

CLINICAL PSYCHOLOGY (PSY.D. /DOCTORAL LEVEL)

Department of Clinical Psychology

Program Contact Information

Cheryll Rothery, Psy.D., ABPP, Graduate Program Chair and Director of Clinical Training

Program Overview

Chestnut Hill College offers the Doctor of Psychology (Psy.D.) degree in clinical psychology with optional concentrations in Couple and Family Therapy or Psychological Assessment. Students who complete the requirements for a concentration will receive a Certificate of Concentration in addition to the diploma at graduation.

The Doctoral Program in Clinical Psychology prepares graduates to become professional psychologists with skills in psychotherapy, psychological assessment, supervision, and consultation. The Psy.D. program follows a practitioner-scholar model of training. Students are trained in clinical skills and also acquire a broad base of academic knowledge to permit them to evaluate and contribute to the scholarly literature in the field of clinical psychology. The curriculum is based on the list of competencies developed by the National Council of Schools and Programs of Professional Psychology (NCSPP) and provides the proper academic framework for the graduate to prepare for the licensing examination in Pennsylvania and throughout the United States.

Theoretical Orientation

The theoretical orientation of the Department of Professional Psychology at Chestnut Hill College is a complementary blend of psychodynamic and systems theories. Psychodynamic theory serves as a method for understanding the personality formation and inner psychological world of the individual. The perspective of systems theory provides students with the understanding of the ways in which individuals, families, and communities influence one another.

Program Goals

The goals of the Psy.D. Program are as follows:

1. To prepare students to become competent practitioners of clinical psychology by facilitating the acquisition of knowledge and skills essential for effective clinical practice.
2. To foster respect for human diversity and to enable students to work effectively with individuals from diverse cultural backgrounds.
3. To foster ethical thinking and behavior in professional work and appreciation of legal and quality assurance principles which have an impact on clinical practice.
4. To facilitate the development of a scholarly attitude, respect for the value of empirical findings in guiding one's clinical decision-making, the ability to be effective consumers of research literature, and the ability to utilize research principles to answer clinically relevant questions.
5. To promote professionalism, self-awareness, and active involvement in the profession of psychology and advocacy efforts.

Each of these goals has specific objectives and competencies associated with it. A complete list may be found on the program website at www.chc.edu/psyd/goals.

Length of Program and Time Commitment

Students enter as a cohort and complete all courses in a prescribed sequence. The program is designed so that all requirements for the Psy.D. degree can be completed in six years, although some students require additional time to complete the dissertation. Students who enter the program in Year I have a maximum of eight (8) years to complete all degree requirements. Students who enter the program with Advanced Standing have a maximum of seven (7) years to complete all degree requirements.

Students attend classes three semesters a year, from late August to late July. Doctoral classes are normally scheduled between the hours of 9AM and 10PM on Tuesdays and Wednesdays. Year I and incoming Year II students also have classes on Friday mornings. Optional 1 credit elective courses are periodically offered outside of the regular schedule. Practica and internship require additional hours and require the student to be available during the day. One year of full-time study is required in Year III to meet residency requirements. See the course schedule below for additional information about the sequence of courses and credit loads per semester.

While many students are able to maintain a part-time work schedule while enrolled in the program, it is important to keep in mind that the course load, especially in Years I, II, and III, requires a substantial commitment of time and energy. By the end of Year III, students also need to allocate several hours a week to work on their dissertations.

For detailed information on completion time, attrition rates, internship placement rates, and program costs, see www.chc.edu/psyd/data.

Accreditation

The Psy.D. Program in Clinical Psychology is accredited by the American Psychological Association (APA). For general information about APA accreditation or specific information on the accreditation status of Chestnut Hill College, please contact:

Office of Program Consultation and Accreditation (OPCA)
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979 Fax: (202) 336-5978
E-mail: apaaccred@apa.org
Web: <http://www.apa.org/ed/accreditation>

Chestnut Hill College is accredited by the Middle States Association of Colleges and Secondary Schools. Please consult the School of Graduate Studies catalog for additional accreditation information.

Psy.D. Degree Requirements

Psy.D. degree requires successful completion of 117 graduate credits:

- 99 credits from coursework that includes 25 credits in foundational courses (700 level), 65 credits in required courses at the 800 level and above, and 9 credits in elective 800-level courses
- Two practica (9 credits total)
- Internship (6 credits)
- Additional elective course or additional practicum in Year V (3 credits)

In addition, all students must pass the Comprehensive Examination and Clinical Competency Examination and must complete a Dissertation and oral defense. Beginning in the Summer semester of Year IV following successful completion of PSYG 915, students must continue to register for Dissertation Advising (2 credits) each semester until the oral defense of the dissertation is passed.

The following are additional requirements for students entering with a bachelor's degree or with a master's degree that is not in a field closely related to clinical and/or counseling psychology:

- PSYG 702 Theories of Psychotherapy (3 credits)
- PSYG 711 Introduction to Techniques of Psychotherapy (3 credits)
- PSYG 745 Clinical Experience I – Field Placement Preparation (3 credits)
- PSYG 755, 765, 775 Clinical Experience II, III, and IV (9 credits total)

These courses are considered pre-requisites to Year II doctoral courses. These credits do not count towards the 117 graduate credits required for the Psy.D. degree.

Psy.D. Program Curriculum

All courses are 3 graduate credits unless otherwise indicated

Foundational Core Courses (24 credits):

PSYG 703	Psychopathology
PSYG 704	Development Across the Lifespan: Individual and Family
PSYG 708	Introduction to Couple and Family Therapy
PSYG 712	Research Design and Methodology
PSYG 713	Legal and Ethical Issues in Psychotherapy
PSYG 714	A Systemic Approach to the Problems of Adolescents
PSYG 716	The Role of Culture and Gender in Psychotherapy

PSYG 717	Group Therapy
PSYG 777	Psychodiagnostic Interviewing Lab (1 credit)

Additional Requirements for M.S./Psy.D. Track (18 credits; these credits do NOT count towards the 117 credits required for the Psy.D. degree but are required for the M.S. in Clinical Psychology):

PSYG 702	Theories of Psychotherapy
PSYG 711	Introduction to Techniques of Psychotherapy
PSYG 745	Clinical Experience I
PSYG 755	Clinical Experience II
PSYG 765	Clinical Experience III
PSYG 775	Clinical Experience IV

Required Upper-Level Doctoral Courses (66 credits):

PSYG 800	Psychological Assessment I (2 credits)
PSYG 801	Personality and Individual Differences
PSYG 802	Psychological Assessment II
PSYG 803	Psychological Assessment III
PSYG 804	Historical Foundations of Psychology
PSYG 805	Psychometric Theory (2 credits)
PSYG 806	Psychodynamic Theory and Therapy
PSYG 808	Advanced Couple and Family Therapy
PSYG 808L	Advanced Couple and Family Therapy Lab (1 credit)
PSYG 810	Biological Bases of Behavior
PSYG 814	Integrated Healthcare
PSYG 815	Evidence-Based Practice
PSYG 815L	Evidence-Based Practice Lab (1 credit)
PSYG 816	Advanced Topics in Human Diversity
PSYG 818	Statistical Applications
PSYG 820	Methods of Psychotherapy Integration
PSYG 820L	Methods of Psychotherapy Integration Lab (1 credit)
PSYG 824	Ethics and Professional Practice Issues
PSYG 828	Cognitive/Affective Bases of Behavior
PSYG 829	Supervision and Consultation
PSYG 838	Social Bases of Behavior
PSYG 844	Dissertation Mentoring I (1 credit)
PSYG 845	Dissertation Mentoring II (1 credit)
PSYG 846	Dissertation Mentoring III (1 credit)
PSYG 848	The Role of the Professional Psychologist (1 credit)
PSYG 913	Dissertation Advising I: Proposal Development Phase I (2 credits)
PSYG 914	Dissertation Advising II: Proposal Development Phase II (2credits)
PSYG 915	Dissertation Advising III: Proposal Development Phase III (2 credits)

Following completion of PSYG 915, students must register for PSYG 918 Dissertation Advising – Continuation (2 credits) each semester until dissertation is defended.

Practicum and Internship (15 credits):

PSYG 901, 903, & 904	Practicum I (1.5 credits each semester)
PSYG 905, 906, & 907	Practicum II (1.5 credits each semester)
PSYI 991, 992, 993	Internship I, II, and III (2 credits each semester)

Doctoral Electives (9 credits):

Required for Couple & Family Therapy Concentration:

PSYG 852	Treating the Contemporary Family
PSYG 855	Family Therapy with Young Children
PSYG 859	Advanced Practice of Family Therapy

Required for Psychological Assessment Concentration:

PSYG 863	Advanced Personality Assessment
PSYG 865	Assessment of Neurodevelopmental and Related Disabilities
PSYG 869	Neuropsychological Assessment

Year V Requirement (3 credits)

Students select three courses from the above list of electives and also complete either an additional practicum in Year V (PSYG 908-909, 3 credits) or an additional elective course selected from the list above.

Examinations

Each student must pass a written Comprehensive Examination and a Clinical Competency Examination. If either examination is not passed on the first attempt, the student has two opportunities to retake the Comprehensive Examination and one opportunity to retake the Clinical Competency Examination. Students who do not pass the Comprehensive Examination by the third attempt or the Clinical Competency Examination by the second attempt will be dismissed from the program.

Practica and Internships

Practica

The program requires two practica:

- Practicum I focuses primarily on psychological assessment, including testing and report writing. A minimum of 12 hours per week over three semesters is required (PSYG 901, 903, & 904; 4.5 credits total).
- Practicum II involves supervised experience in individual, group, and/or family therapy. A minimum of 12 hours per week over three semesters is required (PSYG 905, 906, & 907; 4.5 credits total).

Students pay for practicum credits at the same per-credit rate charged for other courses. In Year V, students are required to complete an additional practicum (2 semesters, 1.5 credits each semester) or to take an additional 3-credit course selected from the elective course offerings.

In Fall 2011, the Psy.D. Program opened the Chestnut Hill College Psychological Services Clinic, a training clinic for Psy.D. students to obtain supervised experience providing psychological assessments and psychotherapy services. The supervision is provided by CHC faculty. Students may apply to complete part of their practicum requirements at the Clinic.

Internships

The internship is an intensive, supervised, 2000-hour experience completed during the final phase of the doctoral program. The internship is a one-year, full-time commitment that requires daytime hours. Students on internship must register for two credits each semester for three consecutive semesters. The fee for internship is \$500 per credit (total \$3000). Most internship placements offer stipends to students. The Director of Clinical Training and the Director of the Internship Consortium provide support for students seeking internships, but it is the student's responsibility to secure an acceptable internship placement. All intern applicants are required to participate in the APPIC match.

Students must pass the Comprehensive Examination and the Clinical Competency Examination before they will be permitted to begin an internship. Students are strongly encouraged to complete their dissertations prior to internship. No student may apply for internship unless the Dissertation Proposal has been completed and approved by all members of the committee by July 10 of the year in which the student intends to submit internship applications.

The Assistant Director of Clinical Training, Director of Clinical Training, and Director of the Internship Consortium assist students in identifying appropriate practicum and internship sites, but it is the responsibility of the student to apply to and be accepted at the sites. For more information, see the Psy.D. Assessment and Clinical Practicum Manual and the Psy.D. Pre-doctoral Internship Manual.

Students are encouraged to pursue APA-accredited internships and need to consider relocating for the internship year in order to increase the number of APA-accredited internship sites to which they can apply. In addition, all students are required to apply to sites within the Chestnut Hill College Doctoral Internship Consortium, which is APA-accredited.

CHC Doctoral Internship Consortium

The Chestnut Hill College (CHC) Doctoral Internship Consortium was developed in response to the needs of many CHC doctoral psychology students who require a local internship and are faced with a shortage of appropriate training sites in the Pennsylvania, New Jersey and Delaware regions.

The Chestnut Hill College Doctoral Internship Consortium provides paid pre-doctoral internships in clinical psychology to Psy.D. students. The Consortium offers 2,000 hour one-year internships, beginning July 1st, and ending June 30th. The Consortium is APA-accredited. Students in the Psy.D. program at Chestnut Hill College are given preference in Match I of the APPIC Internship Match, and students from other programs may apply in Match II of this process if any unfilled slots remain.

The Consortium is a cooperative training program that includes clinical service agencies across the greater Philadelphia region. Each agency is independent and maintains sole clinical and financial responsibility and liability for its clients and interns. The Consortium provides oversight of the integration and integrity of the educational and training aspects of the interns' experiences.

Dissertation

Each student must complete a dissertation, which may consist of an original empirical research study, an extensive critical review and integration of the literature on a topic in the field, or a detailed clinical analysis of a series of cases representing a particular problem or diagnosis. The student must successfully defend the dissertation before a committee of faculty members.

The Dissertation Process.

- Statistical Applications (Year III). This course reviews the basic methods of statistical analysis for quantitative data and introduces the student to computer software used for data analysis.
- Dissertation Mentoring I, II, III. Starting with the summer semester of Year II, students begin a course sequence that is designed to assist them in determining a dissertation topic and developing the dissertation proposal.
- Dissertation Advising I: Proposal Development Phase I. Following the third semester of Dissertation Mentoring, students meet individually with the Dissertation Chair to complete a full draft of the formal dissertation proposal and related requirements.
- Dissertation Advising II: Proposal Development Phase II. Following completion of the proposal draft and review by the Dissertation Committee, students meet individually with the Dissertation Chair to incorporate feedback from the Committee and to complete the formal dissertation proposal.
- Dissertation Advising III: Proposal Development Phase III. Following completion of the proposal, students meet individually with the Dissertation Chair to complete and submit the IRB application and related requirements, and to secure IRB approval to conduct the dissertation research.
- Dissertation Advising: Continuation. Students continue and complete the dissertation project under the guidance of the Dissertation Chair, in collaboration with committee members.

Sample Psy.D. Program Course Schedule

See below for a sample course schedule for students who enter in Fall 2016. Students who entered in earlier years should consult with their advisors. This schedule is subject to change. Beyond Year I, additional M.S./Psy.D. track requirements are listed in italics.

YEAR	FALL	SPRING	SUMMER
Year I: Foundational Courses	PSYG 702 Theories of Psychotherapy (3) PSYG 703 Psychopathology (3) PSYG 777 Psychodiagnostic Interviewing Lab (1) PSYG 704 Development Across the Lifespan (3) PSYG 708 Introduction to Couple & Family Therapy (3)	PSYG 711 Techniques of Psychotherapy (3) PSYG 712 Research Design and Methodology (3) PSYG 713 Legal and Ethical Issues (3) PSYG 714 Systemic Approach to Problems of Adolescents (3)	PSYG 717 Group Therapy (3) PSYG 716 The Role of Culture and Gender in Counseling and Psychotherapy (3) PSYG 745 Clinical Experience I - Field Placement Preparation (3)
Year II	PSYG 755 Clinical Experience II (3) PSYG 800 Assessment I (2) PSYG 805 Psychometric Theory (2) PSYG 804 Historical Foundations of Psychology (3) See Note 1	PSYG 765 Clinical Experience III (3) PSYG 802 Assessment II (3) PSYG 801 Personality and Individual Differences (3) See Note 2	PSYG 775 Clinical Experience IV (3) PSYG 803 Assessment III (3) PSYG 806 Psychodynamic Theory & Therapy (3) PSYG 844 Dissertation Mentoring I (1) See Note 3
Year III: Residency	PSYG 901 Practicum IA (1.5) PSYG 818 Statistical Applications (3) PSYG 845 Dissertation Mentoring II (1) PSYG 808 Advanced Couple and Family Therapy (3) PSYG 808L Advanced Couple and Family Therapy Lab (1)	PSYG 903 Practicum IB (1.5) PSYG 810 Biological Bases of Behavior (3) PSYG 815 Evidence-Based Practice (3) PSYG 815L Evidence-Based Practice Lab (1) PSYG 846 Dissertation Mentoring III (1)	PSYG 904 Practicum IC (1.5) PSYG 828 Cognitive/Affective Bases of Behavior (3) PSYG 848 The Role of the Professional Psychologist (1) PSYG 838 Social Bases of Behavior (3) PSYG 913 Dissertation Advising I: Proposal Development (2)
Year IV	PSYG 905 Practicum IIA (1.5) PSYG 814 Integrated Healthcare (3) PSYG 816 Advanced Topics in Human Diversity (3) PSYG 914 Dissertation Advising II: Proposal Development Phase II (2)	PSYG 906 Practicum IIB (1.5) PSYG 820 Methods of Psychotherapy Integration (3) PSYG 820L Methods of Psychotherapy Integration Lab (1) PSYG 824 Ethics and Professional Practice Issues (3) PSYG 915: Dissertation Advising III: Proposal Development Phase III (2)	Clinical Competency Exam PSYG 907 Practicum IIC (1.5) Elective #1 (3) See Note 4
Year V	Comprehensive Exam Elective #2 (3) PSYG 908 Practicum IIIA (1.5; optional) See Notes 4 and 5	Elective #3 (3) PSYG 829 Supervision & Consultation (3) PSYG 909 Practicum IIIB (1.5; optional) See Notes 4 and 5	See Note 4
Year VI	PSYI 991 Internship I (2) See Note 4	PSYI 992 Internship II (2) See Note 4	PSYI 993 Internship IC (2) See Note 4

Note 1: Students admitted to Year II with Advanced Standing must also complete PSYG 703, PSYG 704, PSYG 708, and PSYG 777 unless they are granted transfer credit for these courses.

Note 2: Students admitted to Year II with Advanced Standing must also complete PSYG 712, PSYG 713, and/or PSYG 714 unless they are granted transfer credit for these courses.

Note 3: Students admitted to Year II with Advanced Standing must also complete PSYG 716 and/or PSYG 717 unless they are able to transfer equivalent courses from another institution.

Note 4: Plus PSYG 918 Dissertation Advising - continuation (2 cr.) each semester until the Dissertation has been successfully defended.

Note 5: In Year V, students take 3 credits of practicum or complete an additional 3-credit elective course.

Admissions

The minimum requirements for admission to the Psy.D. program are as follows:

- Bachelor's degree from a regionally accredited institution with at least 12 undergraduate credits (four courses) in psychology, which must include General Psychology, Abnormal Psychology, Statistics, and one additional course in psychology, all completed with a minimum grade of B. Applicants with bachelor's degrees must enter via the M.S./Psy.D. track.

or:

- Master's degree in clinical and/or counseling psychology or a closely related field. These applicants may be eligible for admission directly to Year II of the Psy.D. program. See below for criteria for admission with Advanced Standing.

The Doctoral Program does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, age, religion, national origin, disability, relationship status, or on the basis of any other criteria that is inconsistent with state or local laws in the administration of its educational policies, admission policies, or financial aid.

Eligibility to Apply to Year II with Advanced Standing

To be eligible to apply to enter the program in Year II with Advanced Standing, applicants must meet all of the following requirements:

- Master's degree in Clinical or Counseling Psychology or a closely related field.
- Completion of a supervised master's level field placement lasting at least two semesters for a total of 600 hours (if field placement occurred prior to 2011), or lasting at least three semesters for a total of 700 hours (if field placement occurred after 2011).
- Three 3-credit graduate-level courses that cover theories and techniques of psychotherapy, all completed with a grade of B or higher. Course syllabi must be submitted with the application. These courses are considered prerequisites for Year II doctoral courses and are not counted towards the credit requirements for the Psy.D. degree.
- Both of the following:
 - One 3-credit graduate-level course in group therapy equivalent to PSYG 717 Group Therapy. Criteria for equivalence are described below.
 - One 3-credit graduate-level course in multicultural issues in psychotherapy equivalent to PSYG 716 Culture and Gender in Psychotherapy
- Any TWO of the following criteria:
 - One 3-credit graduate-level course in Psychopathology equivalent to PSYG 703.
 - One 3-credit graduate-level course in Human Development equivalent to PSYG 704.
 - Two 3-credit graduate courses in Couple and Family Therapy where a systemic focus is the treatment approach.
- Any TWO of the following criteria:
 - One 3-credit graduate-level course in Research Design equivalent to PSYG 712
 - One 3-credit graduate-level course in Ethics that covers the ethical standards of the American Psychological Association and that is equivalent to PSYG 713
 - Two 3-credit graduate courses in Couple and Family Therapy where a systemic focus is the treatment approach

Applicants who do not meet all of the above criteria are not eligible for admission with Advanced Standing but may apply to enter at Year I.

Transfer Credits

A catalog course description and syllabus from the semester the course was completed are required for any course for which transfer credit is requested. Courses must be substantially similar in content and coverage to the corresponding course at Chestnut Hill College. Similarity is assessed by the faculty by comparing the syllabus to the syllabus of the course taught at Chestnut Hill College.

To be considered for transfer credit, the course grade must be “B” or above. Online courses are not eligible for transfer credit. Only three-credit graduate-level courses for which letter grades were assigned are eligible for transfer. Pass/Fail courses are not eligible for transfer. Courses must have been completed within seven (7) years of application to be eligible for transfer.

The program will accept up to 24 transfer credits for courses at the 700 level for students who are admitted to Year II and up to 12 transfer credits for students who are admitted to Year I. See the list below for courses eligible for transfer credit and procedures for deciding whether a course is acceptable for transfer credit.

For the following courses, transfer credit will be granted only if the student passes the corresponding Challenge Examination:

- a. PSYG 703 Psychopathology
- b. PSYG 704 Development Across the Lifespan: Individual and Family
- c. PSYG 712 Research Design and Methodology
- d. PSYG 713 Legal and Ethical Issues in Psychotherapy

For PSYG 708 and 714, transfer credit will be granted only if the student has completed two 3-credit graduate courses in Couple and Family Therapy where a systemic focus is the treatment approach and the student passes the Challenge Examination in Family Therapy.

The program will also consider transferring up to 18 credits for courses at the 800 level and above if (1) the course was taken in another APA-accredited doctoral program in clinical psychology and (2) the course was completed within five years of enrollment at CHC. Transfer credit will not be given for internship. In order to transfer credits from practica, the applicant must submit a written evaluation by the practicum supervisor as well as a detailed accounting of the activities performed and the number of hours spent in each activity. This material will be evaluated and a decision made by the Chair in consultation with the Director of Clinical Training and other members of the department.

Procedure for Evaluating Course Equivalence

1. Student submits a syllabus, catalog description, and official transcript showing the grade for the course for which transfer credit is requested. Course syllabi from the semester the courses were completed must be submitted with the application. Courses will not be considered for transfer if a syllabus is not provided.
2. This information is reviewed by the Chair or a designated member of the department faculty who has expertise in the area covered by the course.
3. The faculty member compares the syllabus and catalog description to the syllabus and catalog description of the corresponding course at Chestnut Hill College. If there is “substantial similarity,” which is defined by coverage overlap of 80% or more, and if the official transcript grade was B or above, the course is eligible for transfer credit. If either one of these criteria is not met, the course is not eligible for transfer credit.
4. If it is not clear if the criteria for “substantial similarity” are met, then the reviewer will request that the student submit additional information, such as copies of the course texts or other readings, or copies of graded assignments, tests, or papers. In some instances the student may be required to obtain a written statement from the instructor of the course that explains in detail how the required content was covered in the course.

Eligibility to Enter Program with Advanced Standing and Challenge Examination

Applicants who are deemed eligible to apply to the program with Advanced Standing according to the criteria specified above will be evaluated by the admissions committee. Applicants who meet the admission criteria in effect at the time of application may be offered provisional admission to Year II with Advanced Standing, pending completion of the required Challenge Examinations prior to matriculation.

Challenge Examinations are administered at Chestnut Hill College in May and June at a date to be announced. They are typically 2-3 hours in length. Applicants have one opportunity to pass each Challenge Examination. Applicants who do not pass the Challenge Examination on the first attempt will not be granted transfer credit for that course and must complete the course at Chestnut Hill College within their first year of enrollment.

Applicants are eligible to take a Challenge Examination only if they are able to transfer in an equivalent course or courses as determined by the criteria above. Eligibility for a Challenge Examination is decided by the admissions committee. Students who are deemed ineligible for a Challenge Examination must take the course at Chestnut Hill College. Passing grade on a Challenge Examination is a grade of 80%.

Applicants offered provisional admission to Year II with Advanced Standing will be granted Advanced Standing if and only if BOTH of the following criteria are met:

1. The applicant meets TWO of the following criteria:
 - a. The applicant passes the Challenge Examination in Psychopathology. Applicants are eligible to take the Challenge Examination in Psychopathology only if they have completed an equivalent graduate-level course in Psychopathology according to the criteria for determining equivalence described above.
 - b. The applicant passes the Challenge Examination in Human Development. Applicants are eligible to take the Challenge Examination in Human Development only if they have completed an equivalent graduate-level course in Human Development according to the criteria for determining equivalence described above.
 - c. The applicant passes the Challenge Examination in Family Therapy. Applicants are eligible to take the Challenge Examination in Family Therapy only if they have completed two 3-credit graduate courses in Couple and Family Therapy where a systemic focus is the treatment approach.
2. The applicant meets TWO of the following criteria:
 - a. The applicant passes the Challenge Examination in Research Design. Applicants are eligible to take the Competency Examination in Research Design only if they have completed an equivalent graduate-level course in Research Design according to the criteria for determining equivalence described above.
 - b. The applicant passes the Competency Examination in Ethics. Applicants are eligible to take the Competency Examination in Ethics only if they have completed an equivalent graduate-level course in Ethics according to the criteria for determining equivalence described above.
 - c. The applicant passes the Competency Examination in Family Therapy. Applicants are eligible to take the Competency Examination in Family Therapy only if they have completed two 3-credit graduate courses in Couple and Family Therapy where a systemic focus is the treatment approach.

Applicants who were offered provisional admission with Advanced Standing who meet both criteria 1 and 2 after completion of the Competency Examinations will be granted Advanced Standing and permitted to enroll in Year II of the doctoral program. Transfer credit will be granted for courses according to the procedure described above. Applicants admitted with Advanced Standing may be required to take any of the following courses in addition to the Year II coursework: PSYG 703, 703, 704, 708, 712, 713, 714, 716, 717, and 777.

Applicants who were offered provisional admission with Advanced Standing who do not meet both criteria 1 and 2 after completion of the Challenge Examinations will not be granted Advanced Standing and will be offered the opportunity to enroll in Year I of the doctoral program. The program will consider accepting up to 12 transfer credits for these applicants. If the applicant declines the opportunity to enter Year I and decides not to enter the Psy.D. program, the admission deposit will not be refunded.

Required Application Materials

- Application Form with non-refundable application fee
- Transcripts of all previous graduate and undergraduate college coursework
 - Official transcripts should be sent to the applicant in a sealed envelope with the registrar's name signed across the seal. Do not open the official transcript envelopes. If the seal has been broken, the transcript is no longer official and will not be accepted as part of the application packet.
- GRE General Test Scores
 - Test scores should be sent directly to Chestnut Hill College from the testing agency. Tests must have been taken within five years of the date of application.
- Three letters of recommendation
 - Letters of recommendation should be from faculty members and/or clinical supervisors who are familiar with the applicant's skills and potential. At least one letter should pertain to the applicant's clinical performance and/or potential, and at least one letter must pertain to the applicant's academic performance and potential. For applicants seeking advanced standing, one of the letters of recommendation must be an evaluation from a practicum supervisor or a supervisor at a work placement in a mental health setting. Complete and sign the top portion of the recommendation form before forwarding it to the individual who will provide your reference. Ask that the letter be returned to you in a sealed envelope. The person completing the recommendation should sign over the seal of the envelope flap. Do not open the sealed envelope when it has been returned to you.

- Personal essay: In an essay of approximately 1200 words (5 double-spaced pages), please address each of the following topics:
 - What unique qualifications do you believe make you suited to a career in professional psychology?
 - How does the Psy.D. Program at Chestnut Hill College fit with your professional goals? Please be as specific as possible. Discuss the match between your interests and those of the doctoral faculty (see faculty biographies at <http://www.chc.edu/Graduate/Programs/PsyD/Faculty/>)
 - One of the objectives of the Psy.D. Program is to foster “an understanding and appreciation of cultural factors relevant to the delivery of psychological services to a diverse client population.” Please discuss your background and interest in the topics of diversity and serving diverse populations, specifically addressing how you can contribute to the Psy.D. Program’s commitment to training students who will be competent to provide services to an increasingly diverse population of potential clients. (The Program adopts APA’s definition of “diversity,” which includes but is not limited to the following characteristics: age, disabilities, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socio-economic status.)
 - Please Note: Essays will be evaluated both for content and for writing style.
- TOEFL, TSE (Test of Spoken English), and TWE (Test of Written English) may be required of all applicants for whom English is not the first language.
- Personal Interview: A personal interview with members of the faculty is required. Invitation to the personal interview is extended to selected applicants after review of the submitted materials. At the interview applicants will be required to disclose any past criminal history. In some cases an applicant may be required to undergo a criminal background check.
- Transfer Credits: A catalog course description and syllabus are required for any course for which the applicant wishes to request transfer credits. These materials must be submitted with the application if the applicant wishes to be considered for admission directly to Year II. Syllabi and course descriptions are not necessary for graduate courses completed at Chestnut Hill College. See the policy on Transfer Credits (above) for more information.

Applicants Currently Enrolled in other Doctoral Programs

Applicants who currently attend or who previously attended another doctoral program must submit a letter from the Chair of the program indicating that the student either is in good standing or left the program in good standing. The Psy.D. Program reserves the right to contact the applicant’s program for further information regarding the applicant. A full application packet is required.

Admissions Selection Criteria

Each of the above criteria (test scores, undergraduate GPA, master’s GPA, recommendations and writing) is assigned a point value. Applicants whose overall total points meet the standards set by the program faculty are invited for an interview. Admissions decisions are made after the interviews are completed. Prior clinical experience, professional presentations, publications, and other indicators of achievement in the field of psychology will also be taken into consideration when evaluating applicants. Following the interview, applicants may be offered a space in the entering class or a decision regarding acceptance or rejection may be deferred until a later date. Applicants may also be placed on a waiting list, referred to the master’s program, or rejected.

Technical Standards

Earning a degree from the Clinical Psychology Doctoral Program requires mastery of a coherent body of knowledge and skills. Doctoral students must acquire substantial competence in the discipline of clinical psychology as specified in the American Psychological Association (APA) Standards of Accreditation and must be able to relate appropriately to clients/patients, fellow students, faculty and staff members, and other health care professionals. Combinations of cognitive, behavioral, emotional, operational, intellectual, and communication abilities are required to perform these functions satisfactorily. These skills and functions are not only essential to the successful completion of the Clinical Psychology Doctoral Program, but they are also necessary to ensure the health and safety of clients/patients, fellow students, faculty and staff members, and other health care providers.

In addition to required academic achievement and proficiency, the Technical Standards described below set forth necessary qualifications the Clinical Psychology Doctoral Program considers essential for successful completion of its curriculum. Therefore, in order to be admitted to, to successfully progress through, to be approved for field placements, and subsequent graduation from the Clinical Psychology Doctoral Program, applicants for admission and current students in the Clinical Psychology Doctoral Program must satisfy these Technical Standards. Students who are registered under the ADA may request reasonable accommodations to meet these Technical Standards.

1. Attitudinal, Behavioral, Interpersonal, and Emotional Attributes

Doctoral students must be able to relate to clients/patients, fellow students, faculty and staff members, and other health care providers with honesty, integrity, and dedication and in a nondiscriminatory manner. They must demonstrate tolerance and acceptance of human difference. They must be able to understand and use the power, special privileges, and trust inherent in the psychologist-client/patient relationship for the client/patient's benefit and to know and avoid the behaviors that constitute misuse of this power. Doctoral students must demonstrate the capacity to examine and deliberate effectively about the social and ethical questions that define psychologists' roles and to reason critically about these questions. They must be able to identify personal reactions and responses, recognize multiple points of view, and integrate these appropriately into clinical decision making. When conducting research, doctoral students must conduct research in a manner consistent with APA standards and must demonstrate the ability to interact appropriately with research participants. Doctoral students must be able to collaborate well with others on joint projects (e.g., effectively accept and provide input).

A clinical psychology student must be of sufficient emotional health to utilize fully their intellectual ability, to exercise good judgment, to complete client/patient care responsibilities promptly, and to relate to clients/patients, families, fellow students, faculty and staff members, and other health care providers with courtesy, compassion, maturity, safety, and respect for dignity. The ability to participate collaboratively and flexibly as a member of an interprofessional team is essential. Doctoral student must display this emotional health in spite of multiple and varied academic responsibilities and clinical training expectations. Doctoral students must be able to modify behavior in response to constructive criticism. They must be open to examining personal attitudes, perceptions, and stereotypes (especially those that may negatively impact client/patient care and professional relationships). Doctoral students must be able to take responsibility for their behavior, which includes being open to feedback from their academic instructors and supervisors. Doctoral students must be open and empathic with others and show respect for different viewpoints, perspectives, and opinions. They must strive to work collaboratively with others in the classroom, clinic, and in all other academic or professional settings. They must convey genuine interest in other people and demonstrate affect tolerance (i.e., appropriately manage and contain emotions in academic and professional settings). As an essential part of conducting clinical practice, doctoral students effectively tolerate uncertainty and ambiguity. They must be emotionally mature (e.g., intellectually and emotionally open to and appropriate when receiving feedback). Doctoral students must be able to advocate for their own needs without being inappropriately aggressive. They must also seek the resources and build the relationships needed to advance in their academic or professional career.

The study and ongoing practice of clinical psychology often involves taxing workloads and appropriate management of stressful situations. A doctoral student must have the physical and emotional stamina to maintain a high level of functioning in the face of multiple demands on their time and energy.

2. Operational Skills

An essential element of the Psy.D. program is the administration, scoring, and interpretation of psychological tests such as the Wechsler scales, MMPI-2/A/RF, Rorschach, and TAT. In order to perform these tasks in a valid and standardized manner, a clinical psychology students must be able to observe and physically manipulate small objects, such as plastic blocks measuring approximately 2cm on each side, must be able to manipulate a pencil without noticeable tremor, and must be able to see inkblots measuring approximately 16cm x 24 cm and miniature reproductions of each blot measuring approximately 4cm x 6 cm. A clinical psychology student must have hearing adequate for exchanges at a typical conversational volume, must be able to record responses in handwriting on an answer sheet verbatim, and must be able to read the test manual during administration to ensure proper directions are given and to ensure that responses can be scored in real time to honor the discontinue rule. A clinical psychology student must be able to operate an IPAD, which will require visualization of the stimuli, reading text displayed on the IPAD and operating the keyboard.

3. Intellectual Skills

Doctoral students must possess a range of intellectual skills that allows them to master the broad and complex body of knowledge that comprises clinical psychology education.

Doctoral students must be able to analyze and synthesize information from a wide variety of sources and must demonstrate sophisticated critical thinking skills. They must be able to learn effectively through a variety of modalities including, but not limited to: classroom instruction, clinical supervision, small group discussion, individual study of materials, independent literature review, preparation and presentation of written and oral reports, and use of computer-based technology.

Doctoral students must be able to use theory to inform the conceptualization, design, and interpretation of research. Additionally, doctoral students must be able to effectively understand the theoretical literature in their identified substantive research

area, to appropriately discuss this literature in dissertation mentoring and advising, and to integrate their understanding into scientific writing. They must be able to critically evaluate their own research, including the ability to identify limitations in the research literature or design of a specific study, and to “make psychological sense” of their own data.

Because the practice of psychology is governed by the ethical principles set forth in the current APA Ethics Code and by current state and federal laws, including the Pennsylvania Psychology Practice Act, a clinical psychology doctoral student must have the capacity to learn and understand these ethical standards and legal requirements and to perform consistent with those principles and mandates as a student in the Clinical Psychology Doctoral Program.

4. Communication skills

Doctoral students must be able to ask effective questions, to receive answers perceptively, to record information about client/patients, and to provide effective psychoeducation to clients/patients. They must be able to communicate effectively and efficiently with clients/patients, their families, fellow students, faculty and staff members, clinical supervisors in varied field placement settings, and with other members of the health care team. This includes verbal and non-verbal communication (e.g., interpretation of facial expressions, affects, and body language). Mastery of both written and spoken English is required.

Americans with Disabilities Act (ADA)

A doctoral student with a diagnosed psychiatric disorder or other physical, mental, or emotional disability may participate in the Clinical Psychology Doctoral Program so long as the condition is managed sufficiently with or without reasonable accommodation to permit the student to satisfy the requirements of the Clinical Psychology Doctoral Program, including these Technical Standards. Students who seek reasonable accommodations for disabilities must contact the College’s Disability Resource Center to apply for ADA status, and to submit appropriate supporting documentation from licensed medical providers. The Center will determine a student’s eligibility for and recommend appropriate accommodations and services.

In the event of deteriorating function, it is essential that a doctoral student be willing and able to acknowledge the need for and to accept professional help before the condition poses a danger to the student, client/patients, other students, faculty and staff members, or research participants. Students who are unable to meet these standards may be recommended for remediation, suspension, or may be terminated from the program, consistent with policies articulated in the Psy.D. Student Handbook and the Chestnut Hill College Graduate Catalog.

Criminal Background Reporting

Students are required to disclose a criminal record at the time of application. Failure to do so will result in immediate dismissal from the program. Students who have been charged with a criminal offense or convicted of a criminal offense after admission are required to disclose this information to the Chair in writing within 48 hours or risk dismissal from the Psy.D. Program for failure to disclose this information. Students must be aware that a criminal record might prevent them from obtaining a practicum, an internship, a psychology license, or employment in the field. The program cannot guarantee a successful outcome in these or other areas of professional activity. Students who are allowed to and choose to remain in the program do so with full knowledge and acceptance of these risks. Students are required to request Federal, State and Childline background checks prior to the first clinical placement and submit the results of the check to the Department. Students are required to complete the Criminal Background Form at the beginning of each academic year.

Application Deadline

The Psy.D. program accepts applicants for the fall semester only. The program accepts applicants to Year I on a rolling admission basis until the entering class is filled. Candidates applying to Year I are encouraged to submit their applications by January 15th. The application deadline for Year II is January 15th. All candidates whose applications are completed by January 15th will be notified of their status by April 1st. It is recommended that the applicant submit all materials except for the test scores as a complete packet. If that is not possible, the application form with fee must accompany the first materials submitted. Incomplete application packets cannot be considered.

Admission Deposits:

Applicants who wish to accept an offer of admission must submit a deposit of \$500 by April 15th. This deposit is non-refundable after April 15th. The deposit will be credited against the tuition for the first semester of enrollment. Applicants who fail to submit the required deposit on time will forfeit their place in the entering class.

Deferred Admissions to the Doctoral Program

Applicants who are accepted to the Psy.D. program may apply to defer matriculation for one year by sending a request in writing to the Chair by June 1st of the year in which matriculation was to have begun. Students who wish to defer admission are still required to submit the admission deposit by April 15th (unless a later date is specified in their offer of admission). Students who fail to do so will forfeit their offer of admission. If the deferral is approved, the student must submit an additional non-refundable deposit by February 1st of the following year. Candidates who do not pay this second deposit will forfeit their place in the incoming class and will also forfeit the non-refundable deposit already paid. All deposits are credited against the tuition for the first semester of enrollment. Approval to defer admission is not automatic, and is dependent on a variety of factors. If the applicant's request for deferral is denied, he or she may reapply to the program at a later date. It is not possible to defer admission for more than one year.

Psy.D Program Policies

If there is no stated doctoral policy on a particular subject, the current School of Graduate Studies policy applies.

- Additional policies and procedures relevant to the Clinical Experience classes can be found in the Psy.D. Clinical Experience Manual.
- Additional policies and procedures relevant to the doctoral practicum can be found in the Psy.D. Assessment and Clinical Practicum Manual.
- Additional policies and procedures relevant to the pre-doctoral internship can be found in the Psy.D. Pre-doctoral Internship Manual.
- Additional policies and procedures relevant to the CHC Pre-doctoral Internship Consortium can be found in the Psy.D. Pre-doctoral Internship Consortium Manual.
- Additional policies and procedures relevant to the dissertation can be found in the Psy.D. Dissertation Manual.

Academic Standards

Grades

The minimum acceptable grade in an academic course is "B-." If a doctoral student receives a "C+" or lower in any doctoral course, the student is placed on academic probation. A second grade of "C" or "C+" in any course will result in dismissal from the program. After receiving a single grade of "C" or "C+", the student will be required to repeat the course, but the original grade of "C" or "C+" remains on the transcript. After satisfactory completion of the retake of the course within the designated timeframe, probation will be terminated. Unsatisfactory completion of the retake within the designated timeframe is grounds for a grade of "F" in the class.

A grade of "F" in any class will result in dismissal from the program.

Practicum and Internship

The Psy.D. Assessment and Clinical Practicum Manual and the Psy.D. Pre-doctoral Internship Manual provide information regarding the probation, suspension, and termination policies that are specific to practicum and internship. Please refer to the practicum and internship manuals for further information. Full knowledge of, and compliance with, the policies and procedures outlined in the Practicum and Internship Manuals is required for successful movement through the Psy.D. program.

Drug Screening Policy for Field Placements

Some field placement sites require a drug screening and offers are contingent upon completion of a drug test with a passing result (the drug screen is conducted prior to or upon beginning the field placement). Some field placements may require a random drug testing after placement. The presence of illegal drugs and/or metabolites, and/ or the presence of prescription drugs and/or metabolites for which the tested individual did not have a lawful prescription would be considered a failed test. As a condition of their placement, all students agree that their test results will be shared between the site and the Psy.D. Program. A failed test may be grounds for probation, suspension or termination from the Psy.D. Program.

The site may take action against the individual student pursuant to its own internal procedures. The action taken by the site shall not preclude the Psy.D. Program from also taking action against the student. A student who is reprimanded by a site may still be placed on probation or suspended or dismissed from the Psy.D. Program. If the student is dismissed by the site but not by the Psy.D. Program, the student will be responsible for identifying another placement that meets the program's requirements, with standard assistance from the Assistant Director of Clinical Training. The student will be required to inform the prospective placement of the reason for termination from his or her previous placement.

When the Psy.D. Program is made aware of a failed drug test, the Program may take the following action against the student independent of any action taken by the site: The student will be given a copy of the test results and given five days to provide a written explanation, including a medical certification from an independent licensed medical practitioner, that the drug(s) in the student's system were lawfully prescribed. The information supplied by the student will be reviewed by the faculty. Within 10 days, the student will meet/confer with the faculty to answer any questions they may have and to explain his/her test results. A student's failure to provide requested information or to meet/confer with the faculty will result in the student's dismissal from the Program. The faculty's decision will be sent to the student in writing within ten days.

Students have the right to appeal the decision of the faculty to the Dean of the School of Graduate Studies within 10 days of the faculty's decision.

Professional Competence Problems

The faculty is responsible for determining whether each student's emotional stability and interpersonal behavior are suitable for a career in clinical psychology. In general, the student receives feedback in these areas on the Global Review (see below). If the student's behavior warrants, it may be necessary for the faculty to take more immediate action. In most instances, the faculty will endeavor to discuss the issue with the student before taking further action. If the student's behavior constitutes a breach of professional ethics, or the student's behavior poses a serious threat to clients or to other students, or the student's behavior significantly disrupts the learning process for other students, or the student's behavior interferes with their progress in the program, the student will be suspended or dismissed from the program.

The faculty has the right and professional responsibility to obtain and evaluate personal information when students are unable to perform training or professionally related activities competently or pose a threat to themselves or others. To discharge this duty, the faculty may require a student to undergo a psychological evaluation or participate in psychotherapy. The department must approve the provider of these services in advance and the student is responsible for all fees associated with the evaluation and/or treatment. Refusal to participate in the mandated evaluation and/or treatment and/or refusal to authorize release of information from the evaluating or treating psychologist constitutes grounds for immediate suspension or dismissal from the program. The department will provide the student and the evaluator a list of questions for which answers are required.

Personal Conduct

Expectations of appropriate and professional behavior extend beyond the classroom and field placement setting. Content posted online by students in locations such as a Facebook page, personal web page, blog, etc. may be a factor in determining appropriateness for the profession. Any postings about clients, and any derogatory postings about supervisors, faculty, programs or sites, or any postings which present the student in an inappropriate or unprofessional light may be grounds for discipline or termination from an off-campus placement or from the program.

Students are required to notify the Chair of any personal situations that might have an impact on their performance in or successful completion of the Psy.D. program. Students are required to disclose a criminal record at the time of application. Failure to do so will result in immediate dismissal from the program. Students who have been charged with a criminal offense or convicted of a criminal offense after admission are required to disclose this information to the Chair in writing within 48 hours or risk dismissal from the Psy.D. program for failure to disclose this information. Certain criminal offenses will result in dismissal proceedings. Students must be aware that a criminal record might prevent them from obtaining a psychology license, an internship, practicum, or employment in the field. The program cannot guarantee a successful outcome in these or other areas of professional activity. Students who choose to remain in the program do so with full knowledge and acceptance of these risks.

Students who hold an active license in another profession and who are the subject of any investigation conducted by a licensing board in another profession are required to disclose this information to the Chair in writing at the time of application or within 48 hours of being notified of such investigation if the notice is received after application. Disciplinary action by a licensing board in any profession is a very serious matter and constitutes grounds for dismissal from the Psy.D. program.

Global Review

The Department of Professional Psychology conducts a global evaluation for each doctoral student periodically. Student progress is reviewed by the faculty and a written evaluation is presented to the student. Areas addressed in the Global Review include academic performance, professional and ethical behavior and thinking, clinical skills, interpersonal skills, and ability to accept supervision. The purpose of the Global Review is to give students timely feedback so that any issues that are identified can be addressed early. More information on the Global Review may be found in the Psy.D. Student Handbook. All students are expected to be familiar with this policy.

Comprehensive Examinations

Each student must pass a written Comprehensive Examination and a Clinical Competency Examination. If either examination is not passed on the first attempt, the student has two opportunities to retake the Comprehensive Examination and one opportunity to retake the Clinical Competency Examination. Students who do not pass the Comprehensive Examination by the third attempt or the Clinical Competency Examination by the second attempt will be dismissed from the program.

Probation, Dismissal and Suspension

Due Process

Decisions regarding probation, suspension, or termination from the program are made in accordance with the policies and procedures described below, in the Psy.D. Student Handbook, the Psy.D. Assessment and Clinical Practicum Manual, the Psy.D. Clinical Experience Manual, the Psy.D. Pre-doctoral Internship Manual, and the CHC Pre-doctoral Internship Consortium Manual. These handbooks and manuals are distributed to all students and are also available on request. Students retain the right to appeal according to the procedures outlined below.

Probation

A student will be placed on Probation if any of the following occur:

- A grade of C or C+ in one course. Probation is terminated if the student successfully completes the retake of the course within the designated timeframe.
- Professional Competence Problems as identified on the Global Review and warranting a Remediation Plan in accordance with the Global Review policy.
- Performance problems at a clinical experience or practicum site, as outlined in the Clinical Experience and Practicum Manuals. A student may be placed on probation as a result of a pattern of inadequate response to supervision; a single incident or series of incidents involving inappropriate or unprofessional behavior; any formal evaluation ratings of Unsatisfactory; multiple ratings of Needs Improvement; failure to follow policies at the clinical experience or practicum site; or noncompliance with clinical experience, practicum, or CHC group supervision paperwork requirements. A decision regarding probation based on multiple ratings of Needs Improvement depends on the nature of the areas of concern.

When the student on probation is required to complete a Remediation Plan, probation will terminate when the student successfully completes the Remediation Plan within the specified time frame. Refusal to agree to the Remediation Plan or failure to complete the Remediation Plan will result in further disciplinary action, which could include dismissal from the program.

Students who are placed on probation will be notified in writing by the Chair. Students who are placed on probation may appeal this decision by following the procedure below (Other Appeals and Grievances).

Dismissal

Students will be dismissed from the Psy.D. program if any one of the following occurs:

- A final grade of “F” in any course
- Final grades below “B-“ in any two courses
- Dismissal from practicum or internship, or withdrawal from a practicum or internship without following appropriate procedure
- Consistent evidence that a student’s emotional stability, behavior, or interpersonal skills are inadequate or interfere with the student making adequate progress in the program or are inappropriate for a career in clinical psychology
- Any behavior that constitutes a violation of APA Ethical Standards is grounds for immediate dismissal from the program
- Plagiarism or cheating
- Failure to meet financial obligations to the college
- Failure to pass the Comprehensive Examination after three attempts
- Failure to pass the Clinical Competency Examination after two attempts

- Failure to produce a dissertation of acceptable quality, and/or failure to pass the Final Oral Defense of the dissertation
- Failure to complete all program requirements within eight (8) years of matriculation for those who enter the program at Year I and within seven (7) years of matriculation for those who enter the program at Year II (unless a leave of absence has been approved. See Leave of Absence policy below).

Because the above degree requirements are generally met in a sequential fashion (e.g., completion of internship follows completion of practicum; defense of the dissertation may be the final step in completing program requirements), it is possible that a student who has performed successfully in the early stages of the program may not be able to complete successfully the requirements at the later stages (e.g., internship, Comprehensive Examination, dissertation). If the student's behavior and performance warrant it, dismissal from the program could occur at any time up to the date the degree is conferred.

Dismissal Procedures

1. **Notification.** Students will be notified in writing of intent to dismiss the student from the program and invited to a hearing that will occur within 10 days of the date of the notification.
2. **Hearing.** The hearing will be a closed meeting to be attended by the student, the Chair, and three faculty members chosen by the Chair. No one other than the student and the four faculty members may attend the hearing. General notes of the meeting will be kept but a recording or transcript will not be made. If the student does not attend the hearing, the hearing will proceed without the student. At the hearing, the program will present the grounds for initiating dismissal proceedings. Next, the student will have an opportunity to respond and present his/her position. Next, there will be an opportunity for discussion and questions. Finally, the student will be excused from the hearing and the faculty members will vote on the decision to recommend dismissal. Three of the four faculty members must vote in favor of dismissal in order for the recommendation of dismissal to be forwarded to the Dean. If fewer than three faculty members vote in favor of dismissal, the hearing committee will recommend other disciplinary action, which could include temporary suspension from the program while the student completes a remediation plan. After the vote, the student will be invited to return to the room and informed of the outcome of the vote. If the committee voted to dismiss the student, the Chair will notify the Dean in writing within 48 hours of the hearing. If the Dean does not agree with the program's decision to dismiss the student, the Dean will meet with the faculty members on the hearing committee to resolve the disagreement.
3. **Appeal.** Students may appeal the program's decision by writing to the Dean within five days of the hearing. The student should provide all relevant information and specify the basis for the appeal. The Dean will render a decision within five days of receipt of the student's appeal. If the student is not satisfied with the Dean's response, the student may appeal the decision by writing to the Vice President for Academic Affairs (VPAA) within five days of notification of the Dean's decision. The decision of the VPAA is final. In rendering their decisions, the Dean and VPAA will consider whether the program followed applicable policies and procedures in handling the matter. Students who have been dismissed from the Psy.D. program and who choose to appeal the decision may not enroll in classes or field experiences while the appeal is being considered.

Students who have been dismissed from the program are not eligible for reinstatement or readmission.

Suspension

Suspension is an alternative to dismissal and may be recommended in the following situations:

1. When the performance or behavior that warrants a remediation plan entails a mandated leave of absence from the program.
2. During Dismissal Procedures, when the hearing committee does not recommend dismissal but instead recommends suspension from the program.
3. When the student's behavior places either self or others at risk.
4. Performance problems at a clinical experience or practicum site, as outlined in the Clinical Experience and Practicum Manuals.

Students who are suspended from the program may not attend classes or field placements and may not continue working on their dissertations.

At the time the student is notified of suspension from the program, the criteria and time frame for reinstatement will be provided in writing. Students who believe they have met these criteria within the specified time frame may apply for reinstatement.

The student's request for reinstatement will be considered at a hearing that will be conducted in accordance with the hearing procedure outlined under Dismissal Procedures above. The committee may recommend reinstatement, continuation of suspension, or dismissal from the program. The decision may be appealed in accordance with the appeal procedure outlined under Dismissal Procedures above.

Students who have been dismissed from the program are not eligible for reinstatement or readmission.

Appeal and Grievance Procedures

Grade Appeals

Students who wish to appeal a grade received in an individual course should follow the Grade Appeal Procedure of the School of Graduate Studies. This procedure does not apply when the program initiates dismissal proceedings based on the student's grade in a course. In these cases, the program will follow the dismissal procedures outlined above and the student may appeal the outcome of the dismissal hearing as described in those procedures.

Other Appeals and Grievances

If a problem arises at any point during the program, the student is encouraged to seek a resolution at the informal level first, unless she or he believes this would place him or her in a vulnerable or compromised position. It is likely that the majority of students' concerns can be addressed through informal discussion with faculty members.

If a problem arises which cannot be resolved in this informal manner, the student can file a formal grievance by summarizing his or her concerns in a letter to the Chair. The Chair reviews the grievance and may request additional written information from the student. After consulting with the student, other members of the faculty, and other involved persons, the Chair will render a decision in writing. The student may be invited to a meeting to discuss the matter with the Chair and the parties involved. The Chair is responsible for keeping records of formal grievances and documenting the outcomes of the grievance in the student's file.

If the student is not satisfied with the resolution, he/she may appeal the decision by filing a written appeal to the Dean of the School of Graduate Studies within 5 days of the Chair's decision. If the student is not satisfied with the decision of the Dean, the student may appeal the decision by filing a written appeal to the Vice President for Academic Affairs (VPAA) within 5 days of the Dean's decision. The decision of the VPAA is final.

In order to ensure timely resolution of grievances, these time frames will be strictly honored. Students who do not submit their appeals within the specified time frames will waive their right to appeal.

Attendance

Since the material presented in class is important for achieving course objectives, class attendance is essential. Students are expected to arrange their schedules so that they can attend all classes and arrive on time. Absences should occur rarely and only under highly unusual circumstances. Certain classes may have a more restrictive attendance policy and limit the number of absences a student is allowed in order to receive a grade for the class. Instructors reserve the right to request documentation (e.g., a physician's note) to support a student's request for absence from a class. If the class includes a Lab, any predictable absences, such as religious holidays, must be clarified to the professor on the first class meeting in order to not disrupt the experiential instruction.

Regardless of the reason for the absence, students are personally responsible for any material they have missed and must turn in assignments on time. If a student is absent, it is the student's responsibility to obtain the missed information from another student. Students who need clarification of specific points discussed in missed class sections may consult with the instructor, but instructors are not required to go over in detail material that the student has missed due to a class absence. Assignments that are late because of a class absence will generally be considered late and subject to the instructor's penalty for lateness unless specific arrangements have been made with the instructor in advance.

Cheating

See The School of Graduate Studies Cheating Policy.

Concentrations and Electives

Students must declare their intention to complete the requirements for a concentration in either Psychological Assessment or Couple and Family Therapy by the beginning of Year IV (see above for concentration requirements), but are encouraged to declare a concentration as soon as possible. Pursuit of a concentration is optional. Students who elect not to complete a concentration may select their electives from either track.

Each concentration within the doctoral program will have a cap equal to one-half of the students in any doctoral class as determined at the beginning of the fall term (i.e., in a doctoral class of 18 students, each concentration would be capped at 9 students). Students wishing to change their area of concentration must make their request in writing to the Chair. If the concentration into which they wish to move is already full, the request will be denied but the student will be put on a waiting list. Should a space become available in a previously closed concentration, the space will be offered to the first person on the waiting list. Any changes in concentration must be made at least one full month before the start of the semester in which an elective course is offered.

Elective courses may be capped at the maximum number of students in a concentration plus two (i.e., if there are 20 students in a given class, the cap on the concentration is 10 and the cap on the particular class may be set at 12 students at the discretion of the instructor). Preference in electives is given to those students who have declared a concentration. The remaining slots will be filled on a first-come, first-served basis with full registration and payment as the only way to reserve a space. Any student who has declared a concentration will be expected to register for the elective courses in their concentration.

Continuous Enrollment in the Program

Students are required to maintain continuous enrollment in the program from the date of their initial matriculation until their completion of all degree requirements (coursework, practica, internship, and dissertation defense). Failure to do so will be interpreted as the student's withdrawal from the program unless the student has received prior approval to take a leave of absence from the program.

Students are expected to take all of the courses required each semester. Due to the sequential nature of the program, a student is normally not permitted to take courses out of sequence or to take a reduced course load. Students who find that they are unable to complete the required course load must request a leave of absence for one full year (three consecutive terms). It is generally not possible for students to take a leave of absence for less than one full year, unless they have completed all coursework, practica, and internship. Students should consider the implications for financial aid eligibility before requesting a reduced schedule or leave of absence. A leave of absence is not counted towards the time limit for degree completion, but students who follow a reduced schedule are still required to complete all degree requirements within the specified time limits. Students should submit their requests to the Chair in writing with accompanying documentation (e.g., physician statements). Requests sent via e-mail will not be considered. Requests for a reduced course load or leave of absence are approved only under exceptional circumstances. See the policy on Leave of Absence below.

Disclosure of Personal Information

The following policies about student disclosure of personal information comply with the APA Ethical Principles of Psychologists and Code of Conduct (APA, 2010). These policies apply to all graduate courses in psychology.

Disclosure in Courses: Some courses require students to share personal information, either orally or in writing, germane to understanding self-growth, developing insight into countertransference dynamics, or conducting effective treatment. This may include family of origin issues and other personal information that could affect clinical and professional development.

Disclosure in Supervision: Students are required to share personal information with their supervisors germane to understanding self-growth, developing insight into countertransference dynamics, or conducting effective treatment. This may include family of origin issues, history of abuse or trauma, psychological treatment and other personal information that could affect clinical and professional development.

The faculty has the right and professional responsibility to obtain and evaluate personal information when students do not make reasonable progress in the program or pose a threat to themselves or others. To discharge this duty, the faculty may require a student to undergo a psychological evaluation or participate in psychotherapy. The department must approve the provider of these services in advance and the student is responsible for all fees associated with the evaluation and/or treat-

ment. Refusal to participate in the mandated evaluation and/or treatment and/or refusal to authorize release of information from the evaluating or treating psychologist constitutes grounds for immediate suspension or dismissal from the program.

Dissertation Advising

Students must enroll in PSYG 918 (Dissertation Advising: Continuation) beginning in Summer of Year IV after successful completion of PSYG 915 (Dissertation Advising III: Proposal Development Phase III) and must register for PSYG 918 each semester continuously until the oral defense of the dissertation is passed.

Students MAY avoid registering for Dissertation Advising in the semester in which the defense is scheduled if the following criteria are met:

The Approval to Schedule Dissertation Defense form has been filed by the final day of the semester that immediately precedes the semester in which the defense will be scheduled. It is the student's responsibility to obtain the required signatures and to file the form with the Assistant to the Chair. Students should keep in mind that committee members require at least two weeks to review drafts.

The defense is held within the first four weeks of the semester. Difficulties with scheduling or arranging rooms do not warrant an extension of this deadline.

- The defense is passed on the first attempt.
- All revisions are completed within two weeks of the date of the defense.

Students who do not meet these criteria are required to register for Dissertation Advising. Students who meet the first of these criteria may be granted a temporary reprieve on registering for Dissertation Advising pending the remaining criteria being met. If all criteria are not met, students will be expected to register for Dissertation Advising before the end of the seventh week of the semester. Late fees may apply.

Diversity Statement

Psy.D. Program Statement Regarding Diversity and Diversity Competency Requirements

Students must comply with all of the Program's competency requirements. Students in the Psy.D. program are required to develop competency working with individuals of diverse backgrounds. It is the ethical obligation of students to develop the competency to work with individuals of diverse racial, ethnic and social backgrounds. The Program adopts the APA definition of "diversity," which includes, but is not limited to, the following characteristics: age, disabilities, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socio-economic status. Students must be prepared to develop competency working with individuals in each category and may not, for example, decline to work with a client because of a client's particular characteristic(s). In keeping with the ethical standards of the profession, a client cannot be refused treatment based solely on their diversity status. While all students are encouraged to be aware of their own values, these values should not be used as a justification for refusing service to a client seeking treatment. Further, the APA has published recommendations and/or guidelines for working with clients who represent diverse racial, ethnic, and social backgrounds. Students are expected to develop competency working in conformity with the published recommendations or guidelines of the APA. Students who fail or refuse to meet the competency requirements of the Program face dismissal from the Psy.D. program.

Ethical Standards

All students are required to be familiar with the APA Ethical Principles of Psychologists and Code of Conduct (APA, 2010) and to abide by these principles at all times. A copy of these principles may be found online at www.apa.org.

The student is required not only to demonstrate competence in the areas of academic study and clinical training, but also to demonstrate familiarity with the ethics of professional practice and to behave in an ethical and professional manner at all times. Behavior in violation of ethical or professional standards of conduct constitutes grounds for immediate dismissal from the program.

Financial Aid

See Financial Aid section of this catalog for information on procedures for applying for financial aid.

The Psy.D. program awards a limited number of assistantships to qualified students. Assistantships are awarded at the discretion of the program based on need, student qualifications, previous achievement, and potential. More information on assistantships may be found in the Psy.D. Student Handbook.

Advanced doctoral students are also eligible for Directed Teaching. These students teach an undergraduate or graduate course under the supervision of a faculty member in exchange for a stipend and one credit of Directed Teaching.

Full Time and Half Time Students

All doctoral students who are not on a leave of absence are considered either “full time” or “part time” according to the following definitions:

Full Time Students

All doctoral students are considered “full time” as long as they are taking the required course load each semester, OR if they are taking at least 9 graduate credits during a semester. All doctoral students who are on full-time internship are considered to have full-time status in the doctoral program

Half Time Students

A half-time student is any doctoral student who is taking fewer than 9 graduate credits and is not considered “full time” according to the definitions above. A doctoral student who is registered only for PSYG 918 (Dissertation Advising) is considered a half-time student.

A list of half-time students will be sent to the Registrar each semester by the Assistant to the Chair of the Department of Professional Psychology. All other students registered for any PSYG class numbered 700 or above is counted as full-time and reported to the clearinghouse as a full-time doctoral student.

Grade Appeals

See The School of Graduate Studies Grade Appeal Policy.

Incomplete Grades

See The School of Graduate Studies Incomplete Grade Policy.

Independent Study

A student may be approved for independent study in a doctoral course only under highly unusual circumstances and only with the written permission of the Chair. If independent study is approved, then The School of Graduate Studies policy on Independent Study applies.

Instructional Time

A three-credit graduate class in psychology requires 42 hours of instructional time. For a three-credit graduate class in psychology, it is expected that at least 75% of the scheduled class time will be spent in face-to-face classroom contact. The remaining time may be spent in other educational activities that are directly linked to the stated course objectives. These activities may include additional reading, research, and/or writing assignments beyond those normally required for the course; small group activities; Blackboard-based discussion; or other experiential activities directly relevant to the learning objectives of the course. It is the responsibility of the faculty to ensure that the objectives, requirements, and instructional activities of all courses are suitable for the number of credit hours earned.

Leave of Absence

In rare circumstances, a leave of absence may be granted. The term of a leave is one year (three consecutive academic terms). Due to the sequential nature of the program and the manner in which courses are scheduled, it is not possible to take a leave for only one or two semesters, unless the student has completed all coursework, practica, and internship. To request a leave of absence from the program, the student must submit a written request to the Chair explaining the reasons for the request and supplying relevant documentation, such as physician statements. Requests submitted by e-mail will not be considered. Normally, requests for a leave of absence are approved only under exceptional circumstances. If the request is not approved, the student may voluntarily withdraw from the program and petition for reinstatement if they wish to return in the future (see Withdrawal Policy below). In these circumstances, reinstatement is not automatic. Students who do not enroll after the term

of their approved leave has elapsed will be considered to have withdrawn from the program. It is not possible to extend a leave of absence beyond one year or to request a second leave of absence after one has already been taken. A leave of absence does not count towards the time limit for degree completion.

Plagiarism Policy

See The School of Graduate Studies Plagiarism Policy.

Psychotherapy for Doctoral Students

The Department of Professional Psychology strongly recommends that all students in the program participate in psychotherapy to gain the insight necessary for optimal professional development. Although this is not a requirement, it may be mandated for students about whom the faculty has questions regarding their personal fitness for a career in clinical psychology.

Readmissions to the Psy.D. Program

The following policy applies to:

1. Applicants whose request for deferred admission has been denied and who do not matriculate in the program.
2. Applicants who are offered admission but who decline the offer.
3. Matriculated students who voluntarily withdraw from the program.

To be considered for readmission to the program, reapplication and payment of a re- application fee is necessary. Those who wish to be considered for readmission should contact the Director of Psy.D. Admissions to determine what material would need to be submitted. Readmission is not automatic, and depends on a variety of factors, including the availability of space in the class to which the individual would return.

Students who are dismissed from the program are not eligible for readmission.

Waiver of Doctoral Courses

No portion of the doctoral coursework may be waived. All coursework must be completed at Chestnut Hill College, unless transfer credit has been granted (see Transfer Credits).

Withdrawal Policy

The Psy.D. program follows the Withdrawal Policy of the School of Graduate Studies with the following exceptions:

1. Withdrawal from a course at any time requires written approval of the Chair. Permission to withdraw from a course is granted only under unusual circumstances, such as a serious illness or other emergency. Additional documentation, such as a statement from a physician, may be required to process the request for withdrawal. Students who withdraw from a course without the written approval of the Chair are considered to have withdrawn from the program and must petition for reinstatement if they desire to resume their studies. In these circumstances, reinstatement will generally be denied.
2. Doctoral tuition, fees and deposits are non-refundable. Students in the Psy.D. Program who withdraw from a course after registration are liable for the full tuition and fees for the course.
3. Withdrawal from a course will usually entail a leave of absence from the program. See the policies on Continuous Enrollment in the Program and Leave of Absence.
4. Withdrawal from practicum or internship requires the written approval of the Director of Clinical Training as well as the Chair.

As noted in the Withdrawal Policy of the School of Graduate Studies, any request to withdraw must be received prior to the final class meeting. It is not possible to retroactively withdraw from a course after the last class meeting. **Note: Withdrawal from a doctoral course at any time requires the permission of the chair and may entail a leave of absence from the doctoral program.**

Course Descriptions

Please note: All courses are graded according to the standard grading scale except when otherwise noted.

PSYG 702 Theories of Psychotherapy

3 credits

Familiarizes the student with the major theoretical schools of psychotherapy, including: Psychoanalytic, Existential, Humanistic, Behavioral, Gestalt, Cognitive, and Family Systems. Students will learn to distinguish among different approaches and acquire a working knowledge of the terminology and concepts identified with each approach.

PSYG 703 Psychopathology

3 credits

This course explores the emotional, cognitive, somatic, and behavioral symptoms of mental disturbance. Students will become acquainted with the subjective experience of various symptoms and symptom clusters, patterns of family and community responses to afflicted individuals, and research and evolving theories pertaining to the etiology of symptoms. Students will use the DSM-5 as a format for the classification of disorders and the choice of appropriate treatment. Students will acquire a working knowledge of the DSM-5, including its multiaxial classification system, and will develop the ability to diagnose various mental disorders. Prerequisite: PSYG 702, or may be taken concurrently with PSYG 702.

PSYG 704 Development Across the Lifespan: Individual and Family

3 credits

Covers human development from a lifespan perspective, with in-depth exploration of selected topics relevant to different periods in the life cycle for individuals and families. Students will be introduced to theoretical and empirical approaches to understanding key developmental issues as well as the role of the family and social context in human development.

PSYG 708 Introduction to Couple and Family Therapy

3 credits

This course introduces students to the field of couple and family therapy and systems thinking. The major models of family therapy will be reviewed, including Psychodynamic, Experiential, Structural, Strategic, and Narrative. The course emphasizes theory and the relationship between theory and technique. Videotapes will illustrate models and principles.

PSYG 711 Techniques of Psychotherapy

3 credits

This course fosters the development of basic psychotherapy skills through a combination of didactic instruction and role-plays (including required videotaped role-plays). Focus is on establishing a therapeutic rapport, formulating appropriate directions for therapy, and conceptualizing strategies for intervention. Specific skills include listening, suicide intervention, assessment, formulation of questions, and empathic responses.

Prerequisites: PSYG 702 and 703

PSYG 712 Research Design and Methodology

3 credits

An overview of many frequently used research designs in psychology. Through a study of research methodology, students learn how to select an appropriate research design and how to employ valid procedures in collecting data. The course will foster analytical and critical thinking skills through a combination of theory and practical experience, prepare students to read relevant research in their field and to write a research proposal, and provide background for future work in the area of research.

PSYG 713 Legal and Ethical Issues in Psychotherapy

3 credits

The course familiarizes students with the history and development of professional ethics and standards and their legal implications in psychotherapy. Students will be required to become familiar with the APA Ethical Principles of Psychologists and Code of Conduct. Topics covered include: privileged communication, confidentiality, rights of client and agency, civil commitment, licensure, and mental health laws. Prerequisites: PSYG 702 and 703.

PSYG 714 A Systemic Approach to the Problems of Adolescents

3 credits

This course will review normal adolescent development and the psychological and psychosocial problems commonly associated with this phase of life. Problems to be discussed will include: eating disorders, depression, suicide, anxiety, disruptive behavior, and academic difficulties. Although a variety of treatment approaches will be considered, the family systems model will be emphasized. Prior completion of PSYG 708 is required.

PSYG 716 The Role of Culture & Gender in Counseling and Psychotherapy

3 credits

This course examines how ethnicity, gender, sexual orientation, and other cultural factors influence psychological experience, expectations for therapy and the therapeutic relationship. Emphasis will be on developing a fuller appreciation for the complexities of cultural factors both in students' own lives and those of persons from different backgrounds.

PSYG 717 Group Therapy**3 credits**

This course will provide students with theoretical and experiential understanding of group psychotherapy. Students will gain a better understanding of interpersonal group processes, ethical practice of group therapy, and effective group interventions. The course will include a didactic component, as well as the opportunity to critique group processes, and practice interventions.

PSYG 745 Clinical Experience I – Field Placement Preparation**3 credits**

This course introduces students to the practice of evidence-based psychodynamic psychotherapy. The fundamental ideas behind psychodynamic theory will be reviewed, including personality development and mechanisms of change. Basic psychodynamic formulation will be accomplished through a relationally focused, experiential method. Supportive and expressive techniques will be presented with respect to the presenting problem of the patient. Intervention use will be practiced in class and through videotaped role-plays. Finally, the therapeutic relationship and its use in therapy will be emphasized, building on students' existing skills to create an alliance with clients.

Prerequisites: PSYG 702, 703 and 711

PSYG 755 Clinical Experience II**3 credits**

This course requires at least 100 hours of on-site experience. It will provide the opportunity for students to develop proficiency in diagnosing various mental disorders on the basis of a comprehensive diagnostic interview. Students will also be trained in developing treatment plans and strategies appropriate to particular diagnoses. Opportunities will also be provided for students to gain exposure in different therapeutic environments in which they will observe and assist in various therapeutic modalities. Students are also required to attend a weekly group supervision seminar.

PSYG 765 Clinical Experience III**3 credits**

This is a field placement designed to provide students with supervised experience conducting counseling and psychotherapy. Students must complete a minimum of 600 hours over two terms. Students are required to attend a weekly group supervision seminar on campus.

PSYG 775 Clinical Experience IV**3 credits**

Continuation of PSYG 765

PSYG 777 Psychodiagnostic Interviewing Lab**1 credit**

This course presents an overview and experience of psychodiagnostic interviewing. Semi-structured, unstructured, and screening techniques for several psychiatric and neurocognitive conditions will be presented and practiced, highlighting modification to these interviewing strategies for particular psychological disorders. Contextual factors like family relationships and multicultural identifications and their influence on diagnosis will be emphasized. Role-play experience, differential diagnosis skills, and report writing will be primary assessment methods for this course.

PSYG 800 Psychological Assessment I**2 credits**

This course will prepare students to administer and interpret the current edition of the Wechsler Adult Intelligence Scale, the MMPI-2, and MMPI-A, and MMPI-2-RF.

PSYG 801 Personality and Individual Differences**3 credits**

This course reviews and analyzes the major theories of personality including psychoanalytic, neo-analytic, humanistic, behavioral, social-cognitive, trait and evolutionary approaches. In addition to learning the major theories, students will read original works from each theorist. The course also establishes a foundation for the assessment of personality. Individual differences will be further explored through a series of narrative studies of lives in transition.

PSYG 802 Psychological Assessment II**3 credits**

The purpose of this course is to develop beginning competence in the administration, scoring, and interpretation of a comprehensive psychological battery for children and adolescents. In particular, the Wechsler Intelligence Test for Children-Fourth Edition (WISC-V), Wechsler Individual Achievement Test-Third Edition (WIAT-III), Beery-Buktenica Test of Visual-Motor Integration-Sixth Edition, Behavior Assessment System for Children, Second Edition (BASC-2) and the Behavior Rating Inventory of Executive Function (BRIEF) will be covered. The use of these instruments in the assessment of children and adolescents with high incidence conditions (e.g. learning disabilities, Attention-Deficit Hyperactivity Disorder) will be examined. Ethical test usage and culturally competent assessment practices will also be discussed. Prerequisite: PSYG 800

PSYG 803 Psychological Assessment III**3 credits**

This course will prepare students to administer and interpret performance-based (projective) measures of personality. Emphasis will be placed on learning administration, coding and interpretation of the Rorschach Inkblot Technique according to John Exner's Comprehensive System. Students will also be introduced to the Rorschach Performance Assessment System (R-PAS), Thematic Apperception Test (TAT), and projective drawings. Prerequisite: PSYG 800.

PSYG 804 Historical Foundations of Psychology**3 credits**

This course provides an historical overview of the history and systems of psychology from ancient to modern times. Antecedents to the field of psychology as well as psychology's contributions to understanding psychopathology, psychological intervention, and biological bases of behavior will be discussed. The influence of seminal individuals and schools of psychology on professional psychology will also be reviewed. Moreover, a historical context will be used to discuss diversity and ethics. Finally, this course will emphasize the relationship between historical developments in psychology and the current landscape of the field of psychology in general and professional psychology in particular.

PSYG 805 Psychometric Theory**2 credits**

Basic principles of the theory behind psychological measurement (scaling, standardization, reliability, validity, item analysis, test bias) will be reviewed.

PSYG 806 Psychodynamic Theory and Therapy**3 credits**

This course examines the principles of psychoanalytic and psychodynamic thought and therapy from Freud to the present. Classic psychoanalytic approaches through modern object relations, ego-psychology, and self-psychology paradigms will be presented. Emphasis will be placed on applying the principles to the actual practice of psychodynamic psychotherapy: Freud, neo-Freudians, object-relations, ego-psychology and self-psychology, and the implications for the therapeutic relationship. An in-depth critique of how psychodynamic principles coexist in the midst of the modern clinical milieu will be accomplished.

PSYG 808 Advanced Couple and Family Therapy**3 credits**

This course reviews the theories and techniques associated with the major models of contemporary family therapy, including Structural, Strategic, Bowenian, Contextual and Narrative Models, as well as those integrations that are acknowledged as Evidence Based Approaches. Taped illustrations of family therapy interventions will be shown. Students will learn how to conduct an assessment of a family and develop treatment plans based on their assessment. Methods of working with distressed couples are also covered.

PSYG 808L Advanced Couple and Family Therapy Lab**1 credit**

One-hour per week lab to be taken in conjunction with PSYG 808. The lab is specifically designed to provide the student with the opportunity for clinical application of the material learned in PSYG 808. Each student will be required to be both part of a Created Family, and serve as the therapist for another family in the class. These sessions will be supervised live, and videotaped. The videotaped session will be analyzed to ensure that students are learning best practices in family therapy.

PSYG 810 Biological Bases of Behavior**3 credits**

This course focuses on the biological and physiological processes underlying human behavior. Emphasis will be placed on fundamental principles of brain development, human neuroanatomy, brain-behavior relationships, and neuropathology. In addition, the biological basis of various forms of psychopathology will be highlighted. Genetic determinants of behavior and genetic disorders will be reviewed. The endocrine system and the physiological response to stress will be examined. Finally, cultural influences on development and cognition will be discussed.

PSYG 814 Integrated Healthcare**3 credits**

Emphasizing the emerging role of behavioral interventions in the primary care health system, this course focuses on the competencies needed to provide psychological services in primary care and other medical settings, as members of collaborative interdisciplinary treatment teams. Students will develop skills in behavioral healthcare intervention strategies, including motivational interviewing and pain management. We will examine how health behaviors are developed, influenced and changed, within a social and cultural context. In addition, students will gain current knowledge of psychopharmacology and its application to clinical problems commonly seen in a variety of settings. Prerequisite: PSYG 810

PSYG 815 Evidence-Based Practice**3 credits**

This course introduces students to Evidence-Based Therapies (EBT) and addresses the importance of EBT's to the practice of psychology. The course examines the research process used to determine what constitutes an evidence-based treatment. In addition to examining particular models, the course also examines those aspects of the therapist/client relationship that have been supported by research. EBT's addressed in this course include Psychodynamic Therapy, Cognitive-Behavioral Therapy, parent-child interaction therapy, Family Therapy, Emotionally-Focused Couple Therapy, Dialectical Behavioral Therapy, and interpersonal therapy. Particular attention is paid to evidence-based brief therapy models.

PSYG 815L Evidence-Based Practice Lab**1 credit**

One-hour per week lab to be taken in conjunction with PSYG 815. The lab is specifically designed to provide the student with the opportunity for clinical application of the material learned in PSYG 815. Students will engage in role-plays that will provide practice in evidence-based treatments.

PSYG 816 Advanced Topics in Human Diversity**3 credits**

This course continues to explore issues of culture and gender in psychology and psychotherapy introduced in PSYG 532 (The Role of Culture and Gender in Counseling and Psychotherapy). Topics addressed include: Theories of social identity, impacts of oppression, multicultural empathy, cross-cultural norms on emotional expression, ethical dimensions of diversity competence and awareness and management of personal bias. Diversity is examined from a broad perspective consistent with APA Ethical Code.

PSYG 818 Statistical Applications**3 credits**

This course takes an applied approach to the use of statistics in conducting empirical research. Fundamentals of research design, statistical analysis and computer software will be taught. Specific areas include: 1) research design; 2) data collection formats; 3) statistical analysis; and 4) statistics software packages.

PSYG 820 Methods of Psychotherapy Integration**3 credits**

This course familiarized students with methods of psychotherapy integration. An integrated approach to psychotherapy case formulation and treatment using the psychodynamic and systemic perspectives is discussed. Effective integration of other modalities, especially third wave behavioral therapies, are also reviewed. Application to composite, fictional cases is emphasized.

PSYG 820L Methods of Psychotherapy Integration Lab**1 credit**

One-hour per week lab to be taken in conjunction with PSYG 820. The lab is specifically designed to provide the student with the opportunity for clinical application of the material learned in PSYG 820.

PSYG 824 Ethics and Professional Practice Issues**3 credits**

This course will focus on developing sophisticated competence in integrating ethical and legal standards in clinical work. Students will build advanced skills in applying ethical standards and resolving ethical dilemmas. The course will also explore the ethical and legal issues relevant to the business of psychology, including practice development, and risk management.

PSYG 828 Cognitive/Affective Bases of Behavior**3 credits**

This course will examine cognitive psychological processes, such as learning, motivation, memory, information processing, problem-solving and decision-making, as well as the roles that affect, mood and emotion play in everyday behavior and thought processes. This study of cognitive science and affect research is reviewed to better understand cognitive-affective-behavioral-personality interactions.

PSYG 829 Supervision and Consultation**3 credits**

This course is designed to help students become knowledgeable about the role of supervision in the training of clinical psychologists. Specifically, the course examines definitions of supervision, the supervisory relationship, models of supervision, the function of evaluation, supervision teaching formats and interventions, current research, legal and ethical issues, and the impact of the following issues on supervision: gender, sexual orientation, ethnicity, social class, and other cultural issues. A distinction between supervision and consultation is made. Although consultation may involve similar skills as supervision, differences in function, role and responsibility are discussed.

PSYG 838 Social Bases of Behavior**3 credits**

This course presents students with the study of factors that influence the behavior of individuals and groups in predictable ways. It provides a strong grounding in the traditional and emerging concerns of social psychology, including: Theories of the Social Self, group dynamics, social cognitions, social influence, and social processes. Students will also be presented with ways in which these social psychology factors influence and can serve as resources for their clinical work.

PSYG 844-846 Dissertation Mentoring I, II, III**1 credit each term**

The purpose of the course is to help students identify a dissertation topic and begin preparation of the dissertation proposal.

PSYG 848 The Role of the Professional Psychologist**1 credit**

The purpose of this course is to develop an understanding of the multifaceted role of the professional psychologist. In particular, this course will discuss the role of the professional psychologist on interprofessional treatment teams, in primary health care settings, forensic settings and when responding to disasters or crises. Culturally competent practice will also be emphasized. The integration of psychological assessment and intervention as well as strategies for integrating scholarship into professional practice will also be discussed.

PSYG 852 Treating the Contemporary Family**3 credits**

This course examines the clinical issues that confront "diverse" families, such as divorced and/or remarried families, gay and lesbian couples and families, inter-racial families, families with adopted children, grandparent-headed families, and foster families. This course will prepare students to work effectively with non-traditional families and will encourage the student to examine how his/her own personal values might affect his/her clinical work with these groups. Live supervision and videotaping will be used for training purposes.

PSYG 855 Family Therapy with Young Children**3 credits**

This course examines the treatment of children seen in family therapy. In order to treat young children, it is necessary for the psychologist to function as assessor, therapist, and network consultant. An understanding of how to proceed with a variety of childhood disorders will be covered. Consultations with school districts, physicians, occupational therapists, speech therapists, and teachers will serve as an adjunct to the specific clinical interventions that are recommended for this population. Developmental issues will be explored, as will basic principles of working with children and parents.

PSYG 859 Advanced Practice of Family Therapy**3 credits**

This course is where students evolve into theorists. It is crucial in psychotherapy to determine the intersection of established clinical theory, and what each student practices in the field. This course accomplished this by deeply understanding four crucial positions in family therapy (by way of original writings) and using the Creating Family Protocol to engage in practice.

PSYG 863 Advanced Personality Assessment**3 credits**

This course assumes a working knowledge of the Rorschach (Comprehensive System), MMPI-2, MMPI-2-RF, and MMPI-A, and will cover advanced topics in interpreting and integrating these tests and other tests of personality, including the Millon inventories, Personality Assessment Inventory (PAI), and NEO-PI-R/3. Students will also be trained in the use of the Rorschach Performance Assessment System (R-PAS).

PSYG 865 Assessment of Neurodevelopmental and Related Disabilities**3 credits**

This course focuses on the psychological assessment of children and adults with neurodevelopmental and related disabilities, including but not limited to autism spectrum disorders, intellectual disabilities, and other low incidence disorders. The etiology of common neurodevelopmental disabilities will be reviewed. Formal cognitive, academic achievement, adaptive behavior, rating scales, and personality tests appropriate for assessing individuals with neurodevelopmental disabilities will be examined. Alternatives to traditional, norm-referenced assessment will also be reviewed. Practical considerations, including formulating the assessment plan to respond to referral questions and to test hypotheses, will be discussed, along with conducting effective feedback sessions. In addition, the assessment of individuals with neurodevelopmental disabilities from diverse backgrounds (including the impact of social, cultural, racial/ethnic, and other diversity factors) will be emphasized. Prerequisites: PSYG 800, 802, 901, 903 and 904

PSYG 869 Neuropsychological Assessment**3 credits**

The purpose of this course is to provide students with beginning knowledge and skills in neuropsychological assessment. Brain-behavior relationships and neuropathology, within the context of neuropsychological assessment, will be reviewed.

Key components of the neuropsychological evaluation process will be demonstrated and discussed. Neurocognitive domains typically assessed and common evaluation procedures for each domain will be reviewed. The integration of neuropsychological test data, background information (e.g. education, medical), client characteristics, and socio-cultural factors will be emphasized. Neuropsychological assessment of common neurodevelopmental and neurological conditions affecting children and adults will be reviewed. Finally, the use of neuropsychological assessment data to assist in educational and treatment planning will be discussed. Prerequisites: PSYG 800, 802 and 810

PSYG 871 Directed Teaching in Psychology

1 credit

Students will teach master's-level or undergraduate courses under the mentorship of a faculty member. This course cannot be used to meet credit requirements for the Psy.D. degree and may be taken only with written approval from the Chair.

PSYG 901, 903 and 904 Practicum I

1.5 credits each term

This three-term field placement will focus primarily on psychological assessment, including testing and report writing. Students complete a minimum of 12 hours per week at the practicum site for three terms. An on-campus seminar is a required part of the practicum.

PSYG 905, 906 and 907 Practicum II

1.5 credits each term

This three-term field placement is designed to provide supervised clinical experience. A wide variety of clinical sites are available to allow the student a choice of the clinical population to be served. In addition to working a minimum of 12 hours per week at the field site, students are required to attend a weekly seminar on campus. We will focus on case conceptualization and formal case presentation with an emphasis on the provision of ethical, multiculturally competent mental health services to diverse clients in a variety of settings.

PSYG 908-909 Practicum III

1.5 credits each term

This is an optional two-term field placement designed to provide additional supervised clinical and/or psychological assessment experience. A wide variety of clinical sites are available to allow the student a choice of the clinical population to be served. In addition to working a minimum of 12 hours per week at the field site, students are required to attend a weekly seminar on campus.

PSYG 911 Independent Study

1.5 credits

Students complete an Independent Study for desired or required further development in an academic/professional area or areas.

PSYG 913 Dissertation Advising I: Proposal Development Phase I.

2 credits

Following the third semester of Dissertation Mentoring, students meet individually with the Dissertation Chair to complete a full draft of the formal dissertation proposal and related requirements.

PSYG 914 Dissertation Advising II: Proposal Development Phase II.

2 credits

Following completion of the proposal draft and review by the Dissertation Committee, students meet individually with the Dissertation Chair to incorporate feedback from the Committee and to complete the formal dissertation proposal.

PSYG 915 Dissertation Advising III: Proposal Development Phase III.

2 credits

Following completion of the proposal, students meet individually with the Dissertation Chair to complete and submit the IRB application and related requirements, and to secure IRB approval to conduct the dissertation research.

PSYG 918 Dissertation Advising – continuation

2 credits each term

Students who do not complete the dissertation and oral defense by the end of Dissertation Advising III must register for PSYG 918 each semester until the dissertation has been completed and defended.

PSYI 991, 992, 993 Internship

2 credits each term

40 hours per week at an APA-accredited or APPIC-member internship site for one full calendar year.