NORTHERN ARIZONA UNIVERSITY

College of Education

DOCTORAL STUDENT HANDBOOK

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
CLINICAL PSYCHOLOGY (PSY.D.)

Fall 2022

EPS CLINICAL PSYCHOLOGY (PSY.D.)

DOCTORAL STUDENT HANDBOOK

PREFACE

This document is intended to serve as a guide for program advisors and students enrolled in the Clinical Psy.D. Program. These guidelines and policy statements establish procedures that are current. When followed, these procedures will result in an orderly progression toward degree completion. However, progression through the program will depend on the background, education, and professional experience of the individual student. Policies and procedures can and will change, and your program advisor is the best source of information for these changes. Students will be given reasonable notice of any policy or procedure changes.

The Clinical Psychology Psy.D. Doctoral Student Handbook may be modified as a result of changes that occur in our state, our institution, and our profession. The faculty reserves the right to make revisions and additions to this Doctoral Student Handbook in order to better meet the needs of our students in the program. Students are responsible for keeping up to date with any periodic changes that are made to the Student Handbook, which is available online on the program webpage. Students will be notified via email if significant changes occur that may impact their progression through the program. The doctoral student representative that serves as student representative to the core faculty will also keep students apprised of significant changes. Any questions about modifications to the handbook should be directed to the Clinical Training Director, the Clinical Psychology Program Director, or the EPS Department Chair.

In conjunction with the material found in this Clinical Psychology Doctoral Student Handbook, the section of the University Academic Catalog pertaining to regulations and requirements for graduate degrees and certification programs offered should be reviewed and followed. Any pertinent changes in university policies will be included in the latest issue of the NAU Graduate Catalog, which can be accessed online at http://catalog.nau.edu/

INTRODUCTION

The Clinical Psychology Psy.D. Program is housed within the Department of Educational Psychology (EPS) in the College of Education (COE) at Northern Arizona University (NAU) North Valley Campus. NAU is a comprehensive public university accredited by the Higher Learning Commission (HLC). The HLC is one of six regional associations recognized by the U.S. Department of Education that accredited institutions of higher education. NAU's HLC accreditation is valid through 2028.

The Main Campus is located in Flagstaff, with instructional sites throughout the state and an off-campus center in Yuma. Serving more than 31,000 full-time students, approximately 23,000 of whom are enrolled at the Flagstaff campus, the University emphasizes undergraduate education while offering graduate programs leading to masters and doctoral degrees in selected fields.

NAU's mission is "Our academic programs, research, public service, and creative endeavors enrich lives and create opportunities in Arizona and beyond. We develop solutions to challenge and drive and drive innovation in a supportive, and diverse environment." The specific goals for the University include; 1) Student Success, 2) Nationally Recognized Research Excellence, 3) Global Engagement, 4) Diversity, Civic Engagement and Community Building, 5) Commitment to Native Americans, and 6) Sustainability and Effectiveness. The Clinical Psychology Psy.D. Program is inextricably linked to Goal 1: promoting student success, Goal 2: through its commitment to the science and practice of psychology, and Goal 4: in its recognition of the importance of diversity and call to action in the training of health service psychologists.

The College of Education's mission is to prepare competent and committed professionals who are equipped to make positive differences for children, students, and adults in educational settings and communities. The College of Education has more than 105 full-time faculty who serve more than 3,400 students with an average class size of 17. The College offers approximately 16 undergraduate degrees or certificates and 36 graduate degrees or certificates, including three doctoral programs. Each year, the College awards more than $290,000 in scholarship funding and currently manages more than 8 million dollars in externally funded research projects. The Department is integrally aligned with the function and mission of the College and provides leadership in the health service practice of psychology.

The Educational Psychology Department is one of four academic departments in the College of Education. The EPS Department offers seven-degree programs, serving approximately 400 students, including master's degrees in clinical mental health counseling, school counseling, human relations, student affairs and counseling, an Ed.S. degree in school psychology, the doctoral degree in Combined Counseling/School Psychology, and the doctoral degree (Psy.D.) in Clinical Psychology. The mission of the Educational Psychology Department is the same as the College mission and its objectives are to give students hands-on experience in supervised clinical settings; provide students with a curriculum based on a developmental, experiential training model that includes understanding theory, assessment, intervention, and evaluation skills; prepare students to work with individuals, families, groups, schools, organizations, and

agencies; and offer courses delivered through a combination of in-person, online, hybrid, and supervised practice.

The Clinical Psychology Psy.D. Program prepares students to function as well-rounded generalists with a strong foundation in clinical psychology. The Clinical Psychology Psy.D. faculty and graduate students actively engage in teaching and service consistent with the missions and objectives of the department, college, and university.

Our doctoral curriculum includes coursework in psychological foundation, profession-wide competencies, discipline-specific knowledge, and research and statistics. Our low doctoral student-advisor ratio allows receiving significant individual supervision in assessment, interventions, and research training.

A brief overview of the Clinical Psychology Psy.D. Program faculty is on the following pages. Complete information regarding faculty research and teaching interests is available on the departmental website at http://nau.edu/COE/Ed-Psych/Faculty-Staff/

This program was intentionally designed to lead to licensure or certification in the state of Arizona. For information regarding how the curricular requirements for this degree program align with licensure or certification requirements in other states, see https://nau.edu/compliance-and-authorization/

While not currently accredited, the Clinical Psychology Psy.D. Program will seek Accreditation on contingency by the Commission on Accreditation of the American Psychological Association (APA). "Accredited, on contingency" is granted if a program meets all standards except for the inclusion of all required outcome data on students in the program and after program completion. To move from "Accredited, on contingency" status to fully accredited, the program must provide the required data within three (3) years of receiving "Accredited, on contingency" status.

Questions related to the program's accreditation status should be directed to the APA Commission on Accreditation:

> The American Psychological Association
> Office of Program Consultation and Accreditation
> 750 First Street, NE
> Washington, D.C. 20002-4242
> 202.336.5979

VALUES STATEMENT ADDRESSING DIVERSITY

The Clinical Psychology Psy.D. Program at Nothern Arizona University is a multicultural community of diverse racial, ethnic, and class backgrounds, representative of many religious, spiritual, political, affiliations, abilities, ages, national origins, gender, gender identities, languages, and sexual orientations. We recognize that people are not completely free from all forms of bias and prejudice and we expect that our training community will evidence a range of attitudes, beliefs, and behaviors.

The program expects that students, staff, and faculty will be respectful and supportive of all individuals, including but not limited to clients, staff, faculty, and peers who are different from themselves. It is also expected that students and faculty will examine and attempt to resolve attitudes, beliefs, opinions, and feelings that may negatively affect potential functions of a clinical psychologist, including providing culturally relevant and effective services to individuals of diverse backgrounds and beliefs as well as research practices. As such, students should expect their perceived biases, prejudices, and stereotypical thinking to be respectfully addressed by faculty, staff, and peers.

It is the official policy of Nothern Arizona University to prohibit discrimination, to inform individuals of their right to be free from such behaviors and to promote the safety of all individuals at university sites and activities. For more information, please read the Safe Working and Learning Environment policy at: https://nau.edu/university-policy-library/safe-working-and-learning/

PROGRAM PHILOSOPHY AND MODEL

The Clinical Psychology Psy.D. Program prepares students to function as well-rounded generalists with a strong foundation in clinical psychology.

The Doctor of Psychology (Psy.D.) in Clinical Psychology degree program aims to train prospective psychologists in the delivery of ethical, culturally competent, and evidence-based diagnostic, intervention, and assessment services that effectively meet the needs of diverse populations in diverse settings. The program realizes this aim through a curriculum that is anchored in the practitioner-scholar model of professional training and that supports the meaningful integration of theory, training, and practice. The Psy.D. in Clinical Psychology degree program at Northern Arizona University is designed to emphasize the development of attitudes, knowledge, and skills essential to the training of clinical psychologists who are committed to the ethical provision of quality services to diverse populations.

The practitioner-scholar training approach promotes the optimal development of individuals, families, groups, and environmental systems using empirically supported, culturally sensitive interventions that include assessment and diagnosis, interdisciplinary teamwork, prevention, consultation, outcome evaluation, and ethical decision-making, in a broad array of settings including schools, universities, integrated healthcare, hospitals/medical centers, community mental health, correctional facilities, and independent practice.

NAU's practitioner-scholar training and education model is informed by the APA Competency Benchmarks (Kaslow, Grus, Campbell, Fouad, Hatch, & Rodolfa, 2009), the National Council of School of Professional Psychology Competencies (Kenkel & Peterson, 2010; DALs) and the Standards of Accreditation. Consistent with these frameworks, faculty endorse the integration of theory, psychological science, and scholarship with practice in the context of diversity and ethical issues throughout the curriculum and training sequence. Students are exposed to scientific foundations in a graded fashion through: (i) seminal works and current empirical literature in course assignments, (ii) exposure to the relevant literature in evidence-based practice, (iii) coursework in the broad and general areas of scientific psychology, (iv) courses in research design and techniques of statistical analysis, and (v) by completing an independent doctoral research project. Faculty provide training for all students to inform their practice using evidence-based strategies and methods. Basic and applied research and scientific foundations of psychology are integral to the curriculum. Students are required to read primary source articles to reinforce the integration of research and evidence-based practice. Throughout the program, and through their coursework, practica, and research activities, students are supported to acquire a deeper knowledge and understanding of how science informs best practice and informs scientific endeavors.

The program is organized to emphasize general preparation as clinical psychologists through
- Integration of theory, research, and practice of health service (clinical) psychology
- Ethical decision making and commitment to a professional standard of practice
- Multicultural awareness, sensitivity, knowledge, and skills
- Application of health service psychology theory, research, and practice concepts in training, supervision, and consultation

Our doctoral curriculum includes coursework in psychological foundations, profession-wide competencies, and discipline-specific knowledge, research, and statistics. Our doctoral student-advisor ratio affords the opportunity to receive significant individual supervision in assessment, intervention, and research training.

Integration of theory, research, and practice comprise the core of the Clinical Psychology Doctoral Training Program at Northern Arizona University. We believe that this core is best realized using a practitioner-scholar training model that includes a systematic analysis of human behavior, careful applications of best practices, and a methodical evaluation of the effectiveness of these applications.

Students are expected to gain essential skills in both assessment and intervention by taking courses that reflect common knowledge across both areas and by taking courses that train specific aspects of clinical psychology. Foundational scientific knowledge is acquired beginning in the first semester of the first year in the program when students are required to read seminal and current research articles in all their courses. For example, Psychopathology and Diagnosis (CPP 680) requires students to review and critique primary source studies to describe a disorder's etiology, expression, potential treatment, and outcomes as one of the course's major assignments. To fully appreciate the scientific basis of psychology, students complete the two-semester sequence of Statistics and Research Methods (CPP 627 and CPP 727) during the first year. Primary source articles are reviewed critically with regard to the adequacy of research methods and statistical analysis. The early experience reinforces the program's integration of primary source information and clinical material to inform their practice. Throughout the program, in all courses, students are required to review, explain, and integrate research literature in conceptualizations, cases, interventions, and outcomes. In the second term during the first year, students take the course of their first intervention (Person-Centered and Experimental Theory and Therapy, CPP 602). In this course, students learn the evidence base for interventions, are introduced to methods to assess treatment efficacy, and learn theory and its application. The focus on evidence bases of conceptualization and intervention continues through later courses, including courses in Cognitive Behavioral Theory and Therapy (CPP 603), Psychodynamic Theory and Therapy (CPP 604), and Family and Couples Therapy (CPP 621), and Group Psychotherapy (CPP 605). The early focus on the evidence bases of intervention provides the knowledge and science learned in coursework. Also, during the second and third years, students take courses in the broad and general areas of scientific psychology (e.g., social bases of behavior, physiological or biological bases of behavior, cognitive and affective bases of behavior, and human development). These courses provide the knowledge and skills that allow a more sophisticated integration of science and practice to further inform students' clinical training in a context emphasizing ethical practice inclusive of diverse clients, broadly defined.

The Clinical Research Project (CRP) is the final step in the research training sequence. The primary training objective of the CRP process is for students to develop the knowledge, skills, and attitudes needed to access and apply psychological research to clinical practice and in other roles, they will assume as professionals. Students start work on the CRP in the second research/statistics class during the first semester of their second year and continue to work throughout the third and fourth year with their CRP committee. The CRP provides students with

the opportunity to conduct independent, relevant scholarships. As described in the *CRP Manual* (Clinical Research Project Manual), this capstone scholarly project demonstrates students' ability: (a) articulate an operationalized clinical question or set of questions; (b) critically evaluate and synthesize the relevant theoretical, clinical, and empirical (qualitative and quantitative) literature across a range of studies; (c) analyze collected data in light of the organizing question(s) and the prevailing knowledge in the area chosen for study; and (d) write a scholarly and professional analysis of the results informed by the literature or investigation.

Competency in ethics and diversity are likewise developed through a process that is sequential, cumulative, and graded in complexity, presented in courses and professionalization seminars during the first year, expanded upon within practicum seminar (and other required courses) in the second year, and assessed through formal capstone courses (CPP 670 and CPP 740) at the beginning of the 2nd and 3rd year of study respectively. Similarly, within the assessment sequence, the courses build upon each other, culminating in Integrative Assessment in which students are required to interpret several tests, integrate the findings with other materials, and produce a well-written, comprehensive, professional report. The final report serves as the required Competency Exam (Assessment Competency Examination). This assessment sequence reinforces conceptual and critical thinking about clinical cases.

Required courses in adult and child/adolescent psychopathology and the initial intervention courses serve as a developing foundation for the practicum in the second year. The first year ends with Basic Assessment and Intervention Skills (CPP 700), a course specifically designed to review and further develop the necessary knowledge, skills, and attitudes needed for the first practicum. Both the first and second practica require successful completion of Competency Examinations (CEC and CCE). The successful completion of the first practicum is a pre-requisite for the second practicum. Only with the successful completion of the second practicum, additional required courses, the approval of the CRP proposal, and the passing of the Competency Examinations (CEC and CCE) are students permitted to apply for internships. Completion of the CRP is required before registering for the National Match for Internship.

At the end of the first year of practicum, students must pass the Clinical Evaluation Competency Examination (*CEC Manual*), demonstrating competency in diagnosis, interviewing and assessment. This is a prerequisite for continuing into the second year of practicum. The *Practicum Supervisor Evaluation Forms* (evaluation takes into account performance in initial practica and fieldwork (when applicable), in addition to other benchmarks to evaluate students' preparedness for the second year of practicum. The second year of practicum allows students to work in more complex health service settings requiring more advanced knowledge. As coursework and practicum experiences draw to a close, students sit for the Clinical Competency Examination (*CCE Manual*), on which they are expected to demonstrate clinical competency, integrated knowledge, and skills applied to an actual clinical case. Successful completion of the Clinical Competency Examination, satisfactory ratings of clinical competencies from the Practicum Supervisor Evaluation Forms, and completion of the Clinical Research Project qualify students in good standing to apply for internship. It is this scaffolding of early experiences to provide the structure of experiences that provide the sequential, cumulative, and graded nature of the clinical psychology doctoral program at NAU.

Upon program completion, trainees will be able to effectively intervene in educational, emotional, and behavioral arenas with individuals, families, groups, and organizations.

Graduates will be able to pursue one of these paths in a variety of clinical and medical settings:
- Licensed psychologist
- School of professional psychology professor in Clinical Psychology

PROGRAM GOALS, OBJECTIVES, AND COMPETENCIES

PROGRAM GOALS AND OBJECTIVES

The Clinical Psychology Psy.D. Program's aim is to train prospective psychologists in the delivery of ethical, culturally competent, and evidence-based diagnostic, intervention, and assessment services that effectively meet the needs of diverse populations in diverse settings. To ensure that students are adequately prepared, the curriculum is designed to provide for meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at NAU is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence-based services to diverse populations and able to apply multiple theoretical perspectives to clinical issues.

This one overarching program aim is realized by supporting students in developing nine profession-wide competencies that are operationalized through one or more specific course objectives reflecting specific knowledge, skills, and attitudes. These competencies and related course objectives are regularly assessed and are consistent with the programs' mission and goals of providing quality education in the practitioner-scholar model. The relationship between the competencies and outcomes is further operationalized through the application of specific tasks measuring foundational skills necessary for competent practice. NAU's clinical psychology doctoral program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:

1. Students will demonstrate competency in research, including knowledge of research and quantitative methods as well as psychometrics.
2. Students will demonstrate knowledge of ethical and legal standards and conduct themselves in an ethical manner.
3. Students will demonstrate competency in individuals and cultural diversity, including the knowledge of the theoretical and empirical knowledge base and the ability to apply it.
4. Students will demonstrate knowledge of professional values and attitudes as well as self-reflective practice and openness to supervision and feedback.
5. Students will evidence both communication and interpersonal skills, including producing clear, informative, well-integrated communication and effective interpersonal skills in professional interactions.
6. Students will demonstrate competency in assessment, including the ability to administer and interpret psychological tests and apply knowledge of strengths and psychopathology to the assessment process.
7. Students will demonstrate competency in intervention, including developing and applying evidence-based treatment plans and evaluating treatment effectiveness.
8. Students will evidence knowledge of supervision models and practices.
9. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional/interdisciplinary skills.

10. Students will have knowledge of basic areas in scientific psychology, including affective, biological, cognitive, developmental, and social aspects of behavior; and the history and system of psychology.
11. Students will demonstrate advanced skills in integrating knowledge in scientific psychology.

To further advance the program's and the practitioner-scholar philosophy, NAU Clinical Psychology program faculty members are professional psychologists who model the integration of knowledge and skills with the ethics and professional attitudes required of clinical psychologists. Students earning this degree are well versed in ethical and legal standards for practice in diverse communities. They can translate research into practice and inform their research with knowledge of practice. The practitioner-scholar develops skills for working with individuals, families, groups, and environmental systems using empirically-supported, culturally sensitive interventions. These interventions include assessment and diagnosis, interdisciplinary teamwork, intervention approaches, prevention, consultation, outcome evaluation, and ethical decision-making. Additionally, a broad array of settings is addressed including universities, integrated healthcare, community mental health, medical and rehabilitation centers, correctional facilities, substance abuse treatment centers, and independent practice. Upon program completion of the clinical degree, trainees will be able to effectively intervene in emotional and behavioral arenas with individuals, families, groups, and organizations. Graduates will be able to pursue one of these paths in a variety of communities; licensed psychologists, and professors in Clinical Psychology.

Students are expected to gain essential skills in assessment and intervention by taking courses that reflect common knowledge across both areas and by taking courses that train specific aspects of clinical psychology. Students earning this degree are well versed in ethical and legal standards for practice in diverse communities. They are able to translate research into practice and inform their research with knowledge of practice.

The program's aims and competencies are directly consistent with health service psychology in that:

The program's commitment to actions that indicate respect for and understanding of cultural and individual differences and diversity, through training in ethical approaches that celebrate the richness and strength of diverse backgrounds and experiences as well as the application of effective methods to advance social justice.

The program recognizes the importance of cultural and individual differences and diversity in the training of psychologists. The Commission on Accreditation defines cultural and individual differences and diversity as including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. The program has made systemic, coherent, and long-term efforts to attract and retain students and faculty from diverse backgrounds into the program. Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment appropriate for the training of individuals who are diverse and the provision of training opportunities for a broad spectrum of individuals. Further, the program avoids any actions that would restrict program

access on grounds that are irrelevant to success in graduate training, either directly or by imposing significant and disproportionate burdens based on personal and demographic characteristics outlined in the definition of cultural diversity. The Clinical Psychology Psy.D. Program's diversity values are rooted in the Educational Psychology Department, College of Education, and University values for fostering diversity and inclusion. The Clinical Psychology Program at Northern Arizona University is a multicultural community of diverse racial, ethnic, and class backgrounds, representative of many empirically supported political beliefs, abilities, ages, national origins, gender, gender identities, languages, and sexual orientations. Valuing diversity is explicitly reflected in the profession-wide competencies and the program's aim; diversity is integrated throughout the curriculum.

The program reflects a commitment to preparing students for entry-level practice or additional postdoctoral training by way of a curriculum that is sequential, cumulative, and faded in complexity for both clinical application and research skills enabling the practice to be informed by the evidence base. Students are expected to gain essential skills in both assessment and interventions by taking courses that reflect common knowledge across both areas and by taking courses that train specific aspects of clinical psychology. This also reflects the program's commitment to guiding students toward the development of strong professional identity as health service psychologists who think critically about key issues of the profession and engage in practice, advocacy, scholarship, and conferences that advance the profession.

The program guides students to function as well-rounded generalists with a strong foundation in clinical psychology. Our program adheres to the practitioner-scholar model, emphasizing applied practice driven by empirical research. Students engage in substantive training utilizing a practitioner-scholar model integrating psychological theory, practice, and research. Likewise, students are required to consider applications for practice issues when designing and implementing qualifying research projects and CRPs.

PROFESSION-WIDE COMPETENCIES

The opportunities provided for all students to achieve and demonstrate each profession-wide competency are as follows:

I. **Research**

Research training begins in Statistics and Research Methodology courses (CPP 627 and CPP 727) in the third semester of the first year and the first semester of the second year where students behind to develop competency through activities covering all three elements: (i-a), (i-b), and (i-c). In CPP 627, students are required to develop and demonstrate a strong understanding of research methods and statistical techniques used in psychology, become proficient in using basic and intermediate functions of SPSS, and effectively evaluate and critique the scientific psychological literature element (element i-a). Students create a research project of their choice (element i-a), collect and analyze data for the project, write a research paper summarizing the current literature as well as their analysis and results, and present it to the class. Successful completion of CPP 627 is a prerequisite for students to start their Clinical Research Project (CRP). Statistics and Research Methods II further develops students' skills in these areas requiring the achievement of a strong understanding of advanced research methods and statistical

techniques used in psychology. Through a capstone assignment, students write and present a paper summarizing the application of a statistical technique, articulating hypotheses, a method and result section describing data collection and analysis, and a discussion of clinical implications of the findings from this analysis (element i-b). In the Professionalization Seminar (CPP 711 and CPP 712), students are exposed to the literature on evidence-based practice. Similarly, in the Adult Psychopathology (CPP 680) course (offered in the second semester of the first year) students are also required to examine and critique research articles in terms of both types of analysis used as well as the research methodology, reinforcing the research competency. Intervention classes (CPP 609, CPP 621, CPP 604, and CPP 603) also require and reinforce review of primary source research articles regarding the evidence base for practice along with current issues found trending in the theoretical and empirical literature. In practicum seminars (CPP 701, CPP 702, CPP 703, CPP 704), research articles related to the efficacy of interventions are presented and reviewed (element i-b). Students work with faculty members to apply this knowledge to the clinical research project (CRP; element i-a; i-b). The CRP proposal requires students to review and critique the literature, articulate research hypotheses, and design a methodology to collect and analyze data. An oral defense of the CRP proposal and CRP must be successfully completed as well (element i-c). The University community is invited to attend the defense so as to allow students the opportunity to disseminate the results of their research. Students are also required to present their CRP at the annual Graduate Student Research poster event for dissemination and public review. Students are expected to demonstrate mastery of research skills through completion of this project. Additional support in designing and preparing to conduct research is available through the CRP proposal development course (CPP 599). In practicum and on internship, students are expected to systematically evaluate the outcomes of their interventions using sound statistical and quantitative/qualitative methodology.

II.   **Ethical and Legal Standards**
        Professional ethics and standards are introduced in the required professionalization groups (CPP 711 and CPP 712; element ii-a). The current version of the APA Ethical Code of Psychologists and Code of Conduct is reviewed in these professionalization groups. Professional ethics is infused and integrated into all of the courses as evident by specific references to these issues in all syllabi. Ethics are reviewed/reinforced in Basic Assessment and Interventions Skills (CPP 700) class as a prerequisite for practicum where students are required to demonstrate developmentally appropriate ethical knowledge, skills, and attitudes in the capstone project for this class. Additionally, ethics and legal standards are reviewed in practicum seminars (CPP 701, CPP 702, CPP 703, CPP 704); professional standards and ethics are assessed with actual clinical material both in clinical case presentations and in discussing issues arising on training sites with supervisors and in practicum seminar (under the leadership of core faculty) that require ethical decision-making processes and consultation. Practicum site supervisors consistently monitor and evaluate professional behavior and compliance with ethical and legal standards (elements ii-b, ii-c); students thus demonstrate the ability to conduct themselves in an ethical manner in their service roles and to make ethical decisions (element ii-b, ii-c). Assignments specifically reflect understanding and

application of ethical and legal standards for Assessment (CPP 673, CPP 737, CPP 738, CPP 739) and Intervention Courses (CPP 621, CPP 605) to evaluate students' ability in ethical decision making and apply ethical standards in clinical case material (element II-a, ii-b). A comprehensive coverage occurs in the Professional Ethics course (CPP 7100; element ii-a, ii-b, ii-c). The APA Ethical Code, laws and rules, and ethical decision making, is a primary focus of this course. Students are also required to articulate and apply ethical and legal standards that arise in clinical materials (diagnostic or interventions case presented to faculty) required for their Competency Exams (CEC and CCE; element ii-b) in the second and third year of the program. Students are required to demonstrate mastery in applying ethical knowledge to clinical case materials. They are required to recognize ethical dilemmas and apply ethical decision-making processes to resolve dilemmas in their diagnostic and intervention competency examinations (element ii-b). Evaluations of this presentation are completed by core faculty assessing the knowledge, skills and attitude, and ability of students to apply ethical decision-making to clinical cases. Students are required to attend one or more State Board of Psychologist Examiners meetings to observe the application of ethics in disciplinary actions involving misconduct and to recognize the interface of ethics and law (element ii-a). Competence in ethics and legal standards is assessed through a variety of direct and indirect, internal and external measures. Students are required to pass the courses to progress in the program. Students' behavior, ethical knowledge, skill, attitude, and ability to demonstrate this knowledge in practice are monitored both in classroom settings and at training sites. Clinical Competency Examinations (CEC and CCE) evaluate the application of ethical and professional standards to clinical cases including a student's ability to accurately self-reflect and take corrective action. Practicum and internship supervisors rate students' ethical and legal knowledge, skills, and attitudes, and rate their performance.

III. **Individual and Cultural Diversity**

Diversity issues are infused throughout the courses in the curriculum; the syllabi document coverage of this topic within courses. Comprehensive coverage of this issue is provided in the diversity course (CPP 740; elements iii-a, iii-b, iii-c, iii-d). Issues in the Assessment and Treatment of Diverse Populations (CPP 740) provide an in-depth review and reinforcement of how personal history/biases affect relations with others and require that students integrate this understanding into professional roles (element iii-a). CPP 740 also offers a comprehensive and detailed study of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service (element iii-b). In the practicum seminars, relevant diversity issues are discussed in the presentation of clinical cases (iii-c). Intervention and Assessment courses require students to account for and integrate diversity knowledge and skill in developing and treating individuals and interpreting their test results (iii-c). Practicum and internship supervisors rate students' diversity competence (iii-c, iii-d) in applied clinical work. The practicum training component of the program offers a range of opportunities through which students become prepared to work with diverse populations. The majority of practicum sites predominantly serve clients who represent diversity. All students complete practicum which involves providing psychological services to underserved and underrepresented

populations. Competency examination (CEC, CCE) requires students to address diverse variables that may be relevant to the particular case formulation as well as the individual client context. Students are required to demonstrate theoretical and empirical knowledge of relevant diversity issues and integrate them with the clinical material. CRPs address diversity issues in research.

NAU has implemented a coherent plan to ensure that all students are educated about diversity issues and their relationship to the practice of professional psychology. The curriculum, as outlined, strives to enhance awareness and sensitivity among all students with respect to diversity, providing students with the necessary theoretical and conceptual underpinnings that can later be integrated into their experiences with diverse groups. The program ingrains coverage of diversity across the curriculum so that students are taught the necessary skills and competencies with an emphasis on valuing diversity and exploring the cultural context of behavior in most courses. Specifically, the following diversity objectives are integrated in most courses across the curriculum: a) Self-awareness and sensitivity to the diversity of others; b)Acquisition of knowledge about diversity including but not limited to racial/ethnic, socio-cultural/socioeconomic, gender, national, origin/immigrant status, affectional orientation, religious/spiritual, and physical ability groups; c) Development of inquiry skills and methods of understanding diversity issues within their socio-historical contexts; d) Student consideration and evaluation of the limitations and applicability of different theoretical orientations as they pertain to diverse groups; e) Development of treatment approaches that are culturally responsive and incorporate the clients' worldview; and f) Awareness of applicability and limitations of standardized testing instruments with diverse groups.

Across the different internal and external measures, the data monitors students' achievement in this competency (e.g., practicum supervisors rate our students as satisfactory to exceptional in this area; internship supervisors rate our students as satisfactory to exceptional in this area). In addition, the program monitors its faculty's adequacy of addressing this area via course evaluations and assesses practicum supervisors' incorporation of issues of culture and individual differences within student training.

IV.   Professional values attitudes and behaviors

The need and desirability of engaging in lifelong learning to maintain one's competence is introduced in the professionalization groups (CPP 711, CPP 712) and the professional ethics course (CPP 670). This attitude is modeled by faculty in continuing education courses, activities faculty participate in to maintain their competence in modeling lifelong learning and scholarly activity. Professional values, attitudes, and behavior as well as ethics and standards are introduced in the required professionalization group (CPP 711 and CPP 712). These courses introduce students to the profession and initiate the process of developing students' identity as professional psychologists as well as educate them on the professional roles and conduct evidence. The APA Ethical Code of Psychologists and Code of Conduct along with legal standards/relevant law, professional conduct, and ethical decision-making process is the primary focus of the comprehensive course in ethics (CPP 670; Professional Issues: Ethics, Law, and Conduct). Professional values are also infused and integrated into courses as evident by specific reference to these issues in syllabi. Professional conduct,

attitudes, and values are reviewed in the Basic Assessment and Interventions Skills classes as a prerequisite and preparation for the practicum. In practicum seminars (CPP 701, 702, 703, and 704) and on practicum as well as internship, professional conduct, standards, and ethical decision-making are applied to clinical material. Supervisors rate students' professional behavior, values, and attitudes as they function clinically. Students must evidence appropriate professional behavior and attitudes towards the diverse individuals they serve. Students are required to engage in self-reflection and accurate self-evaluation with particular attention paid to relational competencies as necessary and evidenced-based components of clinical functioning. In the Diversity course (CPP 740) students are taught the importance of self-reflection and awareness of the impact of diversity values on their professional practice and lives. Values regarding openness are assessed by practicum and internship supervisors as students face increasingly complex clinical and professional situations. Supervisors also evaluate students' responsiveness to feedback and supervision on field placements. Faculty evaluate students' receptivity to and ability to integrate feedback in practicum seminars as well as at bi-annual student reviews (Appendix L; Annual Student Review Form).

V. Communication and interpersonal skills

Communication/Interpersonal skills are monitored in-class interactions in the Professionalization Group (CPP 711 and CPP 712) as beginning students interact with other students and faculty. Students learn relationship skills by reviewing the evidence base for therapeutic relationship development and management and by practicing the ability to effectively develop and manage therapeutic relationship skills in a required therapy class, (CPP 602) Person-Centered and Experiential Psychotherapy. The capstone assignment requires submission of a videotaped role-play therapeutic session which is formally evaluated by faculty assessing the development of relationship skills. These skills are further developed during training in Basic Assessment and Intervention Skills (CPP 700). This course focuses on developing and maintaining effective relationships with a wide range of individuals, groups, peers, and teams including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. These skills are reinforced and expanded upon in the Issues Assessment and Treatment of Diverse Populations course (CPP 740). Additionally, communication and interpersonal skills are evaluated as part of annual student reviews. Early courses (particularly CPP 602 and CPP 700) introduce writing skills, require formal presentations, monitor peer interaction, and evaluate interpersonal skill proficiency in role-play teams. Assessment courses (CPP 673, CPP 737, CPP 738, and CPP 739) require students to produce and comprehend oral, nonverbal, and written communication that is informative and well-integrated as well as demonstrates a thorough grasp of professional language and concepts. During case presentations in Practicum Seminar (CPP 701, CPP 702, CPP 703, and CPP 704) students demonstrate and receive feedback on the effectiveness of their professional communications about diagnostic conceptualizations, treatment plans, and interventions, increasingly complex clinical situations requiring increasingly sophisticated communication. The effectiveness of these communications is monitored and further developed through supervision provided by practicum and internship supervisors during the second, third, and fifth years of the program. Practicum and internship supervisors formally evaluate professional

communication and interpersonal skills at mid-year and end of the training year. All students are required to pass an oral Clinical Competency Examination and an oral defense of their Clinical Research Project; rubrics evaluating the sophistication of their presentations and professional communication evaluate the competency of their skills.

VI.   **Assessment**

Assessment theories and methods are covered in the assessment course sequence starting with the Cognitive Assessment course (CPP 673) and later in the Basic Assessment course (CPP 700). The Cognitive Assessment course (CPP 673) serves as a prerequisite for the two personality assessment courses (CPP 737, CPP 738) and all three are foundations for Integrative Assessment (CPP 737). In the primary assessment courses (CPP 673, CPP 737, CPP 738, and CPP 739) there are final exams that require students to demonstrate the ability to accurately administer, score, and interpret tests. In the integrative course, students write a comprehensive, technical, and integrated report which serves as the major component of the assessment competency examination (ACE). Failure to successfully pass this exam delays progress in the program requiring that the course be repeated until competence is achieved. Students must integrate information and data from multiple sources and account for diverse variables influencing test interpretation to provide a useful, culturally competent professional report covering diagnostic both in written and verbal communications taking individual differences into account. Similarly, in intervention courses (CPP 602, CPP 603, CPP 604, CPP 605, and CPP 621) students apply theory to conceptualize cases and develop treatment plans. In practicum seminars (CPP 701, CPP 702, CPP 703, and CPP 704), students integrate the information learned in courses with clinical material. Through clinical case presentations in practicum seminars, students communicate orally on professional findings, diagnostic processes, and assessments that serve as a basis for interventions. Competency examinations at the end of the first practicum are used to assess students' ability to complete culturally sensitive and empirically-based diagnostic assessments. These examinations require that students accurately present and support diagnostic hypotheses and conceptualize a case based on a diagnostic interview. Students are required to demonstrate the development of a culturally relevant treatment plan based on the diagnostic information gleaned from the assessment. Students need to successfully pass this exam to move onto the second-year practicum. Under the supervision of licensed psychologists, students also provide assessment services, interpret results, and communicate them professionally, orally and in written reports. This includes culturally competent case conceptualization and the application of evidence-based interventions. External measures include practicum and internship supervisors' ratings of this area.

VII.   **Intervention**

In the Professionalization Seminar (CPP 711 and CPP 712), students are introduced to the concept of and literature on evidence-based practice. The statistics and research courses (CPP 627 and CPP 727 introduce and teach students how to evaluate the literature on treatment efficacy as well as how to evaluate the efficacy of their own evaluations. Initial relationship and intervention skills are evaluated during the Person-Centered and Experiential Psychotherapy class (CPP 602) and the Basic Assessment and Intervention Skills class (CPP 700) both taken in the first year of the program and

expanded upon by four intervention courses (CPP 603, CPP 604, CPP 605, and CPP 621) taken in both the second and third years. In these courses, students are exposed to theoretical knowledge informed by current scientific literature and participate in activities that help develop the necessary skills to effectively deliver evidence-based interventions. We endorse the NSCPP definition of relationship as "the capacity to develop and maintain a constructive working alliance with clients' ' (McHolland, 1992, p.162). The role of the therapeutic relationship is an integral part of each intervention course and is especially emphasized within Person-Centered and Experiential Psychotherapy (CPP 602) and Basic Assessment and Intervention Skills (CPP 700). Intervention and relationship skills are major focuses of the 2-year practicum and practicum seminar sequence. Competence in these areas is evaluated through the courses, practicum supervisor and practicum seminar leader ratings and evaluations, and the comprehensive examination (CCE).

Issues related to, but not limited to, age, color, disability and health, ethnicity, gender, language, national origin, race, religion/spirituality, sexual orientation, and socioeconomic status, as well as the intersection of these multiple identities and multiple statuses are addressed in each of the intervention courses and a separate course highlights issues with diverse populations. The required Clinical Competency Examination encourages students to begin to develop a meta-theoretical perspective based on the emerging theoretical and empirical models of integration in the field and consistent with their own evaluation and worldview. In these intervention courses, reading primary source articles incorporating the evidence base on interventions is required. Exams assess students' knowledge of treatment efficacy, requiring information about treatment evidence base. Competency examinations in practicum require students to demonstrate efficacy in evaluating treatment efficacy. During practicum seminars (CPP 701, CPP 702, CPP 703, and CPP 704), skills in case formulation are refined and students design treatment plans delivering evidence-based interventions are presented and critically evaluated. Students are taught to evaluate the outcomes of their interventions and to modify interventions based on their evaluations. This competency is assessed by rubrics evaluating the Clinical Competency Examination (CCE) administered at the end of the second practicum year. Failure to successfully pass this examination requires that the practicum year be repeated, and the examination successfully passed on the second attempt. On practicum, students use intervention skills focused on evidence-based practice in the treatment of patients. Clinical decision-making, based on solid empirical support for interventions, is monitored and evaluated by practicum supervisors. Practicum supervisors evaluate students' competencies in relationship, assessment, and intervention skills twice during the practicum year completing rubrics based on live observation or videotaped review of psychotherapy sessions. Evaluations also include students' compliance with professional standards of care. The competency exam in the practicum assesses students' skills in establishing therapeutic relationships. The competency exam must be passed prior to applying for internship. The internship represents the final required training activity where students develop intervention skills. External measures include practicum and internship supervisors' rating of students' competency in this area.

VIII. Supervision

The supervision competency involves students providing structured supervision to students at more junior levels in the program. Specifically, in practicum seminars (CPP 701, CPP 702, CPP 703, CPP 704), students learn to provide peer supervision to other students under the auspices of core faculty. The consultation and supervision course (CPP 735) provides a comprehensive overview of the area, including introducing students to various models of supervision. This course (CPP 735) is a capstone project to assess students' competency project to assess students' competency in this area. The project requires that they provide structured mentoring supervision to students in an earlier stage of the program and their integration of supervision models and practices. This supervision does not replace the clinical supervision in the case that is provided by licensed practicum supervisors but allows students to experience some of the issues related to providing supervision under the guidance of faculty, practice the skills necessary to provide effective supervision and demonstrate an understanding of the relevant development models and theoretical orientations to providing supervision. Practicum and internship supervisors also independently rate student competency levels on these essential clinical skills as direct external proximal measures of the competence. (Appendix Q; Supervisor Evaluation of Student- Practicum: Appendix T, Supervisor Evaluation of Student- Internship).

IX. Consultation and interprofessional/interdisciplinary skills

Assessment of these competencies is located in the Consultation and Supervision course (CPP 735) as well as on practicum (CPP 701, CPP 702, CPP 703, and CPP 704) and internship. Students learn to provide feedback and consultation to their peers. During practicum and internship, students provide consultation to other professionals. Students' skills at providing consultative service as evaluated by their practicum and internship supervisors. The consultation and supervision course (CPP 735) provides a comprehensive overview of the area, including introducing students to various models of consultation. Assessment of these competencies is located in the Consultation and Supervision course (CPP 735). Students demonstrate through consultation both the knowledge of the relevant theories of consultation as well as the skill to assess and provide such services. Within the consultation course (CPP735) is a project to assess students in this area where they develop a consultation proposal with empirical support and rationale and prepare to implement the proposal (though implementation is not required, several students do so).

Discipline Specific Knowledge:
The Nau doctoral clinical psychology program engages in continuous efforts to ensure that, consistent with our program aim and philosophy, all students acquire a general knowledge base in psychology foundational to successful professional practice. In the following subsections, the approach employed by the program to ensure that students achieve discipline specific knowledge is reviewed.

History and Systems of Psychology: the initial discussion of History and Systems occurs in the first semester's Professionalization course (CPP 711); information presented in the Professionalization Group course (CPP 711) orients the student to the

profession of psychology as well as the historical basis and evolution of critical issues facing psychologists. The two psychopathology courses (CPP 680 and CPP 683) review major theoretical models of abnormal behavior introducing the theoretical, clinical, and empirical knowledge and history of psychopathology and classification of mental disorders. All of the intervention courses (CPP 602, CPP 603, CPP 604, CPP 606, and CPP 621) are grounded in the larger field of the history of psychology (e.g., within CBT a discussion of the larger philosophical/historical questions about the nature of mind and free will provides an important backdrop). A particular focus of these courses is the theoretical foundations of each theory tracing the development of evidence-based practice in each domain. A comprehensive, broad, and general, coverage of the history and various systems of psychology occur in the formal capstone courses in this area, History, and Systems of Psychology (CPP 706). Knowledge is primarily assessed through students' performance in the CPP 706 course.

Scientific Bases of Psychology: Coverage of Biological Basis of Behavior is introduced in the first semester of the curriculum in Lifespan Development (CPP 601) which examines the biological aspects of human development and its relationship to psychological, social, cognitive, sexual, and linguistic issues as well as moral and spiritual aspects of human development from before birth through old age. Courses in Adult and Child/Adolescent Psychopathology (CPP 680 and CPP 683) examine the physiological underpinnings as well as the etiology of disordered behavior. The capstone course Biological Bases of Behavior (CPP 606) provides a comprehensive overview of brain-behavior relationships and the systemic function of the nervous system. Students are required to demonstrate a working knowledge of neuroanatomy relative to behavior, perception, and pathology and apply this knowledge base to clinically relevant issues. This is assessed through competency assignments evaluating the adequacy of students' research, professionally writing, and disseminating the results of their research through a formal class presentation on the physiological contributions to the psychological phenomenon under study. Knowledge and competence in the physiological bases of disordered behaviors and their application to clinically relevant issues is assessed through a variety of direct and indirect, internal and external measures. The Competency Examinations (CEC and CCE) associated with each of two yearlong practica require the demonstration of adequate knowledge of the biological bases underlying and explaining clinical cases.

Lifespan Development (CPP 601) introduces and reviews cognitive and emotional processes in the context of human development and primary course assignments require students to integrate these factors in their clinical observations of children and adolescents, as well as explain their role in the psychological development of an adult. The capstone course in Cognitive/Affective Basis of Behavior (CPP 609) focuses on developing a working knowledge of the current research and theoretical base in cognitive science focusing on integrating both cognitive and affective processes. Primary source articles required for the course emphasize how cognitive and affective processes interact in moderating human behavior. Review of relevant content also occurs in Practicum Seminars (CPP 701, CPP 702, CPP 703, and CPP 704) as clinical cases are discussed and presented as students are prepared for their competency examinations. Integration of cognitive and affective processes occurs in clinical case presentations in

practicum seminars and is externally evaluated by practicum supervisors as students apply this basic knowledge to the clients they are treating under supervision. An understanding of cognitive and affective processes is also monitored by supervisors in practicum. The competency examinations (CEC, CCE) also require knowledge and integration of cognitive/affective processes applied to a clinical case. The competency examination is evaluated by rubrics completed by faculty who review written and oral case presentations. Competency Examinations require the student to demonstrate the application of this basic content to clinical cases, accounting for such variables in their conceptualization of the case as well as their treatment planning and diagnosis.

Knowledge of social aspects of behavior is addressed in multiple courses. Social development and cross-cultural perspectives are initially presented and emphasized in Lifespan Development (CPP 601) with reference to application to clinical practice. Competence is further assessed using assignments requiring students to demonstrate knowledge and application of these principles. Competency in this area is also addressed in the diversity course (Assessment and Treatment of Diverse Population, (CPP 740)) where social psychological principles are applied clinically to individuals of different cultural backgrounds and individuals impact and are impacted by their social, cultural, economic, and political environments. This course focuses particularly on the application of social psychological principles, theory, and research to a clinical context. In addition to course grades, assignments assessing developmentally appropriate competency in this content area measure not only student knowledge of key theories and research in social psychology but also how students apply social psychological theories and concepts to clinical settings. Externally, practicum and internship supervisors rate students' preparation in this area.

Comprehensive coverage of human development occurs in the Lifespan Development course (CPP 601). Presentation of human development also occurs within the psychopathology courses (CPP 680, CPP 683). Further coverage of this area occurs in the Families and Couples Therapy course (CPP 621) with additional coverage in electives. In practicum seminars (CPP 701, CPP 702, CPP 703, CPP 704), the developmental aspects of behavior are integrated with case material. Students are required to pass the Lifespan Development course to progress to practicum. Students demonstrate an adequate understanding of developmental issues on competency examinations integrating these issues in clinical diagnosis and intervention cases. Practicum and internship supervisors evaluate students' preparation in this area.

Research and Quantitative Methods: Scientific inquiry is basic for all courses, and it is expected that students will be reading and critiquing primary source research articles in each class. In the Professionalization Seminar (CPP 711), students are introduced to the literature on evidence-based practice. Two required statistics and research methods courses (CPP 525, CPP 625) in the 1st year prepare students in research methodology requiring them to critically evaluate primary source articles that are required readings in each required course. These statistics and research methodology courses also teach students how to evaluate the literature on intervention efficacy. Students must successfully pass Statistics and Research method classes which assess their ability to review research and critically analyze it. Competencies required by capstone assignments evaluate students' achievement in learning this knowledge base. Successfully completing CPP 525 is required to begin work on the CRP. Students must also

have an approved CRP proposal prior to applying for an internship and complete the CRP prior to beginning the internship. The completed CRP is evaluated, via formal rubrics, by core faculty. In the psychopathology course, students examine and critique research articles in terms of both the types of analysis used as well as the research methodology. This is followed by the intervention courses (CPP 602, CPP 603, CPP 604, CPP 605, and CPPY 621), where the evidence bases of the intervention is addressed. In practicum seminars (CPP 701, CPP 702, CPP 703, CPP 704), research articles related to the efficacy of diagnostic processes, interventions, outcomes, and program measurement are presented and applied in case presentation. Students work with faculty mentors to apply this knowledge to the clinical research project (CRP). Additional support in designing and preparing to conduct research is available through a CRP proposal development course (CPP 599). In practicum and on internship students are expected to systematically evaluate the outcomes of their interventions using sound statistical and quantitative/qualitative methodology. Rubrics have been developed to evaluate competency in applying research skills in practicum settings, specifically in systematically evaluating the outcomes of their interventions. Practicum and internship supervisors rate students on their knowledge of interventions including using research/scientific knowledge and skills to plan treatment and evaluate treatment efficacy.

Initial coverage of psychometric principles occurs in the two statistics and research method courses (CPP 627, CPP 727). Psychometric theory and psychological measurement are also covered in assessment courses (CPP 673, CPP 737, CPP 738, and CPP 739). As part of the first assessment course (CPP 672; Cognitive Assessment) all students must take and pass a Psychometric Competency Examination demonstrating knowledge, understanding, and application of principles of measurement. The capstone course (Integrative Assessment; CPP 739) has an Assessment Competency Examination (ACE)) which students must pass. The ACE requires students to use their knowledge of psychological measurement to interpret and integrate multiple sources of psychological assessment and other data to create a professional quality psychological report. Practicum and internship supervisors evaluate students' facilities with psychological assessment and measurement overseeing test selection and interpretation as well as the adequacy of their knowledge of measurement principles.

Advanced integrative knowledge of scientific bases: There are multiple areas throughout the curriculum where integration of the knowledge of scientific bases is required. For example, the capstone course in Cognitive/Affective Basis of Behavior (CPP 609) focuses on developing a working knowledge of the current research, and the theoretical base in cognitive science focuses on integrating both cognitive and affective processes. Primary sources articles required for the course emphasize how cognitive and affective processes interact in moderating human behavior. Similarly, Lifespan Development (CPP 601) reviews biological, cognitive, and emotional processes, social, linguistic, spiritual, and moral processes in the context of human development. Primary course assignments in all capstone courses require students to integrate the knowledge of the scientific bases into their clinical observations of individuals to explain their role in psychological development and functioning. Child/Adolescent and Adult Psychopathology (CPP 680 and CPP 683) teach students to integrate this knowledge in formulating diagnostic hypotheses and treatment planning including using the knowledge of scientific bases for appropriate and adequate service delivery. Competency examinations both diagnostic and intervention, involve both written and oral presentations of a case that require comprehensive

application and integration of the scientific knowledge base to demonstrate competency in clinical service delivery.

ADMINISTRATIVE LEADERSHIP		
Pamela Powell, COE Associate Dean Associate Professor Arizona Licensed Psychologist Certified School Psychologist	EdD, 1996	Educational Psychology- School Psychology Northern Arizona University
Robert A. Horn EPS Department Chair Associate Professor	PhD, 2004	Education Psychology and Research University of Memphis
Ramona Mellot, COE Dean Professor Arizona Licensed Psychologist	PhD, 1991	Counseling Psychology University of Southern Mississippi, Hattiesburg
Frederick S. Wechsler, Clinical Psychology Program Director and Professor of Practice Arizona Licensed Psychologist	Phd, 1979; Psy.D. 1989	University of Georgia Wright State University

ADMISSION TO THE PROGRAM

This Clinical Psychology Psy.D. Program is only offered at Northern Arizona University's North Valley campus in Phoenix.

ADMISSION DEADLINES

Completed application files are reviewed and admission decisions are made during one cycle each year. All application materials must be submitted to the Graduate College online application by May 15th to be reviewed for entrance in the subsequent academic year.

Admission decisions are made by the 15th of May and students receive notification of this decision electronically. It is the student's responsibility to ensure that their application file is complete. Incomplete files are not reviewed.

ADMISSION APPLICATION REQUIREMENTS

NAU Graduate Online Application is required for all programs. Details on admission requirements are included in the online application. For details on graduate admission policies, please visit the Graduate Admission Policy.

Completion of a bachelor's degree from a regionally accredited institution in psychology, education, or closely related field*; or a Master's degree in Psychology
- Transcripts

- Undergraduate Grade Point Average (GPA) of 3.00 (scale is 4.00= "A"), or the equivalent. Graduate GPA from a completed Master's degree of 3.25.
- 3 letters of recommendation with at least two from faculty
- Responses to specific essay questions
- Interview
- Note: The Clinical Psychology Psy.D. program at Northern Arizona University requires applicants to successfully complete, with a "B" or better, five undergraduate courses that serve as a basic foundation for course work in clinical psychology. Several of these courses serve as direct prerequisites to the Clinical Psychology courses. The following three courses are required:
  - * Introduction to psychology or general psychology
  - Abnormal, psychopathology, or maladaptive behavior
  - Statistics or research methods

Two additional courses in the field of psychology must also be completed.

Students must complete foundation courses before they matriculate in the Psy.D. in Clinical Psychology degree program.

*This course may be waived if the applicant has completed a Bachelor's or Master's degree in Psychology.

The Clinical Psychology program follows academic degree and admission policies, including general recruitment/admission and recruitment of students who are diverse. The following university policies are adhered to by the program.
- Graduate Admission Policy: https://nau.edu/graduate-college/admissions/
- Eligibility for Graduate Study at NAU: https://nau.edu/graduate-college/admissions/#Eligibility-Graduate-Study
- Graduate Recruitment at NAU: https://nau.edu/graduate-college/

APPLICATION REVIEW PROCESS

The materials in the applicant file is evaluated by faculty using an objective, multi-criteria system. Points are assigned for each application using the following weighted percentage associated with each criterion:
- 40% Academic Aptitude for Graduate Study (GPA)
- 10% Essay Response (autobiographical and professional interest questions*)
- 10% Work-Related Experiences (relevant paid and volunteer work)
- 10% Potential to Contribute to Profession and Program (professional activities and letters of recommendation)
- 30% Goodness of Fit to the Program (areas of focus congruence, fit to College of Education mission, and professional Characteristics)

*Essay Question/Personal Statement
1. What are your long-term professional career goals? *Please be sure to address the following components in your response.*

a. How will this Clinical Psychology program, which trains students to address behavioral health needs through the application of research and practice, help you to achieve those goals?
b. How have your background and experiences shaped your long-term goals?
c. What got you interested in a career in psychology to begin with?
d. Describe yourself indicating your strengths and areas that you want to further develop.
2. Describe your experiences with diversity and how these experiences may have impacted you as a person and your decision to pursue this program at NAU.
3. Describe your theoretical and research interests.

Each applicant is ranked within the applicant pool after points have been assigned. *Highly-ranked candidates will be invited to participate in interviews.* Interviews will generally be held shortly after the completed application.

All applicants will be informed approximately two weeks in advance of the interview date. In-person interviews are preferred though applicants who are out of state may be done through video conferencing or telephone calls. In-person interviews are extensive being 4-6 hours duration and involve an overview of the program, interviews by faculty, participating in a group interview led by two additional faculty, a meeting with students, attendance at a colloquium on a topic relevant to clinical psychology or diversity and a wrap-up to answer any remaining questions about the program.

REQUIREMENTS FOR ADMITTED STUDENTS

Individuals who are offered admission and accept the program offer must begin the program during the subsequent fall semester. In general, individuals unable to begin at this time must re-apply to the program. Deferred enrollment is offered in rare circumstances. The core faculty will consider each request for deferred enrollment individually.

Arizona state law requires that persons who engage with minors or vulnerable adult populations have an IVP Fingerprint Clearance Card from the Arizona Department of Public Safety. That requirement applies to graduate students in practical psychology experiences as well. Admitted students will need the Identity Verified Fingerprint Clearance Card (IVP card) by the state of the fall semester. You may request a packet directly from the DPS by either calling 602.223.22.29 or faxing your request to 602.223.2947. Office hours are Monday through Friday from 8:00 a.m. to 5:00 p.m. If you are in-state, you may complete the online application and get digital fingerprints at a contracted Field Print site within Arizona. The link to the agency that provides the fingerprint clearance is: https://www.azdps.gov/services/public/fingerprint

TIME EXPECTATION AND LIMITS

The time limits and residency is articulated in the Graduate College Policy REQUIREMENTS FOR DOCTORAL DEGREE: PSY.D. Policy Number: 200344

The doctoral degree requires a minimum of four full-time academic years of graduate study plus a fifth year of internship prior to receiving the doctoral degree. Students complete the four

academic training years within the NAU program. Most students are expected to complete the program within five years of matriculation.

After admission to the program, all degree requirements must be completed within seven years for those entering with either a bachelor's or master's degree. Students requested for extending this deadline must be submitted to the CRP chair and the department faculty for their consideration. The Graduate College then makes final decisions regarding such extension.

RESIDENCY REQUIREMENTS

The purpose of the residence requirements is to provide the doctoral student with an intensive academic experience including opportunities for interaction with the resident faculty as well as other graduate students. This time should be devoted to scholarly study, development of clinical skills, research, writing, and professional activities, which advance each individual's academic program. Residency promoted student development of the attitudes, values, vocabulary, and comportment expected for the role of a psychologist through professional socialization. Residency allows program faculty to provide mentorship and evaluate competencies and comportment expected of doctoral students.

The purpose of doctoral residency requirements is to provide students with opportunities to attend on-campus conferences, presentations, and seminars, and to personally interact with resident faculty and other graduate students. If you work full-time, you cannot satisfy this residency requirement.

To make this possible, students must agree to remain free from outside activities that would detract from their scholarly study, clinical development, and other kinds of professional activities that further the program of study.

Students in the clinical psychology doctoral program must satisfy the residency requirement by completing a minimum of two consecutive semesters (1 year continuous) of full-time residency. **The residency requirement must be met by attending during the fall and spring semesters.** The departmental resident requirements are more specific than the graduate College Policy REQUIREMENTS FOR DOCTORAL DEGREE: PHD Policy Number: 100805

The doctoral program in clinical psychology at NAU is designed to enable full-time students to complete the program in five years. Full-time enrolled students attend for three full-time academic years that are dedicated to their graduate studies, including two years of practicum training during the second and the third academic years. The fourth academic year allows students to complete advanced elective courses, elect to take an advanced practicum, and complete a doctoral thesis, the Clinical Research Project (CRP). The fifth academic year is devoted to an internship in clinical psychology.

The Clinical Psychology Psy.D. Program conforms to the NAU Graduate College Transfer Policy: TRANSFER CREDIT-GRADUATE STUDENTS Policy Number: 100336.

"Students are permitted to request that a limited number of previously completed courses (up to 30 credit units) be transferred into the Clinical Psychology Psy.D. program at NAU. Students

must still complete a minimum of 2 years (68 credits) of academic training at NAU, at least 1 year of which must be full-time residence. These students must also complete all competency assessments required by the program. Generally, students requesting transfer of a course must present to their advisor the transcript and syllabi for the course they wish to have considered for transfer. These documents are forwarded to the Program Director who presents them to the core faculty member who teaches the course(s) to recommend approval of the transfer only if there is substantial equivalency evidenced by a thorough review of the syllabus and only if the course has been taken in most instances within the previous five years. The student must then follow the policy and procedure as outlined in the Graduate College policy noted below, including completion of the Petition for Transfer Credit form that requires advisor, Department Chair/Training Director, and Graduate College approval.

The Clinical Psychology Psy.D. Program conforms to the NAU Graduate College Transfer Policy: TRANSFER CREDIT-GRADUATE STUDENTS Policy Number: 100336.

Doctoral practica and internship, and other doctoral courses specific to the training philosophy of this program cannot be transferred from schools outside the NAU system (Appendix I.C.2.3 Graduate Catalog, Transfer of Courses). Students who wish to transfer foundational knowledge must take and pass a discipline specific knowledge examination to demonstrate a substantial understanding of the discipline specific knowledge area. Students who do not pass this examination must retake the course to demonstrate a minimum level of achievement in those foundation knowledge areas.

Doctoral Degrees
For Doctoral students, the transfer credit should be noted on the plan of study and communicated to the graduation coordinator in Graduate College. Transfer credit should be completed well before the student completes their first year of the program.

CONTINUOUS GRADUATE REGISTRATION

Continuous Enrollment is specified by the Graduate College Policy 100326: In sum, students enrolled in a Doctoral degree program are expected to be continuously enrolled each Fall and Spring term until all requirements for the degree have been fulfilled. For details on the complete policy, please see the Graduate College Policy: https://nau.edu/graduate-college/forms/

GRADUATION REQUIREMENTS

Students who are admitted into the Psy.D. in Clinical Psychology degree program will be responsible for completing the program requirements that are in effect at the time of their admission. The school retains the right to modify these requirements in accordance with the demands of the profession of psychology.

To be eligible for awarding of the Psy.D. in Clinical Psychology Degree, students must meet the following requirements:

- A total of 101 credits hours which include:
  - 2 credit hours of Professionalization Group
  - 69 credit hours of required coursework (all required courses are 3 credit hours)
    - Basic Science/Psychology Foundations
    - Statistics and Research Methods
    - Ethics and Professional Conduct
    - Psychopathology
    - Assessment
    - Clinical Intervention and Psychotherapy
    - Consultation and Supervision
  - 12 credit hours of elective coursework, including at least 3 credit hours in advanced interventions and 3 credit hours in special populations.
  - 12 credit hours of practicum and practicum seminars, in the two years of required practicum.
  - 3 credit hours of Clinical Research Project (CRP)
  - 3 credits of Internship
- Successful completion of the Clinical Evaluation Competency
- Successful completion of the Clinical Comprehensive Examination
- Grade point average of at least 3.0 on a scale of 4.0, and a grade of "B" or better in all required courses
- Completion of the Clinical Research Project
- Successful completion of full year internship
- Completion of all degree requirements within a maximum time frame of seven years, with all coursework and practicum completed by the end of the fifth year
- A completed Petition to Graduate submitted to campus administration

PROGRAM REQUIREMENTS

Students enrolled in the Psy.D. in Clinical Psychology degree Northern Arizona University are required to satisfactorily complete 101 credit hours distributed as follows: assessment requirements, 15 credit hours; clinical intervention and psychotherapy requirements, 21 credit hours; consultation and supervision requirements, 3 credit hours; elective requirements, 12 credit hours; ethics and professional conduct requirements, 5 credit hours; human development requirements, 3 credit hours; psychology foundation; basic science/psychology requirements, 15 credit hours; psychopathology requirements, 6 credit hours; statistics and research methods requirements, 6 credit hours; practicum and practicum seminar requirements, 12 credit hours; and clinical research project requirements, 3 credit hours.

PROFESSIONALIZATION GROUP REQUIREMENTS

During the first year, students participate in weekly Professionalization Groups that focus on topics related to professional psychology. Through reading and discussion led by a faculty member, students can develop a professional identity and become familiar with current issues in clinical psychology. The groups are designed to provide a comfortable environment where students can freely exchange concerts, questions, and issues relevant to their studies and future careers. The faculty member who leads the student's Professionalization Group also serves as his/her academic advisor.

To request a change of advisor, the student must first talk with their current advisor about changing advisors. Following that conversation, the student must talk with the advisor they would like to select. Following these conversations with the current advisor and the advisor they would like to select, the student must write a simple request to the Program Director (Dr. Wechsler) Frederick.wechsler@nau.edu that will be brought to the faculty for discussion and decision. Following faculty approval, the advisor will be switched, and the student will be notified.

TIME PARAMETERS TO COMPLETE THE DEGREE

Students who are admitted to a Psy.D. program with an earned master's degree have seven years to complete all requirements for the doctoral degree. The seven years start with the first semester of doctoral study at Northern Arizona University. If students do not complete the degree in seven years, they may petition the Graduate College for one extension of this time limit.

GRADE POINT AVERAGE, C GRADES, AND F IN P/F COURSES

The department of Educational Psychology adheres to the grade point average guidelines established through the NAU Graduate College. If you are working toward a degree, you must maintain a 3.0 or higher grade point average for all courses taken and for all courses required in your plan. All courses in the Clinical Psychology Psy.D. Program of Studies must be completed with A or B or Passing (P) grades. Earning a grade below B (or an F in P/F class) in any of the program courses will require the student to retake the course.

A grade below C does not earn graduate credit. See GPA (GRADE POINT AVERAGE) REQUIREMENTS FOR GRADUATE STUDENTS Policy Number: 100407

Admission to a program may be denied or revoked for any graduate student who received unsatisfactory grades. If a student has more than six units of graduate work with a grade of C or below, they cannot continue in their doctoral plan, regardless of their grade point average. Students in this situation will meet with their advisors to develop a Professional Growth Plan to address the situation. Graduate College Policies that may be helpful: COURSE REPEAT, GRADUATE Policy Number 100318

At the time of graduation, if a student has earned a cumulative grade point average of at least 3.9 for all courses taken at NAU on their plan of study, we recognize them with the notation "with distinction" on their transcript.

PROGRAM MEETINGS

Program student meetings will be held at the beginning of the fall and spring semesters and as needed during the academic year. Program student meetings are an opportunity to provide relevant program information, obtain student feedback, address concerns, and provide additional training and information. At least once annually (usually towards the end of the academic year) students receive written feedback on their progress in the program including feedback. Additionally, the program may conduct focus groups and surveys with current students to assess student-faculty relations through periodic departmental meetings. Information from these surveys is reviewed by the program faculty and changes beneficial to the program and students are implemented.

COLLEGE OF EDUCATION RESEARCH COLLOQUIA

College of Education Research Colloquia offers students an opportunity to learn about research in multiple areas of psychology. The colloquia offers opportunities for students to meet faculty researchers and learn about other students' research projects as well as present their own collaborators. Colloquia are organized and scheduled monthly by the COE Doctoral Student Organization with faculty support. Clinical Psychology Doctoral students are expected to attend colloquia and also present their qualifying research projects in this forum at least once as the project nears completion.

CURRICULUM OVERVIEW

Our doctoral program reflects a training curriculum that is sequential, cumulative, and graded in complexity for both clinical skills and research applications. The program is designed to prepare students for culminating internship and CRP experiences. Students are expected to gain essential skills in clinical psychology by taking courses that reflect common knowledge across profession-wide competencies and discipline specific knowledge and by taking courses that train specific aspects of clinical psychology. In addition, students may also take elective courses in clinical psychology and gain additional clinical and research experience in settings related to one or both areas. The program has established one overarching program aim realized by supporting students to develop nine profession-wide competencies that are operationalized

through one or more specific course objectives reflecting specific knowledge, skills, and attitudes. These competencies and related course objectives are regularly assessed and are consistent with the program's mission and goals of providing quality education in the practitioner-scholar model. The relationship between the competencies and outcomes is further operationalized through the application of specific tasks measuring foundational skills necessary for competent practice. In addition, each required course addresses and evaluates the achievement of multiple profession-wide competencies. NAU's clinical psychology doctoral program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies that drive the preparation and evaluation of students as well as support evaluation of the program. Goals and objectives are addressed across all levels of the program. Competencies are measured as specified in our curriculum and assessment maps in Appendix H.

The course sequence begins with essential foundational theoretical knowledge and skills in clinical psychology. First year courses immerse students in an orientation to the field and foundational knowledge, professional ethics, identity development, social justice advocacy, assessment, intervention, and the practitioner-scholar orientation. Courses integrate instruction with practical field experiences when appropriate so that students are guided to utilize science in practice from the outset. For example,
- Students participate in classroom learning about processes of diagnosis, assessment, and intervention and they also participate in practical lab activities to develop those applied skills under faculty supervision.
- Early courses integrate guided evidence-based intervention and assessment methods in signature assignments embedded in practica and other courses.

Assessment courses and helping skills courses build over the curriculum and sequenced experiences. This early training and experiential sequence lead to preparedness for initial practicum experiences with real clients in the second year of the program and under close supervision of licensed psychologists supervisors, and field and university faculty supervisors. As students master basic competencies, they are given more complex practical experiences and are guided to develop supervision skills in doctoral practicum in the third and fourth years.

Students are also engaged in research skills beginning in the first year. They are guided in the qualifying research project that is faculty-mentored to facilitate beginning research skills development with searching, reading, and synthesizing research to develop a comprehensive review or research proposal or to participate in research study development or analysis. The goal of the qualifying research project is for the students to move into more independent activities within a data collection research project and begin thinking about their CRP projects.

Students are assessed on both foundational knowledge and practical skills at multiple levels of the program. In addition to monitoring student progress through course grades, acquisition of foundational skills assessed through benchmark evaluations and key examinations. The Readiness for Practicum Evaluation Form (see Appendix D) completed by faculty informs the Clinical Training Committee, advisor, and student of readiness for practical engagement with real clients. Doctoral practicum allows students to work with more complex case situations as

well as to learn and apply clinical supervision practices with beginning doctoral students. The end-of-year Supervisory Evaluation of Competence Evaluation Form (see Appendix E) is completed by the field supervisor for students at the doctoral practicum level and informs the Clinical Training Committee, advisor, and student of readiness for doctoral-level internship experience.

Additionally, as students successfully complete discipline-specific knowledge courses at NAU, they demonstrate discipline-specific knowledge in the areas of tests and measurement, human development, biological, cognitive, social, and affective bases of behavior, individual differences and psychopathology, and research psychometrics. Students whose courses are approved for transfer are also required to demonstrate graduate-level competence through successful completion of the Clinical Competency Examinations (ACE, CEC, and CCE) and oral defense of their CRP. Successful completion of the doctoral competency examinations and CRP qualifies a student to proceed with internship. Readiness for entry-level independent practice is evaluated using either the accredited internship site's field practice evaluation forms and/or the *Internship Supervisor Evaluation of Competence* (see Appendix F) evaluation tool.

CURRICULUM PLAN

Please be aware that the necessary coursework for this plan is only available at Northern Arizona University-North Valley Campus. The official Program of Study form is housed on the Graduate College site: https://nau.edu/graduate-college/programs-of-study/

REQUIREMENTS OF THE CLINICAL PSYCHOLOGY PSY.D. PROGRAM

Our program requirements are consistent with the Graduate College Policy: REQUIREMENTS FOR DOCTORAL DEGREE: PHD Policy Number: 100805

Advisors support students to adhere to the COURSE LOADS AND OVERLOADS, GRADUATE Policy Number: 100324

Take the following 101 units (*Each course is 3 units, unless otherwise specified*):

NORTHERN ARIZONA UNIVERSITY

College of Education

**Clinical Psychology, Doctor of Psychology
(Psy.D.) Department of Educational Psychology**
PROGRAM OF STUDY

STUDENT INFORMATION

Name:	NAU ID:
NAU Email Address:	Phone Number:
Term of Admission:	Expected Graduation Term/Year:
Advisor:	Required Credits for Degree Program: 101

I.   Assessment (13 units required):

Course	Course Title	Replacement Course	Semester	Year	Units	Grade	T/P/I/A**
CPP 673	Intellectual and Cognitive Assessment						
CPP 737	Objective Personality Assessment						
CPP 738	Projective Personality Assessment						
CPP 739	Integrative Assessment						

II.   Clinical Intervention and Psychotherapy (24 units required):

Course	Course Title	Replacement Course	Semester	Year	Units	Grade	T/P/I/A**
CPP 602	Person-Centered Experiential Theory and						

Course	Course Title	Replacement Course	Semester	Year	Units	Grade	T/P/I/A**
	Therapy						
CPP 603	Cognitive Behavioral Theory and Therapy						
CPP 604	Psychodynamic Theory and Therapy						
CPP 605	Group Psychotherapy						
CPP 621	Marriage, Couple, and Family Counseling						
CPP 700	Basic Assessment and Intervention Skills						
CPP 736	Clinical Psychopharmacology						
CPP 740	Issues in Assessment and Treatment of Diverse Populations						

III.   Consultation and Supervision (3 units required)

Course	Course Title	Replacement Course	Semester	Year	Units	Grade	T/P/I/A**
CPP 735	Consultation and Supervision						

IV.   Ethics and Professional Conduct (5 units required):

Course	Course Title	Replacement Course	Semester	Year	Units	Grade	T/P/I/A**
CPP 670	Professional Ethics, Legal Standards, and Responsibilities						
CPP 711	Professionalization Group I						
CPP 712	Professionalization Group II						

V.   Human Development (3 units required):

Course	Course Title	Replacement Course	Semester	Year	Units	Grade	T/P/I/A**

Course	Course Title	Replacement Course	Semester	Year	Units	Grade	T/P/I/A**
CPP 601	Lifespan Development						

VI. Psychological Foundations, Basic Science/ Psychology (12 units required):

Course	Course Title	Replacement Course	Semester	Year	Units	Grade	T/P/I/A**
CPP 606	Physiological Psychology						
CPP 609	Cognition and Affect						
CPP 706	History and Systems of Psychology						
CPP 708	Social Bases of Behavior						

VII. Psychopathology (6 units required):

Course	Course Title	Replacement Course	Semester	Year	Units	Grade	T/P/I/A**
CPP 680	Psychopathology and Diagnosis						
CPP 683	Child and Adolescent Psychopathology						

VIII. Statistics and Research Methods (6 units required):

Course	Course Title	Replacement Course	Semester	Year	Units	Grade	T/P/I/A**
CPP 627	Statistics and Research Methods I						
CPP 727	Statistics and Research Methods II						

IX. Clinical Psychology Practicum (12 units required):

Course	Course Title	Replacement Course	Semester	Year	Units	Grade	T/P/I/A**
CPP 701	Clinical Psychology Practicum I						
CPP 702	Clinical Psychology						

Course	Course Title	Replacement Course	Semester	Year	Units	Grade	T/P/I/A**
	Practicum II						
CPP 703	Clinical Psychology Practicum III						
CPP 704	Clinical Psychology Practicum IV						

X.   Clinical Research Project (3 units required):

Course	Course Title	Replacement Course	Semester	Year	Units	Grade	T/P/I/A**
CPP 789	Clinical Research Project						

XI.   Internship (2 units required):

Course	Course Title	Replacement Course	Semester	Year	Units	Grade	T/P/I/A**
CPP 796	Clinical Psychology Doctoral Internship (2 credits)						

XII.   Electives (12 units required, each course is 3 credits- Advisor approval required):

Course	Course Title	Replacement Course	Semester	Year	Units	Grade	T/P/I/A**

ADDITIONAL INFORMATION

Each course is 3 units unless otherwise specified. All courses require a grade A or B or Passing (P).

College of Education

RECOMMENDED SEQUENCE OF COURSES

YEAR ONE

Fall	Spring	Summer
CPP 601 Lifespan Development (3)	**CPP 602** Person-Centered and Experimental Theory and Therapy (3)	**CPP 700** Basic Assessment and Intervention Skills (3)
CPP 673 Cognitive Assessment (3)	**CPP 683** Child and Adolescent Psychopathology (3)	**CPP 664** Test and Measurements (3)
CPP 680 Psychopathology and Diagnosis (3)	**CPP 737** Objective Personality Assessment (3)	
CPP 711 Professionalization Group (1)	**CPP 712** Professionalization Group (1)	

YEAR TWO

Fall	Spring	Summer
CPP 670 Professional Issues: Ethics, Conduct and Law (3)	**CPP 603** Cognitive Behavioral Theory and Therapy (3)	**CPP 621** Family and Couples Therapy (3)
CPP 738 Projective Personality Assessment (3)	**CPP 739** Integrative Assessment (3)	
CPP 627 Statistics and Research Methods I (3)	**CPP 727** Statistics and Research Methods II (3)	
CPP 701 Practicum I (1-3)	**CPP 702** Practicum II (1-3)	

YEAR THREE

Fall	Spring	Summer
CPP 789 Clinical Research Project (1)	**CPP 609** Cognitive and Affective Processes (3)	**CPP 605** Group Psychotherapy (3)
CPP 740 Issues in the Assessment and Treatment of Diverse Populations (3)	**CPP 604** Psychodynamic Psychotherapy (3)	**CPP** Clinical Elective 2 (3)
CPP Clinical Elective 1 (3)	**CPP 789** Clinical Research Project (1)	
CPP 703 Practicum III (1-3)	**CPP 704** Practicum IV (1-3)	

YEAR FOUR

Fall	Spring	Summer
CPP 708 Social Psychology (3)	**CPP** Clinical Elective 4 (3)	**CPP 706** History and Systems (3)
CPP 606 Physiological Psychology (3)	**CPP 736** Clinical Psychopharmacology (3)	
CPP Clinical Elective 3 (3)	**CPP 735** Consultation and Supervision (3)	

YEAR FIVE

Fall	Spring	Summer
CPP 769 Internship	**CPP 769** Internship	**CPP 769** Internship

DEVELOPMENT OF KNOWLEDGE AND SKILLS TO WORK WITH DIVERSE POPULATIONS

The Clinical Psychology Psy.D. Program is strongly committed to promoting appreciation for and skills in working with cultural and individual diversity. The program's emphasis on diversity and integrated healthcare, trains students to consider the role of culture and environment in mental and emotional health in assessment and intervention.

Northern Arizona University promotes global engagement and the College of Education and Department of Educational Psychology collaborate with the University Center for International Education to develop graduate experiences in global cultures and host international faculty and graduate students. Recent foci of the international programs have included China, Italy, and Western Europe.

The program's commitment to diversity and international engagement is incorporated into the Psy.D. curriculum in terms of class readings, assignments, and clinical training across courses at various levels of knowledge and skill development. Diversity issues are infused throughout the courses in the curriculum; the syllabi document coverage of this topic within courses. Comprehensive coverage of this issue is provided in the diversity course (CPP 740; elements iii-a, iii-b, iii-c, iii-d). Issues in the Assessment and Treatment of Diverse Populations (CPP 740) provide an in-depth review and reinforcement of how personal history/biases affect relations with others and require that students integrate this understanding into professional roles (element iii-a). CPP 7340 also offers a comprehensive and detailed study of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service (element iii-b). In the practicum seminars, relevant diversity issues are discussed in the presentation of clinical cases (iii-c). Intervention and Assessment courses require students to account for and integrate diversity knowledge and skill in developing and treating individuals and interpreting their test results (iii-c). Practicum and internship supervisors rate students' diversity competence (iii-c, iii-d) in applied clinical work. The practicum training component of the program offers a range of opportunities through which students become prepared to work with diverse populations. This majority of practicum sites predominantly serve clients who represent diversity. All students complete practicum which involves providing psychological services to underserved and underrepresented populations. Competency examinations (CEC, CCE) require students to address diversity variables in their clinical work samples (iii-c). All comprehensive examinations require students to address diverse variables that may be relevant to the particular case formulation as well as the individual client context. Students are required to demonstrate theoretical and empirical knowledge of relevant diversity issues and integrate them with the clinical material. CRPs address diversity issues in research.

NAU has implemented a coherent plan to ensure that all students are educated about diversity issues and their relationship to the practice of professional psychology. The curriculum, as outlined, strives to enhance awareness and sensitivity among all students with respect to diversity, providing students with the necessary theoretical and conceptual

underpinnings that can later be integrated into their experiences with diverse groups. The program ingrains coverage of diversity across the curriculum so that students are taught the necessary skills and competencies with an emphasis on valuing diversity and exploring the cultural context of behavior in most courses. Specifically, the following diversity objectives are integrated in most courses across the curriculum: a) Self-awareness and sensitivity to the diversity of others; b) Acquisition of knowledge about diversity including but not limited to racial/ethnic, socio-cultural/socioeconomic, gender, national origin/immigrant status, affectional orientation, religious/spiritual, and physical ability groups; c) Development of inquiry skills and methods of understanding diversity issues within their socio-historical contexts; d) Student consideration and evaluation of the limitations and applicability of different theoretical orientations as they pertain to diverse groups; e) Development of treatment approaches that are culturally responsive and incorporate the clients' worldview; and f) Awareness of applicability and limitations of standardized testing instruments with diverse groups.

Integration of diversity and ethics: Both diversity issues and ethics are addressed within courses that specifically focus on these areas (CPP 740: Issues in the Assessment and Treatment of Diverse Populations, and CPP 670: Professional Issues: Ethics, Conduct, and Law). However, our faculty felt that sensitivity to diversity issues and an awareness of ethical conduct are of such importance that they need to be addressed and included within every course in the curriculum. The Academic Affairs Committee/Program Director reviews all course syllabi to ensure that diversity and ethics are part of a course's objective and content.

Specifically, the appreciation of the significance of diversity for the effective functioning of professional psychologists is such that there is a commitment to integrate it throughout the curriculum of NAU. The fundamental need to explore and become sensitive to diversity issues is discussed in virtually every course and seminar. Required coursework and seminars provide opportunities for students to explore cultural and individual differences and to examine their personal assumptions and attitudes. For example, in the 1st year of Adult Psychopathology (CPP 680) students are instructed as to the manner in which both symptoms and perception of psychopathology are affected by diverse characteristics such as race, gender, age, and cultural background. Practicum training in multicultural settings and with underserved populations enhances the trainees' skills and attitudes in these areas and encourages further self-exploration. Our students may also choose to complete a concentration in the area of diversity.

Issues related to the ethical professional practice of psychology permeate courses and experiences in the program. The ethical issues explored are tailored to match the content of the specific courses. Additionally, most of the issues discussed within the practicum seminars deal with the standards of practice and their ethical implications. The two-semester sequence of Statistics and Research Methods (CPP 627 and CPP 727) provides knowledge and direction in the relevant ethical and professional standards for human research and scholarly inquiry. Within the assessment course, there is coverage of assessment-related ethical issues (e.g., the release of data and test stimuli, informed consent, obsolete instruments). Coupled with the infusion of ethics, there are two places where our profession's ethical code and practice standards are formally presented to our students. The first occurs during the initial semester of the Professionalization Group (CPP 711), and the second occurs during the 2nd year in the Professional Issues: Ethics, Conduct, and Law (CPP 670) course. These two courses in some

ways bookend our students' experiences, with the first providing an introduction to the area needed to begin the training required of clinical psychologists and the second a broad and in-depth coverage of the area needed for future practice. Students' attainment of the necessary level of competency in this area is measured on the competency exams and from the reports of site supervisors.

PRACTICUM EXPERIENCES

Doctoral students engage in two-year-long practica that include a diverse array of clients with ages ranging from birth to 90 years of age. All practicum experiences are supervised professional experiences that are faculty-directed, organized, sequential series of supervised experiences that increase in complexity, followed required coursework for each experience, and ultimately prepare a student for internship.

The practice is designed to provide opportunities for students to gain clinical field training by working under supervision provided by a licensed psychologist with a clinical population in a behavioral health delivery system. Practica is an essential part of clinical training, and all students are required to participate in two years of practicum experience, typically during their second and third years of study. During each year of practicum, students participate in a practicum seminar.

Psy.D. in Clinical Psychology degree program students are usually assigned to interview at a practicum site the year prior to undertaking the experience. Site supervisors decide who they accept. Each practicum requires a minimum of 500 hours (approximately 16-20 hours per week) of clinical training. One-half of the practicum hours should be in direct client contact. The practicum/practicum seminar carries 1-3 credit hours per semester, or 6 credit hours per academic year (see course listing above).

Practicum sites require placement for approximately twelve months. All Clinical Psychology students at Northern Arizona University enrolled in practicum meet in a weekly, ninety-minute, year-long practicum seminar led by a core faculty member. A practicum may not be done in a student's place of employment, nor are practica requirements waived.

All students placed on practicum are covered by professional liability insurance, purchased through the school. This coverage is mandatory even if the student is otherwise insured. Students are strongly encouraged to purchase their own professional liability insurance in addition to the school policy. Student rates are extremely affordable.

Students are expected to demonstrate mastery of the necessary psychological knowledge base, learn basic clinical assessment and intervention skills, and demonstrate appropriate professional attitudes throughout the practicum. Evaluation of student progress will be based on these domains.

Students may not register for two practica simultaneously. Students may not repeat any practicum site for a second year, except as advanced practicum, in which case, it cannot be

substituted for an elective course. Students may not register for practicum seminars for a second year with the same practicum seminar instructor.

PRACTICUM ELIGIBILITY REQUIREMENTS

All students who enter the practicum application process must be in good academic standing, be enrolled in the doctoral program, have a minimum GPA of 3.0 (on a scale of 4.0) and have completed all of the practicum prerequisite courses. Students must demonstrate the readiness to assume professional roles and interact appropriately with clients. Personal adjustment issues, interpersonal difficulties, poor communication skills, or other behavioral problems may reflect on a student's ability to interact with clients in a competent and ethical manner. Students on probation are not eligible to make applications to practicum or to begin practicum. Students placed on probation during practicum must petition the Director of Clinical Training regarding their eligibility to continue practicum. Students may be evaluated for practicum readiness by faculty and/or the Clinical Training Committee (CTC) using a variety of methods, for example, a practicum readiness exam, and/or a formal student review process. If a student is deemed not ready for Practicum, the CTC will develop a remediation plan in conjunction with the student-focused on preparing the student for practicum readiness.

To be eligible for Practicum I, a student must have successfully completed (or transferred, if applicable) the following courses:

PRACTICUM PREREQUISITES

- Lifespan Development
- Professionalization Group
- Child and Adolescent Psychopathology
- Cognitive Assessment
- Objective Personality Assessment
- Adult Psychopathology
- Person-Centered and Experiential Theory and Therapy
- Basic Assessment and Intervention Skills

To be eligible for Practicum III, the second year of practicum, students must have fulfilled the following requirements:

- Successful completion of the CEC
- Successful completion of Practicum I and Practicum II
- Be in good academic standing

The first two practica, CPP 701 Practicum I and CPP 702 Practicum II, occur during the second year of training for students entering the program. The second two practica experiences, CPP 703 Practicum III and CPP 704 Practicum IV may be taken following successful completion of the first year of practica and completion of the Clinical Evaluation Competency.

In preparation for their first practicum, students complete at least six courses and two semesters of Professionalization Group. The Professionalization Group orients students to

professional issues (including ethical and legal issues necessary for students' training experiences) and exposes students to the importance of the integration of assessment and intervention, evidence-based practice, and accountability of treatment. During the seminar, students receive an orientation to practicum requirements, policies, and procedures from the training department as well as a copy of the *Clinical Training Manual*. The eighth courses required prior to practicum include Professionalization Group, two courses in psychopathology (Adult Psychopathology CPP 680 and Child and Adolescent Psychopathology CPP 683), two courses in the assessment sequence (Cognitive Assessment CPP 673 and Objective Personality Assessment CPP 737) as well as Lifespan Development (CPP 601), a therapy course that covers the evidence base for basic therapeutic intervention (Person-Centered and Experiential Theory and Therapy; CPP 602), and a course providing a pre-practicum review of necessary foundational skills needed for successful performance on practicum (Basic Assessment and Intervention Skills CPP 700). These courses address the knowledge base and competencies in assessment, intervention and relationship, and foundations of clinical psychology needed for students to work effectively with clinical populations in their first practicum.

During the first practicum, students further develop skills in diagnostic interviewing, case formulation, integration of assessment and intervention, and evaluation of the effectiveness of interventions. Two courses in scientific inquiry emphasize strategies for clinical research and the evaluation of relevant empirical literature. The second-year curriculum includes two-course in theory and intervention from additional theoretical orientations; the students also complete an additional course in professional ethics and conduct. Students must pass the Clinical Evaluation Competency examination to advance in the program towards the end of the first practicum year.

The second practicum further refines assessment, intervention, and relationship skills for diverse populations. The third-year curriculum includes courses in the assessment and treatment of ethnically and racially diverse populations (CPP 740) and two additional courses in theory and intervention from additional theoretical orientations. Courses in the Foundation of Scientific Psychology (Physiological Psychology that addresses biological bases of behavior (CPP 606)); Clinical Psychopharmacology,(CPP 736), and Social Psychology (CPP 708) are added in the fourth year of the curriculum. To successfully complete the second practicum students must pass the Clinical Competency Examination (CCE), an examination based on students demonstrating competence in therapeutic intervention. This examination includes an oral defense and examination by two core faculty members (Appendix V CCE Evaluation Form; Appendix R-CCE Manual). Practicum seminars are comprised of six students and are a forum for discussion of the practicum experience. Seminars meet weekly throughout the academic year for 1.5 hours. All seminars are led by licensed core faculty members on campus who meet with each student's practicum site supervisor twice during the year to evaluate student progress and site compliance with NAU clinical psychology program training criteria. Each training year, seminar instructors are provided with information about the training activities in which their students will be involved. The seminar facilitates the development of students' clinical knowledge, skills, and attitudes, and monitors the quality of training the students are receiving. The DCT monitors the integration of seminars and field-based training by communicating with seminar leaders and practicum site supervisors individually and as a group throughout the year.

Sequence, Duration, Nature, and Content of Practicum:

Practicum site supervisors conduct formal evaluations of students twice a year; the DCT reviews these evaluations and uses them to assist supervisors and seminar instructors in guiding student development. Each practicum seminar instructor evaluates the students in his or her seminary every semester. Twice annually, during the fall and spring semesters, the DCT and/or practicum seminar leaders contact the site supervisor directly regarding student progress. During these visits, faculty inquire what knowledge, skills, and abilities supervisors have directly observed of the student when providing clinical services as part of their evaluation of students' provision of services. Twice during the practicum, practicum supervisors attest in written form that they have directly observed the student providing services to ensure that their evaluation of student competence is based on direct observation. Ongoing evaluation and communication allow for early identification of difficulties that may be experienced by a student. Specific remediation, if indicated, is instituted in a collaborative manner between the student, practicum seminar leader, the site supervisor, the DCT, and, where necessary, the faculty Clinical Training Committee.

Sequence of Practicum in Preparation for Internship:
The DCT oversees practicum placement for all students. The fit between the student and practicum site in an NAU clinical psychology program priority. An effort is made to match students' training needs, experiences, and interests with the experiences available and the requirements of the site. Ongoing site development is conducted to make the broadest possible range of sites available for NAU clinical psychology students. The student, NAU, and the training site enter into a contractual relationship regarding the parameters of training. A practicum placement lasts 10 or 12 months and requires a commitment of between 16 and 20 hours per week. Although the minimum for practicum hours is 500 per year (for a total of 1,000 across the 2 required practicum years), students average closer to 800 on-site practicums per year (for an average total of 1,600 practicum hours across both years). Students are expected to spend 8 to 10 hours per week in direct service. The remaining at the practicum site is spent in supervision, other educational activities, participation in administrative and program meetings, and support services. Practicum students receive at least 2 hours of supervision per week during their training. A minimum of 1 hour per week must be individual face-to-face supervision with a licensed psychologist. The DCT screens all practicum sites and supervisors.

PRACTICUM SEMINAR REQUIREMENTS

All students enrolled in a practicum must also attend a practicum seminar. The seminar meets weekly throughout the academic year and allows the student to reflect on practicum experiences and acquire additional skills and attitudes useful in-field training. The specific content and emphasis of the seminar vary according to the practicum setting and focus of the enrolled students and the professional expertise of the faculty member.

PRACTICUM EXPERIENCE

Students are required to complete two years of practicum (see course listing above) in which they focus on the acquisition of diagnostic/assessment and intervention skills. Accurate diagnostic assessment procedures are fundamental to the practice of professional psychology. Psychological assessment will include diagnostic interviewing of the identified client, diagnostic intervening of collateral informants, psychological testing, scoring, and interpretation of test data, integration of test data, and recommendations for treatment and case management.

At the completion of the practicum, the student should be able to:

- Provide diagnosis and recommendation supported by specific and relevant data
- Formulate a case summary that is theoretically consistent and well organized
- Write a psychological report integrating background information, behavioral observation, test results, collateral information, and cultural context in a style that can be understood by non-psychologists
- Administer, score, and interpret several psychological tests
- Practice in an ethical manner under supervision
- Demonstrate cultural competence

It is expected that students will complete a minimum of five complete psychological evaluations during their two years of practicum. An evaluation is a culturally relevant assessment utilizing individualized standardized psychological tests appropriate to the circumstances of the client. It may include the traditional tests such as intellectual, cognitive, and personality measures. Comprehensive batteries, such as psycho-educational or neuropsychological assessments, are strongly encouraged. Some sites administer psychological tests specific to a given treatment population; students should have the opportunity to learn these test instruments as well.

Practicums are also designed to emphasize therapy and therapeutic intervention skills. Clinical orientations, specific treatment options, opportunities, and client populations vary across training settings. The Clinical Psychology program at Northern Arizona University does not favor a specific treatment orientation but encourages students to explore a variety of evidence-based treatment perspectives with individuals, couples, families and groups, children, adolescents, and adults.

Students are expected to adjust to and work in an established program in a way that is mutually beneficial to the training site and the student's professional growth. Students are to conduct no less than 250 hours of direct face-to-face client contact during each practicum. Students need to provide services to different populations and in different settings over the two years of practicum. Obviously, the two years do not allow for every population and setting to be experienced.

ADVANCED PRACTICUM REQUIREMENTS

A number of students opt to complete a practicum beyond the required two years of practicum. Advanced Practicum students spend between 16 to 20 hours per week in an agency or program, which is formally approved by the Clinical Training Department. Students are expected to provide services consistent with those provided by professional psychologists in clinical settings, including assessment, interventions, consultations, research, program development and evaluation, and outreach/educational services.

The requirements for Advanced Practicum are the same as those for the first two years of clinical practicum in the Doctoral of Psychology in Clinical Psychology degree program (see course listing above). To count as an elective, the advanced practicum placement should be in a different site than the two years of required practica and the advanced practicum student must

have a different supervisor. To be eligible for advanced practicum, students must be in good academic standing, have completed two years of required practicum, and successfully complete the CCE.

PRACTICUM EVALUATION

Student progress in practicum training is tracked by supervisor evaluation forms. Forms are forwarded to each site supervisor and to seminar faculty by the practicum training director each semester. On the evaluation form, the supervisor assesses student progress in three basic areas of clinical functioning:

- Theoretical knowledge
- Clinical skills
- Professional attitudes

It is expected supervisors will review the written evaluation form with the student and provide direct feedback regarding the student's clinical strengths and weaknesses. Supervisors are responsible for returning this form to the Director of Clinical Training on a timely basis. Seminar leaders will maintain primary responsibility for monitoring student progress and will evaluate student progress each semester. The seminar leader will discuss each student's progress in site visits with the site supervisor. If students are having difficulty with any kind of practice, they are encouraged and expected to consult with their seminar leader and the Director of Clinical Training. Supervisors are advised to contact the Director of Clinical training with concerns as they arise. Based on the site and faculty evaluations, the Director of Clinical Training with concerns as they arise. Based on the site and faculty evaluations, the Director of Clinical Training assigns a grade of "Credit/No Credit" for the practicum and practicum seminar.

CLINICAL EVALUATION COMPETENCY REQUIREMENTS

The Clinical Evaluation Competency (CEC) requires each student to present a diagnosis interview and conceptual analysis in writing resulting in a case formulation, diagnostic formulation, and recommendations for treatment relevant to the case conceptualization. The purpose of the CEC is to monitor the growth and development of the student consistent with the program's standard for clinical competency.

The CEC ensures that students are prepared to demonstrate their conceptual abilities, theoretical knowledge, and applied clinical skills in class and in supervised clinical field training. Faculty evaluators assess the student's fund of knowledge regarding the foundations of clinical psychology, the student's ability to manage a clinical interview, and the student's ability to arrive at an accurate diagnostic and case formulation. Students are also evaluated on their ability to make appropriate and individualized treatment recommendations based on their case formulation and evidence-based practice. Students will also be evaluated on their ability to systematically evaluate the outcome of their interventions. Students must pass the CEC prior to beginning the second year of practicum. The CEC is due during the summer semester of the student's first practicum year.

Students should refer to the *Clinical Evaluation Competency Manual* for complete information concerning the requirements and process for completing the CEC.

CLINICAL COMPREHENSIVE EXAMINATION (CCE) REQUIREMENTS

The Clinical Comprehensive Examination (CCE) requires each student to present a treatment summary, case presentation, and case analysis in writing. Following successful passage of the written analysis and work sample, the student schedules an oral defense with two faculty members. During the oral defense, the student answers questions based, in part, upon the CCE materials. Additionally, the student's fund of knowledge regarding foundations in clinical psychology will be assessed. The format is designed to provide an assessment of the student's clinical reasoning within diverse conceptual frames, specifically with regard to the ability to gather and use clinical data; devise a treatment plan; direct interventions appropriately and in accordance with this plan and evidence-based practices. Students will also be evaluated on their ability to systematically evaluate the outcomes of their interventions. The CCE also prepares students to engage in professional case dialogue with other licensed mental health professionals, preparing students for interviews with training directors when applying for internship.

The CCE requirement is met by submitting a tape and transcript or other approved sample of psychotherapy interview that the student has conducted with a client and a case formulation report, including a self-critique. This tape cannot have been submitted either in the school or outside of it for review, supervision, or critique. The CCE is due during the summer semester of the second practicum.

A student is ineligible for internship until they have passed the CCE. In the event of a failure, the examination may be re-taken. A review of the examination by the Clinical Training Committee may result in the development of a plan to remediate skill deficits or facilitate the students' development of clinical skills. Students should refer to the Clinical Comprehensive Examination document for complete information concerning the requirements and process for completing the CCE.

Students should refer to the *Clinical Competency Examination Manual* for complete information concerning the requirements and process for completing the CCE.

Students in all settings maintain an hourly log that is reviewed and signed each month by the student and supervisor. Students are evaluated by their clinical supervisor at the mid-term and final points in the semester using the corresponding forms. Students are expected to score at the adequate/satisfactory level on rated skill items.

A minimum of two hours of contemporaneous supervision is required for every 20 hours of supervised experience. One of the supervised hours may be group supervision. At least two hours of live observation are required for live video streaming, or video recording (audio recording alone is not sufficient). The written contract must include goals, objectives, activities, supervision plan, and evaluation methods, along with the number of hours expected for each activity.

READINESS FOR PRACTICUM, INTERNSHIP, AND ENTRY TO PRACTICE EVALUATION

In addition to reviewing progress in courses and monitoring course sequence, and GPA, students who enter the program will be evaluated during the first year of the program using the *Readiness for Practicum* evaluation (Appendix D) and the *Interpersonal Professional Relationships Rating* form (Appendix G). These will be completed by program faculty as a formative evaluation at the end of the first semester of study and as a summative evaluation at the end of the first year of study. Students must achieve average ratings of 3.0 in all categories in order to be eligible to begin practicum.

Students will be assessed during the *Practicum/Internship Supervisor Evaluation of Competence* evaluations (Appendix E) (Appendix G) once they have entered their first practicum. Students must achieve average ratings of 3.0s in all areas on the *Practicum/Internship Supervisor Evaluation of Competence* and maintain average ratings of 3.0s in all areas in order to move forward to the second year of Doctoral Practicum. Students must achieve minimum average ratings of 3.0s on both to move forward to internship.

Students will be assessed using internship supervisor ratings for the internship or the *Internship Supervisor Evaluation of Competence* evaluations once they have entered and completed their doctoral internship training. Students are expected to achieve minimum average ratings of 3.0 on both to move forward to graduation.

The requirements for at least two hours of direct observation via in-person observation, live video-streaming, or video recording is written into practicum training contracts and are verified by the faculty supervisor. Evaluation forms clearly specify this requirement under the Supervision section. Supervisors also verify this requirement during midpoint and final evaluation meetings.

CURRICULUM AND ASSESSMENT: BENCHMARK COMPETENCIES

PROFESSION-WIDE AND DISCIPLINE-SPECIFIC COMPETENCIES

The Clinical Psychology Psy.D. Program is designed to develop profession-wide competencies and discipline-specific knowledge consistent with the American Psychological Association's Standards of Accreditation. As such, our program is committed to developing and assessing students in these areas.

Profession-wide competencies include the following areas: 1) research; 2) ethical and legal standards; 3) individual and cultural diversity; 4) professional values, attitudes, and behaviors; 5) communications and interpersonal skills; 6) assessment; 7) intervention; 8) supervision; and 9) consultation and interprofessional/interdisciplinary skills.

Discipline-specific knowledge is attained in the following areas: 1) history and systems of psychology; 2) affective bases of behavior; 3) cognitive bases of behavior; 4) biological aspects of behavior; 5) developmental aspects of behavior; 6) social aspects of behavior; 7) research methods; 8) quantitative methods; and 9) psychometrics.

Each area listed above is developed through coursework and other program experiences across the duration of the program. The program has established benchmarks to help students and faculty assess competencies for each of the areas above. Assessments include specific course grades, formal competency examinations, and practicum and internship supervisor ratings.

All students complete the required courses and/or demonstrate competence through competency benchmarks established in the program. Students who do not meet the required course grade must retake the course to remediate targeted knowledge or skills.

Profession-wide competencies, associated coursework, benchmarks, and benchmark criteria are presented in Table 2. Disciple-Specific Knowledge, associated coursework, benchmarks, and benchmark criteria established by the program are also presented in Table 1.

DISCIPLINE SPECIFIC KNOWLEDGE (DSK)

Discipline-specific knowledge is attained in the following areas, primarily through coursework: 1) history and system of psychology; 2) affective aspects of behavior; 3) cognitive aspects of behavior; 4) biological aspects of behavior; 5) developmental aspects of behavior; 6) social aspects of behavior; 7) research methods; 8) quantitative methods; and 9) psychometrics.

Competency in each area listed above is developed through coursework specific to these areas and through other program experiences across the duration of the program. The program has established benchmarks to help students and faculty assess competencies for each of the areas above. Assessments include specific course grades, and/or formal examinations, faculty ratings, and student projects. Students demonstrate these discipline-specific knowledge areas by earning grades of "B" or better (or "P") in these graduate courses completed in the Clinical Psychology Psy.D. Program at NAU.

INTERNSHIP

INTERNSHIP REQUIREMENTS

All doctoral degree programs students are required to complete a 2,000-hour internship that is either accredited by the American Psychological Association (APA) or a member of the Association Psychology Postdoctoral and Internship Centers (APPIC) as a condition for graduation. This intensive and supervised contact with clients is essential for giving greater breadth and depth to the student's overall clinical experience. Typically, full-time students will begin the internship during their fifth year of enrollment. Monthly meetings held each spring semester provide a comprehensive overview of the policies, procedures, and requirements of the internship. To be eligible to begin internship, students must be in good standing and must have completed all program requirements, including:

- Successful completion of the Clinical Evaluation Competency (CEC)
- Successful completion of the Clinical Comprehensive Examination (CCE)
- Successful completion of all coursework, with no "Incomplete" grades
- Successful completion of the Clinical Research Project (CRP)

Students should refer to the Internship Handbook for complete information (Appendix Z; Internship Handbook).

INTERNSHIP APPLICATION PROCEDURES

The Clinical Training Department actively provides guidance and support for students throughout the internship search process- in both group and individual formats. The following are the general steps in the process:

1. Students are required to complete an APA accredited or APPIC-member internship.
2. The student arranges to have Clinical Psychology faculty members at Northern Arizona University and practicum supervisors write letters of recommendation on their behalf.
3. The student meets with the Director of Clinical Training to review the student's eligibility and to discuss procedures related to the internship application process.
4. The student researches a range of internship sites both in the Phoenix area and nationally. Various resources are available to conduct this research, such as the APPIC directory, the Web sites of APPIC, internship sites, and files available in the Clinical Training Department office.
5. The student submits a list of internship sites that they are requesting approval to apply to. The Clinical Training Department carefully reviews all applicants' requests and decides which site to approve based on compatibility and site application limits.
6. The student sends application materials directly to their approved sites. The Clinical Training Department will coordinate the processing and sending of letters of recommendations as well as other necessary documents (e.g. APPIC verification of the applicant's eligibility and readiness).
7. The students arrange to meet with internship personnel at those sites where they are offered interviews.
8. The Clinical Training Department assists the student in preparing for Uniform Notification Day in February when students will receive their match results online through the National Matching Service Website.
9. In the event a student does not receive an internship on Uniform Notification Day, the Clinical Training Department provides guidance and assistance to them in continuing the search process.
10. Students will be permitted to begin their internship if they are in good academic standing, have completed all Psy.D. in Clinical Psychology academic requirements (including any course incomplete), and have successfully completed the CEC, CCE, and CRP.

INTERNSHIP EVALUATION AND REMEDIATION

Internship supervisors complete a mid-year and final internship progress report. These forms provide an evaluation of the student's progress, competence, and performance relative to the

learning objectives as well as other factors of importance to the internship site program. These forms are carefully reviewed by the Clinical Training Department to make sure that the student is making satisfactory progress.

The Clinical Training Department actively works to address areas of significant difficulties, and, as necessary, coordinates a remediation plan in collaboration with the internship site supervisor. If, at any point during the internship process, a student is in need of remediation, the Clinical Training Committee at Northern Arizona University Clinical Psychology Psy.D. program will work with the internship site to develop and/or implement a remediation plan. At the completion of the internship year, the Clinical Training Committee makes the final determination regarding the satisfactory completion of internship requirements. If post-internship remedial work is required, the student, the Clinical Training Department, and the internship site director will develop a written contract specifying the clinical area needing improvement, methods by which such improvement will be achieved, and criteria by which improvement will be measured. Following this collaboration, the Clinical Training Department will continue its oversight of the student's training and remediation, and when criteria for improvement have been met, will issue final approval regarding internship completion. Both the process and outcome of internship remediation are subject to student appeal and hearing by the Appeals Board.

NON-APPIC/ NON-APA INTERNSHIPS

The Clinical Training Committee **must** approve any exceptions to the program policy to apply to non-APA-Approved and non-APPIC internship sites in advance. Such exceptions are rare. Whenever possible, the student's advisor and the university supervisor for internship will assist in the identification of appropriate sites. The Doctoral Training Director must approve agreements. It is best to use a form provided by the Clinical Psychology program. However, a comparable internship agreement required by the site may be used but must follow all requirements of Arizona State Law (see links below) and include, at a minimum:
1. Beginning and end dates for the contract
2. The amount of any stipend and verification that the intern's stipend is independent of the supervisor's or agency's billings or collections and is not based on a percentage of billings or collections. The psychology intern will not receive fees from any client, on behalf of any client, or from any third-party payer.
3. The nature and appropriateness of the training activities
4. Frequency and quality of supervision
5. Credentials of the supervisors
6. How the internship evaluates student performance
7. How interns demonstrate competency at the appropriate level
8. Documentation of the evaluation of its students in its student files

Activity logs, mid-term and final evaluations, and a certificate or letter indicating successful completion must be submitted to the Doctoral Training Director.

GRADING

Internship sites vary with regard to schedules of communication with programs. Ideally, the Program's Doctoral Training Director will have a telephone conference with the Internship

Training Director at one or more points during the internship year. Sites send evaluations of the mid and end of year and a certificate or letter verifying successful completion of internship. *Occasionally, internship sites are not prompt in providing feedback to academic programs.* Students must take primary responsibility for prompting the internship site to provide a midterm and final performance evaluation to the Doctoral Training Director. All internship grades are recorded as "In Progress" (IP) until the Internship Training Director or major rotation supervisor sends a final evaluation and a certificate or letter of completion stating that the student has satisfactorily completed the internship. Students cannot be cleared for graduation until IP grades are removed from their transcripts. In addition, the APA Committee on Accreditation rules states that all program requirements, including the internship, must be completed prior to awarding the doctoral degree.

LICENSURE REQUIREMENTS

Licensure requirements vary by state. Students are encouraged to review credentialing requirements in the state where they plan to reside. The Arizona Board of Psychologist Examiners has specific requirements for both practicum, internship, and postdoctoral training. Their website and that of the Association of State and Provincial Psychology outline steps to licensure.

- Arizona: State of Arizona Board of Psychologists Examiners
- Other State and General Licensing Information: Association of State and Provincial Psychology Boards

CRP GUIDELINES

As articulated by the NAU Graduate College, *the purpose of preparing a doctoral CRP/Clinical Research Project (CRP) is to give graduate students experience in carrying out the kind of research they can expect to do throughout their professional careers. Through this process, students are expected to demonstrate an ability to work independently on a problem to document familiarity with the literature in their field of study, command of the techniques and principles of research, and ability to form defensible conclusions from the data.*

IMPORTANT NOTES

Students can work with editors to improve the quality of their technical writing. The CLinical Research Project (CRP) summary, prospectus, and final CRP copy are submitted to the CRP Chair (or Co-Chairs) and Committee Members should be free of grammatical and punctuation errors.

The Department of Educational Psychology requires that students follow the guidelines in this document using the Clinical Research Project Manual as a guide, as well as those set by the NAU Graduate College (e.g., Checklist for Doctoral Students, Electronic Thesis and CRP, and Checklist for Proper Document Format), and the current edition of the APA Publication Manual when writing their CRP.

Generally, the student will not be permitted to propose or use any other data for their CRP that has not been specifically collected for that purpose without the approval of their CRP committee. The aim of the CRP is the demonstration of experience in the area of research, which means careful selection of a relevant problem, careful planning of a methodology, and carefully controlled data collection and data analysis.

The EPS CRP Guidelines are, in part, adopted from the policies and procedures outlined by the NAU Graduate College, and have been modified to incorporate the more specific criteria agreed upon by the faculty of the Educational Psychology Department.

CRP STEPS

During the second semester of the first year in your doctoral program, you should begin planning your doctoral CRP study. There are three formal steps in developing your CRP in the Educational Psychology Department:

1. **Preliminary CRP Summary**
2. **CRP Proposal**
3. **Final CRP**

It is important to discuss potential doctoral CRP ideas with the Program Advisor, other faculty members, and student colleagues. This is also the appropriate time to begin identifying your CRP Chair (or Co-Chairs).

By the end of the second or third semester, you should have a single CRP topic in mind and should begin the initial work on the preparation of your CRP. This step will be finalized during the Preliminary Conference with your CRP Chair (or Co-Chairs).

The CRP Proposal is the second major step in the CRP process and as such is to be regarded with the utmost importance as it is a contract between the student and their CRP committee. The successful defense of your CRP Proposal is one of the requirements. Once the CRP proposal is successfully defended, IRB materials can be submitted for approval.

The Doctoral Candidate is responsible for the completion of the CRP, which includes all five chapters; introduction, review of the literature, methodology, results, and discussion. The final CRP shall be successfully defended prior to registering for the National Match for internship.

CRP COMMITTEE MEMBERSHIP

Your Program Advisor may serve as your CRP Chair (or one of your Co-Chairs), but this is your choice in collaboration with your Program Advisor. It may be that another core Clinical Psychology Faculty Member has (or members have) specific interest and expertise in the area in which you wish to investigate and will work closely with you as you see the CRP through to completion.

You request a Faculty Member to serve as your CRP Chair (or Faculty Members to serve as Co-Chairs or Chair and Co-Chair). One of the Clinical Psychology Faculty Members on your Doctoral CRP Committee may be your Program Advisor if not the CRP Chair (or Co-Chair). However, if the Student prefers, the Program Advisor does not have to serve on your CRP Committee.

Note: There is no assurance that any given Clinical Psychology Faculty Member will be working during the summer session and for those who do teach during the summer. CRP involvement is not a required contract activity. There will be no official approvals of the CRP prospectuses during the summer sessions. In addition, there will be no CRP defenses scheduled during the summer sessions. In addition, the student should not expect faculty members to provide CRP guidance during vacation time.

As part of a preliminary conference, working with your CRP Chair (or Co-Chairs), you should choose a CRP Committee. It is your responsibility to ask the faculty members to serve on your CRP Committee once you and your CRP Chair (or Co-Chairs) have agreed upon the committee membership. Your CRP Committee MUST consist of a minimum of two members, using the following guidelines:

- The Committee Chair (or one of the Co-Chairs), MUST be a full-time core Faculty Member from the Clinical Psychology Department.
- In addition to the Chair (or one of the Co-CHairs), at least one other Committee Member MUST be a full-time Faculty Member from the Clinical Psychology Department.
- Committee Members MUST hold an earned doctorate and have relevant expertise to the CRP.

THE PRELIMINARY CRP SUMMARY

Once you have identified your CRP Chair (or Co-Chairs), you will begin the Preliminary CRP Summary of your CRP where you will conduct a Preliminary Conference with your CRP Chair (or Co-Chairs) and complete the Preliminary CRP Summary to present to your CRP Committee.

During the Preliminary Conference with the CRP Chair (or Co-Chairs), you should select a suitable area for research.

Several factors help determine the appropriateness of a research topic, such as whether essential data can be readily obtained, whether critical references and/or technical or specialized equipment are available, whether substantive results may be attained within a reasonable time, and whether faculty members with appropriate specialties are available to provide guidance and serve on the CRP Committee.

The student, with the assistance of the CRP Chair (or Co-Chairs), should refine the CRP topic into a workable research project and prepare a Preliminary CRP Summary to present to potential Committee Members. This summary is similar to but not as detailed as, the CRP prospectus.

The CRP Chair (or Co-Chairs) determine the exact layout and content of the Preliminary CRP Summary, but SHOULD be written in APA format, and contain (at a minimum):
- A working title (ideally no more than 15 words)
- (Optionally) you may want to add a Table of Contents to assist with the organization of the content
  > **Note:** A Table of Contents will be required for the final CRP
- An introduction of the CRP topic providing the background information, establishing a framework for the planned CRP research
- A statement of the problem describing the context for the CRP
- A purpose statement providing a specific synopsis of the overall purpose of the CRP
- A brief review of the literature providing the background and context for the CRP-establishing the need for the research and showing that the student is knowledgeable about the research area being proposed for the CRP. This should reflect the current trends in the literature and be tried to the question being proposed
- Identification of the planned research questions and/or hypotheses to be tested and/or answered- this should also include the operational definitions of the variables
- An overview of the planned methodology, including research design, sampling, instrumentation, data collection procedures, and data analysis
- Potential delimitations and limitations of the CRP
- Significance of the study, indicating how the planned CRP would refine, revise, or extend the existing knowledge in the area planned for investigation
- References used to create the Preliminary CRP Summary

The exact length (typically 8-20 pages) of the Preliminary CRP Summary will vary. While the summary should be brief, it MUST adequately convey the required information about your planned CRP to allow a potential Committee Member to provide meaningful feedback for your CRP research project and allow them to make an informed decision about becoming a member of your CRP Committee.

The student and the Chair (or Co-Chairs) will discuss potential Committee Members. When you and your CRP Chair (or Co-Chairs) believe that your summary is complete, it is the student's responsibility to approach the potential Committee Members with the Preliminary CRP Summary on the planned CRP and ask those individuals for feedback on the project and their willingness to serve on the student's CRP Committee.

At the discretion of the student and the Chair (or Co-Chairs), the potential Committee Members may be contacted to have a meeting to discuss the planned CRP and make a decision about becoming a member of the CRP Committee.

The student presents a hard copy of the Preliminary CRP Summary to potential Committee Members and sets a tentative meeting date- giving members a minimum of one week (5 working days) to read the summary
>   **Note:** An electronic copy of the summary may be presented for review if the potential
>   The Committee Member agrees.

With the approval of the Chair (or Co-Chairs), the student formally calls a meeting, in writing, with potential Committee Members.

The goal of this working meeting is to refine the topic area with faculty input on the literature, design, research questions or hypotheses, instrumentation, etc.

The student is to report (ideally via email for record) any suggestions and/or concerns made by the potential Committee Members to the Chair (or Co-Chairs).

The student, along with the Chair (or Co-Chairs) will discuss any suggestions and/or concerns made by potential Committee Members and:

The Chair (or Co-Chair) will determine if the suggestions and/or concerns are major (e.g., new research questions or change in instrumentation) and will require a revision of the Preliminary CRP Summary. Major revisions will be conveyed to potential Committee Members as they may prompt additional suggestions/concerns or impact their decision to become a Committee Member.

The Chair (or Co-Chairs) will determine if the suggestions and/or concerts are minor (e.g., additional literature or modification/editing on research question wording) and can be addressed at the CRP Prospectus Defense meeting.

Minor revisions may be conveyed to the Committee Members via email (or in-person) and should be addressed at the CRP Prospectus Defense meeting.

Following this meeting, the CRP Chair (or Co-Chairs) completes the Recommendation of CRP Committee form and forwards it to the Educational Psychology Department Chair for signature. The form is then forwarded to the Dean of the Graduate College requesting formal appointment of the CRP Committee.

Once the formal CRP committee approval has been received from the Graduate College, a courtesy copy should be provided to the Program Advisor if they are not a member of the committee.

The student then proceeds with the proposal development based on the feedback received from the Chair (or Co-Chairs) and members of the CRP Committee.

THE CRP PROPOSAL

The CRP Proposal consists of the first three chapters of the CRP. The proposal is expanded from the Preliminary CRP Summary and includes a more complete introduction, a more thorough review of the literature, a more complete discussion/description of the planned methodology including all instrumentation to be used in the data collection (including validity and reliability information), and all references.

When the CRP Proposal has been completed to the satisfaction of the CRP Chair (or Co-Chairs), all CRP Committee Members will meet to review this final document at the CRP Proposal Defense Meeting. The student, with the approval of the CRP Chair (or Co-Chair), will call for the CRP Proposal Defense Meeting with ALL CRP Committee Members.

The CRP proposal must be a scholarly work represented in current APA format with all references and delivered to the CRP Committee a **minimum of TWO weeks** (10 working days) before an oral defense of the paper (CRP Proposal Defense Meeting). The CRP proposal should be delivered as a hard copy unless the Committee Member is willing to accept an electronic copy of the document for their review. A CRP proposal will not be accepted in less than the two-week interval because each Committee Member needs ample time to carefully read and analyze the paper prior to the CRP Proposal Defense Meeting.

It is generally expected that all CRP Committee Members must be present (in person in the same room) for the entire defense meeting. At a minimum, the student and the Chair (or Co-Chair) should be present in the same room. With the approval of the CRP Chair (or Co-Chairs), Committee Members may attend the entire defense electronically (e.g., Collaborate or Skype) or via speakerphone.

The student will make a conference-style presentation (typically with PowerPoint) at the CRP Proposal Defense Meeting, after which, members of the CRP Committee will ask clarifying questions and/or make suggestions for the CRP project. If any suggested revisions to the CRP proposal are made, Committee Members may request to see the updated CRP proposal, or they may opt to have those suggestions incorporated into the final CRP - and presented at the final CRP defense.

Approval of the CRP proposal means that the student and the CRP Committee have agreed to the methodology contained therein and that the execution of the methodology is necessary for satisfactory completion of the final CRP defense.

Once the CRP proposal has been approved by the CRP Committee, a copy of the title page, along with signatures or confirmation of approval (e.g., email), must be included with the materials the student submits. The CRP Proposal then becomes a contract between the student and the CRP Committee, where any major modifications must be reviewed and approved by all concerned parties.

After approval of the CRP Proposal, the NAU Institutional Review Board (IRB) MUST approve research projects involving human subjects. This important step must be accomplished prior to the collection of any data for the CRP.

> **Note:** A copy of your IRB approval letter will be included as an Appendix in your final CRP.

THE CRP PROPOSAL OUTLINE

The CRP Proposal and Final CRP should follow the format and guidelines (see Checklist for Proper Document Format) specified by the NAU Graduate College and those in the current Publication Manual of the American Psychological Association. One difference from the APA Manual format is the addition of the chapter entitled Review of the Literature. The following is a suggested layout of the CRP proposal. The exact layout will depend on the quantitative and/or qualitative nature of your CRP and should be directed by your CRP Chair (or Co-Chairs) in conjunction with the NAU Graduate College and APA guidelines.

Chapter 1: Introduction
- Introduction of the problem (including the problem statement and rationale)
- Development of the background (provide relevant studies)
- Introduction of key constructs and concepts
- Purpose of the study- present the purpose statement and rationale
- Importance/Significance of the study
- Research questions and/or hypotheses
- (Assumptions). Delimitations and Limitations (**Note:** Limitations will be presented in Chapter 5 of the final CRP)
- (Optionally) Definition of terms
- Summary

Chapter 2: Review of the Literature (or Literature Review)
- Introduction (explain how the methods section will be organized and presented to the reader)
- Research design
- Participants (including who, how selected, etc.)
- Instrumentation (Apparatus or Materials) (including reliability and validity information)
- Procedures (detailed research procedures steps-may also include pilot testing)
- Data (Statistical) Analyses (including research questions and/or hypotheses and their operational definitions)
- Summary

References
Appendices (as applicable)

THE FINAL CRP

Throughout the CRP process, the Doctoral Candidate conducts the CRP research project with the guidance of his/her CRP Chair (or Co-Chairs). There may be some style differences in how CRP Chairs (or Co-Chairs) prefer to have students work with other Committee Members as well as how the CRP format is outlined; however, the current edition of the Publication Manual of the American Psychological Association and the guidelines established by the NAU Graduate College are the primary guides. Each student should discuss such matters with their Chair (or Co-Chairs) prior to completing any major work on the CRP. The student must be willing to provide multiple drafts of chapters to the CRP Chair (or Co-Chairs) and must be available for regular conferences with the CHiar (or Co-Chairs) and/or any designated member(s) of their committee.

After all chapters of the CRP have the approval of the CRP Chair (or Co-Chairs), the student will distribute a copy of the CRP to the other members of the CRP Committee for their initial review. This initial review process MUST occur well ahead of the formal scheduling of the final oral CRP defense (ideally, at least three weeks). If the Committee Members agree, the copy may be delivered electronically. This initial review affords the Committee Member an opportunity to provide any comments/concerns about the CRP that require immediate attention and should be addressed prior to the CRP defense- this in turn may delay the scheduling of the CRP oral defense. Upon receipt of the CRP for review, if any Committee Member thinks that the CRP is incomplete or seriously flawed (in terms of format, clarity, or consistency), or it is felt that there are serious correctable errors in the analysis or interpretation of data, it is their responsibility to bring the problem(s) to the attention of the CRP chair (or Co-Chairs) and, if necessary to the Associate Dean of the Graduate College. The CRP Chair (or Co-Chairs) may, at this point, decide to cancel/delay the defense and have the Committee Members convene to discuss major problems. If no concerns are noted during this initial review, Committee Members are asked to indicate that the CRP is ready to proceed to the CRP oral defense via email communication to the CRP Chair (or Co-Chair) or by signing the CRP Defense Scheduling Form.

Doctoral students and Committee Members are encouraged to informally schedule the CRP oral defense date in their calendars and reserve the location well in advance of the defense date. Formal scheduling of the CRP oral defense by submitting the CRP Defense Scheduling Form to the Graduate College should occur AFTER all Committee Members have had an opportunity to review the final CRP draft and agree that it is steady for defense.

As the CRP format check process is separate from the initial review of the CRP from the CRP Committee, it is advised that when copies of the CRP are distributed to the CRP Committee Members for their initial review, an elective copy of the CRP be submitted to the Electronic Thesis and CRP Coordinator for the format CRP format check. The format check is to be completed prior to scheduling the CRP defense. Refer to the Checklist for Proper Document Format from the Graduate College for guidelines on formatting your CRP.

After any revisions from the initial review have been completed to the CRP Chair's (or Co-Chairs') satisfaction, the student consults with the Chair (or Co-CHairs) concerning a date that is ready for the formal CRP defense (see CRP Defense Scheduling Form).

Note: The CRP Committee Member's signature or email information) on the CRP Defense Scheduling Form verifies that they have read the final CRP draft and agree that It is ready for oral defense.

If any revisions were made to the final CRP document, a revised copy MUST be provided to the CRP Committee Members at least two weeks (10 working days) before the oral defense. If the Committee Member agrees, the copy may be delivered electronically. The CRP Committee Members should be apprised of any major revisions to the document, which can be accomplished in writing or through an email message.

While minor changes and corrections may be suggested at the oral defense, the defense copy of the CRP MUST be complete and in its final form when it is provided to the CRP Committee Members and the University Graduate Committee Representative.

THE FINAL CRP OUTLINE

The Final CRP should follow the format and guidelines (see Checklist for Proper Document Format) specified by the NAU Graduate College and those in the current Publication Manual of the American Psychological Association. As noted earlier, one difference from the APA Manual format is the addition of the chapter entitled Review of the Literature. The following is a suggested layout for Chapters 4 and 5 of the final CRP. The exact layout will depend on the quantitative and/or qualitative nature of your CRP and should be directed by your CRP (or Co-Chairs) in conjunction with the NAU Graduate College and APA guidelines.

Refer to the Checklist for Proper Document Format for the Parts of Document that are to be included in the final CRP (e.g., Abstract, Acknowledgments, Table of Contents, List of Tables, etc.).

Chapter 4: Results
- Introduction (explain how the results chapter will be organized and presented to the reader) optional
- Specific results of statistical analyses, which can be organized by research questions and presented using tables and/or graphs
    - Data screening may be a separate subsection or be included with each of the research question sub-sections
    - Avoid providing conclusive interpretation in this chapter, which will be provided in Chapter 5
- Summary

Chapter 5: Discussion
    - Overview of the study (optional)
- Summary of findings (Discussion of the Results), which can be organized by research questions
- Relationship of the findings to the relevant literature
- Limitations (and Considerations)

- Implications for (e.g., students, faculty, administrators, counselors, clinical psychologists, etc.)
- (Suggestions for) future (further) research
- Summary (and Conclusions)

References
Appendices (as applicable)
> **Note:** a copy of your NAU IRB approval will be added as an Appendix to your Final CRP.

THE CRP ORAL DEFENSE

With the approval of the CRP Chair (or Co-Chairs), the student is responsible for establishing the date, time, and location of the final CRP oral defense. The CRP oral defense must be scheduled using the CRP Defense Scheduling Form, which must be submitted to the Graduate College **at least two weeks (10 working days) before** the anticipated oral defense date. An electronic copy of the final CRP must accompany the CRP defense scheduling form, which will be provided to the University Graduate Committee Representative. Final approval of the date must come from the Graduate College, as outlined in the CRP Defense Scheduling Form. The Graduate College will assign a University Graduate Committee Representative to monitor the CRP oral defense. After which, the Graduate College will issue a memorandum confirming the date, time, and location of the CRP oral defense. CRP oral defenses are not permitted during the last two weeks of the term- see the Graduate College Calendar for exact dates and deadlines.
> **Note:** If no University Graduate Committee Representative is available (or the assigned representative is unable to attend) for the CRP oral defense, the CRP Chair (or one of the Co-Chairs) will act in their place. The guidelines established by the NAU Graduate College will be followed.

The presentation component of the CRP oral defense is open to faculty and students at the university and to interested community members. In order to inform other interested parties of the CRP defense, the student and the CRP Chair (or Co-Chairs) are encouraged to post a flyer in a visible location in the department announcing the date, time, place, and topic of the CRP.

Only light refreshments, such as coffee, water, or soft drinks, should be present during the CRP oral defense. If a student wished to provide additional food to celebrate after the conclusion of the defense, it should be done in a different room.

It is generally expected that ALL members of the CRP Committee MUST be present in person for the entire CRP oral defense. Any exceptions MUST follow the guidelines established by the NAU Graduate Colleges' CRP Defense Policy and Procedures. Such exceptions MUST be approved when the CRP Defense Scheduling Form is submitted. Any last-minute emergencies will be handled on a case-by-case consideration with the consultation of the Associate Dean of the NAU Graduate College.
The format of the CRP defense meeting will be outlined and conducted by the CRP Chair (or one of the Co-Chairs).

The CRP Committee Chair (or Co-Chair conducting the defense) affirms to the University Graduate Committee Representative that the CRP Committee Members have agreed that the CRP defense should proceed.

The Candidate then begins the formal defense by making a presentation outlining the study and its relevance through the use of a conference-style PowerPoint presentation.

The handling of questions (when and by whom) will be clarified by the CRP Chair (or Co-Chair conducting the defense). At their discretion, the Chair (or Co-Chair conducting the defense) may ask all guests to leave the room when questioning begins.

At the conclusion of the questioning period, the candidate and any quests who have remained at the discretion of the Committee Chair (or co-chair conducting the defense) are asked to leave the room and the committee discusses the student's performance on the oral examination.

A two-thirds majority of the appointed committee is required for the student to pass (i.e., 3 yeses for a 4-member committee, and 4 yeses for a 5-member committee).

If the Candidate passes the CRP defense and there are minor changes in the CRP to be made, complete the [CRP Defense- Part 1 (Pass/Fail) Form](#).

The CRP Committee will be required to sign the Final Oral Examination (Thesis/CRP Defense)-Part 1 (Pass/Fail) Form and the University Graduate Committee Representative will submit it to the Graduate College within 48 hours of the CRP defense.
> **Note:** This form MUST be the original and signed in blue or black ink.

If a member of the committee is participating from a remote site, the guidelines established by the NAU Graduate College will be followed for voting and signature.

After the successful defense and all revisions required by the committee are made, the CRP Committee Chair (or Co-Chair) will complete the Verification of Final Thesis/CRP Document-Part 2 (Verification) Form. This form verifies that requirements specified during the oral examination have been met and the CRP is in its final form and ready for publishing.
> **Note:** This form MUST be submitted by the CRP Chair (or Co-Chair) and will not be accepted if submitted by the Student.

If the student does not pass the CRP defense, or if there are major problems with the CRP, the student should be advised of the deficiencies. The defense should be rescheduled after corrections in the research study have been made.

SUBMITTING THE FINAL COPY OF THE EPS DOCTORAL CRP

As requirements are subject to change, always check the NAU Graduate College website for the most up-to-date deadlines and guidelines.
Submit your corrected final copy of your CRP (with your CRP Chair, or Co-Chairs) approval electronically to the NAU ETD website. You will receive an email stating that your document has been approved. Retain a copy of that email for your confirmation of submission.

The electronic submission MUST be made NO LATER than two (2) days prior to the graduation date (see the Graduate College Calendar for specific dates).

Your CRP should not be submitted prior to the semester in which you plan to graduate.

Submit the Survey of Earned Doctorates (SED) as indicated in the Checklist for Doctoral Students found on the NAU Graduate College website.

The Educational Psychology Department does not require students to provide bound copies of their CRP to the chair (or co-chair) or other members of the committee. However, you may opt to do so- and those copies can be ordered as part of the electronic submission process.

Please refer to the CRP Manual for further reference.

PROGRAM POLICIES AND PROCEDURES

Upon admission to the program, students are provided a Clinical Psychology Doctoral Student Handbook to assure a clear understanding of the format of written policies and procedures. The student handbook will also be an available outline to any interested party. The Clinical Doctoral Student Handbook provides students with written policies and procedures regarding program and institution requirements and expectations regarding students' performance and continuance in the program and procedures for the termination of students. The Student Handbook is reviewed in Professionalization Group I and II.

ETHICAL STANDARDS/ PROFESSIONAL BEHAVIOR

The program adheres to the American Psychological Association's (APA; 2010) Ethical Principles of Psychologists and Code of Conduct. In addition, we are bound by the legal statutes and rules of the State of Arizona Board of Psychologists Examiners. Any breach of any part of ethical principles and conduct or state law is grounds for dismissal from the program without further qualification regardless of course work, research, or other academic achievements.

Each student receives a copy of the APA Ethical Principles in Professional Group and again in Professional Ethics, Legal Standards, and Responsibilities. Legal statutes and rules for the State of Arizona are also addressed in these courses. Ethics and professional standards are pervasive components of most courses. For example, ethics and professional standards are addressed when teaching evidence-based interventions, research methodologies, the use of statistics, multicultural competence, skills training courses (e.g., Group Processes), and clinical training during practicum classes. Ethics issues are addressed in preliminary and comprehensive examinations.

Students are required to act in accordance with the American Psychological Association's ethical principles and standards for providers of psychological services.

The Department of Educational Psychology (EPS) provides a checklist for students who have been admitted into the Clinical Psychology Psy.D. (see Appendix B).

TRANSFER CREDIT AND PROGRAM'S METHOD AND ENSURE FOUNDATIONAL KNOWLEDGE

The Clinical Psychology Psy.D. Program conforms to the NAU Graduate College Transfer Policy: TRANSFER CREDIT-GRADUATE STUDENTS Policy Number: 100336. Students are permitted to request that a limited number of previously completed courses (a maximum of 30 credit units) be transferred into the Clinical Psychology Psy.D. program at NAU. Students must still complete a minimum of 2 years (68 credits) of academic training at NAU, at least 1 year of which must be in full-time residence. These students must also complete all competency assessments required by the program. Generally, students requesting transfer of a course must present to their advisor the transcript and syllabi for the course they wish to have considered for transfer. These documents are forwarded to the Program Director who presents them to the core faculty member who teaches the course(s) to recommend approval of the transfer only if there is substantial equivalency evidence by a thorough review of the syllabus and only if the course has been taken in most instances within the previous five years. The students must then follow the policy and procedure as outlined in the Graduate College policy noted below, including completion of the Petition for Transfer Credit form that requires advisor, Department Chair/Training Director, and Graduate College approval.

The Clinical Psychology Psy.D. Program conforms to the NAU Graduate College Transfer Policy: TRANSFER CREDIT- GRADUATE STUDENTS Policy Number: 100336

Doctoral practica and internship, other doctoral courses specific to the training philosophy of this program cannot be transferred from a school outside the NAU system (Appendix I.C.2.3. Graduate Catalog, Transfer of Courses). Students who wish to transfer foundational knowledge must take and pass a discipline specific knowledge examination to demonstrate a substantial understanding of the discipline specific knowledge area. Students who do not pass this examination must retake the course to demonstrate minimum levels of achievement in those foundation knowledge areas.m

STUDENT MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS AND AFFILIATIONS

All doctoral students in Educational Psychology are expected by the faculty and by ethical standards of the profession to participate in at least one professional organization related to their area of emphasis. Student membership offers several advantages, which may include:
1. Reduced membership fees
2. Professional liability insurance coverage
3. Journal subscriptions
4. Reduced conference fees

5. Excellent addition to your professional vita or resume

The primary suggested affiliation with the American Psychological Association. Given the rural population of the Southwest and the social justice advocacy foci of the program, students are encouraged to join APA Division 45: Society for the Psychological Study of Culture, Ethnicity and Race and APA Division 44: Society for the Psychological Study of Lesbian, Gay, Bisexual and Transgender Issues, the Society of Indian Psychologists, the National Latina/o Psychological Association, as well as other applicable associations.

Organization	Abbrev	Website
American Psychological Association	APA	www.apa.org
Arizona Psychological Association	AzPA	www.azpa.org
Society of Indian Psychologists	SIP	www.aiansip.org
National Latino/a Psychological Association	NLPA	www.nlpa.ws

Membership in certain organizations (e.g., APA) may also include membership in a relevant division. Student Affiliate Status in APA also means that you are a member of the Graduate Student Organization of APA (APAGS). This information is available with the membership application. Note that student membership in most professional organizations requires verification of student status by the signature of a faculty member who is also a member of that organization. Students will share membership information with the program annually via the *Annual Continuing Student Report* (Appendix L).

NAU STUDENT CODE OF CONDUCT

NAU Student Handbook

The NAU Student Code outlines student rights and responsibilities, university regulations, and discipline and grievance procedures. Students are referred to the document to answer questions related to procedure.

APPEAL AND GRIEVANCE PROCESSES

There are three appeal processes described below: department-level appeals for issues besides grade appeals, university-level appeals, and grade appeals.

Educational Psychology Department Procedures for appeals or grievances associated with department policy and not addressed by the university appeal process.

For disagreement, complaints, misunderstandings, and grievances within the Educational Psychology Department that do not rise to University appeal are not addressed by the University appeal process, please follow the Educational Psychology Grievance Process noted below. This appeal process is to be used by graduate students in Educational Psychology in the case of an

academic matter related to policies and procedures of the EPS department, other than a grade appeal.

Students who believe they have grounds for an appeal, or a grievance related to policies and procedures of the EPS department, other than a grade appeal, must first utilize the steps outlined below. Appeals/grievances will only be considered in the Fall or Spring semester. A grievance/appeal through the formal process must be initiated within the academic semester when the concern was raised.

The following procedures outline the steps of the departmental appeals/grievance process. It is expected that all parties involved in these steps make a good faith effort to resolve this issue before advancing to a University appeal process.

EPS PROCEDURES

Please note that most appeals begin with Step 1 below. However, some decisions that a student wishes to appeal may occur at the program committee level (e.g., appeals that do not involve a specific faculty member or that would require an expectation to departmental policy), in which case the appeal process will begin with Step 2.

1. The student who has a specific problem or grievance should first discuss the problem or grievance with the faculty member/faculty advisor where the problem originated.
   a. Once the student has identified the issue(s) giving rise to the grievance/appeal, new issues may not be introduced at a later stage unless the student can demonstrate that:
      i. They could not reasonably have known about the new issue(s);
      ii. The new issue(s) have direct and pertinent bearing on the grievance/appeal, highlighting aspects that would otherwise be unclear.
   b. The faculty member/faculty advisor must be prepared to defend the decision or action-based on departmental policy, professional standards, or sound professional judgment.
2. If the student believes that the issue was not resolved at the level described in Step 1, the student shall submit a written request to the Program Director of the appointed committee composed of designee(s) from Core Faculty.
   a. The written request must detail;
      i. Identification of the issue involved;
      ii. A description of the appeal or grievance; and
      iii. A description of the action(s) taken by the student and the faculty member/faculty advisor;
      iv. An explanation for why the previous decision was not satisfactory and requires additional level of appeal.
   b. The Committee will be provided a copy of the student's written request to the committee and responses from previous appeal levels. Other involved parties (if applicable) will be given an opportunity to submit a written statement. If the other parties (if applicable) make no written response within fourteen (14) days, the process will proceed.
   c. The Committee will render a decision in writing no later than 30 days during the academic year after receiving the appeal. The decision will include a justification

for and reasons for the decisions. Copies of the written decision shall be provided to the student and others who have been involved in the appeal process.

3. It is a satisfactory resolution with the Committee is not achieved or if the issue involved appeal of a departmental policy, the student may appeal to the EPS Department Chair, who will attempt to reconcile the differences between the student and the faculty member/faculty advisor and/or the Committee or applicable Program Committee within two weeks if the issue being raised. The EPS Department Chair shall send a letter to the student and the instructor documenting that the meeting occurred and confirming the decision that was made.

4. If the decision rendered by the Department Chair does not resolve the complaint, the student may request in writing that the dean (or dean's designee) will convene an ad hoc committee composed of the persons listed below. The faculty member/program committee representative and the student will be given full opportunity to present their positions to this committee. The ad hoc committee shall consist of:

    a. Dean (or dean's designee) who serves as the nonvoting chair of the committee;
    b. One faculty member from the program involved;
    c. One faculty member from the College of Education outside the Educational Psychology department;
    d. A student representative from the College of Education

        A summary of the hearing shall be kept in the office of the dean/dean's designee. A letter shall be sent to the student and involved parties indicating the decision of the committee. The decision shall be final and end any further College of Education involvement.

Students also have the option following the Program/Department Appeal Policy to bring their appeal/grievance to the University Graduate College.

NAU PROCEDURES FOR APPEALS OR GRIEVANCES ASSOCIATED WITH POLICY

A student may bring an appeal/grievance in case of admission decisions, issues of professional conduct evaluation, program of studies issues, and other department-related matters.

For academic appeals please see the full Academic Appeal Policy, Graduate Policy Number: 100103 located in the Academic Catalog.

In summary, the University Graduate Committee Hearing Panel (UGCHP) serves as the hearing body of the appeal brought forth by graduate students involving certain academic issues and decisions within the purview of the Graduate College and its policies and procedures. UGCHP is a five-member panel including four (4) faculty members of the University Graduate Committee (UGC) and one (1) student member from the Graduate Student Government (GSG). The Associate Dean of the Graduate College serves as Chair.

The chairperson, in consultation with the Deann of the Graduate College, shall identify the members of the UGCHP as needed, ensuring impartiality for all parties involved in the appeal, each member of the UGCHP shall declare that no conflict on interest exists between the member and any party involved in the appeal.

The UGCHP will hear appeals involving (but not limited to) the following:
- Dismissal from a program for academic reasons.
- Procedural matters related to admission, academic progress, thesis and CRP, and/or comprehensive examinations
- Any academic issues not addressed by other university policies and procedures.

Please see NAU Policy Number: 100319, Academic Continuation, Probation, Dismissal, and Readmission: Graduate for procedures and policies specific to program dismissals.

In every appeal, the burden of proof rests on the students to show reason why an appeal should be heard. A graduate student must initiate the appeal process no later than the end of the next regular term (Fall or Spring) following the date on which the appealable issue occurred. If an extension of time is needed during any phase of the process once the appeal process has been initiated, the party requesting the extension shall petition the Graduate College Dean and present reasons why the deadline cannot be met.

The Academic Appeal Policy, Graduate Policy Number: 100103 outlines a four-step general procedure to implement the policy:

> **Step 1** involves the student with the grievance meeting with the faculty member to attempt to resolve the issues. Step 2 is implemented if Step 1 fails.
> **Step 2** involves a conference with the student, faculty member, and academic unit administrator.
> **Step 3** involves a conference with the Graduate College Associate Dean if Step 2 fails
> **Step 4** involves an appeal to the Graduate College Committee Hearing panel if Step 3 fails.

Details on procedures and timelines for each of these steps are described in the official policy located here:
https://www5.nau.edu/policies/client/Details/859?whoIsLooking=Students&pertainsTo=All

It is also the official policy of Northern Arizona University to prohibit discrimination, to inform individuals of their right to be free from such behaviors and to promote the safety of all individuals at university sites and activities. For more information, please read the Safe Working and Learning Environment policy at: https://nau.edu/university-policy-library/safe-working-and-learning/

GRADE APPEALS

Grade Appeals for all students are explained in Policy Number: 100105

The procedure applies to a situation where a student initiates a grade appeal request. Only the faculty member who assigned the original grade has the authority to change the grade unless the grade is appealed, and the appeal is successful. If the faculty member is no longer with the university, the authority to change the grade, including the authority to make up an incomplete, is delegated to the academic unit's Chair, Director, or Dean.

A grade assigned by an instructor may be appealed only by following the procedures defined below. In every case, the burden of proof rests upon the student to show reason why the grade should be changed. A grade change should be granted only in instances where the instructor deviated substantially from the accepted and specified standards of proficiency of the University and/or academic department as established by the Faculty Handbook and/or College/Department Academic Policy Manual. Generally, such deviations are evidenced by a departure from the course syllabus, alleged preferential treatment of another student, or classroom policies applied unevenly across students enrolled in the class, in all instances, the instructor(s) involved must be given full opportunity to present their position before an action is taken.

If the grade appeal is based on an allegation or finding of an academic integrity violation, then the appeal must follow the Academic Integrity Policy procedures and is not considered a grade appeal.

The student must initiate the appeal process within the next regular term following the term in which the coursework was completed. For example, appeal of a course grade received for a fall or winter intersession term must be initiated during the following spring term; a spring or summer term grade must be initiated during the following fall term.

The Grade Appeals, All Students, Policy Number 100105 specifies the five steps of the appeals procedure for students to follow.

STUDENTS DETERMINE UNABLE TO MEET MINIMAL PROFESSIONAL STANDARDS

The Clinical Psy.D. Program considers all program requirements to be academic requirements. These academic requirements include performance in all areas of the program, i.e., in class, in research, and clinically supervised work. Students have also been rated annually when the competency to perform in the Relationships. Students may not continue in the program when the competency to perform in the program or post-graduation professional activities are or could reasonably be expected to be affected detrimentally due to an apparent mental, emotional, physiological, pharmacological, or substance abuse condition.

If a program faculty member or clinical supervisor (e.g., practicum supervisor) suspects that a student may have one or more conditions that are interfering with academic work or practicum placement responsibilities, the following steps will be taken.

1. The faculty member will meet first with the Clinical Psychology Doctoral Training Director to discuss the matter. The Clinical Psychology Doctoral Training Director will call a meeting of the student, the student's advisor, the Program Director, and any other faculty member (e.g., practicum supervisor) to discuss the matter.

2. The steps outlined in the section on Continuation on probation with a Professional Growth Plan (PGP, see Appendix N) will be followed, which include the development of a Professional Growth Plan and notify the student in writing with a copy of the PGP (written plan) to the Graduate College, of specific failures leading to the recommendation of probation (see Academic Continuation, Probation, Dismissal, and Readmission- Graduate Policy Number 100319).
3. If the student fails to meet the requirements of the PGP, the steps outlined in Consideration for Dismissal from the Clinical Psychology, Psy.D. program will be followed.

ACADEMIC INTEGRITY

Academic Integrity is a key aspect of professional ethics at NAU. students in the Clinical Psychology Psy.D. Program discusses issues of academic integrity during orientation, in ethics courses, and in most courses that require a term paper.

The University Academic Integrity Policy, Policy Number: 100601

NAU regards acts of academic dishonesty as very serious offenses, these acts include but are not limited to, plagiarism, forging an instructor's signature, stealing tests, copying from other students, or using "crib notes." If you are charged with academic dishonesty, you are subject to the Arizona Board of Regents Code of Conduct and procedures established by NAU.

Academic integrity means honest and ethical conduct in all aspects of academic life. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded in honesty with respect to all intellectual efforts of oneself and others. Integrity is expected of every student within the NAU community in all academic undertakings, regardless of venue (including but not limited to: classroom, laboratory, internship/externships, clinical practicum, clinics, paid positions, etc,) or medium (including but not limited to: assignments, written work, data gathering, oral presentations, etc.). Academic integrity is expected not only in formal coursework settings but also in all University relationships and interactions connected to the educational process, including the use of University resources. The reputation of the University and the value of the intellectual contributions of faculty, staff, and students depend on the assurance that every member of the academic community adheres to the very highest standards of ethical behavior. For details on the policy and procedures, please see the policy at the link provided above.

RESEARCH INTEGRITY

Research Integrity is an aspect of ethical behavior important to psychology doctoral students in scientist-practitioner-oriented programs. Research integrity may be defined as active adherence to the ethical principles and professional standards essential for the responsible practice of research. Research integrity involves examining the data with objectivity and being guided by the results rather than by preconceived notions. Research often crosses physical, social, and cultural boundaries, and as we engage in this global research environment, we need to understand these different contexts. Understanding the cultural norms and practices of other

researchers and participants will allow you to conduct your research in a culturally sensitive manner as you enter these international collaborative contexts.

RESPONSIBLE CONDUCT OF RESEARCH (RCR)

RCR is the practice of scientific investigation with integrity. It involves the awareness and application of established professional norms and ethical principles in the performance of all activities related to scientific research. RCR is broadly defined as the ethical and responsible practice of research in the following areas:
- Collaborative Research
- Conflicts of Interest
- Intellectual Property
- Publication Practices and Responsible Authorship
- Data Acquisition, Management, Sharing, and Ownership
- Human Subjects
- Animal Welfare
- Mentor/Trainee Responsibilities

RESEARCH MISCONDUCT

Research Misconduct is the fabrication, falsification, or plagiarism in proposing, performing, or reviewing research or in reporting research results. It does not include honest errors or honest differences in interpretations or judgments of the data.

For additional information and resources regarding the subject above, see the Graduate College website on research integrity.

Accommodations are available for many reasons including accessible houses, note-taking, print matter, test taking, faculty, student support, etc. please refer to the handbook published by DR for additional details.

PSYCHOLOGICAL SERVICES AND REMUNERATION

Students are, at no time while in the program, permitted to offer testing, therapy, consultation, or other psychological services for private pay except where permissible such as under licensure of certificates held by the student (i.e., Licensed Professional Counselor, Licensed Rehabilitation Counselor, Certified School Psychologist). It is illegal and unethical for any person to offer services as a psychologist or to advertise or in any way profess to be a psychologist until licensed as such by a state psychology licensing body. The expectation to use the term is the Certified School Psychologist, who is eligible for school-based service provision only.

COMPREHENSIVE EVALUATION OF STUDENTS

The Clinical Program Policies on student performance evaluation, feedback, advisement, retention, and termination decisions align with the Graduate College Policy on Academic Continuation, Probation, Dismissal, and Readmission: https://www5.nau.edu/policies/client/Details/520?whoIsLooking=Students&pertainsTo=All

All students complete the required courses and/or demonstrate competence through competency benchmarks established in the program. Students who do not meet the required course grade have to retake the course to remediate targeted knowledge or skills. This may include an independent study and repetition of assignments to criterion, additional casework to demonstrate competence, or retaking the course. The advisor, in consultation with the Core faculty Committee, reviews students' academic progress annually. The Competency Examinations may be repeated as described in the program policy about these examinations. The next section details the information that is used for the comprehensive evaluation and the process by which students receive feedback regarding their academic and professional progress.

REVIEW OF STUDENTS' ACADEMIC AND PROFESSIONAL PROGRESS

This policy applies to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision). However, irrespective of settings or context, when a student trainees 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, the Core Faculty Committee may review such conduct within the context of the program's evaluation processes.

Student evaluation will occur near the end of each academic year within the Core Faculty. Continuing student evaluations will be executed within a developmental framework. Faculty, training staff, and supervisors will evaluate student/trainee competence in a variety of activities/settings including coursework, seminars, scholarship, competency examinations, practica, and related program requirements associated with the program's goals and objectives. Rating forms and evaluations from non-faculty field supervisors will be used to inform the committee ratings of individual students on the form level based on the student's year/progress in the program: *Readiness for Practicum Level Rating Form, or Practicum/Internship Supervisor Evaluation of Student Competence Rating Forms* as well as annual ratings on the *Interpersonal Relationships Rating Form* (see Appendices D, E, F, and G, respectively).

The spring semester process begins with students completing a self-evaluation regarding their progress in the program (*Annual Continuing Student Report* in Appendix L). This information is included in the review process once per year, as students generally need more time to gather these experiences. Program faculty will review each student's progress toward completing program requirements and professional development. Students will receive written feedback on their progress every year. The evaluation and feedback are intended to promote and facilitate student progress through the program, as well as monitor said progress. At the end of each academic year of study, faculty complete an *Annual Continuing Student Evaluation Form* (see Appendix K) on each student in the Clinical Psychology Psy.D. Program.

The Core Faculty Committee, along with any other individuals identified as relevant (e.g., a committee member who is not in the Clinical Program) meet to discuss each student. During this meeting, the faculty evaluate the student's progress in the following domains using the appropriate form for the level that the student is within the training program (*Readiness for Practicum, Practicum/Internship Supervisor Evaluation of Student Competence Rating Forms,* as well as each semester on the *Interpersonal Professional Relationships* Rating Forms):

- Clinical competence in assessment, intervention, consultation, ethical and legal behavior
- Integrating theory, research, and practice
- Competence in work with cultural and individual differences
- Professional identity as a psychologist
- Interpersonal and Professional behavior and disposition including:
    - Receiving and implementing feedback
    - Interpersonal skills
    - Responding effectively to legal and ethical dilemmas
    - Classroom behavior
    - Timely work completion and work responsibility
- Collaborating with other professionals
- Overall academic performance
- Research skills
- Research involvement and progress

Students are evaluated with reference to their professional development and progress on two rating forms each academic year, based on their level in the program. The criteria at each level are specified on Table 1: Professional-Wide Competencies Curriculum and Assessment Map in Appendix H. At the Readiness for Practicum level, students must achieve average ratings of 3 or better to be eligible to move into the first practicum experience. *Practicum/Internship Supervisor Evaluation of Student Competence Rating Forms* ratings should meet a criterion on an average of 3 or higher in the identified areas in the assessment plan. In addition to these specific rating forms, the Core Faculty Committee also evaluates students' Interpersonal and Professional Relationships skills in depth annually on the appropriate level form to match the student's level in the program. Students should consistently achieve an average of 3 after their first year and in subsequent evaluations.

Annually, students formally meet with advisors to discuss their progress in the program. At that meeting, the student reviews the rating form and comments related to their progress in the areas of didactic coursework, research skills and progress, clinical skills and progress, assistantship performance, interpersonal skills and professionalism, self-awareness, self-evaluation, and critical thinking skills, other accomplishments and/or concerns, and status on graduation requirements. Students are encouraged to discuss all feedback and any other questions they have with their advisors and if they disagree with the evaluation, students have the option to follow the Appeal and Grievance Processes found in the Clinical Psychology Doctoral Student Handbook.

Student progress evaluations result in one of the several potential outcomes that are shared with the student in written documentation with the evaluation materials:
1) Continuation with commendation
2) Continuation, satisfactory progress
3) Continuation with recommendations for improvement
4) Continuation on probation with Professional Growth Plan
5) Consideration for dismissal

CONTINUATION ON PROBATION WITH A PROFESSIONAL GROWTH PLAN

If the Core Faculty Committee determines that the student requires a Professional Growth Plan, the student's advisor, and the student, in consultation with the Clinical Psychology Doctoral training Director and Program Director, will develop a Professional Growth Plan (PGP, see Appendix N) to remediate any identified weaknesses. The PGP specifies objectives and criteria for determining that objectives are successfully completed. The student, the advisor, the Clinical Psychology Doctoral Training Director, and the Program Director then signs the PGP. The Department will notify the student in writing with a copy of the PGP (written plan) to the Graduate College, of specific failures leading to the recommendation of probation (ser Academic Continuation, Probation, Dismissal, and Readmission- Graduate Policy 100319)

Once the timeline for completing the remediation objectives has passed, the advisor will meet with the student to evaluate whether the objectives were successfully met, record the progress on the Professional Growth Plan, and bring the plan to the Clinical Psychology Doctoral Training Director, the Program Director, and the Core Faculty Committee. If the Advisor and the Clinical Psychology Doctoral Training Director and/or Program Director and the Clinical Psychology Doctoral Steering Committee verify that the student has met the objectives, activities, and timelines of the PGP and may continue in the program, the finding will be recorded ed on the PGP and copy of the form will be provided to the student and placed in the student's departmental file.

If the student has not completed the PGP objectives, activities, and timelines successfully, the advisor will record this finding and report to the Clinical Psychology Doctoral Training Director, the Program Director, and the Doctoral Steering Committee who will then review and decide whether the student has failed to meet the requirements of the PGP. If the Advisor, the Doctoral Training Director and/or the Program Director, and the Clinical Psychology Doctoral Steering Committee determine that the student has not met the objectives, activities, and timelines of the PGP, the student may be recommended for dismissal from the program. The findings will be recorded on the PGP and a copy of the form will be provided to the student and placed in the student's departmental file. The Graduate College will be notified in writing of the intent of the program to recommend dismissal.

CONSIDERATION FOR DISMISSAL FROM THE CLINICAL PSYCHOLOGY PSY.D. PROGRAM

Graduate students are expected to maintain: 1) high academic standards of achievement; 2) consistent and timely progress towards the completion of degree requirements, and 3) high standards of personal conduct and behavior. To maintain such standards, any one or more of the factors listed below will result in a student being recommended to the Graduate College for dismissal from the program.

1. Possessing a grade point average of less than 3.0 in NAU graduate courses during two consecutive semesters or unacceptably low grades in content courses as specified in the profession-wide, program-specific, and discipline-specific competencies.
2. Possessing 3 C grades*.
3. Failure to make adequate progress on program requirements including failure to meet the objectives and timeline outlined in the Professional Growth Plan (e.g., excessive delay in

completing research requirements; Discipline Specific Knowledge and/or Competency Examinations (if applicable), Practica, Poor ratings on Annual Evaluation- *Readiness for Practicum, Practicum/Internship Supervisor Evaluation of Student Competence Rating Forms*) commensurate with program and university expectations.

4. Any of the following: 1) any characteristics which would, in the judgment of the faculty, make the student unsuitable to engage in a career in psychology; 2) conduct unbecoming of a professional psychologist (e.g., APA guidelines); or 3) failure to comply with departmental, college, and university regulations or procedures.
5. Academic dishonesty or research misconduct including cheating, falsification of information, and plagiarism.
   * All courses in the plan must be completed with A or B of Passing (P) grades.

University Policy. In addition to dismissal for poor academic performance, certain infractions may warrant the imposition of serious disciplinary measures, including dismissal, without prior discipline having been imposed. Such measures often, but not always, are determined in collaboration with the Office of Student Life, the Office of the Vice President for Research, the Office of Equity and Access, the Graduate College, or any other applicable unit on campus.

UNIVERSITY PROCEDURES FOR DISMISSING A STUDENT FROM A GRADUATE PROGRAM (POLICY 100319)

A student may be recommended for dismissal by an academic unit for one or more of the following:
- Failure to meet academic requirements outlined in this policy or within the academic unit;
- Failure to meet requirements for continuation within an academic program; or
- Any academic reason not addressed by other university policies or procedures

SURVEY OF PROGRAM GRADUATES

Our Program graduates are surveyed every year in order to provide data on how the Program prepared students in each profession-wide and program-specific competency. The goal of the survey is to:
- Identify current employment setting,
- Professional activities on the job,
- Job title,
- Percent of time spent in key activities in current employment,
- Career satisfaction,
- Licensure status,
- Scholarship activities including publication and presentation in professional psychology,
- Specialized training received and certifications held,
- Other professional achievements,
- Engagement in continuing education,
- Engagement in professional organizations,
- Perception of the quality of the doctoral training program,

- Ratings on experiences in the program in several areas including:
    - Academic challenge
    - CRP support
    - Research training
    - Practica experiences
    - Responsiveness of program director
    - Respect from faculty
    - Student-faculty relationship
    - Training in multicultural issues
    - Profession-wide competencies
    - Overall preparation for entry-level practice
- Debt incurred for doctoral training
- Rating on quality of training to achieve each objective of the program

Aggregate survey data is to help understand the long-term outcomes of the program training.

EDUCATIONAL PSYCHOLOGY PROGRAM'S STATEMENT ON ELECTRONIC INFORMATION

Electronic sources of information are an important consideration for training programs and graduate students in health service psychology. Negative incidents have been reported in training programs and at universities in which graduate studentS have been adversely impacted by material posted on websites, emails, and answering machine/voice messages. APA Social Media/ Forum Policy (https://www.apa.org/about/social-media-policy) provides useful guidelines regarding electronic postings. It is important to note that "some issues may include online harassment, cyber-bullying, defamation of students, faculty, or supervisors, reports of illegal behavior (i.e., drug use), reports of unethical behaviors such as multiple relationships, or disclosures of confidential student information."

When trainees post sensitive, personal, or unprofessional information on websites, email signatures, and answering machine/voice messages they need to be aware of the potential implications including:
1. Internship programs and employers report conducting web searches on applicants' names before inviting applications for interviews and making offers.
2. Clients conduct web-based searches on trainees' names and find information about them and make decisions about seeking psychological services based on what they find.
3. Legal authorities are looking at websites for evidence of illegal activities.
4. Postings to list services or social media sites might reflect poorly on students and the program.

If students identify themselves as a graduate student in the NAU Educational Psychology Programs are expected to follow these guidelines:
- When using cell phone or home telephone even occasionally, for professional purposes (research, teaching, or clinical activities), the greeting must be appropriate and professional in demeanor and content.

- Students should evaluate all postings and messages before posting to consider the effect the post/message may have on the student's reputation, program reputation, and potential clients. Information that is meant to be "fun" might reflect poorly on the program and the student. Internet postings, emails, or answering machine and voicemail messages that are viewed as "private" self-disclosure among friends may actually be very public. Additionally, online posts are permanent as they may be accessed many years later even when the user believes they have "deleted" the posts. It is never appropriate to post messages on social media about clinical experiences.
- Students are advised to be concerned about and manage professional demeanor and presentations in blogs, personal pages, and posts in social networking media and other internet activity.

STUDENT REPRESENTATIVES

Two students are elected annually by their clinical program doctoral student peers to represent graduate students at Core faculty meetings. The student representatives are allocated one vote on program decisions. Student representatives will not be present for committee discussions of student performance and Professional Growth plan needs regarding individual students. Students are encouraged to contribute ideas and raise concerns relative to the graduate training program through their appropriate student representative.

STUDENT RESPONSIBILITIES AND REPRESENTATION

The program assumes that all graduate students are responsible for progress in their graduate programs. Faculty expects them to show initiative and independence in all aspects of their programs. The major function of the program is to produce a competent professional psychologist who can work in applied settings as well as in research and academic settings. The curriculum, advising, program requirements, and student evaluation are all designed to ensure that their major function is achieved.

All students in the program are expected to maintain the ethical standards adopted by the American Psychological Association. Students are also expected to comply with program, departmental, college, and university policies and procedures. Failure to do so constitutes grounds for dismissal from the program.

Graduate students are also provided an opportunity to participate in setting and reviewing departmental policies and procedures through representation on the Core Faculty. In addition, elected graduate student representatives are invited to attend (and vote) in departmental faculty meetings.

For many of the program requirements described previously in this manual, such as the intention to sit for examinations, there is a form, which must be signed by the advisor or other faculty members. There are also forms that are completed when the student meets program requirements such as the qualifying research project and CRP prospectus defense. It is the graduate student's responsibility to see that these signed forms are placed in their files in the Clinical Psychology Department office as soon as the requirement has been met. Students may

review their official Clinical Psychology Department file at any time by scheduling this with the Clinical Psychology Department Administrative Assistant. Reviews will take place in the Clinical Psychology office, as files may not be checked out.

REGISTRATION AND CONTACT INFORMATION

Students need to become familiar with the NAU LOUIE system and PeopleSoft. All updates to addresses and telephone numbers can be made directly by the student on this system through Student Account self-service when logged into LOUIE. Course catalog information and schedule of classes are also available in LOUIE. Registration can be done directly by the student as well.

In order to ensure that students are accepted into required classes, pre-registration is highly recommended. Students are encouraged to pay particular attention to course prerequisites to ensure proper course sequence and to note that certain courses are only offered in the fall or spring semester.

EMAIL

It is important for students to check their email through the NAU email account provided by NAU. All official email from NAU and their faculty will be through their NAU email account. Google Apps for Education is the official student email system at Northern Arizona University. Google Apps gives students access to many exciting features that can be used to better facilitate your educational experience at NAU. Some of these apps include a fully featured, web-based office suite, a robust calendaring system, and a website development toolset.

Students will need their user ID and password in order to log into their NAU Google account. If a student is a current NAU student, faculty, or staff member or has received a grade in at least one NAU course, they are eligible for an NAU Google account (including NAU Gmail). If a student has never had access to an NAU Google account, they can log into it after retrieving their NAU user ID and password. If a student is a NAU alumnus and does not already have a NAU Google account, they can request one. Keep in mind that if they have attended NAU from 2009-present they will already have an NAU Google account.

Go to the following Information Technology Services webpage to learn more about establishing your NAU email account. https://in.nau.edu/its/google/

Emails from faculty will generally be sent to a student's NAU email account. If a student has another email account and check that more regularly, please forward all email from your NAU email account to this account.

LOUIE

LOUIE uses the "single sign-on" Central Authentication Service (CAS) for logging in. This allows students to access a variety of NAU websites that require authentication, without having to re-type their user ID and password every time.

This also means that logging out of LOUIE will NOT log you out of all NAU websites! If you are at a public computer (in a computer lab, a library, a cybercafe, etc) or even at your home computer that other family members or roommates use, you should close all web browser windows before you leave the computer. Forgetting to close all your web browser windows could allow someone else to access your personal information, and they could (accidentally or maliciously) change or damage your personal information.

Update your address, phone, email, etc. by following this path on LOUIE: Home> Student Accounts Self> Service> Personal Portfolio> Task. Verify your social security number by clicking on demographic information. If your social security number is incorrect, please contact the Bursar Office Tax Coordinator at 928.523.9485.

USE OF EDUCATIONAL PSYCHOLOGY DEPARTMENT FACILITIES AND SUPPLIES

Faculty and students may use the Department's research and clinical training facilities; however, students should follow all applicable scheduling guidelines noted in the Clinical Psychology *Doctoral Clinical Training Manual*. The computer lab is equipped with computers for student use. Students should not print personal documents (including class papers and CRPs) using university-supplied materials. In addition, the department does not provide letterhead, postage, or mailing supplies for students' personal use. Further, the cost of exchanging CRP between students and faculty via mail or FedEx, etc. is the student's responsibility.

Computer Labs for general student use are located in the North Valley building. The computer lab generally allows printing and charging to the student's university bursar account.

UNIVERSITY STUDENT SERVICES

The university offers many student services to support student life on campus. Some of these services include medical health and wellness, counseling, recreation, disability services, parking and campus shuttles, multicultural and inclusion services, library, and student learning centers. Campus medical services offer an on-campus clinic that provides students, faculty, and staff with convenient and quality healthcare. Medical Services offers both primary and urgent care. A pharmacy, radiology, and labs are available onsite as well. Campus Recreation offers indoor and outdoor recreation facilities as well as outdoor adventure courses and outdoor equipment rental.

- Student Learning Center
- Campus Medical Services
- Campus Counseling Services
- Inclusion and Multicultural Services
- Lesbian, Gay, Bisexual, Transgender, Questioning, and Allies Services
- Campus Recreation Services
- Campus Housing and housing partnership information
- Disability Resources Services
- Parking and Campus Shuttle Information

CLINE LIBRARY SERVICE INFORMATION

Campus Library Services can be explored here: https://nau.edu/library

CLINE LIBRARY IS COMMITTED TO:

- Providing a physical environment for intellectual discovery, collaborative research projects, and computing, and an equally rich online learning environment that is fully accessible to students, faculty and staff regardless of location.
- Aligning its efforts to institutional and college initiatives and priorities while responding to the rapidly changing expectations of students and faculty.
- Providing what students need to successfully meet a variety of learning experiences and coursework requirements and exceed the expectations that move them forward to graduation.

RESOURCES

- The Library has more than 900,000 volumes, including over 460,000 books and over 180,000 e-books. Other formats include government documents, maps, microforms, sound recordings, films, and other media, and bound periodical volumes.
- Access to over 135 databases and to the articles on over 63,000 e-journals and newspapers including those that are key databases in professional psychology and health service professions.
- Special Collections and Archives holds 20 million unique items focused on the Colorado Plateau and Northern Arizona. Over 110,000 are accessible in the online Colorado Plateau Archives, which includes digital content from partners such as the Arizona Historical Society/Flagstaff, Hopi Cultural Preservation Office, and Navajo Museum.
- The Cline Library website provides access to library materials, services, and information about the building.
- OpenKnowledge@NAU, an institutional repository, will gather NAU teaching, research, and creative output in a central, open location

SERVICES

- Library services for students and faculty of
  - NAU's mountain Campus and Extended Campus
  - The Phoenix Biomedical Campus, where NAU and the University of Arizona jointly operate a library whose staff includes an NAU librarian.
- Document Delivery Services (free to NAU users) borrow or obtain items, not in our collections.
- Research assistance and consultations via text, live chat, email, phone, or in person.
- Borrow Laptops and Equipment (including digital camera, audio recorders, external hard drives, camcorders, external DVD drives, headphones, and energy meters) available for student checkout.

FACILITY

- Open 116.5 hours per week, including until 2 a.m. five nights a week for Fall and Spring semesters and extended hours (including 24-hour days) during End of Term and Finals week.
- Largest computing lab on campus
  - Robust wireless network available to NAU and public users throughout the building.
  - Seven technology-rich media studios for production, practice, viewing, assistive technology, and more in a larger open iMac studio.
  - A variety of computing options are available to NAU users, including energy-saving virtual desktop computers, Mac desktop computers, PC desktop computers, and lending laptops. In addition, PC desktops are available to community users.
  - Assistive technology equipment.
  - Six scanning stations that export scanned images from books, microforms, and more directly to email, printers, USB and home drives, and other options.
  - Printers (color and black and white) connected to the campus-wide ITS Printing service.
- Some furnishings feature wood and granite salvaged during library projects for library reuse.
- Energy-saving features include a plumbing system with low-flow faucets and toilets to reduce water use, an optimized heating and cooling system, and an energy-reducing lighting system.

SPACES

- Study rooms: 17 group and 10 individual study rooms available for student checkout. Limited number of careers available to graduate students and faculty.
- Designated spaces for quiet study, quiet computing, and silent study.
  - *Quiet study*: 20 quiet study desks, including 10 with computers, on the second floor, and an additional 50 quiet study seats at tables on the third floor.
  - *Silent study*: 36 desks and 16 seats at tables, all on the third floor,
- First-floor computing area with seating for 122 and 56 adjustable height workstations.
- Open media lab with seating for 58 users, 25 adjustable height workstations, and an integrated help desk.
- 400-seat Assembly Hall for classes and events.
- Advanced technology 70-seat Learning Studio designed to increase engagement and learning for students while supporting "flipped classroom" and other teaching methods for faculty.
- Scholars' Corner Cafe offers beverages and light snacks during the academic year.

FINANCIAL ASSISTANCE

We have two broad categories of financial assistance available to graduate students at NAU. The first is awarded on the basis of academic merit or your ability to perform specific services; you apply for these assistantships and waivers through your department of study. The second is

based on your demonstrated financial need, and you apply through the Office of Student Financial Aid.

The following links are also helpful for understanding and applying for financial aid:
- [University resources for Graduate Students](#)
- [Financing Graduate Education](#)
- [Information on Presidential Fellowship Program](#)
- [Child Care Voucher Program](#)
- [NAU College Scholarships](#)
- [Information on specific scholarships for Graduate Students in the College of Education](#)

ASSISTANTSHIP AND WAIVERS

Waivers of resident tuition are available to Arizona residents, and waivers of the non-resident portion of tuition are available to non-residents of Arizona. Apply for these waivers through the Educational Psychology Department.

OTHER FINANCIAL ASSISTANCE

This section describes the kinds of financial assistance available through the Office of Student Financial Aid:
- [Scholarships](#)
- [Grants](#)
- [Employment programs](#)
- [Loan programs](#)
- [Veteran educational benefits](#)

To be considered for federal or state aid, including loans and other need-based programs, you must be considered a degree-seeking student by NAU's Graduate College and
- Submit the FAFSA (Free Application for Federal Student Aid available online at www.fafsa.ed.gov) to the federal processor.
- Have a completed and verified financial aid with NAU's Office of Student Financial Aid; check your financial aid status online at www.nau.edu/louie
- Follow satisfactory academic progress credit-hour limits and deficient-hour guidelines, as outlined in the brochure describing satisfactory academic progress, in your award packet, or at: https://nau.edu/office-of-scholarships-and-financial-aid/satisfactory-academic-progress/

For more information about need-based financial aid, employment programs, or to obtain FAFSA applications, please contact any of these Office of Student Financial Aid locations: NAU Flagstaff (main office) Gammage Administration Building, third floor, 1.855.628.6333 toll free.

You can also visit our website at www.nau.edu/FinAid or send an email to financial.aid@nau.edu or send faxes at 928.523.1551.

SCHOLARSHIPS, GRANTS, EMPLOYMENT, LOANS, AND VETERANS BENEFITS

SCHOLARSHIPS

A limited number of scholarships are available through the Office of Student Financial Aid. Whether you are a new or continuing student, we encourage you to fill out our Scholarship Interest Form, which is available at www.nau.edu/finaid/scholarhsip. This is not an application form but allows NAU's Office of Student Financial Aid to search for additional scholarships for you. This form is in effect throughout your attendance at NAU, and you can update it at any time.

While there is no deadline for doing so, we recommend that you complete or update this form by March each year because most scholarships are awarded in the spring of the following year. Additionally, some NAU departments use the Scholarship Interest Form as their official application for scholarships offered.

Because some scholarships are need-based, you should file a Free Application for Federal Student Aid (FAFSA) as well.

Students also can apply for COE and EPS scholarships during early spring. There are two ways to find out about scholarships. You will receive an email announcement when the applications open for COE and EPS scholarships. One application is completed for all available scholarships and is submitted online. Please check the COE (coe.nau.edu) website for deadlines and application forms and current listings of all available scholarships.

Scholarships that are available to doctoral students within the college include (please check website for full and new listings):
- Clarence E. Fishburn Scholarship
- Craig W. Sidles Educational Psychology Scholarship
- Ida Belle McFill Memorial Scholarship
- Jerry Petersen Doctoral Student CRP Scholarship
- Lawrence V. Grinnell Educational Psychology Memorial Scholarship
- Persis Fuller Educational Psychology Scholarship

GRANTS

Grants may be awarded to Arizona residents who are full-time students. Priority is given to students who demonstrate high financial need, based on FAFSA results. The Free Application for Federal Student Aid is the standard financial aid application and is available online at www.fafsa.edu.gov or through NAU's Office of Student Financial Aid locations.

EMPLOYMENT

Employment opportunities are offered at NAU and elsewhere for students wishing to meet a portion of their educational expenses through working, which may provide invaluable work

experience as well as income. We encourage you to pursue employment opportunities on your own and through NAU- contracted employers.

Student wage positions are available campus-wide in Flagstaff for NAU students enrolled at least half-time, regardless of financial need. Prospective employers have the necessary employment applications.

The Federal Work-Study Program is a need-based employment program for full-time students. NAU lists employment opportunities available on the Flagstaff campus and arranges jobs in qualifying agencies such as the Museum of Northern Arizona and Coconino National Forest.

LOANS

You may also want to consider the following loan programs.

Federal Direct Student Loans are low-interest, need-based, and non-need-based loans offered by the federal government. The interest rates are variable and are adjusted each July 1.

To accept and receive a student loan, you must sign a master promissory note, which is a legal document of considerable significance. Just one master promissory note is in effect for ten years, regardless of what institution(s) you attend. If you have signed a master promissory note previously, either at NAU or at another school, you do not have to sign another one for student loans for ten years. The onus lies with you to keep track of how much you have borrowed each year. If you have not previously signed a master promissory note, NAU's Office of Student Financial Aid mails one to you with instructions about how to accept, reduce, or decline the loan. You can find additional information at www.nau.edu/finaid/loans.

If you have questions about these loans, contact NAU's Office of Student Financial Aid at 928.523.LOAN (523.5626), or you may call the U.S. Department of Education's Federal Direct Loan customer service line at 800.848.0979. Remember that you may not borrow more than NAU's annual cost of attendance minus other financial aid and resources, please consider employment and only borrow what you need.

The Federal Perkins Loan is a low-interest (five percent), need-based educational loan with limited availability. The Office of Student Financial Aid determines eligibility and awards the loans as funds become available. For award information, contact the Office of Student Financial Aid. For questions about Perkins loan repayment or general information, please contact NAU's Bursar's Office (928.523.3122)

VETERANS BENEFITS

If you are eligible or wish to find out if you are eligible for veteran benefits, contact NAU's Office of Veteran Services (Gammage Administration Building in Flagstaff). You can write to us at the Office of Veteran Services, NAU, PO Box 4110, Flagstaff, AZ 86011-4110. You can also call us to 928.523.4931, email veterans.services@nau.edu, or visit our website at www.nau.edu/finaid/vets/

Services include assistance in applying for all veteran education benefits, educational counseling, tutorial assistance, and various referral services.

SUPPORT TO ATTEND PROFESSIONAL CONFERENCES AND PRESENT RESEARCH

Generally, four sources of funding to support attendance to professional conferences such as APA, etc., include Professional Development Awards from the Department of Educational Psychology, Dean's Graduate Research Travel Grants (COE), Graduate Student Government Travel Awards, and the Office of the Provost- University College Student Travel Awards.

Professional development awards are available to admitted and currently enrolled graduate students in Educational Psychology programs contingent upon the availability of funds. Applications forms are available at the EPS office on our forms website: https://nau.edu/ed-psych/forms-checklists-manuals/

Complete applications are accepted two times a year- October 1st or February 1st at the Educational Psychology office at Box 5774, Flagstaff, AZ, 86011. **LATE APPLICATIONS WILL NOT BE ACCEPTED.** A student may be eligible for expenses related to registration and/or travel to a conference for up to $200.00 during an academic year.

Students are also encouraged to seek other sources of funding through the Office of Grants and Contracts or at their place of work. *Preference will be given to those students who are presenting at conferences*. Only completed applications along with some documentation (e.g., conference brochure) or proof of acceptance for presentations/posters and a letter of support from an EPS faculty member or faculty advisor will be reviewed. Support letters from faculty can be emailed to the Dept. Chair at Robert.Horn@nau.edu. All travel must be completed by the end of a fiscal year (June 30th).

Dean's Graduate Research Travel Grants (COE) applications must be submitted at least one month prior to the conference travel and must be for the purpose of presenting at a professional convention. The application can be found here: https://nau.edu/coe/travel-research-grants/

Graduate Student Government Travel Awards range from $75 to $200 dollars per award. Details and application procedures can be found here: https://nau.edu/graduate-college/travel-research-grants/

The Office of the Provost-University College Student Travel Award allows for reimbursement of travel, lodging, and conference registration as specified on the website: https://nau.edu/graduate-college/travel-research-grants/

APPENDIX A: USEFUL WEBLINKS

When completing or revising the POS, the following documents may be useful:
- CPP Course Offerings by Semester- provides an overview of courses offered each term
- Program of Study WorkSheet- useful for translating the program of studies into a semester by semester plan
- NAU Graduate Catalog can be accessed online at http://catalog.nau.edu

The following websites may also be useful when crafting the program of studies:
- Clinical Psychology, Psy.D. Academic Catalog Listing- provides a list of required courses with links to course descriptions
- Academic Catalog Policies- transfer credit, timelines, doctoral requirements, residency, and other policies
- Program of Study is housed on the Graduate College site: https://nau.edu/graduate-college/programs-of-study/

Academic recruitment and admissions, including general recruitments, residency, and recruitment of students who are diverse
- Graduate Admissions Policy
- Eligibility for Graduate Study at NAU
- Graduate Recruitment at NAU

Administrative and financial assistance
- University resources for Graduate Students
- Financing Graduate Education
- Information on Presidential Fellowship Program
- Child Care Voucher Program
- NAU College Scholarships
- Information on specific scholarships for Graduate Students in the College of Education: https://nau.edu/coe/scholarships/

Student Services:
- Student Learning Center
- Campus Medical Services
- Campus Counseling Services
- Inclusion and Multicultural Services
- Lesbian, Gay, Bisexual, Transgender, Questioning, and Allies Services
- Campus Recreation Services
- Campus Housing and Housing Partnership Information
- Disability Resources Services
- Parking and Campus Shuttle Information

Student performance evaluation, feedback, advisement, retention, and termination decisions
- Graduate College Policy on Academic Continuation, Probation, Dismissal and Readmission

University due process and grievance procedures
- [NAU Student Handbook](#)
- [Academic Appeal Policy for Non Grade Related Appeals](#)
- [Grade Appeal Policy](#)
- [Academic Integrity Policy](#)

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APPENDIX B:

CHECKLIST FOR DOCTORAL STUDENTS

CLINICAL PSYCHOLOGY, PSY.D.

- 1. Students and Advisors should refer to the Clinical Psychology Doctoral Student Handbook and the Graduate College's Checklist for Doctoral Students for additional details.
- 2. Complete the program of study with your advisor by the first two weeks of the term. If requesting to transfer graduate credit, bring graduate transcripts and syllabi.
- 3. Join a Professional Psychology Association (e.g., APA, AZPA etc.)
- 4. Become an active member of the Clinical Psychology Doctoral Student Organization, and participate in Research Colloquia
- 5. Apply for practicum (submit all practicum application forms by deadline)
    - Practicum I-II
    - Practicum III-IV
    - Advanced Practicum
- 6. Interview for Practicum
- 7. Complete all practicum prerequisites prior to start of practicum
- 8. Choose a CRP chair and work with the chair to complete the CRP Proposal Summary and choose a CRP committee.
- 9. Recommendation of CRP Committee Form goes to the Graduate College.
- 10. Write and defend the CRP proposal summary.
- 11. Write and defend the CRP proposal.
- 12. Complete Practicum and submit all practicum evaluation forms.
- 13. Take and pass competency examinations:
    Clinical Evaluation Competency
    - Pass with Distinction
    - Pass
    - Pass with Revisions
    - Fail
    Clinical Competency Examination
    - Pass with Distinction
    - Pass
    - Pass with Revision
    - Fail
- 14. Schedule, announce to College, and defend the CRP by the semester **deadline**.
- 15. **CRP Defense Scheduling Form** goes to the Graduate College at Least 10 working days prior to the defense date.

- 16. Submit final CRP to Graduate College via the [NAU ETD website](#) by the **deadline**.
- 17. Get approval from the Director of Clinical Training and apply for internship.
- 18. Register for the National Match for Internship.
- 19. Apply for graduation on the Graduate College website by the **deadline** of the semester prior to completion of graduation requirements.
- 20. Complete internship and submit all documentation (e.g., summary of hours, Letter of Completion for Internship Training Director).
- 21. Collaborate with the CRP chair and Graduate College to participate in the graduation ceremony.

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APPENDIX C:

PRACTICUM AND SUPERVISOR TRAINING PLAN

Practicum Student Name: _____

Practicum Training Site: _____

Practicum Training Start and End Dates: _____To _____

Practicum Level: □ I/II   □ III/IV   □ Advanced

Estimated Training Schedule (* See Supervisor Instructions):

Hours per week/days: _____

Total hours for the experience: _____

Percent of time devoted to: _____

Psychotherapy: _____

Psychometric assessment: _____

Documentation/report writing: _____

Didactic training (e.g. seminars, in-services, directed reading): _____

Consultation: _____

Other:_____% _____

Other:_____% _____

Supervision (*See Supervisor Instructions):

Primary Supervisor & Degree:_____

Licensed Psychologist in Arizona: □ Yes   □ Other:_____

Secondary Supervisor & Degree/License: _____

Licensed Psychologist in Arizona: □ Yes   □ Other:_____

Supervision Schedule: _____

Methods of Supervision: □ Live □ Audio/Videotape □ Documentation Review

□ Other:_____   □ Other:_____

Training Goals

1._____

 Objective 1:_____

 Objective 2:_____

2._____

Objective 1:_____

Objective 2:_____

3._____

Objective 1:_____

Objective 2:_____

Ethics & Professional Practice

Objective 1:_____

Objective 2:_____

Diversity & Multicultural Competence

Objective 1:_____

Objective 2:_____

Evidence-Based Practices/Outcome Measurement

Objective 1:_____

Objective 2:_____

_____

Student Name

_____   _____

Student Signature   Date

_____

Primary Supervisor Name

_____   _____

Primary Supervisor Signature   Date

_____

Practicum Seminar Instructor Name

_____   _____

Practicum Seminar Instructor Signature   Date

_____

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APPENDIX D:

READINESS FOR PRACTICUM LEVEL RATING FORM

COMPETENCY BENCHMARKS IN PROFESSIONAL PSYCHOLOGY

Demographics

Trainee Name: _____

Name of Placement(s): _____

Date Evaluation Completed: _____

Name of Person Completing Form: _____

Who was this person supervised by if
not directly under your supervision? _____

Dates of Training Experience
This Review Covers: _____

Training Level of Person Being Assessed

      Year in Doctoral Program: _____

This evaluation form is used to guide the evaluation of doctoral students in clinical psychology
prior to going into practicum placements.

It will be used for summative evaluation at the end of the first year of training in the program.

This form is adapted from the Benchmark Evaluation System published by the American
Psychological Association (2011 and revised in 2012) here:
        https://www.apa.org/ed/graduate/benchmarks-evaluation-system

Rate each item by responding to the following questions using the scale below:

How characteristic of the trainee's behavior is this competency description?

Insufficient Skill Development/Competence	Developing Competence	Competence	Advanced Skill Development/Competence
1	2	3	4

If you have not had the opportunity to observe a behavior in question, please indicate this by circling " No Opportunity to Observe" [N/O].

Near the end of the raring form, you will have the opportunity to provide a narrative evaluation of the trainee's current level of competence.

I.   PROFESSIONALISM

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1. Professional Values and Attitudes: as evidenced in behavior and comportment that reflect the values and attitudes of psychology.

Understand professional values: honest, responsible 1   2   3   4   [N/O]

Understand how to conduct oneself in a
professional manner 1   2   3   4   [N/O]

Accountable and reliable 1   2   3   4   [N/O]

Demonstrates awareness of the need to uphold and
protect the welfare of others 1   2   3   4   [N/O]

---

2. Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.

Demonstrates knowledge, awareness and understanding
of one's own dimensions of diversity and attitudes
towards diverse others 1   2   3   4   [N/O]

Demonstrates knowledge, awareness, and understanding
of other individuals as cultural beings 1   2   3   4   [N/O]

Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others	1	2	3	4	[N/O]
Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to diverse individuals from the rural southwest	1	2	3	4	[N/O]

> **3. Ethical Legal Standards and Policy**: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct [ethical practice and basic skills in ethical decision making]; demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting	1	2	3	4	[N/O]
Demonstrates awareness of the importance of applying an ethical decision model to practice	1	2	3	4	[N/O]
Displays ethical attitudes and values	1	2	3	4	[N/O]

> **4. Reflective Practice/Self-Assessment/Self-Care**: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.

Displays basic mindfulness and self-awareness; displays basic reflectivity regarding professional practice (reflection-on-action)	1	2	3	4	[N/O]
Demonstrates knowledge of core competencies; engages in initial self-assessment re: competencies	1	2	3	4	[N/O]
Understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods; attends to self-care	1	2	3	4	[N/O]
Demonstrates straightforward, truthful, and respectful communication in supervisory relationship	1	2	3	4	[N/O]

5. **Relationship**: Relate effectively and meaningfully with individuals, groups, and/or communities.

Displays interpersonal skills	1	2	3	4	[N/O]

Displays affective skills	1	2	3	4	[N/O]

Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills	1	2	3	4	[N/O]

6. **Scientific Knowledge and Methods**: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.

Displays critical scientific thinking	1	2	3	4	[N/O]

Understands the scientific foundation of professional practice	1	2	3	4	[N/O]

7. **Evidence-Based Practice**: Integration of research and clinical expertise in the context of patient factors.

Knowledge and Application of Evidence-Based Practice

Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological application; demonstrates basic knowledge of the value of evidence-based practice and its role in scientific psychology	1	2	3	4	[N/O]

8. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups and/or organizations.

Demonstrates basic knowledge of scientific, theoretical, and contextual basis of interviewing	1	2	3	4	[N/O]
Demonstrates basic knowledge of administration and scoring of traditional assessments measures, models and techniques, including clinical interviewing and mental status exam	1	2	3	4	[N/O]
Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity	1	2	3	4	[N/O]
Demonstrates basic knowledge of formulating diagnosis and case conceptualization	1	2	3	4	[N/O]

9. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.

Displays basic understanding of the relationship between assessment and intervention	1	2	3	4	[N/O]
Displays basic helping skills	1	2	3	4	[N/O]
Demonstrates basic knowledge of intervention strategies	1	2	3	4	[N/O]
Demonstrates basic knowledge of the assessment of intervention progress and outcome	1	2	3	4	[N/O]

10. Supervision: Supervision and training in the professional knowledge base of enhancing

| and monitoring the professional functioning of others. | | | | | |

| Demonstrates basic knowledge of expectation for supervision | 1 | 2 | 3 | 4 | [N/O] |

| Displays interpersonal skills of communication and openness to feedback | 1 | 2 | 3 | 4 | [N/O] |

11. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.

| Cooperate with others | 1 | 2 | 3 | 4 | [N/O] |

| Demonstrates awareness of the benefits of forming collaborative relationships with other professionals | 1 | 2 | 3 | 4 | [N/O] |

12. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client). Institutional, and/or systems level.

Empowerment
Demonstrates awareness of social, political, economic
and cultural factors that impact individuals,
institutions and systems, in addition to other factors
that may lead them to seek intervention   1   2   3   4   [N/O]

System Change
Understand the differences between individual
and institutional level interventions
and system's level change   1   2   3   4   [N/O]

Overall Assessment of Trainee's Current Level of Competence
Did the student meet an average of 3.0 or greater to advanced practicum?
- Yes
- No

Please provide a brief narrative summary of your overall impressions of this trainee's current level of competence. In your narrative, please be sure to address the following questions:
- What are the trainee's particular strengths and weaknesses?
- Do you believe that the trainee has reached the level of competence expected by the program at this point in training? Provide clarification or justification as needed.
- If applicable, is the trainee ready to move to the next level of training?

_____   _____

Student Signature   Date

_____   _____

Advisor Signature   Date

APPENDIX E:

INTERPERSONAL PROFESSIONAL RELATIONSHIP RATING FORM

Demographics

Trainee Name: _____

Date Evaluation Completed: _____

Name of Person Completing Form: _____

Who was this person supervised by if
not directly under your supervision? _____

Dates of Training Experience
This Review Covers: _____

Training Level of Person Being Assessed

    Year in Doctoral Program: _____

    Intern:
- Yes

- No

This evaluation form is used to guide evaluation of doctoral students in the Clinical Psychology program **in April of each academic year, unless otherwise necessary.**

This form is adapted for the Benchmark Evaluation System published by the American Psychological Association (2011 and revised in 2012) here: https://www.apa.org/ed/graduate/benchmarks-evaluation-system

Select the column corresponding to the training level of the person being assessed.

Rate items in the column by responding to the following question using the scale below:

How characteristic of the trainee's behavior is this competency description?

Insufficient Skill Development/Competence	Developing Competence	Competence	Advanced Skill Development/Competence
1	2	3	4

If you have not had the opportunity to observe a behavior in question, please indicate this by circling " No Opportunity to Observe" [N/O].

Interpersonal Professional Relationships- establishes, develops, and maintains effective interpersonal, professional relationships with clients, supervisors, supervisees, faculty, peers, support staff, allied professionals, organizations, and communities (e.g., effective working alliances/therapeutic relationships with clients, supervisory relationships that foster the growth of supervisees and facilitate client progress)

---

1. **Empathy, Compassion, & Desire to be Helpful**

Readiness for Practicum

Demonstrates compassion (awareness of suffering and the wish to relieve it) for others who are similar to oneself   1   2   3   4   [N/O]

Demonstrates empathic listening, behavior, and

attitude (Example: accurately reflects others' feelings)   1   2   3   4   [N/O]

Readiness for Internship

Demonstrates accurate empathy for feelings that
are overtly expressed by others, in a manner that
furthers the goals of professional activities
(Example: empathy promotes a positive therapeutic
relationship; client expresses feeling supported)   1   2   3   4   [N/O]

Demonstrates compassion for others who
are dissimilar from oneself   1   2   3   4   [N/O]

Readiness for Entry to Practice

Demonstrates accurate empathy for feelings
that are covertly expressed by others or are
outside the awareness of others, as well as in complex,
challenging and/or novel situations   1   2   3   4   [N/O]

Demonstrates compassion for others who are dissimilar
from oneself, who express negative affect (e.g., hostility),
and/or who seek care for proscribed behavior,
such as violence, predation or dangerousness   1   2   3   4   [N/O]

2. Experience & Use of Affect

Readiness for Practicum

Demonstrates awareness of inner emotional experience
(Example: notices and expresses feelings)   1   2   3   4   [N/O]

Readiness for Internship

Attends to own emotional reactions/clinical intuition
in interpersonal relationships (Example: uses emotional
reaction/clinical intuition to guide actions in
interpersonal relationships in routine practice
and professional relationships)   1   2   3   4   [N/O]

Readiness for Entry to Practice

Uses good clinical judgment regarding how to use affective reactions effectively in complex, challenging and/or novel situations (Example: uses affective reactions in the service of resolving disagreements or fostering growth in others)	1	2	3	4	[N/O]

3. Tolerates Affect

Readiness for Practicum

Demonstrates general capacity for affect tolerance, including effectively managing own affect (Example: demonstrates comfort with others' affect; measured vs. impulsive reaction to own feelings; manages stress)	1	2	3	4	[N/O]
Tolerates ambiguity and uncertainty (Example: is flexible when things don't go according to plan)	1	2	3	4	[N/O]

Readiness for Internship

Demonstrates affect tolerance in professional relationships, contexts, and settings (Examples: maintain affective equilibrium and focus on therapeutic task in face of client distress)	1	2	3	4	[N/O]

Readiness for Entry to Practice

Demonstrates affect tolerance in professional relationships, contexts, and settings, even in complex, challenging, ambiguous and/or novel situations (Examples: tolerates patient's feelings, attitudes, and wishes, particularly as they are expressed toward the therapist, so as to maintain and/or promote therapeutic dialogue; allows, enables, and facilitates the patient's exploration and expression of affectively difficulty issues; works flexibly with patients' intense affects which could destabilize the therapeutic relationship)	1	2	3	4	[N/O]

4. Effective Boundary Management

Readiness for Practicum

Demonstrates understanding of appropriate boundaries and displays general ability to manage boundaries (Examples: recognizes differences between personal and professional relationships; differentiates session content in the context of one's interest and

| the client's therapeutic interests) | 1 | 2 | 3 | 4 | [N/O] |

Readiness for Internship

| Demonstrates appropriate use of self-disclosure (Examples: uses self-disclosure as a technique in treatment, shares countertransference reactions with supervisors, shares personal experiences regarding diversity issues with supervisors and peers in the service of group learning) | 1 | 2 | 3 | 4 | [N/O] |

| Establishes and maintains appropriate professional boundaries (Examples: begins and ends treatment sessions on time; establishes expectations regarding fee payment and addresses nonpayment with clients; establishes clear role expectations for client; can identify and appropriately respond to questions for clients, including typical conversational questions and instrusive questions) | 1 | 2 | 3 | 4 | [N/O] |

Readiness for Entry to Practice

| Demonstrates appropriate and effective boundary management in complex, challenging, and or novel situations with others (Examples: maitianis professional demeanor with clients who test the limits; proactively understands multiple roles of self and others and the boundary implications) | 1 | 2 | 3 | 4 | [N/O] |

5. Recognize Effects of Self on Others

Readiness for Practicum

| Demonstrates sensitivity to the effects of own identities, behaviors, affects, attitudes, values, and beliefs on others (Examples: understands aspects of self/that affect others such as facial expressions or posture; understands that others may perceive self differently and interpersonal interactions are shaped by own and others' identities; sensitive to the effects of self on others; examines interactions for effects of self on others) | 1 | 2 | 3 | 4 | [N/O] |

Readiness for Internship

Demonstrates awareness of the effects of own identities, behaviors, affects, attitudes, values, and beliefs on others in professional situations and contexts (Examples: seeks

feedback on ways that behaviors may affect others; considers
how one's gender and race affect professional relationships;
understands that own identities and nonverbal behavior have
an effect on others in professional contexts and understands
how that may influence therapy and supervision)   1   2   3   4   [N/O]

Readiness for Entry to Practice

Monitors and evaluates the effects of own identities,
behaviors, affects, attitudes, values, and beliefs on others
in professional situations and contexts, and responds accordingly
so as to further professional goals (Examples: uses effects
of behavior as part of immediacy in therapy and supervision;
sensitive to the potential effects of own identities in professional
situations and anticipates potential conflicts due to those effects;
open to supervisor's feedback about these issues)   1   2   3   4   [N/O]

6. Respectful Interactions with Others [Across Difference]

Readiness for Practicum

Respects and shows interest in others' cultures,
experiences, values, points of view, goals, desires, fears,
etc. even when inconsistent with personal and/or
professional beliefs, experiences, values, models, etc.
(Examples: actively participate in course discussions
about diversity issues and welcomes others' perspectives;
develops a better understanding of others perspectives;
able to modify own beliefs/ biases)   1   2   3   4   [N/O]

Interactions reflect basic knowledge of literature on
individuals and cultural differences, such as racial identity,
acculturation, and historical legacies of racial/ethnic
minorities in the United States   1   2   3   4   [N/O]

Readiness for Internship

Demonstrates respectful, open engagement with diverse
others (e.g., cultural, individuals, and role differences,
including those based on age, gender, gender identity, race,
ethnicity, culture, national origin, religion, sexual orientation,
disability, language, and socioeconomic status) and demonstrates

adaptation to context (Examples: seeks supervision for how
to adapt treatment approach based on diversity considerations;
demonstrates awareness of conflicting identities for clients
and works to adapt treatment approaches flexibility)   1   2   3   4
    [N/O]

Readiness for Entry to Practice

Adapts professional behavior in a manner that is
sensitive and appropriate to the needs of diverse others
(Examples: adapts treatment approach based on diversity
considerations; demonstrates flexibility as various
identities that are more or less salient for clients)   1   2   3   4   [N/O]

7. **Demonstrates Effective Interpersonal Skills in Challenging Situations**

Readiness for Practicum

Open-minded (Examples: acknowledges others' opinions;
articulates more than one perspective in discussions;
maintains a broad belief system; statements reflect
acceptance of diversity of opinions or beliefs)   1   2   3   4   [N/O]

Tolerates interpersonal conflict (Examples: maintains
engagement during interpersonal conflict; able to process
interpersonal conflict; is not confrontational or dismissive
in discussions with others who have differing opinions)   1   2   3   4   [N/O]

Addresses problematic interpersonal situations using
verbal and nonverbal skills (Examples: verbally acknowledges
and engages in discussion of disagreements with colleagues
and instructors; does not deny or minimize problematic
situation when raised; tolerates discussion of problematic
situation without overly hostile or defensive stance;
generates possible resolution strategies or ways to
handle problematic encounters)   1   2   3   4   [N/O]

Readiness for Internship

Actively addresses problematic interpersonal situations
using verbal and nonverbal skills (Examples: addresses and
works with patients to resolve strains or ruptures in the
therapeutic alliance; initiates discussion regarding disagreements
with colleagues or supervisors and does so in a timely
manner; efforts to resolve disagreements do not escalate
negative affect among the parties involved; effectively
articulates differences and possible options to resolve; seeks

guidance from appropriate persons	1	2	3	4	[N/O]

Seeks clarification in challenging interpersonal communications (Examples: uses active listening and reflection)	1	2	3	4	[N/O]

Acknowledges own role in difficult interactions (Examples: makes self-statements reflecting on behaviors)	1	2	3	4	[N/O]

Demonstrates understanding of different viewpoints in challenging interactions (Examples: actively and accurately reflects other's perspectives)	1	2	3	4	[N/O]

Readiness for Entry to Practice

Effectively negotiates conflictual, difficult, and complex professional relationships including those with individuals and groups that differ significantly from oneself (Examples: actively seeks others' opinions; generates constructive solutions even when others are defensive; initiates resolution strategies across a variety of settings; modulates approach to context rather than using the same skills across situations; knows how to consult about the process of a problematic interaction as opposed to just the content of the interaction)	1	2	3	4	[N/O]

8. Open to Providing & Receiving Feedback

Readiness for Practicum

Demonstrates willingness to admit errors (Examples: pursues connection of errors rather than shifting focus to errors of others; acknowledges mistakes forthrightly)	1	2	3	4	[N/O]

Listens to and acknowledges feedback from others (Examples: acknowledges potential challenges and ways to overcome challenges; does not demonstrate non-verbal rejection such as changing subjects or giving a cursory acknowledgement; attentive to others ideas and perspectives on own ideas and work; open to feedback)	1	2	3	4	[N/O]

Readiness for Internship

Accepts and implements feedback from others in a non-defensive manner (Examples: pursues understanding feedback and learning how to implement successfully rather than suggesting ways the feedback isn't compatible with one's

stance or other reasons feedback won't work; listens to suggestions from supervisor and adapts professional behavior in accord with supervisory feedback; welcomes feedback graciously) 1   2   3   4   [N/O]

Provides feedback to others in an empathic, supportive, non-critical fashion (Examples: provide feedback to supervisor regarding supervisory process; provides thoughtful, helpful feedback to colleagues in case disposition meetings regarding case conceptualization and clinical technique; provide effective feedback to clients regarding outcome of assessment) 1   2   3   4   [N/O]

Readiness for Entry to Practice

Evaluates, negotiates, and implements feedback from others (Examples: engages supervisor in discussion of technique choice; raises questions and concerns about supervision and supervisor's approach to needed; acknowledges values of feedback even if incompatible with one's own views and discusses reaction for incompatibility non-defensively) 1   2   3   4   [N/O]

9. Cooperation & Collaboration

Readiness for Practicum

Demonstrates ability to cooperate with others (Examples: works effectively with peers in group projects; contributes to group discussion; shares own work; sees the goals and outcomes of group tasks as accomplishments of the group rather than self-accomplishments; adopts a group identity in working tasks rather than an individual identity) 1   2   3   4   [N/O]

Readiness for Internship

Consults with and collaborates with others (Examples: evaluates need for and engages in consultation with allied professionals in the service of clients; intervenes with external systems on behalf of clients; shares personal reactions, details, and concerns about clinical interactions with supervisor in an honest and full way 1   2   3   4   [N/O]

Readiness for Entry to Practice

Collaborates effectively in complex, challenging, and/or

novel situations and with others who have diverse perspectives; displays confidence in what one has to offer in collaboration with others (Examples: effectively relates to other professionals in accordance with their unique patient care roles; maintains own position when appropriate while acknowledging the value of others' positions and initiates mutually accepting resolutions)   1   2   3   4   [N/O]

10. Expressive Skills

Readiness for Practicum

Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills (Examples: written work in organized,easy to understand, and conveys the main points; shares opinions with others using language that others can understand; non-verbal behavior is consistent with verbal communications)   1   2   3   4   [N/O]

Readiness for Internship

Communicates clearly using verbal, nonverbla, and written skills in a professional context (Examples: communication is understandable, consistent across expressive modalities, prepares clearly written assessment reports, presents clinical process to supervisor in a succinct, organized, well-summarized way; provides verbal feedback to client regarding assessment and diagnosis using language the client can understand; presents clear, appropriately detailed clinical material)   1   2   3   4   [N/O]

Demonstrates clear understanding and use of professional language (Examples: uses professional terms and concepts appropriately and clearly in discussions, case reports, etc.; understands terms and concepts used in professional texts and in others' case reports)   1   2   3   4   [N/O]

Readiness for Entry to Practice

Verbal, nonverbal, and written communications are informative, articulate, succinct, sophisticated, and well-integrated, and demonstrate thorough grasp of professional language and concepts (Examples: uses appropriate professional language when dialoguing with other healthcare providers; prepares sophisticated and compelling case reports; treatment summaries are concise, yet comprehensive)   1   2   3   4   [N/O]

11. Awareness of & Commitment to Interpersonal Competence

Readiness for Practicum

Demonstrates knowledge and clear understanding of interpersonal competencies that are expected in the field (Examples: review Benchmarks document)	1	2	3	4	[N/O]
Demonstrates general awareness of own level of interpersonal professional competence (Examples: self-strategies generally congruent with ratings by instructor and supervisors)	1	2	3	4	[N/O]

Readiness for Internship

Uses available resources to improve and extend interpersonal skills (Examples: attends and participates in training seminars designed to develop and enhance interpersonal skills; requests and implements feedback from supervisors regarding interpersonal demeanor and language use)	1	2	3	4	[N/O]

Readiness for Entry to Practice

Demonstrates clear awareness of own level of interpersonal professional competence and limitations (Examples: demonstrates congruence between self-ratings and ratings by supervisors; knowledge of strengths and weaknesses in interpersonal abilities)	1	2	3	4	[N/O]
Demonstrates commitment to ongoing growth and development of interpersonal professional competence (Examples: actively participates in competency evaluation process and discussions regarding competencies)	1	2	3	4	[N/O]

Overall Assessment of Trainee's Current Level of Competence:

_____

_____

_____

_____

_____

_____

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College of Education

_____   _____

Student Signature   Date

_____   _____

Advisor Signature   Date

APPENDIX F:

CURRICULUM AND ASSESSMENT MAPPING TABLES

This document provides:
1. An Overview of the Curriculum Map and Progression
2. A Detailed Map of Program Goals/Objectives, Curriculum, APA Profession-Wide Competencies, and APA Discipline Specific Knowledge TABLE 2
3. A Detailed View of Discipline Specific Knowledge Linked Courses and Program Assessment Plan TABLE 1

College of Education

CPP	Assessment Requirements				Clinical Interventions & Psychotherapy								Consultation & Supervision	Ethics and Professional Conduct			Human Development	Psychology Foundations: Basic Science/Psychology				Psychopathology		Statistics & Research Methods		Clinical Psychology Practicum				Clinical Research Project	Internship
	673	737	738	739	740	736	603	602	604	700	621	605	735	670	711	712	601	706	609	606	708	683	680	620	720	701	702	703	704	789	796
1. Research/Science Foundations- Demonstrates understanding and respect for research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan	X	X			X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2. Ethical and legal standards- Demonstrates application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				X		X		X	X	X	X	X	X
3. Individual and cultural diversity- Awareness, sensitivity, and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal backgrounds and characteristics defined broadly and consistent with APA policy/guidelines	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						X
4. Professional values, attitudes, and behaviors- Adherence to professional values including self-reflection, integrity, professional identity and comportment, accountability and concern for the welfare of others.	X	X			X	X	X	X	X	X	X	X	X	X	X	X		X				X		X	X	X	X	X	X	X	X
5. Communication and interpersonal skills- Develop individual and group interpersonal skills to improve and foster participation and interaction critical for achieving individual, group, and diverse community goals. Able to demonstrate verbal and non-verbal congruency and bailey to demonstrate engagement	X	X			X	X	X	X	X	X		X	X	X	X	X		X	X			X	X	X	X	X	X	X	X	X	X
6. Assessment- Able to assess and diagnose problems, capabilities, and issues associated with diverse individuals, groups, and/or organizations. Able to demonstrate conceptualization of problems considering the context and other relevant factors	X	X	X	X	X	X	X	X	X		X	X	X	X			X	X		X	X	X	X	X		X	X	X	X	X	X
7. Intervention- Able to plan, implement and evaluate interventions designed to alleviate suffering and to promote health and well-being of diverse individuals, groups, and organizations. Able to demonstrate conceptualization of problems considering the context and other relevant factors.	X	X	X		X	X	X	X	X		X	X	X	X			X	X	X	X				X	X	X	X	X	X	X	X
8. Supervision- Able to guide, support, and direct the integration of research and clinical expertise in the context of patient factors.											X	X	X				X	X	X					X							
9. Consultation and interprofessional/interdisciplinary skills- The ability to provide expert guidance or professional assistance in response to a clinet's need or goals. Able to use interpersonal skills needed to collaborate well with others.	X		X	X	X				X		X	X	X	X			X		X		X			X	X	X				X	X

Table 2: Profession-Wide Competencies Template: Complete the table for each of the profession-wide competencies (See IR C-8-D) to demonstrate how each required competency is covered.

The program should also use this table as it prepares proximal data consistent with the requirements of Implementing Regulation (IR) C-18-D. Proximal data must be *collected* at the element level and *presented* at the competency level; distal data may be collected and presented at the competency level. IR C-18-D states that, "Accredited programs are required to operationalize competencies in terms of multiple elements. At a minimum, those elements must reflect the content description of each PWC defined in IR C-8-D, including the bulleted content, and must be consistent with the program aim(s)." The table below has been pre-populated with the required elements from IR C-8-D, and programs must ensure that <u>multiple elements</u> are listed in Table 2 and assessed for each competency.

Provide information below to illustrate how the program ensures that ALL students can acquire and demonstrate substantial understanding of and competence in:	
Competency:	(*i*) *Research*
Elements associated with this competency from IR-C-8 D	(i-a) Demonstrates the substantially independent ability to formulate or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological or professional knowledge base. (i-b) Conduct research or other scholarly activities. (i-c) Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.
Program-defined elements associated with this competency (if applicable; see table description above)	None
Required training/experiential activities to meet each element. If applicable, clarify where the activity description (e.g., syllabus) is located	Research training begins in the Statistics and Research Methodology courses (CPP627 and CPP727) in the first and second semesters of the first year where students begin to develop competency through activities covering all three elements: (i-a), (i-b), and (i-c). In CPP627, students are required to develop and demonstrate a strong understanding of research methods and statistical techniques used in psychology, become proficient in using basic and intermediate

	functions of SPSS, and effectively evaluate and critique the scientific psychological literature element (element i-a). Students create a research project of their choice (element i-a), collect and analyze data for the project, write a research project summarizing the current literature as well as their analysis and results, and present it to the class. Successful completion of CPP627 is a prerequisite for students to start their Clinical Research Project (CRP). Statistics and Research Methods II further develop students' skills in these areas requiring the achievement of a strong understanding of advanced research methods and statistical techniques used in psychology. Through a capstone assignment, students write and present a paper summarizing the application of a statistical technique, articulating hypotheses, a method and results section describing data collection and analysis, and a discussion of the clinical implications of the findings from this analysis (element i-b). In the Adult Psychopathology (CPP680) courses students are also required to examine and critique research articles in terms of both the types and analysis used as well as the research methodology, reinforcing the research competency. Similarly, in the Professionalization Seminar (CPP712), students are exposed to the literature on evidence-based practice. Intervention classes (CPP602, CPP604, CPP621, CPP605) also require and reinforce a review of primary source research articles regarding the evidence base for practice along with current issues found trending in the theoretical and empirical literature. In practicum seminars (CPP701, CPP702, CPP703, CPP704), research articles related to the efficacy of interventions are presented and reviewed (element i-b). Students work with faculty mentors to apply this knowledge to the clinical research project (CRP) (element i-a; i-b). The CRP proposal requires students to review and critique the literature, articulate research hypotheses, and design a methodology to collect and analyze data. An oral defense of the CRP proposal and CRP must be successfully completed as well (element i-c). The University community is invited to attend the defense so as to allow students the opportunity to disseminate the results of their research. Students must submit bound copies of the CRP to the library where they are available for dissemination and public review (element i-c). Students are expected to demonstrate mastery of research skills through completion of this project. Additional support in designing and preparing to conduct research is available through CRP proposal development course (CPP789). In practicum and on internship students are expected to systematically evaluate the outcomes of their interventions using sound statistical and quantitative/qualitative methodology.	
How outcomes are measured for each training/experiential activity listed above. List	How outcomes are measured: 1. Successful completion of CPP627 as measured by	Evaluation tool and self-study location: 1. Syllabus for Statistics

where in the self-study all associate devaluation tools are located.	grades 2. Successful completion of CPP727 as measured by grades 3. Successful completion of CRP Proposal 4. Successful completion of the CRP	and Research Methods I (CPP627) Appendix II.A.2.1.1 2. Syllabus for Statistics and Research Methods II (CPP727) Appendix II.A.2.1.1 3. CRP Manual; Rubrics for evaluating the CRP proposal and defense, Appendix II.(AI).1.1II.B.2 4. CRP Manual; Rubrics for evaluating the CRP and its oral defense, Appendix II.(AI).1.1II.B.2
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	● Students must achieve grades of B or better in the Statistics and Research Methods classes CPP627 and CPP727. ● Students must achieve ratings of 3 (Competence) or better on a 4-point (Advanced skill development/competence) scale on rubrics evaluating research completion in CRP proposal and CRP defenses.	
Competency:	(*ii*) *Ethical and legal standards*	

Elements associated with this competency from IR C-8 D	● (ii-a) Be knowledgeable of and act in accordance with each of the following:
	  ○ The current version of the APA Ethical Principles of Psychologists and Code of Conduct;
	  ○ Relevant laws, regulations, rules, and policies governing health services psychology at the organizational, local, state, regional, and federal levels; and
	  ○ Relevant professional standards and guidelines.
	● (ii-b) Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
	● (ii-c) Conduct self in an ethical manner in all professional activities	

Program-defined elements associated with this competency (if applicable)	● None	

Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	● Professional ethics and standards are introduced in the required professionalization group (CPP 670) (element ii-a). Professional ethics is infused and integrated into all the courses as evident by specific reference to these issues in all syllabi. Ethics are reviewed/reinforced in Basic Assessment and Interventions Skills (CPP700) classes as a prerequisite for practicum. Additionally, ethics and legal standards in practicum seminars (CPP701, CPP702, CPP703, and CPP704), professional standards, and ethics are applied with clinical material. Practicum site supervisors consistently monitor and evaluate professional behavior and compliance with ethical and legal standards (elements ii-b, ii-c); students thus demonstrate the ability to conduct themselves in an ethical manner in their service roles and to make ethical decisions (element ii-b, ii-c). Rubrics specifically measuring understanding and application of ethical and legal standards for Assessment (CPP673, CPP737, CPP738, CPP739) and Intervention Courses (CPP621, CPP605) evaluate students ability to apply ethical standards in clinical case material (elements ii-a, ii-b). A comprehensive coverage occurs in the Professional Ethics course (CPP670) (elements ii-a, ii-b, ii-c). Students are also required to articulate and apply ethical and legal standards that arise in clinical materials required for their Competency Exams (CEC and CCE) (element ii-b), demonstrating mastery in applying ethical knowledge to clinical case materials. They are required to recognize ethical dilemmas and apply ethical decision-making processes to resolve dilemmas in these diagnostic and intervention competency examinations. Students are required to attend one of more State Board of Psychologist Examiners meetings to observe the application of ethics in disciplinary actions involving misconduct.	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: 1. Successful completion of CPP711 as measured by grades 2. Successful completion of Competency Examination (CEC) 3. Successful completion of Competency Examination (CCE) 4. Outcome evaluations for practicum based on mid-year and end-of-year supervisor ratings using	Evaluation tool and self-study location: 1. Syllabus for CPP711 Appendix II.A.1-2.1-2 Course Syllabi 2. CEC Manuals: rubrics on rating forms for competency, Appendix I.C.4.1.6 3. CCE Manual: rubrics on rating forms for competency Appendix I.C.4.1.9 4. Supervisor Evaluation of

	detailed definitions-behavioral anchors on a 4-point (Advanced skill development/competence) scale 5. Outcome evaluations for internships based on mid-year and end-of-year supervisor ratings using detailed definitions-behavioral anchors on a 4-point (Advanced skill development/competence) scale	Student Competency rating form, Appendix II. (AI).1.3.II.B.3 5. Supervisor Evaluation of Student competence rating form, Appendix II. (AI).1.5.II.B.4.a-b
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	● Grade of B or better in CPP670 Professional Issues: Ethics, Conduct, and Law ● Ratings of 3 (Competence) or greater on a 4-pint (Advanced skill development/competence) scale on Competency Examination (CEC and CCE) rubrics evaluating application of ethics to clinical material ● Ratings of 3 (Competence) or greater on a 4-point (Advanced skill development/competence) scale from Practicum Supervisors ratings evaluating knowledge, professional behavior, and performance on ethics. ● Ratings of 3 (Competence) or greater on a 4-point (Advanced skill development/competence) scale from internship. Supervisors ratings evaluating knowledge, professional behavior, and performance on ethics.	
Competency:	(*iii*) *Individual and cultural diversity*	
Elements associated with this competency from IR C-8 D	● (iii-a) An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. ● (iii-b) Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. ● (iii-c) The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively	

	with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. ● (iii-d) Demonstrate the requisite knowledge base, and ability to articulate an approach effectively in their professional work.
Program-defined elements associated with this competency (if applicable)	● None
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	Diversity issues are infused throughout the courses in the curriculum; the syllabi document coverage of this topic within the course. Comprehensive coverage of this issue is provided in the diversity course (CPP740) (element iii-a, iii-b,iii-c, iii-d). CPP740 provides an in-depth review and reinforcement of how personal history/biases affect relations with others and requires that students integrate this understanding into professional roles. In the practicum seminars, relevant diversity issues are discussed in the presentation of clinical cases (iii-c). Intervention and Assessment courses require students to account for and integrate diversity knowledge and skills in developing and treating individuals and interpreting their test results (iii-c). Practicum and internship supervisors rate students' diversity competence (iii-c, iii-d) in applied clinical work samples (iii-c). CRPs address diversity issues in research.

How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: 1. Successful completion of CPP740 as measured by grades 2. Successful completion of CEC 3. Successful completion of CCE 4. Outcome evaluation for practicum based on mid-year and end-of-year supervisor ratings using detailed definition/behavioral anchors on a 4-point (Advanced skill development/competence) scale 5. Outcome evaluations for internship based on mid-year and end-of-year supervisor ratings using	Evaluation tool and self-study location: 1. Syllabus for CPP740, Appendix II.A.1-2.1.2 2. CEC Manual; rubric evaluating diversity competency Appendix I.C.4.1.6 3. CCE Manual; rubric evaluating diversity competency Appendix I.C.4.1.9 4. Supervisor Evaluation of Student Competence rating form, Appendix I.C.4.1.10 5. Supervisor Evaluation of STudent Competence rating form, Appendix II. (AI).1.5 II.B.4.a-b

	detailed definitions/behavioral anchors on a 4-point (Advanced skill development/competence) scale	
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	- Grade of B or better in CPP740 Issues in the Assessment and Treatment of Diverse Populations course - Ratings of 3 (Competence) or greater on a 4-point (Advanced skill development/competence) scale on Competency Examination (CEC and CCE) rubrics evaluating application of individual and cultural diversity to clinical material - Rating of 3 (Competence) or greater on a 4-point (Advanced skill development/competence) scale from Practicum Supervisors ratings evaluating knowledge, professional behavior, and performance on diversity competence. - Ratings of 3 (Competence) or greater on a 4-point (Advanced skill development/competence) scale from internship Supervisors ratings evaluating knowledge, professional behavior, and performance on diversity competence.	
Competency:	(*iv*) *Professional values, attitudes, and behaviors*	
Elements associated with this competency from IR C-8D	(iv-a) Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others (iv-b) Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. (iv-c) Actively seek and demonstrate openness and responsiveness to feedback and supervision. (iv-d) Respond professionally in increasingly complex situations with a great degree of independence as they progress across levels of training.	
Program-defined elements associated with this competency (if applicable)	None	
Required training/experiential activities to meet each element. If applicable, clarify	Throughout the curriculum the focus is on using primary research to inform practice, and encourage a flexible, multidisciplinary approach to work in diverse settings. Statistics and research courses (CPP627, CPP727) develop skills to critically evaluate literature to inform their	

where activity description (e.g., syllabus) is located	future practice, building core values of the profession and emphasizing evidence-based practice. The need and desirability of engaging in lifelong learning to maintain one's competence are introduced in the professionalization groups (CPP711, CPP712): professional values, attitudes, and behaviors are introduced and reinforced throughout this 2-semester seminar focusing on self-reflection and evaluation of the impact of one's behaviors on others (element iv-a; iv-b). These courses introduce students to the profession and initiate the process of developing students' identity as health service psychologists (element iv-a). This attitude is modeled by faculty in continuing education courses, activities faculty participate in to maintain their competence in modeling lifelong learning, interdisciplinary and scholarly activity. The APA Ethical Code of Psychologists and Code of Conduct along with legal standards/relevant laws and ethical decision-making processes are the primary focus of the comprehensive course in ethics (CPP670 Professional Issues: Ethics, Law, and Conduct). Professional values are also infused, reinforced, and integrated into all of the courses as evident by specific reference to these issues in all syllabi. Ethics are reviewed in the Basic Assessment and Interventions Skills classes as a prerequisite for practicum. In practicum seminars (CPP701, CPP702, CPP703, and CPP704) and on practicum as well as internship, professional standards and ethical decision-making are applied with clinical material. Students are required to engage in self-reflection and self-evaluation with particular attention paid to relational competencies as a necessary and evidenced-based component of clinical functioning (element iv-a, iv-b, iv-c, and iv-d). In the Diversity course (CPP740) students are taught the importance of self-reflection and awareness of the impact of diversity values on their professional practice and lives (element iv-b). Values regarding openness are assessed by practicum and internship supervisors as students face increasingly complex clinical and professional situations (element iv-d). Supervisors also evaluate students' responsiveness to feedback and supervision on field placements; faculty evaluate students' receptivity to feedback in practicum seminars (element iv-c). Clinical Competency Examinations at the end of the second and third year of the program require a review and application of ethical and professional standards to a clinical diagnostic or intervention case presented to faculty by the student. Rubrics to evaluate this presentation are completed by core faculty assessing the knowledge and ability of students to apply ethical decision-making to clinical cases.	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all	How outcomes are measured: 1. Successful completion of Professionalization Seminars as measured by	Evaluation tool and self-study location: 1. Syllabus of CPP711 and CPP712

associated evaluation tools are located.	grade of CR credit (CPP711, CPP712) 2. Outcome evaluations for practicum based on mid-year and end-of-year supervisor ratings using detailed definitions/behavioral anchors on a 4-point (Advanced skill development/competence) scale 3. Outcome evaluations for internship based on mid-year and end-of-year supervisor ratings using detailed definitions/behavioral anchors on a 4-point (Advanced skill development/competence) scale 4. Successful completion of CEC 5. Successful completion of CCE	2. Supervisor Evaluation of Student Competence rating form, Appendix I.C.4.1.10 3. Supervisor Evaluation of Student competence rating form, Appendix II. (AI).1.5 II.B.4.a-b 4. CEC Manual; rubric evaluating the sophistication of their presentations and professional communication and assessing the knowledge and ability of students to apply ethical decision making to clinical cases, Appendix I.C.4.1.4 and Appendix I.C.4.1.6 5. CCE Manual; rubric evaluating the sophistication of their presentation and professional communication and assessing the knowledge and ability of students to apply ethical decision making to clinical cases, Appendix I.C.4.1.4 and Appendix I.C.4.1.6
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	● Successful completion (Grade of CR credit) in courses CPP711 and CPP712 ● Ratings of 3 (Competence) or greater on a 4-point (Advanced skill development/competence scale from Practicum supervisors on rubrics evaluating professional values, attitudes, and behaviors ● Ratings of 3 (Competence) or greater on a 4-point (Advanced skill development/competence) scale from internship supervisors on rubrics evaluating professional values, attitudes and behaviors (professional communication)	
Competency:	(v) *Communication and professional skills*	

Elements associated with this competency from IR C-8 D	● (v-a) Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organization, supervisors, supervisees, and those receiving professional services. ● (v-b) Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. ● (v-c) Demonstrate effective interpersonal skills and the ability to manage difficult communication well.
Program-defined elements associated with this competency (if applicable)	● None
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	Students initially learn relationship skills demonstrating the ability to effectively develop and manage therapeutic relationships through a required first-year therapy class CPP 602 Person-Centered and Experiential Psychotherapy. The capstone assignment requires submission of a videotaped "role play" therapeutic session which is formally evaluated through rubrics designed to assess the development of relationship skills (elements v-a and v-c). Communication/Interpersonal skills are also monitored in class interactions in Professionalization Group CPP 711 and CPP 712 as beginning students interact with other students and faculty (elements v-a and v-c). These skills are further groomed during training in CPP 700 Basic Assessment and Intervention Skills a course focusing on developing and maintaining effective relationships with a wide range of individuals, including interdisciplinary colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services (element v-a and v-c). Assessment courses CPP 673, CPP 737, CPP 738, and CPP 739 require students to produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated as well as demonstrate a thorough grasp of professional language and concepts (elements v-b). During case presentations in Practicum Seminar (CPP 701, CPP 702, CPP 703, and CPP 704) students demonstrate and receive feedback on the effectiveness of their professional communications about diagnostic conceptualizations, treatment plans, and interventions, increasingly complex clinical situations requiring increasingly sophisticated communication (v-a, v-b, and v-c). The effectiveness of these communications is monitored and further developed through supervision provided by practicum and internship supervisors during the second, third, fourth (advance practicum, an elective a number of students complete) and fifth years of the program. Practicum and internship supervisors formally evaluate professional communication

	and interpersonal skills at mid-year and end of the training year. All students are required to pass an oral Clinical Competency Examination and an oral defense of their Clinical Research Project; rubrics evaluating the sophistication of their presentations and professional communication evaluate the competency of their in this competency area (elements v-a, v-b, and v-c).	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: 1. Successful completion of Person-Centered and Experiential Psychotherapy (CPP 602) as measured by grades 2. Successful completion of Professionalization Seminars (CPP 711, CPP 712) as measured by grades of CR credit 3. Successful completion of Basic Assessment and Intervention Skills (CPP 700) as measured by grades 4. Successful completion of Assessment Courses (CPP 673, 737, 738, 739) as measured by grades 5. Outcomes evaluation for practicum based on mid-year and end-year supervisor ratings using detailed definitions-behavioral anchors on a 4-point (Advanced skill development/competence) scale 6. Outcome evaluations for internship based on mid-year and end of year supervisors ratings using detailed definition-behavioral anchors on a 4-point (Advanced skill development/competence) scale 7. Successful completion of CEC	Evaluation tools and self-study location: 1. Syllabus for CPP 602; Appendix II.A.1-2.1.2 2. Syllabus for CPP 711 and CPP 712 Appendix II.A.1-2.1.2 3. Syllabus for CPP 700 Appendix II.A.1-2.1.2 4. Syllabus for CPP 673, 737, 738, and 739; Appendix II.A.1-2.1.2 5. Supervisor Evaluation of Student Competence rating form, Appendix II.B.1.b.2.2. 6. Supervisor Evaluation of Student competence rating form, Appendix II.B.1.b.2.3 7. CEC Manuals; rubric evaluating the sophistication of their presentation and professional communication, Appendix I.C.4.1.4 and Appendix I.C.4.1.6 8. CCE Manuals; rubric evaluating the sophistication of their presentations and professional communication, Appendix I.C.4.1.7 and Appendix I.C.4.1.9

	8. Successful completion of CCE
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	● Grades of B or better in Person-Centered and Experiential Psychotherapy (CPP 602), Basic Assessment and Intervention Skills (CPP 700), Assessment Courses (CPP 673, 737, 738, 739); ● Rating of 3 (Competence) or better on a 4-point (Advanced skill development/competence) scale evaluating assessment skills in the Assessment courses. ● Successful completion (grades of CR credit) on CPP 711 and CPP 712 ● Ratings of 3 (Competence) or greater on a 4-point (Advanced skill development/competence) scale from Practicum Supervisors Evaluation of Student Competence in communication and interpersonal skills. ● Ratings of 3 (Competence) or greater on a 4-point (Advanced skill development/competence) scale from Internship Supervisors Evaluation of Student Competence in communication and Interpersonal skills. ● Ratings of 3 (Competence) or greater on a 4-point (Advanced skill development/competence) scale from rubrics evaluating the sophistication of their presentations and professional communication.
Competency:	(*vi*) *Assessment*
Element associated with this competency from IR C-8 D	● (vi-a) Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology. ● (vi-b) Demonstrate understanding of human behavior within its context (e.g., family, social, societal, and cultural). ● (vi-c) Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process. ● (vi-d) Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. ● (vi-e) Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the

	aspects of assessment that are subjective from those that are objective. ● (vi-f) Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
Program-defined elements associated with this competency (if applicable)	● None
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g. syllabus) is located.	Students initially acquire current knowledge of diagnostic classification systems, functional/dysfunctional behavior including consideration of strengths and psychopathology in the first year of the curriculum in CPP 680 Adult Psychopathology and CPP 683 Child and Adolescent Psychopathology (element vi-a, vi-c) and are introduced to contextual variables in these courses (element vi-b). These contextual variables are later and comprehensively reviewed in CPP 740 Assessment and Treatment of Diverse Populations (element vi-b). Assessment theories and methods are initially covered in the Cognitive Assessment course (CPP 673) and reviewed later in the Basic Assessment and Intervention Skills course (CPP 700). A Psychometric Examination is administered during cognitive assessment to assure that students possess the foundational knowledge of the psychometric underlying psychological testing (element vi-d). The Cognitive Assessment course (CPP 673) serves as a prerequisite for the 2 personality assessment courses (CPP 737, 738) (elements iv-d, vi-e) and all three are integrated into the Integrative Assessment course (CPP 739). Comprehensive coverage of test administration, scoring, interpretation, and professional report writing occurs throughout these assessment courses (element vi-f) with mastery being demonstrated on an Assessment Competency assessment courses (element vi-f) with mastery being demonstrated on an Assessment Competency Examination (ACE) during the capstone Integrative Assessment course. Students are required to integrate multiple sources of data to conceptualize the case, render a diagnostic impression, formulate treatment recommendations and answer referral questions and communicate those results effectively in writing. Failure to successfully pass the ACE exam delays practicum requiring repeating the course. Student's ability to gather required information for a diagnostic impression and conceptualize a clinical case is assessed in the Competency Exams (CEC, CCE Manual) (elements vi-a, vi-b, vi-c, vi-d, vi-e vi-f). Students need to successfully pass this exam to move onto the second-year practicum. Issues related to assessment and diagnoses are also covered in the psychopathology courses and intervention courses. In practicum seminars (CPP 701, CPP 702), students integrate the knowledge from courses with clinical material.

	On practicum, students are required to complete a minimum number (5) of comprehensive batteries, which include the selection, administration, scoring, interpretation, and write-up of the appropriate standardized psychological tests (elements vi-d, vi-e, and vi-f). Practicum and Internship supervisors rate student competence in Assessment and Diagnosis.	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: 1. Successful completion of Assessment Courses (CPP 673, 737, 738, 739) as measured by grades 2. Successful completion of the Assessment Competency Examination (ACE) 3. Successful completion of the CEC 4. Successful completion of the CCE 5. Outcome evaluations for practicum based on mid-year and end-of-year supervisor ratings using detailed definitions-behavioral anchors on a 4-point (Advanced skill development/competence) scale 6. Outcome evaluations for internship based on mid-year and end-of-year supervisor ratings using detailed definitions-behavioral anchors on a 4-point scale	Evaluation tool and self-study location: 1. Syllabus for CPP 673, 737, 738, and 739 Appendix II.A.1-2.1.2 2. Syllabus for CPP 739; rubrics evaluating ACE Appendix II.A.1-2.1.2 3. CEC Manual; rubric evaluating assessment competency, Appendix I.C.4.1.6 4. CCE Manual; rubric evaluating assessment competency Appendix I.C.4.1.9 5. Supervisor Evaluation of Student competence rating form, Appendix II.B.1.b.2.2 6. Supervisor Evaluation of Student competence rating form, Appendix II.B.1.b.2.3
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	● Grades of B or better in Assessment Courses (CPP 673, 737, 738, 739); ● Ratings of 3 (Competence) or better on a 4-point (Advanced skill development/competence) scale evaluating assessment competency on the ACE. ● Ratings of 3 (Competence) or greater on a 4-point (Advanced skill development/competence) scale on Competency Examination (CEC and CCE) rubrics evaluating Assessment competency	

	● Ratings of 3 (Competence) or better on a 4-point (Advanced skill development/competence) scale from Practicum and Internship Supervisors Evaluation of Student Competence at Assessment.
Competency:	(*vii*) *Intervention*
Elements associated with this competency from IR C-8 D	● (vii-a) Establish and maintain effective relationships with the recipient of psychological services. ● (vii-b) Develop evidence-based intervention plans specific to the service delivery goals. ● (vii-c) Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. ● (vii-d) Demonstrate the ability to apply the relevant research literature to clinical decision-making. ● (vii-e) Modify and adapt evidence-based approaches effectively when a clear evidence-based approach is lacking. ● (vii-f) Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.
Program-defined elements associated with the competency (if applicable)	● None
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	In the Professionalization Seminar (CPP 711), students are introduced to the literature on evidence-based practice (element vii-b). This is followed by the (CPP 603, CPP 602, CPP 604, CPP 621, CPP 605), where courses address the evidence bases of the interventions (element vii-b, vii-c). In practicum seminars (CPP 701, CPP 702, CPP 703, CPP 704), research articles related to the efficacy of interventions are presented with discussion focused on the appropriateness of interventions to service goals and applying the relevant literature to clinical decision making (element vii-b, vii-d). The statistics and research courses (CPP 627, CPP 727) teach students how to evaluate the literature in treatment efficacy as well as how to evaluate intervention effectiveness (element vii-f). *Initial relationship and intervention skills are learned during the Person-Centered and Experiential Psychotherapy class (CPP 602) taken in the first semester of the first year, reviewed/reinforced in Basic Assessment and Intervention skills (CPP 700), and expanded upon by four intervention courses (CPP 603, CPP 604, CPP 621, CPP605) taken in both the second and third years (elements vii-a, vii-b, vii-c).* In these courses, students are exposed to theoretical knowledge and participate in activities that help develop the necessary skills to effectively deliver

	interventions to diverse populations. During practicum seminars (CPP 701, CPP 702, CPP 703, CPP 704), skills in case formulation are used to design treatment plans (element vii-b, vii-c). Practicum supervisors ensure that students apply evidence-based intervention plans in clinical cases, apply relevant research literature to clinical decision-making (element vii-d), modify approaches when the evidence base is lacking (element vii-e) and evaluate the effectiveness of their interventions (element vii-f). The competency examination at the end of the third year of the program (CCE) requires the student to demonstrate mastery of these elements (elements vii a-f). The internship represents the final required training activity where students refine intervention skills and demonstrate competence to practice at more independent levels	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located	How outcomes are measured: 1. Successful completion of intervention courses (CPP 603, CPP 602, CPP 604, CPP 621, and CPP 605) as measured by grades 2. Outcome evaluations for practicum based on mid-year and end of year supervisor ratings using detailed definitions-behavioral anchors on a 4-point (Advanced skill development/competence) scale 3. Outcome evaluations for internship based on mid-year and end of year supervisor ratings using detailed definitions-behavioral anchors on a 4-point (Advanced skill development/competence) scale 4. Successful completion of CCE	Evaluation tool and self-study location: 1. Syllabi for Intervention courses (CPP 603, CPP 602, CPP 604, CPP 621, and CPP 605). Appendix II.A.1-2.1.2 2. Practicum Supervisor Evaluation of Student Competence rating form Appendix II.B.1.b.2.2. 3. Internship Supervisor Evaluation of Student competence rating form Appendix II.B.1.b.2.3 4. CCE Manual, Appendix I.C.4.1.9; rubrics evaluating intervention competency, Appendix I.C.4.1.7
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	● Grades of B or better in Intervention Courses (CPP 603, CPP 602, CPP 604, CPP 621, and CPP 605) ● Practicum supervisor ratings of 3 (Competence) or better in a scale of 4 (Advanced skill development intervention skills) ● Internship supervisor ratings of 3 (Competence) or better on a	

	scale of 4 (Advanced skill development intervention skills ● Ratings of 3 (Competence) or greater on a 4 point (Advanced skill development/competence) scale on Competency Examination (CCE) rubrics evaluating intervention competency
Competency:	*(viii) Supervision*
Program-defined elements associated with this competency	● None
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located	The supervision competency involves students providing supervision to students at more junior levels in the program (element viii-a.1). Core faculty teaching the course complete rubrics evaluating competency on capstone assignments both in knowledge and application of supervision models and practices. In practicum seminars (CPP 701, CPP 702, CPP 703, CPP 704), students learn to provide peer supervision to other students under the auspices of core faculty (element viii-a.1). The Consultation and Supervision course (CPP 735) provides a comprehensive overview of the area, including introducing students to various models of supervision (element viii-a). Within this course (CPP 735) is a project that assesses how students apply supervision models in this area. The project requires that they provide supervision to students in an earlier stage of the program. The supervision does not replace the clinical supervision in the case but allows students to experience some of the issues related to providing supervision under the guidance of faculty, practice the skills necessary to provide effective supervision, and demonstrate an understanding of the relevant development models and theoretical orientations to providing supervision (elements viii-a and viii-a.1).

| How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located. | How outcomes are measured:
1. Successful completion of the Consultation and Supervision course (CPP 735) as measured by grades of B or higher
2. Outcome evaluations for practicum and based on mid-year and end-of-year supervisor ratings using detailed definitions-behavior anchors on a 4-point scale
3. Outcome evaluations for | Evaluation tool and self-study location:
1. Syllabus for CPP 735, Appendix II.A.1-2.1.2
2. Supervisor Evaluation of Student Competence rating form Appendix II.B.1.b.2.2
3. Supervisor Evaluation of Student competence rating form Appendix II.B.1.b.2.3 |

	internships based on mid-year and end-of-year supervisor ratings using detailed definitions-behavioral anchors on a 4-point scale
Minimum levels of achievement	- Grade of B or better in Consultation and Supervision (CPP 735) - Rating of 3 (Competence) or higher on a 4 point (Advanced skill development/competence) scale by supervisors on practicum - Rating of 3 (Competence) of higher on a 4 point (Advanced skill development/competence) scale by supervisors on internship
Competency:	(*ix*) *Consultation and interprofessional/interdisciplinary skills*
Elements associated with this competency from IR C-8 D	(ix-a) Demonstrate knowledge and respect for the roles and perspective of other professions. (ix-b) Demonstrates knowledge of consultation models and practices.
Program-defined elements associated with this competency (if applicable)	None
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	Assessment of these competencies is located in the Consultation and Supervision course (CPP 735) (element ix-a, ix-b) as well as on practicum, during practicum seminar (CPP 701, CPP 702, CPP 703, and CPP 704) and internship (elements ix-a, ix-b). Students learn to provide feedback and consultation to their peers in practicum seminars. On practicum and internship, students provide consultation to health service professionals, learning about the roles/perspectives of other professions and their interface with health services psychology (element ix-a). Under supervision, students and interns function as members of interdisciplinary teams (element ix-a, ix-b). The Consultation and Supervision course (CPP 735) provides a comprehensive overview of the area, including introducing students to various models and practices of consultation (element ix-b). Students demonstrate through consultation capstone assignment both the knowledge of the relevant theories of consultation as well as the skill to assess and provide such services. Additionally, supervisors rate students' knowledge of this area and their ability to apply it in clinical situations.

How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: 1. Successful completion of the Consultation and Supervision course (CPP 735) as measured by grades of B or higher 2. Outcome evaluations for practicum based on mid-year and end-of-year supervisor ratings using detailed definitions-behavioral anchors on a 4-point scale 3. Outcome evaluations for internship based on mid-year and end-of-year supervisor ratings using detailed definitions-behavioral anchors on a 4-point scale.	Evaluation tool and self-study location: 1. Syllabus for CPP 735; Appendix II.A.1-2.1.2 2. Supervisor Evaluation of Student competence rating form; Appendix II.B.1.b.2.2 3. Supervisor Evaluation of Student competence rating form; Appendix II.B.1.b.2.3
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	● Grade B or better in Consultation and Supervision (CPP 735) ● Rating of 3 (Competence) or higher on a 4-point (Advanced skill development/competence) scale by supervisors on practicum ● Rating of 3 (Competence) or higher on a 4-point (Advanced skill development/competence) scale by supervisors on internship	

Discipline-Specific Knowledge Table:

Complete the table for each discipline-specific knowledge area outlined in implementing Regulation (IR) C-7 D.

The program should also use this table as it collects proximal data consistent with the requirements of IR C-18 D. According to the IR, the program must, "provide data to CoA that document that by the time of graduation, all students have attained the required minimum levels of achievement for each required area of discipline-specific knowledge." The IR also states that "because discipline-specific knowledge serves as the foundation to

further training in health service psychology, data regarding [these areas] need only be presented at the proximal level; distal data are not required for discipline-specific knowledge."

Provide information below to illustrate how the program ensures that students *possess* knowledge in:		
Knowledge Areas:	*History and Systems of Psychology*	
How does the program ensure that students possess knowledge?	• The capstone course in History and Systems of Psychology (CPP 706) exposes students to detailed study of the origins and development of major ideas in the discipline of psychology. • The Professionalization course (CPP 711) orients the students to the profession of Psychology as well as the historical basis and evolution of critical issues facing Psychologists. • The two psychopathology courses (Adult Psychopathology CPP 680 and Child/Adolescent Psychopathology CPP 683) review historical and major theoretical models of abnormal behavior introducing the theoretical, clinical, and empirical knowledge about psychopathology and classification of mental disorders. • All intervention courses (CPP 603, CPP 602, CPP 604, CPP 621, and CPP 605) provide an overview of the origin and evolution of thought of specific theoretical orientations.	
How does the program assess students' knowledge in this area?	How outcomes are measured: • Successful completion, of course, CPP 706	Evaluation tool and location: • Syllabus for CPP 706, Appendix II.A.1-2.1.2
For each outcome above, what minimum level of achievement (MLA) must be met?	• Grades of B or better in CPP 706	
Knowledge Area:	*Affective Aspects of Behavior*	
How does the program ensure that students process knowledge?	• The capstone courses in Cognitive/Affective Basis of Behavior (CPP 609) focuses on developing a working knowledge of the current research and theoretical base in cognitive science focusing on integrating both cognitive and affective processes • Competency examination (CEC, CCE) also requires knowledge and integration of cognitive/affective processes applied to a clinical case evaluated by rubrics completed by faculty who review written and oral case presentations. • Lifespan Development (CPP 601) reviews cognitive and emotional processes in the context of human development and primary course assignments require students to integrate these factors into their clinical observations of children and	

	adolescents as well as explain their role in the psychological development of an adult. ● Review of relevant content also occurs in Practicum Seminars (CPP 701, CPP 702, CPP 703, CPP 704) as clinical cases are discussed and presented. Integration of cognitive and affective processes occurs in clinical case presentations in practicum seminars and is externally evaluated by practicum/internship supervisors as students apply this basic knowledge with the clients they are treating under supervision.	
How does the program assess students' knowledge in this area?	How outcomes are measured: ● Successful completion, of course, CPP 609. ● Successful completion of CEC. ● Successful completion of CCE.	Evaluation tool and location: ● Syllabus for CPP 609, Appendix II.A.1-2.1.2 ● Rubrics evaluating competency examinations (CEC); Appendix I.C.4.1.4 ● Rubrics evaluating competency examination (CCE); Appendix I.C.4.1.7
For each outcome above, what minimum level of achievement (MLA) must be met?	● Grade of B or better in CPP 609 ● Ratings on competency examination (CEC) of 3 (Competence) or better on a 4-point (Advanced skill development/competence) scale ● Ratings on competency examination (CCE) of 3 (Competence) or better on a 4 point (Advanced skill development/competence) scale	
Knowledge Area:	*Biological Aspects of Behavior*	
How does the program ensure that students possess knowledge?	● Physiological Psychology (CPP 606) provides comprehensive coverage of biological bases of behavior, brain-behavior relationships, and systemic function of the nervous system. ● Clinical Psychopharmacology (CPP 736) provides an overview of psychotropic medication, its neurochemical basis, its mechanism of action, and its clinical application. ● Lifespan Development (CPP 601) examines the biological aspects of human development and its relationship to psychological, social, cognitive, sexual, and linguistic as well as moral and spiritual aspects of human development from infancy through old age. ● Courses in Adult and Child/Adolescent Psychopathology (CPP 680 and CPP 683) examine the physiological underpinnings as well as the etiology of disordered behavior. ● The Competency Examinations (CEC and CCE) associated with each of two year-long practica requires demonstration of	

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	adequate knowledge of the biological bases explaining clinical cases. ● Practicum and internship supervisors' ratings evaluate students' application of these concepts as relevant to their clinical work in practice settings.	
How does the program assess students' knowledge in this area?	How outcomes are measured: ● Successful completion, of course, CPP 606 ● Successful completion of CEC ● Successful completion of CCE	Evaluation tool and location: ● Syllabus for CPP 606, Appendix II.A.1-2.1.2 ● Rubrics evaluating competency examinations (CEC); Appendix I.C.4.1.4 ● Rubrics evaluating competency examinations (CCE); Appendix I.C.4.1.7
For each outcome above, what minimum level of achievement (MLA) must be met?	● Grades of B or better in CPP 606; ● Ratings on competency examinations (CEC) of 3 (Competence) or better on a 4-point (Advanced skill development/competence) scale. ● Ratings on competency examinations (CCE) of 3 (Competence) or better on a 4-point (Advanced skill development/competence) scale.	
Knowledge Area:	*Cognitive Aspects of Behavior*	
How does the program ensure that students possess knowledge?	● The capstone course in Cognitive/Affective Basis of Behavior (CPP 609) focuses on developing a working knowledge of the current research and theoretical base in cognitive science focusing on integrating both cognitive and affective processes. ● Competency examination (CEC, CCE) also requires knowledge and integration of cognitive/affective processes applied to a clinical case evaluated by rubrics completed by faculty who review written and oral case presentations. ● Lifespan Development (CPP 601) cognitive and emotional processes in the context of human development and primary course assignments require students to integrate these factors into their clinical observation of children and adolescents as well as explain their role in the psychological development of an adult. ● Review of relevant content also occurs in Practicum Seminars (CPP 701, CPP 702, CPP 703, CPP 704) as clinical cases are discussed and presented. Integration of cognitive and affective processes occurs in clinical case presentations in practicum seminars and is externally evaluated by practicum/internship supervisors as students apply this basic knowledge with the	

	clients they are treating under supervision.	
How does the program assess students' knowledge in this area?	How outcomes are measured: ● Successful completion, of course, CPP 609 ● Successful completion of CEC Successful completion of CCE	Evaluation tool and location: ● Syllabus for CPP 609; II.A.1-2.1.1 ● Rubrics evaluating competency examination (CEC). CEC Manual I.C.4.1.6 ● Rubrics evaluating competency examination (CCE) Manual I.C.4.1.9
For each outcome above, what minimum level of achievement (MLA) must be met?	● Grades of B or better in CPP 609; ● Ratings on competency examination (CEC) of 3 (Competence) or better on a 4-point (Advanced skill development/competence) scale. ● Ratings on competency examination (CCE) of 3 (Competence) or better on a 4-point (Advanced skill development/competence) scale.	
Knowledge Area:	*Developmental Aspects of Behavior*	
How does the program ensure that students possess knowledge?	● Lifespan Development (CPP 601) reviews cognitive and emotional processes in the context of human development and primary course assignments require students to integrate these factors into their clinical observation of children and adolescents as well as explain their role in the psychological development of an adult. ● Presentation of human development also occurs within the psychopathology courses (CPP 680, CPP 683). Further coverage of this area occurs in the families and couples therapy course (CPP 621). ● In practicum seminars (CPP 701, CPP 702, CPP 703, CPP 704), the developmental aspects of behavior are integrated with case material. ● Students demonstrate an adequate understanding of developmental issues on competency examinations (CEC<CCE) integrating these issues in clinical diagnostic and intervention cases.	
How does the program assess	How outcomes are measured:	Evaluation tool and location:

students' knowledge in this area?	• Successful completion of courses CPP 601 • Successful completion of CEC • Successful completion of CCE	• Syllabus for CPP 601 II.A.1-2.1.2 • Rubrics evaluating competency examinations (CEC); CEC manual, I.C.4.1.6 • Rubrics evaluating competency examinations (CCE); CCE manual, I.C.4.1.9
For each outcome above, what minimum level of achievement (MLA) must be met?	• Grades of B or better in CPP 601; • Ratings on competency examinations (CEC) of 3 (Competence) or better on a 4-point (Advanced skill development/competence) scale. • Ratings on competence examinations (CCE) of 3 (Competence) or better on a 4-point (Advanced skill development/competence) scale.	
Knowledge Area:	***Social Aspects of Behavior***	
How does the program ensure that students process knowledge?	• Social Psychology (CPP 708) examines how individuals impact and are impacted by their social, cultural, economic, and political environments. This course focuses particularly on the application of social psychological principles, theory, and research to a clinical context. • Competency in this area is addressed in the diversity course (Assessment and Treatment of Diverse Populations CPP 740) where social psychological principles are applied clinically to individuals of differing individual and cultural backgrounds. • Social development and cross-cultural perspectives are emphasized in Lifespan Development (CPP 601) with reference to applications to clinical practice. • Practicum and internship supervisors rate students' preparation in this area.	
How does the program assess students' knowledge in this area?	How outcomes are measured: • Successful completion, of course, CPP 708	Evaluation tool and location: • Syllabus for CPP 708. II.A.1-2.1.2
For each outcome above, what minimum level of achievement (MLA) must be met?	• Grades of B or better in CPP 708	
Knowledge Area:	***Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas*** *(excluding History and Systems)*	

How does the program ensure that students possess knowledge?	• The capstone course (Integrative Assessment CPP 73() has an Assessment Competency Examination (ACE) which students must pass to pass the course. The ACE requires students to use their knowledge of psychological measurement and basic discipline-specific content areas to interpret and integrate multiple sources of psychosocial, developmental, biological, and psychological assessment data to create a professional quality psychological report. • Competency examinations (CEC, CCE) require knowledge and integration of basic discipline-specific content applied to a clinical case evaluated by rubrics completed by faculty who review written and oral case presentations. These examinations also require the students to demonstrate application of this basic content to clinical cases, accounting for such variables in their conceptualization of the case as well as their treatment planning and diagnosis.	
How does the program assess students' knowledge in this area?	How outcomes are measured: • Successful completion of ACE in CPP 739 • Successful completion of CEC • Successful completion of CCE	Evaluation tool and location: • Rubric evaluating ACE performance in CPP 739 syllabus, Appendix II.D.1.a.2.1 • Rubrics evaluating competency examinations (CEC); CEC manual, Appendix I.C.4.1.6 • Rubrics evaluating competency examinations (CCE); CCE manual, Appendix I.C.4.1.9
For each outcome above, what minimum level of achievement (MLA) must be met?	• Ratings on rubrics for ACE of 3 (Competence) or better on a 4-point (Advanced skill development/competence) scale for CPP 739. • Ratings on competency examinations (CEC) of 3 (Competence) or better on a 4-point (Advanced skill development/competence) scale. • Ratings on competency examinations (CCE) of 3 (Competence) or better on a 4-point (Advanced skill development/competence) scale.	
Knowledge Area:	*Research Methods*	
How does the program ensure that students possess knowledge?	• Two required statistics and research methods courses (CPP 627, CPP 727) in the 1st year prepare students in research methodology requiring them to critically evaluate primary	

	source articles that are required readings in each required course. ● In practicum and on internship students are expected to systematically evaluate the outcomes of their interventions using sound statistical and quantitative/qualitative methodology. Rubrics evaluate competence in applying research skills in practicum settings, specifically in systematically evaluating the outcomes of their interventions.	
How does the program assess students' knowledge in this area?	How outcomes are measured: ● Successful completion, of course, CPP 627 ● Successful completion, of course, CPP 727 ● Successful completion of CRP	Evaluation tool and location: ● Syllabus for CPP 627, Appendix II.A.1-2.1.2 ● Syllabus for CPP 727, Appendix II.A.1-2.1.2 ● Rubrics evaluating CRP, Appendix II.D.1.a.2.9
For each outcome above, what minimum level of achievement (MLA) must be met?	● Grades of B or better in CPP 627 ● Grades of B or better in CPP 727 ● Rubrics evaluating CRP, rating of 3 (Competence) or better on a 4 point (Advanced skill development/competence) scale	
Knowledge Area:	*Quantitative Methods*	
How does the program ensure that students possess knowledge?	● Two required statistics and research methods courses (CPP 627, CPP 727) in the 1st year prepare students in research methodology requiring them to critically evaluate primary source articles that are required readings in each required course. ● The completed CRP is evaluated, via formal rubrics, by core faculty	
How does the program assess students' knowledge in this area?	How outcomes are measured: ● Successful completion, of course, CPP 627 ● Successful completion, of course, CPP 727 ● Successful completion of CRP	Evaluation tool and location: ● Syllabus for CPP 627, Appendix II.A.1-2.1.2 ● Syllabus for CPP 727, Appendix II.A.1-2.1.2 ● Rubrics evaluating CRP, Appendix II.D.1.a.2.9
For each outcome above, what minimum level of achievement (MLA) must be met?	● Grades of B or better in CPP 627 ● Grades of B or better in CPP 727 ● Rubrics evaluating CRPl rating of 3 (Competence) or better on a 4 point (Advanced skill development/competence) scale	
Knowledge Area:	*Psychometrics*	

How does the program ensure that students possess knowledge?	- Initial coverage of principles of psychological measurement occurs in the two statistics and research methods courses (CPP 627, CPP 727) - Psychometric theory and psychological measurement are also covered in assessment courses (CPP 637, CPP 737, CPP 738, CPP 739) - All students must take and pass a Psychometric Competency Examination demonstrating knowledge, understanding, and application of principles of measurement	
How does the program assess students' knowledge in this area?	How outcomes are measured: - Successful completion, of course, CPP 627 - Successful completion, of course, CPP 727 - Practicum supervisor ratings of competence in psychometrics and assessment - Internship supervisor ratings of competence in psychometrics and assessment	Evaluation tool and location: - Syllabus for CPP 627; Appendix II.A.1-2.1.2 - Syllabus for CPP 727; Appendix II.A.1-2.1.2. - Practicum Supervisors ratings on Assessment Competencies, Appendix II.B.1.b.2.2. - Internship Supervisor's ratings on Assessment Competencies, Appendix II.B.1.b.2.3.
For each outcome above, what minimum level of achievement (MLA) must be met?	- Grades of B or better on CPP 627 - Grades of B or better on CPP 727 - Ratings of 3 (Competence) or higher on a 4-point (Advanced skill development/competence) scale from rubric for assessment competency from practicum supervisor - Ratings of 3 (Competence) or higher on a 4 point (Advanced skill development/competence) scale from rubric for assessment competency from internship supervisors	

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APPENDIX I:

CLINICAL RESEARCH PROJECT PLAN

Student Name: _____ Date: _____

Student Signature: _____

Faculty Supervisor Signature: _____

Doctoral Training Director Signature: _____

Brief Description of Research:

_____

_____

_____

_____

_____

_____

Timeline, Steps, and Outcomes:
Describe Project Steps:

_____

_____

_____

_____

_____

To Be Completed By: _____

Initials of Faculty Research Mentor When Completed: _____

Outcomes/End Product to be Evaluated (no later than the end spring term of the second year):

_____

Please indicate where the project is accepted for publication or presentation:

_____

_____

Note: A grade of "I" (Incomplete) will be assigned pending completion of the Qualifying Research Project.

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APPENDIX J:

CRP GRADING RUBRIC

The purpose of this grading rubric is to support your development as a practitioner-scholar during the dissertation process. Your committee will use thai rubric to evaluate your proposal and dissertation and communicate feedback about necessary revisions that will help you complete this project.

As you write, use this rubric as an outline for your study proposal and final dissertation.

 4= Advanced Skill Development

 3= Competence

 2= Developing Competence

 1= Insufficient Skill Development/Competence

 Ratings of 3 or above reflect competence, while ratings 2 and below do not meet minimal standards to pass.

Section and Quality Indicators	Specific Comments and Feedback	Rating
Cover Page Formatted correctly		
Abstract		
A. Describes the research problem as why it is important		
B. States research purpose		
C. Summarizes research question(s)		
D. Briefly describes the research design, methods and data analysis procedures		

Section I: Introduction		
1. Clearly demonstrates the significance of the problem and worthiness of the study.		
2. A summary of the problem is well articulated and substantiates the study with references to more detailed discussions in Section 2.		
3. The problem statement describes the need for increased understanding about the issue to be studied.		
4. The nature of the study, specific research questions, and research objectives are briefly and clearly described. References are made to more detailed discussions in Section 3.		
5. The purpose of the study is described in a logical, explicit manner.		
6. The conceptual framework shows which ideas from the contemporary scholarship support/justify the research being conducted.		
7. Key terms are operationally defined.		
8. Assumptions, Limitations, Scope and Delimitations provide descriptions of: a. Facts assumed to be true but not verified b. Potential weaknesses of the study c. The bounds of the study		
9. The Significance of the Study is described in terms of: a. How the study can be applied to the local problem b. Professional application		

c. Positive social change (improvement of human or social conditions by promoting the worth, dignity, and development of individuals, communities, organizations, institutions, cultures, or societies)		
10. Section I ends with a transition statement that contains a summary or key points of the study and an overview of the content of the remaining sections in the study.		
Section II: Literature Review		

1. There is an introduction that describes:
  a. The content of the review
  b. The organization of the review
  c. The strategy used for searching the literature		

2. The review of related research and literature is clearly related to the problem statement as expressed in the research questions and objectives		

3. The review of the related research and literature includes:
  a. Comparisons/contrasts of different point of view of different research outcomes
  b. The relationship of the study to the previous empirical research that has come before it		

4. The review contains concise summaries of literature that help
  a. Define the most important aspects of the study;
  b. Substantiate the rationale of conceptual framework for the study		

5. There is a literature based description of the potential themes and perceptions explored in the study		
7. Literature related to the research method is reviewed		
8. Literature related to the use of differing methodologies to investigating the outcomes of interest is reviewed		
9. The review is an integrated, critical essay on the most relevant and current published knowledge on the topic. The review is organized around major themes.		
Section III: Research Method-Qualitative Studies		
1. Introduction describes how the research design derives logically from the problem or issue statement		
2. Design describes which qualitative tradition or research design will be used. The choice of research design is justified, with explanation why other likely choices would be less effective		
3. Research questions and sub-questions make sense, are answerable, are few in number, are clearly stated, and are open-ended		
4. The context for the study is described and justified		
5. Methods for ethical protection of participants are clearly explained step by step. Procedures for gaining access to participants are described.		
6. Role of the Researcher a. The role of the researcher is described in terms of past/current professional roles		

at setting, past/current professional relationships with the participants, and how these past/current roles and relationships are likely to affect data collection b. Methods of establishing a researcher-participant working relation are appropriate c. The researcher's experiences or biases related to the topic are described		
7. Criteria for selecting participants are specified and are appropriate to the study. There is a justification for the number of participants, which is balanced with depth of inquiry- the fewer the participants the deeper the inquiry per individual		
8. Data collection procedures are explained in detail. Data collection tools such as interview guide, observation guide, etc. are included in the Appendix. Choices about which data to collect are justified. Data collected are appropriate to answer the questions posed in relation to the qualitative tradition chosen. How and when the data was collected and recorded is described.		
9. How the data was analyzed is articulated. Procedures for dealing with discrepant cases are described. If a software program is used in the analysis, it is clearly described. Data analysis procedures after coding are described.		
10. Methods to address validity or trustworthiness (i.e. member-checking) are appropriate and specific.		
Section III: Research Method-Quantitative Studies		

1. Introduction includes a clear outline of the major areas of the section.		

2. Research Design and approach
   a. Includes a description of the research design and approach
   b. Provides justification for using the design and approach
   c. Derives logically from the problem or issue statement		

3. Setting and Sample
   a. Describes the population from which the sample will be or was drawn
   b. Describes and defends the sampling method including the sampling frame used
   c. Describes and defends the sample size
   d. Describes the eligibility criteria for study participants
   e. Describes characteristics of the selected sample		

4. If a treatment is used, it is described clearly and in detail		

5. Instrumentation and Materials
   a. Presents descriptions of instrumentation or data collection tools to include: name of instrument; type of instrument; concept measured by instrument; how scores are calculated and their meaning; processes for assessment of reliability and validity of the instrument(s); processes need to complete instruments by participants; where raw data are or will be available (appendices, tables, or by request from the researcher)
   b. Includes a detailed description of data that comprise each		

variable in the study.		

6. Data Collection and Analysis
  a. Includes an explanation of descriptive and/or inferential analyses used in the study, such as: nature of the scale for each variable; statement of hypotheses related to each research question; description of parametric, nonparametric, or descriptive analytical tools used; and description of data collection processes
  b. Description of any pilot study results, if applicable		

7. Measures taken from protection of participants' rights are summarized. The Role of the Researcher in the data collection and data analysis procedures is described. The role of the researcher is described in terms of past/current professional roles at the sitting, past/current professional relationships with participants, how these past/current roles and relationships are likely to affect data collection		
Section III: Research Method-Mixed Method Studies		
1. Introduction includes a clarification of the intent of mixing qualitative and quantitative data in a single study and an outline of which components are qualitative and which are quantitative.		

2. Research Design and Approach
  a. Indicates the strategy for data collection (concurrent and sequential)
  b. Includes a description of the multiple forms of data collection and analysis
  c. Provides justification for using		

the design and approach d. Includes when and where (data collection, analysis, interpretation) the integration of the approaches will occur		

3. Setting and Sample
   a. Describes the population for which the sample will be/was taken
   b. Describes and defends the sampling method, including the sampling frame used
   c. Describes and defends the sample size
   d. Describes the eligibility criteria for study participants
   e. Describes the characteristics of the selected sample
   f. Describes the role of the researcher in the data collection procedure		

4. Treatment and/or question are clarified as being gathered sequentially or concurrently and connect to the objectives and questions of the study		
5. The context and sequential or concurrent strategies for the study are described and justified		

For the qualitative sequence:
   a. Procedures for gaining access to participants are described
   b. Methods of establishing a researcher-participant working relationship are appropriate
   c. Data triangulation is built into the data collection and analysis		

For the quantitative sequence of the design: a. Presents descriptions of instrumentation or data collection tools to include:		

i.   Name and type of instrument and/or data to be collected.
    ii.   Concepts measured by instrument and/or data.
   iii.   How scores/responses are calculated/rated and their meaning.
   iv.   Process for assessing reliability and validity of the instrument(s) or internal validity/reliability.
    v.   Procedures for participants to complete instruments.
   vi.   Where raw data are or will be available (appendix, tables, questions, or by request from the researcher).
  vii. Includes a detailed description of data that comprise each variable in the study.		

6. Data Analysis and Validation Procedure
    a.   Identifies the procedures within the design
    b.   Analysis occurs within the quantitative approach and the qualitative approach, and/or between the two approaches
    c. Validity of both the quantitative data and the qualitative findings is checked.		

7. Measures taken for protection of participants' rights and summarized. The Role of the Researcher in the data collection and data analysis procedures is described. The role of the researcher is described in terms of past/current professional roles at the setting, past/current professional		

relationships with the participants, how these past/current roles and relationships are likely to affect data collection, and the researcher's experiences or biases that are related to the topic.		
Section IV: Findings- Qualitative Studies		
1. The process by which the data were generated, gathered, and recorded is clearly described.		
2. The systems used for keeping track of data and emerging understandings (research logs, reflective journals, cataloging systems) are clearly described.		

3. The findings
    a. Building logically from the problem and the research design
    b. Are presented in a manner that addresses the research questions		

4. Discrepant cases and non-conforming data are included in the findings.		
5. Patterns, relationships, and themes described as findings are supposed by the data. All salient data are accounted for in the findings.		
6. A discussion Evidence of Quality shows how this study followed procedures to assure accuracy of the data (i.e., trustworthiness, member checks, triangulation, etc.). Appropriate evidence occurs in the appendices (sample transcripts, research logs, field notes, etc.). (This discussion may appear in section 5 instead of 4).		

Section IV: Findings- Quantitative Studies		
1. Section 4 is structured around the research questions and/or hypotheses addressed in the study, reporting findings related to each.		

2. Research tools:
  a. Data collection instruments have been used correctly.
  b. Measures obtained are reported clearly, following standard procedures.
  c. Adjustments or revisions to the use of standardized research instruments have been justified, consistent with standard practices, and any effects or limitations on the interpretation of findings are clearly described.		

3. Overall, data analysis (presentation, interpretation, explanation) is consistent with the research questions or hypotheses and underlying theoretical/conceptual framework of the study.		

4. Data analyses
  a. Logically and sequentially address all research questions or hypotheses.
  b. Where appropriate, outcomes of hypothesis-testing procedures are clearly reported (e.g., findings support or fail to support…).
  c. Do not contain any evident statistical errors.		

5. Tables and Figures a. Are as self-descriptive as possible, informative, formatted to conform to standard dissertation styles		

b. Are directly related to and referred to within the narrative text included in the section. c. Have immediately adjacent comments. d. Are properly identified (titled or captioned). e. Show copyright permission (if not in the public domain).		
6. The comments on findings address observed consistencies and inconsistencies and discuss possible alternate interpretations.		
7. In a concluding section of Section 4, outcomes are logically and systematically summarized and interpreted in relation to their importance to the research questions and hypotheses.		
Section IV: Findings- Mixed Method Studies		
1. The strategy (sequential, concurrent, or transformative) of the study is clearly established. Data are presented in the appropriate manner for the type of study conducted.		
2. The systems used for keeping track of data and emerging understanding is clearly described.		
3. The findings: a. Build logically from the problem and the research design. b. Are presented in a manner that addresses the research questions. c. Are consistent with the research questions or hypotheses and the underlying theoretical/conceptual framework of the study.		

d. Are clearly reported (e.g., findings support or fail to support…) and are supported by the data. e. Do not contain any evident statistical errors.		

4. Tables and Figures for both the qualitative and quantitative data:
   a. Are as self-descriptive as possible, informative, and conform to standard Doctoral Study format.
   b. Are directly related to and referred to within the narrative text of the section.
   c. Have immediately adjacent comments.
   d. Are properly identified (titled or captioned).
   e. Show copyright permission (if not in the public domain).		

5. The structural approach for presenting and analyzing the data are appropriate and consistent with the chosen strategy (sequential, concurrent, or transformative).		
6. In a concluding section of Section 4, outcomes are logically and systematically summarized and interpreted in relation to their importance to the research questions and hypotheses. Patterns, relationships, and themes described as findings are supported by the data.		
7. A discussion on Evidence of Quality shows how this study followed procedures to assure accuracy of the data (trustworthiness, member checks, triangulation, etc.). Appropriate evidence occurs in the appendixes (sample transcripts, research logs, field notes, etc.).		

Section V: Discussion		
1. The section begins with a brief Overview of why and how the study was done, reviewing the questions or issues being addressed and a brief summary of the findings.		

2. The Interpretation of Findings
  a. Includes conclusions that address all of the research questions,
  b. Contains references to outcomes in Section 4
  c. Covers all the data
  d. Is bounded by the evidence collected, and
  e. Relates the findings to a larger body of literature on the topic, including the conceptual/theoretical framework,
  f. Includes a discussion of the practical applications of the findings.		

3. The Implications for Social Change are clearly grounded in the significance section of Section 1 and outcomes presented in Section . the implications are expressed in terms of tangible improvements to individuals, communities, organizations, institutions, cultures, or societies.		

4. Recommendations for action.
  a. Should flow logically from the conclusion and
  b. State who needs to pay attention to the results and
  c. Indicate how the results might be disseminated.		

5. Recommendations for Further Study point to topics that need closer examination and may generate a new		

round of questions.		
6. For qualitative studies, includes a reflection on the researcher's experiences with the research process in which the researcher discusses possible personal biases or preconceived ideas and values, the possible effects of the researcher on the participants or the situation, and her/his changes in thinking as a result of the study.		
7. The work closes with a strong concluding statement making the "take-home message" clear to the reader.		
Also Submitted: (For our post-dissertation publication project): A. Author Guidelines from Selected Journal B. Two Qualitative Studies from this Journal		
General Comments: Applies to the Entire Manuscript		
Writing Style and Composition: The research study is written in scholarly language (accurate, balanced, objective, tentative). The writing is clear, precise, and avoids redundancy. Statements are specific and topical sentences are established for paragraphs. The flow of words is smooth and comprehensible. Bridges are established between ideas.		
Organization and Forms The proposal/final research study a. Is logically and comprehensively organized, using subheadings where appropriate. b. Has a professional, scholarly		

appearance. c. Is written with correct grammar, punctuation, and spelling. d. Includes citations for the following: direct quotations, paraphrasing, facts, and references to research studies. e. In-text citations are found in the reference list.		

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APPENDIX K:

ANNUAL CONTINUING STUDENT EVALUATION FORM

At the end of each academic year of study following a student's admission to the Clinical Psychology Psy.D. program, the Clinical Training Committee, along with the student's input through the *Annual Continuing Student Report Form*, and the completion of the applicable *Readiness form(s)* by the student's advisor, will evaluate the student's progress in the program based upon the criteria identified below. Additional evaluations may be conducted if necessary. Students are encouraged to discuss all feedback and any other questions they have with their advisors, and if they disagree with the evaluation, students have the option to follow the APpeal and Grievance Processes found in the Doctoral Student Handbook.

Student progress evaluations result in one of several potential outcomes that are shared with the student in written documentation with the evaluation materials. For more information, consult the Doctoral Student Handbook.

Name (Last, First): _____

Date: _____

Year in Program: _____   Started Program (semester/year): _____

Advisor's Name: _____

Benchmarks (check all that apply)	Completion Date	Comments on Progress
● Program of study		
● Becoming Professionally Active- Joining a professional psychology association (e.g., APA, NASP)		
● Become an active member of the Clinical Psychology Doctoral Student Organization		

● Participate in the Research Colloquia		
● Clinical Research Project		
● Choosing a CRP Chair		
● Choosing a CRP Committee		
● CRP Proposal Summary		
● Competency Examinations		
● Write and Defend Research Proposal		
● Submitted research for publication/presentation at conference (highly recommended)		
● Complete CRP/Submit CRP Electronically to Grad College		
● Apply to Internship		
● Completed Internship		

Grades Earned

A "3.0" average maintained?   Yes   No   Comments:

Any "C" or lower coursework?   Yes   No   Comments:

Professional Competency Rating Forms Completed (Check all that were completed and attached to evaluation)	Indicate Average Rating
● NAU Interpersonal Professional Relationships Rating Form	
● NAU Practicum/Internship Supervisor Evaluation of Student Competence Rating Forms Form	
● NAU Internship Supervisor Evaluation of Student Competence Rating Forms Rating Form	
● NAU Readiness for Practicum Level Rating Form	

Overall Strengths based on all evaluation measures:

_____
_____
_____
_____
_____
_____

Overall Weakness based on all evaluation measures:

_____
_____
_____
_____
_____
_____

Disposition of this Review:

- Results of this evaluation, completed on _____, suggest that the student is on track with the competencies/skills/activities at this point in the training program. The committee recommends continuation and readiness to move to the next level if applicable for the student at this time.
- Results of this evaluation, completed on _____, suggest that the student is on track with the competencies/skills/activities at this point in the training program. The committee recommends readiness to move to the next level of training and continuation

for the Student at this time with qualifications as noted.

- Results of this evaluation, completed on _____, suggest that the student is not satisfactorily on track with the competencies/skills/activities at this point in the training program. The committee recommends a *Professional Growth Plan* at this time.
- Results of this evaluation, completed on _____, suggest that the student is not satisfactorily on track with the competencies/skills/activities at this point in the training program. The committee recommends dismissal from the program at this time.

Professional Growth Plan developed: Yes   No
If Yes, please attach the Professional Growth Plan.

Student Response:

_____

_____

_____

_____

_____   _____

Student Signature   Date

_____   _____

Faculty Advisor Signature   Date

_____   _____

Doctoral Training Director Signature   Date

_____   _____

Department Chair Signature   Date

_____

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APPENDIX L:

ANNUAL CONTINUING STUDENT REPORT

Process for Completion of the Review: As the student approaches the end of each year of study, the student will be directed to complete the Annual Continuing Student Report in Qualtrics. This information will be used for annual student progress review by the Clinical Training Committee, program evaluation and reporting, and a copy will be maintained in the student file. Please note that some items may not apply to you at this stage in your program, you may leave them blank.

PART 1: Program Status to be completed by student

Name (Last, First, MI): _____

Year in Program: _____ **Year Started Program:** _____

Advisor's Name: _____

Date of Review: _____

Total earned credits towards Psy.D degree: _____

Are you on target with your Program of Studies?

- Yes
- No

Cumulative GPA: _____

Current Funding (check all that apply)

- **Student Loans**
- **Scholarship**
- **Graduate Assistantship**
- **Hourly Work at University**
- **Outside employment**
- **None**

PART 2: Program Activities to be completed by student
List courses completed and grades obtained this year, also include courses in progress:

Summer 20___ Course	Grade	Fall 20___ Course	Grade	Spring 20___ Course	Grade

Field-Based Experiences during this evaluation period (leave blank if no field experiences):

Name of Practicum Site #1: _____

Course: _____   Grade Level: _____

Supervisor Name: _____

Semester/Year Started and Ended: _____

Number of Hours Completed (to date): _____

Anticipated hours by end of site experience (if applicable): _____

Name of Practicum Site #2: _____

Course: _____   Grade Level: _____

Supervisor Name: _____

Semester/Year Started and Ended: _____

Number of Hours Completed (to date): _____

Anticipated hours by end of site experience (if applicable): _____

Name of Internship Site: _____

Type of Setting: _____

Course: _____   Grade Level: _____

Internship work plan: _____

Funded: Yes   No

Site Supervisor Name: _____

Year Started and Ended: _____

Number of Hours Completed (to date): _____

APPIC or APA-accredited site: _____

Professional Activities during this evaluation period:

Member of Professional Organization: Yes   No

If Yes, check all that apply:

- AZPA

- APA

- Other: _____

Number of Oral and/or Poster Presentations at conferences: _____

Number of regional/state conferences attended: _____

List all conferences attended: _____

_____

_____

Number of national conferences attended: _____

List all conferences attended: _____

_____

_____

Teaching Experience (at all college or university level): _____

List courses taught: _____

_____

_____

Awards:

List awards received, date and from whom: _____

_____

_____

_____

Research Experience during this evaluation period: _____

Comments/Description of Qualifying Research Project progress: _____

_____

CRP Research Progress

Topic identified?   Yes   No

If Yes, Topic: _____

Literature Review done?   Yes   No

CRP Chair/Mentor secured?   Yes   No

If Yes, who? _____

CRP Committee secured?   Yes   No

If Yes, who? _____

Proposal Meeting Scheduled: Yes   No

If Yes, when? _____

Prospectus Meeting Scheduled: Yes No

If Yes, when? _____

IRB filed: Yes   No

If Yes, when? _____

Date collection in progress: Yes   No

If Yes, when? _____

Oral Defense Scheduled: Yes   No

If Yes, when? _____

Community Service this evaluation period:

Active members of:

- COE Doctoral Student Organization
- Graduate Student Government
- University Committee _____

Leadership Activities: Officer in an organization (type in title and organization):

_____

Volunteer Activities in Community (unpaid volunteer work):

_____

_____

Student Name

_____   _____

Student Signature   Date

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APPENDIX M:

DOCTORAL INTERNSHIP CHECKLIST

Student Name: _____

Semester/Year: _____

Prior to Applying to Internship

- Students are encouraged to participate in the Association of Psychology Postdoctoral and Internship Centers (APPIC) match. The Match has four basic steps: (1) **Do not register for the Match until you have been approved to do so by the Director of Clinical.** APPIC match registration opens in **July** and students have until **December** to register for the APPIC Online Application process. Cost is about $130 to register and gain access to the list of participating programs. (2) Submit Applications. Once registered, application deadlines for internship sites vary so check specific sites early! **A list of participating internship sites will be available on the Match website by October1. Most sites require applications to be submitted by November 1st.** *Please refer to the internship handbook for reference.* Fees to applicants for use of the APPIC Online will be additional $51.50 to submit the first application and $26 for each of the next 2-15 submissions; (3) Enter and certify a Rank Order List. **Rank Order Lists are due in the first week of February**; (4) Receive the results. Unmatched students may participate in Phase II of the Match.
- Review the process at: https://appic.org/Internships/Match/About-The-APPIC-Match/About-The-APPIC-Match and other resources including the Internship Handbook provided by the CTC, such as: https://cpa.ca/documents/Internship_workbook.pdf (190 pages- a comprehensive guide but a little dated) that can be found on the Match website.
- Students must have passed competency examinations before submitting applications to internship sites. Students applying via the APPIC Match process may begin applications early in the fall term and will receive approval to submit the applications once comprehensive examinations have been successfully completed. Students may register for the National Match only after the CRP Final Defense is completed and approval is received from the DCT. If competency examinations are not successfully completed, students must withdraw from the internship application process until examinations have been successfully completed.

- Check your program of study with your advisor to ensure that all other coursework will be completed prior to going on internship.
- Obtain approval signatures to pursue internship from your advisor, the training director, and the department chair (or designee).

_____ has been approved to submit internship applications in _____/_____

     Student Name   Term/Year

_____   _____   _____

Advisor's Name   Advisor's Signature   Date

_____   _____   _____

Training Director's Name   Training Director's Signature   Date

_____   _____   _____

Dept. Chair's Name   Dept. Chair's Signature   Date

- Make an initial list of potential internship sites and review their requirements.
- Depending on where you want to interview, travel costs can add up to thousands of dollars. Start saving money consistent with where you hope to interview.
    - The median doctoral hours for all applicants combined was 602 for interventions and 164 for assessment (based upon 2015 APPIC survey statistics).
    - Be a responsive and responsible practicum student to accrue letters of recommendation from your supervisors.
    - Try to get both assessment and intervention experience.
    - Participate in sites consistent with Internship goals.
    - Work with a wide variety of clients of different ethnicities, ages, sexual orientations, ability levels, and religions.
    - Work on succinctly describing case examples including diagnosis and reasoning for treatment approaches.
- Contact the Clinical Psychology Doctoral Training Director to discuss internship sites ideas and make sure you are getting the right type of practicum experiences. You must work

closely with the Clinical Psychology Doctoral Training Director because the NAU Clinical Psychology Department has the authority to determine your eligibility for participation in the Match and which training sites you are permitted to include in your Rank Order List.

During the Application Process
- Submit approval signatures to pursue internship (see above).
- Register for the APPIC Match once CRP final defense is completed and approval received from DCT.
- **In June, approach** faculty and supervisors to write letters of recommendation according to the requirements of internship sites.
- **No later than October,** order an official copy of your transcripts from the Registrar's Office to be sent directly to APPIC.
- **Attend Internship application orientation sessions. Sessions are mandatory.** An email announcement will be dispersed at the beginning of the term.
- Write applications. It's best to start with the application for the internship you want the most and then adjust it for other sites.
- The Clinical Psychology Doctoral Training Director and at least one faculty must review your first application essay and you must revise it accordingly before submission. You may consult with the training director on subsequent applications as you deem necessary.

I have reviewed _____'s doctoral internship application and it has been revised accordingly.

_____   _____   _____

Faculty Name   Faculty Signature   Date

_____   _____   _____

Training Director's Name   Training Director's Signature   Date

- **In November-January,** participate in in-person, web-based, and telephone mock interviews. An email announcement will be dispersed at the beginning of the term.
  - Invitations for interviews begin arriving in November with the bulk in December to give you time to schedule travel, usually in January. Make sure your schedule is flexible to allow for interviews in January.

Before Starting Internship
- Complete any remaining revisions of your CRP.
- Plan and execute any required moved to the internship location (if applicable)

- The Clinical Psychology Doctoral Training Director signs all contracts for both Match and non-Match sites and must receive a <u>signed</u> copy. Match contracts usually arrive in **July.** Non-Match contract arrival varies.

At the Beginning of Internship

- All interns must ensure that the Clinical Psychology Doctoral Training Director has a copy of the signed internship contract prior to beginning to accrue internship hours.
- Non-Match interns must set up an initial meeting between the student, the internship supervisor, and the Clinical Psychology Training Director to discuss objectives to be accomplished.

Completing Internship

- All Interns: All client files and additional agency paperwork must be completed to agency supervisor's standards
- All Interns: *Intern Performance Evaluation* with Final filled out.
- All Interns: Certificate or letter of internship completion
- Suggested: *Internship Monthly Narrative Log Forms (Time2track)*- Months 6-12 (may come in handy if different states require different categories- e.g., ages/ethnicities etc. of client vs. type of disorder vs. individual/group approach)
  - **(Change week numbers on forms as needed)**
- Grade (P/F): _____

_____   _____

Faculty Signature   Date

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APPENDIX N:

PROFESSIONAL GROWTH PLAN (PGP)

Student Name (Last, First, MI): _____

Program Name: _____ Year in Program: _____

Advisor: _____ Evaluation Date: _____

Objective 1: _____

      Activities to Accomplish the Objectives: _____

      Timeline for Completing Activities: _____

      Criteria for Successfully Completing the Objectives: _____

_____   _____   _____

Advisor Signature   Student Signature   Date

Date of PGP Successfully Completed: _____

Student Signature: _____

Advisor Signature: _____

Coordinator/Director Signature: _____

Chair Signature: _____

Student Complaint Collection and Retention

Effective Date: 4/18/17
Policy

Purpose
This policy provides guidelines for the collection and record retention of written and signed student complaints submitted to an institutional officer of Northern Arizona University. The purpose of this policy is to provide a mechanism for tracking the timeliness of responses to complaints as well as the outcome of complaints. In addition, this policy provides a mechanism for identifying patterns or systemic problems with institutional quality or with factors related to the General Institutional Requirements or Criteria for Accreditation.

Definitions
- Complaint Log- a confidential record of student complaints which identifies the persons involved with individual complaints and the outcomes of the complaints.
- Student complaint- focused principally on complaints made formally in writing, signed by a student, and addressed to and submitted to an institutional officer with the responsibility to handle the complaint.
- Institutional Officer- a vice president, dean, department chair or anyone in an administrative role who has the responsibility to handle the complaint.

Applicability
This policy applies to institutional officers with responsibility to handle student complaints. The following offices are responsible for record retention of student complaints for Northern Arizona University:
- The Office of the Provost and Vice President for Academic Affairs
- The Office of Enrollment Management and Student Affairs

The Office of the President and Vice President should route student complaints (as defined below) to one of the institutional officers listed above.

Procedure
The Office of the Provost and Vice President for Academic Affairs maintains records of student complaint logs which are collected from the colleges by the Office of the Provost beginning in May 2007 and continuing each year at the end of the spring semester.

The Office of Enrollment Management and Student Affairs maintains records of student complaint logs which are collected from the division at the end of the fiscal year beginning in 2016.

The Vice President for Enrollment Management and Student Affairs (VPEMSA), or its designee, will annually collect information from complaints files using the Formal Complaint Process for NAU Students and compile an Annual Institutional Summary of Student Complaints at the end of the fiscal year beginning in 2017. The VPEMSA office will also conduct a review of the data to identify any trends/issues that warrant further investigation, revision to existing policies, etc. Information on these issues shall be shared with the appropriate university office(s) for action.

The information tracked will be made available to regulatory agencies and accrediting bodies, including the Higher Learning Commission as required in accordance with applicable laws, regulations and policies.

Units across campus are encouraged to use this process to maintain complaint logs for their area in an effort to be aware of major complaints or categories of student concerns.

- Complaints must be dealt with in a timely manner and in a way that demonstrates fairness to students. Complaint logs must be reviewed by the officers of the institution or their designees to assess patterns to the complaints that might suggest problems with institutional quality or with factors related to the General Institutional Requirements or Criteria for Accreditation.
- Complaint logs must be used to record receipt of a student complaint and at a minimum must contain the date of receipt, persons involved and the resolution of the complaint. The amount of detail provided may vary according to the complaint but should be sufficiently documented to provide the issues and resolutions.
- Complaints from parents, employers, community residents, or former students or alums do not need to be recorded although they may be tracked if a unit wishes to do so. Trivial or minor complaints do not need to be recorded on the complaint log. However, the complaint log should include complaints that are of a non-academic as well as academic nature, provided these complaints are from current or recent students.
- The privacy of students as well as the privacy of other parties must be enforced. Do not share complaint logs with anyone if the logs contain student and/or other names on it. Electronic copies of student complaint logs must be password protected.