

## **DOCTOR OF PSYCHOLOGY DEGREE (PSY.D.)**

### **WITH A MAJOR IN CLINICAL PSYCHOLOGY**

**Please note: The Psy.D. program with a major in Clinical Psychology is no longer accepting students into the program, effective fall 2014. The program is in a teach-out phase. The program is scheduled to close August 31, 2020. All students currently enrolled in the program have the opportunity to complete the program within the time frame of the teach-out based on the *PSY.D. Student Handbook for 2013-2014* and the most current UI&U university catalog.**

**Associate Vice President for Graduate Programs:** Arlene Sacks, Ed.D.

**Dean:** William Lax, Ph.D., ABPP

**Director of Clinical Training:** Margarita O'Neill-Arana, Ed.D.

### **Program Overview**

Credits to Degree: 120 semester hours (academic year: 32 weeks; program length: 192 weeks)

Transfer Credits: Up to 30 semester hours

Calendar: The academic year is defined as two 16-week terms. Students may enroll in the 16-week terms (Aug.-Dec. Fall Term); (Jan.-April Winter Term); (April-Aug. Spring/Summer Term)

Minimum Time to Degree: Four years

Full-time Status in Fall and Winter Terms: 9 credit hours

Full-time Status in Spring/Summer Terms: 4.5 credit hours

#### Academic Program Locations

Doctor of Psychology  
Cincinnati Academic Center  
440 E. McMillan Street  
Cincinnati, OH 45206-1925  
Toll-free: 800.861.6400  
Local: 513.861.6400

Doctor of Psychology  
New England Academic Center  
28 Vernon St., Suite 210  
Brattleboro, VT 05301  
Toll-free: 800.871.8165  
Local: 802.257.9411

<http://www.myunion.edu/psyd>

The UI&U Doctor of Psychology Program Student Handbook is available on the website at <https://www.myunion.edu/wp-content/uploads/2014/06/PsyDHandbook2013-14.pdf>. Students should refer to the Psy.D. program handbook for a more in-depth description of program requirements, involving the curriculum, clinical training (practicum and internship), and the dissertation.

The annual program calendar and Registration/Tuition and Fee Schedule are available on the UI&U website <https://www.myunion.edu/wp-content/uploads/2015/07/TUITION-REG-2015-2016-PSYD.pdf>.

## **Practitioner-Scholar Training Model**

The Doctor of Psychology (Psy.D.) program follows the practitioner-scholar training model of the National Council of Schools and Programs of Professional Psychology (NCSPP). The program conceptualizes and promotes the professional practice of psychology as informed by scholarly research and inquiry, and students are trained as consumers of research to use scientific methodology in clinical thinking and practice.

The training is designed to promote a set of core competencies in professional psychology. This model has guided the development of the program's objectives, each with its own specific competencies, vital to the practice of psychology.

The program employs a developmental training approach where expectations of minimum competency increase as students proceed through the sequence of course work, supervised clinical practice, and completion of other requirements including the doctoral dissertation. Congruently, students are evaluated and assessed at different stages of their development: principally at the pre-practicum and pre-internship levels. Graduates of the program are thus expected to be able to function as competent and ethical psychologists, capable of providing psychological services to individuals, groups and organizations, consistent with the goals as specified below.

## **Psy.D. Mission Statement**

The UI&U Doctor of Psychology in Clinical Psychology Degree Program provides educational opportunities and services to diverse adult populations with distinct and varied needs. Using multiple modalities of education delivery, Union Institute & University actively seeks to identify and reach those underserved by traditional doctoral education.

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

## **Learning Outcomes and Competencies**

### **University Doctoral Learning Outcomes and Competencies**

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

### **Psy.D. Program Goals, Objectives, and Competencies**

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

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

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

1. **Social justice and individual and cultural diversity:** Students will competently and effectively provide professional services to individuals, groups, and organizations who represent various cultural backgrounds and characteristics, maintaining an awareness of issues of social justice, including the dynamics of power, privilege and oppression, and function as agents of social change.
2. **Relationship:** Students will develop and maintain effective, collaborative, and respectful interpersonal relationships with clients, peers, community organizations, and professionals in a range of settings, becoming self-reflective practitioners, aware of their biases, limitations and power differentials.
3. **Research and evaluation:** Students will develop the knowledge, skills, and attitudes for critical thinking as consumers of research, with the ability to apply research and scholarship to the practice of psychology.
4. **Assessment:** Students will competently and ethically use various methods of psychological assessments, including psychological tests and interviewing; accurately interpret the results of those assessments; and effectively communicate results and recommendations to both consumers and professionals, taking into consideration the cultural and personal characteristics of the clients.
5. **Intervention:** Students will have the knowledge, skills, and attitudes to conceptualize, plan, explain, implement, evaluate, and modify intervention approaches consistent with ethical evidence-based practices and appropriate to diverse characteristics of their clients.
6. **Management and supervision:** Students will develop the knowledge, skills, and attitudes to conduct effective clinical supervision, management, and clinical consultation with other professionals and within organizations.
7. **Education and consultation:** Students will develop the knowledge, skills, and attitudes to understand and effectively design and implement educational programs and consultations with clients and colleagues.

To meet these goals and objectives, the program provides broad and general training to students through their participation in the program's curriculum, practicum and internship training experiences, mentoring experiences, dissertation research and writing, informal faculty-student interactions, and the program's overall learning environment. The program provides training that is graded and sequential, evaluated and assessed at different stages of the student's development: the pre-practicum, pre-internship, and after completion of the doctoral degree. The attainment of these goals and objectives is demonstrated in specific identifiable competencies as defined by the program and specified in the individual learning activities. Inherent in each of these goals is a professional standard of ethical competence, including the knowledge of ethical codes, standards and legal regulations and case law relevant to

professional practice. Program graduates are trained to engage with diverse populations and will demonstrate the knowledge necessary to treat clients and other professionals in an ethical, legal, and professionally competent manner.

In addition, the curriculum is designed to provide the required knowledge areas as specified by the American Psychological Association (APA) Commission on Accreditation (CoA), including: biological aspects of behavior; cognitive and affective aspects of behavior; social aspects of behavior; history and systems of psychology; psychological measurement; research methodology and techniques of data analysis; individual differences in behavior; human development; dysfunctional behavior or psychopathology; professional standards and ethics; psychological assessment; measurement and formulation and implementation of intervention strategies including training in empirically supported procedures; theories and methods of assessment and diagnosis; effective intervention; consultation and supervision and evaluation of the efficacy of interventions; cultural and individual diversity; and attitudes essential for life-long learning, scholarly inquiry and professional problem solving.

### **Master's Degree in Psychology within the Psy.D. Program**

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

Psy.D. students wishing to receive the M.A. with a major in psychology submit a petition for the degree to the dean. The dean will review the student's academic file, notifying the student of any deficiencies that must be remediated. If all records are in order, the dean will recommend to the registrar awarding of the degree (see Graduation Policy in the UI&U Catalog). The M.A. degree will be awarded only after all academic, financial, and program components have been successfully completed.

Candidates must successfully meet the criteria for Satisfactory Academic Progress in the program and have successfully completed the following in the Union Institute & University Psy.D. Degree Program:

- Minimum of two (2) full-time academic years of graduate study.
- Minimum of 60 credits in graduate-level coursework completed in or transferred to the UI&U Psy.D. Program.
  - Meeting the minimum credit requirements of specified core course content areas.
  - Completing six (6) credits of PSY 800 level Practicum (minimum of 600 hours) in one academic year (see Psy.D. handbook for practicum criteria). Credits received for additional Practicum cannot be used to fulfill minimum credit requirements above.
  - Credits that have been earned to attain another graduate degree will not be recognized as eligible credit toward this degree.

This UI&U M.A. with a major in psychology is not considered to be a terminal degree but attained within the Psy.D. degree. This M.A. with a major in Psychology will be awarded by the university but will not be included as a part of the regional or national graduation ceremonies.

### **Required Core Content Areas for the M.A. within the Psy.D.**

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

- Biological Bases/Aspects of Behavior (3 credits)
- Psychological Measurement/Statistics (3 credits)
- Research Methodology/Research Design and Methodology/Research and Evaluation (3 credits)
- Human Development (3 credits)
- Dysfunctional Behavior or Psychopathology (6 credits)
- Professional Standards and Ethics / Scientific and Professional Ethics and Standards (6 credits)
- Theories and Methods of Assessment and Diagnosis / Psychometric Theory (6 credits)
- Theories and Methods of Effective Intervention (12 credits)
- Issues of Cultural & Individual Diversity/Cultural Diversity and Social Justice (4 credits)
- PSY 700 level electives (maximum 8 credits)
- PSY 800 Practicum courses (minimum 600 hours)

### **Program Accreditation and Psychology Licensure**

The Psy.D. program cohorts in Cincinnati, Ohio and Brattleboro, Vermont are listed as designated doctoral programs by the Association of State and Provincial Psychology Boards (ASPPB)/National Register Designation Committee (JDC). Designation for the Psy.D. program ends on September 1, 2018.

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

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

The program's development was guided by the American Psychological Association accreditation standards (*Guidelines and Principles for Accreditation of Programs in Professional*

*Psychology*) but it is not APA accredited. For further information on APA Accreditation or the CoA, see [www.apa.org/ed/accreditation/index.aspx](http://www.apa.org/ed/accreditation/index.aspx).

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

For information on university accreditation see <http://www.myunion.edu/about/accreditation-licensure/>.

## **Admission and Transfer Credit Policy**

Effective Fall 2014 term, the Psy.D. program will no longer be accepting students.

## **Registration**

Union Institute & University operates its doctoral program with a major in clinical psychology on a three-term, 12-month academic year calendar. The academic terms are identified as fall, winter, and spring/summer. Psy.D. students register three times a year before the beginning of each term. Registration is completed online on CampusWeb in Web course registration; instructions are found on the Psy.D. website under PsyDNet. Registrations are to be approved and processed prior to the start of each new term. The first day of the initial term is the matriculation date throughout the student's doctoral program. Registration forms are initiated by the student and must be approved by the academic advisor prior to registration being finalized. Direct registration questions to the Psy.D. program office.

Students must register for the sequence of courses/seminars as described in the curriculum. While terms vary in total registered credit hours, full-time registration is defined as a minimum of nine credit hours per term; half time is 4.5 credit hours in fall and winter terms. In the spring/summer term, 4.5 credit hours are considered full-time status. Tuition is charged at the applicable rate per credit hour registered.

Typically the fifth year of the clinical psychology program consists of registration for Clinical Internship and Dissertation Supervision (see Psy.D. course descriptions for PSY 830-836 and DIS 778-783). These registrations may apply to years six and seven as well. No credit hours are earned during terms of registration for internship or Dissertation Supervision. However, registration in Clinical Internship and Dissertation Supervision are considered to be equivalent to a full-time academic workload. PSY.D. students may enroll in Dissertation Supervision six terms and receive financial aid. There is no financial aid for Dissertation Supervision after the sixth term. Attendance and engagement in the program is documented through the student's active participation in his/her courses each term.

Tuition is due on the first day of each new term. The tuition and registration policies for each program are published annually on the university's website.

Students with past due balances must obtain financial clearance from the Business Office prior to registration for a new term.

### **Academic Year Registration Group**

Each student is assigned to a cohort group for Professional Development Seminar. Students will remain with this cohort for all three years of Professional Development Seminars (PSY 751-759).

### **Drop/Add and Program Withdrawal**

#### **Drop/Add of Courses**

To receive a tuition refund (see Schedule of Tuition Refunds below), students must drop individual courses no later than 30 days after the start of the academic term. A course dropped prior to 30 days will not appear on the student's transcript. Students are permitted to add courses only up to 14 days after the start of the academic term. The effective date of a drop/add is either the date of postmark or the date the written or oral request arrives at the Psy.D. program office or Registrar's Office. Drop/adds can impact continuing financial aid eligibility, so students should contact Financial Aid immediately if they plan to drop courses to determine the effect, if any, on their financial aid status. All drop/add requests must be approved by the student's instructor(s) in the course(s) dropped and/or added and by their academic advisor.

All courses dropped after 30 days from the start of the academic term will remain recorded on the student's academic record and a grade of W (for withdrawn) will be posted to the grade field for each course dropped. There is no refund of tuition for a dropped course after the final drop/add date.

The following table shows the percentage of tuition to be reversed for dropped courses and complete withdrawals from the program:

<b>Schedule of Tuition Refunds</b>	
Week One	100%
Week Two	100%
Week Three	75%
Week Four	50%
Day #29 and Day #30	25%
Day #31 and Thereafter	0%

#### **Program Withdrawal**

Tuition is partially reversed or refunded when students withdraw completely from the program prior to the end of the fourth week of a term. The amount of the refund, if applicable, will be determined by the effective date of the withdrawal. If a student withdraws from the university with a credit balance, a refund will be issued within 30 days of the withdrawal notification to the Business Office.

#### **Administrative Withdrawal**

An administrative withdrawal is based on academic dismissal, disciplinary actions, or financial policies. Students dismissed under university policies will be treated the same as withdrawals for purposes of tuition refunds.

**Reinstatement/Readmission**

Students who leave the program during or after academic year 2014-15 will not be permitted to be reinstated/readmitted. All current students have completed and signed a plan of completion with their advisor and will need to follow that plan to be in compliance with the criteria as specified for Designation by the Association of State and Provincial Psychology Boards (ASPPB)/National Register Designation Committee (JDC). Any requests for exceptions will need to be made in writing to the dean with the dean's decision being final.

Withdrawn students are reported to the National Student Clearinghouse as not registered. This notification may impact loan deferrals.

**Satisfactory Academic Progress Review Policy (SAP)**

Union Institute & University (UI&U) governs that all UI&U students maintain satisfactory academic progress (SAP) toward achieving their certificate or degree. SAP standards apply to all terms of attendance. Satisfactory academic progress requirements for receipt of financial aid are separate and distinct from the university's academic progress requirements for academic continuance.

Satisfactory academic progress requirements are reviewed annually by the Psy.D. program.

**Annual Review**

At the end of each academic year, academic advisors review their advisees' overall programs. The purposes of the annual review are as follows:

- Identify areas of strength and weakness and assist students in resolving potential problems in academic or clinical performance, and interpersonal, professional, and/or ethical behavior.
- Provide feedback to the student regarding progress toward the Psy.D. degree.
- Review practicum and internship selections and establish required or requested strategies to address areas where continued and/or additional clinical training may be needed.

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

**SAP Qualitative Component**

Students enrolled in the Psy.D. program in clinical psychology are required to maintain a minimum 3.0 cumulative grade point average (CGPA) in order to meet the qualitative component of the Psy.D. SAP policy.

**SAP Quantitative Component**

The SAP quantitative component includes a maximum time frame and minimum credit hour completion requirements in order to complete the Psy.D. program within the maximum time frame.

**Minimum/Maximum Time Frame**

The Psy.D. program is a minimum of three full-time academic years of graduate study at Union Institute & University including one year of full-time residency at UI&U. The Psy.D. program is a 120-credit hour degree program. The maximum time frame for completion of the degree program is seven years including terms in which a doctoral student is registered for Dissertation Supervision DIS 778-783. Students are permitted to petition for a maximum of two one-year extensions beyond the seven-year limit. However, the Psy.D. program will close on August 31, 2020, with no extensions beyond that date.

**Transfer Credits**

All transfer credits that are accepted toward the degree program are used to determine the remaining maximum time frame.

**Minimum Credit Hour Completion Requirements**

Students enrolled in the Psy.D. program must successfully complete or earn 67 percent of all credit hours attempted in order to meet the quantitative component of the Psy.D. SAP policy.

**Incomplete grades:** Credit hours for incomplete courses are counted in attempted credit hours.

**Dropped Courses:** Credit hours for dropped courses on or before the drop deadline date are not counted in attempted credit hours. Credit hours for dropped courses after the drop deadline date are counted in attempted credit hours.

**Special Review**

A special review may be initiated at any time by any faculty member or the student through a written request to the dean. There are a number of reasons for initiating a special review, including: perceived or experienced deficits; concern about a student's academic, professional/clinical, or personal/interpersonal functioning; an alleged ethical violation; and/or substandard performance. Continuation in the Psy.D. program is contingent not only upon successful completion of academic course work but also on the student's personal/emotional stability, interpersonal skills, and abilities to engage in practice. A special review may be called to address any of these issues and develop a remediation plan or recommend or require dismissal from the program. A special review is automatically called when a student experiences any one of the following:

- Single grade of U.
- More than one grade of C in courses (in a single 16-week term or over more than one term).
- Incomplete grades in consecutive terms or in two or more courses in a given term.
- Two or more ratings by any practicum or internship supervisor at Below Minimum competence in any of the competency domains.
- Ratings of Unsatisfactory for Technical Reasons or Unsatisfactory for Substantive Reasons in the clinical review.
- The student is placed on academic probation.
- The student has not formed a dissertation committee by the end of the fall term in the fourth year.
- An Incomplete in practicum or internship and having to register for an extension.
- Violation of program and/or institutional policies, such as breach of the Academic Integrity Policy, Student Code of Conduct, not attending a required academic meeting, etc.
- Deviation from the signed plan of completion.

In the process of the special review, and in any other instances where the faculty determine that a student is unable to engage in professional training or perform professionally related activities competently or poses a threat to her/himself or others, the faculty has the right and professional responsibility to obtain and evaluate personal information. Within this context, the faculty may require a student to undergo a psychological evaluation or participate in psychotherapy. In these instances, the student would have the option of selecting a therapist who is not affiliated with the university, consistent with APA Ethical Standards. The dean, director of clinical training, or her/his designee must approve of the provider of these services in advance, and the student is responsible for all fees associated with the evaluation and/or treatment. Refusal to participate in any mandated evaluation and/or treatment and/or refusal to authorize release of information from the evaluating or treating psychologist constitutes grounds for immediate suspension or dismissal from the program, regardless of which stage the student has reached in the program. The special review committee may also recommend that the student be required to withdraw from the program for a specified period of time with specific contingencies. The special review may also specify an immediate required withdrawal or terms leading to a required withdrawal of the student, pending the vice president for academic affairs review (see dismissal).

### **Dismissal/Administrative Withdrawal**

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

- Discovery of false application information subsequent to admission. Administrative withdrawal will result in forfeiture of all charges paid and academic credits earned.
- Recommendation of the special review committee.
- Two grades of U (Unsatisfactory) in any courses or practicum during the duration of the program.
- Failure to meet the terms of probation and/or a Remediation Plan.
- Failure to complete program requirements within the established time limits, such as lack of progress on the doctoral dissertation, as specified by student's dissertation chairperson.
- Receiving an Unsatisfactory in both the first and second evaluations of the clinical review.
- Failure to meet minimal criteria for the internship level of training.
- Failure to comply with the APA Ethical Principles of Psychologists and Code of Conduct.
- Confirmed and/or repeated violation of program and/or institutional policies.

Dismissal/Administrative withdrawal requires the vice president for academic affairs review.

## **Student Financial Aid Satisfactory Progress Policy**

Financial aid recipients must make satisfactory academic progress toward a degree in order to receive institutional, federal, and/or state aid. Student financial aid satisfactory academic progress will be reviewed at the end of each term for which a student is enrolled.

Please review the Student Financial Aid Satisfactory Academic Progress (SAP) Policy in the Financial Aid Resources and Services section of the university catalog. If you have any questions regarding this policy, please do not hesitate to contact Financial Aid.

## Grading Policy

Evaluation of academic functioning is central to the Psy.D. program model of ongoing evaluation of progress and development. For each course taken, the student will be evaluated and graded on the basis of criteria specified in the course syllabus. See section below for information about grading.

Evaluation of academic functioning may include examination scores as well as class participation, oral presentations, scholarly papers, clinical presentations, and/or demonstrations of clinical skills. If course requirements are unclear, discuss them with the professor and/or academic advisor.

In addition to a letter grade recorded on the transcript, students will receive a written evaluation by the course instructor (see the program handbook for the Student Academic Grade and Competency Evaluation Form, detailing evaluations of examination performance, classroom participation, leadership ability, interpersonal effectiveness, and/or writing and verbal communication skills). All narrative content will be related to specific goals, objectives and competencies, as specified in the course syllabus. For clinical and practice-related courses, the evaluation will include the instructor's judgments of the student's clinical knowledge, competencies, and abilities to be a professional psychologist as well.

The Psy.D. program uses a four-point grading scale (A, B, C, and U), including plus and minus grades, with no A+ or C-. A grade of A, B, or C will result in award of credit for the course. A grade of U will result in no credit. Each grade will be documented by a narrative evaluation by the course instructor, using the Student Grade Form.

### Criteria for Plus and Minus Grades

Plus (+) and minus (-) grades indicate that the criteria for A, B, and C grades are somewhat more fully met (+) or not quite fully met (-), respectively. Note: There are no A + or C- grades.

While the A, B, C, U grades are used to document the overall completion of learning activities each term, several other grading codes are used to indicate the specific status of each learning activity at any time. All learning activities registered will receive one of the following grade codes at the conclusion of each term. The following grade summary provides definitions for each grade that may be found in a student's registration record.

**NOTICE:** Grades of U, C, and I may adversely affect a student's satisfactory academic progress.

Grade	Criteria
<b>A</b>	The student's work demonstrates outstanding understanding of the course material and exceeds the level of competence of most students at this stage of development. The student's performance is considered superior or outstanding. Student will receive credit for the course. Academic work reflects thorough and accurate knowledge of assigned material, including the complexities and nuances of major and minor theories, concepts, and intellectual frameworks; exceptional evidence of capability to compare, assess, and synthesize material; especially strong capability to logically critique extant theories and claims and to develop persuasive arguments based on original thinking. <b>4.0 Quality points</b>
<b>A-</b>	Criteria for A work not fully met. <b>3.70 Quality Points</b>

Grade	Criteria
<b>B+</b>	Criteria for B work are more fully met. <b>3.30 Quality Points</b>
<b>B</b>	The student's work demonstrates clear understanding of the course material and a level of competence appropriate to the student's stage of professional development and meets all of the course expectancies in a satisfactory manner. The student's work is considered satisfactory at the doctoral level. Academic work reflects accurate grasp of major concepts, theories, and prevailing knowledge; evidence of capability to offer informed analysis of extant knowledge and ideas; capability to synthesize and apply key information from prevailing knowledge; appropriate critiques of extant theories and knowledge; capability to develop and logically present own judgments. <b>3.0 Quality Points</b>
<b>B-</b>	Criteria for B work are not fully met. <b>2.70 Quality Points</b>
<b>C+</b>	Criteria for C work are more fully met. <b>2.30 Quality Points</b>
<b>C</b>	The student's work is satisfactory, but there are concerns because it is lacking precision or understanding of some of the material. The student will receive credit for the course. This grade will be awarded when any one or more of the following apply: <ul style="list-style-type: none"> <li>• Student has missed up to 15 percent of classes (equivalent to two professional development seminars) and/or online postings.</li> <li>• Student does not consistently complete course assignments or struggles to complete work.</li> <li>• Student is inconsistent in producing written material of professional quality.</li> <li>• Student is erratic in making deadlines.</li> <li>• Student's work is considered marginal by professional standards.</li> </ul> Academic work reflects adequate familiarity with key ideas and knowledge, although interpretations of key theories and concepts are occasionally flawed; written and verbal accounts of information, theories, and concepts remain primarily at the level of description; critiques are present but not well developed with occasional interpretive errors. <b>2.0 Quality Points</b>
<b>U</b>	The student's work is unsatisfactory. No credit is given and the course must be repeated. This grade will be given when any one or more of the following apply: <ul style="list-style-type: none"> <li>• Student has missed more than 15 percent of the classes (equivalent to three professional development seminars) or online postings.</li> <li>• Student is rarely or never in contact with the faculty member.</li> <li>• Student habitually does not follow through on recommendations by faculty members.</li> <li>• Student does not produce written material of professional quality.</li> <li>• Student has not met minimum evaluation standards of the course.</li> <li>• Student does not meet deadlines and target dates.</li> <li>• Student does not complete 60 percent of the academic work.</li> <li>• Student is chronically ineffective in managing either her/his time or other resources for working on course work.</li> </ul> Academic work reflects insufficient comprehension and inaccurate or inadequate presentation of ideas and information; superficial and unpersuasive critiques; no evidence of capability for original thinking. Unsatisfactory performance is defined as any performance less than C at the doctoral level. <b>0.00 Quality Points</b>
<b>I</b>	A temporary grade of Incomplete (I) will be awarded at the end of the term when all course requirements have not been submitted by the student. Incompletes (I) are awarded when illness, accident, or other unusual extenuating circumstances beyond the student's control make it impossible for a student to complete required course work

Grade	Criteria
	<p>during the term when they are enrolled in the course. The granting of an incomplete is at the discretion of the course instructor. A grade of I must be requested by the student before the end of the term. When an Incomplete is recorded, the student must satisfactorily complete all required course work before the end of the subsequent semester or the grade will automatically be changed to U and a special review will be called. A grade of I must be requested by the student.</p> <p>Academic work reflects substantial completion (67 percent) of the learning activities assigned but additional time needed beyond the end of the semester in which to successfully achieve and document all learning results. No credit is earned for the I grade until it is converted to the final grade.</p> <p><b>0.00 Quality Points and does not calculate into the GPA</b></p>
<b>AU</b>	<p>Any learning activities in addition to the required 120 credit hours do not bear credit and must be registered for audit. Courses taken for audit do not qualify for financial aid. Students may audit courses on a space available basis as determined by the faculty and program director. Conditions or requirements for the audited class are determined by the faculty and the program director. Learning activities taken for audit earn zero credits and are not calculated into the grade point average.</p> <p><b>0.00 Quality Points and does not calculate into the GPA</b></p>
<b>W</b>	<p>Academic work reflects the student has withdrawn from a course and has not submitted a petition for an Incomplete Grade Form. The W grade is also posted to indicate term registration that is dropped.</p> <p><b>0.00 Quality Points and does not calculate into the GPA</b></p>
<b>S</b>	<p>Academic work reflects satisfactory completion of all prescribed learning and is equivalent to B or better at the doctoral level on a standard letter grading scale. The S grade is used only for the following courses:</p> <p>PSY 700 Foundational Clinical Skills  PSY 707 Pre-Statistics  PSY 772 Dissertation Proposal Development II  PSY 773-774 Dissertation Development I and II  DIS 778-783 Dissertation Supervision  PSY 801-806 Practicums I-VI  PSY 807-812 Adv. Practicums I-VI  PSY 830-838 Clinical Internship</p> <p><b>0.00 Quality Points and does not calculate into the GPA</b></p>

**Note:** Refer to the University Attendance and Engagement Policy in this catalog.

### Grade Point Average (GPA)

The grade point average is obtained by dividing the total number of quality points earned by the total number of semester hours attempted for credit. The Psy.D. program requires a minimum cumulative GPA of 3.00.

### Incomplete Policy

Incompletes (I) are awarded when illness, accident, or other unusual extenuating circumstances beyond the student's control make it impossible for a student to complete required course work during the term when they are enrolled in the course. The granting of an Incomplete is at the discretion of the course instructor. A grade of I must be requested by the student before the end of the term. An Incomplete may not be requested as a means of obtaining a higher grade in the course if a student is not meeting course requirements and standards. When an Incomplete is recorded, the student must satisfactorily complete all required coursework prior to the end of the next enrolled term. However, in cases when the successful completion of one course is a prerequisite to another course (e.g., dissertation courses) or to another step in the program (e.g., clinical review, practicum, or internship), the instructor may insist on a shorter time frame.

If the coursework is not satisfactorily completed by the end of the next academic term the grade will automatically be converted to a U grade and posted by the registrar. If the student receives a U, a special review will be called (see the Psy.D. Student Handbook) by the director of clinical training or the dean. This action may result in requiring the student to repeat the course.

It is the student's responsibility to initiate a request for an Incomplete (I) with the course instructor. Incompletes are normally granted only when students have completed at least 67 percent of the course with a passing grade. (When less than 50 percent of a course has been completed, students will usually have to repeat the course, at the discretion of the instructor.) The student must discuss his/her request for an Incomplete grade with the course instructor before filing the attached petition. This discussion must occur by at least five weeks before the end of the term, unless there are extenuating circumstances. Medical documentation may be requested for students petitioning for an Incomplete due to medical concerns. The filed petition may be approved or denied by the course instructor.

The student initiates the petition by completing, signing and dating the attached petition. The student must submit the form together with supporting rationale for the request to the course instructor. In rare cases when the student is unable to submit the petition form, the course instructor, after consulting with the student, may initiate the petition on behalf of the student.

If the instructor approves the petition process, the instructor and the student must complete the PsyD Incomplete Contract in which the instructor sets the conditions for the completion of all assignments and evaluations due within the guidelines discussed above. The instructor submits the petition and the incomplete contract together with the grade sheet to the director of clinical training. Upon satisfactory course completion, the instructor will inform the director of clinical training and the registrar of the change in grade. A student may also appeal a grade.

## Program Features

The Psy.D. program alignment with the institutional values of accessibility and student-centered, socially responsible training make it unique, resulting in distinctive features that support adult students. These features include:

- **Learning Model.** The Psy.D. program utilizes face-to-face, classroom-based courses, online courses, and an integration of the two to provide academic training in clinical psychology. Students attend courses on weekends, as well as at the biannual academic meetings (attendance at six is required during their program) held in Brattleboro, Vermont in the fall and in Cincinnati, Ohio in the spring. During these academic meetings students participate in course work and professional development seminars and interact with faculty, colleagues, and other professional psychologists. Courses are offered in an organized, sequential manner with each semester and year building upon prior learning experiences.

In the **first year of the program**, students attend classroom-based courses *every other weekend during the term*. In **years two and three**, students attend classroom-based classes *one weekend a month*.

- **Professional Development.** Professional development and a close student-faculty relationship are central to the program, and students regularly meet with faculty members at the biannual meetings and professional development seminars, led by a faculty member. The professional development seminar leaders, along with the student's academic advisor, are the student's primary mentors until s/he completes the first three years of the program. They monitor, evaluate, and assess the student's academic,

clinical, research and professional development. During the fourth and subsequent years, the student's dissertation chair assumes a central role. Students also have concentrated contact with many other core and affiliated faculty in professional development seminars, biannual meetings, academic courses, and informal faculty-student interactions, receiving additional mentoring, training and support in their knowledge and skill development.

- **Social Justice Focus.** Consistent with the university's mission, the program openly embraces a social justice agenda, emphasizing diversity and multiculturalism in clinical practice. Course work and clinical experiences address issues of oppression, community health, intervention and prevention. Graduates of the program will be well prepared to conduct professional practice in its many forms. They will be able to apply psychological theory, research methodology, and clinical skills to diverse populations and utilize their training to engage in social and political activism.

### **Academic Calendar and Credit-Hour, Term-Based Program**

An academic calendar year is defined as two 16-week terms. UI&U offers three terms every twelve months for students to progress at a faster rate, if desired. Union Institute & University operates its doctoral program with a major in clinical psychology on a three-term, 12-month academic year calendar. Psy.D. students register three times a year before the beginning of each term. Full time, as defined by the program and Financial Aid, is nine credit hours per term. During the spring/summer term full time is defined as half of this amount (4.5 credit hours). Typically a student will take an average of 30 credit hours per academic year over four years, for a total of 120 credit hours.

### **Minimum / Maximum Program Length**

The doctoral program in clinical psychology requires a minimum of three full-time academic years of graduate study at Union Institute & University including at least one year in full-time residence at UI&U (see definition of residency). The Psy.D. program is a 120-credit hour degree program.

Any courses/credits over the 120 credit hours for the degree must be taken for audit. Any credits over the 120 hours and/or those taken for audit are not eligible for Title IV financial aid. Courses may be audited on a space available basis as determined by the faculty and director of the clinical training. Learning activities taken for audit earn zero credits and are not calculated into the grade point average. Elective courses are included in the 120-credit hour degree program requirements.

The maximum amount of time allotted for a student to earn her/his doctorate of psychology with an emphasis in clinical psychology is seven years. Students who do not complete the degree requirements within the seven-year maximum time frame may be subject to academic dismissal from the program. Students are permitted to petition for a maximum of two one-year extensions beyond the seven-year limit. To obtain an extension, a student needs to submit a plan for completion to her/his dissertation chairperson describing the reason(s) s/he needs an extension, the actions s/he will take, and a detailed timeline for these actions in order to complete the program in the following year. This plan must be reviewed and approved by her/his dissertation chairperson and then submitted to the dean for review and approval. A plan that cannot reasonably be completed within the one-year extension will not be approved, and the student will be dismissed from the program. This plan is due to the dean no later than three months

before the end of the student's seventh year in the program or the end of her/his one-year extension. Failure to complete all requirements within the extended time period(s) will result in automatic dismissal from the program.

Examples of reasons for an extension are as follows:

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

### **Delivery Model**

Learning at a distance is integral to the university's history and development and is closely aligned to its institutional mission and values. Union's educational model has made it possible for Union Institute & University to support adult students whose needs, schedules, and/or locations might otherwise make higher education inaccessible.

While the Psy.D. program understands the value of distance education for adult students, it also recognizes the need for psychologists-in-training to have *primary interpersonal experiences* with faculty and other professional psychologists in courses, training experiences, and in the overall process of socialization to the professional field of psychology.

Thus, the program utilizes a *distributed learning model*. A distributed learning model focuses on pedagogy and encourages a collaborative and interactive model of learning, using various modalities, including face-to-face classroom based learning, online courses and a blend of the two (blended or hybrid courses).<sup>12</sup> This model is designed to support community building, flexibility, collaboration, increased communication, as well as to facilitate ongoing evaluation of students throughout the term. All of this is accomplished within a framework of structured courses with syllabi that require the attainment of minimum levels of achievement in specified competencies of the program's objectives.

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

**The three types of delivery models are as follows:**

**Face-to-face courses:** These courses are held on campus on weekends throughout the year and during the six required week-long biannual academic meetings in Brattleboro and Cincinnati. These courses provide students with over 400 hours of student-faculty classroom contact in the first year and over 250 and 200 hours in years two and three, respectively.

**Online courses:** These courses can be accessed 24/7 and include structured units that need to be completed within specific time frames as indicated in the course syllabi. These courses include full-featured communication resources, allowing for both synchronous and asynchronous interaction between and among students and faculty. Online courses include all

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<sup>12</sup> All practicum and internship experiences beginning in year two of the program are completely onsite at approved practicum settings and include face-to-face experiences, including supervision with an onsite, licensed psychologist.

of the content and material included in face-to-face courses, such as all course requirements as defined in the syllabus, live and/or recorded presentations, electronically mediated live faculty interactions, links to readings in the UI&U Library, exams, threaded discussions, faculty office hours, etc. Fall term and spring/summer term courses have an initial face-to-face meeting at the academic meeting.

**Blended courses:** These typically include face-to-face meetings at an academic meeting and/or day-long meetings during the term with an online component.

### **Student Course Load**

All students take a prescribed sequence of required courses as well as electives. The curriculum is designed to provide students with generalist training preparing them for entry into the field of professional psychology.

Typically, students take a combination of three to four required and/or elective courses in each of the three terms during the year. In the first three years of the program, all students attend 10 professional development seminar meetings annually, with one meeting at each of the biannual academic meetings and eight additional day-long meetings in either Brattleboro, Vermont or Cincinnati, Ohio, depending on the student's cohort.

During years two and three of the program, students are at a practicum placement for 600-800 hours each year, for a minimum total of 1,200 hours over the two years. Practicum placement must be within a five-hour drive from Cincinnati, Ohio or Brattleboro, Vermont and must be approved in advance by the director of clinical training. Students may choose to take an advanced practicum in their fourth year. In the fourth year students take required and elective courses along with courses focused on the preparation and completion of their dissertation. In year five they are at an internship placement for a minimum of 2,000 hours. If they select a half-time internship, they can complete it in years five and six, completing their 2,000 hours within a 24-month period.

### **Residency**

The Psy.D. program's residency requirements are based on current professional education and training standards and more specifically those delineated by the APA Commission on Accreditation (CoA) and the ASPPB/NR Designation Committee. The program specifically provides residency in the first year of the program in which students have all but one course in a direct face-to-face classroom manner. This residency period is designed to facilitate student's *professional development and socialization to the field* and to enable faculty to *evaluate and assess student competence* across the clinical, academic, research, and interpersonal components of their doctoral training.

The program has structured its curriculum and related professional training experiences and activities to implement and meet these residency criteria in this first year, as well as augment them throughout the remainder of the program. This includes a variety of structured and unstructured activities and the necessary interactions *to promote student development and professional socialization*, as well as to have faculty engage in *comprehensive and direct assessment* of each student's knowledge, skills, and attitudes in their areas of clinical, academic, research, and ethical and legal functioning, as well as their personal and professional well-being, interpersonal competence, and abilities to engage in professional practice. The

*professional socialization process* is facilitated through the intensive formal faculty-student contact during the initial orientation, the biannual academic meetings, course work, professional development seminars, advisor meetings and interactions with visiting professional psychologists and faculty. In the context of these activities, there are also ample opportunities for informal interactions for faculty and students to establish personal and professional relationships.

Further details about residency can be found in the Psy.D. student handbook.

### **Program Curriculum**

Students follow an established sequence of training, including required and elective courses, with a developmental approach based on a set of core competencies. The curriculum includes biannual academic meetings, professional development seminars, assessment labs, and academic courses, as well as required training experiences and the dissertation. Course syllabi are available from the program office. Students should check the Psy.D. website each term for updates on curriculum changes.

Students who complete the program in the standard time frame will typically adhere to the following curriculum:

<b>Course Number</b>	<b>Course Title</b>	<b>Semester Credit Hours</b>
<b>Year 1: Fall Semester</b>		
PSY 712	Clinical Psychology & Systems Theory	2
PSY 751	Professional Development Seminar I: Social Justice and Ethics in Clinical Psychology	2
PSY 701	Foundations of Psychological Assessment	3
PSY 721	Adult Psychopathology	3
PSY 700	Foundational Clinical Skills	1
<b>Year 1: Winter Semester</b>		
PSY 752	Professional Development Seminar II: Social Justice and Ethics in Clinical Psychology	2
PSY 702	Cognitive Assessment	4
PSY 711	Individual Psychotherapy I	3
PSY 723	Cognitive-Affective Bases of Behavior	3
<b>Year 1: Spring/Summer Semester</b>		
PSY 703	Cognitive Assessment Laboratory	2
PSY 704	Adult Personality Assessment	2
PSY 753	Professional Development Seminar III: Social Justice and Ethics in Clinical Psychology	2
PSY 714	Individual Psychotherapy II	2
	<b>Total</b>	<b>31</b>
<b>Year 2: Fall Semester</b>		
PSY 713	Group Psychotherapy	2
PSY 754	Professional Development Seminar IV: Clinical Conceptualization	2
PSY 715	Developmental Psychology	3

Course Number	Course Title	Semester Credit Hours
PSY 725	Biological Bases of Behavior	3
PSY 801	Practicum I	1-3
	<b>Year 2: Winter Semester</b>	
PSY 755	Professional Development Seminar V: Clinical Conceptualization	2
PSY 722	Child & Adolescent Psychopathology	3
PSY 764	Family Psychotherapy	3
PSY 802	Practicum II	1-3
	<b>Year 2: Spring/Summer Semester</b>	
PSY 718	Cultural Influences on the Self	2
PSY 756	Professional Development Seminar VI: Clinical Conceptualization	2
PSY 719	Cultural Competence in Clinical Practice	2
	Elective	2
PSY 803	Practicum III <sup>13</sup>	1-3
	<b>Total</b>	<b>32</b>
	<b>Year 3: Fall Semester</b>	
PSY 757	Professional Development Seminar VII: Clinical Presentations	2
PSY 730	Statistics	3
PSY 731	Qualitative Research in Clinical Psychology	3
	Elective	2
PSY 804	Practicum IV	1-3
	<b>Year 3: Winter Semester</b>	
PSY 758	Professional Development Seminar VIII: Management and Supervision	2
PSY 771	Dissertation Proposal Development I	3
PSY 733	Quantitative Research Methods	3
PSY 805	Practicum V	1-3
	<b>Year 3: Spring/Summer Semester</b>	
PSY 772	Dissertation Proposal Development II	2
PSY 759	Professional Development Seminar IX: Clinical Review	2
	Elective	2
	Elective	2
PSY 806	Practicum VI <sup>14</sup>	1-3
	<b>Total</b>	<b>32</b>
	<b>Year 4: Fall Semester</b>	
PSY 773	Dissertation Development I	3
PSY 724	Social Bases of Behavior	3
PSY 768	Education, Consultation and Organizational Development	3
	<b>Year 4: Winter Semester</b>	
PSY 774	Dissertation Development II	2

<sup>13</sup> Only for students who are distributing their practicum hours over three terms.

<sup>14</sup> Only for students who are distributing their practicum hours over three terms.

Course Number	Course Title	Semester Credit Hours
PSY 741	Community Psychology	3
PSY 766	History and Systems of Psychology	3
	Elective	3
	<b>Year 4: Spring/Summer</b>	
PSY 765	Family Violence and Trauma	2
	Elective	2
	Elective	1
	<b>Total</b>	<b>25</b>
	<b>Year 5 (-6)</b>	
PSY 830-835	Clinical Internship	0
	<b>TOTAL PROGRAM CREDITS</b>	<b>120</b>

Note: Academic meetings may be held during terms other than fall and spring/summer and are subject to scheduling change. Practicum must total six credit hours per year, for a total of 12 credits over two years.

### **Clinical Training**

#### **Practicum (PSY 801-806)**

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

#### **Clinical Review**

After successful completion of all course work (through the end of the third year) and completion of practicum training (two years with a minimum of 600 hours each year, totaling 1,200 hours), students are eligible and required to complete a clinical review. This review is styled after the American Board of Professional Psychology (ABPP) diplomate exam. The clinical review is under the direction of the director of clinical training. The clinical review is designed to measure the student's overall competence as a clinical psychologist with an evaluation of the student's ability to apply the fundamentals of clinical research, assessment, and intervention knowledge to a real clinical situation. The clinical review consists of the following:

- Professional statement
- Intervention sample
- Intervention paper
- Assessment report
- Assessment paper
- Oral exam

The clinical review must be successfully completed before a student can apply for an internship. A student who receives an Unsatisfactory for either technical or substantive reasons on her/his clinical review will be required to repeat the clinical review. These second documents **are due no later than 5 p.m. (EST) on the last day of the winter term of the following year of enrollment.** The student is permitted to submit the documents prior to this final date, and an oral exam date will be scheduled by the director of clinical training within four to six weeks following submission of all materials. If the student does not take the exam in this time period or does not satisfactorily pass on a second attempt, the student will be dismissed from the program.

### **Clinical Internship (PSY 830-838)**

#### **PSY 830 - 832 Full-time Internships / PSY 833-838 Part-time Internships**

A student must receive approval from the director of clinical training (DCT) prior to applying for internship. After a student's successful completion of all course work (through the end of the third year), practicum training (two years with a minimum of 600 hours each year, totaling 1,200 hours), and successful completion of the clinical review, the faculty advisor and DCT conduct a comprehensive annual review of the student's record, including academic, clinical, professional and interpersonal development. After a satisfactory completion of this review, the student can begin the internship application process.

Clinical internships typically take place over a 12-month period and usually occur in the fifth year of the Psy.D. program. The program requires 2,000 hours of supervised internship training. With the approval of the director of clinical training a student may elect to do a half-time internship over a 24-month period during their fifth and sixth years. Students who elect to complete their internship on a half-time basis over a 24-month period should check with Financial Aid to determine any impact a half-time internship would have on their financial aid eligibility and loan deferment status, if applicable.

### **Research / Dissertation**

#### **The Doctoral Dissertation**

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

Upon completing PSY 771, Dissertation Proposal I, students are expected to have finalized their selection of their dissertation committee chair. Along with the chair, the student will then choose the rest of the committee. The dissertation process is fully delineated in the UI&U Psy.D. Dissertation Manual (<http://www.myunion.edu/academics/doctoral-programs/doctor-of-psychology/academics/dissertations-academics-doctor-of-psychology/>.)

### **Publishing Dissertations**

The Psy.D. program requires that all dissertations be submitted and published through UMI Dissertation Publishing (a division of ProQuest). Complete information regarding submission of the dissertation can be found at the ProQuest website: <http://www.proquest.com/en-US/products/dissertations/> and in the Psy.D. dissertation manual.

### **Role of Faculty**

The Psy.D. faculty have been selected to facilitate the training of doctoral students in a manner consistent with the UI&U mission and the goals and objectives of the Psy.D. program. Each faculty member is an accomplished professional with specific areas of expertise. All faculty are actively involved in scholarly activities and professional development.

### **Graduation**

When all program requirements have been completed, the student must formally apply for award of the degree by submitting an application form that is available online. The dean will review the academic file, notifying the student of any deficiencies that must be remedied. If all records are in order, the dean will recommend to the registrar awarding the degree (see graduation policy below). The Psy.D. degree will be awarded only after all academic, financial, research, and clinical program requirements have been successfully completed, including:

- Course work (120 credit hours with a grade point average of at least 3.0)
- Practica (1,200 hours minimum)
- Clinical review
- Doctoral dissertation
- Clinical internship (2,000 hours minimum)

### **Graduation Policy**

Following the dean's review, all academic and financial records are audited. The academic record is reviewed in the Registrar's Office; Financial Aid checks the status of financial aid, if applicable; and the Business Office audits the financial records (student account). Graduation is approved and the degree awarded when all academic and financial obligations to the university have been met. The conferral date is the last day of the month in which the dean approves the student for graduation. The final transcript and diploma will be released when all academic and financial clearances have been completed.

Clinical Internship and Dissertation Supervision fees will be prorated for graduating students based on date of graduation. The date of graduation is provided to the Business Office by the program office.

### **Commencement**

Psy.D. graduates are invited to participate in the National Commencement Ceremony held each fall in Cincinnati, Ohio. Participation in the commencement ceremony requires that all academic requirements are satisfied.

### **Program Website**

The Psy.D. program utilizes a program-wide web-based network, PsyDNet, for the majority of public communication among students, faculty, and staff. This student-oriented network, housed within the university CampusWeb electronic records system, provides students and faculty a means to obtain program-related information and engage in dialogue with one another about all

aspects of the program. All program forms are available for download on the site and a calendar of events keeps students informed of all program-related activities.

Students use their Union ID number as their username and their CampusWeb password to access the site. Since the site is contained within the CampusWeb system, only active students and faculty have access to the site.

### **Course Descriptions**

#### **PSY 700 Foundational Clinical Skills**

**1 credit**

This course facilitates the development and advancement of basic clinical skills through classroom instruction, role-plays and simulations, reviewing videotapes and other experiential learning processes. Students improve their ability to use basic therapy skills, including but not limited to, rapport building, listening, reflecting, and the overall engagement and intervention process with clients in therapy.

#### **PSY 701 Foundations of Psychological Assessment**

**3 credits**

This course focuses on the methods used to evaluate the quality of measures, such as psychological tests, that are used in research and applied settings by psychologists and others interested in human behavior. The fundamentals of psychometric theory such as scaling, central tendency and variability, individual differences and correlation, reliability, validity, and the principles of test development and standardization will be examined. In addition, the nature and use of psychological tests, along with different types of tests, will be explored. Issues related to the legal, ethical, and cultural implications of psychological assessment with special populations will be addressed.

#### **PSY 702 Cognitive Assessment**

**4 credits**

This course covers knowledge and skills relevant to the assessment of cognitive functioning in children, adolescents, and adults. The course explores historical as well as contemporary issues in the field of cognitive psychology, including the theoretical frameworks utilized in the development of cognitive assessment instruments and procedures. The major instruments utilized for the assessment of cognition will be discussed (WPPSI-III, WISC-IV, WAIS-III and IV, K-ABC-II, and WJ-III) as well as instruments for the assessment of visual-constructional skill and memory (ROCF, VMI-5, BVMGT-II, WMS-III). Practical, legal, ethical, and socio-cultural issues relevant to the competent practice of psychological assessment are covered, including issues relevant to working with clients from diverse ethnic-linguistic minority backgrounds.

#### **PSY 703 Cognitive Assessment Laboratory**

**2 credits**

This course is the applied companion of PSY 702, and as such, it provides hands-on practice on the administration, scoring, interpretation, and reporting of cognitive assessment tests and procedures. All practice activity will be undertaken with the guidance and supervision of the instructor. Students may have the opportunity to use some of these instruments and procedures at the discretion of site supervisors.

#### **PSY 704 Adult Personality Assessment**

**2 credits**

This course presents the principles and practices of objective and projective personality assessment. The class focuses on the MMPI-2 and the MCMI-III. Students also become familiar with other objective tests (such as the CPI, PAI, 16PF, NEO-PI-R, and OMNI) and projective instruments (such as Rorschach, TAT, Drawings, and Incomplete Sentences). The course also

addresses related issues such as report writing, test construction, and ethical and diversity issues in testing.

**PSY 705 Integrative Assessment**

**2 credits**

This course will provide students with a basis for integrating information gained from psychological assessment into a comprehensive narrative psychological report. It explores the meaning of clinical inference in the assessment enterprise. Psychological assessment is the development of diagnostic meaning from a person's history, clinical interviews and observations, records, and psychological tests. The ability to obtain, shape, integrate, and ultimately export meaningful information about a person is the basis of psychological assessment. Available only to students who have completed PSY 701, 702, 703, and 704.

**PSY 706 Introduction to the Rorschach**

**3 credits**

This course will provide students with an introduction to the Rorschach Inkblot Method. Students will be trained in administration, scoring, and interpretation of the Rorschach using Exner's Comprehensive System. Some emphasis will be placed on the integration of data from various sources to supplement and verify Rorschach findings and to develop clinical formulations for presentation in reports. Methods: A variety of didactic models will be used. Lectures, discussions, demonstrations and case presentations will be employed. Students will engage in practice by recruiting volunteers to serve as subjects for practice test administration. Other projective instruments and methods, such as the TAT, sentence completion, and projective drawings, will also be reviewed. Available only to students who have completed PSY 701, 702, 703, and 704.

**PSY 707 Pre-Statistics**

**0 credits**

This course is a self-directed, self-paced review of undergraduate statistics designed to prepare students to take graduate statistics. The course reviews the following: probability, probability distributions, F-test, t-test and chi-square; graphing, histograms, frequency counts, and other ways of representing data; simple regression and linear graphing techniques; and the concepts of analysis of variance and correlation analysis. Each module has multiple examples of solved homework problems, practice quizzes, and a final exam. A final examination for the entire course must be passed at the 80 percent level before students can enroll in PSY 730 Statistics.

**PSY 711 Individual Psychotherapy I**

**3 credits**

**PSY 714 Individual Psychotherapy II**

**2 credits**

This two-semester sequence of courses provides both an introduction and in-depth review of some of the major theories and practices of individual therapy. It covers the basic knowledge, skills, and attitudes required to engage in psychotherapy as a professional psychologist. Students develop a flexible, integrated way of conducting treatment, focusing on brief to mid-range therapies. The course emphasizes psychodynamic, behavioral and cognitive-behavioral, existential-humanistic, constructionist, and integrationist approaches. Faculty and students discuss selected clinical practice and process issues, including the therapist's role, theories of problem formation and change, individual and cultural diversity, treatment duration, and therapist theoretical flexibility. Participants learn ways to plan, conduct, and evaluate psychotherapy, and synthesize their own psychotherapy philosophy and style.

**PSY 712 Clinical Psychology and Systems Theory**

**2 credits**

This course introduces students to the field of clinical psychology and to systemic thinking. The course will review the foundational components of clinical psychology and introduce the student to current research and practices, including evidence-based practice and practice-based evidence models. It provides an overview of systems theory and its application, examining a

variety of systems configurations, as well discussing the transition from an individual to a systemic to a sociopolitical/cultural perspective.

**PSY 713 Group Psychotherapy**

**2 credits**

This course examines small group formats for therapeutic change, personal development, interpersonal skills training, and relationship enhancement. Ethical and cultural competence issues related to group psychotherapy are explored. Participants will learn effective leadership techniques and procedures for planning, conducting, and evaluating group interaction and progress.

**PSY 715 Developmental Psychology**

**3 credits**

This course reviews major theories for understanding the dual influences of nature and nurture throughout the lifespan. Students grapple with varied explanations of social, moral, emotional, and intellectual development. Students critique theoretical and practical applications of developmental psychology as they relate to clinical and social issues. Individual development is considered within familial, cultural, and societal contexts. The course places emphasis on “typical” development and on developmental concepts and processes that have high relevance to clinical work and that are not discussed in other courses.

**PSY 716 Narrative Therapy**

**2 credits**

Narrative therapy views problems as separate from people and conceptualizes problems as situated within larger socio-cultural and political contexts. It places importance on the therapist maintaining a position of curiosity in understanding people’s values and beliefs and views consumers of therapy as experts regarding their own lives. This course examines the underlying theoretical tenants and practical applications of narrative therapy, with an emphasis on a variety of maps of practice with individuals, families, and groups. The course includes presentations, live chat sessions, threaded discussions, and practice exercises.

**PSY 717 Mindfulness in Clinical Practice**

**2 credits**

Mindfulness is a method of using focused, conscious attention as a therapeutic tool for wisely working with thoughts, feelings, and emotions. Mindfulness has been called the “third wave” of cognitive-behavioral therapy, and several mindfulness-based therapies are now considered evidence-based approaches. This course covers the theories and applications of mindfulness in clinical settings. The course reviews the use of mindfulness in individual therapy and group approaches, as utilized in the practices of Mindfulness-Based Stress Reduction, Mindfulness-Based Cognitive Therapy, Mindfulness-Based Relapse Prevention, Acceptance and Commitment Therapy, and Dialectical Behavior Therapy.

**PSY 718 Cultural Influences on the Self**

**2 credits**

This course increases students’ ability to conduct psychotherapy with clients from a variety of cultural backgrounds. The course focuses on self-examination and consideration of how the clinicians’ and clients’ backgrounds influence the work. The intersection between culture and other multiple identities such as race, gender, sexual orientation, physical ability, and religion will be discussed.

**PSY 719 Cultural Competence in Clinical Practice**

**2 credits**

This course considers the complex interplay of values, expectations, and social and political forces in psychotherapy. Students examine and critique cultural literacy including guidelines for psychotherapy with people from specific cultural groups.

**PSY 720 Cognitive-Behavioral Theory and Practice**

**2 credits**

This course addresses issues relevant to the conceptualization and treatment of distress in adult clients from a cognitive-behavioral therapy (CBT) perspective as empirically-supported in the literature. Theoretical issues such as the content-specificity hypothesis and the hierarchical organizational model of personality will be delineated. Clinical issues such as agenda setting, Socratic questioning, eliciting client feedback, homework assignments, dealing with avoidant clients, use of the therapeutic relationship, and termination issues will be addressed. While a variety of techniques including activity scheduling, tests of evidence (retribution), and behavioral experimentation are introduced, a special emphasis is placed on case conceptualization.

**PSY 721 Adult Psychopathology**

**3 credits**

This course examines psychopathology in adults and critically reviews the theory and history of scientific classification of behavioral disorders. Students acquire mastery of current diagnostic conventions and review basic treatment issues for each major category. Multiple contributions to psychopathology are considered including physiological and social influences.

**PSY 722 Child and Adolescent Psychopathology**

**3 credits**

This course reviews the etiology, diagnostic criteria and developmental course of the psychiatric disorders most commonly diagnosed during childhood and adolescence. It also examines the difficulties that children with those disorders and their families typically experience. The contribution of contextual factors, such as family composition and sociocultural and economic conditions to the development, manifestation and treatment of children with psychiatric disorders, will be emphasized. Students gain basic knowledge of diagnostic categories in the DSM IV-TR, clinical assessment procedures, and case formulation. Evidence-based treatments for disorders of childhood and adolescence are reviewed, and their usefulness and limitations are examined.

**PSY 723 Cognitive-Affective Bases of Behavior**

**3 credits**

This course is designed to introduce students to basic human cognitive and affective processes. Specific topics include attention and perception, long-term and working memory, learning, executive function, decision-making, problem-solving and creativity, and language. The course will examine the affective, motivational, and cultural influences on basic cognitive processes in supplemental empirical journal articles.

**PSY 724 Social Bases of Behavior**

**3 credits**

This course is an advanced introduction to the psychological study of social behavior. The emphasis of the course is upon the scientific examination of social cognition, influence, interaction, judgments, relationships and other relevant topics, with specific attention paid to social psychological theories, methods, and current issues. This course will also emphasize the study of individual experience and behavior in relation to social situations.

**PSY 725 Biological Bases of Behavior**

**3 credits**

This course examines physiological influences on normal and abnormal human behavior including the role of the central nervous system, sensory processes, memory, neurobiology and psychopharmacology. The course focuses on recent developments in the field that are most relevant to the practice of clinical psychology, particularly recent findings in neuroplasticity and epigenetics.

**PSY 726 Clinical Psychopharmacology**

**2 credits**

This course provides an introduction to the principles of pharmacology, particularly the interaction of chemistry and biology to produce behavior, and the use of psychotropic

medications for a range of populations and disorders. This will include an examination of the pharmacological features of different drugs and their biological effects, drug interactions, and the psychological impact of medications in therapeutic contexts. Also addressed will be a review of regulatory and governmental control issues and the role of the psychologist in collaborating with physicians and other primary healthcare providers. This course is not intended to prepare the student for a primary role of prescribing, administering, or overseeing the use of medications. Available only to students who have completed PSY 725.

### **PSY 727 Sex Therapy**

**2 credits**

This course is designed for mental health practitioners who will work with individuals and couples across the spectrum of ethnicity, religion, race, social class, sexual orientation, and gender identity who experience sexual problems or want to improve their sex lives. The course will include understanding sexual challenges and dysfunctions; causes of sexual dysfunctions; defining sex therapy and sex therapist; and critical evaluations of both sex therapy and the pharmaceutical industry. The main focus will be on treating sexual problems, including medical treatments, sexual surrogacy, biomedical engineering devices, and psychotherapeutic treatments such as behavior therapy for couples, self-help modalities, group therapy for pre-orgasmic women, and sexual enhancement for couples.

### **PSY 728 Dialectical Behavioral Therapy**

**2 credits**

This course provides an examination of dialectical behavior therapy (DBT) for treating individuals with borderline personality disorder (BPD). The empirical basis of the treatment will be reviewed, and students will develop knowledge and skills in the following areas: the biosocial theory of BPD; dialectical theory; individual DBT and its use of validation, contingency management, diary cards, and behavioral analyses; group DBT and the four DBT skills modules (core mindfulness, emotion regulation, distress tolerance, and interpersonal effectiveness); and the roles of telephone coaching and the DBT consultation team. Instruction modalities will include lecture, class discussion, role-play, and video-recorded sessions.

### **PSY 730 Statistics**

**3 credits**

This course focuses on the principles and techniques of descriptive and inferential statistical methods and their application to research in psychology. Statistical applications in psychological research will also be emphasized. Students will learn to select and apply appropriate simple parametric tests and non-parametric statistical methods and to interpret statistical results and their implications. This course also covers the analysis and presentation of statistical data using the computer program: Statistical Package for Social Sciences (SPSS).

### **PSY 731 Qualitative Research in Clinical Psychology**

**3 credits**

This course provides a theoretical and practical grounding in qualitative research methods and their application to clinical psychology. Data gathering approaches include individual and focus group interviews, observational research, clinical case studies, grounded theory, and participatory action research. Students acquire the skills needed to design studies and collect, analyze, and present qualitative data.

### **PSY 732 Gender and Sexuality**

**2 credits**

Gender and sexuality issues are common concerns, both expressed and unexpressed, in psychotherapy. The intent of this course is to familiarize the student with gender and sexuality issues by examining the following: (a) the critique of binary gender through current and controversial theories on biological sex classification, cultural gender definitions, gender expression, and identity development; (b) sexual orientation issues and heterosexist socialization; and (c) transgressive gender identity and sexual expression. Also included will be

exploration of current gender norms and values with implications for constructed sexualities and how these impact treatment issues and interventions.

**PSY 733 Quantitative Research Methods**

**3 credits**

This course provides a foundation for quantitative research methods, which forms the basis for psychological theory and models. We consider common research paradigms; the scientific method; causal inference; refining the research question; and formulating hypotheses. Then we will explore a range of research designs and methodological techniques that are available for empirical research. Topics include: sampling; survey and experimental designs, including simple two-variable and multivariate designs; advantages and limitations of designs; selecting appropriate research instruments; criteria and recruitment of human subjects; collecting data and presenting it in tables and graphs; and understanding statistical measures used in quantitative research reports. Examples from health, education, and clinical and social psychology will be utilized in critical reviews.

**PSY 740 Special Topics in Clinical Psychology**

**2 credits**

This course provides an examination of applied issues in selected aspects of clinical psychology. Topics will vary and may include family assessment, workplace and the family, forensic evaluation/assessment, current and emerging family interventions, working with specific populations in the context of the family, family evidence-based practices, substance abuse, trauma and domestic violence, professional issues, mind-body interactions, etc.

**PSY 741 Community Psychology**

**3 credits**

This course presents the theory and practice of community psychology, including primary prevention and the delivery of related health, education, and human services. The course examines actual programs addressing areas including mental health, juvenile delinquency, community violence, and family support.

**PSY 745 Career and Lifestyle Development**

**3 credits**

This course covers the skills and knowledge needed to help clients consider a wide array of career and lifestyle choices. It will review the applications of career development theory and research in a variety of educational, counseling, and clinical contexts. Emphasis will be placed on the relationship between career choice and lifestyle, sources of occupational and educational information, approaches to career decision-making processes and career exploration techniques.

**PSY 746 Psychopharmacology of Mental Health  
and Substance Abuse Disorders**

**3 credits**

This course includes an introduction to the field of psychopharmacology as well as the study of drug interactions with the brain, which impact cognitive processing and behavioral states. Pharmacokinetics and chemical neurotransmission are considered. Specific classes of drugs and their applications to the treatment of psychological disorders, including anxiety, depression, and bipolar disorder, are emphasized. Substance use and abuse and such related topics as neurophysiology, addiction behaviors and interventions, and the effects of licit and illicit drugs are investigated. Available only to students who have completed PSY 725.

**PSY 747 Crisis Intervention**

**3 credits**

This course includes study of various theoretical frameworks of crisis prevention and intervention; post-traumatic stress disorder; child abuse laws and reporting procedures; system-wide crisis management; lifespan and cultural issues in relation to suicide, death, and trauma; suicide assessment; self-injury; domestic violence; sexual assault; bereavement; and grief.

**PSY 748 Assessment, Diagnosis, and Treatment Planning  
for Addictive Disorders (Prerequisite: PSY 769)**

**3 credits**

This course focuses on addictive disorder assessment and treatment planning competencies. Students will acquire knowledge and mastery of clinical evaluation (screening, assessment) and treatment planning instruments and other methods, including screening for co-occurring mental health problems. Students will be able to apply accepted DSM-IV-TR/DSM-5 criteria for the diagnosis of substance use disorders in making treatment recommendations, and develop comprehensive treatment plans addressing substance use disorders. Referral and treatment plan implementation will also be discussed.

**PSY 749 Substance Abuse Counseling with Addicted Populations**

**3 credits**

This course addresses counseling procedures and strategies with addicted populations, focusing on prevention, intervention, relapse prevention, and recovery. Evidence-based approaches and ethical and legal issues related to chemical dependency counseling are emphasized.

**PSY 751 Professional Development Seminar I:  
Social Justice and Ethics in Clinical Psychology  
PSY 752 – Professional Development Seminar II:  
Social Justice and Ethics in Clinical Psychology  
PSY 753 – Professional Development Seminar III:  
Social Justice and Ethics in Clinical Psychology**

**2 credits**

**2 credits**

**2 credits**

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

**PSY 754 Professional Development Seminar IV: Clinical Conceptualization**

**2 credits**

**PSY 755 Professional Development Seminar V: Clinical Conceptualization**

**2 credits**

**PSY 756 Professional Development Seminar VI: Clinical Conceptualization**

**2 credits**

The second-year Professional Development Seminar focuses on the conceptualization of psychotherapy cases and intervention strategies while integrating the best available research with clinical expertise in an evidence-based approach to the practice of psychology. Through readings, videotape presentations, classroom discussions, role-plays/simulations, individual and group presentations, and online interactions, students will develop increased skills in applying clinical theory and best practices to the development of therapeutic relationships, the diagnostic process and assessment procedures; and to the design and execution of clinical interventions in their practica. They will also learn skills in preparing and reporting clinical experiences. These courses are taken in conjunction with PSY 801-803 - Practicum I-III.

**PSY 757 Professional Development Seminar VII: Clinical Presentations**

**2 credits**

**PSY 758 Professional Development Seminar VIII:  
Management and Supervision**

**2 credits**

**PSY 759 – Professional Development Seminar IX: Clinical Review** **2 credits**

The third-year Professional Development Seminars focus on clinical conceptualization, assessment, report writing, oral case presentations, preparation for the capstone comprehensive clinical review competency evaluation, clinical supervision, consultation on cases, integration of theoretical and applied clinical practices, and clinical self-review for readiness for internship. Through readings, video presentations, report writing, classroom discussions, role-playing/simulations, individual and group presentations, and online interactions, students will develop increased skills in applying clinical theory to the development of therapeutic relationships, the diagnostic process, and the design and execution of clinical interventions in practice. They will also learn skills in preparing and reporting on clinical cases, both written and verbally. These courses are taken in conjunction with PSY 804-806 - Practica IV-VI.

**PSY 761 Humanistic-Existential Psychotherapy** **2 credits**

This course will cover the theories, strategies, techniques, applications, evidence base, and outcome measures for humanistic and existential psychotherapy methods. Issues of diversity and social justice will also be explored within this framework. The course includes demonstrations and role-plays.

**PSY 762 Clinical Hypnosis** **2 credits**

Hypnosis has become an important component of a number of current psychotherapy approaches, particularly for pain management. This course will focus on learning how to determine when hypnosis is an appropriate approach and how to do hypnosis in clinical contexts. The course will examine its use regarding pain and medical conditions, as well as with other clinical issues, such as anxiety, depression, post-traumatic stress disorder, smoking and eating disorders. We will focus on both direct and indirect approaches and will consider hypnosis use for clients with special cases of normal pain, such as childbirth or athletic training. The course will include a review of both traditional and current literature of empirically supported treatments. This will include a review of the neurobiological underpinnings of hypnosis and discussion of some of the literature on absorption, flow, attention, and perception that support the efficacy of hypnosis. Students will gain a mastery of basic hypnosis knowledge and skills in preparation for continued practice and/or more advanced training.

**PSY 763 Positive Psychology** **2 credits**

While traditional approaches to mental health focus on diagnosis of problems and their appropriate treatment, this course explores human strengths – including our strengths as the treating professional. Human strengths are the qualities and processes that promote life satisfaction, well-being and thriving. Specifically, this course covers the theory and practice of positive psychology in a variety of areas, including personality, aging, gender differences, intimate relationships, creativity and decision-making, and then relates personal well-being to global and societal issues. It also includes constructive criticism and future directions for this emerging discipline.

**PSY 764 Family Psychotherapy** **3 credits**

This course examines the intervention techniques and major theories, models, and schools of couples and family therapy. The course uses a systemic perspective to consider both traditional and recently developed family treatment models, including empirically supported treatments. Ethical, gender, and cultural competence issues related to family therapy are explored.

**PSY 765 Family Violence and Trauma** **2 credits**

This course explores psychological aspects of family violence and trauma. Issues include the demographics and dynamics of family violence and treatment of the victims and perpetrators of family violence. The course also examines approaches to trauma in individuals, families and communities.

**PSY 766 History and Systems of Psychology**

**3 credits**

This course explores the historical and philosophical underpinnings of modern psychology. The course examines major schools of thought in psychology concerning human nature, the self, and modes of inquiry. These include but are not limited to: structuralism, functionalism, psychoanalysis, and behaviorism. This review will include major contributions to the study, practice, and methods of psychology. Emphasis will be placed on critical thinking in relation to how controversies and issues facing psychology have shaped and will shape it. This course will also focus on the evolution of psychology as a research, evidence-based discipline.

**PSY 767 Child and Adolescent Psychotherapy**

**2 credits**

This course examines the relevant therapeutic and developmental considerations in treatment with children and adolescents. This course provides an overview of the major evidence-based approaches and the basic therapeutic interventions when working with children and adolescents. This course will emphasize the importance of case conceptualization and intervention within family, school, and community systems. Available only to students who have completed PSY 715 and 722.

**PSY 768 Education, Consultation, and Organizational Development**

**3 credits**

This course presents theory and practice concerning consultation and management including organizational assessment and analysis, diversity within organizations, group dynamics, systems theory, managing resistance, and intervention theory. Students develop practical skills in organizational consultation and training including conducting meetings, making presentations, entering and analyzing organizations, team building, executive coaching, transition management, and diversity training. The course also provides skills needed for clinical consultation to schools, community agencies, and organizations.

**PSY 769 Substance Abuse: Assessment and Treatment**

**3 credits**

Substance abuse disorders are among the most difficult problems that confront mental health practitioners. The number of individuals abusing or dependent on alcohol and drugs has significantly increased during the last several decades and is paralleled by a related increase in co-occurring mental health and health disorders. Clinicians need to understand and integrate knowledge and evidence-based strategies relevant to addiction to improve mental and physical health and address disease at both individual and interpersonal/family levels. This course provides an introduction to the basis of addictive disorders, specific drugs of abuse, substance abuse prevention, and intervention with at-risk populations, comorbidity of substance abuse and mental health disorders, assessment and diagnosis, treatment planning and treatment modalities, and strategies for maintaining individuals in recovery.

**PSY 771 Dissertation Proposal Development**

**3 credits**

**PSY 772 Dissertation Proposal Development II**

**2 credits**

**PSY 773 Dissertation Development I**

**2-3 credits**

**PSY 774 Dissertation Development II**

**2-3 credits**

**(PSY 773 and 774 combined must equal 5 credits.)**

During this four-term sequence, students research and develop a topic for their dissertation, determine appropriate methodology, prepare a proposal, and then conduct the research for their

doctoral dissertation. These courses review the stages of dissertation proposal development and differentiate among the various types of dissertation designs. These courses help students conceptualize their dissertations, choose an approach to study their chosen topic, and begin their dissertation proposals. These courses include presentations, small group exercises, individual consultations with the instructor, and review and feedback on initial proposal ideas. By the end of this course sequence, many students will either have completed or will have made significant progress on their dissertation.

**PSY 799 Independent Study (Elective)**

**1-2 credits**

An independent study allows the student to expand and individualize her/his academic program by focusing on identified areas of interest or of perceived training needs. Students engage in independent study to acquire or deepen knowledge and/or skills in a specific area of psychology under the supervision of a faculty member. Students are limited to a maximum of four credits of independent study during the length of their program.

**PSY 801 Practicum I**

**1-3 credits**

**PSY 802 Practicum II**

**1-3 credits**

**PSY 803 Practicum III**

**1-3 credits**

**(Total must equal 6 credits.)**

These practicum courses provide the first year of clinical training at a Psy.D. student placement site. The placement includes a minimum of 600 hours of training, including individual supervision, with 40 percent of the student's time spent in direct contact with clients doing psychological assessment/testing, individual, group and family psychotherapy, community action, and psychoeducation. The remaining time may be spent in report writing, clinical conferences, group and peer supervision, professional development, and other related indirect services of a psychological nature. Practicum I-III is taken in conjunction with PSY 754-756 – Professional Development Seminars I-III.

**PSY 804 – Practicum IV**

**1-3 credits**

**PSY 805 – Practicum V**

**1-3 credits**

**PSY 806 – Practicum VI**

**1-3 credits**

**(Total must equal 6 credits.)**

These practicum courses provide the second year of clinical training at a Psy.D. student placement site. The placement includes a minimum of 600 hours of training, including individual supervision, with approximately 40 percent of the student's time spent in direct contact with clients doing individual, group and family psychotherapy, community action, and psychoeducation. The remaining time may be spent in report writing, clinical conferences, group and peer supervision, professional development, and other related indirect services of a psychological nature. Practicum IV-VI is taken in conjunction with PSY 757-759 – Professional Development Seminars IV-VI.

**PSY 807 Advanced Practicum I**

**1-3 credits**

**PSY 808 Advanced Practicum II**

**1-3 credits**

**PSY 809 Advanced Practicum III**

**1-3 credits**

**(Total may not exceed 6 credits.)**

**PSY 810 Advanced Practicum IV**

**1-3 credits**

**PSY 811 Advanced Practicum V**

**1-3 credits**

**PSY 812 Advanced Practicum VI**

**1-3 credits**

**(Total may not exceed 6 credits.)**

These advanced practicum courses correspond to the third or fourth year of clinical training at Psy.D. student placement sites. The placement is optional to students who have completed a minimum of 1,200 hours of practicum training. This time can be spent in direct contact with clients doing individual, group and family psychotherapy, community action, psychoeducation, report writing, clinical conferences, group and peer supervision, professional development, and other/or related indirect services of a psychological nature.

**PSY 830-838 Clinical Internship**

**0 credits**

The program requires the completion of a clinical internship totaling 2,000 hours, typically taken during the fifth year in the program and completed within 12-24 months. Clinical internships prepare students for the general practice of psychology, through training that increases in difficulty in both clinical acumen and level of responsibility. The internship should be appropriate both to the Psy.D. program's training model and to the student's individual program of study. Students are considered full-time equivalent when registered for this course. (PSY 830-832 are full-time internships, and PSY 833-838 are part-time internships.)

**Course Extensions and Dissertation Supervision**

**CEX 799 Dissertation Research and Writing Extension**

**0 credits**

This course is for research and completion of the dissertation, under the supervision of the dissertation chair for each student, after the seven-year program limitation. Students are not considered full-time equivalent when registered for this course. CEX 799 does not qualify students for continuing financial aid. The Registrar's Office will report students on this extension as registered less than half time to external agencies. A student cannot be registered for any credit hour course work during this extension term.

**PCX 799 Program Completion Extension**

**0 credits**

Completion of dissertation, post completion of dissertation defense oral exam. This course is for final editing of dissertation and completion of the program. Students are not considered full-time equivalent when registered for this course. PCX 799 does not qualify students for continuing financial aid. The Registrar's Office will report students on this extension as registered less than half time to external agencies. A student cannot be registered for any credit hour course work during this extension term.

**DIS 778-783 Dissertation Supervision**

**0 credits**

This course is for research and completion of the dissertation, under the supervision of the dissertation chair for each student. Students are considered full-time equivalent when registered for this course. Financial aid is available for students enrolled in Dissertation Supervision through term six. There is no financial aid available for Dissertation Supervision after term six.

Note: Electives in the program are to be determined on an annual basis.