. Provide initial orientation/training appropriate to the student’s site responsibilities.
2. Help to ensure that the student’s ongoing experience is one of professional growth and training (which may take many forms, as appropriate to the site), as opposed to minimally supervised service provision.
3. Provide opportunities for obtaining the agreed upon direct service activities and hours.
4. Provide assistance and oversight with paperwork and consultation/case management issues as needed.
5. Will provide at least one hour of individual supervision each week, which may also include reviewing all clinical services and co-signing written work products.
6. Contact the faculty member if concerns arise with the student.

Of the Faculty Course Instructor

1. Maintain availability for contact by site supervisor regarding student’s progress or any other aspect of the practicum.
2. Provide support for the student’s practicum as necessary.
3. Perform all regular course activities as outlined in the syllabus and as otherwise associated with the course.
4. Review student evaluation at end of semester and as necessary.
5. Provide a course grade for the student.

Time Allocation

The Program faculty believe that the practicum student should spend approximately 16 hours per week during Fall, Spring, and Summer III semesters of an academic year, which is anticipated to be 39-40 weeks. The hours shall be distributed across days as negotiated by the student, site, and training program but should be no less than 15 hours and no more than 17 hours, except in unusual circumstances (e.g., agreed upon “comp” time for driving time). Students are expected to be on site during the time classes are in session, work during finals week and academic breaks shall be negotiated by the site, student, and training program.

The student shall be on site for \_\_\_\_ hours per week.

The student shall / shall not be required to be on site during:

Breaks between terms	Shall	Shall Not
Thanksgiving break	Shall	Shall Not
Spring break	Shall	Shall Not
Finals Weeks	Shall	Shall Not

While on site the faculty have set a goal that students will average 10 client contact hours per week (e.g., individual therapy, assessment) and have at least 1 hour of individual face-to-face supervision each week.

Although exact hours spent in various activities will vary, the student’s time is anticipated to be allocated as follows when viewed across the entire practicum experience:

- \_\_\_\_ therapy hours (e.g., individual, couple, family, and/or group counseling)
- \_\_\_\_ psychological assessment hours (e.g., administering, scoring, interpreting, and providing feedback)
- \_\_\_\_ outreach, outcome assessment, program development hours
- \_\_\_\_ support activity hours (e.g., file review, note-writing, peer consultation)
- \_\_\_\_ individual supervision hours
- \_\_\_\_ group supervision hours
- \_\_\_\_ other hours (specify: \_\_\_\_\_ )

### Quality, Breadth, and Depth of the Training Experience

Students and site supervisors should establish individual goals for each area in which time was allocated and identify a plan for how each should be met. If there are regulations related to how these activities should be supervised this information should be provided here and the plan should account for these requirements.

#### Goals and Objectives

#### Methods of Evaluation of Trainee's Performance

#### References to Jurisdictional Regulations Governing the Supervisory Experience

### Supervision

Students and supervisors should discuss how supervision will take place (e.g., audio or video review), expectations of each other, and the evaluation process. The Program has developed forms for the supervisor to use when evaluating the student and for the student to use when providing feedback to the supervisor. Sites are free to add additional forms but should use the Program forms unless other arrangements are made at the very beginning of the practicum placement.

#### Nature of Supervision

#### Identities of Supervisors

#### Form and Frequency of Feedback from the Agency Supervisor to the Training Faculty

When developing the above plans for the practicum placement, the student's previous placement must be taken into account and in the space below the factors considered when determining plans should be identified.

#### Rationale for Experience in Light of Previous Training Experiences

This training plan is designed to help ensure that the overall practicum experience is organized, sequential, and meets the training needs of the trainee and the protection of the public.

I understand that this training plan may be provided to a licensing board as part of the practicum student's application for licensure.

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Signature of Student

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Signature of Site Supervisor

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Signature of Program Faculty Liaison



## APPENDIX M

### Psy.D. Practicum Student Evaluation Form

The practicum evaluation form that is being used in the Psy.D. Program is adapted from one used at the University of North Dakota, which is based on the set of practicum competencies developed by the Association of Directors of Psychology Training Clinics (ADPTC). The set of competencies identifies different levels from Novice to Intermediate to Advanced; however, the faculty decided to use a different rating scale. Therefore, we only include the introduction to the competencies here. The entire ADPTC document can be found on their website.

#### The Practicum Competencies Outline: Report on Practicum Competencies

The Association of Directors of Psychology Training Clinics (ADPTC) Practicum Competencies Workgroup

The Council of Chairs of Training Councils Practicum Competencies Workgroup  
Robert L. Hatcher, Ph.D. & Kim Dudley Lassiter, Ph.D.

Modifications based on discussion by the Council of Chairs of Training Councils (CCTC) Practicum Competencies Workgroup and by members of the CCTC at its meeting on March 25, 2004 in Washington, DC, & discussion by 42 Clinic Directors at the Midwinter Meeting of the ADPTC, Miami FL, February 27, 2004. Nadya Fouad, Ph.D. and Barbara Cubic, Ph.D. provided specific wording for some categories. Further revisions based on comments from the CCTC meeting of November, 2004; Jeffrey Binder, Ph.D.; Division 29 Executive Committee.

Revision Date: October 24, 2006

For a full introduction to this document, please refer to:  
Hatcher, R. L. & Lassiter, K. D. (2007). Initial training in professional psychology: The Practicum Competencies Outline. *Training and Education in Professional Psychology, 1*, 49-63.

#### Aims and Uses of this Report

The Association of Directors of Psychology Training Clinics (ADPTC) has practicum training as its main focus. The ADPTC recognizes the importance of defining, training for and assessing core competencies in psychology. The motivation for preparing this document arises from these values.

Please see Hatcher & Lassiter (2007) for a fuller discussion of the aims and uses of this document.

#### *Aims of this document*

1. To assemble and organize descriptions of currently identified core competencies for the professional psychologist.
2. To characterize the levels of competence in these core domains that are expected at the beginning of practicum training and at the end of practicum training, prior to beginning internship.

*Potential uses for this document*

1. Assist in developing practicum training programs by defining competency goals.
2. Assist in communication between practicum sites and graduate programs regarding training goals.
3. Develop competency assessments for practicum trainees.
4. Provide a basis for evaluating outcomes for practicum training programs.
5. Stimulate thinking concerning competency goals for more advanced training.

*Scope and applicability of this document*

1. This document covers an extensive set of competencies, most of which have been endorsed more or less strongly by various groups in professional psychology as required for a fully competent psychologist.
2. We recognize that professional psychology as a whole has not endorsed a list of competencies regarded as essential for the fully competent professional psychologist.
3. We recognize that individual psychology programs, depending on their educational goals, will likely select a subset of the competencies listed below that reflect the thrust of their program's goals. This point should be stressed, lest readers conclude that every practicum program should teach all of the competencies described below. The aim of this document is to provide a comprehensive account of relevant competencies, which can inform a program's effort to develop and implement its own training model. In its Guidelines and Principles for Accreditation of Programs in Professional Psychology (2005), the APA notes that "The accreditation process involves judging the degree to which a program has achieved the goals and objectives of its stated training model. That is, an accreditation body should not explicitly prescribe a program's educational goals or the processes by which they should be reached..." (Section II.a.)

Sources for this Document

This document is based on the work of the ADPTC Competencies Workgroup, with input from the CCTC Competencies Workgroup and the CCTC itself. It draws on many sources. Key are reports from two conferences held by psychology educators: The 2001 American Psychological Association (APA) Education Leadership Conference, with its Workgroup on Practicum Competencies, whose report may be found at <http://www.apa.org/ed/elc/group5.PDF>; and the APPIC Competencies Conference: Future Directions In Education And Credentialing In Professional Psychology, held in November 2002 in Scottsdale AZ, whose report may be found at [http://www.appic.org/news/3\\_1\\_news\\_Competencies.htm](http://www.appic.org/news/3_1_news_Competencies.htm). An explicit decision was made not to seek consensus of the total Competencies Conference group on the specification of competencies for psychologists. Although the present document assembles specifications for competencies into one document, we are not claiming consensus on which of these competencies are "core," or essential competencies for the field (see point #3 under "Scope and applicability of this document" above).

...

Individual and Cultural Difference

A core principle behind all competencies listed in this document is awareness of, respect for, and appropriate action related to individual and cultural difference (ICD). Issues of ICD are relevant to each of the competencies described, but take a particularly large role in some. In these instances, we have made an effort to mention ICD specifically.

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### Practicum Initial Evaluation Form

This form is to be completed for each doctoral student during the first two weeks of the Fall semester. Students are responsible for discussing this form with their advisors, the practicum instructor, and the program director during this time. The student and advisor/practicum instructor/program director will complete the form together and the faculty member will then present it to the rest of the faculty.

Student Name \_\_\_\_\_

Date of Evaluation \_\_\_\_\_

<p><b><u>A. Baseline Competencies: Skills, Attitudes and Knowledge that students should possess at the Novice level prior to their practicum training experience:</u></b></p> <p>Before beginning Practicum, students need to possess and demonstrate a set of basic personal and intellectual skills, attitudes and values, and a core of professional knowledge. This core knowledge and these skills, attitudes and values are baseline competencies of the professional psychologist. The Psy.D. faculty has determined that it is inappropriate to undertake formal clinical professional training with students who have not acquired these skills. If more than 3 ratings of 1 (see legend to the right) are obtained, students will need to complete specified remedial activities prior to beginning a field placement.</p> <p><u>1. Personality Characteristics, Intellectual and Personal Skills</u></p> <p>a) Interpersonal skills: ability to listen and be empathic with others; respect for/interest in others' cultures, experiences, values, points of view, goals and desires, fears, etc. These skills include verbal as well as non-verbal domains. <i>An interpersonal skill of special relevance is the ability to be open to feedback.</i></p> <p>b) Cognitive skills: problem-solving ability, critical thinking, organized reasoning, intellectual curiosity and flexibility.</p> <p>c) Affective skills: affect tolerance; tolerance/understanding of interpersonal conflict; tolerance of ambiguity and uncertainty.</p> <p>d) Personality/Attitudes: desire to help others; openness to new ideas; honesty/integrity/valuing of ethical behavior; personal courage.</p> <p>e) Expressive skills: ability to communicate one's ideas, feelings, and information in verbal, non-verbal, and written forms.</p> <p>f) Reflective skills: ability to examine and consider one's own motives, attitudes, behaviors, and one's effect on others.</p> <p>g) Personal skills: personal organization, personal hygiene, appropriate dress.</p> <p>h) Teamwork: ability to work with others, including professionals from other disciplines</p>	<p><b>3</b> = Exceeds Expectations</p> <p><b>2</b> = Meets Expectations</p> <p><b>1</b> = Needs more time before moving into Field placement</p> <p><b>0</b> = Risk to others</p>
<p><u>2. Knowledge from classroom experience:</u></p>	
<p>a) <u>Assessment &amp; Clinical Interviewing</u></p>	
<p>i) Knowledge regarding psychopathology related to the population(s) served by the practicum sites.</p>	
<p>ii) Knowledge of scientific, theoretical, empirical, and contextual bases of psychological assessment.</p>	
<p>iii) Knowledge of test construction, validity, score reliability, and related assessment psychometrics.</p>	
<p>iv) Training in principles and practice of systematic administration, data-gathering, and interpretation for assessment, including identifying problems, formulating diagnoses, goals and case conceptualizations; understanding the relationship between assessment and intervention, assessment of treatment progress and outcome.</p>	
<p>v) Training in the models and techniques of clinical interviewing.</p>	

b) <u>Intervention</u>	
i) Knowledge of scientific, theoretical, empirical and contextual bases of intervention.	
ii) Training in basic clinical skills, such as empathic listening, framing problems, etc.	
iii) Training in assessment of treatment progress and outcome.	
c) <u>Ethical &amp; Legal</u>	
i) Principles of ethical practice and decision making (APA, 2010)	
ii) Legal knowledge related to the practice of psychology [ Federal (e.g., HIPAA), State law]	
d) <u>Individual and Cultural Difference (ICD)</u>	
i) Knowledge and understanding of the principles and findings related to ICD as they apply to professional psychology.	
ii) Understanding of one's own situation (e.g., one's ethnic/racial, socioeconomic, gender, sexual orientation; one's attitudes toward diverse others) relative to the dimensions of ICD (e.g., class, race, physical disability).	
iii) Understanding of the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues).	

Based on the above evaluation and the evaluation of the faculty, \_\_\_\_\_,  
 IS / IS NOT deemed ready to proceed to Fieldwork.

If student is deemed NOT ready, the following areas of competence must be achieved in order for student's application for fieldwork to be considered:

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\_\_\_\_\_  
 Advisor's Name

\_\_\_\_\_  
 Advisor's Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Training Director's Name

\_\_\_\_\_  
 Training Director's Signature

\_\_\_\_\_  
 Date

Note: This form is adapted slightly from one used by the University of North Dakota

**PRACTICUM EVALUATION**  
**Radford University**  
**Counseling Psychology Psy.D. Program**

*(First section to be completed by student)*

**Student:** \_\_\_\_\_ **Supervisor:** \_\_\_\_\_  
 Semester/Year: \_\_\_\_\_ Placement Location: \_\_\_\_\_  
 Date of Review: \_\_\_\_\_  
 Approximate number of client contact hours for this semester: \_\_\_\_\_  
 Approximate number of supervision hours for this semester: \_\_\_\_\_  
 Approximate number of total hours for this semester: \_\_\_\_\_  
 Methods of reviewing student’s sessions: \_\_\_\_\_

\*Required 1/2017

Supervision included at least one hour of observed supervision (live or videorecorded) each semester of practicum.

YES NO

We appreciate supervisors taking the time to provide weekly supervision. In addition, we ask that this form be completed at appropriate times. This form is fairly long, with 11 general areas and one site-specific area, each of which has several items to be rated. The vast majority of the items in the general areas are derived from the Practicum Competencies Outline developed by the Association of Directors of Psychology Training Clinics (ADPTC; see <http://psychtrainingcouncils.org/pubs/Practicum%20Competencies%20FINAL%203-07.pdf> and see Hatcher & Lassiter, 2007). The developers of the document state that not all programs, and therefore by extension not all sites, need to teach all of the competencies below. Therefore, individual items or entire sections may not be appropriate for the student at this site, at this time. Students and supervisors and the practicum class instructor should come to an agreement about what areas are appropriate for evaluation at the start of each semester. The Program would like the appropriate sections of the form to be completed at the end of the Fall, Spring, and Summer semesters. Mid-semester reviews (e.g., in mid-October, mid-March, and mid-June) can be helpful but do not need to include formally completing and reviewing this entire document.

Because it can be reasonably expected that students will have interaction with a variety of staff members and others affiliated with the site during the practicum placement, the supervisor ideally will talk to others at the site to get their perspectives of the student and these comments should be incorporated into the ratings and associated comments. If a site also conducts outcome measurement with clients, ratings and remarks from clients should also be incorporated when relevant.

As supervisors know, it can be difficult to have a true sense of all of these aspects if one is not actually observing every minute of every session with every client. Because this is not realistic, we understand that supervisors will have to rely on watching video or listening to audio of the sessions, speaking with the student and getting her or his impressions, reading case notes, and speaking with clients, among other mechanisms. This can lead to some subjectivity in the evaluation but we trust that experienced supervisors have developed ways of gathering information that will allow them to provide ratings for the items and offer constructive feedback to the student.

Another difficulty in doing evaluations is that supervisors have different levels of expectations and varying amounts of experience with supervision in general and supervising doctoral students in particular.

In situations where supervisors are uncertain about whether their expectations are appropriate for students at this level of training, we encourage consultation with the practicum class instructor. We anticipate that students should be at level 3 or above throughout their practicum placement and, hopefully, will increase in their skill levels over the course of the placement. If a student is below level 3 in a particular area we hope the supervisor and student will discuss the concerns and develop a plan of action to assist the student in reaching level 3 by the end of the semester in question, or at least by the end of the placement.

**DIRECTIONS:** Below are several general areas of professional competencies, each with a set of specific skills or behaviors for evaluation

Harmful to Other's Welfare	Needs Significant Improvement in order to work w/ clients	Needs more time to master expected skills	Average for Level of Training & Experience	Exceeds Expectations	Clear Strength: Performing at Predoctoral Internship Level
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

Using the above rating scale, provide a numeric rating for each skill or behavior listed which best reflects the level of the trainee's performance as observed in the most recent evaluation period. If you have not been able to observe or evaluate this skill, write "U/A" for "Unable to Evaluate." For areas that are not required for this level of training or at this site, write "N/A."

**Very Important:** When giving ratings, the comparison is other individuals at that level (i.e., other post-Master's individuals in their first doctoral practicum, second doctoral practicum, etc.). **Given this, there should be no constriction of ratings (i.e., a person could be rated anywhere from 0 – 5).** A zero should be given when you judge the trainee's skills to be of grave concern, and thus potentially harmful to the welfare of others such as client's or practicum classmates.

*(Remainder of form is to be completed by supervisor in conjunction with student)*

**1. Relationship/Interpersonal Skills**

The ability to form and maintain productive relationships with others is a cornerstone of professional psychology. Productive relationships are respectful, supportive, professional and ethical. Professional psychologists should possess these basic competencies when they first begin their clinical training. Although the ability to form such relationships is grounded in basic skills that most students will have developed over the course of their lives to date, helping the student hone and refine these abilities into professional competencies in the clinical setting is a key aim of the practicum.

In particular, the practicum seeks to enhance students’ skills in forming relationships:

a) With patients/clients/families:	<b>RATING</b>
i) Ability to take a respectful, helpful professional approach to patients/clients/families.	
ii) Ability to form a working alliance.	
iii) Ability to deal with conflict, negotiate differences.	
iv) Ability to understand and maintain appropriate professional boundaries.	
b) With colleagues:	
i) Ability to work collegially with fellow professionals.	
ii) Ability to support others and their work and to gain support for one’s own work.	
iii) Ability to provide helpful feedback to peers and receive such feedback nondefensively from peers.	
c) With supervisors, the ability to make effective use of supervision, including:	
i) Ability to work collaboratively with the supervisor. Collaboration means understanding, sharing and working by a set of common goals for supervision.	
ii) Ability to prepare for supervision.	
iii) Ability/willingness to accept supervisory input, including direction; ability to follow through on recommendations; ability to negotiate needs for autonomy from and dependency on supervisors.	
iv) Ability to self-reflect and self-evaluate regarding clinical skills and use of supervision, including using good judgment as to when supervisory input is necessary.	
d) With support staff :	
i) Ability to be respectful of support staff roles and persons.	
e) With teams at clinic:	
i) Ability to participate fully in team’s work.	
ii) Ability to understand and observe team’s operating procedures.	
f) With community professionals:	
i) Ability to communicate professionally and work collaboratively with community professionals.	
g) For the practicum site itself:	
i) Ability to understand and observe agency’s operating procedures.	



ii) Ability to participate in furthering the work and mission of the practicum site.	
iii) Ability to contribute in ways that will enrich the site as a practicum experience for future students.	
<b>COMMENTS:</b>	
<p><b><u>2. Skills in Application of Research</u></b></p> <p>Clinical practice in all health-care fields (e.g., medicine, nursing, dentistry) is based on accumulating research results, knowledge derived from practice, and the good judgment of the clinician (see, e.g., “Introduction to evidence-based medicine,” <a href="http://www.hsl.unc.edu/services/tutorials/ebm/">http://www.hsl.unc.edu/services/tutorials/ebm/</a> for psychology see the APA Task Force on Evidence-Based Practice, 2006). A core research knowledge base, and training in accessing and applying research knowledge to clinical practice form a core competency for psychologists.</p>	
a) Development of skills and habits in seeking and applying theoretical and research knowledge relevant to practice of psychology in the clinical setting, including accessing and applying scientific knowledge bases.	
b) Understanding and application of theoretical and research knowledge related to diagnosis/assessment and intervention, diversity, supervision, ethics etc.	
<b>COMMENTS:</b>	

<p><b><u>3. Psychological Assessment Skills</u></b></p> <p>Psychological assessment is a fundamental competency for psychologists, and it includes comprehensive and integrated assessment from the initial interview, psychological testing, intervention and the evaluation of the outcome of psychological service. A foundation of knowledge and skill is needed for psychological assessment.</p>	
	<b>RATING</b>
a) Ability to select and implement multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families and groups.	
b) Ability to utilize systematic approaches to gathering data to inform clinical decision making.	
c) Knowledge of psychometric issues and bases of assessment methods.	
d) Knowledge of issues related to integration of different data sources.	
e) Ability to integrate assessment data from different sources for diagnostic purposes.	
f) Ability to formulate and apply diagnoses; to understand the strengths and limitations of current diagnostic approaches.	
g) Capacity for effective use of supervision to implement and enhance skills.	
<b>COMMENTS:</b>	

<b><u>4. Intervention Skills</u></b>	
Intervention includes preventive, developmental and remedial interventions. The mention below of competencies in empirically supported practice is not intended to restrict the range of training to a particular domain of interventions.	
	<b>RATING</b>
a) Ability to formulate and conceptualize cases.	
b) Ability to plan treatments.	
c) Ability to implement intervention skills, covering a wide range of developmental, preventive and “remedial” interventions, including psychotherapy and psychoeducational interventions.	
d) Able to deal effectively with crisis management and psychological/psychiatric emergency situations, depending on the focus and scope of the practicum site.	
e) Knowledge regarding psychotherapy theory, research and practice.	
f) Knowledge regarding the concept of empirically supported practice methods and relationships.	
g) Knowledge regarding specific empirically supported treatment methods and activities.	
h) Ability to apply specific empirically supported treatment methods (e.g. CBT, empirically supported relationships).	
i) Assessment of treatment progress and outcome.	
j) Able to link concepts of therapeutic process and change to intervention strategies.	
k) Effective use of supervision to implement and enhance skills.	
l) <b>SPECIFIC INTAKE SKILLS:</b>	
Adequately identifies and clarifies nature of the client’s presenting problem	
Gathers sufficient information and history in most relevant areas	
Can assess client strengths and problem areas	
Determines environmental stressors and support systems that come to bear on client issues	
Assesses for suicidal/homicidal ideation	
Writes intake reports that reflect the content of the interview	
Demonstrates appropriate balance between information gathering and therapeutic alliance	
m) <b>SPECIFIC COUNSELING SKILLS:</b>	
Basic case management and paperwork	
Recognizes and is responsive to client nonverbal behavior	
Able to deepen session, using affective, cognitive and/or behavioral content	
Uses silence effectively	
Uses confrontation effectively	
Offers interpretations effectively	
Appropriate understanding of and use of self-disclosure as appropriate	
Addresses issues related to client motivation/readiness/resistance	
Utilizes advanced techniques (two chair, guided imagery, role playing, etc.)	
Demonstrates adequate group therapy skills	
Demonstrates adequate couple’s therapy skills	
<b>COMMENTS:</b>	

<p><b>5. <u>Consultation Skills/Interprofessional Collaborations:</u></b></p> <p>The workgroup at the 2002 Competencies Conference viewed consultation as a key competency for psychologists in the 21<sup>st</sup> century, citing the importance of psychologists being able to “serve as competent and engaged consultants who bring value to a broad range of settings, contexts and systems that can benefit from skillful application [of] psychological knowledge.” Exposure to consultation practice increased in many practicum sites. Competencies in this domain include:</p>	
	<b>RATING</b>
a) Has knowledge of the unique client care roles of other professionals.	
b) Ability to effectively relate to other professionals in accordance with their unique patient care roles.	
c) Understanding of the consultant’s role as an information provider to another professional who will ultimately be the patient care decision maker.	
d) Capacity for dialoguing with other professionals which avoids use of psychological jargon.	
e) Ability to choose an appropriate means of assessment to answer referral questions.	
f) Ability to implement a systematic approach to data collection in a consultative role.	
g) Consultative reports are well organized, succinct and provide useful and relevant recommendations to other professionals.	
<b>COMMENTS:</b>	
<p><b>6. <u>Diversity - Individual and Cultural Differences:</u></b></p> <p>It is critical that practicum students begin to learn that culture influences the way that clients are perceived, the way that clients perceive the counselor, and that culture-centered practices may be more effective than practices developed for use with only one cultural group (e.g., European Americans). Practicum students need to know how individual and cultural differences influence clients' recognition of a problem and appropriate solutions for that problem.</p> <p>Specific competency areas related to ICD are important to identify and train for include:</p>	
	<b>RATING</b>
a) Knowledge of self in the context of diversity (one’s own beliefs, values, attitudes, stimulus value, and related strengths/limitations) as one operates in the clinical setting with diverse others (i.e., knowledge of self in the diverse world).	
b) Knowledge about the nature and impact of diversity in different clinical situations (e.g., clinical work with specific racial/ethnic populations)	
c) Ability to work effectively with diverse others in assessment, treatment and consultation.	
<b>COMMENTS:</b>	

**7. Ethics:**

During the practicum, the student will build on coursework in ethical practice, developing individual, practical knowledge of ethical practice, including linkage of the APA ethics code (APA, 2010) to behavior and decision making in actual clinical settings. In addition, students should increase and apply their understanding of legal standards (state and federal, e.g., HIPAA) and APA practice guidelines. Note that each of the domains described in this document is expected as a matter of course to be grounded in ethical practice.

More specifically, during practicum training the student will work to develop the following ethical competencies:

	<b>RATING</b>
a) Knowledge of ethical/professional codes, standards and guidelines; knowledge of statutes, rules, regulations and case law relevant to the practice of psychology.	
b) Recognize and analyze ethical and legal issues across the range of professional activities in the practicum setting.	
c) Recognize and understand the ethical dimensions/features of his/her own attitudes and practice in the clinical setting.	
d) Seek appropriate information and consultation when faced with ethical issues.	
e) Practice appropriate professional assertiveness related to ethical issues (e.g., by raising issues when they become apparent to the student).	
f) Evidence commitment to ethical practice.	
<b>COMMENTS:</b>	

**8. Development of leadership skills:**

The 2001 Education Leadership Conference Practicum Competencies Workgroup identified beginning training in management and leadership skills as important. Presumably management and leadership skills are in evidence in any organized training setting; some deliberate effort to engage students in considering and practicing these skills in the practicum setting could foster their development.

	<b>RATING</b>
a) Recognition of one’s role in creating policy, participation in system change, and management.	
b) Understand the relationship between roles of supervisor, manager and executive.	
c) Understand the role of leadership in management success.	
d) Ability to identify leadership, business and management skills.	
e) Understand the purpose and process of strategic planning.	
f) Understand the basics of financial management as it pertains to clinical service delivery.	
g) Understand the purpose and structure of meetings and how to run them well.	
h) Ability to self-evaluate one’s skills as manager and leader.	
<b>COMMENTS:</b>	

--	--

<p><b><u>9. Supervisory Skills:</u></b></p> <p>Supervision is widely considered to be a core competency in professional psychology (e.g., 2002 Competencies Conference). Some of the initial groundwork for supervisory competence may be developed during the practicum, even though the core requirements for competent supervisory practice await the mastery of the other competencies listed in this document.</p>	
	<b>RATING</b>
a) Knowledge of literature on supervision (e.g., models, theories & research).	
b) Knowledge concerning how clinicians develop to be skilled professionals.	
c) Knowledge of methods and issues related to evaluating professional work, including delivering formative and summative feedback.	
d) Knowledge of limits of one’s supervisory skills.	
e) Knowledge of how supervision responds appropriately to individual and cultural differences.	
<b>COMMENTS:</b>	
<p><b><u>10. Professional Development:</u></b></p> <p>Practicum training is a key experience in professional development for the novice psychologist. Certain central features that characterize professional development in later professional life are a particular focus during the practicum, and serve as a foundation for continuing professional development. These can be gathered under the heading of:</p>	
<p><u>a) Practical Skills to Maintain Effective Clinical Practice</u></p> <p>The student will develop practical professional skills such as</p>	<b>RATING</b>
1) Timeliness: completing professional tasks in allotted/appropriate time (e.g., evaluations, notes, reports); arriving promptly at meetings and appointments.	
2) Developing a disciplined approach to writing and maintaining notes and records.	
3) Negotiating/managing fees and payments.	
4) Organizing and presenting case material; preparing professional reports for health care providers, agencies, etc.	
5) How to self-identify personal distress, particularly as it relates to clinical work.	
6) How to seek and use resources that support healthy functioning when experiencing personal distress.	
7) Organizing one’s day, including time for notes and records, rest and recovery etc.	
<p>The above features may be considered to be a focal subset of a broader group of skills related to the clinician’s professional development that will continue throughout the career. This broader group includes:</p>	
<p><u>b) Professional Development Competencies</u></p>	<b>RATING</b>
1) Critical thinking and analysis.	
2) Using resources to promote effective practice (e.g., published information, input from colleagues, technological resources).	

3) Responsibility and accountability relative to one’s level of training, and seeking consultation when needed.	
4) Time management.	
5) Self- awareness, understanding, and reflection.	
6) Self-care.	
7) Awareness of personal identity (e.g., relative to individual and cultural differences).	
8) Awareness of one’s own beliefs and values as they relate to and impact professional practice and activity.	
9) Social intelligence; ability to interact collaboratively and respectfully with other colleagues.	
10) Willingness to acknowledge and correct errors.	
11) Willingness to challenge self to move toward deeper self-awareness and professional development.	
12) Ability to create and conduct an effective presentation.	
<b>COMMENTS:</b>	
<p><b><u>11. Metaknowledge/Metacompetencies – Skilled Learning</u></b></p> <p>A broadly drawn definition characterizes <u>metaknowledge</u> as <i>knowledge about knowledge – knowing what you know and what you don’t know</i>. Metaknowledge includes being aware of the range and limits of what you know; knowing your own intellectual strengths and weaknesses, how to use available skills and knowledge to solve a variety of tasks, how to acquire new or missing skills, or being able to judge that a task can’t be done with current knowledge. <u>Metacompetencies</u> similarly refer to the ability to judge the availability, use and learnability of personal competencies.</p> <p>For psychologists, this would include:</p>	
	<b>RATING</b>
a) Knowing the extent and the limits of one’s own skills; learning the habit of and skills for self-evaluation of clinical skills.	
b) The ability to use supervision, consultation and other resources to improve and extend skills (note the related relationship competence – to work collegially and responsively with supervisors with an open and non-defensive stance).	
c) Knowledge of the process for extending current skills into new areas.	
d) Knowledge of the epistemologies underlying various aspects of clinical practice (e.g., assessment, diagnosis, treatment).	
e) Commitment to life-long learning and quality improvement.	
f) Awareness of one’s identity as a psychologist (Education Leadership Conference): an aspect and reflection of metaknowledge that is role specific, knowing what one knows and can do (and should do) as a psychologist.	
<b>COMMENTS:</b>	

**12. Site-Specific Skills**

Each practicum site will have its own unique characteristics and provide different opportunities for students. In this section, supervisors and students can develop their own set of skills/competencies that may be developed during the placement. Using the previous sections as a guide, supervisors and students can list additional skills/competencies that may be developed at the site in this section. There is no requirement to add items, but if other items are added,

For this site, these would include:

	<b>RATING</b>

**COMMENTS:**

Overall Strengths of the supervisee include:

Overall Areas of Growth for the supervisee include:

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
License/Cert #

\_\_\_\_\_  
Date

\*\*\*\*\*

By signing below, I \_\_\_\_\_ (supervisee) confirm that I have reviewed this evaluation and have discussed it with my supervisor.

Further, I \_\_\_\_\_ agree with the comments herein.

I \_\_\_\_\_ do NOT agree with the comments herein, and my response is noted below.

\_\_\_\_\_  
Supervisee's Signature

\_\_\_\_\_  
Date

RESPONSE (if appropriate)

Note: This form is slightly adapted from one used by the University of North Dakota



**APPENDIX N**

**Completion of Requirements for the Psy.D. Degree Form**

The following serves as a check regarding completion of requirements for the receipt of the Psy.D. degree. Documentation of all of these milestones should be in the student’s file. The date the requirement was completed should be included on the appropriate lines.

Completion of at least 3 years of academic work    Yes \_\_\_\_\_    Date \_\_\_\_\_

Completion of at least 1 year at RU main campus    Yes \_\_\_\_\_    Date \_\_\_\_\_

Completion of all required courses after waivers  
 have been taken into account, within 7 years of  
 admission (minimum of 83 hours)    Yes \_\_\_\_\_    Date \_\_\_\_\_  
     RU GPA above 3.00    Yes \_\_\_\_\_    RU GPA: \_\_\_\_\_  
     Less than 2 grades of “C” at RU    Yes \_\_\_\_\_    Number of “C”s \_\_\_\_\_  
     Remediation plans completed    Yes \_\_\_\_\_    Date \_\_\_\_\_

Completion of non-grade remediation plans    Yes \_\_\_\_\_    Date \_\_\_\_\_

Completion of professional development requirements prior to graduation  
     Member of appropriate professional    Yes \_\_\_\_\_    Date \_\_\_\_\_  
         organizations  
     Author/Co-author of at least one    Yes \_\_\_\_\_    Date \_\_\_\_\_  
         project submitted for presentation  
         (e.g., as a poster or paper) at a professional  
         conference  
     Participated in a community outreach    Yes \_\_\_\_\_    Date \_\_\_\_\_  
         project (e.g., professional workshop,  
         community presentation, consultation project).

Encouraged:  
     Attended Professional Conference    Yes \_\_\_\_\_    Date \_\_\_\_\_  
     Involved in a grant submission    Yes \_\_\_\_\_    Date \_\_\_\_\_  
     Involved in teaching a course    Yes \_\_\_\_\_    Date \_\_\_\_\_  
     Submit manuscript for publication    Yes \_\_\_\_\_    Date \_\_\_\_\_

Comprehensive Exam passed  
     Written    Yes \_\_\_\_\_    Date \_\_\_\_\_  
     Oral    Yes \_\_\_\_\_    Date \_\_\_\_\_

Dissertation

Proposal approved prior to November 1 of  
the year before internship Yes \_\_\_\_\_ Date \_\_\_\_\_

Final product defended and approved by  
Committee and Graduate College within  
4 years of passing comprehensive exam Yes \_\_\_\_\_ Date \_\_\_\_\_

Internship completed at an APA/APPIC site Yes \_\_\_\_\_ Date \_\_\_\_\_

If no, permission granted for  
non-APA/non-APPIC site Yes \_\_\_\_\_ Date \_\_\_\_\_

Internship completed Yes \_\_\_\_\_ Date \_\_\_\_\_

Interpersonally ready to be a psychologist Yes \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX O

### Application to take Comprehensive Examination

Student Name \_\_\_\_\_ Date \_\_\_\_\_

I request permission to sit for the written comprehensive examination, believing I have met the following criteria:

- Plan of study approved and filed
- Satisfactory or exceptional annual reviews
- Begun work preparing for dissertation proposal (due November 1)
- GPA of 3.0 or higher

Please indicate that you have successfully completed the following courses or had waivers approved:

- 612 Psychometric Theory, Assessment, Appraisal and Application
- 628 Biological Foundations of Behavior
- 660 Human Growth and Lifespan Development
- 771 Group Dynamics in Processing and Counseling
- 772 Couples and Family Systems Therapy
- 774 Introduction to Psychopharmacological Medications
- 777 Multivariate Analysis of Behavioral Data
- 785 Neuropsychological Assessment
- 800 Introduction to Counseling Psychology
- 801 Multicultural Counseling
- 802 Ethical, Legal, and Professional Issues in Psychology
- 803 Vocational Psychology
- 805 Advanced Cognitive and Intellectual Assessment Techniques  
or 631 Cognitive Intellectual Assessment Techniques
- 806 Advanced Personality Assessment
- 808 Advanced Research Methods in Counseling Psychology
- 809 Supervision and Consultation
- 810 Rural Program Evaluation
- 811 Health Psychology
- 840 Counseling Psychology Practicum 1(a)(b)
- 841 Counseling Psychology Practicum 1(a)(b)
- 843 Counseling Psychology Summer Practicum (passed once and anticipated pass  
in second year)

Please indicate that you have registered for, or intend to register for, the following (or have had course waivers approved):**Fall**

- 623 Advanced Social Psychology
- 630 Cognitive and Affective Bases Behavior
- 842 Counseling Psychology Practicum 3(a)
- 899 Dissertation

**Spring**

- 622 Historical Foundations of a Scientific Psychology
- 771 Group Dynamics in Processing and Counseling
- 810 Rural Program Evaluation
- 842 Counseling Psychology Practicum 3(b)
- 899 Dissertation

**Summer**

- 843 Counseling Psychology Practicum or 898 Doctoral Directed Study

I understand that not taking the exam without having an excuse approved by the faculty means I will receive a "Fail" for the written exam. \_\_\_\_\_ [initial]

I do not have any special circumstances or disabilities that need accommodation. \_\_\_\_\_ [initial]

OR

I have special circumstances or disabilities that need accommodation. Attached is documentation from the Disability Resource Office indicating the accommodations recommended by the DRO. \_\_\_\_\_ [initial]

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

\_\_\_\_\_  
Date

- Approved for examination
- Not approved for the following reason(s):

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\_\_\_\_\_  
Signature of Advisor

\_\_\_\_\_  
Date

## APPENDIX P

### Intent to Apply for Internship Form

Choosing a predoctoral internship site is an important consideration for one's training as a professional psychologist. The faculty of the Counseling Psychology program realizes that there are many factors to be considered in choosing the site that fits your needs. The program does not require that you select an accredited site; however, the faculty strongly encourages you to enter the APPIC matching process that may lead to you being matched to an internship site that is accredited by either the American Psychological Association or APPIC-approved. You should be aware that if you are matched to a site it may not be your first choice, and will likely be in a geographical area outside the Southwest Virginia region. If you choose to apply to a non-APA / non-APPIC site you must complete an additional form (see Appendix R).

In the event that you are successfully matched to an internship site, you are ethically bound to accept placement at that site except in the most extraordinary circumstances. If you refuse to accept the site to which you are matched it will likely significantly lower your chances of being matched to a site in the future. Because this will also be considered an ethical violation it could result in remediation, and/or, sanctions, or dismissal from the program.

I have read and understand the information presented above. If I had any questions about this information, I had the opportunity to discuss my questions with a core faculty member in the Counseling Psychology Program.

I intend to apply for internship this Fall and request faculty approval to apply. I have attached the Internship Application Form (Appendix Q).

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Signature of Student

---

Date

**APPENDIX Q**

**Internship Application Approval Form**

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

Date of Matriculation in PsyD Program \_\_\_\_\_

Have you applied for approval for internship before? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, when? \_\_\_\_\_

Briefly outline what transpired on an attached page.

Have you applied to internship sites before? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, when? \_\_\_\_\_

Briefly outline what transpired on an attached page.

Have you at present:

A. Completed two full years of approved practica? Yes \_\_\_\_\_ No \_\_\_\_\_

B. Taken the comprehensive exam? Yes \_\_\_\_\_ No \_\_\_\_\_

(Note that this means that you met the requirements to take the comprehensive exam; if this is not the case then a detailed explanation needs to be provided for each requirement that you did not meet and why not meeting this requirement should not preclude you from being considered eligible to apply for internship)

C. Made significant progress on your dissertation proposal? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, date of proposal \_\_\_\_\_

Who is Chairing/Co-Chairing your dissertation committee?

\_\_\_\_\_

Summary of practica and other relevant training experiences since entering the Psy.D. Program. Attach your practicum hours forms that indicate the hours accrued in each category at each site.

On an attached page please describe the type of internship or training setting are you seeking (e.g., VA, state hospital, counseling center, medical center, etc.) and why.

On an attached page please describe your present professional goals beyond the Psy.D.

\_\_\_\_\_  
Advisor Approval

\_\_\_\_\_  
Date

\_\_\_\_\_  
Training Director (approval on behalf of Psy.D. faculty)

\_\_\_\_\_  
Date

## APPENDIX R

### Non-APA / Non-APPIC Internship Site Informed Consent Form

Choosing a predoctoral internship site is an important consideration for one's training as a professional psychologist. The faculty of the Counseling Psychology program realizes that there are many factors to be considered in choosing the site that fits your needs. The program does not require that you select an accredited site; however, the faculty strongly encourages you to enter the APPIC matching process that may lead to you being matched to an internship site that is accredited by either the American Psychological Association or APPIC-approved. You should be aware that if you are matched to a site it may not be your first choice, and will likely be in a geographical area outside the Southwest Virginia region. Because there can be significant professional consequences to not completing your internship at an APA-accredited / APPIC-approved site, the Psy.D. faculty want you to complete this additional form indicating that you have

- Considered the short- and long-term implications of accepting a non-APA / non-APPIC site
- Reviewed State and Provincial licensure requirements
- Reviewed recent job advertisements
- Talked about this in some detail with your advisor
- Talked about this in some detail with at least one of your practicum instructors
- Talked about this in some detail with at least one of your on-site psychologist supervisors
- Talked about this in some detail with the Psy.D. Program Director

In the event that you are successfully matched to an internship site regardless of whether APA-accredited / APPIC-approved, you are ethically bound to accept placement at that site except in the most extraordinary circumstances. Thus, you cannot reconsider and change your mind after the selection process has taken place. If you refuse to accept the site to which you are matched it will likely significantly lower your chances of being matched to a site in the future. Because this will also be considered an ethical violation it could result in remediation, and/or, sanctions, or dismissal from the program.

I have read and understand the information presented above. If I had any questions about this information, I had the opportunity to discuss my questions with my Advisor and the Psy.D. Program Director.

I understand that the faculty may still deny permission to apply to one or more non-APA / non-APPIC sites if they have concerns about the quality of training I may receive. To help them in making their determination, I have attached a description of the internship site, including written material and website addresses, and my reasons for wanting to apply to this site.

I intend to apply for internship at a non-APA-accredited / non-APPIC-approved site. I understand that this may have significant professional consequences and that I have discussed this matter with the following individuals on the dates listed.

Advisor: _____	Date(s): _____
Practicum Instructor(s) _____	Date(s): _____
_____	Date(s): _____
On-Site Psychologist Supervisor(s): _____	Date(s): _____
_____	Date(s): _____
Psy.D. Program Director: _____	Date(s): _____
Other: _____	Date(s): _____
_____	Date(s): _____

Based on the information on this form, my thorough personal consideration, consultation of the literature (including, but not limited to, licensure laws and recent job advertisements), and discussions with the professionals listed above, I believe I have informed consent regarding the potential consequences associated with applying and therefore possibly being placed at a non-APA-accredited / non-APPIC-approved internship site. I agree to take complete responsibility for the consequences in the event that I do accept such an internship and then experience difficulties as a result of this placement.

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

\_\_\_\_\_  
Date



## APPENDIX S

### The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs

#### **I. Overview and Rationale**

Professional psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Programs that educate and train professional psychologists also strive to protect the public and profession. Therefore, faculty, training staff, supervisors, and administrators in such programs have a duty and responsibility to evaluate the competence of students and trainees across multiple aspects of performance, development, and functioning.

It is important for students and trainees to understand and appreciate that academic competence in professional psychology programs (e.g., doctoral, internship, postdoctoral) is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) will also be evaluated. Such comprehensive evaluation is necessary in order for faculty, training staff, and supervisors to appraise the entire range of academic performance, development, and functioning of their student-trainees. This model policy attempts to disclose and make these expectations explicit for student-trainees prior to program entry and at the outset of education and training.

In response to these issues, the Council of Chairs of Training Councils (CCTC) has developed the following model policy that doctoral, internship, and postdoctoral training programs in psychology may use in their respective program handbooks and other written materials (see <http://www.apa.org/ed/graduate/cctc.html>). This policy was developed in consultation with CCTC member organizations, and is consistent with a range of oversight, professional, ethical, and licensure guidelines and procedures that are relevant to processes of training, practice, and the assessment of competence within professional psychology (e.g., the Association of State and Provincial Psychology Boards, 2004; Competencies 2002: Future Directions in Education and

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This document was developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC) (<http://www.apa.org/ed/graduate/cctc.html>) and approved by the CCTC on March 25, 2004. Impetus for this document arose from the need, identified by a number of CCTC members that programs in professional psychology needed to clarify for themselves and their student-trainees that the comprehensive academic evaluation of student-trainee competence includes the evaluation of intrapersonal, interpersonal, and professional development and functioning. Because this crucial aspect of academic competency had not heretofore been well addressed by the profession of psychology, CCTC approved the establishment of a "Student Competence Task Force" to examine these issues and develop proposed language. This document was developed during 2003 and 2004 by a 17-member task force comprised of representatives from the various CCTC training councils. Individuals with particular knowledge of scholarship related to the evaluation of competency as well as relevant ethical and legal expertise were represented on this task force. The initial draft of this document was developed by the task force and distributed to all of the training councils represented on CCTC. Feedback was subsequently received from multiple perspectives and constituencies (e.g., student, doctoral, internship), and incorporated into this document, which was edited a final time by the task force and distributed to the CCTC for discussion. This document was approved by consensus at the 3/25/04 meeting of the CCTC with the following clarifications: (a) training councils or programs that adopt this "model policy" do so on a voluntary basis (i.e., it is not a "mandated" policy from CCTC); (b) should a training council or program choose to adopt this "model policy" in whole or in part, an opportunity should be provided to student-trainees to consent to this policy prior to entering a training program; (c) student-trainees should know that information relevant to the evaluation of competence as specified in this document may not be privileged information between the student-trainee and the program and/or appropriate representatives of the program.

Credentialing in Professional Psychology; Ethical Principles of Psychologists and Code of Conduct, 2010; Guidelines and Principles for Accreditation of Programs in Professional Psychology, 2003; Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists, 2002).

## **II. Model Policy**

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

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

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

psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

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

### **Informed Consent Regarding Radford University Psy.D. Student Competence**

The faculty of the Radford University Psy.D. Program is charged with the dual task of nurturing the development of psychologists-in-training and ensuring the standards of the profession of psychology. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. The policy for this provision of the training experience is articulated in the *The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs* document included in the student handbook. This document was developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC) (<http://www.apa.org/ed/graduate/cctc.html>) and approved by the CCTC on March 25, 2004, and subsequently adopted in principle by the Psy.D. faculty in December, 2007.

In order to ensure the promotion of human welfare and the standards of the profession, all Psy.D. students will abide by relevant ethical codes and demonstrate developmentally appropriate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. The Psy.D. faculty do their best to ensure that those persons who might compromise the standards of the profession, or who might pose a serious risk to clients, students, research participants, and others, are not allowed to train for or enter the profession. Certain types of probation, suspension, or dismissal proceedings may be initiated when a student's behavior is so inappropriate as to warrant major concern regarding whether the student is emotionally, interpersonally, or ethically unsuited for current study in the discipline of psychology and eventual entry into the profession of psychology. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status produces inappropriate activities along the lines of incompetence, ethical misconduct, academic misconduct, or problematic behaviors (see attached for definitions and examples of these terms).

As described in the Psy.D. Student Handbook, the overarching goal of the Psy.D. Program is to prepare counseling psychologists in the practitioner-scholar model to assume roles as responsible, competent members of the professional community. In addition to developmentally appropriate technical competence, students are expected to maintain high standards of professional and ethical behavior in their interactions with clients, students, peers, supervisors, and faculty, including confidentiality, honesty, and academic integrity. Students are expected to be familiar with the Program goals and to work with faculty toward ensuring that their academic and professional development is consistent with the achievement of these goals. Students are also expected to pay attention to the functioning of their peers and intervene (with the peer directly or by talking with Program faculty) if there is concern about the peer. Faculty will monitor student progress to assess student competence and also to identify deficiencies. Faculty will assist students in remediation of deficiencies where possible, but dismissal of the student from the program may occur when remediation is not possible, or a student is unwilling to attempt recommended remediation(s).

It is important for students to understand and appreciate that academic competence in professional psychology training activities (e.g., doctoral and internship programs) is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive examinations and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) are also evaluated. Such comprehensive evaluation is

necessary in order for faculty to appraise the entire range of academic and professional performance, development, and functioning of students.

Consistent with this policy, students should know that faculty and supervisors evaluate, within a developmental framework, their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, and related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, students they teach, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, students, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner.

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

The purpose of this statement is to inform students that evaluation occurs as stated previously, but it also serves to emphasize that the program's evaluation processes and content have as their primary goals: (a) facilitating student development; (b) enhancing student self-awareness, self-reflection, and self-assessment; (c) emphasizing strengths as well as areas for improvement; and (d) assisting in the development of remediation plans when necessary. Students should also know that the program's evaluation process involves more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings). Finally, negative evaluations always include opportunities for remediation--provided that the faculty and supervisors conclude that satisfactory remediation is possible for a given student.

In conclusion, by signing this document you are entering into an agreement to allow the Radford University Psy.D. faculty to assess your academic and professional development in relation to the goals of the Psy.D. Program and the standards of the profession of psychology, in accord with the explanations herein. You have the right to not enter into this agreement, which would result in your not being admitted into the Radford University Psy.D. Program. This agreement will be in effect during the complete time when a student is enrolled in the Psy.D. Program (i.e., from admission to graduation).

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Student Signature

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Date

### Competence Definitions

Because there has been significant discussion in the literature about terminology (see, e.g., the October 2007 issue of *Professional Psychology: Research and Practice*), below we provide operational definitions for key terms related to student evaluation. The examples provided are meant to be illustrative and not all-encompassing. We begin with the term “impairment” because there has been some concern about its use (see Elman & Forrest, 2007); however, in the context of student evaluation we are specifically **NOT** using the term as it is defined in the Americans with Disabilities Act but rather as defined below.

**Impairment** is defined as an interference in professional functioning. Impairment is typically reflected in an inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning. Impairment typically involves a decrease in level of skill or functioning. Problems typically become identified as impairments:

when they include most of the following characteristics: (a) The [student] does not acknowledge, understand, or address the problem when it is identified, (b) the problem is not merely a reflection of a skill deficit that can be rectified by academic or didactic training, (c) the quality of services delivered by the [student] is consistently negatively affected, (d) the problem is not restricted to one area of professional functioning, (e) a disproportionate amount of attention by training personnel is required, and/or (f) the [student’s] behavior does not change as a function of feedback, remediation efforts, and/or time. (Lamb et al., 1987, p. 599)

When addressing impairment issues, faculty will assess the themes identified in Gizara and Forrest (2004), regarding whether: “(a) the [student’s] behavior was either professionally harmful or deficient, (b) the behavior was a clear pattern, and (c) the behavior was not resolving” and “a ‘noticeable shift’ in the [student’s] level of performance” (p. 133).

Examples:

A student demonstrates consistently angry interactions with clients and shows no ability to refrain from these non-constructive activities even after remediation has been attempted.

A student has a substance abuse problem that cannot be brought under control.

**Incompetence.** As a program we recognize that competence “depends on habits of mind, including attentiveness, critical curiosity, self-awareness, and presence. Professional competence is developmental, impermanent, and context-dependent” (Epstein & Hundert, 2002, p. 228). In general, “professional competence” involves: “the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and community being served” (p. 227). Incompetence is defined as a lack of achievement of developmentally appropriate competence, which may include either professional or interpersonal skill, or academic deficiency. Overholser and Fine (1990) also state that “incompetence occurs when professionals continue to provide services that they are not fully capable of performing” (p. 462).

Examples:

A student provides psychological services (e.g. teaching, research, counseling) without appropriate professional supervision.

A student is unable to learn and exercise appropriate counseling skills.

A student demonstrates multiple instances of gross inappropriate interpersonal conduct.

**Ethical Misconduct** is when the Ethical Principles of Psychologists and Code of Conduct produced by the American Psychological Association (APA, 2010) are not followed. This code is intended to provide both the general principles and the decision rules to cover situations often encountered by psychologists and trainees in their professional activities. It has as its primary goal the welfare and protection of the individuals and groups with whom psychologists and trainees work. It is the individual responsibility of each psychologist and trainee to aspire to the highest possible standards of conduct. Psychologists and trainees respect and protect human and civil rights so that they do not knowingly participate in or condone unfair discriminatory practices.

Examples:

A student engages in an exploitive dual relationship with a client or research participant.

A student misrepresents her or his professional credentials or training in order to increase personal gain (e.g., secure an internship).

**Academic Misconduct** is an act in which a student seeks to claim credit for the work or efforts of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student's academic performance, or assists other students in any of these acts. Further information about Radford University's Standards of Student Conduct can be found on the University's website.

Examples:

A student cheats on an examination.

A student collaborates with others on a course assignment that has been designated as a project to be completed by each student independent from others.

A student submits a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas.

**Problematic Behaviors** refer to a student's behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with other persons' diverse life-styles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment or incompetence status [c.f., Lamb, Cochran, & Jackson (1991). *Professional Psychology: Research and Practice*, 22, 291-296].

Examples:

A student has strong negative emotional reactions to client concerns and is willing to examine these conflicts in personal psychotherapy.

A student consistently doesn't follow the guidelines specified within departmental or program documents.



## APPENDIX T

### Annual Self-Evaluation Form

**Name:**

**Mailing Address:**

**E-Mail Address:**

**Date:**

1. Please attach a current vita

2. Please provide a brief bullet point summary and self-evaluation of activity in the following areas for the time period **Summer 20XX-Spring 20XX [the 12 months that extend from the previous evaluation through the current date; if this is the first self-evaluation then start from the beginning of Fall semester unless you have relevant activities from before you started classes]**:

- a. Academic Performance
  - i. courses taken and grades received
  - ii. comprehensive exam plans and/or performance (if applicable)
- b. Scholarly activities (list any publications, presentations, grants, submissions of the preceding, works in progress – use APA-style and provide a copy of the actual work)
- c. Dissertation Progress
- d. Service and Professional Development Activities
  - i. Any clinical experience/service outside of practica/internship
  - ii. List membership in professional organizations
  - iii. Offices held in student and/or professional organizations
  - iv. Participation in extracurricular program and department activities
  - v. Participation in community outreach or consultation
  - vi. Attendance at professional conferences or workshops
  - vii. Other contributions to the profession, department, or program
  - viii. Honors/awards/recognitions
  - ix. Self-care activities
- e. Activities Related to Program Emphases
  - i. Rural mental health
  - ii. Cultural diversity
  - iii. Social justice
  - iv. Evidence-based practice
- f. Assistantship (if applicable) activities and performance
- g. Teaching and Training Activities (add a note if these are part of your assistantship)
- h. Progress on remediation of academic, ethical/legal, or interpersonal issues (if applicable)
- i. Other (anything else you think is important to include)

3. Practicum/Internship Performance:

- a. For each of the practicum/internship settings in which you have worked since your last evaluation please provide the name of the location and a copy of your practicum hours form for that site that lists all hours accrued for the year (The Initial Practicum

Evaluation

Form should be completed in the first semester and placed in the student's file.)

4. Performance on Other Goals

- a. Using the form on the next page, please provide self-evaluation ratings for each of the Competencies associated with the Program's Goals and Objectives. Feel free to add comments as appropriate.

5. Please respond to the following questions, writing a paragraph on each.

- a. Reviewing this past year's activities, specify at least two accomplishments in the development of your skills as a practitioner.
- b. Reviewing this past year's activities, specify at least two accomplishments in the development of your skills as a scholar.
- c. Reviewing this past year's activities, specify at least two accomplishments in the development of your skills in the following areas (you can incorporate all of these into 1 paragraph or write separate paragraphs, depending on how much you have to say):
  - i. Rural Mental Health
  - ii. Diversity
  - iii. Social Justice
  - iv. Evidence-based Practice in Psychology
- d. Identify at least two of your strengths as a Counseling Psychologist-in-training
- e. Identify at least two goals for improvement (in any areas) for May of this year through April of next year.

## Annual Self-Evaluation Form Goals, Objectives, and Competencies

An important part of the evaluation process is the student’s self-evaluation on each of the Objectives and Competencies associated with each of the Program’s Goals. Please use the following scale to rate yourself on each of the Competencies associated with each Goal’s objective. Each student must evaluate herself or himself at 3 or better on each item or complete a remediation plan designed to help the person reach at least a 3. Feel free to add explanatory comments to any or all of the items.

**DIRECTIONS:**

Using the rating scale below, provide a numeric rating for each Competency listed that best reflects your opinion about the level of your own performance during the most recent evaluation period.

No Competence at All	Need Significant Improvement	Need More Time to Master Expected Skills	Appropriate Level given Training & Experience	Exceeds Expectations	Clear Strength: Performing at Predoctoral Internship Level
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**Very Important:** When giving ratings, the comparison is where you believe you should be given the time you have spent in the Program (i.e., finishing first year, finishing second year, finishing third year, finishing fourth year). **Given this, there should be no constriction of ratings (i.e., you could rate yourself anywhere from 0 – 5).** A zero should be given when you believe your own skills to be of grave concern, and thus potentially harmful to the welfare of others such as clients or practicum classmates.

**Goal #1:** To train counseling psychologists who have the requisite knowledge base and therapeutic skills for entry into the practice of professional psychology.

**Objective 1.1:** Students acquire a knowledge base of psychology as a scientific discipline, and of counseling psychology as an area of professional specialization.

**Competencies Expected for Objective 1.1:**

- (1) Understand the current body of knowledge of scientific psychology in biological, cognitive, affective, and social aspects of behavior, the history and systems of psychology, psychological measurement, research methods, and techniques of data analysis.

0      1      2      3      4      5

Comments

- (2) Understand the scientific, methodological, and theoretical foundations of practice in counseling psychology including individual differences in behavior, human development, and psychopathology.

0 1 2 3 4 5

Comments

**Objective 1.2:** Students acquire a knowledge base and skills necessary to diagnose or define problems through psychological assessment and measurement, and formulate and implement intervention strategies (including empirically supported procedures).

**Competencies Expected for Objective 1.2:**

- (1) Understand the theories and methods of assessment and diagnosis, effective intervention, consultation and supervision, and evaluating the efficacy of interventions.

0 1 2 3 4 5

Comments

- (2) Demonstrate knowledge and skills in evidence based practice.

0 1 2 3 4 5

Comments

**Objective 1.3:** Students acquire an awareness and understanding of professional issues to practice psychology in an ethical and professional manner

**Competencies Expected for Objective 1.3**

- (1) Understand ethical/legal standards in professional practice and research.

0 1 2 3 4 5

Comments

- (2) Demonstrate the capacity to make reasoned judgments about ethical practice related to emerging issues using codes, literature in professional ethics, and consultation with colleagues.

0 1 2 3 4 5

Comments

**Objective 1.4:** Students acquire the knowledge and skills necessary to practice as a culturally competent counseling psychologist in all professional roles

**Competencies Expected for Objective 1.4:**

- (1) Demonstrate the self-awareness necessary to be a multiculturally competent psychologist.

0 1 2 3 4 5

Comments

- (2) Understand the concepts, theory, and research related to culturally competent practice and research as a professional psychologist in rural settings.

0 1 2 3 4 5

Comments

**Objective 1.5:** Students acquire the knowledge and skills necessary for life-long learning, professional problem-solving and scholarly inquiry as a professional psychologist in the context of an evolving body of scientific and professional knowledge.

**Competencies Expected for Objective 1.5:**

(1) Engage in professional development to maintain effective clinical practice.

	0	1	2	3	4	5
Comments						

(2) Demonstrate professional service.

	0	1	2	3	4	5
Comments						

**Goal #2:** To train Counseling Psychologists who are equipped with the specialized knowledge and skills necessary to work competently in rural areas

**Objective 2.1:** Students have an understanding of the special issues faced by rural residents and communities.

**Competencies Expected for Objective 2.1:**

(1) Understand the common characteristics of rural residents and communities.

	0	1	2	3	4	5
Comments						

(2) Discuss the common mental health problems experienced by rural residents and the communities in which they reside.

	0	1	2	3	4	5
Comments						

**Objective 2.2:** Students are knowledgeable regarding the unique challenges and opportunities psychologists may encounter in rural settings and the potential solutions to such challenges.

**Competencies Expected for Objective 2.2:**

(1) Discuss the challenges, opportunities, and alternatives associated with rural practice.

	0	1	2	3	4	5
Comments						

(2) Identify and respond appropriately to ethical issues associated with rural practice.

	0	1	2	3	4	5
Comments						

**Goal #3:** To develop professionals who are committed to Counseling Psychology as a field and to social justice as one aspect of their professional identity.

**Objective 3.1:** Develop professionals who will actively identify with and are committed to the profession and positive traditions of Counseling Psychology.

**Competencies Expected for Objective 3.1:**

(1) Students join APA and the Society of Counseling Psychology by their second year in the Program and remain a member for at least 3 years after graduation.

	0	1	2	3	4	5
Comments						

(2) Students read Counseling Psychology journals and publications as well as related articles in other journals/chapters in books.

	0	1	2	3	4	5
Comments						

(3) Students attend and may present at professional meetings and workshops relevant to Counseling Psychologists.

	0	1	2	3	4	5
Comments						

**Objective 3.2:** Demonstrate a commitment to social justice.

**Competency Expected for Objective 3.2:**

(1) Demonstrate inclusion of social justice in thinking and in activities/career.

	0	1	2	3	4	5
Comments						

APPENDIX U<sup>15</sup>**Annual Data Collection Form**

Complete for summer 20XX-Spring 20XX [year from the past summer through the current spring].

**Name:**

**Mailing Address:**

**Date:**

1. Gender
2. Ethnicity:
3. Subject to the Americans with Disabilities Act: Yes No
4. Foreign National: Yes No
5. Member of Professional or Research Society: Yes No N/A
6. Author or Co-Author of Papers or Workshops at Professional Meetings: Yes No N/A
7. Author or Co-Author of Articles in Professional or Scientific Journals: Yes No N/A
8. Involved in Grant-Supported Research: Yes No N/A
9. Involved in Teaching: Yes No N/A
10. Involved Part-time in Supervised Practicum Training on or off Campus: Yes No N/A  
[If yes, complete item 12. Otherwise go on to item 13.]
11. Practicum Hours (received during supervised formal academic training and credit or which were program-sanctioned training experiences)
  - Intervention and Assessment Hours: Total actual clock hours spent in direct service to clients/patients. (Time spent gathering information about the client/patient, but not in the actual presence of the client/patient should be recorded under Support Activities.): \_\_\_\_\_
  - Support Hours: Total number of hours spent on activities outside the counseling/therapy hour while still focused on the client/patient (e.g. chart review, writing process notes, consulting with other professionals about cases, video/audio tape review, time spent planning interventions, assessment interpretation and report writing, etc.) Also, include hours spent at a practicum setting in didactic training (e.g. grand rounds, seminars): \_\_\_\_\_
  - Supervision Hours: Total number of hours spent in supervision. Supervision is divided into one-to-one, group, and peer supervision/consultation: \_\_\_\_\_
12. Did you take comps during this time period? If yes, indicate outcome: Fail Pass
13. Did you apply for internship during this time period? If yes, indicate outcome:  
 \_\_\_\_\_ Placed at an accredited site. How had you ranked this site? (e.g. 3rd) \_\_\_\_\_  
 \_\_\_\_\_ Placed at an unaccredited site. How had you ranked this site? (e.g. 3rd) \_\_\_\_\_  
 \_\_\_\_\_ Not placed
14. Did you complete your dissertation during this time period? Yes No
15. If you graduated during this time period (or expect to do so this spring), have you accepted a postgraduate position? No Yes If yes, please specify title and setting:

<sup>15</sup> The actual form to be used is available on the Psy.D. Program Documents page and through the APA accreditation website: [http://www.apa.org/ed/accreditation/docstudent\\_prep08.pdf](http://www.apa.org/ed/accreditation/docstudent_prep08.pdf)

## APPENDIX V Annual Program Evaluation Form

The purpose of this form is to get students’ input regarding their perceptions of the Program as a whole. The first part mirrors the self-evaluation form you completed on Competencies. This time we ask you to rate how well you believe the Program is preparing you to meet this Competency by the time you graduate from Radford. The second part asks for more general feedback about the Program. Given that some of the questions are open-ended, it may be easiest to cut-and-paste this into a Word document and type your answers to those items. The document should be completed anonymously and any written responses should not contain any information that might lead to your being identifiable. Completed forms should be placed in the Program Director’s mailbox.

### **PART 1**

**DIRECTIONS:**

Using the rating scale below, provide a numeric rating for each Competency listed that best reflects your opinion about the degree to which the Program is preparing you to meet this Competency by the time you graduate from Radford.

Absolutely No Preparation to Become Competent	Needs Significantly More Attention in the Program	Needs a Little More Attention in the Program	Appropriate Amount of Attention in the Program	Amount of Attention Exceeds Amount Required but the Additional Focus is Helpful	Amount of Attention Exceeds Amount Required AND the Additional Focus is “Overkill”
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**Very Important:** When giving ratings, note that levels 0, 1, and 2 indicate more attention is necessary, whereas levels 3 and 4 indicate you believe the amount of attention is acceptable, and level 5 means you think there is too much attention to a given area and this is a problem.

**Goal #1:** To train counseling psychologists who have the requisite knowledge base and therapeutic skills for entry into the practice of professional psychology.

**Objective 1.1:** Students acquire a knowledge base of psychology as a scientific discipline, and of counseling psychology as an area of professional specialization.

**Competencies Expected for Objective 1.1:**

- (1) Understand the current body of knowledge of scientific psychology in biological, cognitive, affective, and social aspects of behavior, the history and systems of psychology, psychological measurement, research methods, and techniques of data analysis.

0      1      2      3      4      5

Comments



- (2) Understand the scientific, methodological, and theoretical foundations of practice in counseling psychology including individual differences in behavior, human development, and psychopathology.

0      1      2      3      4      5

Comments

**Objective 1.2:** Students acquire a knowledge base and skills necessary to diagnose or define problems through psychological assessment and measurement, and formulate and implement intervention strategies (including empirically supported procedures).

**Competencies Expected for Objective 1.2:**

- (1) Understand the theories and methods of assessment and diagnosis, effective intervention, consultation and supervision, and evaluating the efficacy of interventions.

0      1      2      3      4      5

Comments

- (2) Demonstrate knowledge and skills in evidence based practice.

0      1      2      3      4      5

Comments

**Objective 1.3:** Students acquire an awareness and understanding of professional issues to practice psychology in an ethical and professional manner

**Competencies Expected for Objective 1.3**

- (1) Understand ethical/legal standards in professional practice and research.

0      1      2      3      4      5

Comments

- (2) Demonstrate the capacity to make reasoned judgments about ethical practice related to emerging issues using codes, literature in professional ethics, and consultation with colleagues.

0      1      2      3      4      5

Comments

**Objective 1.4:** Students acquire the knowledge and skills necessary to practice as a culturally competent counseling psychologist in all professional roles

**Competencies Expected for Objective 1.4:**

- (1) Demonstrate the self-awareness necessary to be a multiculturally competent psychologist.

0      1      2      3      4      5

Comments

(2) Understand the concepts, theory, and research related to culturally competent practice and research as a professional psychologist in rural settings.

0 1 2 3 4 5

Comments

**Objective 1.5:** Students acquire the knowledge and skills necessary for life-long learning, professional problem-solving and scholarly inquiry as a professional psychologist in the context of an evolving body of scientific and professional knowledge.

**Competencies Expected for Objective 1.5:**

(1) Engage in professional development to maintain effective clinical practice.

0 1 2 3 4 5

Comments

(2) Demonstrate professional service.

0 1 2 3 4 5

Comments

**Goal #2:** To train Counseling Psychologists who are equipped with the specialized knowledge and skills necessary to work competently in rural areas

**Objective 2.1:** Students have an understanding of the special issues faced by rural residents and communities.

**Competencies Expected for Objective 2.1:**

(1) Understand the common characteristics of rural residents and communities.

0 1 2 3 4 5

Comments

(2) Discuss the common mental health problems experienced by rural residents and the communities in which they reside.

0 1 2 3 4 5

Comments

**Objective 2.2:** Students are knowledgeable regarding the unique challenges and opportunities psychologists may encounter in rural settings and the potential solutions to such challenges.

**Competencies Expected for Objective 2.2:**

(1) Discuss the challenges, opportunities, and alternatives associated with rural practice.

0 1 2 3 4 5

Comments

(2) Identify and respond appropriately to ethical issues associated with rural practice.

0      1      2      3      4      5

Comments

**Goal #3:** To develop professionals who are committed to Counseling Psychology as a field and to social justice as one aspect of their professional identity.

**Objective 3.1:** Students will actively identify with the profession and positive traditions of Counseling Psychology.

**Competencies Expected for Objective 3.1:**

(1) Students join APA and the Society of Counseling Psychology by their second year in the Program.

0      1      2      3      4      5

Comments

(2) Students read Counseling Psychology journals and publications as well as related articles in other journals/chapters in books.

0      1      2      3      4      5

Comments

(3) Students attend and may present at professional meetings and workshops relevant to Counseling Psychologists.

0      1      2      3      4      5

Comments

**Objective 3.2:** Demonstrate a commitment to social justice.

**Competency Expected for Objective 3.2:**

(1) Demonstrate inclusion of social justice in thinking and in activities/career.

0      1      2      3      4      5

Comments

Any other comments about how well the Program is preparing you to meet these Goals, Objectives, and Competencies? Or any comments about the Goal, Objectives, and Competencies themselves?

**PART 2**

This part is more general and asks some closed and open-ended questions about the Program. When we ask about “the Program” we mean the faculty, the curriculum, practicum placements, supervision, requirements (e.g., comps), dissertation, your office space, and so forth.

1. Regarding how rigorous the Program is, I believe it is
  - a. Way too easy
  - b. Easier than it should be
  - c. About right
  - d. A bit more rigorous than it should be
  - e. Way more rigorous than it needs to be

Comments:

2. Regarding the expectations of the faculty, I believe they are
  - a. Way too low
  - b. Lower than they should be
  - c. About right
  - d. A bit higher than they should be
  - e. Way too high

Comments:

3. Regarding the Program itself,
  - a. I wish I had not accepted the offer
  - b. Sometimes I have regrets about accepting the offer
  - c. I am glad I accepted the offer

Comments:

4. Regarding the Program,
  - a. I definitely would not recommend others come here
  - b. I doubt I would recommend that anyone else come here
  - c. I might recommend to some people that they come here
  - d. I would enthusiastically recommend this Program

Comments:

5. What are the most important things you think the faculty need to do to improve the Program?

6. What do you think are the best parts of the Program?

7. What else do you want to tell the faculty about the Program?

8. What do you want to tell the faculty about the Department or University or Radford community?

APPENDIX W  
**Alumni Self-Evaluation Form**  
 Goals, Objectives, and Competencies

An important part of the evaluation process is the alumna/ae’s self-evaluation on each of the Objectives and Competencies associated with each of the Program’s Goals. Please use the following scale to rate yourself on each of the Competencies associated with each Goal’s objective. If a graduate evaluates herself or himself below a 3 on a given item, the Program Director will correspond with the person to determine what changes may be necessary in the program that would have helped the person believe she or he was adequately prepared in this area for life after graduation. Feel free to add explanatory comments to any or all of the items.

**DIRECTIONS:**

Using the rating scale below, provide a numeric rating for each Competency listed that best reflects your opinion about the level of your own performance during the most recent evaluation period.

No Competence at All	Need Significant Improvement	Need More Time to Master Expected Skills	Appropriate Level given Training & Experience	Exceeds Expectations	Clear Strength: Performing at Predoctoral Internship Level
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**Very Important:** When giving ratings, the comparison is where you believe you should be given where you are in your career (e.g., just graduated, graduated 5 years ago, graduated 20 years ago.) **Given this, there should be no constriction of ratings (i.e., you could rate yourself anywhere from 0 – 5).** A zero should be given when you believe your own skills to be of grave concern, and thus potentially harmful to the welfare of others such as clients or supervisees.

**Goal #1:** To train counseling psychologists who have the requisite knowledge base and therapeutic skills for entry into the practice of professional psychology.

**Objective 1.1:** Alumni have acquired a knowledge base of psychology as a scientific discipline, and of counseling psychology as an area of professional specialization.

**Competencies Expected for Objective 1.1:**

- (1) Understand the current body of knowledge of scientific psychology in biological, cognitive, affective, and social aspects of behavior, the history and systems of psychology, psychological measurement, research methods, and techniques of data analysis.

0      1      2      3      4      5

Comments

- (2) Understand the scientific, methodological, and theoretical foundations of practice in counseling psychology including individual differences in behavior, human development, and psychopathology.

0      1      2      3      4      5

Comments

**Objective 1.2:** Alumni have acquired a knowledge base and skills necessary to diagnose or define problems through psychological assessment and measurement, and formulate and implement intervention strategies (including empirically supported procedures).

**Competencies Expected for Objective 1.2:**

- (1) Understand the theories and methods of assessment and diagnosis, effective intervention, consultation and supervision, and evaluating the efficacy of interventions.

0      1      2      3      4      5

Comments

- (2) Demonstrate knowledge and skills in evidence based practice.

0      1      2      3      4      5

Comments

**Objective 1.3:** Alumni have acquired an awareness and understanding of professional issues to practice psychology in an ethical and professional manner

**Competencies Expected for Objective 1.3**

- (1) Understand ethical/legal standards in professional practice and research.

0      1      2      3      4      5

Comments

- (2) Demonstrate the capacity to make reasoned judgments about ethical practice related to emerging issues using codes, literature in professional ethics, and consultation with colleagues.

0      1      2      3      4      5

Comments

**Objective 1.4:** Alumni have acquired the knowledge and skills necessary to practice as a culturally competent counseling psychologist in all professional roles

**Competencies Expected for Objective 1.4:**

- (1) Demonstrate the self-awareness necessary to be a multiculturally competent psychologist.

0 1 2 3 4 5

Comments

(2) Understand the concepts, theory, and research related to culturally competent practice and research as a professional psychologist in rural settings.

0 1 2 3 4 5

Comments

**Objective 1.5:** Alumni have acquired the knowledge and skills necessary for life-long learning, professional problem-solving and scholarly inquiry as a professional psychologist in the context of an evolving body of scientific and professional knowledge.

**Competencies Expected for Objective 1.5:**

(1) Engage in professional development to maintain effective clinical practice.

0 1 2 3 4 5

Comments

(2) Demonstrate professional service.

0 1 2 3 4 5

Comments

**Goal #2:** To train Counseling Psychologists who are equipped with the specialized knowledge and skills necessary to work competently in rural areas

**Objective 2.1:** Alumni have an understanding of the special issues faced by rural residents and communities.

**Competencies Expected for Objective 2.1:**

(1) Understand the common characteristics of rural residents and communities.

0 1 2 3 4 5

Comments

(2) Discuss the common mental health problems experienced by rural residents and the communities in which they reside.

0 1 2 3 4 5

Comments

**Objective 2.2:** Alumni are knowledgeable regarding the unique challenges and opportunities psychologists may encounter in rural settings and the potential solutions to such challenges.

**Competencies Expected for Objective 2.2:**

(1) Discuss the challenges, opportunities, and alternatives associated with rural practice.

0 1 2 3 4 5

Comments

(2) Identify and respond appropriately to ethical issues associated with rural practice.

0 1 2 3 4 5

Comments

**Goal #3:** To develop professionals who are committed to Counseling Psychology as a field and to social justice as one aspect of their professional identity.

**Objective 3.1:** Develop professionals who will actively identify with and are committed to the profession and positive traditions of Counseling Psychology.

**Competencies Expected for Objective 3.1:**

(1) Alumni remain members of APA and the Society of Counseling Psychology

0 1 2 3 4 5

Comments

(2) Alumni read Counseling Psychology journals and publications as well as related articles in other journals/chapters in books.

0 1 2 3 4 5

Comments

(3) Alumni attend and may present at professional meetings and workshops relevant to Counseling Psychologists.

0 1 2 3 4 5

Comments

**Objective 3.2:** Demonstrate a commitment to social justice.



**Competency Expected for Objective 3.2:**

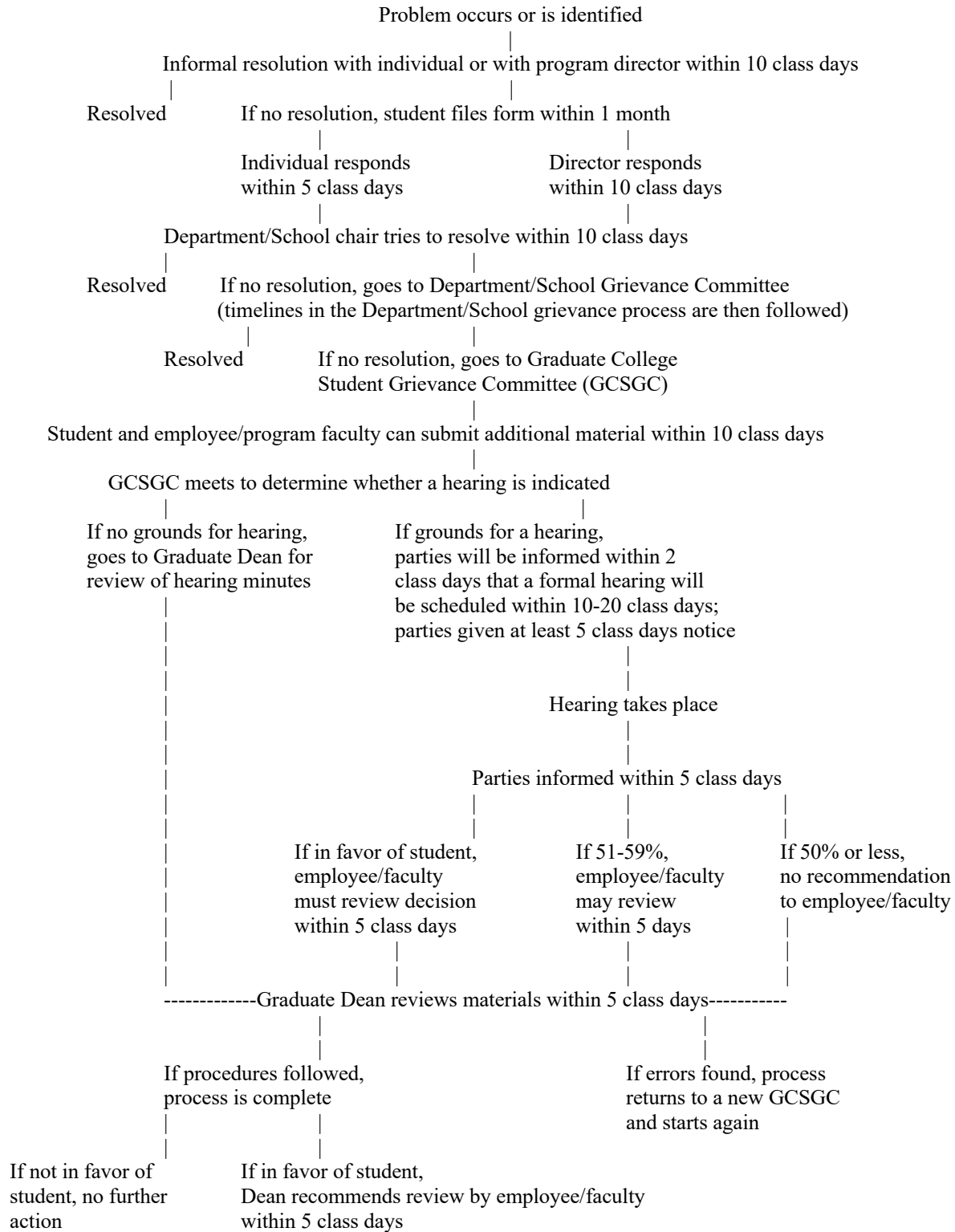
(1) Demonstrate inclusion of social justice in thinking and in activities/career.

0      1      2      3      4      5

Comments

## APPENDIX X

### Grievance Flow Chart



## Radford University Psy. D. in Counseling Psychology Policy Changes Due to COVID-19 Pandemic—Addendum, Spring 2020

The Graduate Student Handbook for the Radford University Psy.D. Program in Counseling Psychology (known as “handbook” from this point forward) is generally used as the guiding document providing “information about policies and procedures for the management and completion” of the Psy. D. As noted in the forward, the content is “believed to be accurate at the time of its writing, but is subject to change as deemed necessary by the program or department faculty, University Administrators, and/or University Board of Visitors.” (p. 4) Despite our best efforts, the faculty are unable to anticipate every possible situation that may require changes to our policies and procedures, such as the current global pandemic and the restrictions the pandemic has caused.

**Defenses:** In the current (2019) and prior versions of the Graduate Student Handbook for the Radford University Psy.D. Program in Counseling Psychology, it is not stated, but rather implied, that dissertation defenses and dissertation proposal defenses will be conducted in a face-to-face manner. Given that many factors hinge on the timing of successful defenses, including postdoctoral positions, graduation, etc., the faculty have decided to allow defenses via Zoom or other technology if all committee members and the student agree. The procedure will be that the student will request a Zoom defense from their dissertation chair and committee members. If all agree, the student will create a virtual announcement of the defense and send it to the chair to disseminate among the students and faculty of the psychology department. Following the defense, the appropriate forms (whether pass or fail) will be signed electronically or printed, signed, scanned, and faxed back by committee members prior to being filed with the Graduate College.

**Practicum Hours:** Currently due to the pandemic, some practicum sites have restricted hours, fewer client contacts, or have closed to students altogether. Other sites are operating more or less as usual. This will likely result in some students having fewer than optimal hours and may put them under the minimum hours required to pass the practicum section as noted in the syllabus. The Psy. D. faculty have agreed to waive both the required client contact hours and hours onsite for the Spring 2020 semester so that students may pass practicum. Additionally, the faculty are aware that some students are continuing to see clients at their sites and accrue hours while others are not. This situation is not ideal, and faculty understand that the situation creates differences in number of hours and in training experiences between students, exacerbating some of the differences between sites that occur naturally. Faculty are already in discussion about possible ways to address these differences after the current crisis has eased and will consult with students about these possibilities in the future. Please know that the faculty continue to be concerned about students, their practicum experiences, their education, and strive to operate with students’ best interests in mind.

**Internship Hours:** An additional concern is that students on internship at sites that are closing or have closed during the pandemic may accrue too few hours to successfully complete internship, and therefore, graduate. The guiding associations (APA and APPIC) will likely create policy addressing this issue in the near future, but currently no guidance is available. The director of training has been in touch with all current internship directors requesting information about how, if at all, interns’ experiences will be altered. The faculty will review these as well. Leadership at the university has been made aware of the possible consequences for interns and is considering actions that may be helpful. More will be discussed later as additional information is

available. Again, please note that the faculty continue to be concerned about interns, their internship experiences, their education, and strive to operate with interns' best interests in mind as well.