

University of La Verne

**College of Health and Community Well-Being
PsyD Program in Clinical Psychology**



Program Policies and Procedures Handbook

Accredited by:

The Commission on Accreditation of the American Psychological Association

Questions related to the program's accredited status should be directed to the
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Section 1: Introduction

This *Program Policies and Procedures Handbook* is designed to guide students admitted to the PsyD program in Clinical Psychology through their educational journey at the University of La Verne. It contains information regarding the policies and procedures that govern both administrative and academic matters. Where appropriate, students may be referred to additional documents for further information on program policies and procedures. For example, the *Clinical Training Handbook* contains policies and procedures unique to practicum and internship training, whereas the *Dissertation Manual* contains policies and procedures unique to the dissertation process. Students are expected to familiarize themselves with the information in the *Program Policies and Procedures Handbook* and with other program-related documents. Students are also expected to familiarize themselves with the University of La Verne catalog. PsyD students should note that the policies outlined in this *Program Policies and Procedures Handbook* may be more stringent than the policies contained in the university catalog. PsyD students are expected to abide by the policies outlined in this *Program Policies and Procedures Handbook* and will be held accountable to them.

The *Program Policies and Procedures Handbook* applies to all students active in the program (i.e. to all students whose PsyD degree has not posted). Clarification of matters contained in this handbook may be obtained from the Program Chair/Director of Clinical Training (PC/DCT) and/or the Graduate Psychology Manager (GPM).

The PsyD program reserves the right to amend, without prior notice, the policies and/or procedures outlined in this handbook and in other associated documents, at any time. Any such changes will be duly published, whether in electronic or other form, and communicated to all students active in the program.

A. Admissions Requirements and Procedures

The PsyD program is a full-time program based on the main campus. The program welcomes applicants from diverse ethnic, cultural, religious, sexual orientation, age, ability, and other backgrounds. Applicants to the PsyD program must submit the following materials by December 15th (for admissions the following fall semester) to PSYCAS:

1. Completed PSYCAS application and a non-refundable application fee.
2. Documentation of having earned a bachelor's degree in psychology or a closely related field from a regionally-accredited institution.
3. A minimum overall undergraduate GPA of 3.10 is required. A Master's degree is not required for admission and a Master's GPA may not be substituted for a deficient undergraduate GPA.
4. Pre-requisite coursework with a grade of C-/credit or better must include: introductory or general psychology, statistics, experimental psychology or research methods, abnormal psychology; and two additional psychology courses including but not limited to: history and systems of psychology, social psychology, theories of personality, human development/developmental psychology, clinical psychology, physiological psychology, biopsychology, multicultural psychology, psychological testing/psychometrics, cognitive psychology, learning/memory, or sensation and perception.

5. International students must submit proof of proficiency in the English language via a satisfactory total TOEFL or Duolingo score. The minimum required TOEFL total score for the 3 versions of the TOEFL are: 600 (paper-based version), 250 (computer-based version), and 100 (internet-based version). Duolingo English test of 120 or higher.
6. Official test scores for the Graduate Record Examination (GRE) General test (Verbal, Quantitative, and Analytical Writing). The minimum required GRE scores are 295 (Verbal and Quantitative combined) and 3.5 (Analytical Writing). Scores must be recent (no older than 5 years).
7. A current curriculum vita.
8. A statement of professional goals and aspirations (double-spaced, 1000 words maximum) is also required. The statement should address the applicant's interest in our program; their compatibility with the research interests of the PsyD faculty; their goals for training; and their future aspirations.
9. Three letters of recommendation from individuals familiar with the applicant's academic preparation, fieldwork, employment, or volunteer experience. All three letters must be from individuals who are qualified to objectively assess the applicant's ability to succeed in doctoral-level study and potential to function competently as a professional clinical psychologist.

Following receipt and review of application materials, an interview is required for those applicants being considered for admission. Interviews are held in January and February. Students are notified of their admission status by the middle of March, and are given until April 15th to respond. Prior to enrolling in the fall, admitted students must provide an official transcript indicating their undergraduate degree has been completed. Admission may not be deferred. Only admitted students may take courses in the program.

B. Orientation to Program

Admitted students are familiarized with the values and related university and program policies through a mandatory orientation for new PsyD students that occurs in the summer prior to beginning the program. This orientation covers various topics such as curriculum, practicum training, financial aid, program expectations, grievance procedures, etc. During their first year in the program (fall and spring semesters) students are enrolled in the Professional Development Seminar (PsyD 600/601) that meets to keep students up to date and informed about program requirements and/or changes.

1. **Students with disabilities.** Students with disabilities, who need reasonable modifications, special assistance, or accommodations in the program, should direct their request to the PC/DCT at the time of the program orientation. Students must register with the *Accessibility Services Department* and provide documentation of their disability to receive services. If a student with a disability feels that modifications, special assistance, or accommodations offered by the program are insufficient, that student should seek the assistance of the *Accessibility Services Department* <https://laverne.edu/accessibility/>

2. Student self-disclosure while in program. The American Psychological Association *Ethical principles of psychologists and code of conduct* (APA, 2017a) states:

7.04 Student Disclosure of Personal Information

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

Several courses in the program (such as but not limited to: practicum courses, the multicultural competency sequence, and supervision) require students to explore their worldview as it affects their work with clients. Because of the effect that students' personal experiences and perspectives might have on their work with clients, these courses often include experiential activities including self-disclosure, group process, role plays, and exploration of personal issues as they affect the therapeutic relationship.

Section 2: Program Overview

The mission of the PsyD program is consistent with the university's mission in that it strives to provide an education that is committed to an appreciation of community and diversity; that integrates theory, research, and practice; that prepares students for life-long learning as consumers of knowledge and research; that promotes personal self-awareness; and prepares students for careers in working with people in need of culturally competent and evidence-based psychological support and services.

The core mission of the program is to train scholar-practitioners who think critically, apply their knowledge diligently, and practice ethically and compassionately. The program strives to prepare doctoral students to become multiculturally competent professionals. The program's philosophy is that clinical practice is based on the scientific foundations of psychology and that the science of psychology is informed by good clinical practice. Consistent with this view, our program includes systematic training in both research and practice and our students are expected to develop competencies in clinical and research skills. Our curriculum is designed to prepare clinicians to be able to critically evaluate empirical research pertinent to the practice of clinical psychology and incorporate this information into practice.

The PsyD program embraces diversity of all kinds. The program welcomes students, faculty, and staff from diverse ethnic, cultural, religious, sexual orientation, age, and ability backgrounds. The program is committed to creating and maintaining a positive training climate that (a) allows for open inquiry, free expression, and effective conflict resolution, and (b) promotes the understanding and affirmation of all aspects of human diversity. The program abides by the notice of nondiscrimination outlined in the university catalog.

A. Residency Requirements

The PsyD program is designed to be completed in five years. The program consists of a total of 120 semester hours (SH). The program requires all students to be enrolled on a full-time basis for four years of coursework. Students complete a one-year, full-time predoctoral internship in their fifth year prior to receiving the doctoral degree. The program adheres to the university policy of an eight-year time limit for the completion of the doctoral degree.

B. Training Philosophy

The program follows the *scholar-practitioner model* of professional training and prepares clinical psychologists to promote mental health for the welfare of individuals, families, groups, institutions, and society as a whole. The program follows the NCSPP professional psychology educational model (Peterson et al., 2006) as well as the *Guidelines and Principles for Accreditation of Programs in Professional Psychology* (APA, 2013)/*Standards of Accreditation for Health Services Psychology* (APA, 2017b). The curriculum also meets the California Board of Psychology educational requirements for licensure as a psychologist.

C. Program Aims and Competencies

The PsyD program has three aims:

Aim 1: Knowledge and Integration. Produce graduates who are knowledgeable of, skilled in applying, and able to integrate among: the theoretical and scientific foundations of the discipline of psychology; the core foundations of professional psychology; and multicultural clinical psychology.

Aim 2: Practice Application. Produce graduates who are skilled in the foundational and functional competencies associated with the practice of clinical psychology.

Aim 3: Research Application. Produce graduates who are knowledgeable about and skilled in the principles of psychological research and can utilize and integrate such knowledge with clinical practice.

The program is guided by an overarching set of principles designed to: (a) integrate theory, research, and practice; (b) infuse multicultural issues throughout; (c) provide a sequential, cumulative, and graded in complexity experience that enhances coherency and depth; (d) encourage active collaboration among students and foster cooperative classroom and program environments; and (e) meet NCSPP core professional competencies.

Consistent with standard II B1 of the American Psychological Association's *Standards of Accreditation*, the PsyD program is designed to ensure that students have attained the necessary discipline-specific knowledge that provides a foundation for the practice health service psychology, including the following graduate-level competencies:

Competency 1: Students will demonstrate comprehensive understanding of the history and systems of psychology including the origins and development of major ideas in the discipline of psychology.

Competency 2: Students will demonstrate comprehensive understanding of the affective aspects of behavior including affect, mood, and emotion.

Competency 3: Students will demonstrate comprehensive understanding of the biological aspects of behavior including neural, physiological, anatomical, and genetic aspects of behavior.

Competency 4: Students will demonstrate comprehensive understanding of the cognitive aspects of behavior including learning, memory, thought processes, and decision-making.

Competency 5: Students will demonstrate comprehensive understanding of the developmental aspects of behavior including transitions, growth, and development across the lifespan.

Competency 6: Students will demonstrate comprehensive understanding of the social aspects of behavior such as group processes, attributions, discrimination, and attitudes.

Competency 7: Students will demonstrate comprehensive understanding of the integration of affective and cognitive aspects of behavior.

Competency 8: Students will demonstrate comprehensive understanding of research methods including strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, descriptive, and experimental research designs; measurement techniques; sampling; replication; theory testing, qualitative methods; meta-analysis; and quasi-experimentation.

Competency 9: Students will demonstrate comprehensive understanding of quantitative methods including mathematical modeling and statistical analysis of psychological data, statistical description and inference, univariate and multivariate analysis, null-hypothesis testing and its alternatives, power, and estimation.

Competency 10: Students will demonstrate comprehensive understanding of psychometrics including theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization.

Consistent with standard II B1 of the American Psychological Association's *Standards of Accreditation*, the PsyD program is designed to ensure that students have attained the necessary, profession-wide competencies as health service psychologists in clinical psychology, including:

Competency 1: Research

Students will demonstrate the ability to:

- a. Independently formulate research or other scholarly activities (such as critical literature reviews, program development/evaluation, clinical case studies, efficacy studies, theoretical dissertation).
- b. Conduct research and/or other scholarly activities.
- c. Critically evaluate and disseminate research and/or other scholarly activity via professional publication and presentation at local, regional, or national level.

Competency 2: Ethical and legal standards

Students will demonstrate the ability to:

- a. Understand and act in accordance with APA Ethical Principles of Psychologists and Code of Conduct, relevant laws, regulations, rules, and policies governing health service psychologists, and relevant professional standards and guidelines.
- b. Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve dilemmas.
- c. Conduct oneself in an ethical manner in all professional activities.

Competency 3: Individual and cultural diversity

Students will demonstrate:

- a. Understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- b. Knowledge of current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- c. The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g. research, services, and other professional activities). This includes the ability to apply a framework for working with areas of individual and cultural diversity not previously encountered. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- d. The requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

Competency 4: Professional values, attitudes, and behaviors

Students will demonstrate the ability to:

- a. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for welfare of others.
- b. Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- c. Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- d. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Competency 5: Communication and interpersonal skills

Students will demonstrate the ability to:

- a. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- b. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- c. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Competency 6: Assessment

Students will demonstrate the ability to:

- a. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- b. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- c. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Competency 7: Intervention

Students will demonstrate the ability to:

- a. Establish and maintain effective relationships with the recipients of psychological services.
- b. Develop evidence-based intervention plans specific to the service delivery goals.
- c. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- d. Apply relevant research literature to clinical decision-making.
- e. Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- f. Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

Competency 8: Supervision

Students will demonstrate:

- a. Knowledge of supervision models and practices.
- b. Apply this knowledge in practice with peer supervisees.

Competency 9: Consultation and interprofessional/interdisciplinary skills

Students will demonstrate:

- a. Knowledge and respect for the roles and perspectives of other professions.
- b. Demonstrate knowledge of consultation models and practices.

D. Program and Class Schedule

While the program makes every effort to offer its curriculum during days/times conducive to students' schedules, the program regards students' educational requirements as taking precedence over students' other commitments. As a result, the program reserves the right to make changes to the days/times it offers its curriculum in order to satisfy program needs.

The PsyD program is in full operation from August 15 to June 15 each academic year. The program offers limited services between June 15 through August 15, and is non-operational during all federally recognized holidays, and during any university scheduled breaks (such as fall break, winter break, spring break). PsyD faculty are not on contract between June 15 through August 15. Students should not expect faculty to be available while off contract or during any of the times that the program is non-operational. Students should plan accordingly. The PsyD Program Chair and/or GPM are available year-round as needed.

E. Organizational Structure and Responsibilities

The PsyD Program Chair/Director of Clinical Training and PsyD Program Committee are responsible for the academic training components of the PsyD program at the University of La Verne. They are assisted in these efforts by the support of the Graduate Psychology Manager.

1. Program Chair/Director of Clinical Training (PC/DCT)

The PsyD Program Chair/Director of Clinical Training is responsible for administering the PsyD program including (but not limited to) overseeing admissions, practicum and internship training, the competency examination, dissertation oversight, student evaluation, maintenance of student records, and maintenance of the program's accreditation. The PC/DCT consults with and makes recommendations to the program's core faculty, associated faculty, adjunct faculty, and other program contributors relative to students' training issues.

2. PsyD Program Committee (PPC)

The PsyD Program Committee (PPC) is composed of all core program faculty. The PC/DCT serves as chair of this committee and sets the meeting agenda. The committee meets at least monthly during the academic year. The agenda and minutes of all meetings are made available to the PPC faculty. The PPC is responsible for the formulation of PsyD program policies and makes recommendations concerning continuance, modification, or discontinuance of these policies. All decisions are made upon majority vote of voting members present at each meeting. Members of the PPC

also assist the PC/DCT with various program-related activities such as admissions and annual evaluation of students' progress.

3. Graduate Psychology Manager (GPM)

The Graduate Psychology Manager (GPM) manages the graduate psychology programs (PsyD and MFT) and serves as the PsyD Coordinator. The GPM provides a variety of functions critical to operation of PsyD program, including (but not limited to): Ensuring compliance with the *Standards of Accreditation*; Providing consultation to the PC/DCT regarding the development and implementation of projects to assist in accomplishment of established program goals and program evaluation; Managing psychological assessment materials; Preparing and approving financial aid and travel awards for PsyD students; Coordinating program admissions and providing advisement to prospective applicants; Providing community liaison services for practica; Serving as *ex officio* member of Graduate Council and Graduate Appeals. Serving as liaison between program and student representatives; Representing program to outside audiences.

F. Advising and Mentoring

The PC/DCT, with support from the PPC, serves as academic advisor to all PsyD students on various formal program policies and procedures. All incoming students are assigned a faculty mentor prior to their first semester in the program. Students may select a “permanent” mentor when they are ready to do so and can change mentors if they so desire. Students are matched with a Dissertation Chair during the end of their second year in the program and prior to beginning Dissertation I in their third year of the program. The Dissertation Chair may or may not be the same person as the faculty mentor. New students are also assigned a current PsyD student as their “peer mentor” prior to their first semester in the program.

G. Student Assistantships and Financial Assistance

The primary means of financial support is through the Office of Financial Aid in the form of student loans. In order to be eligible for financial aid, students must be enrolled in a minimum of five units per semester.

All students initially entering the PsyD program receive a 10K Graduate Assistantship paid as tuition remission over the course of their first year. Graduate assistants (GA) work a maximum of 10 hours per week during both the fall and spring semesters. The duties a GA can be expected to perform are as follows:

- Serve as an APA style editor for undergraduate courses.
- Assist faculty with their research (literature search, data collection, data input, etc.).
- Assist faculty with undergraduate or masters course management (proctor exams, grading, make copies, run scantrons, etc.).
- Assist program with recruitment of students (information booths).
- Assist with interview days, tours, etc.
- Provide general support in the graduate psychology program offices and to the staff.
- Other duties as identified by Psychology faculty and staff.

Students are matched with faculty through the following process. By June 15, faculty who are interested in being matched with a GA need to provide the Graduate Psychology Manager with a brief paragraph outlining the duties that faculty member would like the GA to perform (i.e. teaching, research, clerical, etc.). The GPM sends this information to the incoming students and has them identify 2-3 faculty members with whom they would like to work. First priority will be to match core PsyD faculty with GAs. Core undergraduate and Masters faculty are also eligible to request a GA and will be matched as student availability and interest allow. The PC/DCT may also appoint GAs to other campus units on “special assignment” as program resources allow.

Students may apply for a limited number of *Teaching Assistantships* paid in the form of a tuition credit. The tuition credit ranges from \$1,000-\$2,000 per semester. Students are eligible to apply for these assistantships beginning at the end of their first year in the program provided they are in good academic standing. The application process is competitive and not all applicants will receive an assistantship. The call for applications is sent to all students in late May/early June. Applications are comprised of a current CV and statement of interest/qualifications for the available assistantships. Students are informed of their application status in August.

The program also administers and awards the *Catherine Cameron Scholarship* annually to one student beginning their second year in the program. The announcement for this award is usually made in early May. Applications are comprised of a current CV and statement of qualification for the award. The amount of this award varies slightly each year but is approximately \$2,000 paid in the form of a tuition credit. Students are informed of their application status in late May/early June.

The program also awards approximately 20 *Travel Awards* each year up to \$200 for students who have had their scholarly work accepted for presentation at regional and/or national conferences. This is paid in the form of reimbursement for expenses. The *Travel Awards* cycle begins on July 1st of each academic year and remains open for the year until the funds have been depleted. Applicants must provide proof that their scholarly work has been accepted for presentation. Applicants must also provide receipts for expenses incurred, with reimbursement being made up to \$200. Students may receive only one award per conference for the academic year. Students whose scholarly work has been accepted at multiple conferences may apply for a *Travel Award* for each conference at which the work has been accepted (e.g. APA, WPA, NCSPP, etc.).

Finally, the PsyD program purchases EPPP licensure study materials as a *Graduation Gift* for each graduating student.

Disclaimer: The financial assistance described above is subject to change depending on university resources in any given year.

H. Support Resources and Services

The program has a library of psychological testing equipment, DVDs, and reference books. These materials are maintained by the Graduate Psychology Manager in the PsyD Program Office (Hoover 220). The Psychology programs maintain a dedicated computer lab (Hoover 200) and two research labs (Hoover 217, Hoover 219) both used by graduate and undergraduate students. Also in the Hoover building is the graduate student lounge that contains mailboxes,

tables and chairs, sofa, refrigerator, and microwave. Lockers are available to PsyD students on a first-come first-serve basis.

Psychological testing kits and materials are available for students' use in coursework, practicum settings, and other program related activities. These materials are to be checked out and returned during office hours. Students may check out one of each test kit (up to 5 kits) and will have 30 days to return the materials. Students who do not return testing materials within the allotted timeframe may be placed on probation. Any test materials not returned or returned damaged will be replaced at the student's expense and may result in disciplinary action.

Students, who need to reserve a room on campus for dissertation meetings, peer supervision, research, or other program related activities, should submit an email request with the purpose, date, and time needed to the Graduate Psychology Manager. The Graduate Psychology Manager will work with university staff to reserve a room and will confirm with the student.

Campus-wide support services for students include the *Academic Success Center, Accessibility Services Department, Alumni Relations Office, Bookstore, Career Services Office, Center for Veteran Student Success, Counseling and Psychological Services, Diversity, Equity, and Inclusion Office, Financial Aid Office, Graduate Academic Services, International Student Services, Leo Food Pantry, Multicultural Affairs Office, Office of International Services and Engagement, Office of Religious and Spiritual Life, Student Health Center, Transportation and Parking Services, and Wilson Library*. Because it serves as a training site for PsyD students, PsyD students are not eligible for services in the University's *Counseling and Psychological Services* office. A *Child Development Center*, affiliated with the Child Development program, is located about two miles from campus. A *Campus Housing Office* provides information about affordable off-campus housing for students.

Disclaimer: Student access to university resources may be limited during a pandemic or other catastrophic event.

I. Communication with Program and Program Leaders

Much of the communication on matters related to the program occurs via email from the PC/DCT and Graduate Psychology Manager. Official communications sent by the program and university are sent to students' La Verne email accounts. Students electing to not use these accounts should make sure to have their email forwarded to the account they will use while in the program. Students are responsible for checking their email on a regular basis. Failure to check one's La Verne email is not a valid excuse to claim that one was not informed of any program related issue.

The redacted minutes from PsyD meetings are emailed to students after minutes have been approved at the following PsyD meeting. Redaction of minutes occurs if there are any FERPA issue present in the minutes or if there is anything in the minutes that could jeopardize student, faculty, or staff wellbeing. Transparency is fostered by students also sharing information from their meetings with the program. As such, the program encourages PGSA to share redacted minutes of their meetings with the PsyD program.

J. Student Representation and Input to Program

Students are expected to provide input to the program by evaluating their courses through the course evaluation process at the end of every semester.

Students may provide input to the program through their *cohort representatives*. Cohort representatives are elected by each cohort at the beginning of each academic year. Students from each cohort are asked by the PC/DCT to nominate a student representative for their cohort. Self-nominations are permitted. Students may only nominate students from their own cohort (that is, students in year 2 cannot nominate representatives for students in year 3, etc.). The nomination process lasts for 1 week. Once the nominations have closed, students from each cohort are emailed a ballot containing the nominees for their cohort. The voting process is open for 1 week. Once the voting process has closed and the ballots are counted, students are informed who has been elected to serve as a cohort representative for each cohort. Cohort representatives serve as members of the *student advisory council to the program* and meet with the PC/DCT and GPM once per month. Students may also provide input to the program through the leaders of PGSA. The leaders of PGSA also serve as members of the *student advisory council to the program*.

Additionally, students may provide input to the program through the *Annual Student Satisfaction Survey*. This survey is conducted each year from June 1st to July 15th. The survey provides active students an opportunity to rate their satisfaction with the program in the following areas: curriculum, practicum process, competency exam process, dissertation process, internship process, relationship with program leaders, program resources, and university resources. Because evaluation of program leadership is one area of evaluation, the survey is conducted and monitored by the Graduate Psychology Manager who ensures that students' responses are kept anonymous. A copy of the *Annual Student Satisfaction Survey* is included in section 9.

Active students also have an opportunity to provide feedback to the program through the self-evaluation portion of the *Annual Evaluation of Student Progress*. This process is described in greater detail in section 4.

Finally, alumni have the opportunity to provide feedback to the program through the *Alumni Survey*. The survey is conducted and monitored by the Graduate Psychology Manager. Alumni are surveyed for 5 years post-graduation. Alumni are expected to notify the Graduate Psychology Manager when they obtain licensure. The GPM will track alumni until they obtain licensure or for 10 years, whichever comes first. A copy of the *Alumni Survey* is included in section 9.

K. Student Records

Consistent with the *Standards of Accreditation*, the program maintains records of each student's educational and training experiences while in the program. Graduate records are kept until licensure, or for 10 years, whichever comes first. Student records are kept for five years for students who have been dismissed or voluntarily withdrawn.

Section 3: Program Requirements and Progression through Program

Section 3 outlines students' progression through the program and expectations for minimal levels of achievement. Students are continuously evaluated on their professional, ethical, and legal conduct while in the program. Several activities measure students' competency while in the program including: course grades, practicum performance, completion of peer supervision requirement, completion of the personal psychotherapy requirement, performance on the competency exam, progression and performance on the dissertation, and performance during the predoctoral internship. In addition, students are evaluated on their professional development including participation in extracurricular activities, and on their ability to engage in self-reflection and evaluation.

A. Student Professional, Ethical, and Legal Conduct

Students are responsible for behaving in a professional, ethical, and legal manner on campus, in class, at professional events, at their practicum placements, etc. To fulfill this requirement, students are expected to be familiar with the APA Code of Ethics and the *California Laws and Regulations Relating to the Practice of Psychology*. If a student witnesses or suspects unprofessional, unethical, or illegal behavior in any of the venues listed above, they must notify the PC/DCT immediately, or as soon as possible depending on the situation.

Students may not engage in any unprofessional, unethical, or illegal practices at their practicum sites even if such practices are condoned, expected, or encouraged by agency supervisors and/or staff. Students must promptly notify their supervisors of any such practices that they observe at the agency by staff or by other trainees. Students who feel they would be in jeopardy or punished for reporting unprofessional, unethical, or illegal behavior to the agency itself, must report these concerns to the PC/DCT.

Each student is expected to know and follow the contents of the guidelines contained in this handbook. The PsyD faculty have adopted the standards listed below in order to evaluate acceptable demonstrations by students of professional behavior and conduct. Should an issue arise that is not covered in the handbook, the student should consult with the PC/DCT for assistance. Failure to follow the guidelines as set forth in this handbook may affect the student's progress through the program. More specifically, students are responsible for:

- Being accountable for their professional, ethical, and legal conduct at the university, at all field-training agencies, and at all professional events.
- Behaving in a responsible, reliable, and dependable manner. For example, manages time well, is on time for assignments, meetings, and appointments, plans ahead, follows through with commitments, cooperates with person(s) in charge of programs, and takes responsibility for absences or missed assignments.
- Demonstrating personal integrity, honesty, and self-discipline. For example, is consistent and truthful, shows appropriate personal control, and takes on tasks that they can manage, and is honest in reports and self-evaluations.
- Projecting a professional image in manner, dress, grooming, speech, and interpersonal relationships that is consistent with the profession's accepted contemporary community standards.
- Recognizing their personal limitations and biases whether they are intellectual, physical, or emotional, and striving to correct them where correctable. For example, overcomes negative behaviors, learns to be a team member, adapts to new situations, and avoids discriminatory conduct or speech.
- Demonstrating the professional and emotional maturity to manage tensions and conflicts that occur among professional, personal, and family responsibilities, and seeking professional help if necessary. For example, meets with supposed antagonists to resolve misunderstandings, gets needed help from faculty advisors, tutors, counselors, learning-assistance professionals, and other qualified persons, shows ability to appropriately prioritize personal, professional, and academic expectations and activities.

- Demonstrating ability to exercise sound judgment and to function under pressure. For example, requests help when needed and does not endanger others.
- Remembering that they represent the university to the greater community and acts accordingly.
- Demonstrating ability to learn from mistakes and failures, and heeds admonitions and warnings from PsyD program and from clinical supervisors. For example, student is responsive to feedback and constructive criticism regarding professional behavior and attitudes, and understands the seriousness of academic and disciplinary warnings.
- Demonstrating compassion and respect toward others. For example, works cooperatively with differences in cultural backgrounds, social status, and economic status. Student respects the privacy and individual choices of others.
- Demonstrating respect for administrators, faculty, staff, and fellow students of the university.
- Avoiding sexual harassment. Students are advised that sexual harassment is a violation of federal law and may violate the civil and criminal laws of the State of California. The following behavior may constitute sexual harassment: lewd remarks, whistles, or personal reference to one's anatomy; unwanted physical contact such as patting, pinching, or constant brushing against a person's body; subtle or overt pressure for sexual favors; persistent and offensive sexual jokes and comments.

Failure to abide by the standards outlined in section 3A may result in academic warning, probation, or dismissal.

B. Coursework

Listed below are the university and program guidelines for normal academic progress through coursework for all PsyD students.

1. **Transfer credit for previous graduate work**: Students who have completed previous graduate work at another university may request transfer credit for this work. Request for transfer of academic credit and coursework will be reviewed by the PC/DCT on a case-by-case basis for recency and academic applicability. Only courses completed within 5 years from date of admission into the PsyD program, at a regionally accredited university, with a grade of B (3.0) or better may be considered for transfer. The maximum number of transfer credits is 12 semester hours. Transfer credit may reduce course load during various semesters of the program but does not shorten residency requirements or the number of years required to complete the program. Practicum, internship, statistics, research methods, and dissertation units are non-transferable and are not accepted for transfer credit. Students requesting transfer credit for previous graduate work must submit official transcripts and copies of relevant syllabi to the PC/DCT for formal review by November 1 of their first semester in the program. Requests for transfer credit past that date will not be honored. The PC/DCT, in consultation with relevant instructors, decides whether or not to award transfer credit.
2. **Course load and curriculum plan**: The PsyD program operates on a cohort model. Students take courses based on a sequential, cumulative, and graded in complexity curriculum plan. Students may not take courses ahead of sequence. Students are required to enroll in all courses in the curriculum plan for that student's year in the

program. Exceptions may occur for students who are granted a course load reduction due to transfer units or extenuating circumstances. Requests for course load reduction for extenuating circumstances must be documented and made in writing to the PC/DCT. Such requests are presented by the PC/DCT to the PPC for decision. During the 5th year of the program, while on the predoctoral internship, students maintain half-time status (5 units per semester). Students who are not on internship during their 5th year (due to not placing in an internship during the match process, falling off-track, or other reasons) must consult with the PC/DCT concerning their appropriate course load. Students are also directed to section 3K of this handbook.

Two course prefixes are currently in place (Psy and PsyD). Students matriculated prior to fall 2021 use the Psy course prefixes. Students matriculated fall 2021 and after use the PsyD course prefix. Please see the program's website for the curriculum.

3. **Elective units**: Students matriculated prior to fall 2021 must complete 8 units of electives. Students matriculated fall 2021 must complete 2 elective units. Electives are completed during year 4 of the program.
4. **Grading policies**: The PsyD program uses the following grades in evaluation of students' performance: A, A-, B+, B, B-, F or Credit, No Credit. The minimal passing grade for all letter grade courses is B-. The minimal passing grade for all Credit/No Credit courses is "credit." A final grade lower than a B- in a letter grade course or "no credit" in a CR/NCR course is evaluated as failing the course and the course must be re-taken for course credit to be obtained. PsyD students may re-take a course for course credit only once. Any student failing any course in the program twice will be dismissed from the program. In addition, any student failing two or more courses during any semester of the program will be dismissed from the program consistent with section 6 of this handbook.
5. **Incomplete grades**: The PsyD program realizes that under unusual or extenuating circumstances, such as family or medical emergencies, students may need to request an "incomplete" in a course or courses. The program supports faculty granting an incomplete under limited circumstances and following these specific guidelines below:
 - a. Students must initiate a request for an incomplete in writing to the course instructor and PC/DCT and must do so prior to the end of the course. The student must indicate the reason(s) for the request, the remaining assignments, and the specific date by which the remaining assignments will be completed (see item c below).
 - b. The PC/DCT will consult with the instructor of the course for which the student has requested an incomplete to determine whether the incomplete will be approved or denied. Only documented requests for unusual or extenuating circumstances will be approved.
 - c. If approved, the student shall be granted no more than 30 calendar days from the date of approval to complete all requirements for the course.
 - d. Students requesting an incomplete should be aware that incompletes may affect a student's normal academic progress, academic standing, eligibility to begin or continue in practicum or internship, and ability to continue in the program.

6. In-progress grades: In-progress grades are reserved for practicum, dissertation, and internship courses the following courses: With the exception of Dissertation IV, an IP grade will automatically convert to an NCR grade if not cleared within one year following the semester of registration.

7. Classroom attendance guidelines: The PsyD program provides the following guidelines to assist faculty and students in understanding and abiding by both university and program attendance policies and guidelines:

- a. The PsyD program's training model is classroom-based in which courses are delivered in a classroom setting. In addition, courses require a range of activities such as in-class oral presentations, group projects, experiential practices and role playing, practicing test administration, data analysis, consultation about clinical cases, to name but a few illustrative examples. Therefore, classroom attendance and participation in these educational activities are an integral part of the program and often cannot be made up if missed.
- b. The PsyD program values punctuality of both its faculty and students, and accordingly expects faculty and students to be on time to all classes.
- c. The PsyD program recognizes that occasionally there are important professional, religious, or personal obligations that might prevent students from attending class. Students are expected to inform faculty in a timely manner about anticipated absences and to inform faculty about unexpected absences as soon as possible.
- d. Faculty must include a statement concerning their attendance policy and the consequences of absences on final grades in their course syllabus. No more than 10% of a student's grade may be based on attendance.
- e. The program realizes that there may be circumstances in which, for verified medical or personal reasons, a student may not be able to attend a significant proportion of classes. If this occurs, the student must immediately consult with the course instructor and PC/DCT to determine how to address the prolonged classroom absences. Any student unable to attend 50% or more of a class' meetings will be required to retake the class at a later date and in accordance with the program's curriculum plan.
- f. Faculty and students are expected to be aware of and in compliance with the university's policy on classroom attendance and grading that appear in the university catalog.

Disclaimer: Courses may meet virtually during a pandemic or other catastrophic event.

C. Practicum Training

The primary objective of practicum training is to provide students with a structured sequence of clinical experiences where they can systematically develop and apply their clinical skills and competencies. Students receive an orientation to the program's practicum requirements and application process in the Professional Development Seminar during fall of their first year in the program.

Practicum training involves both classroom-based learning and field-based training. Consistent with a developmental model, the practicum training sequence begins with entry-level placements and progresses gradually to increasingly challenging and more demanding positions where students will assume greater clinical responsibility as they consolidate their skills and develop a professional identification with the practice of psychology. A primary goal of practicum training is to develop the student's clinical competencies to the levels necessary for the predoctoral internship.

Students must complete two years of classroom-based training (Practicum I & II and Practicum III & IV). These required practica occur during years 2 and 3 of the program. An advanced practicum experience in the 4th year (Practicum V & VI) of the program is optional. Advanced practicum can entail specialized training experiences and further prepares students for internship application. Students must purchase and maintain professional liability insurance while on practicum.

Students must demonstrate competence for their developmental level of training. By completion of the first practicum placement, students are expected to demonstrate competence as a "novice." By completion of the second practicum placement, students are expected to demonstrate an "intermediate" level of competence. By completion of the optional third practicum placement, students are expected to demonstrate an "advanced" level of competence. Students must achieve average supervisor ratings of "3" or higher in each of the competency areas relevant to their level of training in order to receive credit for practicum.

Extensive information regarding practicum is provided in the *Clinical Training Handbook* provided to students during the practicum orientation described above and available online at <https://health.laverne.edu/psyd/practicum-internship/>

Students must adhere to all deadlines, policies, and procedures outlined in the *Clinical Training Handbook* including policies regarding student dismissal for unsatisfactory progress and/or not meeting expected competencies at the site.

D. Personal Psychotherapy

Each student is required to complete a minimum of 20 hours of personal psychotherapy during the program and prior to the predoctoral internship. Personal psychotherapy provides students with the capacity for self-awareness and an appreciation of the psychotherapeutic process that contributes to the individual's development as a psychologist. It is the student's responsibility to locate a therapist and meet the cost of their personal psychotherapy. Personal psychotherapy is not to be confused with supervision, and as such, students shall not receive supervision hours for personal psychotherapy.

Each student is required to provide verification that they have completed their personal psychotherapy requirement to the PC/DCT using the program's *personal psychotherapy verification and hours tracking form*, or other approved means (i.e. letter from student's therapist). Students must complete a minimum of 10 hours of personal psychotherapy during each year of required practica (Practicum I, II, III, & IV). Students must complete their first 10 hours of psychotherapy by June 1 of their second year in the program and prior to taking the competency exam. Students must complete another 10 hours of personal psychotherapy by the end of Practicum IV.

E. Peer Supervision

Participation in peer supervision is a program requirement that is completed in years 2 and 4 of the program. Year 2 students must enroll in both the year 2 practicum classes (Practicum I & II) and the accompanying supervision labs (Supervision Lab I & II). Year 2 students must complete 20 hours as a *peer supervisee* (10 hours during Supervision Lab I and 10 hours during Supervision Lab II). Year 2 students must meet all of the *peer supervisee* requirements in order to receive a passing grade for Practicum I & II and the accompanying Supervision Lab I & II.

Year 4 students must enroll in both the year 4 supervision classes (Advanced Supervision Skills I & II) and the accompanying Supervision Lab III & IV. Year 4 students must complete 20 hours as a *peer supervisor* (10 hours during Supervision Lab III and 10 hours during Supervision Lab IV). Year 4 students must meet all of the *peer supervisor* requirements in order to receive a passing grade for Advanced Supervision Skills I & II and the accompanying Supervision Lab III & IV.

Peer Supervisor-Peer Supervisee matches are made by the instructor for Advanced Supervision Skills in consultation with the PC/DCT. The PC/DCT monitors students' progress in meeting the peer supervision requirement with support from the instructor of Advanced Supervision Skills.

F. Competency Examination

The goal of the Competency Exam is to assess students' academic competencies across the first two years of the program. The Competency Exam also helps students to prepare for the *Examination for Practice in Professional Psychology* (EPPP), the national licensing exam in psychology. The Competency Exam is administered in the summer of Year 2. Students must successfully pass the exam in order to continue in the program.

1. Eligibility

The following are the eligibility criteria to register for the Competency Exam (PsyD 629).

- Successful completion of all required coursework in the first two years of the program (with the exception of Practicum I & II or other program approved circumstances).
- Completion of 10 hours of personal psychotherapy by June 1 of Year 2 in the program.
- Current Academic/Program good standing.

2. Exam Description

The Competency Exam is a 240 question online multiple-choice exam spanning seven content areas applicable to the first two years of the curriculum. The exam is administered by an external vendor. The seven content areas and the number of questions from each area are as follows:

Abnormal Psychology	30 questions
Clinical Psychology (including Diversity)	50 questions
Human Development	30 questions
Ethics and Professional Issues	30 questions

Psychological Assessment	40 questions
Statistics and Research Design	40 questions
Test Construction	20 questions

Students take the exam at the same time in the same room in the presence of proctors. Students have 3.5 hours to take the initial exam. Exam date, location, and time will be communicated to students via email during the spring semester. Students who have been granted accommodations by *Accessibility Services* will have their testing conditions modified accordingly.

Prior to taking the exam, students must sign a *Competency Exam Agreement*. The agreement stipulates students may not discuss the contents or details of the exam with anyone outside of the PsyD program. This includes posting anything about the exam on any social media.

The agreement also stipulates students are not permitted to bring any materials with them into the exam room including any electronic devices. Students requiring restroom breaks will be accompanied by a proctor.

Any compromise of exam confidentiality and security represents academic dishonesty and will result in failing the examination.

3. Exam Preparation

Students should reference their class materials (i.e. notes, handouts, texts, DSM, etc.) in preparation for the exam. Students also receive study materials prepared by the outside vendor at the end of their first year in the program. Exam questions are taken from both the study materials supplied by the outside vendor and relevant course materials.

Students have one year (i.e. during their second year in the program) to study and prepare for the exam. Students are also provided online access to three, 50-question, practice exams they may take during their study year. After each practice exam, students should review the correct answers and their rationales.

4. Scoring

Students must receive a minimum score of 75% in each content area in order to pass the exam. Students will receive their results approximately 48 hours after the exam.

5. Exam Outcome

Students have four attempts to pass the exam. Attempt 1: Initial Administration
There are three possible outcomes on the initial administration of the exam: *Pass* (minimum score of 75% in each content area), *Content Area Retake*, or *Full Exam Retake*.

Attempt 2: First Retake

Students not passing the initial administration of the exam must retake the exam as follows:

- a. Content Area Retake- A score of less than 75% on three or fewer content areas in the initial exam will require retake of only those content areas utilizing new questions from only those content areas.

Students requiring *Content Area Retake* will have 1.5 hours for the retake. First retakes are scheduled two weeks after the initial exam.

- b. Full Exam Retake- A score of less than 75% on four or more content areas will require that the student retake the full exam again utilizing new questions from each content area. Students requiring *Full Exam Retake* have 3.5 hours for the retake. First retakes are scheduled two weeks after the initial exam.

Attempt 3: Second Retake

Students not passing the retake must retake the exam a second time as follows:

- a. Content Area Retake- A score of less than 75% on three or fewer content areas of the Retake will require retake of only those content areas utilizing new questions from only those content areas. Students requiring *Content Area Retake* will have 1.5 hours for the retake. Second retakes are scheduled during the first week of August.
- b. Full Exam Retake- A score of less than 75% on four or more content areas of the Retake will require that the student retake the full exam again utilizing new questions from each content area. Students requiring *Full Exam Retake* have 3.5 hours for the retake. Second retakes are scheduled during the first week of August.

Attempt 4: Third Retake

Students not passing the retake must retake the exam a third time as follows:

- a. Content Area Retake- A score of less than 75% on three or fewer content areas of the Retake will require retake of only those content areas utilizing new questions from only those content areas. Students requiring *Content Area Retake* will have 1.5 hours for the retake. Retakes are scheduled two weeks after the second retake attempt before the fall semester begins.
- b. Full Exam Retake- A score of less than 75% on four or more content areas of the Retake will require that the student retake the full exam again utilizing new questions from each content area. Students requiring *Full Exam Retake* have 3.5 hours for the retake. Retakes are scheduled two weeks after the second retake attempt before the fall semester begins.

6. Failing Competency Exam

Any student who after four attempts does not pass the exam as described above will receive a *Fail* for PsyD 629. Any student who fails the exam is deemed by the faculty to have not demonstrated sufficient competency to continue in the program. A student who fails the exam will be dismissed from the PsyD program consistent with the dismissal process described in the section 6 of this handbook.

7. Completion of Competency Exam

Grades (credit/no credit) for the Competency Exam are submitted to the Registrar in August.

Disclaimer: Administration of the competency exam may be modified in the event of a pandemic or other catastrophic event.

G. Dissertation

The culminating research experience in the PsyD program is the doctoral dissertation. Students are provided an orientation to the dissertation process in the Professional Development Seminar during the spring semester of their first year in the program. The dissertation is designed to be completed by the end of students' 4th year in the program and prior to beginning the predoctoral internship.

Students are provided a list of eligible dissertation chairs, along with a description of the research areas and topics that each chair is willing to supervise, during the dissertation orientation in year 1. Students are expected to begin generating possible dissertation topics consistent with faculty interests during their second year as they progress through the program's research methods sequence (Quantitative Research Methods and Qualitative Research Methods).

At the conclusion of the spring semester of their second year, students must submit to the PC/DCT a paragraph of their research ideas/interests and a ranked list of three faculty with whom they would be interested in working. The deadline for these submissions is May 1 of students' second year in the program. The PC/DCT and PPC then determine "matches."

In order to remain "on track," and to be permitted to apply for internship during fall of year 4, students must successfully defend their dissertation proposal by the dissertation proposal deadline in year 3 of the program. This deadline is June 15 at 5pm of year 3. Students who do not successfully defend their dissertation proposal by the year 3 dissertation proposal deadline are prohibited from applying for internship until fall year 5 and may not register for Dissertation III during fall year 4. Students who do not successfully defend their dissertation proposal during year 3 and then fail again to meet the June 15 at 5pm deadline in year 4 will be dismissed from the program.

Extensive information regarding the dissertation process is provided in the *Dissertation Manual* provided to students during the dissertation orientation described above and available online at <https://health.laverne.edu/psyd/dissertation-manual/>

Students must adhere to all deadlines, policies, and procedures outlined in the *Dissertation Manual* including policies regarding recommendation for student dismissal for unsatisfactory dissertation progress and/or not meeting expected competencies regarding dissertation.

H. Predoctoral Internship

The culminating clinical experience in the PsyD program is the predoctoral internship. In order to be eligible to apply for internship, students must have first been advanced to Doctoral Candidacy (see section 3J:2).

The predoctoral internship is meant to be completed during students' last year in the program. Students must complete a minimum of 1,500 clinical hours of internship training in order to graduate from the program. Students must purchase and maintain professional liability insurance while on internship (unless this is provided by the student's site).

The program requires students to complete a one-year full-time internship. The PsyD program permits students to apply only to APA-accredited internships. Students a) must have DCT approval of sites and application materials, b) apply to a minimum of 15 APA sites, c) must go

through the APPIC match, d) those not matching must wait one year and apply again through the APPIC match.

Extensive information regarding the internship process is provided in the *Clinical Training Handbook* provided to students during the practicum orientation described in section 3C and available online at <https://health.laverne.edu/psyd/practicum-internship/>

Students must adhere to all deadlines, policies, and procedures outlined in the *Clinical Training Handbook* including policies regarding student dismissal for unsatisfactory internship progress and/or not meeting expected competencies regarding internship.

I. Professional Development

In addition to being evaluated with regard to meeting the competencies described in sections 3A-3H, during their first four years in the program, students are expected to be engaged in extracurricular activities that promote professional development. There are a number of opportunities for such activities. Students may participate in program-sponsored activities such as: brown-bag seminars, open lab meetings, recruitment of new students, and colloquia. Students may join and be active in professional organizations such as the American Psychological Association (APA), Western Psychological Association (WPA), and California Psychological Association (CPA). Each of these organizations offers student memberships and special activities and opportunities for students. Students may become active in PGSA-Psychology Graduate Student Alliance. Finally, students may attend and/or present at local, state, and national conferences. A limited number of student travel awards are available to support student travel for presentation at conferences as described in section 2F.

The program also monitors students' ability to engage in self-reflection and self-evaluation as they process through the various competences outlined in 3A-3H. The minimal levels of achievement (MLA) for these two categories are detailed in the Annual Evaluation forms presented in Section 9.

J. Advancement in Program

Students are advanced in the program at two points:

1. **Masters of Psychology-** Students are eligible to receive their Master's degree in psychology after successful completion of their first two years of required coursework. Passing the Competency Exam is not required to receive the Master's degree. This degree is intended only as an en-route degree toward completion of the PsyD and is not a terminal Master's degree.

Students' eligibility is determined by the PC/DCT during January. Students are then notified at the beginning of the spring semester in their second year whether they are eligible to apply for the MS degree. The deadline to apply is March 1. Once notified of their eligibility, students must do the following:

- a. Obtain an application for graduation. Applications may be obtained online at https://laverne.edu/registrar/wp-content/uploads/sites/35/2020/03/Application-for-Graduation_Fillable2.pdf
- b. Pay the masters graduation fee. The fee is currently \$160. **DO NOT** pay the PsyD graduation fee (\$300) at this time. That fee is not paid until after the dissertation has been approved for final defense. The masters graduation fee

may be paid in person at the student accounts building (Woody Hall) or online. To pay online:

- log into the portal
 - Select Student Services and Financial Aid
 - Select Student Accounts
 - My Student Account Center (a new window will pop up)
 - Click on “Make Payment” at the top of the screen
 - Click on the fee you are paying (tuition balance, graduation fee, appeal fee, etc. If the fee you are paying is not listed, select “pending charge” (more options will appear) and place the amount of your payment in the “Price” box on the next screen)
 - Select “Add to Cart,” then “Checkout” when ready to make payment
 - Choose your payment method, then follow the prompts to submit payment
- c. Return a receipt indicating that you paid your fee along with the graduation application to the PC/DCT. The PC/DCT then submits this information along with your verification of eligibility to Graduate Academic Services. Do not submit your application to Graduate Academic Services yourself.

The university holds commencement ceremonies only in the spring. A candidate may be cleared for spring commencement upon successful completion of all degree and program requirements in the preceding fall term, or if they have enrolled in final courses in January Intersession or spring term. A candidate may also qualify to participate upon showing proof of enrollment in final courses or requirements during the following summer term. Cleared candidates may only participate in one ceremony for each earned degree. Commencement participation does not constitute graduation. The University Registrar defines graduation as the completion of all degree requirements upon acceptance of passing grades and the posting of the degree completion date on the student academic record.

Because most students are completing their first practicum requirement during summer of Year 2, their Master’s degrees usually do not post until the end of summer/beginning of fall Year 3 after credit for Practicum II has been posted.

2. **Advancement to Doctoral Candidacy**- Students are admitted into the PsyD program as pre-candidates. To be advanced to doctoral candidacy, pre-candidates must at a minimum (a) complete their first 3 years of coursework, (b) complete a minimum of 1,500 clinical practicum hours, (c) pass the Competency Exam, and (d) complete Dissertation II. Students’ eligibility for candidacy is determined by the PC/DCT during the summer as part of the Annual Evaluation process.

Students must be advanced to candidacy before they can apply for internship. Once candidacy is granted, students are permitted to use the title “Doctoral Candidate” or “PsyD Candidate.” Students are prohibited from using these titles before then and should instead refer to themselves as a “Doctoral Student,” or “PsyD Student.” All students must earn candidacy status in order to complete the program.

Dismissal of a student may occur even after the conferring of candidacy and passing the Competency Exam if the student does not meet the dissertation competency and/or internship competency, or if the student's personal or professional behavior does not continue to meet required standards for the profession.

K. Continuous Enrollment

Students must be continuously enrolled in the program until their degree is completed (with the exception of students on a program approved leave of absence - see section 5). The degree is designed to be completed at the end of the 5th year predoctoral internship. In some situations, however, students fall off track and do not complete the degree in the expected timeframe. Adhering to the 8-year time limit for completion of the degree as described in section 3N, students falling off track must remain continuously enrolled in the program. The program distinguishes between two types of continuous enrollment: *Dissertation Continuance* and *Program Continuance*.

1. Dissertation Continuance: Required for students who do not complete all requirements for Dissertation IV in one year.

Any student not having completed all requirements for Dissertation IV in one year must pay a *dissertation continuous enrollment fee* each subsequent semester until Dissertation IV is completed or until they time out of the program. This fee is equivalent to 1 unit of tuition for the first two semesters it is required. This fee increases to 2 units of tuition for subsequent semesters. The PC/DCT monitors students' dissertation continuous enrollment through payment of the fee to Graduate Academic Services.

The table below describes the most common scenario for registration in dissertation continuance (i.e. students who have completed predoctoral internship but have not completed dissertation). Other scenarios may also arise. In such an event, a student's dissertation continuance will be determined by the PC/DCT.

Dissertation Continuance		
student having completed predoctoral internship but not completed dissertation		
Year	Fall	Spring
4	Dissertation III	Dissertation IV
5	Internship I*	Internship II*
6	Dissertation IV ce-1 unit of tuition	Dissertation IV ce-1 unit of tuition
7	Dissertation IV ce-2 units of tuition	Dissertation IV ce-2 units of tuition
8	Dissertation IV ce-2 units of tuition	Dissertation IV ce-2 units of tuition
9	<u>Student timed out of program</u> -if Dissertation IV not completed by start of fall semester	N/A

*Assumes student has placed in predoctoral internship during spring year 4.

2. Program Continuance: Required for students who do not place in a predoctoral internship.

Occasionally, students may complete their dissertation on time but fall off track due to not placing in a predoctoral internship as expected. In such instances, students must register for *Program Continuance* until they place in a predoctoral internship or until

they time out of the program. The PC/DCT monitors students' program continuance through two courses (*PsyD Program Continuance*- 1 unit, and *PsyD Program Continuance*- 2 units). Students who have not fallen off track are not permitted to enroll in these courses.

The tables below describe the most common scenarios for registration in program continuance (i.e. students who have completed dissertation but have not placed in predoctoral internship). Other scenarios may also arise. In such an event, a student's program continuance will be determined by the PC/DCT.

Program Continuance student not placing in internship during spring of year 4		
Year	Fall	Spring
5	PsyD Program Continuance I-1 unit	PsyD Program Continuance II-1 unit
6	Full-time Internship I*	Full-time Internship II*

*Assumes student placed in predoctoral internship in spring year 5

Program Continuance student not placing in internship for two consecutive years		
Year	Fall	Spring
5	PsyD Program Continuance I-1 unit	PsyD Program Continuance II-1 unit
6	PsyD Program Continuance III-2 units	PsyD Program Continuance IV-2 units
7	Full-time Internship I*	Full-time Internship II*

*Assumes student placed in predoctoral internship in spring year 6

3. Dual Continuance: Required for students who do not complete their dissertation nor place in a predoctoral internship in the expected timeframe.

In rare occasions, students may not complete their dissertation nor place in a predoctoral internship in the expected timeframe. In such instances, students must enroll in both *Dissertation Continuance* and *Program Continuance*. One form of continuous enrollment may not be substituted for the other.

The tables below describe the most likely scenarios for registration in dual continuance (i.e. students who have not completed dissertation nor placed in predoctoral internship). Other scenarios may also arise. In such an event, a student's dual continuance will be determined by the PC/DCT.

Dual Continuance student not completing Dissertation IV by fall year 6 and not placing in internship during spring year 4		
Year	Fall	Spring
4	Dissertation III	Dissertation IV
5	PsyD Program Continuance I-1 unit	PsyD Program Continuance II-1 unit
6	Dissertation IVce-1 unit of tuition Full-time Internship I*	Dissertation IVce-1 unit of tuition Full-time Internship II*
7	Dissertation IV ce-2 units of tuition	Dissertation IV ce- 2 units of tuition
8	Dissertation IV ce-2 units of tuition	Dissertation IV ce- 2 units of tuition

9	<u>Student timed out of program-if</u> Dissertation IV not completed by start of fall semester	N/A
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*Assumes student placed in predoctoral internship in spring year 5

Dual Continuance student not completing Dissertation IV by fall year 6 <u>and not placing in predoctoral internship for two consecutive years</u>		
Year	Fall	Spring
4	Dissertation III	Dissertation IV
5	PsyD Program Continuance I-1 unit	PsyD Program Continuance II-1 unit
6	Dissertation IV ce-1 unit of tuition PsyD Program Continuance III-2 units	Dissertation IV ce-1 unit of tuition PsyD Program Continuance IV-2 units
7	Dissertation IV ce-2 units of tuition Full-time Internship I*	Dissertation IV ce-2 units of tuition Full-time Internship II*
8	Dissertation IV ce-2 units of tuition	Dissertation IV ce-2 units of tuition
9	<u>Student timed out of program-if</u> Dissertation IV not completed by start of fall semester	N/A

*Assumes student placed in predoctoral internship in spring year 6

4. Progress toward meeting competencies: Students are cautioned that the above scenarios for continuance are not a guarantee of continuation in the program. Students may be dismissed from the program for failure to meet program competencies as described in section 6:B of this handbook.

L. Graduation/Commencement

In order to participate in the spring university graduation ceremony, as well as in the PsyD program hooding ceremony, students must have scheduled their *Dissertation Final Defense* by May 1, and completed Full-time Internship I. Students may participate in commencement while they are completing Full-time Internship II and while they are making post-defense revisions to their dissertation or completing final formatting requirements.

M. Degree Completion/Diploma

The actual degree completion date for PsyD students occurs when the last grade has been submitted to the registrar, including units taken for dissertation and internship. The specific degree completion date is posted on the transcript. Graduates may begin accruing post-doctoral experience hours for licensure after this degree posting date. University diplomas carry one of three dates, depending on whichever comes first after degree posting: May 31, August 31, or January 31.

N. Degree Completion Time Limit

While students are expected to complete their PsyD requirements and graduate in five years from the date of matriculation, all requirements for the doctoral degree must be completed within 8 years from the start of the student's first course in the PsyD program. Appeals for extensions of time limitations must be submitted in writing to the Graduate Appeals Committee (see section 7A:3). The PsyD program will only support extensions beyond 8 years due to extreme documented extenuating circumstances.

O. Use of the Title “Doctor of Psychology”

The use of the title “PsyD or “Doctor” occurs when the PsyD degree is completed and posted on the transcript. Students are not permitted to use either term prior to that date. Students are not permitted to use the term “ABD” or any other similar term indicating doctoral status until the PsyD degree is posted.

P. Postdoctoral Training and Licensure

At present, some states do not require postdoctoral hours for licensure while others do require postdoctoral hours. Students who obtain licensure in a state that does not require postdoctoral hours may find that they might have to engage in supervision and post-doc training should they move to a new state that does require postdoctoral hours for licensure. In addition, beyond licensure, postdoctoral supervision is often required in order to claim sub-specialty status (e.g., clinical health psychology, clinical neuropsychology) and to obtain various board certifications. Ultimately, students are responsible for knowing the licensure requirements for the state(s) in which they seek licensure and for obtaining postdoctoral training necessary for their career aspirations.

Courses in the PsyD curriculum are consistent with educational requirements for licensure in California. Because licensure requirements vary among states, students interested in practicing outside of California are encouraged to consult the licensing boards in the states where they intend to practice. A useful resource on licensure requirements in various states may be found at: <https://www.asppb.net/>

Section 4: Evaluation of Student Progress while in Program

Students’ progress in the program is monitored closely throughout the program by the PC/DCT, program faculty, and GPM. The program uses the following formal assessment procedures:

A. Year 1 mid-semester evaluation. Year 1 students are reviewed by the PPC at mid-semester of their first semester in the program to identify any serious deficiencies in their competencies. Should any serious concerns be identified, the PC/DCT provides written feedback to the student and meets with that individual to determine whether such concerns can be remediated.

B. Mid-year evaluation. All active students are reviewed by the PC/DCT at mid-year to identify any serious concerns. Should any serious concerns be identified, the PC/DCT provides written feedback to the student and meets with that individual to determine whether such concerns can be remediated.

C. Annual evaluation of student progress. Consistent with standard IIC3 of the American Psychological Association’s *Standards of Accreditation*, students in the University of La Verne’s PsyD Program in Clinical Psychology are to receive annual written feedback on the extent to which they are meeting the program’s requirements and performance expectations.

The PsyD program provides its students written evaluation regarding their performance in 8 areas: (1) Coursework, (2) Professional Behavior, (3) Practicum, (4) Competency Examination, (5) Dissertation Progress, (6) Internship, (7) Professional Development & Extracurricular Activities, and (8) Self-Evaluation. The rating system for these evaluation areas is as follows:

O	Outstanding
S	Satisfactory
NI	Needs Improvement
U	Unsatisfactory
N/A	Not applicable

Students also receive feedback each year in a ninth area concerning (a) any problems identified by the program faculty, (b) steps to remediate those problems (if remediable), and (c) the extent to which corrective actions have/have not been successful. Faculty contribute to this process by providing the PC/DCT with feedback on any PsyD students with whom the faculty member has had significant interaction in any of the areas noted above for the academic training year. Faculty receive this request from the PC/DCT on May 1 and are expected to provide feedback by June 15.

Students contribute to this process through completion of this *Annual Student Self-Evaluation Form*. Students receive this form on May 1 each year and are expected to return it by July 1. Failure to return this form on time will result in an unsatisfactory evaluation in the Self-Evaluation category.

Students are provided feedback concerning their previous year's performance by the beginning of their next year in the program. Students may request a re-consideration of their annual evaluation. Such requests must be submitted in writing to the PC/DCT within 30 days of receipt of the evaluation. Students may also provide a written response to the annual evaluation for inclusion in their file.

A copy of the *Annual Faculty Evaluation of Students Form* and *Student Self-Evaluation Form* are included in section 9.

Section 5: Leave of Absence Policy

PsyD students who are in good academic standing may request a leave of absence from the program for personal, medical, or financial reasons. Because of the sequential nature of the curriculum, a leave of absence is normally granted for one academic year but may be granted for a single semester if warranted. The following policies and procedures must be followed for a leave to be granted and for the student's return to the program:

1. Students requesting a leave of absence must first notify the PC/DCT to identify a plan for their return to the program. Students who do not first notify the PC/DCT and simply leave the program will be considered to have abandoned their program of study and will be dismissed from the program.
2. After consulting with the PC/DCT, students must complete the *Request for Leave of Absence Form* from the Registrar's office. If a student is requesting the leave during the semester in which the student is enrolled, the student must complete the request form as soon as possible. If the student is requesting a leave for the subsequent semester, they must submit the form at least 30 days prior to the first day of classes in the subsequent semester.
3. Return to the program is not automatic. Any student granted a leave of absence must notify the PC/DCT prior to returning. In such instances, the student should be able to demonstrate how the situation necessitating the leave of absence has changed.

4. Students whose leave extends beyond 12 months will be withdrawn from the program and must apply for re-admission. Re-admission to the program is not automatic or guaranteed following a leave that exceeds 12 months. Students applying for re-admission must meet the admissions requirements current at the time of application.
5. Students receiving financial aid are responsible for contacting the financial aid office about their leave and for determining any possible consequences of the leave on their financial aid status.
6. Students on a leave of absence may not receive any services from the university including, but not limited to, dissertation mentoring.
7. The time limitation for graduate students to complete their degree shall be extended by the duration of the approved leave of absence.
8. If a student begins a leave during a semester in which they enrolled, then the starting date of that leave will be the starting date of that semester. If a student begins a leave at the end of a semester, then the starting date of the leave will be effective at the beginning of the subsequent semester.

Section 6: Probation and Dismissal from Program

A. Probation

The PsyD Program Committee (PPC) may place a student on probation under the following circumstances:

1. **Failure to maintain academic standards.** PsyD students must maintain a minimum GPA of 3.00 each semester and cumulatively throughout the program. The PPC will automatically place a PsyD student whose GPA falls below 3.00 on probation. Failure of a course during any semester will also result in a student being placed on probation. Students on probation may be prohibited from beginning or continuing a clinical practicum or other program milestones at the discretion of the PPC.
2. **Probation related to professional standards.** Students may also be placed on probation at the discretion of the PPC for failure to meet professional standards regarding their academic, personal, or professional activities within the PsyD program. A violation of the APA's Ethical Guidelines could also result in a student being placed on probation. Probation for failure to meet professional standards can include a wide range of restrictions and/or additional requirements, at the discretion of the PPC. Such restrictions may include, but are not limited to, an administrative leave for a period up to one year, as well as additional assignments designed to remediate the student's professionalism.

B. Dismissal

The PC/DCT continually reviews students' progress and may on occasion present a student to the PPC for dismissal from the program. Any student being presented to the PPC for dismissal will first be informed by the PC/DCT. Students have the option to submit any information they believe relevant to their dismissal to the PC/DCT prior to the meeting of the PPC. The PPC will decide if a student should be dismissed. A decision to dismiss represents the PPC's determination that the student has not demonstrated an expected level of academic performance

(including clinical work) or professional conduct, and that the student should not be given the opportunity (or additional opportunity) to remediate the deficiency. Dismissal may follow a period of probation but it does not have to.

Following are circumstances that are basis for dismissal from the program:

1. **Academic dishonesty**. The PsyD program expects honest and ethical behavior on the part of all students, faculty, and staff. Honest and ethical actions are purposeful and not accidental, and neither is cheating. Students are expected to abide by the University's policies as stated in the university catalog and to the *APA Code of Ethics*. Actions that are dishonest will result in dismissal from the program.
2. **Academic disqualification**. The university will academically disqualify students who are on academic probation and have not achieved a cumulative GPA of 3.00 by the conclusion of the next semester. Any student academically disqualified by the university is automatically dismissed from the PsyD program.
3. **Failure to maintain minimum academic standards**. As described in section 3B:4, a final grade lower than a B- in a letter grade course or "no credit" in a CR/NCR course is considered failing and the course must be re-taken for credit to be obtained. PsyD students may re-take a course for course credit only once. Any student failing any course in the program twice will be dismissed from the program. In addition, any student failing two or more courses during any semester of the program will be dismissed from the program.
4. **Failure to meet program competencies**. Students must meet program competencies (i.e. Sections 3A-3I). Failure to meet any of these competencies will result in dismissal from the program.
5. **Unethical or unprofessional conduct**. Students who do not maintain the ethical or professional standards outlined in this handbook, in the university catalog, or in external sources such as the *APA Code of Ethics* or *California Laws and Regulations Relating to the Practice of Psychology* will be dismissed from the program.
6. **Circumstances interfering with training or well-being of others**. Student engaging in conduct that, in the opinion of the PPC, obstructs or threatens either the training of fellow students or the well-being of clients, fellow students, faculty, program staff, or supervisors will be dismissed from the program.
7. **Felony conviction**. Students whose conduct, within or outside the program, has resulted in a felony conviction that would preclude licensure will be dismissed from the program.

Any student who is dismissed from the program will be informed of this decision in writing by the PC/DCT. The student's dismissal from the program will be effective as of the date of this letter. The Dean of the College of Health and Community Well-Being will also be made aware of the program's decision. The student may appeal this decision to the Dean consistent with section 7A:4 below.

Section 7: Appeals and Grievance Processes

Occasionally, students might disagree with the application of a program or university policy in a particular instance affecting them. In these situations, students have the option of appealing the application of that policy to their circumstances. At other times, there are situations where students believe their rights have been violated or where they believe policies are not being evenly applied. Students have the option of filing a formal grievance in these instances. Listed below are the options for students in filing appeals and/or grievances.

A. Appeals Process

Appeals may be made in four general areas listed below. All appeals must progress through the processes described in each of the four areas listed.

1. **Appeal of PsyD program policies**: Students may appeal the application of any program policy described in any of the program's handbooks/manuals (i.e. *Clinical Training Handbook*, *Dissertation Manual*, or *Program Policies and Procedures Handbook*) if they can document that a program policy has been unfairly applied to them. Each program handbook/manual contains policies and procedures unique to that handbook/manual. For example, the *Clinical Training Handbook* contains policies and procedures unique to practicum and internship training, whereas the *Dissertation Manual* contains policies and procedures unique to the dissertation process.

The process for appealing program policies is the same for all program policies described in any of the program's handbooks or manuals. That process is detailed below.

Appeals of any program policy must first be submitted in writing to the PC/DCT within two weeks of the application of the policy. The PC/DCT will evaluate valid appeals and may decide on their outcome. More commonly, the PC/DCT will present the student's appeal to the PsyD Program Committee (PPC) at the next regularly scheduled PsyD program meeting. In extraordinary situations, a special meeting of the PPC may be convened to consider a student's appeal. The PPC will vote on the student's appeal and the PC/DCT will communicate the outcome of that decision, in writing, to the student making the appeal within one week of the decision. Students may subsequently appeal decisions rendered by the PPC as described below.

Decisions rendered by the PPC may be appealed to the CHCW Dean. Appeals to the Dean must be received, in writing, within two weeks of the date of the PPC's decision. Appeals will generally not be considered unless the student can demonstrate the PPC made an error in the process of rendering the decision or erred in the application of a program policy. Merely disagreeing with the decision does not represent sufficient grounds for an appeal to the Dean. The Dean will evaluate valid appeals and decide on their outcome. There is no set timeframe for the Dean to make a decision on the appeal, but the Dean will attempt to make a decision on the student's appeal in a timely manner. Students may subsequently appeal decisions rendered by the Dean to the Provost as described below.

Appeals to the Provost must be received, in writing, within two weeks of the date of the Dean's decision. Appeals will generally not be considered unless the student can demonstrate the Dean made an error in the process of rendering the decision or erred in the application of a program policy. Merely disagreeing with the decision does not represent sufficient grounds for an appeal to the Provost. The Provost will evaluate valid appeals and decide on their outcome. The Provost's decision is final and no further appeals may be made.

2. **Appeal of final grades:** A student who feels that an incorrect grade has been given must consult with the instructor first and must submit an appeal in writing within four weeks after grades are issued. A student dissatisfied with the instructor's response may appeal to the PC/DCT. Appeals will generally not be considered unless the student can demonstrate the instructor erred in the grade awarded the student. Merely disagreeing with the grade does not represent sufficient grounds for an appeal to the PC/DCT.

The PC/DCT will evaluate valid appeals and decide on their outcome. There is no set timeframe for the PC/DCT to make a decision on the appeal, but the PC/DCT will attempt to make a decision on the student's appeal in a timely manner. The PC/DCT will communicate the decision, in writing, to the student making the appeal.

Decisions rendered by the PC/DCT may be appealed to the CHCW Dean. Appeals to the Dean of the PC/DCT's decision must be received, in writing, within two weeks of the date of the decision. Appeals will generally not be considered, however, unless the student can demonstrate the PC/DCT made an error in the process of rendering the decision. Merely disagreeing with the decision does not represent sufficient grounds for an appeal to the Dean.

The Dean will evaluate valid appeals and decide on their outcome. There is no set timeframe for the Dean to make a decision on the appeal, but the Dean will attempt to make a decision on the student's appeal in a timely manner. The Dean will communicate the decision, in writing, to the student making the appeal. Decisions rendered by the Dean may be appealed to the Provost. Appeals to the Provost of the Dean's decision must be received, in writing, within two weeks of the date of the decision. Appeals will generally not be considered, however, unless the student can demonstrate the Dean made an error in the process of rendering the decision. Merely disagreeing with the decision does not represent sufficient grounds for an appeal to the Provost. The Provost will evaluate valid appeals and decide on their outcome. The Provost's decision is final and no further appeals are permitted.

3. **Appeal of university policies:** University policies such as the time limit for the doctoral degree, late registrations or withdrawals, etc., may be appealed to the University's Graduate Appeals Committee. This committee meets monthly. Students must complete the committee's *request for waiver of university policy* form and submit the form to the PC/DCT for program review at least one week prior to the meeting date of the month in which the appeal will be reviewed. The Graduate Appeals Committee notifies the student and the PC/DCT about its decision. Students dissatisfied with the Graduate Appeals Committee decision may appeal to the Provost. The Provost will evaluate valid appeals and decide on their outcome. The Provost's decision is final and no further appeals may be made.

4. Appeal of dismissal: Students may appeal their dismissal from the PsyD program to the CHCW Dean. Appeals to the Dean must be received in writing within two weeks of the date of the PPC's decision. The Dean will evaluate the student's appeal and decide whether to uphold the PPC's decision or to overturn it. There is no set timeframe for the Dean to make a decision on the appeal, but the Dean will attempt to make a decision on the student's appeal in a timely manner. The Dean will communicate the decision, in writing, to the student making the appeal. In cases where the Dean upholds the PPC's decision, the student may appeal to the Provost. Appeals to the Provost of the Dean's decision must be received, in writing, within two weeks of the date of the decision. The Provost will evaluate the student's appeal and decide whether to uphold the PPC and Dean's decision or overturn it. The Provost's decision is final and no further appeals may be made.

B. Grievance Process

Students who believe their rights have been violated, that their learning has been compromised, or who believe program or university policies are not evenly applied may file a formal grievance. Grievances may be filed against faculty, staff, or other students in the program. Many issues can be resolved through discussion with the parties involved, and in these cases, students are encouraged to first attempt this form of resolution. In instances where informal discussion has not resolved the issue, or where students believe the issue is sufficiently serious to not first attempt an informal resolution, students have the option of filing a formal grievance. Informal grievances, or grievances that do not follow the process outlined below will not be considered.

Formal grievances against any student, staff, or faculty member of the PsyD program must be submitted in writing to the PC/DCT unless the grievance is against the PC/DCT in which case the grievance must be submitted in writing to the CHCW Dean. A student submitting a formal written grievance will receive an initial written response to that grievance by the PC/DCT (or by the CHCW Dean if the grievance is against the PC/DCT) within ten (10) working days. Working days are defined as days when the PsyD program holds regularly scheduled classes. The response could either indicate a proposed resolution to the grievance, or could serve to notify the student that the grievance will be heard by the PPC. If the grievance is to be heard by the PPC, it will be placed on the agenda of the next regularly scheduled meeting of the PPC and will be considered at that time. Should a grievance be against a member of the PPC, that individual is expected to recuse himself/herself from the meeting. The PPC schedules meetings once each month from September through June. The PPC does not schedule meetings during July and August.

A grievance considered by the PPC will result in a written response to the student from the PC/DCT (or by the CHCW Dean if the grievance is against the PC/DCT) within 10 working days after the meeting at which it is considered. This response may either propose a resolution to the issue, or may indicate further actions or discussions needed for an acceptable resolution. Decisions of the PPC may be appealed to the CHCW Dean. Appeals to the Dean must be received, in writing, within two weeks of the date of the PPC's decision. The Dean will evaluate the student's appeal and decide whether to uphold the PPC's decision or to overturn it. There is no set timeframe for the Dean to make a decision on the appeal, but the Dean will attempt to make a decision on the student's appeal in a timely manner. The Dean will communicate the decision, in writing, to the student making the appeal. In cases where the Dean upholds the PPC's decision, the student may appeal to the Provost.

Appeals to the Provost of the Dean's decision must be received, in writing, within two weeks of the date of the decision the Provost will evaluate the student's appeal and decide whether to uphold the Dean's decision or overturn it. The Provost's decision is final and no further appeals may be made.

C. Record Keeping of Complaints and Grievances

Consistent with the *Standards of Accreditation*, the program must keep records of all formal complaints and grievances of which it is aware that have been submitted or filed against the program and/or against individuals associated with the program since its last accreditation site visit. These records are stored securely and available to the Commission on Accreditation as part of its periodic review of the program.

Section 8: References

American Psychological Association (2013). *Guidelines and principles for accreditation of programs in professional psychology*. Washington, DC: Author.

American Psychological Association (2017a). *Ethical principles of psychologists and code of conduct, including 2016 amendments*. Washington, DC: Author.

American Psychological Association (2017b). *Standards of accreditation for health services psychology* (2017). Washington, DC: Author.

California laws and regulations relating to the practice of psychology (2020). State of California Department of Consumer Affairs.

Peterson, R. L., Peterson, D. R., Abrams, J. C., & Stricker, G. (2006). The national council of schools and programs of professional psychology educational model. *Training and Education in Professional Psychology*, 17-36.

Section 9: Evaluation Forms

This section contains the following evaluation forms:

- A. Annual Student Satisfaction Survey (under review during 2022-2023 AY for possible revision)
- B. Annual Evaluation of Student Progress Forms (faculty form)
- C. Annual Evaluation of Student Progress Forms (student self-evaluation form)
- D. Alumni Survey

Annual Student Satisfaction Survey
Please **do not** include your name on this survey.

Cohort Information

Year admitted into program	
Today's date	

Please rate your satisfaction in each area below using the following scale:

1. Very dissatisfied/Needs serious attention
2. Dissatisfied
3. Neither satisfied nor dissatisfied
4. Satisfied
5. Very satisfied
N/A Not applicable or cannot say

Please respond **only to questions for which you have had experience in the program**

I. Curriculum	
	1. The cohort model
	2. Infusion/integration of science and practice within courses
	3. Infusion/integration of diversity/multiculturalism into courses
	4. Satisfaction with coursework in theoretical and scientific bases of psychology
	5. Satisfaction with coursework in foundations of clinical psychology
	6. Satisfaction with coursework in multicultural psychology
	7. Satisfaction with coursework in psychological practice/skills training
	8. Satisfaction with course preparation for clinical practice
	9. Satisfaction with coursework in ethical practice
	10. Overall satisfaction with content and quality of courses
<u>Comments:</u>	

II. Practicum Process	
	11. Satisfaction with practicum placement process
	12. Satisfaction with availability of practicum sites
	13. Satisfaction with process to track practicum hours (Time2track)
	14. Satisfaction with process of evaluating practicum sites/supervisors
	15. Satisfaction with process of sites/supervisors evaluating students
<u>Comments:</u>	

III. Competency Exam Process	
	16. Satisfaction with process of preparing students for competency exam
	17. Satisfaction with process of administration of competency exam
	18. Satisfaction with process for remediation of competency exam
	19. Overall satisfaction with competency exam process
<u>Comments:</u> 	

IV. Dissertation Process	
	20. Satisfaction with responsiveness of your dissertation chair
	21. Satisfaction with responsiveness of your dissertation committee members
	22. Overall satisfaction with dissertation process
<u>Comments:</u> 	

V. Internship Process	
	23. Satisfaction with internship application process (i.e. satisfaction with way program assists students with internship application process, not an evaluation of the APPIC/CAPIC match process)
	24. Satisfaction with interview preparation process
<u>Comments:</u> 	

VI. Relationship with Program	
	25. Satisfaction with availability of Program Chair/DCT
	26. Satisfaction with timely communication by Program Chair/DCT
	27. Satisfaction with Program Chair/DCT responsiveness to students needs/concerns
	28. Satisfaction with availability of program faculty
	29. Satisfaction with timely communication by program faculty
	30. Satisfaction with program faculty responsiveness to students needs/concerns

VII. Program Resources	
	31. Satisfaction with teaching assistantships
	32. Satisfaction with graduate assistantships
	33. Satisfaction with program's efforts to provide financial support to students
	34. Satisfaction with student groups
<u>Comments:</u> 	

VIII. University Resources	
	35. Satisfaction with Financial Aid office
	36. Satisfaction with Registrar's office
	37. Satisfaction with Student Accounts office
	38. Satisfaction with Library
	39. Overall satisfaction with university resources
<u>Comments:</u> 	

Additional comments (i.e. any other areas of the program you would like to provide feedback on?)

University of La Verne

PsyD Program in Clinical Psychology

Annual Review of Student Progress Annual Faculty Evaluation of Students Form

Consistent with Standard IIIC3 of the American Psychological Association's *Standards of Accreditation*, students in the University of La Verne's PsyD Program in Clinical Psychology are to receive annual written feedback on the extent to which they are meeting the program's requirements and performance expectations.

The PsyD program provides its students written evaluation regarding their performance in 8 areas: (1) Coursework, (2) Professional Behavior (3) Practicum, (4) Competency Examination, (5) Dissertation Progress, (6) Internship, (7) Professional Development & Extracurricular Activities, and (8) Self-Evaluation. The rating system for these evaluation areas is as follows:

O	Outstanding
S	Satisfactory
U	Unsatisfactory
N/A	Not applicable

In some cases, evaluative comments are made in place of the rating system above.

Students also receive feedback each year in a ninth area concerning (a) any problems identified by the program faculty, (b) steps to remediate those problems (if remediable) and (c) the extent to which corrective actions have/have not been successful.

The expected level of competency in each area is *satisfactory*.

1. For coursework, *satisfactory* is defined as a GPA of 3.00 to 3.69. *Outstanding* performance is noted for a GPA of 3.70 and above. *Unsatisfactory* performance is noted for a GPA below 3.00.
2. For professional behavior, *satisfactory* reflects the faculty's overall assessment of the student's behavior in all relevant settings.
3. For practicum, *satisfactory* is defined as average ratings of 3.00 to 3.69 in each of the practicum evaluation areas relevant for the student's level of training (novice, intermediate, advanced). *Outstanding* performance is noted for ratings of 3.70 and above. *Unsatisfactory* performance is noted for ratings below 3.00.
4. For the competency exam, *outstanding* is defined as whether the student passed the exam without remediation and *satisfactory* is defined as whether the student passed the exam but with remediation. *Unsatisfactory* performance on the clinical competency exam is noted for students who do not pass the exam.

5. For dissertation, *satisfactory* performance is defined as whether the student has met the developmental milestones and timelines for dissertation progress as described in the *Dissertation Manual*. Performance ahead of those milestones and timelines warrants an *outstanding* evaluation, whereas performance behind those milestones and timelines warrants an *unsatisfactory* evaluation.
6. For internship, because each internship site uses its own rating form, a standard numeric rating is not available. Rather, the Program Chair/DCT evaluates *satisfactory* performance as the extent to which the student has met the developmental milestones and timelines for internship progress as described in the *Clinical Training Handbook*, and the extent to which the students' supervisor has evaluated the student's performance while on internship as satisfactory.
7. For professional development & extracurricular activities, *satisfactory* is defined as the extent to which the student has met developmental milestones and timelines expected for that student's year of training (e.g., year 1, year 2, etc.) Satisfactory performance is also defined as whether or not the student has engaged in any extracurricular activities for the year.
8. For self-evaluation, *satisfactory* is defined as whether or not the student completed the *Annual Student Self-Evaluation* form described below. Those who did not complete the form receive an *unsatisfactory* rating for the year. Those who, in the opinion of the Program Chair/DCT, provided a particularly thoughtful/reflective self-evaluation receive a rating of *outstanding*.

Faculty contribute to this process by providing the PsyD Program Chair/DCT with feedback on any PsyD students with whom the faculty member has had significant interaction in any of the areas noted above for the academic training year. Faculty receive this request from the Program Chair/DCT by May 1 and are expected to provide feedback by June 15.

University of La Verne

PsyD Program in Clinical Psychology Annual Student Self-Evaluation Form

Consistent with Standard IIIC3 of the American Psychological Association's *Standards of Accreditation*, students in the University of La Verne's PsyD Program in Clinical Psychology are to receive annual written feedback on the extent to which they are meeting the program's requirements and performance expectations.

The PsyD program provides its students written evaluation regarding their performance in 8 areas: (1) Coursework, (2) Professional Behavior (3) Practicum, (4) Competency Examination, (5) Dissertation Progress, (6) Internship, (7) Professional Development & Extracurricular Activities, and (8) Self-Evaluation. The rating system for these evaluation areas is as follows:

O	Outstanding
S	Satisfactory
U	Unsatisfactory
N/A	Not applicable

In some cases, evaluative comments are made in place of the rating system above. Students also receive feedback each year in a ninth area concerning (a) any problems identified by the program faculty, (b) steps to remediate those problems (if remediable) and (c) the extent to which corrective actions have/have not been successful.

Students contribute to this process through completion of this *Annual Student Self-Evaluation Form*. Students receive this form on May 1 each year and are expected to **return it by July 1st**. Failure to return this form on time will result in an unsatisfactory evaluation in the Self-Evaluation category listed above.

The expected level of competency in each area is *satisfactory*.

1. For coursework, *satisfactory* is defined as a GPA of 3.00 to 3.69. *Outstanding* performance is noted for a GPA of 3.70 and above. *Unsatisfactory* performance is noted for a GPA below 3.0.
2. For professional behavior, *satisfactory* reflects the faculty's overall assessment of the student's behavior in all relevant settings.
3. For practicum, *satisfactory* is defined as average ratings of 3.00 to 3.69 in each of the practicum evaluation areas relevant for the student's level of training (novice, intermediate, advanced). *Outstanding* performance is noted for ratings of 3.70 and above. *Unsatisfactory* performance is noted for ratings below 3.00.

4. For the competency exam, *outstanding* is defined as whether the student passed the exam without remediation and *satisfactory* is defined as whether the student passed the exam but with remediation. *Unsatisfactory* performance on the competency exam is noted for students who do not pass the exam.
5. For dissertation, *satisfactory* performance is defined as whether the student has met the developmental milestones and timelines for dissertation progress as described in the *Dissertation Manual*. Performance ahead of those milestones and timelines warrants an *outstanding* evaluation, whereas performance behind those milestones and timelines warrants an *unsatisfactory* evaluation.
6. For internship, because each internship site uses its own rating form, a standard numeric rating is not available. Rather, the Program Chair/DCT evaluates *satisfactory* performance as the extent to which the student has met the developmental milestones and timelines for internship progress as described in the *Clinical Training Handbook*, and the extent to which the students' supervisor has evaluated the student's performance while on internship as satisfactory.
7. For professional development & extracurricular activities, *satisfactory* is defined as the extent to which the student has met developmental milestones and timelines expected for that student's year of training (e.g., year 1, year 2, etc.). *Satisfactory* performance is also defined as whether or not the student has engaged in any extracurricular activities for the year.
8. For self-evaluation, *satisfactory* is defined as whether or not the student completed the *Annual Student Self-Evaluation* form described below. Those who did not complete the form receive an *unsatisfactory* rating for the year. Those who, in the opinion of the Program Chair/DCT, provided a particularly thoughtful/reflective self-evaluation receive a rating of *outstanding*.

Student	Date	Year entering program

1. Please comment on your academic progress during the past year with regard to any categories relevant to you including (but not limited to): Coursework, Professional Behavior, Practicum, Competency Examination, Dissertation Progress, Internship, Professional Development and Extracurricular Activities, and Additional program requirements (i.e. progress towards completion of personal psychotherapy requirement).

Please note any areas of particular strength. Please also note any areas in which you are experiencing difficulty.

2. If you feel you are not making satisfactory progress in any of the above areas, please explain why. You may include any departmental/university obstacles that you believe have hindered you.
3. What are your professional goals for next year? In particular, note any clinical, professional development, and/or research goals.
4. Please answer the following questions
 - a. How many professional presentations were you part of for this training year? (i.e. as author or co-author)
 - b. How many professional publications were you part of for this training year (i.e. as author or co-author)
 - c. Did you provide any presentations to a lay audience (e.g. general audience) during the training year? If so, how many?
 - d. What professional organizations were you a member of during this training year?
 - e. Were you involved in leadership in any professional organizations? If so, please specify:
5. Please attach a copy of your most recent curriculum vita. Your vita should include all relevant professional activities you have engaged in (practicum, volunteer activities, presentations/publications, professional memberships, grants, awards, etc.) during the past academic year.

Alumni Survey

As a graduate of the PsyD program, you are an excellent resource for feedback on the training you have received. In our continuing effort at self-evaluation and self-improvement, we are respectfully requesting that you complete the following survey. Program graduates are tracked for 10 years or until licensed. It is important that we hear from you. Please keep us up to date on all your successes and achievements.

PART 1: Student Information

1. Biographical Information:

Name while in program	
Year admitted into program	
Year completed program	
Today's date	
Current state of residence	

2. Postdoctoral Information:

Are you currently in a formal postdoctoral position? ☐ No (skip to #3) ☐ Yes

Name of position:	
Start Date:	
End Date:	

Select the primary emphasis:

	primary clinical
	primary research
	equally clinical and research
	other

Select all the setting types that apply to this position:

	Academic Teaching
	Community Mental Health Center
	Consortium
	Correctional Facility
	Health Maintenance Organization
	Hospital/Medical Center
	Independent Practice
	Psychiatric Facility
	School District or System
	University Counseling Center
	Other (e.g. county dept, police dept, etc.)

Select all activities that apply to this position

	Administration
	Assessment
	Consultation
	Psychotherapy
	Research
	Supervision
	Teaching
	Other
	Unknown

3. Are you employed professionally (not formal postdoctoral training)? ☐ No ☐ Yes

Starting Job title:	
Current job title: (if different)	
Start Date:	

Select all the setting types that apply to this position:

	Academic Teaching
	Community Mental Health Center
	Consortium
	Correctional Facility
	Health Maintenance Organization
	Hospital/Medical Center
	Independent Practice
	Psychiatric Facility
	School District or System
	University Counseling Center
	Other (e.g. county dept, police dept, etc.)

4. How would you rate your current satisfaction with your career? (check one)

	1. Very dissatisfied
	2. Dissatisfied
	3. Neither satisfied nor dissatisfied
	4. Satisfied
	5. Very satisfied

5. Please tell us your progress with the EPPP:

Check one	Status	Score	Date of exam
	I have not taken the EPPP		
	I have taken the EPPP and my score was		
	I have taken the EPPP but prefer not to share my score		

6. Please tell us about your licensure status: (check all that apply and provide details)

Check one	Status
	I have obtained licensure as a psychologist (please provide state and license number below)
	I have not yet obtained licensure but am currently studying for it
	I have not obtained licensure and am currently not studying for it
	I do not plan to seek licensure

7. Please list any professional memberships: (and offices held if applicable)

8. Please list any other professional achievements:

9. Please list any professional presentations or publications you have had since graduation:

10. I would like to share some exciting personal news (engagements, marriages, civil unions, promotions, births, etc.)

PART 2: Evaluation of Program

12. Overall, how would you rate your satisfaction with the training you received while in the program?

	1. Very dissatisfied
	2. Dissatisfied
	3. Neither satisfied nor dissatisfied
	4. Satisfied
	5. Very satisfied

13. The following areas have been identified as profession-wide competencies:

- i. Research
- ii. Ethical and legal standards
- iii. Individual and cultural diversity
- iv. Professional values, attitudes, and behaviors
- v. Communication and interpersonal skills
- vi. Assessment
- vii. Intervention
- viii. Supervision
- ix. Consultation and interprofessional/interdisciplinary skills

Please rate your perception of the program's effectiveness in fostering your development of the following competencies using the scale below:

1. Very ineffective
2. Ineffective
3. Neither ineffective nor effective
4. Effective
5. Very effective

Rating	(i) Research
	Independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
	Conduct research or other scholarly activities
	Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.
	Overall

Rating	<i>(ii) Ethical and legal standards</i>
	Be knowledgeable of and act in accordance with each of the following: the current version of the APA Ethical Principles of Psychologists and Code of Conduct; Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; & Relevant professional standards and guidelines.
	Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
	Conduct self in an ethical manner in all professional activities.
	Overall

Rating	<i>(iii) Individual and cultural diversity</i>
	An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
	Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
	The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
	Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.
	Overall

Rating	<i>(iv) Professional values, attitudes, and behaviors</i>
	Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others
	Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
	Actively seek and demonstrate openness and responsiveness to feedback and supervision.
	Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.
	Overall

Rating	(v) Communications and interpersonal skills
	Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
	Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
	Demonstrate effective interpersonal skills and the ability to manage difficult communication well.
	Overall

Rating	(vi) Assessment
	Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
	Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
	Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
	Overall

Rating	(vii) Intervention
	Establish and maintain effective relationships with the recipients of psychological services.
	Develop evidence-based intervention plans specific to the service delivery goals. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
	Demonstrate the ability to apply the relevant research literature to clinical decision making.
	Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
	Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.
	Overall

Rating	(viii) Supervision
	Demonstrate knowledge of supervision models and practices.
Rating	(ix) Consultation and interprofessional/interdisciplinary skills
	Demonstrate knowledge and respect for the roles and perspectives of other professions.
	Demonstrates knowledge of consultation models and practices.
	Overall

14. How would you rate your doctoral education as compared to your colleagues' education at other institutions (i.e., your colleagues while on internship and in your current position)?

Please check one:

- ☐ University of La Verne is much better
- ☐ University of La Verne is slightly better
- ☐ University of La Verne is about the same
- ☐ University of La Verne is not quite as good
- ☐ University of La Verne is substantially worse

15. Comments: Please provide any additional comments about any aspect of your training or experience in the program in the space below (feel free to add pages).

Contact information

Mailing Address	Phone number	Email address

Thank you for your participation

Section 10: Declaration

Students are provided a copy of the *Declaration Statement* below at the New Student Orientation prior to beginning the program. Students must sign and return the *Declaration Statement* to the PsyD Program Chair/DCT by the first meeting of Professional Development Seminar.

I, _____, hereby certify that I have read and understand the information contained in this PsyD Program Policies and Procedures Handbook. I hereby agree to abide by the policies, procedures, and guidelines outlined in this handbook. I understand that failure to do so could result in dismissal from the PsyD program at the University of La Verne.

Student signature

Date

Disclaimer: Students may email the above completed statement from their university email in lieu of signing and returning a copy of the form.