Doctor of Psychology (PsyD) in Counseling Psychology

Student Handbook

REV. 8/20/19
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STUDENT AGREEMENT

All students are expected to read this student handbook and abide by the policies and procedures that are detailed within the handbook. Students will follow the academic requirements outlined in the student handbook made available in the semester of entry into the program. Students are expected to follow the university policies and procedures that are issued in the current Chatham University catalog and referenced throughout the handbook. In addition, students are expected to follow the professional performance guidelines and competences that are issued in the student handbook.

Please feel free to ask program faculty any questions that you may have about the contents of the handbook. Once you have finished reading the handbook within the first month of entering the program, you are asked to provide your electronic signature. Your electronic signature indicates that you have read and understand the handbook and agree to abide by the policies and procedures.

Upon entrance to the graduate psychology programs (PsyD – MSCP – MAP), enrolled students agree to verbal, written and electronic exchange of grades, academic, performance-based and clinical competence-related information within and across departmental faculty, staff, clinical preceptors, and field placement supervisors for academic standing and advising reviews.

This signed document will be stored in a DocuSign electronic database within Chatham University and a hard copy will be kept in the student’s file within the Graduate Psychology Programs.

Instructions on How to Provide your Electronic Signature
1. Read the Student Handbook
2. Click on the “Electronic Student Signature” hyperlink below
3. You will receive a validation code in your email
4. Enter validation
5. Complete form and provide your electronic signature
6. Submit the form

Click on the hyperlink to add your signature to this document

Electronic Student Signature

Student signature ___________________________ Date ____________

NOTE: Changes may be made to certain sections of the handbook mid-year, in response to discussions with students and faculty. All changes will be announced to students via email and Moodle.
Below are names and contact information for full-time faculty and staff who are involved in instruction and operation of the PsyD program. Complete faculty bio’s are found at: [https://www.chatham.edu/psyd/faculty.cfm](https://www.chatham.edu/psyd/faculty.cfm)

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UNIVERSITY MISSION: Chatham University prepares its students to build lives of purpose, value, and fulfilling work. Through professional skill development and liberal arts learning, Chatham prepares its graduates to be informed and engaged citizens in their communities; to recognize and respect diversity of culture, identity, and opinion; and to live sustainably.

Please refer to the Chatham University Catalog for information related to the Chatham University Mission Statement at:
https://my.chatham.edu/documents/documentcenter/20182019ChathamUniversityCatalog.pdf

UNIVERSITY POLICIES: Chatham University has several important policies that govern the practices in all programs university-wide, which are located in the university catalog. The university catalog webpage has a Table of Contents with more information about these specific areas and related policies.
https://my.chatham.edu/documents/documentcenter/20182019ChathamUniversityCatalog.pdf

- Nondiscrimination Policy
- Disability Policy
- Chatham University Honor Code
- Cheating and Plagiarism
- Health Insurance
- Course Registration Policy
- Financial Assistance
- Students Rights and Responsibilities
PsyD IN COUNSELING PSYCHOLOGY PROGRAM OVERVIEW
PSYD PROGRAM MISSION
The mission of Chatham University’s Counseling Psychology PsyD program is to prepare health service psychology practitioners capable of performing strength-based, multiculturally competent, science-informed practice.

STATEMENT OF COMMITMENT TO DIVERSITY
The Counseling Psychology program at Chatham University is a community of diverse learners. We believe that learning is optimized in an atmosphere of safety, support, and respect. We strive to create this atmosphere by welcoming community members from the full spectrum of human experience, including diversity in age, class, ethnicity, gender identity, physical abilities, political beliefs, race, religion, sexual orientation, spirituality, and size. We strive to acknowledge the role power and privilege play in our multiple, intersecting identities and to work towards creating a climate of egalitarianism, justice, and affirmation of all persons. We encourage students to challenge themselves to think beyond their current understanding of the world. As part of our program’s commitment to diversity, we endeavor to infuse consideration of multicultural issues into every aspect of our students’ graduate training, including classroom instruction, practicum and internship experience, and dissertation research.

ACCREDITATION

Definition of Accreditation: “The goal of accreditation is to ensure that education provided by institutions of higher education meets acceptable levels of quality. Accrediting agencies, which are private educational associations of regional or national scope, develop evaluation criteria and conduct peer evaluations to assess whether or not those criteria are met. Institutions and/or programs that request an agency's evaluation and that meet an agency's criteria are then "accredited" by that agency” (US Department of Education, 2009).

Chatham University’s Accreditation: Chatham University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, (267) 284-5000; and the Pennsylvania Department of Education. In addition, several degree programs are accredited by external accrediting bodies (please see details at: http://www.chatham.edu/about/index.cfm).

PsyD in Counseling Psychology Program Accreditation: Chatham University is accredited by the American Psychological Association. The program is designed to meet the guidelines and principles for accreditation set forth by the Commission on Accreditation. For information about these guidelines and principles, please see the following document: http://www.apa.org/ed/accreditation/. The program was first accredited on September 10, 2013. The next site visit is scheduled for 2020.

COUNSELING PSYCHOLOGY PROGRAM IDENTITY

Counseling Psychology: The American Psychological Association defines Counseling Psychology as the subfield of psychology that helps people “recognize their strengths and resources to cope with their problems. Counseling psychologists do counseling/psychotherapy, teaching, and scientific research with individuals of all ages, families, and organizations (e.g., schools, hospitals, businesses). Counseling psychologists help people understand and take action on
career and work problems. They pay attention to how problems and people differ across life stages. Counseling psychologists have great respect for the influence of differences among people (such as race, gender, sexual orientation, religion, disability status) on psychological well-being. They believe that behavior is affected by many things, including qualities of the individual (e.g., psychological, physical, or spiritual factors) and factors in the person’s environment (e.g., family, society, and cultural groups). For more information, please go to: https://www.div17.org/about-cp/what-is-counseling-psychology/

Counseling Psychology Values & Philosophy: Chatham University’s PsyD in Counseling Psychology program has adopted the unifying philosophical themes of counseling psychology as developed by Gelso and Fretz (2001) and the Council of Counseling Psychology Training Programs. Program objectives, curriculum, and competencies are derived from the following themes:

- A focus on working within a developmental framework across a wide range of psychological functioning.
- A focus on assets and strengths, regardless of level of functioning.
- The inclusion of relatively brief counseling approaches.
- An emphasis on person-environment interactions, rather than an exclusive focus on either person or environment.
- An emphasis on prevention, including psycho-educational interventions.
- An emphasis on the educational and vocational lives of individuals.
- A strong commitment to attending to issues of culture, race, and ethnicity, as well as other areas of individual diversity such as gender, age, ability, socioeconomic status and sexual orientation.
- Evaluation and improvement through critical thinking and a commitment to the scientific approach.
- A systems perspective that considers how the domains of mental, physical, social, financial, spiritual, vocational, political, and communal functioning, among others, might be related to client concerns.

Doctor in Psychology (PsyD): Doctoral training in psychology culminates in the awarding of either a Doctor of Philosophy (PhD) or a Doctor of Psychology (PsyD) degree. Each degree enables its holder to pursue licensure as a psychologist and to practice independently. The difference between the two degrees lies in their relative emphasis during the training process. Ph.D. programs adhere to a scientist-practitioner model of training, which includes emphasis on both conducting scholarly research and clinical practice, often with a greater emphasis on conducting research. In contrast, the training model adopted by most PsyD programs emphasizes practice informed by research, commonly known as the practitioner-scholar model.

Practitioner-Scholar Model: Chatham’s PsyD program in Counseling Psychology has adopted the practitioner-scholar model of training. This means that students will receive training in both psychology research and practice, but that there will be a strong emphasis on practice. For additional information about this model of training, please see Stoltenberg et al (2000).

Chatham University’s Psy.D. in Counseling Psychology program is committed to developing entry level health service psychologists who practice ethically and capably within the bounds of their competence.

In line with the profession-wide competencies set forth by the American Psychological Association’s Standards of Accreditation for Health Service Psychologists, we seek to develop the professional competencies of our students in the following areas:

**Competency 1: Research**
*Students will demonstrate the ability to:*
- Independently formulate research and/or other scholarly activities (such as critical literature reviews, program development/evaluation, clinical case studies, efficacy studies, theoretical papers, dissertation research).
- Conduct research and/or other scholarly activities.
- Critically evaluate and disseminate research and/or other scholarly work.

**Competency 2: Ethical and Legal Standards**
*Students will demonstrate the ability to:*
- Understand and act in accordance with APA Ethical Principles of Psychologists and Code of Conduct, relevant laws governing health service psychologists, and relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve dilemmas.
- Conduct oneself in an ethical manner in all professional activities.

**Competency 3: Individual and Cultural Diversity**
*Students will demonstrate:*
- 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.
- The requisite knowledgebase, 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:*
- 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.

**Competency 5: Communication and Interpersonal Skills**

*Students will demonstrate the ability to:*

- 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 professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

**Competency 6: Assessment**

*Students will demonstrate the ability to:*

- Demonstrate current knowledge of functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Apply the knowledge of client strengths and psychopathology to the assessment process with sensitivity to cultural and individual differences.
- 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.

**Competency 7: Intervention**

*Students will demonstrate the ability to:*

- 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.
- 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.
Competency 8: Supervision
Students will demonstrate:
• Knowledge of supervision models and practices.

Competency 9: Consultation & Interprofessional/Interdisciplinary Skills
Students will demonstrate:
• Knowledge and respect for the roles and perspectives of other professions.
• Knowledge of consultation models and practices.
DEGREE REQUIREMENTS
In order to earn the PsyD degree, students must successfully complete the following requirements, as described in detail throughout this handbook:
- All academic courses, with a cumulative GPA of 3.0 or above, and with grades of B- or above in all courses
- Practicum placements (12 credits)
- Comprehensive Examination (Portfolio and Oral Examination)
- Doctoral dissertation (6 credits)
- Doctoral internship (3 credits)

Post-masters students with the foundational coursework take 85 credits in the PsyD program. Post-masters students who do not have all of the foundational coursework completed when they start the PsyD program will be expected to complete the needed courses while in the program and as a result, may need to take more than 85 credits for the PsyD degree conferral.

Students entering the PsyD program after accruing their bachelor's degree in psychology or related field earn a Masters of Arts in Psychology (MAP) in route to their PsyD. The MA covers 18 credits for the foundational coursework (Helping Skills, Statistics/Research Methods, Multiculturalism & Diversity, Clinical Assessment, Counseling Theories, and Professional Ethics), 15 credits in relevant counseling psychology topics that are shared between the MA and PsyD degrees, an additional 3-credit elective, and 67 credits in the PsyD program, for a total of 103 post-bachelors credits for the PsyD degree conferral.

SEQUENCING
PsyD students typically take academic courses through the first three to four years in the program. Practicum experiences may begin in the Spring of the first year (for individuals who enter the program with a Masters degree in Counseling/Clinical Psychology) or the Fall of the second year (for students who are Bachelor level entry). Practicum experiences continues for at least four semesters. Comprehensive Examinations, consisting of a Portfolio and an Oral Examination, are typically taken in the summer of the second year (post-masters) or summer of third year (BA entry). The Dissertation may be proposed after completion of the required research courses. In order to apply for doctoral internship, the student must be in good standing in the program in terms of academic work and professional behavior, have passed both parts of the Comprehensive Examination, and have successfully presented the Dissertation proposal. The Director in Training, in consultation with the full faculty, certifies the student’s readiness to apply for doctoral internship.

PLAN OF STUDY
The PsyD in Counseling Psychology courses and curriculum pattern were developed with two primary aims in mind:
- 1) to provide students with excellent training in preparation for careers as effective, ethical professional psychologists
- 2) to be consistent with the requirements for accreditation as established by the Commission on Accreditation of the American Psychological Association

Appendix 3 includes a plan of study form that lists all of the course requirements. Students
should develop their plan of study in consultation with their advisor. As noted above, Chatham’s PsyD program is a full-time program, offering course work and other required tasks throughout all three semesters of the year. It is recognized, however, that the student might encounter life circumstances while in the program that would make it difficult to adhere to their plan of study. A student who encounters such difficulties should consult with their advisor to adjust their plan of study. NOTE: Any deviation from the student’s plan of study may have an impact on the timing of the student’s Comprehensive Examination, and application and completion of the Doctoral Internship.

RESIDENCY REQUIREMENT
Consistent with the regulations of the American Psychological Association, ALL students must be in residence at Chatham University for a minimum of two years, one of which MUST be full-time, defined by Chatham University policy as having completed a minimum of 18 credits within a twelve-month period of time.

CONTINUOUS ENROLLMENT REQUIREMENT
Chatham University policy dictates that graduate students must maintain continuous enrollment for all semesters (excluding Summer session) until they graduate from the program. Options for continuous enrollment may include a minimum of one credit hour of dissertation credit, PSY800 Continuing Education credit (1 credit), or additional practicum or coursework. This is consistent even when students are on their internship year (described below in the internship section).

Alternately, students who are experiencing significant medical, family or personal circumstances may opt to apply for a temporary leave of absence from the program. To request a leave of absence, the student must notify the DOT and the Program Director, and, must complete the University Leave of Absence form that is filed with the Offices of the Registrar, Student Accounts, and Financial Aid (if applicable). University policies about the Leave of Absence will apply.

LEAVE OF ABSENCE
When circumstances arise in which a student feels that continuing progress through the program is not possible, the student may petition for a leave of absence. When such circumstances arise, the student must notify the DOT and the Program Director, and, must complete the University Leave of Absence form that is filed with the Offices of the Registrar, Student Accounts, and Financial Aid (if applicable). University policies about the Leave of Absence will apply.

STUDENT RECORDS
The program maintains records documenting student’s progress and status in the program. The records consist of a combination of paper and electronic files, both of which are kept in secure locations to protect student privacy. Paper records are kept in locked filing cabinets in the Program Director’s office. Electronic records are kept on a secure, password protected university server. Electronic records are accessible only to the Program Director, the Director of Training, and the Program Assistant. Additionally, the Field Placement Coordinator has access to students’ electronic practicum files.
STATUTE OF LIMITATIONS
The Chatham University PsyD program is designed to be completed in four (4) years from the date of enrollment for students entering with a master’s degree and five (5) years for students entering with a Bachelor’s degree. In the event that a student must stray from the original cohort, the student is expected to complete all requirements of the degree within a seven (7) year period. Extensions beyond seven years must be approved by the faculty. Students who fail to complete the degree requirements within ten (10) years from the date of enrollment will be dismissed from the program.
PRACTICUM

Chatham University’s PsyD program has adopted a practitioner-scholar model of training. Consistent with that model, coursework and research activities are augmented by supervised field experience. Practicum sites vary in terms of setting and client populations, but sites are appropriate for the training of professional psychologists. Typically, weekly individual supervision is provided by a licensed, doctoral-level psychologist or other allied health professional who is employed by the practicum agency and who has ultimate responsibility for the clients served by Chatham PsyD students. Chatham University faculty augment the site supervision with a weekly classroom component of supervision, to further promote professional development as a counseling psychologist. Evaluation of practicum performance will be a joint effort between the site supervisor and the classroom faculty member. Practicum training is developed to prepare Chatham University students for their doctoral internship and to lay a firm foundation for the subsequent professional practice of psychology.

Most students have practicum experiences in a variety of settings, including some that may not initially seem to be directly related to a student’s long-term professional goals. Students are encouraged to look for opportunities to learn and grow in each of their practicum settings. They are also encouraged to talk with their site supervisors, program class supervisors, and the FPC and DOT about any concerns related to the practicum experience.

Overview of Practicum Experience

Students are required to complete 12 credits over at least four semesters of practicum, for a total of 1100+ hours of training. Below is a summary of the practicum process. Please refer to the Doctoral Practicum Handbook (Appendix 6) for additional details associated with the practicum experience:

- **PsyD Faculty Approval for Enrollment**: Students are evaluated by faculty for approval to begin practicum. Beginning with entry into the program, PsyD students are evaluated with regard to academic performance and professional behavior and competence. In order to begin the practicum search and application process, the student must demonstrate academic and professional readiness, as outlined in Appendix 5. A baseline competency evaluation is conducted on all students preparing to enter practicum late in the fall semester of Year One (Masters-level entry) or Year Two (Bachelors-level entry). The DOT will inform any student who is not demonstrating readiness for practicum as soon as this is noted by faculty; approval to begin practicum will be deferred until the concerns about the student’s readiness have been satisfactorily remedied.

- **Consultation with the Director of Training (DOT) and Field Placement Coordinator (FPC)**: All practicum placements must be done in consultation with the Director of Training and the Field Placement Coordinator. Students are not to make arrangements for their own practicum, even when continuing at the same site, without first consulting with the DOT and FPC. When a student has received approval to begin the practicum application process, they begin to work closely with the FPC to procure a practicum position. Early each semester, students will meet with the FPC to discuss student interests and possible practicum placements for the following semester. With the student’s input, the FPC will then work with the DOT and/or relevant supervising faculty to discuss possible options for the student. A final decision
about the first practicum placement is contingent about readiness documented in the Baseline Professional Competencies evaluation.

- **Selection of site:** Students complete a practicum application, including a brief description of their current career goals, plans for doctoral internship, and preferences for practicum sites. This step includes a paper application, meeting with the Field Placement Coordinator, development of cover letter and CV, and interviews. Although the FPC and DOT will work closely with each student to facilitate the practicum matching process, it is the student’s ultimate responsibility to complete the necessary steps and failure to do so may result in not being able to be placed at a site, possibly delaying progress through the program. Students should be advised that they may not be matched to their top choice of practicum placements and that the site has the final say in the decision to accept or to deny an application for practicum placement. There are times when sites do not have openings for a particular semester.

- **Student commitment to sites:** Students may complete practicum placements at several sites over the course of their training. However, many sites require that students make a commitment for a set amount of time, such as an academic year or in some cases, an entire calendar year. Students are expected to keep the commitment to remain at the site for the time period specified by the training site. Any decision to leave a training site prior to the agreed upon departure date must be approved with the FPC and DOT.

- **One Site Per Semester:** A student enrolls in only one practicum per semester in Practicum I-IV, typically starting in the spring semester of Year One (Masters-level entry) or Year Two (Bachelors-level entry). Students are not allowed to split their practicum experience between sites in any given semester without the prior approval of the Field Placement Coordinator and DOT.

- **Direct Service:** The primary emphasis of the practicum experience is direct service to clients. Practicum activities may include direct service hours, training seminars, supervision, administrative activities, and classroom time. A student may be engaged in research activities only if the direct service is actually part of a documented research study or if the activities are in addition to the required number of direct service hours. **40% of your total clinical hours should be direct service hours to clients.**

- **Practicum Portfolio:** Practicum will include students’ completion of a portfolio each semester. This portfolio is detailed in the Practicum section of the Handbook (Appendix 6) and includes: copies of clearances, liability insurance, contract, emergency form, mid semester and final evaluations of the student by the site supervisor, evaluation of the site and supervisor by the student, and time logs. Practicum logs are currently kept online in OneDrive files but in the 2019 – 2020 year, we are migrating practicum records to an online platform, EXXAT.

- **Practicum Prerequisites for Internship:** Students must complete all practicum requirements and meet the developmental competences (as noted on the annual student evaluations) prior to beginning the doctoral internship.

- **Additional Practica:** Students may choose to complete additional semesters of practicum training beyond the four required semesters to obtain additional clinical experience and/or to be maximally competitive for the doctoral internship. Students should consult with the field placement coordinator and/or DOT about completing extra practicum training, so that appropriate placements can be arranged.

- **Paid Practicum - General.** Typically, practicum experiences are, by their nature,
geared toward providing doctoral level training to students and are such nonpaid positions. In rare situations, practicum sites may opt to provide students the opportunity to receive either nominal compensation (for example, to cover parking or travel expenses) or more substantial compensation for work provided. These options are determined by the practicum sites themselves, and not with the Chatham PsyD program. Students who are offered such compensation must obtain pre-approval from the Field Placement Coordinator and Director of Training prior to accepting such positions. This approval will review the nature of the compensation and will ensure that the practicum site otherwise continues to fulfill all necessary criteria for practicum training (including the assumption that the student continues to train as a doctoral psychology student under supervision, and is not working independently under their own LPC or other license). Typically, this experience will also include the student taking practicum credit and participating in practicum class during their tenure at the practicum site.

**Practicum Credits and Hours**

- Practicum I consists of a minimum of 200 hours. This includes about 12.5 hours per week on-site and 2 hours per week in classroom supervision. Students are expected to complete a minimum of 80 hours of direct service, although this may be flexible based on the site.
- Practica II, III, and IV each typically consist of a minimum of 300 hours, which includes at least 120 hours of direct service (assessment, individual counseling and psychotherapy, group counseling, family counseling, consultation, psycho-educational activities, and supervision provided by the student) for a 3-credit practicum commitment.
- Exceptions to the hourly requirements for practicum may be made with approval of the DOT and may include situations in which students register for 1 or 2-credit practica for experiences with fewer weekly hours. Regardless, by time of graduation all students must have completed a minimum of 12 credits of practicum experience.

<table>
<thead>
<tr>
<th>3 credit practicum</th>
<th>A total of 300 clinical hours (120 minimum of direct service) are required.</th>
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</thead>
<tbody>
<tr>
<td>2 credit practicum</td>
<td>A total of 200 clinical hours (80 minimum of direct service) are required.</td>
</tr>
<tr>
<td>1 credit practicum</td>
<td>A total of 100 clinical hours (40 minimum of direct service) are required.</td>
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</tbody>
</table>

**Common Practicum Application Materials**

- **Cover Letter and CV:** The majority of sites require the student to submit a cover letter outlining their background, professional interests and goals, and fit with the site. In addition, a professional CV is expected. Students should work with the FPC and DOT as well as Chatham University’s Career Development Center to develop and improve their cover letters and CV.
- **Liability Insurance:** Prior to commencing practicum placement, students will be required to show proof of liability insurance. All responsibility for applying for and purchasing liability insurance rests with the student. Student members of the
American Psychological Association are eligible to apply for student liability insurance policies at discounted rates. Liability insurance is also available through other private companies. The insurance must be related to health service psychology, not counseling (e.g., insurance from the American Counseling Association is not appropriate).

- **Background Checks**: Many practicum sites require anyone who comes into contact with their clients to undergo criminal and child abuse clearances. Students will be required to produce these clearances prior to being approved to begin practicum placements.

- **Additional Materials**: In addition, some sites require additional clearances (such as the FBI clearance) or steps (including a TB test, physical, drug screen, etc.). Any expense related to obtaining these clearances and site requirements will be the responsibility of the student. Please note: some of these clearances may take weeks or longer to complete. Students are encouraged to begin this process as soon as they become eligible to begin practicum training.

**Ethical Considerations**

While providing psychological services during practicum training, students are expected to adhere to the Ethical Principles and Code of Conduct outlined by the American Psychological Association, (please see the following web-site):


When questions regarding ethical decision-making arise, students are expected to consult with their site and faculty supervisors to attempt to resolve dilemmas in a manner consistent with the psychologists’ ethical code of conduct. Violations by the student of the psychologists’ ethical principles and code of conduct may result in adverse consequences, including removal from the practicum setting and/or dismissal from the program.

**Practicum Evaluation Procedures**

The Chatham University Counseling Psychology program views the evaluation of the psychologist-in-training as a continuous process that occurs throughout the student’s placements at practicum sites. In addition to the informal evaluation that takes place throughout the student’s practicum placement, students also will undergo formal evaluation at the mid-term point and at the end of each semester. Evaluation forms will be completed by the supervising psychologist at the field agency and will be submitted to the practicum instructor (please see Appendix 5 for the practicum evaluation form). In the event that a student receives an unsatisfactory formal evaluation, the practicum instructor (and in some situations the FPC and/or DOT) will consult with the site supervisor to obtain more detailed information regarding the performance concerns. With the student’s input, the faculty will develop a plan to remedy areas of concern.

The student’s grade for each practicum semester will be determined by the classroom faculty member. Factors under consideration for the final grade will include the field evaluation form as well as classroom performance (case presentations, written work, contributions to group supervision process, professional behavior).

Please see Appendix 6: PsyD Field Placement Handbook for further details regarding Practicum.
COMPREHENSIVE EXAMINATIONS

The Comprehensive Examination consists of both a written portfolio and an oral examination. It is administered and evaluated by a Comprehensive Examination Committee (CEC), which is comprised of the student’s advisor/chairperson and two additional faculty members appointed by the DOT. Typically, the Comprehensive Examination occurs during the summer following Year Two for Masters-level entry students, or the summer following Year Three for Bachelors-level entry students. See below and Appendix 7 for details regarding written portfolio and comprehensive examination policies and procedures.

PART I: Written Portfolio

Students submit an electronic Portfolio that documents their process of acquiring a professional identity as counseling psychologists. Portfolio review takes place during the summer term for those who have completed all coursework and practicum requirements, and who have received satisfactory annual evaluations (see Appendix 4 Student Progress Reports).

- **Material documenting Academic Work and Professional Development:** The following items, prepared during PsyD courses, should be included in the Portfolio:
  a. Curriculum vitae
  b. Evidence of attendance at one professional conference in the past year
  c. Evidence of affiliation with one professional association in the past year

**Written Case Conceptualization:** The written case presentation documents the student’s approach to psychological intervention or assessment. The written case presentation is based on an established model: (Ingram, B. L. (2011). *Clinical case formulations: Matching the integrative treatment plan to the client.* John Wiley & Sons.) which is reviewed in PSY780 Professional Seminar in Counseling Psychology and subsequently in the classroom component of Practicum. It includes references to scholarly work, using APA style, that supports the student’s decision-making regarding items c, d, e, g, h, and i below. The written case presentation is worth 100 points and covers the following components:

  a. **Client’s presenting concern(s) and stated goals**
  b. **Background Information**
  c. **Assessment data**
  d. **Conceptualization** (Problem list and SOHP Conceptualization for each problem)
     1. Problem definition
     2. Outcome goals
     3. Subjective Data
     4. Objective Data
     5. Theoretically-based Hypotheses
     6. Plan
  e. **Interventions** chosen and implemented, or proposed treatment plan – including rationalizations/justifications for approaches chosen
  f. **Sample and summary of work** (this typically includes a detailed summary of a relevant session or series of sessions)
  g. **Ethics** Discuss ethical considerations that arose in your work with this client.
Please include each of these items:

1. Include citation(s) and reference(s) for your model of ethical decision-making. Your writing should work through each step in the chosen ethical decision-making model.
2. Discuss an ethical problem from your case, citing all the specific professional ethical principles you are applying from your profession’s Code of Ethics.
3. Provide a concise statement of your resolution of the problem.

**h. Multicultural issues** Discuss how issues of cultural diversity affect client assessment and treatment, making sure that you address both your own identity and your client’s identity. In discussing the multicultural issues related to this case, you must:

1. Describe the client’s identity (including ethnicity, gender, SES, sexual orientation, age, etc.) and identify how this cultural information is relevant to your client
2. Describe the impacts of privilege, socialization, biases, stigma, and discrimination on your client.
3. Describe your own identity, sources of privilege, and any personal biases/reactions to the client (we all have these, including biases and reactions)
4. Address the impact of your privilege, socialization, and biases and the broader impact of stigma and discrimination on your work with this client and/or how you addressed these issues in supervision.
5. You might also... describe any resources you used to ensure that you were multiculturally competent to work with this case; describe how you took your client’s identity into consideration in treatment; and/or describe how you adjusted your approach to be appropriate for this client’s cultural identity.

**j. Outcome assessment**

1. What are the standard ways of doing initial assessments at your site?
2. How was initial functioning of the client assessed?
3. Were additional assessments done throughout treatment?
4. How was the final outcome of treatment assessed?
5. Discuss the use of informal vs standardized assessments with this client
6. Describe an ideal plan for assessing outcome of your client’s progress

**Due Date:** Portfolios are due in late Spring; this due date will be announced in January of each year.

**Review and Evaluation of Portfolio:** All three Comprehensive Exam Committee members will review each Portfolio, and the student must receive a passing grade, which is the average of the three individual grades submitted by each committee member in order to pass the written portion of the Comprehensive Examination.
Passing the Written Component of Comprehensive Exams

A grade of Pass on the Portfolio is earned when the following criteria have been met:
1. An average score of 80% or above on the written case presentation; and
2. Satisfactory inclusion of CV, attendance at professional conference, and professional affiliation.

A grade of Pass with Honors on the Portfolio is earned when the following criteria have been met:
1. An average score of 95% or above on the written case presentation; and
2. Satisfactory inclusion of CV, attendance at professional conference, and professional affiliation.

Not Passing the Written Component of Comprehensive Exams

An average total score of below 80% results in not passing the written component of the comprehensive exams. A student who has not earned a passing grade will receive detailed feedback to be considered when they revise and resubmit their written portfolio. Students who need to revise and resubmit the portfolio are advised to consult with their advisor and with other committee members for clarification of concerns and recommendations. There will be a specified date for completion for the Portfolio (depending upon whether the student failed only the Portfolio or both the Portfolio and the Oral Examination). The same process will occur if the student fails a second time. A third failure on the Portfolio will result in dismissal from the program (see Appendix 7 for details about evaluation of a student’s performance on the Comprehensive Examination).

PART II: Oral Examination

Format: The Oral Examination takes place before the student’s Comprehensive Examinations committee and lasts 1.5 hours.

Content Areas: Questions on the oral examination assess the core areas of psychology and the counseling psychology literature – with an emphasis placed on integrating and applying information students have learned in their core PsyD courses. The primary areas are:
A. Psychopathology, Resilience and Evidence-Based Practice
B. Core Areas of Psychology
   1. Biological Aspects of Behavior
   2. Cognitive Aspects of Behavior
   3. Affective Aspects of Behavior
   4. Social Aspects of Behavior
   5. Assessment
   6. Psychometrics
   7. Research/Statistics
C. Counseling Psychologist Identity, Vocational, Ethics, and Multicultural Issues
D. Articulation of Research Agenda
E. Professional Comportment
An oral examination grading rubric is included in Appendix 7. For all portions of the exam, students are expected to draw from the relevant empirical and counseling literatures to articulate accurate, thoughtful, and integrative answers. Additional information about the format of the exam, including any substantive changes to the format, will be circulated by the DOT at the beginning of the Spring semester.

**Administration of Oral Examination**: The student will be assigned a date/time for the Comprehensive Examination, typically occurring during the last two weeks of June.

**Oral Comprehensive Results**

All students and their respective advisors will be notified in writing by the DOT of the results of the comprehensive exam within one week of the last scheduled oral exam of the year’s exam cohorts. There are five possible results:

- Pass with Honors
- Pass
- Section(s) fail
- Fail the entire Oral exam

The evaluation criteria for each possible result are listed below.

<table>
<thead>
<tr>
<th>Possible Results of Oral Exam</th>
<th>Evaluative Criteria</th>
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<tbody>
<tr>
<td>Pass with Honors</td>
<td>- An average score of 95% or above on the written portfolio and/or oral exam (without any unacceptable scores on any one section);</td>
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<tr>
<td></td>
<td>- Inclusion of all other required items that are complete and of doctoral level standards (e.g., professional presentation and organization, proper spelling and grammar, professional comportment)</td>
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<td></td>
<td>- Demonstrate ability to integrate, synthesize and articulate accurate knowledge of counseling psychology and related components.</td>
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<tr>
<td></td>
<td>- Students will be able to back up assertions with a wide range of empirical and clinical sources and demonstrate both depth and breadth of knowledge across all areas.</td>
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*Please note*: Students who pass with a score of 95% or higher on one part of the exam but require a retake of the second part do not receive the Honor’s distinction.

- Pass - An average score of 80% or above (without any unacceptable scores on any one section)

- Section(s) fail - Students may pass the oral exam, but fail a section or sections, which require a retake. A section failure is an average score of below 80% in a specific section(s).

- Fail the entire Oral exam - An average score of below 80%
Possible Results of Total Comprehensive Examination (Written and Oral Components)

1) **Pass Both Components**: No further action is needed.

2) **Fail Both Components**: Students who do not achieve scores in the pass range for both parts of the Comprehensive Examination will meet with their advisors for specific feedback. Students are advised to consult with their advisor and the DOT for clarification of specific, detailed concerns and recommendations. The student’s committee, in consultation with the DOT, will develop an individualized action plan based upon the areas of deficiency, which will include a retake of the component(s) failed, and may also include but not be limited to additional readings, written exams, and/or additional coursework.

*Please note*: Failure of both components results in students not being eligible to apply for internship until they have retaken and passed the Comprehensive Exam to be scheduled in January or February of the following year OR during regularly scheduled summer exams. Students and their advisor should work together in coordination with the DOT to decide on the appropriate time (January or February, or mid-summer during regular time for administration of the Comprehensive Examination) for a retake of the exam. The same process will occur if a student fails a second time. A third failure on the Comprehensive Examination and action plan will result in dismissal from the program.

3) **Fail Written Portfolio (and/or fail major section)/Pass Oral Component**: Students who have not earned a grade in the pass range and/or have one or more unacceptable (<80%) score(s) on any one exam section will receive written feedback from their chairperson that integrates comments from all committee members, to be considered when they revise and resubmit the portfolio. Students who need to revise and resubmit the portfolio are advised to consult with their advisor and with other committee members for clarification of concerns and recommendations. The specified date for the resubmission of the revised Portfolio is decided in collaboration with the advisor. Students must successfully revise and resubmit the portfolio between August 1 and September 15 if they wish to be eligible for doctoral internship in the Fall of the same year. If the revision results in an earned grade of below 80%, students will have failed the comprehensive exam, will be required to retake the written portfolio portion of the exam no sooner than January of the following year, and will need to delay applying to internship until the following year (pending successfully passing the written portfolio retake).

- Failure of the entire written portfolio requires the student to pick a new case for a complete rewrite of the conceptualization. If a new case is requested by the CEC, the student may be asked to submit a 4-5 page reflection paper indicating what they would have done differently in their previous failed case.
- Failure of a specific section(s), but with an overall passing graded, allows the student to keep their original case through the revising and resubmit.
- Retake portfolios must include all information required for the initial exam portfolio including (when indicated) a new case formulation.
The committee composition remains the same for students who need to revise and resubmit the written portfolio part of the comprehensive exam. In the event that a prior committee member is unavailable for the scheduled review of the portfolio, the Director of Training will appoint a new committee member.

4) **Pass the Written Portfolio/Fail the Oral Examination (and/or fail major section):** Students who do not achieve average scores in the pass range and/or have one or more unacceptable scores (<80%) on any one section will receive feedback from the DOT and the advisor to be considered in preparation for their reappearance before the committee for follow up questions. Content of the re-examination will be based upon the areas of deficiency noted in the first examination. Students are advised to consult with their advisor for clarification of specific, detailed concerns and recommendations. The advisor will work with the student to set up an oral exam date between August 1 and October 1 if the student wishes to be eligible for doctoral internship in the same year as the Comprehensive Exam. If the follow up exam results do not meet the expected passing standard, the student will have failed the Comprehensive Examination, will be required to retake the oral exam no sooner than January of the following year, and will need to delay applying to internship until the following year (pending successfully passing the oral exam retake).

The oral exam will use the same format as the initial oral exam. Committee members may ask questions similar to those used in the first exam and/or questions about a student’s change/reflection process. Students must pass their retake exams with average passing grades on all exam sections. Students retaking exams are not eligible for a “pass with honors” designation.

For students who retake the oral exam, the committee will be comprised of the two non-advising members of the original committee, along with a third faculty member selected by the DOT. The advisor will be present and serves as a support for the student but does not evaluate their performance. Also, in the event that a prior committee member is unavailable for the scheduled re-take, the DOT will appoint a new committee member.

**Make-Up of Comprehensive Exam Committee**

For students who retake the comprehensive exam, the committee will be comprised of the two non-advising members of the original committee, along with a third faculty member selected by the DOT. The advisor will be present and serves as a support for the student but does not evaluate their performance. Also, in the event that a prior committee member is unavailable for the scheduled re-take, the DOT will appoint a new committee member.

**Notification of Comprehensive Examination Results**

The Director of Training will notify students of the results of their Comprehensive Exam within one week following completion of the oral exam period. The same procedures mentioned above for each possible result will take effect. Students may only receive a distinction of Pass with Honors for the first attempt at the Comprehensive Exam.

**NOTE:** The student may not begin the process of applying for doctoral internship until they have successfully passed both the written portfolio and the oral Comprehensive Examinations.
In order to earn the PsyD degree, each student must complete a dissertation. The dissertation is a capstone research project in which the student demonstrates understanding of the scientific process in the field of psychology, the application of this process to the study of a particular question, and the dissemination of findings to the larger community of psychologists and, in some cases, to the public. In doing the dissertation, the student demonstrates the ability to understand, conduct, and write about the science of psychology.

General requirements for the dissertation include the following:
1. A focus of the dissertation consistent with the themes of Counseling Psychology.
2. A written, formal dissertation proposal (that is presented and discussed orally).
3. Data collection and analysis (involving quantitative, qualitative, or combined approaches); data from an existing set may be used (i.e., secondary data analysis).
4. A final paper to be presented in an oral defense.
5. A final presentation in manuscript form and electronic submission to the library according to the proper guidelines. Instructions for dissertation submission are available through the JKM Library link here: https://library.chatham.edu/friendly.php?s=studentpubs

Dissertation Committee
- One (1) Academic Advisor/Chairperson
- Two (2) Committee Members (of the two, one may be an outside expert in the subject matter and hold the appropriate advanced degrees).

The student’s dissertation committee consists of three members. Each student will have a counseling psychology faculty member assigned to work with the student as a permanent advisor and dissertation chair, based upon the match between student topic and faculty research interests and availability. In consultation with the chair and with final chair approval, the student will select a second faculty member from among the full-time program faculty to serve on the committee, and a third committee member whose presence will add to the process. The third person must also have a doctoral degree and demonstrable expertise in the dissertation topic area. Committee members will be selected based on their areas of expertise and availability. Full time program faculty will serve on a maximum of nine active committees at any given time, with a limit of four as chairperson. With chair approval, a student may also have additional non-voting members on the committee.

Dissertation Proposal
The dissertation proposal is a required prerequisite to completing the Dissertation. The goals of the dissertation proposal are to provide the student with a blueprint for a successful dissertation and for the student to demonstrate to their committee that they have a blueprint and are on their way to writing a successful dissertation. A student should have a 3-member dissertation committee in place prior to presenting their dissertation proposal.

The proposal is comprised of written and oral components. The written component is a 25 to 35-page document (excluding references, tables and appendices) that follows APA formatting 6th edition. The written component should be distributed to the student’s dissertation committee for review and feedback at least 10 days prior to the oral presentation. The oral component is a presentation to the committee, following the format
below, and an opportunity for the committee and student to discuss any potential barriers, problems, and suggestions related to the student’s plan.

After the committee reviews both the written and oral portions of the proposal, students will be informed of the status of their proposal. Students who propose to collect original data must obtain full committee approval for their dissertation proposal before proceeding to IRB preparation and implementing their plans.

The Dissertation Proposal should include the following elements:

1. Title Page
2. Abstract
3. Body of Proposal
   a. Introduction*
   b. Statement of the Problem*
   c. Research Questions and/or Hypotheses*
4. Methods
   • Participants (include thoughts about how participants will be recruited)
   • Procedures (it should be clear why you are using the procedure and how it will attempt to answer your research questions and/or test your hypotheses)
   • Measures
   • Data Analysis Plan
5. References (limited to those cited in the proposal)
6. Appendices (minimally, a copy of all measures/questionnaires/interview questions to be used for the study)

*Steps 3 a-c should include an extensive review and critical analysis of the literature related to a particular topic which includes information about gaps in the literature leading to the research questions, as well as a discussion of the importance of the topic to the field of counseling psychology. Most dissertations will also involve completion of the IRB process. Final submission of the IRB should take place after the dissertation committee has approved the proposal and any recommended changes.

Proposal Deadline
Students planning to apply for the doctoral internship must propose and complete all revisions prior to October 1 in order to qualify for internship application.

Final Dissertation
The final dissertation is comprised of written and oral components. The written component is a manuscript (including references, tables, and appendices) that includes the items listed below and is consistent with writing standards outlined in the most recent edition of the APA Publication Manual and in accordance with the library’s guidelines for final archiving. The written component should be distributed to the student’s dissertation committee for review and feedback at least 10 days prior to the oral presentation. The oral component is a presentation to the committee, following the format below, and an opportunity for the committee and student to discuss any concerns, implications of the project, and make suggested changes for the final document.
The final dissertation must have the following characteristics:

1. Title Page
2. Signature Page
3. Abstract
4. Body of Paper
   a. Introduction*
   b. Statement of the Problem*
   c. Research Questions and/or Hypotheses*
5. Methods
   a. Participants
   b. Procedures
   c. Measures
6. Data Analysis/ Results
7. Discussion
   a. Implications of the findings
   b. Limitations and future directions
8. References
9. Appendices (consists of all of the documents related to the research study, including measures/questionnaires/interview questions, IRB papers and approval, informed consent for participants, letters to/from outside agencies, etc.)

*Steps 4 a-c should include an extensive review and critical analysis of the literature related to a particular topic which includes information about gaps in the literature leading to the research questions, as well as a discussion of the importance of the topic to the field of counseling psychology.

Course Support for Dissertation: Students will have the opportunity to develop their dissertation topics, methods, etc. in conjunction with work done across two research courses (PSY712 and PSY810). It is recommended that students will make substantive progress on their dissertation, in collaboration with their dissertation chair, prior to internship application.

Timeline for Dissertation: Students must complete the two required research courses (PSY712 and PSY810) before proposing the dissertation. Students must also successfully defend the dissertation proposal prior to applying for pre-doctoral internship (by October 1). Once the student has completed PSY712 and PSY810, a student may register for dissertation credit. Students are required to complete at least 6 hours of dissertation credits (PSY862, PSY863) over the course of their tenure in the program. The number and timing of taking dissertation credits can be tailored to student needs, but should reflect the student’s work on the project. In addition, students are required to be registered for at least 1-hour of dissertation credit in the semesters in which they: (1) formally propose their dissertation, and (2) defend their final dissertation document. The student and their chair will develop a plan for working on the dissertation, including a general timeframe for which the student will complete the necessary literature review and synthesis, proposal writing, IRB submission, data collection and analysis, and final document writing. At the beginning of each semester in which dissertation credits are being taken, the advisor and student should work together to
develop a clear set of dissertation-related tasks, goals and outcomes to be achieved that semester in order to support a passing grade. Failure to achieve stated dissertation goals may result in an incomplete or failing dissertation course grade.

Review and Evaluation of the Dissertation: The student and chair should work closely together to review the student’s dissertation progress. The student is also responsible for regular consultation with other committee members about the dissertation. In consultation with the chair, the student will schedule a date for the dissertation proposal defense with the entire committee, and later for the final dissertation defense. Students should provide committee members with copies of the proposal or final dissertation at least 10 days before the scheduled date.

It is expected that committee members will have suggestions for changes to the final dissertation document, which the student will address during and after defending and before submitting the final document for signatures. If, however, a committee member has substantive concerns about the student’s readiness to defend, after the defense date has been scheduled, the committee member should communicate these concerns to the student and other committee members. The student and chair will review the concerns and make a decision about whether or not to delay the dissertation defense. Good communication between the student and chair, and the student and other committee members, will help determine the student’s readiness to schedule the dissertation defense and will make the process go more smoothly – initiating this communication is the student’s responsibility.

For approval of the proposal and for approval of the final dissertation, all three committee members must vote favorably. Changes to the proposal may arise as a result of the proposal defense meeting. Similarly, recommendations for changes to the final dissertation may also be made as a result of the dissertation defense. Changes and editing, in consultation with the chair and in consideration of the committee members’ recommendations, will be necessary before the final passing grade is given.

Once the student has passed the final dissertation defense and made necessary changes, the final signature page will be signed by the chair, committee members, and the Dean of Graduate Studies. The student then submits a bound copy to the library following the library’s standards.

Students need to successfully defend their final dissertation, make suggested edits, and have the formal signature pages completed and the final document submitted at least 30 days prior to expected degree conferral date. It is the responsibility of the student to obtain appropriate permissions (from the faculty, registrar’s office and dean’s office) for any variance to this time frame.
DOCTORAL INTERNSHIP

Evaluation of Readiness for Internship
Guidelines from the Association of Psychology Postdoctoral and Internship Centers (APPIC) require that the graduate faculty members endorse each student’s readiness for internship. The process of applying for the doctoral internship takes place, at the earliest time, during the fall semester of Year Three (Masters-level entry) or Year Four (Bachelors-level entry). Students who successfully complete all coursework, receive passing evaluations in all practicum placements, pass the booth components of Comprehensive Examination with a final copy submitted to the DOT, successfully present their dissertation proposal, and meet the program standards in their annual and additional (if applicable) evaluations and professional growth plans will be eligible to apply for internship and participate in the APPIC matching process. A student who is on probation for academic or professional competence reasons is not eligible to apply for internship.

Program Support and Resources
The program will hold a series of informational sessions during the summer and fall to inform students about the APPIC Match process. Students are also encouraged to work with their faculty advisor to identify potential internship sites that match the student’s training and career goals.

Students planning to apply for internship should arrange an individual meeting with the DOT early in the fall semester of the year of application. In this meeting, the student should provide the DOT with documentation regarding practicum hours, a draft of the application essays, and a list of potential application sites. The DOT, in consultation with the core faculty, must certify the student’s readiness for internship. Likewise, the DOT, in consultation with the core faculty, must approve the student’s list of internship sites.

Expectations regarding APA/APPIC Internships
Chatham University PsyD students are required to participate in the Association of Psychology Postdoctoral and Internship Centers (APPIC) Match. Information about the Match can be obtained from http://www.appic.org/Match/About-The-APPIC-Match. Students who do not match for internship during the first phase of the matching process (“Match 1”) are encouraged to take part in the second phase of the process (“Match 2”). Information about the APPIC Match processes will be discussed in detail with students throughout their tenure in the PsyD program. Unpaid internships are not acceptable. Students are encouraged to stay abreast of changing regulations regarding internship accreditation and licensure.

Policy for applying to non-Accredited Internship Sites
Students are strongly encouraged to apply to internships accredited by the American Psychological Association. Applications to non-accredited sites must be approved by the DOT. In these circumstances, the following procedure must be followed:

* The student must provide the DOT with the site’s training materials, including a description of the type of services provided, the nature of the training activities (including rotations, seminars, and case conferences), the credentials of the staff providing supervision, copies of all evaluation forms, and the site’s policies and procedures related to grievances.
• The student will also provide the name and contact information for the Internship’s Training Director.
• The DOT will request a letter from the Internship Training Director verifying that the internship will meet the program’s requirement that the student will receive an organized training program aimed at preparing the student for entry-level practice.
• The DOT will determine whether the student is permitted to apply to that site.
• If the student matches to a non-accredited site, the DOT will request that the Internship Training Director inform the program of any substantive changes occurring (e.g., staffing changes, rotation changes, etc.) that may impact the student’s training experience.

Communication between Chatham University and Students’ Internship Sites
As is the case with Practicum, students will undergo formal evaluation during the Internship, both at the midpoint and near the completion of the Internship year. The results of these evaluations by the Internship supervising psychologist(s) will be shared with the DOT and the faculty at Chatham. In addition, supervising psychologists at the student’s Internship site and program faculty may communicate with one another during the course of the internship year on an as-needed basis, in order to address any concerns that may arise in the course of the student’s training. For each semester of the student’s doctoral internship period, the DOT will submit a grade based upon input from the site.
EXPECTATIONS OF STUDENTS

Expectations for students in the PsyD program fall within the following eleven categories:

- Advising Relationship
- Professional Behavior
- Academic Competence
- Clinical Competence
- Adherence to Ethical Principles
- Personal Growth and Self-Disclosure
- Lawful Behavior
- Communication within the Program
- Professional Involvement
- Involvement in Student Governance within the PsyD program
- Outside Employment
- Student Self-Care, Health, and Wellness
- Engage in Constructive Conflict Resolution
THE ADVISING RELATIONSHIP

Advising is an important part of all students’ educational experience and professional development. The advising relationship serves as a model for other professional relationships in the counseling psychology field. The faculty member and student share a responsibility to be open in their communication and proactive in problem-solving. We believe that students bring strengths into our program and as such, there is a reciprocal learning process that occurs in the advising relationship.

Incoming students are initially and temporarily advised by the PsyD Director of Training. Early in the student’s first semester, they will be assigned a permanent academic advisor from among the Graduate Psychology faculty based on mutual professional interests and faculty availability. While the advising relationship is an important one, the advisor-advisee assignment does not restrict the student in terms of interactions with other faculty. The student is encouraged to develop scholarly and mentoring relationships with other faculty as is appropriate for the student’s professional development.

Students should meet with their advisors at least once per semester to review the student’s registration plan for the following term. Advisors are also available by appointment to discuss academic and program-related issues throughout the semester as well as professional development topics such as career goals. Students are responsible for using the Plan of Study Form in Appendix 3 to plan their scheduling of courses with advisors.

The Advisor’s Multiple Roles: As a full-time faculty member across three graduate psychology programs, your advisor will likely hold many roles in relation to each student such as Instructor, Mentor, Advocate and Gatekeeper. The roles often overlap and are not mutually exclusive. As a mentor and advocate, the advisor is the student’s first point of contact for programmatic questions and concerns as well as to complete any academic paperwork requiring an advisor’s signature. The advisor serves as an important mentor to the student, passing on career advice, providing academic problem-solving, applying their strengths in meaningful ways, and further socialization to the professional field of counseling psychology. The advisor may pass along feedback to the student, although the student may receive feedback about their professional development and meeting the program competences by any faculty, in particular, faculty that are their course instructors.

The advisor may also advocate on behalf of a student depending on their needs such as informing students about available university resources and supports, helping students to acquire a desired practicum site, and/or guiding the student through academic policies and procedures.

Students may not be familiar with the gatekeeper role. As gatekeepers, every faculty member ensures that all students meet and maintain program competences and professional standards in order to be a professional in this field. The advisor is a gatekeeper to the public as a faculty member, meaning that each faculty member has a mission to train ethical and competent counselors and psychologists who will help others and do no harm. Balancing the multiple roles may create tension at times in the student-advisor relationship. It is important that both the faculty member and student are open and honest in professional communication as well as sharing a responsibility to address and resolve any tensions.
Changing Advisors: Students are assigned an academic advisor during their first semester in the program. However, a student’s advisor may change depending on the student’s career goals, academic interests, fit with a faculty, change in faculty within the department, and for other reasons. The student may change advisors by initiating a conversation with their current advisor about the desire to change and by gaining approval by the faculty member that they desire to change to. For most situations, final approval for changing advisors requires agreement between the student’s current advisor and desired advisor.

Please note: If a student requesting an advisor switch is currently on a professional growth plan or remediation plan, their request will be taken to the Program Director and full faculty for discussion and final decision-making. It is possible that a request under such conditions would be denied.

If a student has concerns about their advising relationship, the following steps should be taken:

1. The student should first discuss their concerns with the advisor. There are many benefits to open dialogue with an advisor, and ideally, should be done as early as possible. Sometimes concerns are remediated with this step and no further action is necessary.

2. If concerns about the advising relationship persist after the first step, and/or if the student wishes to change advisors for other reasons (for example, because of a change in professional or scholarly interests), the student should contact the DOT. The DOT will discuss with the student possible ways to address the student’s needs. As part of this process, the DOT may consult with the student’s advisor and/or the program director.

3. If the student’s advisor is the DOT and does not feel comfortable discussing concerns about their advising relationship, the student should consult with the Program Director.

4. If a change in advisor is deemed necessary, then the process for matching student to advisor will begin again.

Confidentiality in Advising: The advising relationship may include the disclosure of private and/or sensitive information. There is an important distinction between confidentiality and privacy. Indeed, counseling psychology education and training often requires some level of reflection, awareness-raising, and disclosure by students. While students may at times choose to share personal information with advisors and/or other faculty members, it is important for students to know that conversations with advisors are not inherently confidential.

Sharing of student information is done with care and when it is pertinent to the student’s safety, ability to progress in the program, and perform the competences across professional activity. For example, disclosures that have Title IX implications must be reported by faculty. It is important for students to know that all faculty are mandated reporters under Title IX, which includes instances of students being the victim of sexual misconduct (www.chatham.edu/titleix).

Further, the faculty meet regularly to discuss the academic and professional progress of all students in the program. Those faculty meetings are fora where appropriate information from
the advising relationship may be disclosed and discussed. Information about students is
shared discreetly and only as it is relevant to the student’s situation in the academic program.
Students should also be reassured that any interactions with faculty members will be handled
with dignity, honor, and respect.

PROFESSIONAL BEHAVIOR

Chatham University is a community of learners. As psychologists-in-training, PsyD students
are expected to actively contribute to the learning environment by engaging in the
respectful exchange of ideas, insights, and challenges. Students are expected to
demonstrate appropriate professional behavior in all settings (academic and clinical)
associated with their education and training. Examples of expected professional behaviors
include, but are not limited to, the following: appropriate dress; effective time management;
punctuality; clear professional oral and written communication with peers, staff, faculty
members, and supervisors; ethical and professional resolution of conflicts; demonstration
of personal responsibility for work and for remediating deficiencies; the ability to provide
respectful and constructive feedback; and respectful and constructive responses to feedback
from others.

Further, the Chatham University PsyD program has at its core the mission of educating
students to be agents of change in the systems in which they interact, including families,
organizations, or communities. As such, students are expected to be mindful of their status
as models for healthy and respectful behavior in their interactions with others, whether in
the classroom, at program or campus events, in Practicum or Internship settings, or in the
public domain.

Please see Appendix 4 (particularly the Professional Behavior Competencies Section) and
the handbook section on Evaluations of Students for specific information related to
expectations for and evaluation of Professional Behavior, and possible consequences of
unprofessional behavior.

ACADEMIC COMPETENCE

Academic competence is measured by a student’s grades, as well as evaluations of the
Portfolio and Comprehensive Examination. Students should familiarize themselves with the
grading policies and procedures for graduate students at Chatham University.
Please refer to the Chatham University Catalog for information related to the Chatham
University Grade Policy at: http://www.chatham.edu/academics/catalog.cfm

In the PsyD program, students who earn a grade below B- in an academic class may not be
allowed to continue in the program until the student has repeated the class and earned a
satisfactory grade of B- or above. Any exception to this policy must be approved by the PsyD
faculty and the Dean of the College of Graduate Studies.
CLINICAL COMPETENCE

Students also must demonstrate appropriate development of clinical competence in order to maintain good standing in the program. Clinical competence shall be defined by satisfactory evaluations in intervention courses as well as in Practicum and Internship placements. Should a student fall below expected levels of clinical competence, a professional growth plan will be devised to remedy areas of concern. Failure to make satisfactory progress with the professional growth plan may result in the initiation of a remediation plan and possible dismissal from the program. Please see the section below on Evaluations and Appendices 4 and 5 for information about specific clinical competencies.

Upon entrance to the graduate psychology programs (PsyD – MSCP – MAP), enrolled students agree to verbal, written and electronic exchange of grades, academic, performance-based and clinical competence-related information within and across departmental faculty, staff, clinical preceptors, and field placement supervisors for academic standing and advising reviews.

ADHERENCE TO ETHICAL PRINCIPLES

Chatham University PsyD students are expected to uphold the principles of ethical behavior outlined by the American Psychological Association in its 2010 Code of Conduct [http://www.apa.org/ethics/code/principles.pdf]. Students are encouraged to bring questions and concerns about ethical decision making to their advisor or any member of the faculty for discussion and consultation. Violations of the Ethical Code of Conduct will be considered a serious matter and may be grounds for dismissal from the program.

PERSONAL GROWTH AND SELF-DISCLOSURE

Participation in the PsyD program requires a commitment to personal growth and involves some degree of self-exploration and self-disclosure as is relevant for psychologist education and training. There are many opportunities within the program for students to develop self-awareness through self-exploration and reflection, including classroom activities and assignments, preparation for the Comprehensive Examination, and group and individual supervision for practicum work. The following section from the APA Ethics Code (2010) is used as a foundation for program policy regarding student self-disclosure:

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. ([http://www.apa.org/ethics/code/index.aspx](http://www.apa.org/ethics/code/index.aspx))

Student choices about self-disclosure are treated by faculty with dignity, honor, and respect. Faculty members also expect students to treat self-disclosure by peers with dignity, honor,
and respect. Students are encouraged to talk with their advisor or the DOT if they have questions about issues related to personal growth and self-disclosure.

LAWFUL BEHAVIOR

Students are expected to be law-abiding citizens. According to the Pennsylvania Law, all misdemeanor and felony convictions, pleas, and Accelerated Rehabilitative Dispositions (ARDs) involving a psychologist must be reported to the Psychology Licensure Board. Section 8 of the Professional Psychologists Practice Act and Section 9124 of the Criminal Record History Information Act provide the Board with the authority to refuse a license to an applicant who has been convicted of a crime (please consult state licensing board web-sites for additional information). Please consult with your faculty advisor and/or the Director of Training if you have any questions about this.

PROFESSIONAL INVOLVEMENT AND ACTIVITIES

As psychologists in training, students are expected to become involved and to participate in professional activities in the psychology community. Opportunities for professional involvement abound at the local, state, and national levels, and may include conference attendance, committee work, and legislative advocacy. Many organizations have student membership rates that are substantially reduced from regular rates.

National organizations:
- Other divisions related to SHW concepts

State Organization:
- Pennsylvania Psychological Association (PPA) [http://www.papsy.org/](http://www.papsy.org/)

Local Organization:
- Greater Pittsburgh Psychological Association (GPPA), [http://www.gppaonline.org/Home_Page.html](http://www.gppaonline.org/Home_Page.html)

In addition, while in the program, some courses will require students to participate in activities within the community. Finally, Chatham’s PsyD program may also sponsor, alone or in collaboration with other programs or organizations, educational seminars, conference, or symposia. To enhance their professional development, PsyD students are encouraged to assist in planning and implementing these programs.

COMMUNICATION WITHIN THE PROGRAM: E-MAIL, MOODLE, AND OTHER COMMUNICATION

All Chatham and PsyD students are expected to regularly check their Chatham e-mail accounts, as all program mail will be sent to this account. Students are expected to keep their email accounts clear enough that they can send and receive mail on a regular basis. For information about email accounts, please contact the Help Desk at 412-365-1112.

All courses in the program will be linked to an electronic classroom support platform
(Moodle). Students are expected to enroll in the Moodle component of their appropriate courses, and to check these sites on a regular basis throughout the semester. Students are also expected to enroll in and to regularly check the PsyD’s Moodle site: PSY900 PsyD Program. This is a “course” designed for the PsyD students and faculty. All program information and announcements are available here, as well as the ability for students to e-mail any or all other students in the program.

Students are in addition responsible for communicating promptly and directly with their advisor and other faculty members with questions about the program and/or when they encounter difficulties in meeting the program expectations. Finally, consistent with ethical standards, if a student has a disagreement or conflict with a faculty member or a fellow student, the student should first address the problem with the individual with whom there is a conflict. If the situation is not adequately resolved, then the student may seek assistance from the advisor, Director of Training, and/or Program Director.

CONSIDERATIONS FOR SOCIAL MEDIA USAGE

Social media is an integral part of our culture, and for many, our daily lives. Social media is, however, an inherently public platform, built on the very idea of sharing. Keep this in mind and remember when using social media that almost everything you do or say is (or can be made) public. The reality is that with digital content today, there truly is no such thing as a private conversation since what you say or do on social media can be easily shared, screen captured and/or forwarded to others (even if you thought it was a private conversation). It is also a very real possibility that what you post today will continue to turn up years from now on the Internet during and after your time in graduate school.

Personal Responsibility
As you would in face-to-face individual or group conversations, use your best judgement in all that you choose to do or say on social media. You are responsible for what you post and can be held legally responsible by individuals and organizations for violating the law with posts that are threatening, obscene, a violation of intellectual property rights or privacy laws, libelous or otherwise injurious or illegal. In addition, these types of posts can also make you subject to disciplinary actions of the University Student Honor code and other applicable university policies and standards of conduct.

Privacy and Confidentiality of Clinic and Classroom Settings
It is your responsibility to ensure that your postings on social media do not in any way violate the privacy or confidentiality of clients or clinics in which you are completing field placements. Likewise, you are responsible for contributing to the safety and integrity of the shared learning environment within the classroom and university setting. As such, it is important to refrain from posting information that could potentially identify a client or classmate from clinic and classroom environments in which you train. Such posts can violate HIPAA/FERPA privacy and confidentiality laws, and may undermine the safety and integrity of the classroom learning environment. These may, moreover, represent a violation of professional behavior standards as articulated in the PsyD handbook and the Chatham University Student Honor Code, and as such may lead to disciplinary actions by the program and/or university.
STUDENT INVOLVEMENT IN PROGRAM GOVERNANCE

Students are expected to take an active role in the operation of the program. On an informal level, students are welcome to provide feedback and suggestions to faculty members about the program, new program initiatives or student engagement opportunities. Likewise, students are encouraged to share ideas about program improvements with the Field Placement Coordinator, PsyD Training Director and Director of Graduate Psychology Programs.

On a formal level, each year a group of PsyD and Masters students will be asked to nominate themselves to serve as student representatives on the Graduate Psychology Student Advisory Council. Student representatives from both programs will meet on a quarterly basis with the PsyD and Masters Program Training Directors to provide student feedback, suggest novel initiatives or trainings, facilitate student engagement, and serve as liaison to the Graduate Student Assembly (GSA) and the School of Health Sciences. As needed, student representatives may also be asked to join departmental faculty meetings for discussion and input on current program issues or student concerns.

Likewise, student involvement is also welcome and expected during the admissions process. Current students will take part in the interviewing of prospective students. Finally, Doctoral students are encouraged to become involved in the student groups associated with APA (APAGS), PPA (PPAGS), and the Chatham chapter of Psi Chi. Interested students may also participate in the Chatham University Graduate Student Organization, an organization which, in addition to providing academic and social activities, is also active in addressing issues of concern to graduate students across the campus.

OUTSIDE EMPLOYMENT

The PsyD in Counseling Psychology program is a demanding program which requires a significant commitment of time and energy on the part of the students enrolled in the program. Students are advised that, for every credit hour of coursework, they will need to spend at least 2-3 hours per week outside of class in preparation for the course. In addition, students will be expected to participate in practicum experiences (typically 16-20 hours/week) throughout their time in the program. Given these realities, it is not likely that a student will be able to work a full-time job while a student in the program.

For information about financial aid resources, please contact the Chatham University Office of Financial Aid at 412-365-1777 or visit the following web-sites for information about aid and tuition rates:

https://chatham.edu/admission/graduate/index.cfm
https://chatham.edu/psyd/tuition.cfm
STUDENT SELF-CARE, HEALTH, AND WELLNESS

Doctoral work is both rewarding and challenging. It is important for students to practice self-care and focus on their health and wellness. As listed in the Program Resource section of the handbook, students are encouraged to utilize the AFC, Health Center, Counseling Services, and other university resources to enhance their health. In addition, students may seek and utilize community supports and resources. The American Psychological Association has a self-care center, with articles, plans, and resources for graduate students:
https://www.apa.org/education/grad/self-care

CONFLICT RESOLUTION AND GRIEVANCE PROCEDURES

Students may encounter a variety of problems over the course of their time in the program. Many such problems or conflicts can be resolved in an informal manner, utilizing professional communication skills and proactive problem solving. An important aspect of professional development for counseling psychologists includes cultivating the ability to manage difficult communications; thus, faculty are committed to providing support and guidance to students in this arena. Steps are outlined below for resolving conflicts that arise. In some instances, including situations in which informal conflict resolution steps provide unsatisfactory results, students may elect to file a formal grievance. A formal grievance represents a written petition brought by a student who believes that their rights have been denied or violated because of arbitrary, capricious, malicious or otherwise improper actions of an individual at Chatham, including actions that are in direct violation of established university or program policies. Note that grievances that are specific to appeals regarding grades in academic courses should be filed in accordance with Chatham’s catalogue guidelines for Academic Grade Appeals (see https://my.chatham.edu/documents/documentcenter/20182019ChathamUniversityCatalog.pdf). Guidelines for filing other types of grievances within the PsyD program are articulated below.

Steps for Informal Conflict Resolution

1. When appropriate, the first step to resolving a conflict should include speaking directly with the person(s) with whom the student is experiencing a problem, to clearly yet professionally communicate their concern and explore potential solutions. Most conflicts can be resolved during this first step with positive and collaborative communication.

2. In situations in which approaching the individual with whom the student has a conflict does not produce satisfactory results, students are encouraged to consult with their academic advisor regarding their concern and the steps (if any) they have taken to address it. At this stage, advisors will often suggest additional strategies for collaborative communication and informal conflict resolution.

3. If the conflict is not resolved to the student’s satisfaction after engaging in steps 1 and 2, the student is directed to schedule a meeting with the DOT. During this meeting, the student should be prepared to articulate their concern, discuss the steps they have taken to date to pursue informal conflict resolution, and to articulate their desired outcome(s). Following this initial meeting, the DOT may gather additional information from relevant parties, and may share relevant information with the Program Director and Graduate Psychology faculty, if indicated. A follow-up meeting will be scheduled with the student within 14 days of the initial DOT meeting to discuss final DOT findings.
and recommendations. If, at this point, the student is dissatisfied with the DOT recommendations, and believes that they have grounds for a formal grievance, guidelines for submitting a formal written grievance to the Program Director will be discussed.

Steps for Submitting a Formal Grievance

1. If the informal conflict resolution steps 1 – 3 (above) do not resolve the conflict to the student’s satisfaction, the student may submit a formal written grievance to the Program Director. This grievance documentation should include the following information:
   a. Identify the conflict or concern that has led the student to believe that their rights have been denied or violated in an arbitrary, capricious, malicious or otherwise improper manner, or that violates established university or program policies
   b. Describe steps that have been taken to address the issue to date
   c. Clarify desired outcome(s) that would satisfactorily address the issue for the student

   Upon receipt of the student’s written grievance, the Program Director will solicit further information from relevant parties, as necessary, and will consult with the faculty for input for resolving the conflict at the next Graduate Psychology Faculty meeting. Within 14 days of receiving the written grievance, the Program director will meet with the student to review the grievance and relevant documentation, and to discuss potential outcomes. Within 7 days of this meeting, the Program Director will provide a written response to the student outlining the complaint and the resulting decision.

2. If the student is dissatisfied with the Program Director’s decision, they may submit a written letter of appeal to the Dean of the School of Health Sciences. The letter of appeal must be submitted by the student within 7 days of receipt of the Program Director’s decision letter, and should include documentation similar to that submitted in the initial grievance (see 1a-c, above) as well as a statement indicating why the student does not agree with the Program Director’s formal decision. No new information may be introduced at this stage of the appeal process. The Dean will review the appeal letter and relevant documentation, and may solicit further information from relevant parties, as necessary. The Dean will then provide a written decision to the student within 10 days of receiving the written appeal.

3. As above, if the student is dissatisfied with the decision of the Dean of Health Sciences, the student may appeal the Dean’s decision to the Vice President of Academic Affairs (VPAA). This letter of appeal must be submitted by the student within 7 days of receipt of the Dean’s decision letter, and should include documentation similar to that submitted in the previous appeal. The VPAA may gather additional information from relevant parties, as necessary, and will submit a formal decision letter to the student within 10 days of receiving the written appeal. The decision of the VPAA will be considered binding.
EVALUATION OF STUDENTS

- Regular Evaluation Process
- Professional Growth Plans
- Remediation Plans
Overview: PsyD faculty have a responsibility to evaluate students across domains related to competence, to ensure that students are making expected progress in knowledge, skills, attitudes, and behaviors. Faculty members also have the responsibility of providing clear feedback to students about their progress and of addressing concerns about progress or competence in structured and collaborative ways.

Methods for evaluating and addressing concerns about student progress and competence include regularly scheduled evaluations, additional evaluations that are completed as circumstances warrant, and the development of professional growth plans.

REGULAR EVALUATION PROCESS

REVIEW OF TRANSCRIPTS/GRADES
Faculty will review all transcripts each semester to ensure that each student remains in good standing and is making adequate progress toward graduation. Please see the section above on Academic Competence for more details about the grade expectations and consequences for difficulties in academic work.

SCHEDULED EVALUATIONS BY FACULTY
FIRST YEAR STUDENTS: Students are evaluated by full faculty at the end of the first semester in the program. The first semester evaluation includes a review of academic work and professional behavior in the academic and pre-practicum settings, as relevant for counseling work. The instrument used for the first semester evaluation, Baseline Professional Behavior Competencies: Assessment of Professional Skills and Attitudes, is included in Appendix 4. The results of the first semester evaluation are communicated in writing, through the advisor, to the student by the end of fall semester. The student signs the evaluation within one week of the review with the advisor, making any comments desired, and the hard copy is placed in the student’s file.

ALL STUDENTS: At the end of each academic year in the program, the faculty will meet to discuss each student’s progress toward degree completion. The Annual Student Progress Report is included in Appendix 4 and includes a review of academic work, research progress, professional behavior, and clinical competence. The student will receive a written report which will include information from the evaluation. The student’s current advisor will review the report with the student. The students will review and sign the report, adding any comments desired, and the hard copy is placed in the student’s file. In addition, the need for a Professional Growth Plan or Remediation Plan may arise as a result of the Annual Student Progress Report; see the section below on Professional Growth Plans for details, as well as Appendix 4 for more details.

Any scheduled evaluation that indicates significant concerns about a student’s performance and progress may result in a Professional Growth Plan, a Remediation Plan, a delay in or removal from practicum, probation, slow-down, and/or dismissal from the program.

ADDITIONAL EVALUATIONS BY FACULTY RELATED TO STUDENT COMPETENCE
The faculty may complete an additional evaluation other than at the end of the year should
circumstances warrant. Circumstances that might warrant an additional evaluation include, but are not limited to, unprofessional, unethical, or illegal conduct, or significant deterioration in academic or clinical work. In addition, a student may encounter personal issues in their life that negatively impact the ability to function as a psychologist trainee; examples of such personal issues include but are not limited to substance abuse, medical or psychiatric conditions, or a distressing life event or situation.

When concerns about a student’s competence arise outside of the framework of the regularly scheduled evaluations, the student’s advisor and/or DOT will notify the student in writing of the need for an evaluation, and the plan for completing it. Information that may be gathered for the evaluation include, but is not limited to, reports from faculty instructors about academic work, the Baseline Professional Competencies form and/or the Practicum Evaluation form completed by the practicum supervisor. Results and recommendations from the evaluation will be shared in writing with the student.

The results of the evaluation may result in, but will not be limited to, the following: the initiation of a professional growth plan, which may include structured feedback with recommendations for improvement; a move to probationary status based on competence issues, again with a clear plan to address each concern and the consequences of progress or lack of progress; or, in extreme situations, dismissal from the program. The DOT and/or the student’s advisor in conjunction with the DOT will discuss the evaluation and its results and implications with the student, making adjustments in the plan as warranted by the collaborative involvement of the student. The student will review and sign the evaluation, adding comments as desired, and return it to the DOT. The evaluation will be placed in the student’s file. Exceptions to this process and deadlines will be established in writing when the need for the evaluation becomes apparent.

PROFESSIONAL GROWTH PLANS

Faculty members are available to the students for consultation in any matters related to competence and will work with the student to resolve concerns in the most effective and expedient way possible. Resolution of concerns may include, but not be limited to, informal discussion and goal-setting; the development and implementation of a formal written Professional Growth Plan (see Appendix 4), a Remediation Plan, probationary status related to competence issues, in conjunction with a Professional Growth Plan, and dismissal from the program. If a formal Professional Growth Plan is indicated, the student’s input will be solicited in the formulation of the plan. Potential steps that may be taken in a plan to address a student’s problems of professional competence could include, but are not limited to:

2. increased supervision
3. additional coursework
4. referral to an appropriate medical or psychological provider for evaluation and treatment, in consultation with university resources (Office of Student Affairs)
5. removal from practicum or internship placement
6. recommended leave of absence from the program
7. dismissal from program
8. additional steps not outlined above at the recommendation of the faculty
9. any combination of the above-outlined steps
The written **Professional Growth Plan** will include a time frame for the concerns to be addressed and resolved, as well as an outline for consequences should the student not comply with the recommended plan and/or not demonstrate progress in the areas of concern. Potential consequences for noncompliance with a professional growth plan include placing a student on probation (and the implementation of a remediation plan) or dismissal from the program.

Students should be aware that care will be taken to ensure that their privacy be respected and that every effort to maintain confidentiality will be put forth. Nonetheless, it is important to keep in mind that the faculty’s primary responsibilities lie in the protection of several constituencies, including the student, the student body, the public (health care settings and clients), and the profession. To that end, faculty may find it necessary to seek and potentially disclose information about the student to other campus staff (Office of Academic Affairs or Office of Student Affairs, for example) or agencies (practicum or internship sites).

**REMEDICATION PLANS**

Issues of professional competence that are either not resolved by a Professional Growth Plan or are of such magnitude that they require more immediate resolution may result in the student being placed on probation and the initiation of a Remediation Plan (See Appendix 4). Similar to the Professional Growth Plan, the Remediation Plan will outline in writing the specific concerns or behaviors precipitating the action, the desired outcome, and a timeframe for resolution. The student will be invited to participate in the construction of the Remediation Plan.

Should the student disagree with any aspect of the growth plan or the remediation plan or its consequences, they must file an appeal in writing with the Director of Graduate Psychology Programs within two weeks (14 days) of the initial discussion of the plan. The Director of Graduate Psychology Programs will meet with the student to review the student’s appeal procedures as outlined in the current Chatham University Catalog.
Computer and space resources for PsyD students

- Observation rooms and recording facilities (CE 2716, 2717, 2723, 2724)
- Graduate student lounge (room CE 2715)

University Resources
Chatham University has many resources available to its students, as follow:

- School of Health Sciences
  - Dean of School of Health Sciences – Dr. Patricia A. Downey at 412-365-1199 or downey@chatham.edu.

- Jennie King Mellon Library
  - Located on the Shadyside campus, Woodland Road
  - https://library.chatham.edu/friendly.php?s=home
  - Kim Foflygen, Technical Services Assistant, at 412-365-1242 or kfoflygen@chatham.edu

- OAAR – Office of Academic and Accessibility Resources
  - https://www.chatham.edu/academics/support/index.cfm
  - Located on the third floor of JKM Library, Shadyside campus
  - Student Disabilities. Students with disabilities that may impact their academic performance in the program should contact OAAR at the beginning of the semester for assistance in clarifying specific needs. OAAR will notify the student’s instructors that the student is entitled to accommodations, if indicated. It is expected that students with disabilities will also discuss with faculty what accommodations are needed. (NOTE: Students may not be given substantive accommodations in the program without documentation from OAAR.)

- Counseling and Health Services
  - https://www.chatham.edu/campus-life/services/counseling.cfm
  - Located in Woodland Hall, ground floor, Shadyside campus
  - Contact the Student Services Center at 412-365-2797
  - Student Health Insurance - All full time students are required to present proof of health insurance. For students who do not have current health insurance, Chatham University Sickness and Accident insurance plan is available to all registered students (both full and part time) and will help insure that they are able to receive adequate medical treatment when necessary. This insurance policy will also offer them the flexibility to utilize both the local health systems as well as Chatham Health Services. For more information, please review: https://www.chatham.edu/academics/international/elp/healthinsurance.cfm

- Bookstore – 412-365-1661
  - https://www.bkstr.com/chathamstore
  - Located in Woodland Hall, ground floor, Shadyside campus

- Student Services - 412-365-2963
Located in Braun Hall, first floor, Shadyside campus
Office of the Registrar
https://www.chatham.edu/academics/registrar/
Office of Financial Aid and Office of Student Accounts
Both are located in Braun Hall, first floor
  For information about financial aid resources, please contact the Chatham University Office of Financial Aid at 412-365-1777 or visit the following web-site for information about aid and tuition rates:
  https://www.chatham.edu/admission/financial-aid/index.cfm

IT Services
Help Desk – 412-365-1112 or services@chatham.edu
https://www.chatham.edu/its/services/helpdesk.cfm
Located in Woodland Hall, first floor and Eastside campus, second floor
Students can receive a free download of SPSS

Public Safety
412-365-1111 (emergency) or 412-365-1230 (non-emergency)
https://www.chatham.edu/campus-life/services/public-safety/index.cfm
Location in Rea Garage, Shadyside campus
Parking information, Chatham Shuttle Service, Safe Rider Service and Public Transportation information is found at: https://www.chatham.edu/campus-life/services/transportation/parking.cfm

Dining Services
https://www.chatham.edu/campus-life/services/dining.cfm
Eastside Café, located on the second floor
Café Rachel, located on the Shadyside campus in Woodland Hall, firstfloor
Anderson Dining Hall, Mellon Administration building located on the Shadyside campus

Athletic and Fitness Center (AFC)
Located on Shadyside campus
https://www.chatham.edu/campus-life/student-affairs/programs.cfm
412-365-1519

Community Resources
Pittsburgh has abundant resources that will benefit Chatham University students. These include many hospitals and health facilities; psychologists and other mental health practitioners; and other universities and libraries. Faculty and other university personnel can provide helpful information to students. In addition, please see the following link for additional information: https://www.chatham.edu/campus-life/experience/pittsburgh.cfm
REFERENCES


http://www.apa.org/ed/accreditation/


http://www.apa.org/topics/psychologycareer.html


http://www.apa.org/ed/accreditation/


http://ope.ed.gov/accreditation/
APPENDIX 1:

ADMISSION REQUIREMENTS
Doctor of Psychology (PsyD) Admission Requirements

Admission Deadlines

The application for Fall 2019 has closed and will become available for Fall 2020 applicants August 1, 2019. Applicants who wish to be considered for Fall 2020 entry should have all application materials submitted by December 1, 2019. Applicants will be notified by mid-January regarding selection to participate in full-day program interviews, which will take place in February, 2020.

Pre-requisites

- A baccalaureate or masters degree from an accredited college or university
- Master's degree in counseling, psychology, or related field (36 credit hours minimum); with a 3.5 minimum graduate GPA
- Or an undergraduate degree with a minimum of 15 undergraduate psychology credit hours; with a 3.5 minimum undergraduate GPA (with Bs or above in psychology coursework)

Application Requirements

Applicants to the PsyD program must submit the following information to the Office of Admissions for review:

- Completed online application - resume and essay can be uploaded to the application but can also be sent independently.
- Official Transcripts (must be sent from the school's Registrar's Office) from all colleges and universities you have attended including those in which you may have transfer credits, attended a community college, received AP credits from a college while in high school, enrolled in a summer course, participated in a study abroad, etc.
- Curriculum vitae or resume
- Three (3) Academic or Professional Letters of Recommendation (must be sent by the recommender) in the form of a Word or pdf document. This is a free form recommendation and there will not be a link or form sent to your recommenders.
- Official GRE test scores (General test only) – Chatham Code 2081
- Admissions essay -

In 500 words, please describe your career goals and how a PsyD in Counseling Psychology from Chatham University will help you achieve those goals.

All admissions documents should be sent to graduate@chatham.edu

Or mailed to: Chatham University
Office of Graduate Admission - Berry Hall
Woodland Road
Pittsburgh, PA 15232

Application documents should be sent to the Admissions Office only.
Admission Process

The DOT oversees the PsyD admissions process. After verifying that the minimum academic requirements are met, the program utilizes a holistic approach in reviewing the candidate's entire application. This process is intended to seek talented and qualified individuals of all backgrounds. Taking multiple factors into consideration during our admissions process positively achieves the educational benefits of a student body that is both diverse and academically excellent. This approach includes an evaluation of each candidate’s academic achievement as well as their personal characteristics, attributes and experiences. Each application is reviewed by at least three faculty members. The top tier of applicants is invited to participate in an interview either on campus or electronically. The interview process consists of a formal interview, informational meetings/Q&A sessions, and opportunities to meet with current students. Interviewees are also given the opportunity to interview for assistantships during their visit to campus (or via electronic platforms).

As part of the holistic review, Chatham reserves the right to request a background check prior to offer of admission.

Applicants will be informed by the Office of Admissions about whether or not they have been accepted into the PsyD program.

International Applicants

International Applicants to the Doctor of Psychology program must submit additional documentation to the Office of Admissions. A list of these documents can be found on the International Admission web pages.
APPENDIX 2:

PROGRAM MISSION, AIM, AND PROFESSIONAL COMPETENCIES
PROGRAM, MISSION, AIM AND PROFESSIONAL COMPETENCIES

MISSION
The mission of Chatham University’s Counseling Psychology PsyD program is to prepare health service psychology practitioners capable of performing strength-based, multiculturally competent science-informed practice.

PROGRAM AIM
Chatham University’s Psy.D. in Counseling Psychology program is committed to developing entry level health service psychologists who are capable of practicing ethically and capably within the bounds of their competence.

PROFESSIONAL COMPETENCIES
In line with the profession-wide competencies set forth by the American Psychological Association’s Standards of Accreditation for Health Service Psychologists, we seek to develop the professional competencies of our students in the following areas:

Competency 1: Research
Students will demonstrate the ability to:
• Independently formulate research and/or other scholarly activities (such as critical literature reviews, program development/evaluation, clinical case studies, efficacy studies, theoretical papers, dissertation research).
• Conduct research and/or other scholarly activities.
• Critically evaluate and disseminate research and/or other scholarly work.

Competency 2: Ethical and Legal Standards
Students will demonstrate the ability to:
• Understand and act in accordance with APA Ethical Principles of Psychologists and Code of Conduct, relevant laws governing health service psychologists, and relevant professional standards and guidelines.
• Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve dilemmas.
• Conduct oneself in an ethical manner in all professional activities.

Competency 3: Individual and Cultural Diversity
Students will demonstrate:
• 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.

- 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:*

- 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.

**Competency 5: Communication and Interpersonal Skills**

*Students will demonstrate the ability to:*

- 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 professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

**Competency 6: Assessment**

*Students will demonstrate the ability to:*

- Demonstrate current knowledge of functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Apply the knowledge of client strengths and psychopathology to the assessment process with sensitivity to cultural and individual differences.
- 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.

**Competency 7: Intervention**

*Students will demonstrate the ability to:*

- 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.
- 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.

**Competency 8: Supervision**

*Students will demonstrate:*
- Knowledge of supervision models and practices.

**Competency 9: Consultation & Interprofessional/Interdisciplinary Skills**

*Students will demonstrate:*
- Knowledge and respect for the roles and perspectives of other professions.
- Knowledge of consultation models and practices.
APPENDIX 3:

- ACADEMIC COURSES INFORMATION
- PLAN OF STUDY FORM
- COURSE DESCRIPTIONS
This Program of Study is to be completed by students entering the doctoral program with or without a Master’s degree. In planning your Program of Study, you should plan in close collaboration with your faculty advisor. Together, you will review your previous graduate study and arrive at a sound professional training program conforming the standards established by Chatham University and the American Psychological Association.

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<thead>
<tr>
<th>NAME</th>
<th>STUDENT #</th>
<th>DATE OF MATRICULATION</th>
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<tr>
<th>COURSE NUMBER AND TITLE</th>
<th>SEMESTER</th>
<th>DEMONSTRATED COMPETENCE (COMPLETED COURSE OR APPROVED WAIVER)</th>
<th>PSYD CREDITS</th>
<th>MASTERS CREDITS</th>
<th>NOTES</th>
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<tbody>
<tr>
<td>AREA A: FOUNDATIONAL COURSES</td>
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<td>PSY501 Foundations of Counseling Psychology</td>
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<td>PSY617 Psychology of Culture &amp; Identity</td>
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<td>PSY627 Vocational Counseling</td>
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<td>PSY629 Human Development Across the Lifespan</td>
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<td>PSY657 Psychopathology &amp; Resilience</td>
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<td>PSY658 Evidence-Based Practice</td>
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<td>PSY662 Theories &amp; Techniques of Counseling</td>
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<td>PSY672 Group Counseling</td>
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<td>PSY674 Foundations of Family Therapy</td>
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<td>PSY681 Professional Integration Seminar</td>
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<td>AREA B: PROFESSIONAL CORE</td>
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<td>PSY711 Multicultural &amp; Diversity Issues in Counseling Psychology</td>
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<td>PSY715 Ethical Issues in Counseling Psychology</td>
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<td>PSY780 Professional Seminar in Counseling Psychology</td>
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<td>PSY806 Supervision &amp; Leadership</td>
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<td>PSY815 Organizations, Communities, and Consultation</td>
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<td>PSY816 Health Psychology Practice</td>
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<td>AREA C: STATISTICS &amp; RESEARCH DESIGN</td>
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<tr>
<td>PSY555 Statistics &amp; Research Design</td>
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<td>*Required for MA degree</td>
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<td>PSY712 Advanced Research Design &amp; Analysis</td>
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<td>PSY810 Advanced Data Analysis</td>
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<td>AREA D: ASSESSMENT</td>
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<td>PSY642 Assessment</td>
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<td>PSY709 Intellectual Assessment</td>
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<td>PSY714 Personality Theory &amp; Assessment</td>
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<td>AREA E: DISCIPLINE SPECIFIC KNOWLEDGE</td>
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<td>PSY707 Social Psychology</td>
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<td>PSY708 Cognitive &amp; Affective Bases of Behavior</td>
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<td>PSY807 Biopsychology</td>
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<td>PSY706 History of Psychology</td>
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<td>PSY716 Psychometrics</td>
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<td>AREA F: PRACTICUM</td>
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<td>PSY746 Practicum I</td>
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<td>PSY750 Practicum II</td>
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<td>PSY840 Practicum III</td>
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<td>PSY841 Practicum IV</td>
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<td>PSY842 Practicum V (optional)</td>
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<td>AREA G: DISSERTATION</td>
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<td>PSY862 Dissertation I</td>
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<td>PSY863 Dissertation II</td>
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<td>AREA H: DOCTORAL INTERNSHIP</td>
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<tr>
<td>PSY871 Doctoral Internship (continuous enrollment required throughout internship – 3 credits minimum)</td>
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### AREA I: ELECTIVES

- PSY530 Introduction to Sport & Exercise Psychology
- PSY632 Positive Psychology
- PSY646 Intergroup Dialogues Facilitation Training
- PSY663 Foundations of Health Psychology
- PSY665 Addictions Counseling
- PSY668 Crisis, Trauma, & Recovery
- PSY671 Mindfulness Counseling
- PSY730 Psychology of Emerging Adulthood
- PSY804 Vocational Issues in Counseling Psychology

### ADDITIONAL GRADUATION REQUIREMENTS:

**Comprehensive Examinations:**

- [ ] Portfolio Passed (Date) ____________________________
- [ ] Oral Exam Passed (Date) ____________________________

**Continual Enrollment:**

- [ ] No more than 1 semester without enrollment for at least 1 credit throughout time in the program (excluding Summers)

**Dissertation:**

- [ ] 6 Credits Minimum
- [ ] Must be enrolled for Dissertation credit in semester of proposal
- [ ] Must be enrolled for Dissertation credit in semester of defense
- [ ] Dissertation accepted by Chatham University library

**SIGNATURES:**

- Student ____________________________ Date ______________
- Advisor ____________________________ Date ______________
- Director of Training ____________________________ Date ______________
- Program Director ____________________________ Date ______________
<table>
<thead>
<tr>
<th>COURSE (CREDITS)</th>
<th>COURSE DESCRIPTION</th>
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<tr>
<td>PSY 501 Foundations of Counseling Psychology (3)</td>
<td>The course introduces students to the field of counseling psychology, including the historical roots, current values, and training curriculum. The course also engages students in experiential learning of the theory and practice of basic counseling skills.</td>
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<tr>
<td>PSY 555 Statistics and Research Methods (3)</td>
<td>The course provides a basic review of descriptive and inferential statistics and how these techniques are used with research methods in counseling psychology. Students will become proficient in computer analysis of data sets, designing and evaluating research designs and techniques, and understanding primary research in counseling literature.</td>
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<tr>
<td>PSY 605 Biopsychology (3)</td>
<td>The course focuses on the development of the brain and nervous system, interconnections between the human body's biological systems, and types and mechanisms of psychopharmacological interventions for psychological disorders.</td>
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<tr>
<td>PSY 617 Psychology of Culture and Identity (3)</td>
<td>This course addresses issues of culture and identity, as related to counseling and therapeutic relationships. Sociopolitical, socioeconomic, familial, and psychological aspects of diversity, identity, and culture are explored through readings, seminars, and experiential exercises. Students challenge underlying assumptions and develop effective skills to work with diverse populations in counseling.</td>
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<tr>
<td>PSY 627 Vocational/Career Counseling (3)</td>
<td>This course addresses the issues involved in the lifelong process of vocational development, through exploration of theories and assessment approaches in career counseling. Additional topics addressed include self-awareness, career awareness and assessment, career decision making and planning, and career implementation.</td>
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<tr>
<td>PSY 629 Human Development Across the Life Span (3)</td>
<td>This course explores cognitive, social, emotional, and physiological development throughout the life span. While including concentration on the major theoretical approaches to life span development, an equally significant focus will be on practical application of material.</td>
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<tr>
<td>PSY 657 Psychopathology and Resilience (3)</td>
<td>The course provides an overview of psychopathology. Students learn to recognize the complex biological, cultural, and environmental contributors to mental illness, and to diagnose mental disorders using standardized criteria. Students will also study the concept of resilience and its role in contributing to health and well-being.</td>
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<tr>
<td>PSY 658 Evidence-Based Practice (3)</td>
<td>This course provides an introduction to evidence-based practice in applied psychology, emphasizing a counseling psychology perspective to understanding human problems. The course focuses on the methodological issues in developing an empirical basis for psychological treatments, and understanding the evidence base for treatment, therapist, client, and therapeutic relationship effects.</td>
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<td>PSY 662</td>
<td>PSY 662 Theories and Techniques of Counseling (3)</td>
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<td>PSY 672</td>
<td>PSY 672 Group Counseling (3)</td>
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<td>PSY 674</td>
<td>PSY 674 Foundations of Family Therapy (3)</td>
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<td>PSY 681</td>
<td>PSY 681 Professional Integration Seminar (3)</td>
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<td>PSY 682</td>
<td>PSY 682 Practicum (3)</td>
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<tr>
<td>PSY 685</td>
<td>PSY 685 Supervised Internship I (3)</td>
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<td>PSY 686</td>
<td>PSY 686 Supervised Internship II (3)</td>
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<td>PSY 706</td>
<td>PSY 706 History of Psychology (3)</td>
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<td>PSY 707</td>
<td>PSY 707 Social Psychology (3)</td>
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<td>PSY 708</td>
<td>Cognitive and Affective Bases of Behavior (3)</td>
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<td>PSY 709</td>
<td>Intellectual Assessment (3)</td>
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<td>PSY 711</td>
<td>Multicultural and Diversity Issues in Counseling Psychology (3)</td>
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<td>PSY 712</td>
<td>Advanced Research Design (4)</td>
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<td>PSY 714</td>
<td>Personality Theory and Assessment (3)</td>
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<td>PSY 715</td>
<td>Ethical Issues in Counseling Psychology (3)</td>
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<td>PSY 716</td>
<td>Psychometrics (2)</td>
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<td>PSY 780</td>
<td>Professional Seminar in Counseling Psychology (3)</td>
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<td>PSY 805</td>
<td>Group Processes and Interventions (3)</td>
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<td>Course Code</td>
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<tr>
<td>PSY 806 Supervision, Consultation, and Leadership (3)</td>
<td>This course introduces students to the theories, research, roles and activities of supervision, consultation, and leadership in counseling psychology. The course is both didactic and experiential. For all activities, issues of diversity, ethics, and professional practice will be discussed.</td>
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<tr>
<td>PSY 810 Advanced Data Analysis (4)</td>
<td>This course introduces advanced concepts in data analysis, with an emphasis on ensuring that students are capable of designing research studies and selecting and implementing appropriate methods of data analysis. Students will work on their dissertation proposals in this course.</td>
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<tr>
<td>PSY 815 Organizations, Communities, and Consultation</td>
<td>This course will address theories and research related to adaptive and maladaptive functioning of organizations and communities. The counseling psychologist as consultant will be discussed, along with major principles and strategies for conducting system level assessments, and planning, implementation and evaluation of consultative interventions.</td>
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<tr>
<td>PSY 816 Health Psychology Practice (3)</td>
<td>The course focuses on the interface between psychology and medicine, preparing students to use psychology interventions in the treatment and management of illness and to understand the role of the psychologist in the interdisciplinary healthcare team. Theory, research, and practice of health psychology will be presented.</td>
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<tr>
<td>PSY 831 Independent Study (1) PSY 832 Independent Study (2) PSY 833 Independent Study (3)</td>
<td>Two needs may be met by this course: 1) a doctoral student may wish to develop an independent study in addition to completing the dissertation; 2) a doctoral student may have a required course waived based on previous study, but still need to earn credits to complete the doctoral degree.</td>
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<tr>
<td>PSY 862 A, B, C Dissertation I (1,2,3) PSY 863 A, B, C Dissertation II (1,2,3)</td>
<td>The course is a capstone scholarly project that demonstrates an original contribution to the field of counseling psychology.</td>
</tr>
</tbody>
</table>

**PRACTICA* AND DOCTORAL INTERNSHIP**

*note: Practica I-IV are all three credit hours; any exceptions (1 or 2 credit hours) must be approved by DOT and FPC.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 746 Practicum I (3)</td>
<td>The course is the first field placement in which students obtain training in psychological service provision. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats. Additional fee(s): Clinical fee.</td>
<td></td>
</tr>
<tr>
<td>PSY 750 A, B, C Practicum II (1,2,3)</td>
<td>This course is the second field placement in which students obtain training in psychological service provision. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats for 300 hours/term in addition to participating in the weekly group supervision class. Additional fee(s): Clinical fee.</td>
<td></td>
</tr>
<tr>
<td>PSY 840 A, B, C Practicum III (1,2,3)</td>
<td>This course is the third field placement in which students obtain training in psychological service provision. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats for 300 hours/term in addition to participating in the weekly group supervision class. Additional fee(s): Clinical fee.</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
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</tr>
<tr>
<td>PSY 841 A, B, C</td>
<td>Practicum IV (1,2,3)</td>
<td>This course is the fourth field placement in which students obtain training in psychological service provision. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats for 300 hours/term in addition to participating in the weekly group supervision class. Additional fee(s): Clinical fee.</td>
</tr>
<tr>
<td>PSY 842 A, B, C</td>
<td>Practicum V (1, 2, 3) (optional)</td>
<td>The course is an optional fifth field placement in which students obtain training in psychological service provision. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats. Additional fee(s): Clinical fee.</td>
</tr>
<tr>
<td>PSY 871 A, B, C, D, E, F</td>
<td>Doctoral Internship (4 sessions; 1-6 credits per session, per DOT approval)</td>
<td>This year-long residency internship in psychology is the culminating field placement and serves as a bridge between doctoral study and independent practice.</td>
</tr>
<tr>
<td><strong>ELECTIVES</strong></td>
<td></td>
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</tr>
<tr>
<td>PSY 530</td>
<td>Introduction to Sport &amp; Exercise Psychology (3)</td>
<td>This course is designed to introduce students to the basic concepts and intervention techniques of sport and exercise psychology. Topics covered will include motivation theory applied to sport, team dynamics, an introduction to psychological skills training, the psychology of sport injury, and issues pertinent to exercise adoption, adherence, and drop-out.</td>
</tr>
<tr>
<td>PSY 621</td>
<td>Advanced Seminar in Diversity Issues (3)</td>
<td>This course further develops the multicultural competency of counselors in relation to specific selected topics related to diversity and counseling.</td>
</tr>
<tr>
<td>PSY 632</td>
<td>Positive Psychology (3)</td>
<td>Positive Psychology is the study of how humans do well and flourish. This course in an introduction to positive psychology theories and techniques. Didactic, experiential, and interactive elements will be used to explore concepts, research, interventions, and exercises that positive psychology has contributed to the larger field of psychology.</td>
</tr>
<tr>
<td>PSY 663</td>
<td>Foundations of Health Psychology (3)</td>
<td>Students will explore how psychological processes influence physical health. Further, the psychological sequellae of physical illness will be examined. Students will delve into the mind-body connection with consideration given to the cultural context. The role of the counseling psychologist as a member of the healthcare team will be explored.</td>
</tr>
<tr>
<td>PSY 665</td>
<td>Addictions Counseling (3)</td>
<td>The course addresses a variety of addiction topics, including chemical dependency, eating disorders, sexual addiction, the chemically dependent offender, and women’s issues in addiction. Several treatment models are explored, with emphases on effectiveness of treatment approaches and on multicultural sensitivity.</td>
</tr>
<tr>
<td>PSY 668</td>
<td>Crisis, Trauma, and Recovery (3)</td>
<td>The course is an introduction to the field of psychological trauma, examining the historical development of trauma as a clinical entity and an overview of theories and strategies for treating trauma. Students will learn to identify and work with their own reactions to clients who present trauma issues.</td>
</tr>
<tr>
<td>PSY 671</td>
<td>Mindfulness Counseling (3)</td>
<td>This course explores mindfulness and acceptance based approaches to counseling and discusses the integration of art and science when utilizing these approaches. Students will examine current research about efficacy of such approaches, and</td>
</tr>
</tbody>
</table>
also develop beginning skills in these approaches.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 673</td>
<td>Couples Counseling (3)</td>
<td>This advanced course covers selected theories and techniques related to couples counseling. The emphasis in the course is on practical application of the theories.</td>
</tr>
<tr>
<td>PSY 676</td>
<td>Counseling Children and Adolescents (3)</td>
<td>This course focuses on issues and concepts related to counseling children and adolescents with social and/or emotional problems. Topics include significant differences between children/adolescents and adults; theories of normal child development and temperament; and conceptualization and effective treatment of problems.</td>
</tr>
<tr>
<td>PSY 677</td>
<td>Grief Counseling (3)</td>
<td>This course introduces students to the techniques, strategies, and treatment modalities counselors use to work with adults, children, and families dealing with bereavement. The class focuses on psychological, somatic, cultural, and spiritual aspects of grief and loss. Other topics included are interventions, community resources, and diverse religious and cultural practices.</td>
</tr>
<tr>
<td>PSY 678</td>
<td>Risk and Resilience in Childhood (3)</td>
<td>This course covers child/adolescent psychopathology and psychological assessment of children and adolescents. Specific topics include diagnostic and assessment issues specific to children and adolescents; psychological and developmental disorders specific to children and adolescents; and related social and cultural issues.</td>
</tr>
<tr>
<td>PSY 718</td>
<td>Psychology and Sustainability (3)</td>
<td>The course presents the interface between environment and sustainability issues and the discipline of counseling psychology. Students review psychological literature about the relationship between environmental problems/solutions and human health and well-being, as well as implications of this for psychologists’ work with individuals, families, and communities.</td>
</tr>
<tr>
<td>PSY 730</td>
<td>Psychology of Emerging Adulthood</td>
<td>This course explores developmental theory pertaining to the timespan between adolescence and adulthood. Identity exploration in the areas of education, work, interpersonal relationships, and culture will be examined through current and seminal research. Developmental considerations for working with this population will be highlighted.</td>
</tr>
<tr>
<td>PSY 804</td>
<td>Vocational Issues in Counseling Psychology (3)</td>
<td>Theories of vocational choice as well as career decision making, planning and lifelong career development will be addressed. Current issues in the field of vocational counseling will be integrated with well-established theories and methods of vocational assessment.</td>
</tr>
</tbody>
</table>

Courses Not Required as of Fall, 2018

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PSY 503</td>
<td>Applied Biological Psychology (3)</td>
<td>The course addresses biological aspects of human psychology, including the biological basis of neurological deficits and mental disorders, and the use psychotropic medications for treating mental illnesses. Topics also include stress and health, mental disorders such as depression, anxiety, and schizophrenia, and contemporary issues in biological psychology.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
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</tr>
<tr>
<td>PSY 635</td>
<td>Concepts of Mental Health and Illness (3)</td>
<td>This course covers the basics of psychological assessment. The importance of integrating information from various sources when formulating hypotheses and diagnostic impressions and when developing treatment plans is emphasized. Other topics include interviewing, mental status examinations, psychophysiological strategies, psychological tests related to various diagnostic groupings, and program evaluation.</td>
</tr>
<tr>
<td>PSY 741</td>
<td>Pre-Practicum (3)</td>
<td>This course prepares students, and is a pre-requisite, for field placements in settings that provide psychological services. The course reviews the Diagnostic &amp; Statistical Manual and emphasizes integration of basic assessment and intervention activities, as well as ethical and professional issues in psychology.</td>
</tr>
<tr>
<td>PSY 801</td>
<td>Family-Focused Systemic Interventions (3)</td>
<td>The class focuses on theories and interventions related to the conceptualization and improvement of interactions within family systems. A framework of family science and evidence-informed approaches is emphasized. Students will examine general systems theory, family systems interventions, trans-generational theory, modern and post-modern adaptations of family intervention, and multi-systemic approaches.</td>
</tr>
<tr>
<td>PSY 804</td>
<td>Vocational Issues in Counseling Psychology (3)</td>
<td>Theories of vocational choice as well as career decision making, planning and lifelong career development will be addressed. Current issues in the field of vocational counseling will be integrated with well-established theories and methods of vocational assessment.</td>
</tr>
<tr>
<td>PSY 809</td>
<td>Advanced Developmental Psychology (3)</td>
<td>In this course, students critically review classic and contemporary theories and research in developmental psychology. Students describe how the theories and research apply to psychology practice, develop additional research questions to further knowledge in the field, and become familiar with ethical and cultural issues related to developmental psychology.</td>
</tr>
<tr>
<td>PSY 814</td>
<td>Psychopathology, Resilience, and Evidence-Based Practice (3)</td>
<td>The course addresses theories and research related to psychopathology, as well as the strength-based perspective in counseling psychology. Major approaches to understanding adaptive and maladaptive behavior of individuals, such as psychoanalytic, humanistic, social constructivist, systemic, and social learning, will be discussed.</td>
</tr>
</tbody>
</table>
APPENDIX 4:

STUDENT PROGRESS REPORTS PREPARED BY FULL FACULTY

• BASELINE COMPETENCIES: PROFESSIONAL SKILLS, ATTITUDES, AND KNOWLEDGE
• ANNUAL PROGRESS REPORT TO STUDENTS
• PROFESSIONAL GROWTH PLAN
• REMEDIATION PLAN
Baseline Professional Behavior Competencies: Skills, Attitudes, and Knowledge

Name of Student: ____________________________________________

Date of Completion of BASELINE COMPETENCIES Review: ______________________

Below are Baseline Professional Behavior Competencies expected of a professional psychologist. Each PsyD student is expected to demonstrate these basic personal and cognitive skills, attitudes, and values consistently in all education and training settings related to the program, in addition to the knowledge and skills associated with academic work and practicum/internship. This form is used to evaluate first year students prior to the end of the first semester to assess readiness for the first practicum placement. In addition, if concerns about a student’s professional behavior arise, this form will be used to review and make decisions about the student’s situation. Deficiencies in any of these areas may be cause for informal feedback, delay in or removal from practicum, a formal professional growth plan, and/or dismissal from the program.

NOTE: These are adapted from guidelines proposed by ADPTC and CCTC.

Rating Scale for Each Item

N - No Opportunity to observe
0 - Does not meet criteria for program level
1 - Meets criteria minimally or inconsistently for program level
2 - Meets criteria consistently at this program level
3 - Exceeds expectations for program level

1. Personality Characteristics, Intellectual and Personal Skills

Note: Faculty observe the following skills and attitudes initially in first semester courses, in subsequent courses as needed, and in other settings associated with the program’s activities.

a. Interpersonal skills: ability to listen and be empathetic with others; respect for/interest in others’ cultures, experiences, values, points of view, goals and desires, fear, etc. These skills include verbal as well as non-verbal domains. An interpersonal skill of special relevance is the ability to be open to feedback.


c. Affective skills: affect tolerance; tolerance/understanding of interpersonal conflict; tolerance of ambiguity and uncertainty.

d. Personality/Attitudes: desire to help others; openness to new ideas; honesty; integrity; valuing of ethical behavior; personal courage.

e. Expressive skills: ability to communicate one’s ideas, feelings, and information in a professional manner in verbal, non-verbal, and written forms.

f. Reflective skills: ability to examine and consider one’s own motives, attitudes, behaviors and one’s effect on others.

g. Conflict resolution: timely and effective communication about concerns, following program guidelines about problem resolution.

h. Other professional skills: time management; punctuality in attendance; punctuality in assignments and other work; timely and professional communication of questions.

i. Personal skills: personal organization, personal hygiene, appropriate dress.
2. Knowledge from classroom and/or clinical experience:

Note: Faculty observe the student’s mastery of the knowledge areas described below initially in first semester academic courses, in subsequent courses as needed, and in other settings, such as practicum, associated with the program’s activities.

1. Assessment & Clinical Interviewing
   i) Knowledge regarding psychopathology related to the population(s) served by the practicum sites.
   ii) Knowledge of scientific, theoretical, empirical and contextual bases of psychological assessment.
   iii) Knowledge of test construction, validity, score reliability and related assessment psychometrics.
   iv) Training in principles and practice of systematic administration, data-gathering and interpretation for assessment, including identifying problems, formulating diagnoses, goals and case conceptualizations; understanding the relationship between assessment and intervention, assessment of treatment progress and outcome.
   v) Training in the models and techniques of clinical interviewing.

2. Intervention*
   i) Knowledge of scientific, theoretical, empirical and contextual bases of intervention.
   ii) Training in basic clinical skills, such as empathic listening, framing problems, etc.
   iii) Training in assessment of treatment progress and outcome.

*Specific features of “Intervention” are more fully described in Section B.4 below.

3. Ethical & Legal
   i) Principles of ethical practice and decision making (APA, 2002)
   ii) Legal knowledge related to the practice of psychology [Federal (e.g., HIPPA) and State laws]

4. Individual and Cultural Differences (ICD)
   i) Knowledge and understanding of the principles and findings related to ICD as they apply to professional psychology.
   ii) Understanding of one’s own situation (e.g., one’s ethical/racial, socioeconomic, gender, sexual orientation; one’s attitudes towards diverse others) relative to the dimensions of ICD (e.g., class, race, physical disability etc.).
   iii) Understanding of the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues, etc.).
SUMMARY OF STRENGTHS:

SUMMARY OF NEEDS AND AREAS OF CONCERN:
Recommendations (attach additional pages as necessary):

The following recommendations have been made by the PsyD faculty:

☐ Student is ready to engage in Practicum and displays no areas of deficiency

☐ Student is ready to engage in Practicum and must address areas of minor deficiency. Please see Attached Professional Growth Plan

☐ Student may not engage in Practicum and must address areas of major deficiency before being reviewed

☐ Student is not able to continue in the PsyD program because of significant areas of deficiency in the Baseline Competencies, Professional Skills, Attitudes, and Knowledge, as outlined below:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

FACULTY SIGNATURES

Advisor Date

Director of Training Date

Program Director Date

STUDENT SIGNATURE

I have read the attached Baseline Competencies document and recommendations, and discussed them with faculty. I have attached my comments to this document: ☐ YES ☐ NO

Student Date
Annual Student Progress Report

Student Name: 

Date of Report: 

Student Status:

☐ Good Standing
☐ Academic Probation
☐ Professional Growth Plan in Effect
☐ Remediation Plan

Academic Progress:

Number of Credits Completed to Date (excluding present term):

GPA:

Unofficial Transcript is attached.

Narrative:
**Practicum Progress:**

Has student satisfactorily completed program practicum requirements?

☐ Yes  ☐ No

Please see next page for details about student’s progress in specific competency areas.

<table>
<thead>
<tr>
<th>Practicum I</th>
<th>Site:</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum II</td>
<td>Site:</td>
<td>Term</td>
</tr>
<tr>
<td>Practicum III</td>
<td>Site:</td>
<td>Term</td>
</tr>
<tr>
<td>Practicum IV</td>
<td>Site:</td>
<td>Term</td>
</tr>
</tbody>
</table>

**Practicum Progress (Continued):**

<table>
<thead>
<tr>
<th>Practicum V (Optional)</th>
<th>Site:</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum V (Optional)</td>
<td>Site:</td>
<td>Term</td>
</tr>
</tbody>
</table>

**Narrative:**
The data in this table are obtained from the evaluation of Baseline Competencies completed by faculty, the Practicum Evaluation completed by practicum site supervisors, and input from practicum faculty supervisors.

<table>
<thead>
<tr>
<th>PRACTICUM LEVEL</th>
<th>COMPETENCY</th>
<th>COMPETENCY ACHIEVED Y/N</th>
<th>PROFESSIONAL GROWTH PLAN NEEDED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum I</td>
<td>Students will demonstrate the ability to conduct a clinical interview.</td>
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<td></td>
<td>Students will demonstrate the ability to relate respectfully and effectively with peers, supervisors, and instructors.</td>
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<td></td>
<td>Students will demonstrate the ability to conceptualize clients' presenting concerns and to produce a plan for intervention.</td>
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<tr>
<td></td>
<td>Students will demonstrate the ability to select and implement a variety of treatment interventions.</td>
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<tr>
<td></td>
<td>Students will demonstrate knowledge of the Ethical Principles of Psychologists and Code of Conduct and the ability to resolve ethical dilemmas using a decision making model.</td>
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<tr>
<td></td>
<td>Students will demonstrate knowledge of multicultural theory and counseling practice.</td>
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<tr>
<td>Practicum II</td>
<td><strong>Students will demonstrate consistent mastery of competencies attained in Practicum I.</strong></td>
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<tr>
<td></td>
<td>Students will demonstrate knowledge of strength-based approaches to conceptualization.</td>
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<tr>
<td></td>
<td>Students will demonstrate knowledge of evidenced-based treatment and practices.</td>
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<tr>
<td></td>
<td>Students will consider developmental theory in their assessment and conceptualization of client issues.</td>
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<tr>
<td>Practicum III</td>
<td><strong>Students will demonstrate consistent mastery of competencies attained in Practicum I and II.</strong></td>
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<tr>
<td></td>
<td>Students will demonstrate the ability to design an effective intervention based upon the needs of the client.</td>
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<tr>
<td></td>
<td>Students will demonstrate the ability to engage in self-care.</td>
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<tr>
<td></td>
<td>Students will conduct themselves in a manner consistent with their status as role models in all professional settings.</td>
<td></td>
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</tr>
<tr>
<td>Practicum IV</td>
<td><strong>Students will demonstrate consistent mastery of competencies attained in Practicum I, II, &amp; III.</strong></td>
<td></td>
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<tr>
<td></td>
<td>Students will demonstrate the ability to evaluate the effectiveness of interventions and to make adjustments based upon the results of their evaluation.</td>
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</tr>
<tr>
<td>Practicum V</td>
<td><strong>Students will demonstrate consistent mastery of competencies attained in Practicum I, II, III &amp; IV.</strong></td>
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<tr>
<td></td>
<td>Students will identify and pursue individual goals based on self-reflection and consideration of feedback from faculty and supervisors.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Research Progress:

Has student successfully completed:

<table>
<thead>
<tr>
<th>Course</th>
<th>Complete?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 712 (Advanced Research Design &amp; Methods)</td>
<td>Yes</td>
</tr>
<tr>
<td>PSY 810 (Advanced Data Analysis)</td>
<td>No</td>
</tr>
</tbody>
</table>

Has student successfully proposed their dissertation?  Yes  No  Term

- Title of Dissertation:

- Committee Members
  - Chair:
  - Member 1:
    - Affiliation:
  - Member 2:
    - Affiliation:
  - Member 3 (optional):
    - Affiliation

Has student successfully defended their dissertation?  Yes  No

Projected Defense Date:

Narrative:
**Comprehensive Examination:**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio</td>
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<tr>
<td>Oral Examination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has student attempted the Comprehensive Exam?</td>
<td>Yes</td>
<td>No</td>
<td>Term</td>
</tr>
<tr>
<td>Has student successfully completed the Comprehensive Examination?</td>
<td>Yes</td>
<td>No</td>
<td>Term</td>
</tr>
</tbody>
</table>

Grading and feedback forms have been reviewed with the student and are included in the student’s file.

**Narrative:**

**Internship:**

<table>
<thead>
<tr>
<th>Has student participated in APPIC Match?</th>
<th>Yes</th>
<th>No</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has student successfully completed Doctoral Internship?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

**Site:**

**Date of Completion:**

**Narrative:**

**Professional Behavior/Ethics:**

Has this student been the subject of any professional or ethical complaints? Yes No

**Narrative:**
Summary/Recommendations:

Professional Growth Plan needed?  Yes (see attached)  No

Student Comments (attach additional pages if necessary):

Student Signature:

I, the student, have reviewed this evaluation report. I understand that my signature does not necessarily indicate agreement with its content.

Student  Date:

Faculty Signatures:

Faculty Advisor  Date:

Director of Training  Date:

Program Director  Date:
## PROFESSIONAL GROWTH PLAN

<table>
<thead>
<tr>
<th>CONCERN</th>
<th>DESIRED OUTCOME</th>
<th>PLAN</th>
<th>RESPONSIBLE FACULTY/OTHERS</th>
<th>EXPECTED DATE OF COMPLETION</th>
</tr>
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<tbody>
<tr>
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</tr>
</tbody>
</table>

**Additional Comments:**

**STUDENT SIGNATURE**  
I agree to follow the professional growth plan described above.

Student __________________________ Date __________

**FACULTY SIGNATURES**

<table>
<thead>
<tr>
<th>Role</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Training</td>
<td></td>
</tr>
<tr>
<td>Advisor or Other Faculty</td>
<td></td>
</tr>
<tr>
<td>Program Director</td>
<td></td>
</tr>
</tbody>
</table>

**RESOLUTION**  
The professional growth plan has resolved in the following manner:

- [ ] Successful resolution
- [ ] Proceed to remediation plan
- [ ] Dismissal from the PsyD program

**STUDENT SIGNATURE**  
I agree with the resolution of the professional growth plan described above.

Student __________________________ Date __________
<table>
<thead>
<tr>
<th>FACULTY SIGNATURES</th>
<th></th>
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<td></td>
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</tr>
</tbody>
</table>
# REMEDIATION PLAN

<table>
<thead>
<tr>
<th>CONCERN</th>
<th>PRIOR ATTEMPTS AT RESOLUTION</th>
<th>DESIRED OUTCOME</th>
<th>PLAN</th>
<th>RESPONSIBLE FACULTY/OTHERS</th>
<th>EXPECTED DATE OF COMPLETION</th>
</tr>
</thead>
</table>

**Additional comments:**

---

**STUDENT SIGNATURE**
I agree to follow the remediation plan described above.

____________________________  Date  
Student

**FACULTY SIGNATURES**

____________________________  Date  
Director of Training

____________________________  Date  
Advisor or Other Faculty

____________________________  Date  
Program Director

---

Page 1 of 2
The remediation plan has resolved in the following manner:

- Successful resolution
- Proceed to professional growth plan
- Dismissal from the PsyD program

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
</tr>
</thead>
</table>

**FACULTY SIGNATURES**

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<td>Date</td>
</tr>
<tr>
<td>Program Director</td>
<td>Date</td>
</tr>
</tbody>
</table>
APPENDIX 5:
PRACTICUM EVALUATION FORM
Dear Supervisor:

Thank you very much for working with the Chatham University PsyD program by providing a practicum placement and supervision for our students.

Attached is the form to be used to evaluate the student(s) under your supervision. The form should be completed once at midterm and again at the end of the semester.

Our program has established expected competencies that are graded in complexity as students progress through Practicum I, II, III, IV, and (if applicable) V. These competencies are outlined below:

<table>
<thead>
<tr>
<th>COMPETENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum I</td>
</tr>
<tr>
<td>Students will demonstrate the ability to relate respectfully and effectively with peers, supervisors, and instructors.</td>
</tr>
<tr>
<td>Students will demonstrate the ability to conceptualize clients’ presenting concerns and to produce a plan for intervention.</td>
</tr>
<tr>
<td>Students will demonstrate the ability to select and implement a variety of treatment interventions.</td>
</tr>
<tr>
<td>Students will demonstrate knowledge of the Ethical Principles of Psychologists and Code of Conduct and the ability to resolve ethical dilemmas using a decision making model.</td>
</tr>
<tr>
<td>Students will demonstrate knowledge of multicultural theory and counseling practice.</td>
</tr>
<tr>
<td>Practicum II</td>
</tr>
<tr>
<td>Students will demonstrate knowledge of strength-based approaches to conceptualization.</td>
</tr>
<tr>
<td>Students will demonstrate knowledge of evidenced-based treatment and practices.</td>
</tr>
<tr>
<td>Students will consider developmental theory in their assessment and conceptualization of client issues.</td>
</tr>
<tr>
<td>Practicum III</td>
</tr>
<tr>
<td>Students will demonstrate the ability to design an effective intervention based upon the needs of the client.</td>
</tr>
<tr>
<td>Students will demonstrate the ability to engage in self-care.</td>
</tr>
<tr>
<td>Practicum IV</td>
</tr>
<tr>
<td>Students will demonstrate the ability to evaluate the effectiveness of interventions and to make adjustments based upon the results of their evaluation.</td>
</tr>
</tbody>
</table>
When completing the form, we would like for you to keep in mind your experiences with and expectations of doctoral level practicum students. While there will certainly be some degree of subjectivity in your assessments of students, we suggest the following guidelines for you to consider:

- N – No opportunity to observe (self-explanatory)
- 0 – Does not meet criteria for doctoral practicum training. This score should be used for a student whose skill level is significantly below what you would expect at a doctoral practicum level. If this is the midterm evaluation, there is a possibility, in your judgment, that the student will not attain the skill during this training period.
- 1 – Meets criteria minimally or inconsistently for doctoral practicum training. This score should be used for a student whose skills are below the expected level in a particular area. If this is the midterm evaluation, there is a possibility that, with additional training and supervision, the student may attain the skill during this training period. If this is the final evaluation, a score of 1 means that the student has not adequately demonstrated the skill during the training period.
- 2 – Meets criteria consistently for doctoral practicum training. This score should be used for a student whose particular skill development is consistent with what you would expect at this level of training.
- 3 – Exceeds expectations for doctoral practicum training. This score should be used to identify a student’s exceptionally strong skill in particular areas. The level of skill may be typical of trainees at a doctoral level internship or of someone who has graduated from a doctoral program.

We have also provided space for your narrative comments about the student throughout the evaluation form.

We encourage you to contact us if you have any questions at all about the evaluation form and processes, a student, or the PsyD program. In particular, please let us know early on if you have concerns about a particular student, or if you believe that your supervisee is not performing at the overall level you would expect for a doctoral practicum student.

Thank you again for your support of our program and our students. Please feel free to contact me should you have any questions or concerns.

Sincerely,

Anthony Isacco, Ph.D., Director of Training
Chatham University PsyD in Counseling Psychology
Program 412-365-2478
aisacco@chatham.edu
### CHATHAM UNIVERSITY PSYD PROGRAM

#### Practicum Evaluation Form

**STUDENT:**

**EVALUATION IS FOR WHICH PRACTICUM:** I II III IV V OTHER

**PRACTICUM SITE:**

**SITE SUPERVISOR:** __________________________________________

**TYPE OF EVALUATION** (check one):

- [ ] Mid-Term Evaluation
- [ ] Final Evaluation

**PERSON COMPLETING EVALUATION FORM:** __________________________________________

If the person completing evaluation is not the site supervisor, please explain why:

**DATE OF COMPLETION OF EVALUATION FORM:** ________________

**CERTIFICATION OF DIRECT OBSERVATION** (required):

- [ ] I certify that evaluation ratings are, in part, based on at least one instance of directly observing the student (either live or via audio/video recording) during the assessment period.

---

**Competence Rating Scale for Each Item**

- **N** - No Opportunity to observe
- **0** - Does not meet criteria for doctoral practicum training
- **1** - Meets criteria minimally or inconsistently for doctoral practicum training
- **2** - Meets criteria consistently at this doctoral practicum training
- **3** - Exceeds expectations for doctoral practicum training

---

### I. Communication and Interpersonal Skills

<table>
<thead>
<tr>
<th>Competence Rating</th>
<th>1. Ability to develop and maintain effective relationships with a wide range of clients seeking professional services</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Ability to develop and maintain effective relationships with colleagues, supervisors, supervisees, communities or organizations with which the student is working</td>
<td></td>
</tr>
<tr>
<td>3. Ability to produce and understand oral, nonverbal and written communications that are informative and well-integrated; demonstrates a thorough grasp of professional language and concepts</td>
<td></td>
</tr>
<tr>
<td>4. Demonstrates effective interpersonal skills and the ability to manage difficult communication well</td>
<td></td>
</tr>
</tbody>
</table>

---
II. Professional Values and Attitudes

5. Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others

6. Engages in self-reflection regarding one’s personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness

7. Actively seeks and demonstrates openness and responsiveness to feedback and supervision

8. Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training

9. Is responsible, organized and timely in completing professional tasks; arrives promptly at meetings and appointments

III. Individual and Cultural Diversity

10. Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves

11. Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities

12. Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.

13. Demonstrates the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and ability to apply this approach effectively in their professional work.
### IV. Ethical and Legal Standards

14. Is knowledgeable of and acts in accordance with each of the following:
   - a. the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
   - b. relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
   - c. relevant professional standards and guidelines.

15. Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve the dilemmas.

16. Conducts self in an ethical manner in all professional activities.

### V. Assessment

17. Demonstrates current knowledge of functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.

18. Demonstrates the ability to apply the knowledge of client strengths and psychopathology to the assessment process with sensitivity to cultural and individual differences.

19. Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collects 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.

20. Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.

21. Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
### VI. Intervention

22. Establishes and maintains effective relationships with the recipients of psychological services

23. Develops evidence-based intervention plans specific to the service delivery goals.

24. Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

25. Demonstrates the ability to apply the relevant research literature to clinical decision making.

26. Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.

27. Evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation.

### VII. Supervision

28. Demonstrates basic knowledge of supervision models and practices

### VIII. Consultation and Interprofessional / Interdisciplinary Skills

29. Demonstrates knowledge and respect for the roles and perspectives of other professions

30. Demonstrates knowledge of consultation models and practices
Please provide additional comments that will help us understand your supervisee’s performance and educational/training needs. THANK YOU!

SIGNATURES:

__________________________________________  _______________________
Site Supervisor                                Date

__________________________________________  _______________________
Course Supervisor at Chatham                   Date

I have read the attached Baseline Competencies document and recommendations, and discussed them with my supervisor.

__________________________________________  _______________________
Student                                       Date

NOTE: These are adapted from guidelines provided by APA Standards of Accreditation Profession Wide Competencies (IR C-8 D).
APPENDIX 6:

PRACTICUM
FIELD PLACEMENT HANDBOOK
How to Use This Manual

• The Practicum Manual was developed to assist students in the Doctor of Psychology in Counseling Psychology program as they prepare for and complete their practicum experiences. It is intended to serve as a guide as you prepare for, obtain, and complete your practicum requirements. It is not all-encompassing, there are often new situations that arise. Please be sure to consult with your advisor, the Field Placement Coordinator, and the DOT about your practicum and career plans.

• Ideally, practicum helps students prepare for your internship of choice. There are several types of internship placements:
  o College/university counseling center
  o Community mental health
  o Academic health center
  o Medical school
  o VA Hospital
  o Hospital – a variety of hospital internships exist:
    ▪ research focus
    ▪ clinical focus
    ▪ psychiatric hospital
    ▪ children/pediatrics
    ▪ general hospital
  o Correctional facility
  o Consortium
  o Armed forces medical center

• Practicum experiences should do several things:
  o Develop strong generalist skills
  o Develop an identity as a counseling psychologist
  o Help you refine your choice for type of internship and professional practice
    ▪ Try not to worry about picking the “perfect” type of placement. In general, you’re trained as a generalist and can specialize and switch employment settings throughout your career.
  o Help you become well-prepared with experience for the internship.

• Please read the manual thoroughly. Answers to many common questions can be found here.

• Delivery of psychological services consists of many different activities, including but not limited to traditional 50-minute individual therapy, brief consultation and therapy sessions, group therapy, intakes, crisis work, outreach and educational programming, and more. Policies and procedures from each site are fluid and student needs and wants vary. This manual is a guide and won’t replace the consultation of program faculty members. In the end, the Counseling Psychology faculty, as a group, make decisions when practicum situations vary from the norm. As such, it is incumbent upon students to communicate with their advisor, professor, DOT, and FPC. This way, the faculty can assist students complete their training and education.

• Students’ needs or goals may change over time and sites’ needs may also change over time. It is important to recognize that, for example, a site may have taken beginning practicum students in the past but has now requested more advanced students. Furthermore, unique situations may arise. Should a situation arise that is not addressed in this handbook, please contact these people as soon as possible:
  o Your Practicum Course Instructor, Field Placement Coordinator, Director of Training for the Doctoral Program, Your Academic Advisor

• Finally, failure to follow the procedures outlined in this manual may result in a decision by the Counseling Psychology faculty to postpone your practicum experience.
### WHAT IS PRACTICUM?

Students’ Practicum is a series of graded experiences in a variety of clinical settings. One goal of practicum is to help students refine and clarify their career path as a psychologist. As a psychologist, you may work in a variety of settings. Counseling psychologists very often work in university or college counseling centers. We have practicum experiences available in many types of settings, including college counseling centers, hospitals, a detention center, community mental health, and VA.

An example of practicum pathways for 3 common settings is listed below. Keep in mind that some placements may not be available to you until you have more experience:

<table>
<thead>
<tr>
<th>Practicum 1 (spring)</th>
<th>Counseling Center</th>
<th>VA</th>
<th>Hospital</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Career Center; ADHD Clinic, STAR Clinic</td>
<td>Community mental health, hospital in patient or outpatient clinic</td>
<td>Hospital inpatient or outpatient setting</td>
</tr>
<tr>
<td>Practicum 2 (summer)</td>
<td>Career Center; ADHD Clinic, STAR Clinic</td>
<td>Community mental health, hospital in patient or outpatient clinic</td>
<td>Hospital inpatient or outpatient setting</td>
</tr>
<tr>
<td>Practicum 3 (Fall)</td>
<td>University Counseling Center</td>
<td>Community mental health, hospital in patient or outpatient clinic</td>
<td>Hospital inpatient or outpatient setting or university counseling center</td>
</tr>
<tr>
<td>Practicum 4 (Spring)</td>
<td>University Counseling Center</td>
<td>Community mental health, hospital in patient or outpatient clinic</td>
<td>Hospital inpatient or outpatient setting or university counseling center</td>
</tr>
<tr>
<td>Practicum 5 &amp; beyond (summer or fall)</td>
<td>University counseling center Or Hospital setting</td>
<td>Apply to Pittsburgh VA (very competitive)</td>
<td>Hospital inpatient or outpatient setting</td>
</tr>
</tbody>
</table>

### FIELD PLACEMENT TIMELINE

Students’ progress through the program at various paces. Most students will begin their first practicum experience in the spring of their first year in doctoral studies. However, some students may start later. Students are required to complete successfully 12 practicum credits. However, some students may choose to take additional practicum experiences for credit.

**First semester:**
- Start doctoral courses
- In Fall semester, during PSY780 Professional Seminar in Counseling Psychology, the Field Placement Coordinator reviews the Practicum requirements, provides information about possible practicum sites, and creates a practicum plan, including preferences for 1st practicum site for the spring semester
- Students should review *Field Placement Manual*
- Students should set up individual meetings with Field Placement Coordinator to complete a Practicum Pathways Plan. This plan takes into account the students professional and internship goals. Students are encouraged to consult with their advisors in this process as well
- In the fall semester, students will be given a practicum site to apply to. Students will submit their cover letters and curriculum vitae to the sites as assigned. Sites will contact students if they are interested in arranging an interview. Students should complete the interview and let the Field Placement Coordinator know if they receive
an offer from the site or not. If not, the Field Placement Coordinator will work with the student to identify another site.

- In October or early November, students should apply for clearances (Acts 33 and 34)
- Students should apply for student professional liability insurance toward end of fall semester
- Once students are offered a placement, they will work with their future site supervisor to complete the onboarding process for their Spring site. This may include, but is not limited to, FBI clearance, drug screens, TB tests, flu shots, site training on HIPAA and compliance, etc.

**Second Semester:**
- Start practicum site
- Meet weekly in Practicum Course

**Future Semesters:**
- Students should actively monitor their practicum time commitment. Most sites require a 2 semester commitment; however, some sites allow a 1 semester commitment and some prefer a 3 semester commitment.
- Each semester, the student should review their Practicum Pathway Plan with their advisor. Students are also welcome to consult with the Field Placement Coordinator and other faculty as well. This is especially important the semester before a student’s practicum placement ends and if the student’s career goals change.
- The Field Placement Coordinator will email a reminder to students when they need to complete their new Practicum Application for a new practicum site. It is the student’s responsibility to let the FPC know well in advance of when they need a new practicum. Practicum sites are competitive and fill quickly! Timeframe for submitting practicum application:
  - New practicum site needed in Spring, complete Practicum Application at the end of August or beginning of September
  - New practicum site needed in Summer, complete Practicum Application in December
  - New practicum site needed in Fall, complete Practicum Application in February

**Practicum Credit Requirements**

PSY 746 (Practicum I) is a 3 credit course. In addition to attending the weekly class meeting at Chatham, and completing the requirements for this meeting (such as the weekly Moodle check in, active class participation, and case write up), students complete a minimum of 200 hours at their site. Included in this 200 hours is:

- 80 hours of direct service, minimum. Direct service includes:
  - Provision of individual, group, couples, or family counseling
  - Career counseling
  - Consultation about a client with family, teachers, etc. (but not supervisors)
  - Assessments, including intakes
  - Psychoeducational presentations/outreach activities
  - Live, direct observation of someone providing therapy (observation behind a window or from another room does not count as direct service)

- 120 hours of indirect service. Indirect service includes:
  - This includes 1 hour of supervision at your site
  - Any case conferences you attend
  - Any readings your supervisor assigns you to complete
  - Time it takes to complete clinical writing (ex: intakes, case notes, treatment plans, termination notes, etc.)
  - Consultations with other staff or faculty about clinical situations
• Observation of sessions when you are not in the same room (e.g., behind a window)
• If you are unclear about what counts as indirect, please talk with your course instructor

• There is no minimum number of indirect service hours. If a student completes 90 hours of direct service, then they only need 110 hours of indirect hours.

• If students reach 200 hours before the end of the semester, continue at the site to continue to fulfill your contract with the site and your commitment/professional responsibility with clients. Please do NOT stop attending your practicum site because you have achieved the minimum required hours. Your clinical responsibility to your clients and commitment to your site are important! More hours than the minimum are encouraged, within reason.

• If you complete all of your hours and all associated documentation (evaluation forms, logs of hours, etc.) by the last day of class of the semester, then students may start counting hours toward the next semester after the last day of class for that semester. For example, if classes end of August 2 and students have completed all hours and all paperwork is complete and signed, then as early as August 3, students may start accruing hours for the Fall semester.

• However, if students do not complete all hours and paperwork by the last day of the semester, their hours can continue to count for that current semester but may NOT be applied to the next semester. For example, if classes end on August 2 and students do not complete their requirements until August 8th, they may count any additional hours toward the current Summer semester but not the upcoming Fall semester.

Instructions for Obtaining Professional Liability Insurance & Clearances

_____1. Obtain professional liability insurance. Just select ONE – you do not need insurance from both.
   2. Health Providers Service Organization. $38 per year. To apply:
      1. Go to https://forms.hpso.com/quick-quote/page1.jsf
      2. Choose state (Pennsylvania)
      3. Select “Licensed Professional Counselor” as your Profession/Area of Study
      4. Click on “Student” option
      5. Complete application and payment (must have a credit or debit card in your name)

_____2. Obtain Clearances: Chatham students must have Act 33 and 34 (Child Abuse and Criminal Record). There is a fee for these 2 clearances. Some sites require students to have mandated child abuse reporter training, FBI clearance and/or FBI background check. Please check with your site about what clearances you must obtain prior to beginning
   • Students must obtain Act 33 and Act 34, even if the site does not require this.
   • If you have clearances that will still be valid (e.g., not expired/less than 1 year old) by the time you start your practicum, you may use those. If you have never had clearances or your clearances expire before you begin field placement, you must get new clearances.
   • Some sites may require a FBI Background check (NOT required for Chatham). If this is the case, students should obtain that clearance
   • Obtaining Clearances may take several weeks. Apply early for clearances. Students may not start their practicum until they have their clearances. In addition, most sites will not let you work with clients until you have your clearances.

   • Act 33 Child Abuse History Clearance:
      • Go to Pennsylvania Department of Public Welfare Web Site: www.dhs.pa.gov
On this site go to "Most Viewed" on opening page / select Abuse History Clearance. This will give you a pdf to download and MAIL.

Applicants can type directly on the form and then print it out. The form must be mailed in with a $8 Money Order or Check payable to "Pennsylvania Department of Human Services". Use a money order or check. Cash is NOT accepted.

Mail to Childline and Abuse Registry. The address is in the box at the top of the form.

Print clearly in ink or complete the form online.
  o Purpose of clearance--check school employment (verify this with your site).
  o Use your permanent address.

The application will be rejected if students do not list their parents, guardians, siblings and the addresses they lived at with these people.

Try to list everywhere and everyone they have lived with since 1975, however, if you cannot remember everything about your past addresses or roommates, you can list what you can remember and note this on the form.

You can have this clearance mailed back to your program at Chatham by completing and signing the Waiver Form. We have found this to work well so the clearances don’t get lost in the mail, or returned to a student’s mailing address out of state, etc.

If you choose not to use the Waiver Form, YOU keep the original and make a photocopy for Chatham AND for your site.

OR

You can also apply for the Act 33 clearance online

For instructions on how to create an account, go to this website: www.keepkidssafe.pa.gov

Go to “Supporting docs”/ Go to “CWIS Citizen Account”

Once you have created an account, go to this website: www.compass.state.pa.us/cwis/public/home. (The page should say “Welcome to Child Welfare Portal”)

Once you have set up you PA Keystone id/password, you can fill out the form on this site.

### ACT 34/Criminal Record Check

- Directions for completing the form:
- Go to this website: https://epatch.state.pa.us
- Go to "Submit A New Record Check"
- Read through "Terms and Conditions" and click the "Accept" button
- Complete the form, and at "Reason for Request", make sure to go to "Education"
- You will be prompted to pay $10 by credit card
- If you want to mail in your request and check, go to the top left corner of the screen under the HELP Menu and download the SP4-164 Form.

### ACT 114/FBI Clearance

- This fingerprint-based background check is a multiple-step process:
  - The applicant must register prior to going to the fingerprint site. Walk in service without prior registration will not be provided at any fingerprinting location. Registration is completed online or over the phone.
  - Registration is available online 24 hours/day, seven days per week at www.pa.cogentid.com. Telephone registration is available at 1-888-439-2486 Monday through Friday, 8am to 6pm EST.
  - During the registration process, demographic data is collected (name, address, SSN, etc.). There is no data entry required at the fingerprint collection site.
  - Pay the fee (about $30 – it has been reduced) for the fingerprint service and to secure the Criminal History Record.
• Applicants may make their payment online at using a credit card or debit card. Money orders or cashier’s checks payable to Cogent Systems will be accepted on site for those applicants who do not have the means to pay electronically. No cash transactions or personal checks are allowed.

• MOST field placement sites that require this ask that you choose the Pennsylvania Department of Education (PDE) option on to the website. HOWEVER, some sites require you select a different option. PLEASE check with your site when you apply about FBI clearances and which option you choose.

• After completing Step 1 of the Registration form on-line, you will be asked if you want to request an unofficial copy of your Criminal History Background Check. (This will be your only chance to request this document.) It will cost an additional $2.50 processing fee. Please request a copy of this document, as many sites require this.

• To find a fingerprinting locations, go to this website:
  - https://www.pa.cogentid.com/ohio/DPW/DPW_map/DPW_Regions_Clickable.html

• Act 169 FBI Background Check
  - done through the PA Department of Aging (required for many Nursing Homes, LTC’s if the person has not been a resident of PA for the last 2 years).
  - Link: http://www.pa.cogentid.com/index.htm

• ACT 31: Child Abuse Recognition and Reporting Training

  Some sites may require students to complete Training for Mandated Reporters
  • Check with your site to determine whether or not they require the training.
  • Please refer to the following website for more information: http://keepkidssafe.pa.gov/training/index.htm

FIELD PLACEMENT DOCUMENTATION

OneDrive folders will be used for Fall 2019 semester for all documents. Starting in the Spring 2020 semester, Chatham will use an online system to record all practicum documentation, EXXAT. To gain access to EXXAT, students receive an invitation email. The following documents are completed DURING your field placement. These documents should be completed and submitted to EXXAT. Your Practicum course supervisor and Practicum supervisor can sign, electronically, all documentation.

Documentation submitted in the first two weeks of practicum:
  • Field Placement Contract
    - Agreement between student and site supervisor about training and supervision expectations.
    - Signed by Chatham course instructor and site supervisor.
  • Emergency Contact Information
    - Completed by student, no signatures required.
    - Tip: Discuss emergency and crisis procedures with your supervisor very early in training!
  • Proof of Insurance

Documentation due at MID SEMESTER of practicum.
  1. Mid-Semester Student Evaluation
    - Site supervisor completes and provides feedback at mid-term of student’s performance in the field placement. Signed by student and site supervisor.
    - Turn this in to your course instructor.
    - Discuss your goals, strengths and areas for growth with your supervisor.

Documentation due at END OF SEMESTER: Completed by last class meeting of semester at Chatham.
  1. End-of-Semester Student Evaluation
    - Site supervisor final evaluation of student; signed by student and site supervisor.
2. **Final Evaluation of Site and Supervisor by Student**
   - Student evaluation of site; completed by student, no signatures required.

3. **End of Practicum/Internship Completion Form**
   - Completed by student and Chatham course instructor and site supervisor.

4. **Field Placement Time Log**
   - Completed by student, signed by site supervisor.

**Note:** If all documentation and hours are not complete by the last day of practicum class meeting, please complete an Incomplete Grade Request form and give this to your practicum class instructor. Note on the Incomplete Grade Request form the number of hours you have to complete and the specific documents you have not submitted.

It is the student’s responsibility to notify the course instructor when they have completed all requirements so the instructor can review this and assign the appropriate grade.

**First Practicum Application Process**

In week 2 - 4 of the first semester of doctoral classes, please schedule a meeting with the Field Placement Coordinator. It may also be helpful to talk with your advisor about practicum plans. During this time, we’ll discuss your interests, career plans, and practicum sites. You’ll create a draft of a plan for your practicum experiences while at Chatham. (This plan can be revised at any time, of course.)

A group of faculty, including the DOT and FPC, will start making matches between sites and students. Many sites require that students submit a resume or CV and a cover letter. Your cover letter should highlight 3 things:
- Your interest in the specific site
- Your hopes/goals for what you’d like to learn at the site
- A little bit about your experience (but the focus is on what you want to learn at the site).

Many sites also require interviews, so please be prepared to interview. Other students who have been at the site, the FPC, DOT, and other faculty may also have knowledge about the site, so feel free to consult about what to expect at your interview!

Keep the FPC informed of your practicum status. When you are offered the position, please let me know. If the site lets you know they, for some reason, cannot take you, please let me know ASAP. We need the time to find you another possible site.

Depending on site requirements, we may have you apply to one or more than 1 site. This is more about the site’s preferences than any requirement we have. For example, the VA only takes students in their 3rd year or higher. They are highly competitive so we also strongly encourage students to apply to another site as well.

**Subsequent Practicum Application Process**

When you will need a new practicum site, please let the FPC know 3 – 5 months in advance. Sites are very competitive and have differing application deadlines and timeframes. Some sites have application deadlines in early February for a fall start (the VA, some university counseling centers); other sites have later or rolling deadlines.

Meet with your advisor to review your practicum plan. Meet with the FPC to review your interests and practicum openings.

It is important to note that not all sites have an opening every semester. For example, most college/university counseling centers only have openings in the fall and they require a fall and spring commitment. Some counseling centers offer summer practicum experiences but some do not. The VA only starts in the fall (in August) and goes through the spring semester. It may be possible to extend this into summer.
**Important Notes**

It is rare but at times, students may be asked to leave a practicum site, by either the site or Chatham faculty.

The faculty reserves the right to remove a student from practicum, and sites reserve this right as well. There are many possible reasons for such action. Student factors may include 1) unethical behavior, 2) personal factors that impair student’s ability to work safely with clients, and 3) other reasons as determined by the faculty. Site factors may include 1) inadequate/poor supervision, 2) failure to provide appropriate supervision and training experiences, 3) unethical procedures, and 4) other reasons as determined by the faculty.

If you are having difficulty at a site:

Talk with your Practicum course instructor as soon as the issue arises. You and your instructor should notify the DOT and FPC immediately. We will determine the next steps depending on the issues. The steps may range from asking you to talk with your supervisor to us intervening, depending on the nature of the issue.

If you are employed by a mental health site and want to do your practicum there:

This may be possible but is NOT recommended. The faculty will meet to make a determination if this is possible, after considering the specific situation, the ethical implications for clients, and the training implications for the student.

**Home or Off-Site Visits:**

Practicum students are permitted to do home visits and off site visits with the following guidelines.

**Home Visits:** It is preferred that students do home or off site visits with a supervisor or another agency professional. However, students may do home visits unsupervised if:

1. The student has been trained in doing home visits, including safety and emergency procedures.
2. The site supervisor has accompanied the student to each home visit and has assessed the home. The supervisor has determined that the home is suitable for the student to visit unsupervised.
3. The supervised has assessed the student’s skill and comfort in conducting unsupervised home visits. The supervisor has deemed that the student is ready to conduct unsupervised home visits.
4. The student may choose not to enter a home if they feel unsafe.

**Off Site Visits:** Students may do off site visits at another agency (a school, for example) as long as there is another professional staff member on site, at the agency they are visiting. This may be a supervisor or employee of the student’s practicum/internship agency or it may be a professional staff member of the site the student is visiting.

If you’d like to see clients during the semester break:

Students must attend the group supervision. It will generally be held on the same day, at the same time of the practicum class that semester. It will also usually last for 1 hour per week. Students must attend this for their clinical hours to count for that week. Sometimes, at the discretion of the faculty, an email check-in, rather than an in-person meeting, will be arranged. Please note that if there is an in-person meeting, no acceptable excuses for absences will be granted, other than emergency reasons. You MUST attend this meeting.

If you are not getting enough direct client contact hours:

As soon as it is apparent that you have a problem, you should meet with your on-site supervisor and discuss your concern. You should also discuss your concerns with your Practicum instructor and let the FPC know.

Can I use my own car to transport clients?

No. Chatham students are not permitted to transport clients in their own vehicles. Students are only permitted to ride in an agency-owned vehicle and should be accompanied by a site employee, like the site supervisor.
Other concerns or issues may arise. When they do, talk with your Practicum class instructor as soon as possible and keep the FPC and DOT informed as well. We are here to help solve problems, hopefully before they become larger issues.

If you do not have enough hours completed by the end of the practicum

- Students who do not complete the required number of practicum hours (direct or indirect) during the academic semester will be assigned an Incomplete grade at the end of the semester. They can continue at their sites as long as they attend group supervision during the semester break and their site supervisor will be present to provide supervision.
- If you complete all of your hours and all associated documentation (evaluation forms, logs of hours, etc.), then you may start counting hours toward your next semester after the last day of class for that semester.
- However, if you do not complete your hours prior to the last day of the semester, you may not start counting hours until the start of the next semester.

Supervisor credentials

- You can be supervised by anyone with a master’s degree or higher in a mental health field.
- However, it is important to have hours of supervision by a licensed psychologist. This will factor into what practicum placement you might be offered each semester.

Role of the Chatham Practicum Course Instructor

The faculty supervisor is there to provide feedback, guidance, and evaluation to all practicum students. Ideally, students in practicum class will discuss, share, and help each other with ethical issues, multicultural and diversity counseling skills and awareness, and the process of becoming an ethical and competent psychologist. The course instructor may consult with the site supervisor about the student’s progress, assure that all required field experience forms are submitted, assure that the student completes all practicum requirements, and submit grades for the student with the Registrar by the final examination week.

Additionally, the Field Placement Coordinator, your advisor, or any member of the Counseling Psychology core faculty may at any time elect to confer with representatives of the organizations to which you are applying or completing a practicum experience. Site Supervisors are appointed as Chatham Faculty and designated as “Clinical Instructors.” As such, they are entitled to receive communication regarding your progress through the program.
APPENDIX 7:

PORTFOLIO AND COMPREHENSIVE EXAMINATION POLICIES AND PROCEDURES

- PORTFOLIO GRADING RUBRIC
- ORAL EXAMINATION GRADING RUBRIC
- CASE PRESENTATION INFORMATION (INGRAM TABLES)
PORTFOLIO GRADING RUBRIC

Student name: ______________________________
Committee member: ______________________________

- **Part 1: Material from Coursework:** The following items should be included in the Portfolio:
  - Curriculum vitae
  - Evidence of attendance at one conference
  - Evidence of affiliation of at least one year with at least one professional association

- **Part 2: Case Conceptualization:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional (circle one)</th>
<th>Expected (circle one)</th>
<th>Unacceptable/ Fail</th>
<th>Score</th>
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<td>1. Presenting Concern (20 pts total)</td>
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<td>4</td>
<td>&lt; 3</td>
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</tr>
<tr>
<td>b. Assessment data (5 pts)</td>
<td>5</td>
<td>4</td>
<td>&lt; 3</td>
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<tr>
<td>c. Diagnostic impression (10 pts)</td>
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<tr>
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<td>30, 29, 28</td>
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**Notes:**
1. Diagnostic and other Clinical/Treatment Considerations
2. Vulnerability / Resilience / Strength-Based Practice
3. Evidence-Based Practice

| P/F Core Areas of Professional Psychology (10 pts each) | 40, 39, 38 | 37, 36, 35, 34, 33, 32 | <32 |

**Notes:**
1. Social Psychology
2. CAB / Biopsychology
| ___/10 | 3. Personality / Intellectual Assessment |
| ___/10 | 4. Psychometrics / Research Design / Statistics |

<table>
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<tr>
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<td><strong>Counseling Psychologist Identity, Vocational Psychology</strong></td>
<td>30, 29, 28</td>
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| ___/10 | **Notes:** |
| ___/10 | 1. Counseling Psychologist Identity question – Part 1 |
| ___/10 | 2. Counseling Psychologist Identity question – Part 2 |
| ___/10 | 3. Vocational Psychology / Career Counseling |

| P / F | **Ethics and Multicultural** | 20, 19 | 18, 17, 16 | <16 |
### Notes:

- **Multicultural Competence**: ___/10
- **Ethics**: ___/10

### Articulation of Research Agenda

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<tr>
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<td>Articulation of Research Agenda</td>
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#### Notes:

1. General research discussion
2. Use of alternate qualitative/quantitative methods

### Professional Comportment/Presentation/ Self-Awareness

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#### Notes:

### TOTAL SCORE

**TOTAL SCORE (Out of 140 pts)**

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<th>133 or above and no less than “Expected” in any area</th>
<th>132-112</th>
<th>Less than 112 OR Failing score in any one area</th>
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Written Portfolio – Case Presentation

Basic Information

- Students must select a case from a practicum setting to present in a Written Portfolio.
- Students may not have received feedback on written work related to this client from supervisors or faculty.
- Students may of course seek feedback in the form of supervision, but not feedback on written work related to this client.
- The case for Written Portfolio may not be the same as the practice case conceptualization required in Prac III/IV class.
- The case for Written Portfolio may not be one where the student wrote and received feedback on an integrated summary.
- Due at 5pm EST on the second Friday in May.
- Should be uploaded to Box.com (make sure you have an account, they’re free and more secure than Dropbox) and shared with your Comps committee members.
- 25 page limit including sample of work but EXCLUDING title page and references.
- Should protect client identity by using a pseudonym and should not include PHI (make sure you know what information is PHI).
- APA style, 12 point, 1” margins.
- In addition to the Written Portfolio, you need to upload documentation indicating that you are a member of a professional association and that you have attended a conference.
- The Written Portfolio is based on information drawn from Ingram, B. L. (2011). Clinical case formulations: Matching the integrative treatment plan to the client. John Wiley & Sons. References to Tables listed in the sections below are taken from that text.

Case Conceptualization Ideas and Review Form

1) Identifying information:
A good case conceptualization organizes a large amount of complex data in ways that supports an effective treatment plan. As such, a good case conceptualization requires:

- Gathering information comprehensively (a developmental biopsychosocial model, BASIC SID) and with as little bias as possible (including the blinders that come from adhering strictly to one theoretical orientation).
- Including both subjective (your client’s perspective) and objective information (the student’s observations and other standardized assessment data if available).
- Focusing on essential pieces of information and presenting them succinctly.
- Should have a DSM5 diagnosis or diagnoses with a sound rationale. Students may expect to talk about additional diagnoses considered (and some not considered) as part of their oral comprehensive exam.

_____a Are relevant details (more than age, race, gender, ethnicity) provided and irrelevant details omitted? A concise section of identifying information will give you more space for the heart of your case conceptualization.

_____b Is the information organized in a way that makes sense and helps you to grasp the context of this client’s problems?

2) Assessment:
Following the presentation of identifying information, a good case conceptualization must have a comprehensive assessment. The Assessment does not need to have separate sections for each letter in BASIC SID but should cover as many of the BASIC SID modalities as are relevant and the student should include more modalities than the obvious ones. Strengths and DSM5 diagnosis should be included. A list of cardinal
symptoms that you asked about and your client denied is appreciated (e.g. ... denied mania, eating binges, repetitive behavior... etc.). If there are any diagnostic questions (MDD vs Dysthymia, whether reported alcohol use meets criteria for AUD, that sort of thing) you SHOULD briefly address this decision. All information relevant for the case conceptualization should be presented in the Assessment section. And the corollary is that brand new information should not be presented in of the SOHP sections. Practically speaking, this means that particularly in Subjective Data, you may need to refer to the Assessment section (for example that your client experiences specific symptoms associated with a diagnosis of Panic Disorder) and then provide more specific detail in the Subjective Data section about the situations your client is most likely to experience panic attacks and the specific things your client says about his or her experience of panic symptoms in those situations.

_____ a  Are the relevant modalities addressed? (Behavior, Affect, Sensation, Imagery, Cognition, Spiritual, Interpersonal/Social/Cultural, Drug/Biological) See Table 2.2, pgs. 112-114 for BASIC SID.
_____ b  Do the data support the hypotheses? The diagnosis?
_____ c  Is the assessment comprehensive enough to rule out competing hypotheses?
_____ d  Are obstacles, resources, and strengths addressed? Table 2.1, pg. 111 and Table 3.1, pgs. 115-116 may be helpful for ensuring comprehensive assessment of obstacles, resources and strengths.

3) Problems:
Following the organization and presentation of assessment data, a good case conceptualization must identify a comprehensive list of problems to be addressed that are reasonable treatment targets for many interventions — that is, they are related to your client’s current functioning, they reflect your client’s values, they can be solved, and they are appropriate in scope (not too large as to become unwieldy or unfocused and also not too narrow as to be less meaningful). The expression of problems is intentionally descriptive rather than theoretical or explanatory; theoretical or explanatory language should be re-written and avoided. Problems should reflect current difficulties rather than past ones and thus often begin with words like difficulty, frustration, excessive, lack of, insufficient, inability, avoidance, impaired, conflict, ambivalence and should not include phrases like because of, due to, stemming from but rather following and accompanying. Fig 1.1, pg. 110 may be helpful in ensuring a comprehensive problem list, but the detailed letter-number codes are NOT required.
Practically speaking, the problem list should include a title, brief explanation, outcome goal (#4 below), and each of the SOH (#5 below) P (#6 below) sections, including both Subjective and Objective data.
Formal assessments (self-report or diagnostic instruments) are not required, but students should challenge themselves to report their observations in addition to their client’s subjective reports.
Note that in S or O, you may be referring back to information presented in the Assessment section (look at the description of the Assessment) and may be providing clarifying details or examples in S and O sections. Note the bold: problems should not include explanatory mechanisms.

_____ a  Are there no more than 2-3 problems?
_____ b  Are problems defined as current, solvable targets of treatment?
_____ c  Would your client be likely to endorse the problem titles as they are stated? Do problem titles reflect your client’s values, not the therapist's personal or cultural bias?
_____ d  Are the problems tailored to your client rather than to groups of people (e.g., DSM diagnoses)?
_____ e  Are problem titles descriptive, atheoretical, not explanatory and justified by the data that have been collected?
_____ f  Are problems categorized (lumped together or differentiated) in ways that they lead to good treatment planning?
_____ g  Are any problems alluded to in the identifying information or assessment left out?
4) **Goals:**
Description of problems is followed by identifying outcome goals and the problem and goal should be logically connected. Similar to problems, statements of goals should reflect your client’s rather than student’s conceptualization, should be SMART (specific, measurable, attainable, realistic/relevant, time limited/timely), and should still refrain from theoretical or explanatory concepts (the “how” of the treatment plan). Note that Ingram uses PUERE rather than SMART — positive terms (what is desired rather than what is eliminated), under control (client’s behavior, thinking, feelings and self-change rather than changing others), evidence specified (measurable), realistic (achievable), ecological (change cascade is consistent with client’s values rather than causing long-term problems). **Table 4.1, pgs. 117-118** describes PUERE.

   _____ a Are outcome goals directly related to the problem title and endorsed (or likely to be) by your client?
   _____ b Are goals descriptive, rather than theoretical?
   _____ c Are outcome goals realistic, attainable, and testable?

5) **Theoretically-based Hypotheses** (at least one for each problem)
The clinical hypothesis explains one way to interpret your client’s problems, goals, and context. Each problem should have one or two hypotheses since problems and goals can be approached from different perspectives or theoretical orientations. The hypotheses should be related to interventions you actually did or considered doing. Hypotheses do expressly include theoretical and explanatory concepts and should both lead to treatment plans and be supported by research. It is possible that one hypothesis can apply to more than one problem. Specific theories or conceptual models should be explicitly named and briefly described in the hypotheses. The labels in **Fig. 1.1, pg. 110** are not required or sufficient; instead consider “according to … theory (cite)…”.

   _____ a Are the hypotheses consistent with the data?
   _____ b Do hypotheses deal only with established information (rather than introducing new data)?
   _____ c Does the hypothesis section focus on the specific problem of the specific client?
   _____ d Are hypotheses articulated professionally?
   _____ e Do hypotheses accurately incorporate theoretical concepts? Are they consistent with professional literature? This section should include at least two references supporting the hypotheses.
   _____ f Hypotheses should focus on interventions you provided or could have provided and might also focus on deepening your own theoretical orientation. In years passed we have encouraged demonstrating flexible conceptualizations through displaying different hypotheses. For the written case we want more focus, but demonstrating alternative ways of conceptualizing hypotheses for your client may come up on your oral comprehensive exam.

6) **Proposed interventions for each hypothesis** (at least one for each hypothesis)
The proposed interventions should flow from the hypotheses, be empirically supported, and fit both the individual client with his or her context and the resources and limitations of the situation (treatment setting, treatment contract and duration, finances, ethical and professional issues, community resources and referrals). At least one intervention, including process goals and specific intervention strategies, must be associated with each hypothesis. The plan for interventions should include cited empirical support.

   _____ a Is literature provided to support those interventions?
   _____ b Is the plan focused on resolving the identified problems and achieving outcome goals?
   _____ c Does the plan follow logically from the hypotheses without introducing new data or hypotheses?
   _____ d Is there clarity regarding the strategy for implementing suggested interventions?
Is the plan tailored to the specific client (considering such factors as gender, culture, sexual orientation, spirituality, personal values and constraints related to finances and the treatment setting)?

This section should include at least two references about the interventions.

7) Implementation and Outcomes:
To the extent possible, a case conceptualization should include evidence of whether change occurred and in what direction that change occurred. In addition, the written portfolio should include a sample of specific work (a verbatim transcript or a detailed process note, but not an integrated report or other note that the student has received feedback on from a supervisor or faculty member) and a summary of overall intervention work.

What interventions did you implement (assuming you had the opportunity) or what would you implement?

What was the outcome or what outcome would you expect?

Finally, Written Portfolio Case Conceptualizations require a discussion of ethical concerns, multicultural concerns, and addressing sustainable health and well-being. The discussion of ethical concerns must include an explicitly identified and described decision making model. Each of these topics should have real depth, not a surface discussion of the most obvious topic in that section for that client (please see detail in the next section).

Recommended Sections of Written Portfolio

Name (pseudonym)

Presenting Concern

Background information (story, context and strengths)

Assessment data (assessments administered (at least clinical intake interview), brief summary of results, includes diagnosis)

Note that Background Information and Assessment data sections can be combined as long as all of the topics are covered. The guiding principle is to present the information needed in the most logical and readable fashion.

Problem list and SOHP conceptualization

Listed first (refer to Figure 1.1, pg. 110), then detail

Problem 1: title
Explanation
Outcome goals
Subjective Data (S)
Objective Data (O)
Theoretically-based Hypotheses (H)
Plan (P)
Repeated for each problem

Interventions (by problem)

Note that depending on the specificity and depth of the Plan (above), Interventions may be briefer or deleted entirely. Alternatively, the Plan may be more thematic and the Interventions section may focus on more specific skills or interventions (as opposed to broader models).

Sample and Summary of Work

Note that the Sample and Summary of work should include BOTH a BRIEF summary of the course of intervention (what happened in different phases of your work together or in
different sessions if the intervention was brief, high and low points, turning points...) AND an intentionally chosen sample of your work. That is, the sample should be a brief representation of your in-session work with a client in the form of a transcript or detailed session process note that is directly connected to an identified problem and one of the theoretically-based hypotheses.

Ethics
Discuss the ethical considerations that arose in your work with this client. Please include each of these items.

1. Include citation(s) and reference(s) for your model of ethical decision-making. Your writing should work through each step in the chosen ethical decision-making model.
2. Discuss an ethical problem from your case, citing all the specific professional ethical principles you are applying from your profession’s Code of Ethics.
3. Provide a concise statement of your resolution of the problem.

Multicultural Concerns
Discuss how issues of cultural diversity affect client assessment and treatment, making sure that you address both your own identity and your client’s identity. In discussing the multicultural issues related to this case, you must:

1. Describe your client’s identity (including ethnicity, gender, SES, sexual orientation, age, etc.) and identify how this cultural information is relevant to your client.
2. Describe the impacts of privilege, socialization, biases, stigma, and discrimination on your client.
3. Describe your own identity, sources of privilege, and any personal biases/reactions towards your client (we all have all of these, including biases and reactions)
4. Address the impact of your privilege, socialization, and biases and the broader impact of stigma and discrimination on your work with this client and/or how you addressed these issues in supervision.

You might also address:

5. Describe any resources you used to ensure you were multiculturally competent to work with this case.
6. Describe how you took your client’s identity into consideration in treatment of your client or describe how you adjusted your approach to be appropriate for this client’s cultural identity.

Outcome

References, in correct APA style
A mix of books and articles is recommended. Primary sources are always preferred, but “as cited in” may be used sparingly. Ingram should be cited somewhere (BASIC SID or SOAP seem like reasonable places).
Figure 1.1  Map of 30 core clinical hypotheses
<table>
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<tr>
<th><strong>Problem</strong></th>
<th><strong>Description of the problem:</strong> What are the complaints, symptoms, signs of distress? What is the operational definition of the problem behavior?</th>
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<tbody>
<tr>
<td></td>
<td><strong>When and how was the onset?</strong> Are there specific precipitating events? External stressors? Positive changes that tax an individual’s coping abilities?</td>
</tr>
<tr>
<td></td>
<td><strong>What was time and cause of onset (if acute)?</strong> A specific event that triggered the presenting problem? A turning point when the problems began?</td>
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<tr>
<td></td>
<td><strong>What has been the course of development of the problem?</strong> If the problem seems to be chronic, look for the point in time when things started becoming worse.</td>
</tr>
<tr>
<td></td>
<td><strong>Specific details of progressive deterioration:</strong> Look for evidence of downward spirals. Do poor efforts to solve problems create new problems? Does increased stress lead to greater cognitive distortions followed by increased disorganization of behavior?</td>
</tr>
<tr>
<td></td>
<td><strong>What is the history?</strong> Are there prior episodes and early relevant experiences? When has the problem not occurred? Are there examples of successful coping?</td>
</tr>
<tr>
<td></td>
<td><strong>What has the client already done to try to solve this?</strong> What has been helpful? What has made things worse? Are there examples of independent use of resources?</td>
</tr>
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<table>
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<tr>
<th><strong>Outcome</strong></th>
<th>How would things be different if the problem were resolved?</th>
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<tbody>
<tr>
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<td>What do you desire for the future?</td>
</tr>
<tr>
<td></td>
<td>What is your vision of how it would be if the problem were solved?</td>
</tr>
<tr>
<td></td>
<td>What are the outcome goals?</td>
</tr>
<tr>
<td></td>
<td>If you woke up tomorrow morning and the problem was gone, how would your life be different? Describe what the day would be like.</td>
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<th><strong>Obstacles</strong></th>
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<td>How do you stop yourself?</td>
</tr>
<tr>
<td></td>
<td>Are there internal barriers in the form of thoughts or feelings?</td>
</tr>
<tr>
<td></td>
<td>Are there external, environmental obstacles and barriers?</td>
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<td>Are there family members who are creating obstacles?</td>
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<td></td>
<td>Are there social or cultural barriers?</td>
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</table>

<table>
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<tr>
<th><strong>Resources</strong></th>
<th>What skills do you already have that can be applied to solving the problem and achieving the desired outcome?</th>
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<tr>
<td></td>
<td>What strengths and assets have you demonstrated in the past that will help you with this problem?</td>
</tr>
<tr>
<td></td>
<td>Have you been successful before in a similar situation?</td>
</tr>
<tr>
<td></td>
<td>What social supports are available?</td>
</tr>
<tr>
<td></td>
<td>Are there environmental changes or material tools that would help?</td>
</tr>
<tr>
<td></td>
<td>What knowledge do you need?</td>
</tr>
<tr>
<td></td>
<td>What community resources could help?</td>
</tr>
<tr>
<td></td>
<td>What new skills are needed?</td>
</tr>
</tbody>
</table>
Table 2.2  The BASIC SID: An Adaptation of Lazarus's BASIC ID

**Case Example:** A 32-year-old Armenian-American woman whose problem is: “Difficulty completing her dissertation.”

<table>
<thead>
<tr>
<th>Description of Modalities</th>
<th>Examples of Data for All Clients</th>
<th>Sample Questions for Case Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B—Behavior</strong></td>
<td>Specific description of observable behavior.</td>
<td>What specifically does she do to avoid working on the project?</td>
</tr>
<tr>
<td>What the person is doing and not doing; what others can observe; the quality of skills.</td>
<td>Excessive behaviors—occur too intensely or frequently.</td>
<td>What exactly are her behaviors when she enters her office and faces the computer?</td>
</tr>
<tr>
<td></td>
<td>Deficient behaviors—absent from repertoire or not occurring sufficiently.</td>
<td>What writing skills might she be lacking?</td>
</tr>
<tr>
<td></td>
<td>Skills that are present or absent.</td>
<td>Does she know how to use practical skills of time and project management? Can she break the task into “baby steps” and set reasonable goals for a specific time period?</td>
</tr>
<tr>
<td></td>
<td>Activities that are engaged in or avoided.</td>
<td>What are specific excess behaviors (e.g., watching TV, sleeping)?</td>
</tr>
<tr>
<td></td>
<td>Degree of compliance with medical instructions.</td>
<td>What are desired behaviors that need to be increased (e.g., sitting at desk, going to library, meeting with adviser)?</td>
</tr>
<tr>
<td><strong>A—Affect</strong></td>
<td>Observed manifestations of feelings.</td>
<td>What are labels for her feelings (e.g., fear, anger, frustration, inadequacy)?</td>
</tr>
<tr>
<td>Internal emotional experience and overt verbal and nonverbal expression of feelings.</td>
<td>Mood (the subjective state) and congruence or incongruence with outward expressions.</td>
<td>Are there symptoms of depression or anxiety interfering with her work?</td>
</tr>
<tr>
<td></td>
<td>Level of awareness of own feelings.</td>
<td>Is her productivity related to specific mood states?</td>
</tr>
<tr>
<td></td>
<td>Level of expression of feelings to others.</td>
<td>Does she have control over the ability to access a confident, productive emotional state?</td>
</tr>
<tr>
<td></td>
<td>The labels for feelings that are experienced.</td>
<td>What are sources of her fears?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In what ways does anger, toward self and toward others, contribute to her difficulties?</td>
</tr>
</tbody>
</table>

(continued)
Table 2.2 (continued)

**Case Example:** A 32-year-old, Armenian-American woman whose problem is: *Difficulty completing her dissertation.*

<table>
<thead>
<tr>
<th>Description of Modalities</th>
<th>Examples of Data for All Clients</th>
<th>Sample Questions for Case Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S—Sensation</strong></td>
<td>Functioning of sensory organs.</td>
<td>What form does the anxiety take? Where in her body does she experience tension?</td>
</tr>
<tr>
<td></td>
<td>Presence of hallucinations or perceptual illusions.</td>
<td>Is there physical discomfort associated with sitting at the computer?</td>
</tr>
<tr>
<td></td>
<td>Presence of pain or muscular tension.</td>
<td>Is there auditory or visual input from the environment that affects the problem, positively or negatively?</td>
</tr>
<tr>
<td></td>
<td>Excessive sensitivity to environmental stimuli.</td>
<td>What specifically has she been told would happen if she doesn’t complete the dissertation by a certain date?</td>
</tr>
<tr>
<td></td>
<td>What the person heard (use quotations) and saw (concrete experiential data).</td>
<td></td>
</tr>
<tr>
<td><strong>I—Imagery</strong></td>
<td>Obsessive mental images.</td>
<td>Are there visual images that either impede or facilitate the process?</td>
</tr>
<tr>
<td>Mental imagery about past, present, or future; fantasies and dreams.</td>
<td>Disturbing nightmares.</td>
<td>Can she visualize herself actually holding the completed document in her hand?</td>
</tr>
<tr>
<td></td>
<td>Distorted body image.</td>
<td>What images come to mind when she thinks of earlier experiences in her life working on a major project?</td>
</tr>
<tr>
<td></td>
<td>Flashbacks of past trauma.</td>
<td>Has she had any dreams related to the dissertation?</td>
</tr>
<tr>
<td></td>
<td>Responses to guided imagery activity.</td>
<td></td>
</tr>
<tr>
<td><strong>C—Cognitive</strong></td>
<td>Content of thought (e.g., ideas expressed; self-talk).</td>
<td>What kind of self-talk does she have when she sits down to work on the project?</td>
</tr>
<tr>
<td>Constructed meaning; self-talk, beliefs and schemas; cognitive skills; mental abilities.</td>
<td>Process of thought (e.g., tangential or circumstantial).</td>
<td>What does completing this project mean to her?</td>
</tr>
<tr>
<td></td>
<td>Style of thinking (e.g., rigid or flexible).</td>
<td>Does she value other activities more than completing the project?</td>
</tr>
<tr>
<td></td>
<td>Errors of logic and reason (e.g., overgeneralization).</td>
<td>What kinds of underlying schemas does she have about success, achievement, and perfectionism?</td>
</tr>
<tr>
<td></td>
<td>Quality of cognitive skills (e.g., problem solving).</td>
<td>What is her explanation for her difficulties? What ideas does she have about the problem and a possible solution?</td>
</tr>
<tr>
<td></td>
<td>Cognitive symptoms (e.g., obsessions about contamination).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Description of beliefs, standards, assumptions, expectations, and rules.</td>
<td>What <em>shoulds</em> and <em>can'ts</em> are involved?</td>
</tr>
</tbody>
</table>
S—Spiritual
Religion; nonreligious aspects of spirituality; creativity; moral issues.
Beliefs regarding Supreme Being.
Identification with religious group.
Spiritual and religious practices, private and communal.
Spiritual resources and activities (e.g., meditation, nature, and creativity).
Conscience, moral code, guilt, forgiveness.

I—Interpersonal, social, and cultural
Relationships with others; family context; membership in social groups; cultural factors; issues of social injustice.
Degree of social isolation and social support.
Quality of relationships: intimate, family, friendship, and work.
Social systems (e.g., work, community, neighborhood).
Socially unacceptable behavior.
Cultural/ethnic/racial identity.
Level of acculturation.
Experiences with racism and social oppression.
Level of interpersonal skills.

D—Drug and Biological
Physiology; biology; genetics, medical issues; use of legal and illegal drugs, including alcohol.
Use of alcohol and illegal substances.
Use of prescription medications.
Symptoms of delirium or dementia.
State of health, presence of illness.
Too much or too little eating and sleeping.

Is she forcing herself to work every day, or is she allowing herself a guilt-free Sabbath day of rest?
Does she believe in a higher power, and can that belief serve as a resource in dealing with this problem?
What spiritual needs are being neglected during this period of hard work and stress?
Is it possible that there is a moral dilemma that is keeping her “stuck”?
How does Armenian culture view a woman with a doctorate?
How will her educational achievement affect her desirability for eligible marriage partners in her culture?
Is she criticized for missing family functions to work on her dissertation?
What rewards and punishments do people in her social world offer her, related to working or not working on her project?
Is the social system of her graduate school supportive or obstructive?
How does she feel about the way her social role will change when she completes the project?
Does “finishing” and “not finishing” have an impact on her family system?
Are there health issues that might be interfering?
How are her sleep and appetite?
Is she using alcohol or drugs?
Could she benefit from some kind of pharmacological agent?
Table 3.1  **Strengths and Weaknesses in Domains of Functioning**

<table>
<thead>
<tr>
<th>Domains</th>
<th>Strengths: Skills, Resources, and Assets</th>
<th>Examples of Problems, Weaknesses, and Deficiencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Management</td>
<td>Creates comfortable home environment. Invests appropriately in house repairs.</td>
<td>Excessive clutter and disorder. Starts home improvement projects and leaves them incomplete. Lives in overcrowded apartment without room of his own.</td>
</tr>
<tr>
<td>Financial Status</td>
<td>Pays bills on time. Effective investment strategy. Employed at well-paying job.</td>
<td>Homeless/lacks money for basic needs. Excessive credit card debt. Submits to spouse’s restrictions on use of money.</td>
</tr>
<tr>
<td>Life Planning</td>
<td>Effectively managing midlife career change. Maintains adequate insurance and savings.</td>
<td>No long-term goals. Fails to save for retirement. Poor time-management skills.</td>
</tr>
<tr>
<td>Academic</td>
<td>Chose academic major that is consistent with interests. Good study skills.</td>
<td>Learning disability. Lack of study skills. School avoidance/truancy.</td>
</tr>
<tr>
<td>Domains</td>
<td>Strengths: Skills, Resources, and Assets</td>
<td>Examples of Problems, Weaknesses, and Deficiencies</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Legal Status</td>
<td>No criminal record. Satisfied with attorney representing her in divorce proceedings.</td>
<td>AWOL Delinquent in alimony/child support payments.</td>
</tr>
<tr>
<td>Leisure and Recreation</td>
<td>Pursues creative hobby. Ability to plan a vacation.</td>
<td>Dangerous, thrill-seeking activities. Feels guilty about relaxing and taking time off from duties.</td>
</tr>
<tr>
<td>Communication</td>
<td>Expresses anger appropriately. Good listening skills. Able to express needs and grievances in close relationships.</td>
<td>Bullies when partner disagrees. Expects partner to read mind. Poor conflict resolution with spouse.</td>
</tr>
<tr>
<td>Family</td>
<td>Supportive extended family. Able to balances needs of different people.</td>
<td>Excessive dependence on parental approval. Emotional/physical abuse (perpetrator or victim).</td>
</tr>
<tr>
<td>Emotional Intimacy</td>
<td>Shares private feelings with significant other. Able to provide comfort and support when partner needs it.</td>
<td>Unable to develop trusting relationship. Lacks dating skills. Fails to take point of view of other people (egocentricity).</td>
</tr>
<tr>
<td>Parenting</td>
<td>Shows empathy and respect toward child. Able to set age-appropriate limits.</td>
<td>Overreacts to normal adolescent steps toward independence. Neglectful of child’s emotional needs.</td>
</tr>
<tr>
<td>Religion and Spiritual</td>
<td>Satisfied with religious/spiritual life. Enjoys activities with religious community.</td>
<td>Damaging experiences in religion of childhood. Frustrated and disappointed with spiritual quest.</td>
</tr>
<tr>
<td>Cultural</td>
<td>Relates well with members of different cultures. Sense of community with members of culture.</td>
<td>Difficulties working with members of minority groups. Uses racist speech.</td>
</tr>
</tbody>
</table>
Table 4.1  Criteria for Good Outcome Statements

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Data-Gathering Questions</th>
</tr>
</thead>
</table>
| **Positive Terms** | What do you want instead of X?  
What would getting rid of X do for you?  
What would be happening instead of X?  
What would you be doing instead of X?  
What would replace X?  
How do you want to be different?  
If the client draws a blank and keeps answering, “I don’t know,” try this question:  
If you knew what you wanted, what would it be? |
| A positive statement describes what will be happening, whereas a negative statement describes what will be eliminated or reduced. Often the person wants change like “Get rid of X,” “I would stop X,” or “I would no longer have X.” The corrected statement would be “I would have Y,” “Y would be occurring,” “I would be doing Y.”  
**Initial statement:** I will weigh less.  
**Made positive:** I will maintain my weight between 180 and 184. |
| **Under Control** | What would you be doing that would increase your probability of getting your boss to respect you more?  
How would you be thinking, feeling, and behaving if this problem were resolved?  
Imagine that absolutely nothing on earth is going to change that person. Then how would you describe what you want?  
Because you can’t control the weather on that day, how else could you word what you want? |
| Outcome statements are worded in terms of the client’s own behavior, feelings, and thinking. The therapist helps the client shape an outcome statement for which success is not dependent on change in another person. Success has to be defined in terms of self-change. Thus, the outcome is under the client’s control.  
**Outcome statement:** My husband will exercise with me.  
**Improved:** I will be engaged in physical activities that my husband also enjoys at times that are also convenient for him. |
| **Evidence Specified** | What will you see, hear, or feel that will let you know you’re achieving your outcome?  
What else? (Pursue more details.)  
How will you know when you have attained your goal?  
What specific feedback will let you know you’re achieving your outcome?  
How will we know that it is time to stop therapy, or to stop working on this particular problem? |
| Evidence of successful goal-attainment can be specified; in some cases it can be measured. This means that the outcome is operationalized: It is stated in concrete terms rather than abstractions so that there can be no ambiguity or disagreement about whether it is obtained.  
**Outcome statement:** I will engage in healthy eating behaviors.  
**Improved:** I will eat five fruits and vegetables each day, and have only healthy snacks in my cupboards. |
| **Realistic** | When, where, and with whom do you want this outcome?  
Is it possible to have this outcome all the time, with everyone?  
Under what circumstances will it be okay for change not to occur, for you to stay the same, or for the problem to continue?  
Do you mean that you will never do X or always do Y?  
If you can achieve the goal about 85% of the time and accept times when you are not perfect, could that be okay? |
| The outcome is doable (achievable), realistic, and possible. The exact context and circumstances are limited and defined so that the outcome is not too global and broad and so that it is realistic and achievable. You need to challenge all-or-nothing thinking, utopianism, and perfectionism.  
**Outcome statement:** I will eat five fruits and vegetables each day, and have only healthy snacks in my cupboards.  
**Improved:** I will eat five fruits and vegetables each day, and have many healthy snacks in my cupboards. Twice a week I will allow myself a fast-food meal. |
Ecological
Change in one area of life produces changes in others. It is important to examine whether positive change in one arena will cause damage in another. This criterion helps you check for the side effects or negative results of change. It also allows the client to recognize when there are positive byproducts of the problem, and then plan on how to preserve them. The process of checking for this criterion involves examination of values and a cost-benefit analysis.

**Outcome statement:** I will have only healthy food in the house.

**Improved:** I will have a specific shelf for my own snacks and allow other types of food to be available so that my teenage children can enjoy snacks when they have friends over.

What will be the “outcome of the outcome”? Will the desired change make anything worse or create new problems?
How will having this outcome affect other domains in your life? Your family? Your friends? Your health? Your finances?
How does not having this outcome (continuing to have the problem) benefit you?
What are the advantages and disadvantages of achieving this outcome? Of accepting the status quo and not seeking change?