



Doctoral Program in Clinical Psychology

Graduate Student Handbook

Fall 2021 - Summer 2022

Table of Contents

Contents	Page
I. Program Description.....	1
A. Program Director’s Message.....	1
B. Program Mission.....	1
C. Program Objectives.....	2
D. Program Accreditation.....	8
E. Program Faculty.....	9
F. Program Community.....	10
II. Admission Requirements - Program Admission Requirements.....	12
III. Requirements.....	13
A. University Requirements.....	13
B. Department Requirements.....	13
C. Sequential Steps for Completing the Dissertation.....	20
D. Award of the Doctorate in Psychology (PsyD).....	23
E. Timeline of Critical Events.....	24
IV. Student Evaluations.....	25
A. Grading Policy.....	26
B. Course Evaluations.....	27
C. Remediation Policy for Coursework.....	27
D. Remediation Policy for Practicum and Supervision.....	27
E. Supervision.....	28
F. Annual Review.....	29
G. Evaluation of Behavioral and Professional Performance.....	29
H. Comprehensive Exam.....	31
I. Student Records.....	32
J. Academic Standing.....	32
K. Professional Misconduct.....	34
V. Student Complaints and Grievances.....	38
VI. Financial Support.....	39
A. Graduate Assistantships.....	39
B. Employment.....	39
VII. Appendices.....	41
A. Approval of Course Transfer.....	41
B. HPU Masters in Clinical Mental Health Counseling (MA-CMHC) and HPU PsyD Program’s Agreement on Course Transfers.....	43
C. Internship Evaluation Form.....	44
D. Dissertation Proposal Defense Scheduling Form.....	47
E. Oral Defense of the Dissertation Proposal Form.....	48
F. Dissertation Defense Scheduling Form.....	49
G. Oral Defense of the Dissertation Proposal.....	50
H. Annual Evaluation Form.....	51
I. Written Comprehensive Grading Guidelines.....	56
J. Written Grievance.....	58

I. Program Description

A. Program Director's Message

Aloha Student,

Welcome to Hawai'i Pacific University (HPU) and our Doctoral Program in Clinical Psychology. We are happy to have you join our family and looking forward to working with you.

Our program will educate and train you in the scientist-practitioner-advocate model of applied psychology. You will develop your understanding and appreciation of science as it pertains to the practice of clinical psychology. You will learn how to do science and how to apply science to diagnose and treat mental and behavioral health disorders and increase psychological well-being.. Our faculty are united in the premium we place on a science-based approach to assessing and treating psychological matters, and in admitting and training students who value science similarly, and will enforce science as the foundation of the clinical profession. Moreover, the faculty understand that we're at a critical juncture in history where the determination and communication of facts is being threatened, and how we will develop students and future professionals who will foster the pursuit of the truth.

We will also develop your understanding and appreciation of diversity, social justice, and advocacy. This value arises from our home and foundation in Hawai'i. The science of psychology is positioned to increase society's knowledge of the complexities of living in a diverse world, and part of this understanding requires awareness and action on matters of inequality in power structures as well as interpersonal relationships. Moreover, the Program's objective is to train future professionals who will conduct research, teach, do clinical work, and/or advocate in the pursuit of remedying past injustices, equality, and just social systems.

Finally, our program of faculty and students have created an academic environment of collegiality, professionalism, and support. We do so to foster an open, positive, and creative work environment during your time with us as students and professionals-in-training. But, we also foster this community so that you may create similar work relationships in your future educational and professional endeavors.

Much mahalo for joining us. Let us now proceed with the work at hand.

Vincent G. Tsushima, Ph.D., J.D.
Professor of Psychology
Director of the Doctoral Program in Clinical Psychology

B. Program Mission

The PsyD Program at Hawai'i transferred Pacific University is designed to equip graduates with the necessary knowledge, skills, and experience to serve the mental health needs of diverse populations with compassion and professionalism. Through training emphasizing the importance of evidence from research and insights from practice, we prepare graduates for careers as

doctoral-level clinical psychologists who can work ethically and effectively within a rapidly changing mental health services environment, both in Hawai‘ transferred and throughout the rest of the nation. We value critical thinking, leadership, clinical competence, and an awareness of the influence of society and culture on the mental health of individuals and organizations.

HPU’s Doctoral Program in Clinical Psychology complies with the American Psychological Association’s (APA) Committee on Accreditation (CoA) Standards of Accreditation for Health Service Psychology (SoA), listed below. The CoA requires that all trainees who complete accredited training programs, regardless of substantive practice area, degree type, or level of training, develop certain competencies as part of their preparation for practice in health service psychology (HSP). These competencies are listed below. The course curriculum, methods of instruction, and methods of evaluation have been developed to support and adhere to these areas of competencies.

- **Consistency with the professional value of individual and cultural diversity.** Training and attention to diversity is incorporated into each of the other profession-wide competencies.
- **Consistency with the existing and evolving body of general knowledge and methods in the science and practice of psychology** All profession-wide competencies will be grounded in the existing empirical literature and in a scientific orientation toward psychological knowledge and methods.
- **Level-appropriate expectations.** Trainees are expected to demonstrate each profession-wide competency with increasing levels of independence and complexity as they progress across levels of training.
- **Level-appropriate training.** HPU’s PsyD Program aims to insure that all students achieve profession-wide competencies appropriate for entry into practicum, internship, and upon graduation a career as a psychologist.
- **Evaluation of trainee competence.** Evaluation of trainees’ competence in each profession-wide competency area is an integral part of the curriculum.

C. Program Objectives

1. Discipline-Specific Knowledge

There are four categories of Discipline-Specific Knowledge.

Category 1: History and Systems of Psychology.

This category is covered by completion of PSY 7800 History and Systems.

Outcome is measured by course evaluations and the Comprehensive Examination.

Category 2: Basic Content Areas in Scientific Psychology.

Affective Aspects of Behavior – This area is covered by PSY 6315 Cognitive and Affective Bases of Behavior

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Biological Aspects of Behavior – This area is covered by PSY 6325 Biological Bases of Behavior and PSY 7605 Biopsychosocial Behavior.

Cognitive Aspects of Behavior – This area is covered by PSY 6315 Cognitive and Affective Bases of Behavior and PSY 7600 Cognitive Approaches to Treatment.

Developmental Aspects of Behavior – This area is covered by PSY 7550 Developmental Aspects of Behavior.

Social Aspects of Behavior – This area is covered by PSY 6345 Social Bases of Behavior, PSY 7615 Individual and Cultural Diversity, and PSY 7815 Multicultural Competence.

For the Category 2 areas, outcome is measured by course evaluations, and how the student integrates this course material into other courses and clinical reports, and practicum and internship evaluations.

Category 3: Advanced Integrative Knowledge in Scientific Psychology.

This category is covered by completion of PSY 7805 Int. and Psych. Treatment and PSY 8730 Crisis Intervention and Trauma.

Outcome is measured by course evaluations, clinical supervision, comprehensive evaluations, and annual clinical evaluations.

Category 4: Research Methods, Statistical Analysis, and Psychometrics.

Research Methods – This area is covered by PSY 7825 Quantitative Research Methods, PSY 8800 Dissertation Preparation, PSY 9000 Dissertation Group Supervision, PSY 9001 Dissertation Individual Supervision, and PSY 9002 Dissertation Individual Supervision
Outcome is measured by class examinations, the Comprehensive Examination, performance on the dissertation, and research presentations/publications in coursework, conferences, and scholarly journals.

Statistical Analysis – This area is covered by PSY PSY 7810 Advanced Statistics.
Outcome is also measured by class examinations, the Comprehensive Examination, performance on the dissertation, and research presentations/publications in coursework, conferences, and scholarly journals.

Psychometrics – This area is covered by PSY 6365 Psychodiagnostic Assessment, PSY 6745 Personality Assessment, and PSY 7555 Cognitive and Intellectual Assessment. Outcome is measured by course evaluations and clinical supervision.

2. Profession-Wide Competencies

There are nine categories of Profession-Wide Competencies.

- 1) Research Diversity – The program emphasizes the integration of science and practice as the foundation of health service provision.

This category is covered by completion of PSY 7810 Advanced Statistics, PSY 7825 Quantitative Research Methods, PSY 8800 Dissertation Preparation, PSY 9000 Dissertation Group Supervision, PSY 9001 Dissertation Individual Supervision., and PSY 9002 Dissertation Individual Supervision

Outcome is measured by course exams, papers, annual evaluations, the dissertation proposal defense, and the final dissertation defense. In their coursework students will conduct literature reviews on different areas of research, construct research designs and methodologies to address theoretical, application, and clinical questions, and will produce a written work product describing research findings and present those findings. Additionally, presentations/publications in coursework, conferences, and scholarly journals will be evaluated if available.

- 2) Ethical and legal standards – Doctoral students will be trained to demonstrate knowledge of the APA Ethical Principles of Psychologists and Code of Conduct and other relevant laws and regulations, the ability to recognize ethical dilemmas, and the ability to engage in ethical decision-making and conduct oneself ethically.

This category is covered by completion of PSY 7505 Ethics in Health Service Psychology, PSY 7701 Practicum I, PSY 7702 Practicum II, PSY 7703 Practicum III, PSY 7704 Practicum IV, PSY 7705 Practicum V, and PSYT 7706 Practicum VI.

Outcome is measured by course exams, papers, annual evaluations, practicum and internship evaluations, and Annual Evaluations. In their coursework, students will learn about the relevant laws, ethical codes, and professional standards. They will also analyze a multitude of professional fact patterns in order to determine the most appropriate legal, ethical, and professional assessment, treatment, and research approaches. Additionally, presentations/publications in coursework, conferences, and scholarly journals will be evaluated if available

- 3) Individual and cultural diversity – HPU's training emphasizes the training of doctoral students to demonstrate knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities who embody a variety of cultural and personal background and characteristics across all professional activities.

This category is covered by completion of PSY 6345 Social Bases of Behavior, PSY 7615 Individual and Cultural Diversity, and PSY 7815 Multicultural Competence.

Outcome is measured by course exams, papers, annual evaluations, and practicum and internship evaluations. In coursework students will discuss and analyze a variety of case scenarios and address them along varying dimensions of diversity. Additionally, presentations/publications in coursework, conferences, and scholarly journals will be evaluated if available.

- 4) Professional values and attitudes -HPU trains doctoral students to embody professional values to include integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

This category is covered by completion of PSY 6010 Professional Psychology, PSY 7505 Ethics in Health Service Psychology, and PSY 8000 Risk Management in Clinical Practice.

Outcome is measured by course exams, papers, annual evaluations, and practicum and internship evaluations. In their course, practicum, and internship work students will demonstrate professional behaviors related to, among others but not exclusively, assessment, treatment, and research decisions. Additionally, presentations/publications in coursework, conferences, and scholarly journals will be evaluated if available

- 5) Communication and interpersonal skills – HPU trains doctoral students in effective and professional interpersonal and communication skills in a variety of contexts.

This category is covered by completion of PSY 6755 Clinical Interviewing and PSY 6775 Core Clinical Skills.

Outcome is measured by course exams, papers, annual evaluations, and practicum and internship evaluations. Additionally, presentations/publications in coursework, conferences, community outreach events, and scholarly journals will be evaluated if available.

- 6) Assessment – Doctoral students gain competency in understanding and implementation of psychometric properties, psychopathology/diagnosis, and human behavior within its context, drawing on multiple sources and methods. Students will demonstrate the ability to make and conduct all communications, oral and written, in a clear, professional, and informative manner.

This category is covered by completion of PSY 6365 Psychodiagnostic Assessment, PSY 6745 Personality Assessment, PSY 7555 Cognitive and Intellectual. Assessment, PSY 7615 Individual and Cultural Diversity, and PSY 7815 Multicultural Competence.

Outcome is measured by course exams, papers, annual evaluations, and practicum and internship evaluations.

- 7) Intervention – Doctoral students gain competence in evidence-based, culturally informed interventions derived from a variety of theoretical orientations, including those directed at an individual, a family, a group, an organization, a community, a population, or other systems.

This category is covered by completion of PSY 6505 Empirically Supported Treatments, PSY 6765 Case Formulation & Treatment Plan, PSY 7500 Behavioral Approaches to Treatment, PSY 7600 Cognitive Approaches to Treatment, PSY 7805 Intervention and Psychological. Treatment,

PSY 7820 Evaluation of Treatment Effects, PSY 7830 Group Therapy, PSY 8730 Crisis Intervention and Trauma, PSY 7615 Individual and Cultural Diversity, and PSY 7815 Multicultural Competence.

Outcome is measured by course exams, papers, annual evaluations, and practicum and internship evaluations. In coursework, practica, and internship students will demonstrate the ability to conduct clinical interviews, intake evaluations, various treatment strategies and techniques, treatments from different theoretical orientations and perspectives, and treatments in various modalities, e.g, individual, couples, group, family, community group, etc.

- 8) Supervision – HPU provides supervision in the development of competence and skill in professional practice and the effective evaluation of those skills, and aids students in optimizing their supervision experience.

This category is covered by completion of PSY 8810 Supervision and Consult and Practicum Supervision courses.

Outcome is measured by course exams, papers, annual evaluations, and practicum and internship evaluations. In practica and internship students will demonstrate ethical, professional, and productive use of supervision time, and develop work product (e.g., completion of paperwork, video-recording of sessions when allowable, etc.) to meet supervision demands.

- 9) Consultation and interprofessional/interdisciplinary skills – Doctoral students are trained in consultation and interprofessional/interdisciplinary skills necessary for the successful practice as a health service provider.

This category is covered by completion of PSY 8810 Supervision and Consultation and Practicum Supervision courses.

Outcome is measured by course exams, papers, annual evaluations, and practicum and internship evaluations. Students will demonstrate the ability to analyze and problem-solve the variety of problems encountered by the health services psychologist, e.g., suicidal patients, inpatient ward conflict, etc., and communicate information to relevant parties in a concise and helpful manner. Additionally, presentations/publications in coursework, conferences, community outreach events, and scholarly journals will be evaluated if available

3. Licensure Associated with the Program Degree

Please be advised that in accordance with state and federal regulations, HPU is required to provide the following information to applicants and students completing their coursework outside of the state of Hawaii, including field experiences (e.g., internships, practica, clinical placements), when their program of study customarily leads to professional licensure.

HPU's Doctorate in Clinical Psychology Program is applying for accreditation by the American Psychological Association (APA). This program has been designed to meet the educational degree completion requirement for licensure as a psychologist in the state of Hawai'i, as delineated in State of Hawai'i transferred, Department of Consumer Affairs, Board of Psychology Statutes (HRS Chapter 465-7: Requirements for licensing https://cca.hawaii.gov/pvl/files/2013/08/hrs_pvl_465.pdf). Licensure allows for independent

practice or employment in hospitals and community agencies. Students should note that requirements for professional licensure and certification can vary by state. At this time, the Doctoral Program in Clinical Psychology cannot confirm whether its PsyD degree meets all of the licensure requirements in a student's state of residence. Students should refer to their state licensing body for further information. Information regarding state, provincial, and territorial agencies responsible for licensure of psychologists throughout the United States and Canada may be obtained through the Association of State and Provincial Psychology Boards (ASPPB), <http://www.asppb.net/page/BdContactNewPG>.

A degree conferred by any Doctorate in Clinical Psychology program, including those that are APA accredited, may not automatically mean (1) acceptance of the program curricula by a given state for the purpose of professional licensure or certification; (2) acceptance of the program curricula for the purpose of any nongovernmental certification; or (3) satisfaction of an employer's preconditions/qualifications for employment. Students are responsible for verifying periodically their individual eligibility for licensure, certification, internship, and employment through careful review of the applicable requirements of specific states, provinces, agencies and employers, as such requirements are subject to change without notice.

The PsyD curriculum is developed and monitored on an ongoing basis by Program faculty to be consistent with APA accreditation requirements, and prepare graduates for the professional practice of psychology. As a result, the curriculum is subject to change in response to accreditation/certification standards.

4. Advising and Mentorship

Students are assigned an advisor from the university's Advising Office to assist with course registration and graduation. Students are also assigned a full-time Psychology faculty member as a mentor. The role of the mentor is to provide academic advising, as well as educational, training, and professional mentorship. Moreover, the mentor plays a key role in consulting the student on the development of their dissertation project. However, the mentor may or may not serve as the Dissertation Chair or as a member of the Dissertation Committee, as these roles are guided by the research needs of the dissertation project.

Students are assigned a mentor by the faculty from the beginning of their matriculation in the program. Every attempt is made to match mentors with students' educational, training, and professional interests, with particular consideration to research interests. On or about the middle of the summer prior to a new cohort's first fall semester in the program, the Program Director will send the incoming students a survey where students indicate their research and clinical interests, and specify a faculty member(s) they would like as a Mentor. After the data is compiled, the Program Director will assign students to Mentors, matching student research and clinical interests with Mentors expertise and experience. The Program Director will then notify Mentors and Mentees of the mentorship assignments, and invite them to contact each other some time before the fall semester begins so that they may meet and confer about how they may work together.

A student and mentor may work together for the entire course of the student's tenure in the program. However, if for any reason a student wishes to switch to another mentor every attempt will be made to do so. Additionally, faculty mentors may also determine alternative mentee assignments for students based on academic goals, student-mentee fit, and larger programmatic changes.

5. Student Representation [SEPARATE SECTION – edit further to reflect HPU ideas]

The program encourages students to be actively involved in the program decision-making. The Program Director meets periodically with students, student representatives participate in faculty program meetings, and students are encouraged to meet and confer amongst themselves in matters of student interest. The program welcomes student input on policy matters, recognizing the value of democratic processes when relevant and how active participation by all members of the program makes for a strong learning community.

Each of the yearly cohorts will elect one representative to attend a part of the faculty program meetings. Each cohort will determine their own selection or election process within their cohort. Each cohort will decide upon their representative at the beginning of each academic year, and the representative will have a one-year academic term from September through the end of August the following year.

The student representatives will be responsible for obtaining questions, thoughts, or concerns among the students in their cohort prior to each faculty program meeting, particularly if a vote will take place on an issue relevant to the students. The representatives will then forward any agenda items to the PD before the meeting. Students will also participate in a part of the faculty program meetings, and communicate information from faculty program meetings back to their cohort.

One "student" vote will represent the voice of the student body, as decided upon by the four representatives, on all matters where faculty program members vote or provide input, with the exception of matters pertaining to individual students and faculty hiring.

D. Program Accreditation

The program is actively seeking APA accreditation. As such, we have designed our program to meet APA standards of accreditation. Our aim is to become accredited on contingency by 2023, and then fully accredited following our first graduating class in 2025.

If you have any questions, please contact the APA Committee on Accreditation, 750 First St, NE, Washington, DC 20002-4242; apaaccred.apa.org; 202-33-5979. We also recommend that you contact the Board of Psychology in the state you plan to practice to determine requirements for licensure.

E. Program Faculty

1. Program Director

The Program Director (“PD”) oversees the Doctoral Program in Clinical Psychology. Along with other core faculty, the PD has primary responsibility for the design, implementation, and evaluation of the program’s administrative activities (e.g., student admissions, student evaluations, arrangement of practicum and internship experiences) and for its educational offerings (e.g., provision of curriculum, practicum and internship experiences, research training) other duties and responsibilities include:

- overseeing the budget, faculty, courses, and staff
- maintaining communication with the Department of Psychology, the College of Liberal Arts, and other HPU administrative entities
- ensuring application for, maintaining, and corresponding with APA accreditation
- communicating with students, supporting successful progress throughout their graduate training
- approving course waivers, student progress evaluations, and curriculum criteria

Vincent G. Tsushima; Professor; Licensed Psychologist; Ph.D., St. John’s University, J.D., Fordham School of Law

2. Director of Clinical Training

The Director of Clinical Training (“DCT”) oversees students’ clinical training via practica. This includes:

- overseeing practicum placements
- develop policies, procedures, and practicum handbook for both students and sites
- ensuring that each practicum site satisfies program requirements (e.g., that there is an onsite supervisor who will be responsible for the students and that the experience meets with HPU’s practicum guidelines)
- monitoring ongoing training
- conducting at least one site visit per year for each site
- overseeing that students are engaged in practica
- cooperating with site supervisors to evaluate students
- meeting regularly with trainees in weekly practicum supervision courses
- meeting regularly with other faculty teaching supervision classes to integrate information regarding practicum sites and trainees

_____, Assistant Professor; Licensed Psychologist

3. Core Faculty

The program’s core faculty are responsible for the program’s educational offerings. HPU is committed to having high quality faculty in sufficient numbers for their academic and professional responsibilities. Our faculty possess knowledge of a variety of theoretical

perspectives and academic and applied experiences, appropriate to the program's aims, which are sufficiently broad in scope to offer a range of perspectives necessary for breadth and depth of instruction. We are committed to recruit diverse core faculty who demonstrate substantial expertise and have recognized credentials in those areas that are at the core of the program's aims. We expect core faculty to function as appropriate role models for students in their learning and socialization in the discipline and profession. Core faculty are identified with the PsyD Program and centrally involved in program development, decision making, and student training.

Kelsie Okamura; Assistant Professor; Licensed Psychologist; Ph.D. Clinical Psychology, University of Hawai'i transferred at Mānoa

4. Other Program Faculty

Other Program faculty are those who are members of the Department of Psychology at HPU, and who teach or otherwise assist in the administration of the Program, but spend less than 50% of their time in such endeavors.

Michael Brubacher; Assistant Professor; Ph.D. Community Psychology, DePaul University

Andrew Dewald; Assistant Professor and Department Chair; Ph.D. Cognitive Psychology, University of Hawai'i transferred at Mānoa

William (Doug) Hall; Senior Lecturer; Ph.D. Counseling Psychology, Saybrook University

Joanna Pashdag; Assistant Professor; Licensed Psychologist; Ph.D. Clinical Psychology, Ohio University

Susan Watson; Associate Professor; Ph.D. Clinical Psychology, University of Hawai'i transferred at Mānoa

Adjunct Faculty are also called upon to teach courses as needed.

Affiliate Faculty are clinical professionals providing services to our students and program.

F. Program Community

1. Supportive Learning Environment

The Psychology Department has a long-standing commitment and practice to foster a supportive learning environment in which faculty encourage rigorous study, research, training, and practice, and students encourage each other to do the same. The faculty and students also subscribe to the importance of a balanced academic life, which fosters healthy behaviors for physical and emotional development. Faculty value challenging students with intellectually demanding material and rigorous approaches to comprehension and critical thinking. However, this is done in a caring and encouraging manner. The classroom environment is conducted similarly, and faculty expect research and clinical settings to uphold the same standards of encouragement and support.

At times, there may be content covered in courses and academic activities that are sensitive in nature. Differences in opinion should be shared openly between students, staff, and faculty, in a respectful and curious way aligned with American Psychological Association [ethical code of conduct](#). If a student experiences a discussion or interaction during the course of a PsyD Program related activity as not mutually respectful, the students may try to resolve the matter directly with the relevant party/ies, the Program Director, and/or the Department Chair, preferably in that order when the circumstances allow. The student is also entitled to raise a matter with the College Dean and/or Human Resources.

Faculty foster respectful interactions among the members of our PsyD Program. Departures from this philosophy or manner, by either faculty or students, are immediately addressed by the faculty and program leadership. At the cornerstone of this supportive learning environment, students and faculty are encouraged to provide timely, accurate, and reciprocal feedback to ensure a collegial environment and to foster bidirectional learning. This philosophy and approach to teaching is a means unto itself. However, it is also viewed by the faculty as essential characteristics to be brought into both research and clinical arenas.

The PsyD Program and faculty will communicate to the students via their HPU email addresses, not student personal addresses. Students shall regularly check their HPU email for program and course-related matters.

2. Commitment to Diversity

HPU is committed to and encourages cultural and individual differences and diversity. The program recognizes the importance of cultural and individual differences and diversity in the training of psychologists, and includes training and practice in diversity-related variability in age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status.

The program appreciates the need to train psychologists to work with a wide range of individuals, couples, and families. With that in mind, we look to hire faculty and attract graduate students who can demonstrate their ability to understand and assist an increasingly diverse population.

In 2016, HPU was recognized as being among the [most diverse schools](#) in the country by the *Chronicle of Higher Education*, in terms of its undergraduate and graduate students, staff, faculty, and administration.

HPU continues to attract and retain students and faculty from diverse backgrounds into the program and avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training. The PsyD Program makes every effort to prepare graduates to navigate cultural and individual differences in research and practice, including those that may produce value conflicts or other tensions arising from the intersection of different areas of diversity.

3. Commitment to Social Justice

In addition to diversity, the program is committed to the education of matters of social justice. The program seeks faculty and students who are conscious of social justice issues and the necessity to take action and contribute to efforts to rectify past and current injustices. The program fosters recognition, discourse, and education on matters of social injustices as they relate to race, ethnicity, sexual orientation, gender identity, national origin, disability, age, and other aspects of potential marginalization, discrimination, or oppression.

Psychology, and its various perspectives and specialty areas, is uniquely positioned to shed light on matters of social injustice, whether they be political, economic, and/or interpersonal by way of research, practice, and professional development. The program encourages faculty and students to be informed and educated on these matters, and especially values research and practice with the objective of addressing matters of social injustice. This commitment is in line with the values and aspirations of the field of psychology, as established in the APA Ethical Principles of Psychologists and Code of Conduct.

II. Admission Requirements – Program Admission Requirements

Admission to the program is based on academic ability and potential for success at the graduate level. Academic ability is evaluated homogeneously by the applicant's past academic performance, recommendations, and GRE scores. Application requirements include:

1. A baccalaureate degree in psychology (or 15 semester credits in psychology including at least one course in statistics and one in research methods) from a regionally-accredited college or university in the United States or an equivalent degree from another country. If a student has a baccalaureate degree not in psychology, then the GRE Subject test in psychology is required.
2. A minimum of 3.0 cumulative undergraduate grade-point average (GPA) based on a 4.0 scale or 3.25 cumulative graduate grade-point average.
3. Three recommendation letters.
4. A personal statement.
5. Verbal and Quantitative scores on the Graduate Record Examination
6. Applicants must demonstrate proficiency in written and verbal English. A test of English proficiency (TOEFL with a score of at least 550 (pBT) or 80 (iBT) [HPU's Institution code is 4352.]) a minimum score of [80] or or IELTS overall band score of at least 6.0. The general training exam is not accepted. No institutional code is needed. An examination is required of all foreign applicants from countries in which English is not the native language and who have not attended an American college or university for two consecutive years.

Meeting the minimum requirements does not guarantee admission and admission is selective. Eligible applications are reviewed by an admissions committee, which uses multiple criteria for the assessment of applicants.

III. Requirements

A. University Requirements

See HPU's [Academic Affairs](#) Policies and Procedures Manual and [Student Handbook](#).

B. Department Requirements

1. Program Courses – Required and Electives

The following represents the current curriculum offered. The curriculum may change as deemed necessary for optimal training. Although every effort is made to keep this Handbook current, please check the current year Course Catalog to ensure that you have access to the most updated curriculum.

Requirements: Students are expected to take a minimum of 132 total credits, over five years, with at least three of those years in residence, and more than 50% of the credits taken at HPU.

Below is a current list of courses as of Fall 2021 (subject to change).

Year 1 – 32 credits

FALL:

PSY 6010 Professional Psychology 1
PSY 6315 Cognitive & Affective Basis of Behavior 3
PSY 6365 Psychopathology & Psychodiagnostic Assessment 3
PSY 6505 Empirically Supported Treatments 3
Total: 10 Credits

SPRING:

PSY 6325 Biological Bases of Behavior 3
PSY 6745 Personality Assessment 3
PSY 6755 Clinical Interviewing 1
PSY 6765 Case Formulation & Treatment Planning 3
PSY 6775 Core Clinical Skills 3
Total: 13 Credits

SUMMER:

PSY 6345 Social Bases of Behavior 3
PSY 7500 Behavior Approaches to Treatment 3
PSY 7505 Ethics in Health Service Psychology 3
Total: 9 Credits

Year 2 – 31 credits

FALL:

PSY 7550 Developmental Aspects of Behavior 3
PSY 7555 Cognitive & Intellectual Assessment 3
PSY 7600 Cognitive Approaches to Treatment 3
PSY 7701 Practicum I 3
Total: 12 Credits

SPRING:

PSY 7605 Biopsychosocial Basis of Behavior 3
PSY 7610 Dissemination and Assessment of Results 1
PSY 7615 Individual & Cultural Diversity 3
PSY 7702 Practicum II 3
Total: 10

SUMMER:

PSY 7800 History & Systems of Psychology 3
PSY 7805 Interpersonal & Psychodynamic Treatment 3
PSY 7703 Practicum III 3
Total: 9 Credits

Year 3 – 30 credits

FALL:

PSY 7810 Advanced Statistics 3
PSY 7815 Multicultural Competence 3
PSY 7820 Evaluation of Treatment Effectiveness 1
PSY 7704 Practicum IV 3
Total: 10 Credits

SPRING:

PSY 7825 Quantitative Research Methods 3
PSY 7830 Group Therapy 3
PSY 7705 Practicum V 3
PSY 8000 Risk Management in Clinical Practice 3
or PSY 8730 Crisis Intervention and Trauma 3
Total 12 Credits

SUMMER:

PSY 8800 Dissertation Preparation 2
PSY Elective I 3
PSY 7706 Practicum VI 3
(In addition, students should be preparing for Comprehensive Exams)
Total: 8 Credits

Year 4 – 25 credits (Dissertation and Practicum or Specialty Electives)

FALL:

PSY 8810 Supervision and Consultation 3
PSY 8815 Preparation for Applying to Internship 1
PSY 9000 Dissertation Group Supervision 2
PSY 7707 Practicum VII 3 or PSY Elective 3
(In addition, students should be working on their Dissertation)
Total: 9 Credits

SPRING:

PSY ELE Elective III 3
PSY 9001 Dissertation Individual Supervision 2
PSY 7708 Practicum VIII (optional) 3 or PSY Elective IV 3
(working on dissertation)
Total: 8 Credits

SUMMER:

PSY Elective IV 3
PSY 9002 Dissertation Individual Supervision 2
PSY 7709 Practicum IX (optional) 3 or PSY Elective V 3
(working on dissertation)
Total: 8 Credits

Year 5 – 0-3 credits (Full-time Pre-doctoral Internship; finish dissertation)

FALL:

PSY 9050 Pre-Doctoral Internship 3
PSY 9003 Dissertation Completion 3
Total: 0-3 Credits

SPRING:

PSY 9050 Pre-Doctoral Internship 3
PSY 9004 Dissertation Completion 3
Total: 0-3 Credits

SUMMER:

PSY 9050 Pre-Doctoral Internship 3
PSY 9005 Dissertation Completion 3
Total: 0-3 Credits

Sample Electives

While any of these may be offered in a given semester, there is no certainty that these are the electives that will be offered during the course of a particular student's program. These should be considered representative of the topics that might be offered:

Forensic Psychology
Psychopharmacology
Health Psychology Issues & Interventions

Child/Adolescent Treatment
Military/Veteran/First-Responder Psychology
Neuropsychological Assessment and Interpretation
Qualitative Analysis
Statistical Modeling

Electives versus continued Practicum:

Electives are an opportunity for students to begin specialization in areas of interest. The 4th year practica may be taken instead of electives where the student needs to develop their clinical experience, or where the practicum affords them specialization they would not otherwise receive in elective courses. Students should discuss taking 4th year practicum versus electives with their mentor and the Program Director.

2. Transfer of Course Credit

A student may petition to transfer a course taken from a prior graduate program in a related degree for credit if the course is deemed to be substantially similar to that which is offered in this degree program. In order to transfer course credit from taking a course in the program curriculum, the student must request this transfer of credit in writing and submit a syllabus for the course they are requesting to transfer to the Program Director. The Program Director, in consultation with the course instructor, will determine if the course is substantially similar to warrant transfer credit. If the course instructor approves they will sign the Approval of Transfer of Course form (see Appendix A), then the Program Director may approve the course transfer request and sign the form. The Program Director will then forward the form to the Department Chair for their approval. Specifically:

[1] The student will complete the student section of the Course Transfer form. They will do one Course Transfer form for each course they would like to be transferred.

[2] The student will send the Program Director the Course Transfer form and the syllabus for the prior course. A current HPU PsyD instructor will review the syllabus from the prior course to determine whether it counts towards the PsyD course.

As a general matter, incoming PsyD students will be asked to submit their Course Transfer requests by the end of July before their first fall semester.

For graduates of the HPU Masters in Clinical Mental Health Counseling (MA-CMHC) program, they will be directed to review the MA-CMHC & PsyD Program Course Transfer Agreement (see Appendix B), which lists the MA-CMHC courses that count towards PsyD courses. However, non-MA-CMHC graduates may also wish to peruse this agreement in order to get a sense of what may be transferred from a Masters program. For those courses, the MA-CMHC graduate only needs to submit a Course Transfer form for each course they want transferred; they do not need to submit a syllabus. For MA-CMHC students who want to transfer courses pursuant to this agreement, only the Program Director and the Department Chair's approval is needed, not an instructor of the PsyD course.

Once the Program Director receives the aforementioned materials, the Program Director will review the request and if it meets the course transfer requirements as stated in Section 1 on the Course Transfer form, then the Program Director will forward the request(s) and syllabus/bi to the relevant PsyD instructor. If the PsyD instructor approves of the course transfer, it will be sent back to the Program Chair for approval, then to the Department Chair for approval. If the instructor does not approve it, the Program Director will notify the student of this outcome.

Courses for which a student seeks transfer credit must (as per Section 1 of the Course Transfer form):

1. have been taken at a regionally accredited institution
2. have been taken at the graduate level
3. have been taught by faculty instructors who have obtained doctoral degrees in a relevant discipline
4. have been taken within 10 years of the student's date of matriculation at HPU
5. have received a grade of B or better
6. meet APA's Discipline-Specific Knowledge or Profession-Wide Competencies required content mastery assigned to the course in our curriculum
7. have been taught in the same modality the HPU PsyD course is designed to be taught, e.g., prior assessment course has to be f2f because PsyD assessment is designed to be f2f

NOTE: Although it remains the program's policy to not accept graduate-level courses taken online for transfer of credit, this policy may be waived for courses taken during the Spring, Summer, and Fall 2020 semesters during the COVID-19 pandemic.

3. Curriculum Vitae

The Curriculum Vitae (CV) is considered to be a living document that the student will add to throughout their graduate studies and is intended to support their applications to practicum sites, predoctoral internship, and postdoctoral residency programs. Students should work with mentors to develop a CV that shows their relevant experience in the field of clinical psychology, including relevant educational background, GPA, practicum experiences, other relevant work or volunteer experiences, professional associations, research publications, research presentations, funding and awards, trainings attended and provided, intended specializations, and other relevant factors will help them obtain the field placement and career choice that best fits their interests.

4. Practicum Training

Practicum includes supervised experience working with diverse individuals with a variety of presenting problems, diagnoses, and issues. The purpose of practicum is to develop the requisite knowledge and skills for graduates to be able to demonstrate the competencies defined above. This doctoral program provides a training plan applied and documented at the individual level, appropriate to the student's current skills and ability, that ensures that by the time the student applies for internship the student has attained the requisite level of competency. The HPU PsyD Practicum Handbook serves as a guide for students in navigating their practicum placement.

Students are placed in settings that are committed to training, that provide experiences that are consistent with health service psychology and the program's aims, and that enable students to attain and demonstrate appropriate competencies. Supervision is provided onsite by appropriately trained and credentialed individuals.

Thorough and comprehensive evaluations of students are a regular component of each practicum experience. As part of our program's ongoing commitment to ensuring the quality of our graduates, each practicum evaluation is based in part on direct observation of the practicum student and her/his developing skills (either live or electronically).

Every effort is made to help match students' needs and interests, and to place students in increasingly advanced practicum experiences over the two to three years they will engage in practicums, in preparation for their internship.

Through their second and fourth years, students will enroll in a practicum class (PSY 7701-7709) each semester. This offers the practicum student an opportunity to reflect upon and synthesize their practicum experiences, and to learn about other practicum experiences of their classmates. Each March, HPU will host a Spring Practicum Fair, inviting potential Practicum sites to present to HPU practicum candidates and answer their questions. This is intended to offer students a sense of the practicum sites' training opportunities, training objectives, and how to apply to each site, including what materials, due dates, and contact persons.

5. Professional Liability Insurance

All students enrolled in practicum and internship placements will have insurance coverage under HPU's professional liability policy. Practicum and internship sites are required to also have professional liability insurance coverage that includes HPU practicum students. Students enrolled in practicum placement are also required to purchase personal coverage.

6. Tracking Hours

Students are instructed to begin tracking their clinical hours per the Association of Psychology Postdoctoral and Internship Centers (APPIC) (<https://www.appic.org/>) requirements beginning their first year, and at the latest by the time they start formal practicum training. There are convenient applications available online to assist with tracking hours (e.g., Time 2 Track, <https://time2track.com/>). Students consult with their mentor, the Director of Clinical Training, and/or the Program Director regarding questions about how to calculate clinical hours.

7. Internship

Successful completion of the PsyD Program includes students' completion of a one year full-time internship. The Program's policies regarding student placement at accredited versus non accredited internships are consistent with national standards regarding internship training. Students must be enrolled at HPU during their Internship (PSY9050), and have satisfactorily completed all requirements of Years 1-4, passed Competency Examinations, and completed their Qualifying Examination for their Dissertation. In addition, it is highly recommended that

students complete a substantial amount of their dissertation work prior to commencing their internship.

Students are expected to apply for, and to the extent possible, complete internship training programs that are either APA- or CPA-accredited through the Association of Psychology Postdoctoral and Internship Centers ([APPIC](#)).

Throughout the internship year, communication between HPU's Director of Clinical Training (DCT) and the internship site will be maintained. This ongoing interaction will help with a mid-year and end-of-year formal evaluation. HPU's DCT will initiate this contact at the start of the training year. All formal, written internship evaluations will be retained in student files and used to evaluate the student competencies required for degree completion (See Appendix C). The DCT will also maintain communication directly with the Internship student through at least once per semester telephone calls and written feedback about their experience during their internship year. More contact will occur as the need arises, and students are always encouraged to contact the DCT at any time during their Internship experience.

8. Comprehensive Exam

The Comprehensive Examination will be held prior to Year 4. It will be conducted as an in-school, full-day examination. Although the content will vary each year, it typically will include the following components:

- **Portfolio Presentation:** assembling one's grades, practicum experiences, other relevant work or volunteer experiences, professional associations, research, intended specializations, and other relevant factors
- **Essay:** Examinees will be given one or more essays offering them the opportunity to demonstrate their knowledge of a subject from several possible choices that require integration across basis courses and applied clinical theory and practice
- **Clinical Case Formulation:** Examinees will be given a clinical vignette and testing material for which they will develop a full intake report, treatment plan, and sample progress reports utilizing, and justifying, appropriate clinical methods.
- **Psychological Assessment Report:** Examinees will be offered a vignette with testing material, from which a comprehensive psychological assessment report will be produced.

9. Dissertation

Students in HPU's PsyD Program are trained to engage in evidence-based practice, as well as in scientific inquiry and evaluation. The PsyD core faculty have been trained and engage in both scholarship and empirical research in psychology, and are dedicated to helping students select and complete a scholarly dissertation worthy of publication in a peer-reviewed journal or other type of peer-reviewed publication.

Students are encouraged to begin discussing dissertation ideas with their Mentor and to identify a dissertation chair as early as possible, and at least by the beginning of their third year. Dissertations are expected to be a demonstration of a student's scholarship, including critical

analytic thinking, communication skills, and comprehensive knowledge of their area of study. A dissertation is intended not only to demonstrate mastery of an area, but also to advance current knowledge in that area. It is expected that students will submit a paper to a peer reviewed journal or book once their research has been completed and prior to being awarded their doctorate in clinical psychology.

C. Sequential Steps for Completing the Dissertation

Passing Competency Examination is a prerequisite for advancing to the dissertation stage. The Doctoral Program in Clinical Psychology will maintain a Dissertation Progress Form to track progress in the dissertation process.

Year 1:

Explore a broad area of interest to investigate

Year 2:

Determine a specific area of interest to develop into a dissertation question

Find a dissertation chair

Commence literature review to develop expertise in general area

Year 3:

Determine a specific research question and design with dissertation chair

Submit Institutional Review Board (IRB) application

Year 4:

Initiate and complete data collection

Write up results

Year 5:

Complete dissertation manuscript

Schedule oral defense

Remediate based on feedback and obtain final signatures

Submit to University

1. Choosing a Topic, Chair, and Committee

Dissertation Chair – Students are responsible for obtaining a chair for their dissertation. The chair should have a relevant area expertise, and aid in the selection of other dissertation committee members. Students are encouraged to find a dissertation chair as early as possible. It is possible to change dissertation chairs if the project changes or if a better fit can be found. The Program Director must sign-off on a change of dissertation chair, which is reflected on the Dissertation Progress Form.

Any request to change the dissertation chair must be submitted in writing to and approved by the Program Director. If the request is approved, the student may be required to repeat one or more dissertation courses, depending on the status of the project and whether or not changes are made under the new chair. This determination is made by the new chair and the Program Director.

The dissertation chair's responsibilities include, but not exhaustively:

- Guidance in establishing a committee, assuring that all needed areas of competency are represented
- Allocation of responsibility among committee members in terms of special expertise in content or methodology
- Support of the student in developing the proposal
- Approval of the proposal before it goes before the committee
- Approval of the final proposal
- Proofing and approval of all necessary IRB documentation
- Ongoing supervision of the student's dissertation work, including data collection, data analysis, data interpretation, writing, and similar central aspects of dissertation work
- Convening of the committee upon request of the student or committee member
- Approval of the final dissertation draft before it goes before the committee
- Chairing of the dissertation committee meeting, completing required paperwork, and coordinating/supervising any necessary follow-up requirements posed by the committee during the dissertation defense
- Approving the student, based on full committee approval, for the scheduling of the dissertation defense
- Chairing of the final dissertation defense, completing required paperwork, and coordinating/supervising any necessary follow-up requirements posed by the committee
- Supervision of any requested revisions from the committee after the dissertation defense

Committee – The dissertation committee shall be composed of at least three members, including a chair, second committee member from the faculty of HPU's Department of Psychology, and a 3rd committee member who is either a non-clinical member of the Psychology Department, a non-clinical psychology faculty from another university, a non-psychology faculty member from another HPU department or university, or non-faculty psychologist. Committee members should complement the chair as much as possible in terms of subject matter or analytic expertise.

Under special circumstances changes may be made to the dissertation committee after approval of the committee has been determined. Requests for the change and substitution of one or more committee members must be made formally in writing and submitted to the Program Director. The student must indicate the reason for the requested change as well as obtain approval and signatures from current and new dissertation committee members.

The dissertation committee members' responsibilities include, but not exhaustively:

- Review of the dissertation proposal
- Attendance at committee meetings
- Participation in providing comments and critiques on proposal
- Support of the student in the process of dissertation implementation
- Review of the final draft of the dissertation
- Approval of the dissertation chair's summaries of the dissertation committee meeting and signatures on relevant documents

- Approval of the dissertation draft prior to the dissertation defense
- Provision of final input and dissertation approval

Dissertation subject matter must draw from psychological literature and must contribute to the scientific or professional knowledge base. The specific topic and approach can include: empirical studies (quantitative, qualitative, mixed methods, or single subject design), meta-analyses, comprehensive literature reviews with an original contribution, theoretical papers, program evaluation, program development, and clinical case studies. In all cases, a thorough and comprehensive evaluation of the relevant literature is required.

2. Dissertation Proposal

A formal outline should be submitted to the chair, and once accepted by the chair, will be distributed to the other committee members for approval. The outline should describe the problem, justification to examine the problem in terms of proposed literature search, lack of sufficient attention to this specific problem, and how this approach will answer that problem. It should also describe the method proposed to answer this problem, including research design and statistical analyses, the degree to which the methodology will address the research question, and what resources are required and available for this project, and the hypotheses that will be addressed.

Once the proposal outline has been accepted, the student may begin to develop a formal dissertation proposal. The proposal is a formal document that will include the Background (statement of problem, relevant literature review, and hypotheses); Methods (Procedure, Materials, research design and statistical methods addressing each hypothesis), and possible limitations of the research design. All written material should adhere to the [American Psychological Association style and grammar guidelines](#). The dissertation proposal shall be signed off by the chair, and then distributed to the committee for approval before advancing to the proposal defense.

Work on the dissertation proposal will be completed in Summer of Year 3 in PSY 8800 Dissertation Preparation.

3. Proposal Defense

The dissertation proposal will be orally defended before the dissertation committee. The committee will evaluate with a pass, pass with minor modifications, or do not pass – major revision required (see Dissertation Proposal Defense Scheduling Form Appendix D Oral Defense of the Dissertation Proposal Form Appendix E). Once passed, IRB approval can be sought, after which data collection or literature review can proceed.

Work on the proposal defense will be completed in Fall of Year 4 in PSY 9000 Dissertation Group Supervision. The work in completing data collection or literature review will be completed in Spring and Summer of Year 4 in PSY 9001 Dissertation Individual Supervision and 9002 Dissertation Individual Supervision.

4. Final Dissertation Document

Once the dissertation is in a form to be submitted, the student will first submit for approval to the dissertation chair, and once signed off, will then be distributed to the committee members. It is advisable to work closely with the dissertation chair throughout the dissertation process, and to a lesser extent with the committee members so that any major concerns have been addressed as they arise. Once the chair and committee members have approved the dissertation paper, a defense can be scheduled.

5. Final Dissertation Defense

Once the committee has approved the dissertation paper, the student should schedule a dissertation defense (see Dissertation Defense Scheduling Form Appendix F and Oral Defense of the Dissertation Form Appendix G). The defense will be presented to the committee, as well as allowing others in the Department, and University to attend. The student is responsible for ensuring that the university is invited to the oral defense. The committee will evaluate with a pass, pass with minor modifications, do not pass – major revision required, or fail – no ability to remediate. Although modifications are expected, a student working closely with their chair and committee members should generally not encounter a fail. The Dissertation Progress Form should be completed by the chair and submitted to the Program Director.

6. Submission of the Completed Dissertation Document

Once the Committee has approved the dissertation, the final version must be submitted to the university and the student has the option to submit a version of their dissertation to a peer-reviewed journal or other publication. This objective of this requirement is to demonstrate the level of scholarship adhered to by HPU's Doctoral Program in Clinical Psychology.

Work on the final dissertation document, final dissertation defense, and submission of the completed dissertation document will be completed in Year 5 in PSY 9003, 9004, and 9005 Dissertation Completion.

D. Award of the Doctorate in Psychology (PsyD)

Completion of the Doctorate will be approved once a student's:

- course work has been certified as complete with passing grades
- the competency examination has been successfully completed
- the dissertation has been accepted
- internship has been successfully completed

There is a seven-year deadline from time of matriculation for completing one's doctorate. Exceptions can be made for serious illness or significant life events (e.g., childbirth, serious medical condition, caregiving for a family member with a life-threatening illness, etc.). Applications for extension beyond the seven-year deadline requires documentation to be submitted to the Program Director for approval.

Our Program documents and maintains accurate records of each student's education and training experiences and evaluations for evidence of the student's progression through the program, as well as for future reference and credentialing purposes. Students' grades and official transcripts will be kept in the Registrar's Office. The Program will maintain a folder for each student that contains evaluations, courses waived, transgressions and remediations, copies of letters summarizing annual reviews, practicum and internship evaluations, a summary of the Competency Examination, dissertation progress, etc.

E. Timeline of Critical Events

Year 1:

- September: Meet with Mentors and review HPU PsyD Annual Student Evaluation to prepare for annual review
- March: Practicum Fair
- April: Develop Curriculum Vitae with Mentor
- May: Apply to practicum sites
- May: HPU PsyD Annual Student Evaluation (Self-evaluation)
- June: End of Year Evaluations (Faculty-evaluation – meet with Mentor to review)

Year 2:

- August: Commence Practicum
- September: Meet with Mentors and review HPU PsyD Annual Student Evaluation to prepare for annual review
- March: Practicum Fair
- April: Develop Curriculum Vitae with Mentor
- May: Apply to practicum sites
- May: HPU PsyD Annual Student Evaluation (Self-evaluation)
- June: End of Year Evaluations (Faculty-evaluation – meet with Mentor to review)
- August: Commence practicum
- Discussion with Mentor or potential dissertation chair about possible dissertation topic

Year 3:

- August: Commence Practicum
- September: Meet with Mentors and review HPU PsyD Annual Student Evaluation to prepare for annual review
- March: Practicum Fair
- April: Develop Curriculum Vitae with Mentor
- May: Apply to practicum Sites
- May: HPU PsyD Annual Student Evaluation (Self-evaluation)
- June: End of Year Evaluations (Faculty-evaluation – meet with Mentor to review)
- June: Competency Examinations

Year 4:

- July – August: Proposal and Proposal Meeting for Dissertation

- August: Commence Practicum
- September: Meet with Mentors and review HPU PsyD Annual Student Evaluation to prepare for annual review
- February: Develop Curriculum Vitae with Mentor
- March: Apply to internship
- Spring: Present dissertation at HPU PsyD research symposium
- May: HPU PsyD Annual Student Evaluation (Self-evaluation)
- June: End of Year Evaluations (Faculty-evaluation – meet with Mentor to review)
- June: Defend dissertation (Ideally)

Year 5:

- July/August: Commence Internship
- Complete dissertation (if needed; return to school to defend); submit for publication
- Spring: Apply for postdoctoral residency
- July: Complete internship
 - HPU PsyD Annual Student Evaluation (Self-evaluation)
 - End of Year Evaluations (Faculty-evaluation – meet with Mentor to review)
- July/August: Complete all requirements for PsyD degree
 - File all requirements to graduate
- Commence postdoctoral residency

IV. Student Evaluations

Evaluation is an essential part of the doctoral program. Evaluation functions to offer regular feedback to students in order to support their progress at various stages throughout their training, offer remediation where indicated, and aid in clarifying specific areas of interest. This is a necessary step in preparation for the next stage of training and eventual licensure to practice psychology. Basic Competencies, Clinical Competencies, and Profession-Wide Competencies are evaluated through a variety of methods:

Basic Competencies are developed in foundational courses that help understand human thought and behavior that can be applied to clinical practice. Basic Competencies are evaluated by:

- Course Grades
- Competency Examinations
- Integration of basic knowledge into applied clinical classes, practicum, internship, and dissertation

Clinical Competencies include core clinical theory and skills, advanced clinical theory and skills, psychological assessment, and professional issues related to the practice of psychology. These competencies are evaluated through grades in applied clinical courses, end of

year evaluations, supervisor feedback from practicums and internship, and Competency Examinations.

Profession-Wide Competencies include the integration between academic, clinical, and professional theory and practice. These integrative issues include factors that consider:

- Individual and Cultural issues
- Ethical/Legal issues
- Research skills
- Professional values, attitudes, and behaviors
- Communication and interpersonal skills
- Assessment
- Intervention
- Supervision
- Consultation and interprofessional/interdisciplinary skills

Profession-wide competencies are evaluated through a range of methods, including relevant course grades, end of year evaluations, Competency Examinations, Practicum and Internship evaluations, dissertation, and other methods.

A. Grading Policy

Grades for HPU graduate courses typically follow a plus (+)/minus (–) grading system. Advancement of students from one semester to the next is contingent upon satisfactory progress each semester. Students’ progress is evaluated based on successful participation and completion of assignments and examinations established by course instructors.

Under HPU policy, to earn the graduate degree, students must complete all courses with at least a cumulative GPA of 3.0. Accordingly, PsyD students are expected to maintain a minimum cumulative GPA of 3.0 (B grade or better) in order to maintain satisfactory academic standing.

When a student’s cumulative GPA falls below 3.0, the student will be placed on academic probation. Once a student is placed on probation, the student has two semesters to attain a cumulative GPA of 3.0 or higher, or the student will be dismissed from the program. Students placed on academic probation will be monitored by the Program Director, and an academic performance improvement plan will be developed with the student to encourage success. HPU’s Academic Catalog (<https://www.hpu.edu/registrar/academic-catalog/>) contains additional information regarding academic probation.

Only courses that have earned a grade of B– or higher may count in the plan of study. Students in good standing who receive a C or C+ grade in any PsyD course may retake the course(s) when offered during the regular semester. If the course is a prerequisite for another course, students cannot proceed to the next course in the sequence until a grade of B– or better is earned. Students may retake a course only once.

No credit is granted for graduate courses in which a grade lower than a B– has been received. Grades lower than a B–, however, will appear on the student’s transcript and will be computed into the student’s GPA; although the student may NOT use the course for degree requirements. A student who earns a C+ or lower grade in any three PsyD courses will be terminated from the program without regard to the overall GPA.

Final course grades will be based on the total percentage points earned from the exams, study, and class participation. **For a doctoral degree in psychology, any grade below a B– does not count towards the completion of the doctoral degree.**

B. Course Evaluations

Core competency basis of behavior classes will be evaluated as described in the class syllabus, through end of year evaluations, through Competency Examinations, and in the dissertation. Core competency classes will include relevance to clinical applications.

Clinical Applications classes will be evaluated as described in the class syllabus, through end of year evaluations, through Competency Examinations, and through practicum and internship evaluations. Clinical applications classes will include how they are informed by core competency basis of behavior classes.

C. Remediation Policy for Coursework

Remediation in coursework will occur when a student fails to successfully progress and/or pass any course.

In the event that a student demonstrates difficulty to progress and/or pass any course, the course instructor will notify the student. The student will then meet with their instructor to formulate a remediation plan. The remediation plan will be tailored to the failed learning outcomes and may consist of appropriate reading, other applicable learning activities, and working with relevant instructional faculty.

In the event a student continues to demonstrate paucity in progressing and/or passing any course, the instructor may direct the student to meet with their Mentor to formulate a remediation plan. Students must complete any and all remediation exams prior to the end of the course.

Students who fail to successfully complete a remediation plan may be referred to the Program Director for further determination.

D. Remediation Policy for Practicum and Supervision

Students in practicum who may need remediation in clinical training may be referred by the on-site supervisor and/or the program supervisor for such remediation by an ad hoc committee of the psychology department. The ad hoc committee will assess and guide students

in improving their practicum performance and/or their supervision working relationship, as well as developing their professional competencies.

The ad hoc committee may hold hearings on student issues specific to academic or professional requirements related to the practicum work and/or supervision, and recommend actions that may include (but are not limited to) student advisement, remediation, probation, or dismissal when warranted. If remediation actions are not satisfied by the student, the ad hoc committee may recommend to the Program Director probationary conditions with explicit requirements and a timeline for removal from probation. The ad hoc committee will make recommendations to the Program Director about any consequences that will result from student noncompliance with probation requirements. If remedial actions are not sufficiently achieved by the student, or if remediation is not appropriate in the event of a severe student conduct violation, the ad hoc committee may recommend that a student be dismissed from the program.

E. Supervision

Trainees receive a total of one or more hours of on site supervision and training per week. At least one of these hours must be spent in primary individual supervision with a licensed mental health professional, e.g., psychologist, psychiatrist, social worker, counselor, etc. Primary supervision is offered at a regular, scheduled, and uninterrupted time each week. Supervisors are expected to communicate clear expectations to students at the beginning of their practicum and to provide clear feedback regarding clinical competence and progress throughout the year. Students are required to audiotape or videotape some of their clinical work to be played in individual supervision and in their practicum seminar on campus.

The Director of Clinical Training should be informed immediately of any difficulties encountered at the practicum or of any substantive changes in the practicum experience (e.g., change of supervision).

Site supervisors have the responsibilities outlined below:

- Clear expectations of student participation should be communicated to students at the beginning of the practicum
- Regular, scheduled, uninterrupted supervision time and clearly articulated expectations for use of supervision (e.g., tapes, process notes, etc.) are required
- Clinical opportunities to meet student training needs should be provided
- Clear feedback to students regarding clinical competence and progress should begin early in the training year and be ongoing, and there should be timely completion and return of student evaluations each term
- The Director of Clinical Training should be notified and informed of any difficulties encountered at the practicum as early as possible and should also be notified of any substantive changes in the practicum experience
- Students should be oriented to the agency, including record keeping and expectations for professional conduct, before they begin their practicum work
- The agency or program on-site director or supervisor receives no reimbursement for these

services from the PsyD Program, and the on-site supervisor or director provides no personal therapy to the student and accepts no reimbursement from the student

F. Annual Reviews

The PsyD faculty will meet to conduct an Annual Review of all students at the end of the Spring semester. The Program Director will lead a meeting of the PsyD faculty to discuss each student's academic, clinical, and professional performance in order to complete an Annual Evaluation Form for each student, and determine their readiness to proceed to the next level of training. The Annual Evaluation Form will be used to offer consistent and timely feedback on strengths and areas where remediation may be beneficial. Students will complete an End-of-Year Self-Evaluation to be reviewed by faculty to inform themselves and the faculty of areas where they believe they could use faculty support.

Specifically, prior to the evaluation, the Program Director will ask students to email the Program Director their current CV, a document describing any (a) outside employment, including the name of the setting, brief description of the work, and work schedule, e.g., WRF 9:00 a.m. - 5:00 p.m., and (b) current research and/or clinical experience, including the name of the setting, brief description of the work, and work schedule. The document may be about 1-2 paragraphs. The students will also be asked to access the "Annual Evaluation" form (see Appendix H) and complete it themselves, i.e., a self-evaluation of their performance during the academic year. The students will also be instructed to meet with their Mentors to discuss their self-evaluation as completed on the aforementioned form.

Following the meeting between the Mentors-Mentees on their self-evaluation, the Program Director will meet with each Mentor to draft a faculty Annual Evaluation of the students. On or about this time, the Program Director will ask Mentors to complete an Annual Evaluation on each student, and the data will be compiled on a spreadsheet. Soon thereafter, the PsyD faculty will meet and confer on draft of the faculty Annual Evaluation on each student, take into account the compiled data from all faculty and their Annual Evaluations of each student, take into account any feedback any PsyD faculty member may have about a student, then draft the final faculty Annual Evaluation for each student.

After completion of the Annual Evaluation, the Program Director will draft cover letters for each student on their strengths, weaknesses, whether they have reached the level of competence expected of a student at their level of training, and whether they are ready to continue completing the requirements for the doctoral degree. The students should receive these two documents about a week or two after the Annual Evaluation meeting of the faculty.

G. Evaluation of Behavioral and Professional Performance

Professional behavior is an essential part of clinical practice. Students are expected to act in a manner consistent with the ethical, legal, and professional standards of the psychology field. Professionalism is an important component in the evaluation of students and will inform recommendations for field placement sites and post-graduation employment. The following elements of professionalism will be evaluated:

1. Personal adjustment skills.

Students are expected to develop and demonstrate adjustment skills sufficient to meet academic and personal objectives. The process of clinical psychology is one in which the clinician contracts with people to help them to develop skills to lead healthier and more productive lives. Therefore, students are expected to develop their own skills to deal effectively with tasks and people. Students are expected to demonstrate competencies in operating in a structured environment, where program and coursework deadlines exist, and in accepting consequences for failure to do so. Competencies in successfully meeting deadlines reflect skills in goal setting, organization, management of resources (e.g., time), responsibility, and the ability to conform to boundaries in an organization.

2. Interpersonal competence and responsibility.

In interactions with others, including faculty, staff, and other students, clients, or subjects, students are expected to observe the ethical standards applicable to the profession of clinical psychology. Given the importance of boundaries in clinical work, establishment of clear, appropriate, and culturally sensitive boundaries with others is emphasized in the program and reflects competencies in independent functioning, social skills, and a respect for the needs of others.

3. Maturity and emotional stability.

Students must possess the emotional health required for the full utilization of intellectual abilities, the exercise of sound judgment, and the timely completion of responsibilities in their work. Mature and emotionally stable students seek out and effectively use help for physical and emotional challenges that interfere with academic and professional performance. They deal with current life stressors through the use of appropriate coping mechanisms; i.e., handle stress effectively using suitable self-care and develop supportive relationships with colleagues, peers, and others.

Other professional competencies:

- Students are expected to demonstrate a commitment to the goals, ethical standards, and essential values of the psychology profession, including respect for the dignity, worth, and rights of each individual, and to abide by the APA and other relevant ethical codes. For example, students are expected to:
 - Demonstrate non-judgmental relationships and attitudes in work with others
 - Strive to comprehend others' ways of life and values
 - Demonstrate an appreciation of the value of cultural diversity
 - Demonstrate respect for the rights of others and a commitment to others' rights to freedom of choice and self-determination.
 - Maintain confidentiality as it relates to classroom self-disclosure and field placement
 - Recognize the boundaries of their particular competencies and the limitations of their knowledge
 - Demonstrate honesty and integrity by being truthful about their background, knowledge, experiences, and qualifications, doing their own work; giving credit for the ideas of

others; reporting internship hours and activities honestly; and providing proper citation of source materials

- Demonstrate clear, appropriate, and culturally sensitive boundaries by not verbally or sexually harassing or abusing others, making threats of any kind, or becoming involved in personal or sexual relationships where conflicts of interest may exist

Students are also required to meet the following professional behavior standards:

- Comply with policies within the PsyD Program, with University policies, agency policies, and State and Federal laws in the classroom, field, and community
- Be punctual and dependable, prioritize responsibilities appropriately, attend class regularly, observe deadlines, complete assignments on time, and keep appointments, and if students are unable to do any of these, or have difficulty, they notify/seek help from their classroom instructor, site supervisor and/or faculty advisor
- Accept supervision and constructive criticism, and show a willingness to accept feedback and supervision, as well as use such feedback to enhance their continued professional development
- Work effectively and collaboratively with those at, above, and below their level
- Reflect, in their hygiene, dress, and general demeanor, a professional manner in keeping with usual standards for the classroom and the agency(ies) in which they are placed for internship
- Advocate for themselves appropriately and responsibly, using proper channels for conflict resolution.

These standards are not meant to substitute for, but rather to supplement, HPU's Code of Student Conduct as described in the University's Student Handbook.

H. Comprehensive Exam

The Comprehensive Examination is held prior to Year 4, and shall be completed prior to applying to internship. The purpose of the Comprehensive Examination is to assess students' Discipline Specific Knowledge and Profession Wide Competencies. It is conducted as an in-school, full-day examination. Although the content will vary each year, it typically includes the following components:

- **Portfolio Presentation:** Examinees will assemble their grades, practicum experiences, other relevant work or volunteer experiences, professional associations, research, intended specializations, other relevant factors, and professional developmental essay.
- **Essays:** Examinees will be given one or more essays offering them the opportunity to demonstrate their knowledge of a subject from several possible choices that require integration across basic courses and applied clinical theory and practice, ability to write an assessment report, and ability to generate a clinical case formulation.

The Comprehensive Examination results in either a pass or fail score. Each student's exam will be scored by three members of the Psychology Department faculty using grading guidelines for each of the four areas (see Appendix I). The outcome of a

student's Comprehensive Examination is based on the evaluation of at least the majority or two out of the three faculty evaluators. If a student fails the Comprehensive Examination, he or she may retake it. A student may retake the Comprehensive Examination a maximum of three times. If the student fails a third time, the student will be required to withdraw from the program.

I. Student Records

This program documents and maintains accurate records of each student's education and training experiences and evaluations for evidence of the student's progression through the program, as well as for future reference and credentialing purposes. Students' grades and official transcripts will be kept in the Registrar's Office. The Doctoral Program in Clinical Psychology will maintain a folder for each student that contains evaluations, courses waived, transgressions and remediations, copies of letters summarizing annual reviews, practicum and internship evaluations, summary of the Competency Examination, dissertation progress, etc.

Complaints/Grievances: This program keeps records of all formal complaints and grievances of which it is aware that have been submitted or filed against the program and/or against individuals associated with the program. APA's Commission on Accreditation will examine a program's records of student complaints as part of its periodic review of the program.

Tracking Student Career Progress: HPU's Department of Psychology is required to provide evidence of student's competencies and program effectiveness as well as evaluate graduate's career paths in clinical psychology after they have left the program. This includes providing data on how well the program has prepared students in each of the program and profession-wide competencies through maintaining evaluations, practicum and internship experiences and evaluations, postdoctoral placements, jobs obtained, licensure, research and scholarship contributions. Therefore, HPU's PsyD Program will continue to be in contact with PsyD alumni after graduation.

J. Academic Standing

1. Program Probation

All PsyD students must maintain a 3.0 grade point average. Failure to achieve a B- grade or better in a PsyD course will constitute a course failure and prevent the student from continuing to the next sequential PsyD course. When a student's cumulative GPA falls below 3.0, the student will be placed on academic probation. Once a student is placed on probation, the student has two semesters to attain a cumulative GPA of 3.0 or higher, or the student will be dismissed from the program. PsyD courses must be taken in sequence as outlined in the PsyD Program of study.

Probation Procedure: A student is placed on probation status when their grades, academic progress, and/or behavior is of concern to the faculty and program. Students will be notified when placed on probation in writing from the PsyD Program. Students are responsible for

scheduling an appointment with their mentor within two weeks from the time the student was notified of being placed on probation to discuss strategies for improvement and to develop a timeline and action plan. Students are placed on a plan by their mentor at the time of their first face-to-face meeting. This document details the student's action plan and is signed by the mentor and student. The student and mentor will meet regularly during the semester to review the plan and to follow-up on student progress. Students who fail to comply with the above procedures are at risk for dismissal from the PsyD Program. At the end of the semester, a copy of the completed plan will be placed in the student file.

2. Leave of Absence

From time to time, students may wish to pursue withdrawal from the university and/or PsyD Program. Any student who officially withdraws from the university and/or from the PsyD Program for any reason must submit their withdrawal in writing and submit it to their academic advisor for approval. The financial aid and business offices should also be consulted. PsyD students must also notify the Program Director.

Leave of Absence. Students who have achieved satisfactory clinical and/or academic performance, yet for reasons other than academic need time away from their studies, can request a leave of absence. Students wishing to request a leave of absence should inform the Program Director, as well as their mentor. A student who has been granted a leave of absence (for no more than one calendar year) may continue, upon return, in the program in which he or she was last enrolled. However, a student who has decided to take a leave of absence for more than a year is no longer considered a PsyD student. If the student desires to resume PsyD courses after the one year period, the student must reapply to the PsyD Program and the university. If readmitted to the PsyD Program, the student may be required to retake PsyD courses or restart the PsyD curriculum depending on the length of the leave of absence. Students returning after a leave of absence are subject to fulfilling any changes in PsyD Program curriculum, policies, procedures, and other requirements.

Medical Leave. Upon the recommendation by a certified health care provider, a medical withdrawal may be granted by HPU. A medical withdrawal cannot be approved unless documentation and proper paperwork is submitted to the university. When returning from a medical leave, the student must produce proof of medical/health clearance before re-starting classes.

3. Dismissal

Dismissal from the PsyD Program. A student who has not achieved satisfactory clinical and/or academic performance and has been dismissed from the PsyD Program is considered transferred from/no longer having doctoral student status in the PsyD Program. This student retains status within the University, but as other than a doctoral student in the PsyD Program. The student dismissed from the PsyD Program is not eligible for readmission into the PsyD Program.

K. Professional Misconduct

Fitness to Practice (“FTP”) Remediation Policies and Procedures

1. Overview

- A graduated, staged process will ensure that procedures and outcomes are appropriate to the degree of concern about a student’s behavior.
- Policies should clearly articulate each stage of the process and who is involved, and how and why decisions are made to take an FTP case to the next stage.
- Policies should also contain a process of appeal.
- A timeframe should be provided for the stages of the FTP process. When it is not possible to adhere to a pre-set timeframe, the student should be informed of the new projected timeframe.
- A third party should be available to provide support to students engaged in the FTP process. This person should not otherwise be involved in the FTP process, and should ideally have a thorough understanding of the FTP policy and process. The role of this person would not be to defend the student, but simply to explain any aspects of the process that may be unclear to the student and otherwise provide support.
- Establish the role of FTP chair to serve as a resource for other members of the faculty and administration and to students. The FTP chair will provide guidance for other faculty, who can informally discuss problems or potential issues, and will assure that the process is not misused.
- Establish an FTP Committee. It may be useful to create a joint committee with HPU’s other professional programs.
 - The committee should include at least the FTP Chair, another clinical member of the graduate program faculty, and a member of the administrative staff. We may also wish to consider including a non-HPU member of the professional community, and/or a faculty member from a related professional area at HPU (e.g., Social Work).
 - Good practice guidelines often suggest involving a student representative as a member of an FTP committee in order to increase awareness of FTP in the student community, and to improve the representativeness and balance of the process. Because of our small cohorts, this may not be feasible. We may wish to consider asking a former student who is no longer part of the HPU ‘ohana to participate.
 -

2. Referral

- Any Department faculty member may refer a student to the FTP Chair if they are concerned about the student’s FTP, for reasons such as the following:
 - Falsification of academic records
 - Inappropriate use of social media, revealing personal information that is incompatible with the professional social work role
 - Contacting or enabling contact with service users through social media, texts, etc. (unless expressly permitted by the agency)
 - Employment in a role outside the program that might compromise professional identity/reputation of self or the profession

- Conviction for certain criminal offences
- Domestic circumstances and alleged offences where the police have been called, or where there are safeguarding issues are involved (domestic violence with children in the house, child abuse)
- Extensive or repeated plagiarism
- Extensive or repeated attendance problems
- Inappropriate behaviors or actions with service users on placement (e.g. romantic relationships, social contact, money)
- Practice that is so lacking in competence that it is deemed to pose service users and/or other staff at risk
- Issues arising in paid employment that cast doubt on a student's honesty/integrity/fitness for practice
- Health issues where the student fails to adequately manage their condition/s such that their ability to practice safely is compromised
- Inappropriate behaviors or actions with students/faculty on the program (e.g. threatening behavior, racist/sexist language, dishonesty).
- Documentation will include such information as the reason for concern and any evidence available to the person making the referral.

3. Stages

Overview

- Pre-FTP: Potential problems are identified and support mechanisms put in place.
- Stage 1 - The early investigation of possible impairment of FTP, and the development and implementation of an action plan.
- Stage 2 - Serious, repeated, or unresolved FTP problems are formally evaluated by an FTP committee.

Stage 1

- Upon receiving a referral as outlined above, the FTP Chair will carry out a preliminary investigation. This may include the gathering of documentation such as the student's academic and placement records. Information might also be collected from third parties, such as other faculty, students, staff, or clinical internship site supervisors.
- After reviewing the gathered information, the FTP Chair will distribute a summary of the information to PsyD core faculty and the Department Chair, who will vote whether or not the information raises enough of a concern to discuss the matter with the student. The faculty should take the following into consideration:
 - The student's stage in the program and the expected professional maturity of the student at this stage
 - Mitigating factors
 - History of the problem
 - What attempts have already been made to resolve the problem
 - The student's level of self-awareness and understanding of the issue
- If the decision is made to not proceed with an FTP process, the student should be made aware that the issue has been raised and that it may have an impact on their FTP going forward, reinforcing the need to take preventative action and to maintain the highest standards of behavior.

- If the decision is made to proceed with an FTP process, the FTP Chair will then send a letter to the student informing them that an issue has been raised and to arrange an informal discussion to obtain their perspective on the matter. This discussion should be held within one week of sending the student the letter of concern.
- The informal discussion will take place between the FTP Chair, the student, and a Department administrator (e.g., Department Chair) for record-keeping.
- If, during this discussion, the concerns are deemed to be not supported, or are found to be supported but easily remediable and not causing immediate risk to clients, other students, faculty, or staff, the student may be set clear targets for behavior change, together with specific criteria for their achievement within an appropriately short time scale (usually weeks). This plan will be shared with the Program Director and the Department Chair.
- At the end of the remediation timeframe (or before if further concerns are raised, or if the initial concern is raised again), the FTP Chair will review whether or not the targets have been met.
- If the matter is found to not be easily remediable or is a grave concern, or if the targets for behavior change are not met, or if a student refuses to accept the outcome of Stage 1, or if a case is extremely complex and requires a more formal investigation and hearing, or if further cause for concern is raised (either again by the initial referral source or by another faculty or administration member), the FTP Chair will escalate the matter to Stage 2.
 - At this point, if the student is on internship the FTP Chair may recommend to the Internship Director and Program Director that the student's internship placement be suspended pending Stage 2. In all cases this will be without prejudice to the final outcome and is a precautionary measure intended to protect all concerned including the student.

Stage 2

- A letter will be sent to the student advising them that the matter has been escalated to Stage 2 and setting a date, time, and place for a formal meeting. An FTP committee of three faculty members will be elected by the Psychology faculty. The FTP committee shall consist of at least 2 Psychology faculty, and may include a non-Psychology faculty member.
- At the meeting, before the student enters, the committee will review the evidence and have a preliminary discussion of the case. The student will then be invited into the meeting to hear the FTP Chair's summary of the issue and the evidence and to respond to the evidence presented. The student may be accompanied by a support person, either one established in this role as suggested above or a friend, although it will be clear that this person is not there to defend the student or present evidence.
- The committee members can question the student, and the student can also ask questions.
- The student then leaves, and the committee discusses the case and reaches a decision. Action that may be taken by the committee includes, but is not restricted to, the following:
 - Decide that there are insufficient grounds for concern and dismiss the matter.
 - Issue a formal warning which is placed on the student's record.
 - Require appropriate remedial classwork, such as additional classes in ethics. These would normally be taken via external Continuing Education programs at

- the student's expense. The FTP Chair would provide the student with a list of acceptable classes.
- Require an informal or formal psychological or forensic psychological assessment, as appropriate to the issue of concern, to be undergone at the student's expense and to be shared with the FTP Chair and committee upon completion.
 - Require a course of individual counseling or therapy to be undertaken at the student's expense. The FTP Chair will provide the student with a list of counselors or therapists who are familiar with the issue of concern, and will provide the therapist or counselor chosen by the student with a summary of the issue to be the focus of work with the student. The counselor or therapist will make regular reports to the FTP Chair regarding the student's attendance and progress, generally stated, with no confidential information to be shared other than the counselor or therapist evaluation of the student's progress in successfully dealing with the issue of concern and their evaluation of the student's fitness to practice.
 - Referral to the Dean of the CLA, either
 - recommending a leave of absence of one semester or longer to give the student time to deal with any underlying issues away from the stress of school and/or internship, or
 - finding that the student is not suitable for professional practice and recommending dismissal of the student from the program.
 - Any remedial requirements will be given a time limit, not to exceed the end of the current semester, unless the committee requires a leave of absence, in which case the timeframe will extend to the end of the leave of absence.
 - A leave of absence or dismissal from the program must be confirmed by all appropriate administrators within the Department and HPU.
- The student will be informed by letter of the committee's decision within two days.
 - The FTP Chair will monitor the student's progress and will make a report to the FTP committee monthly.

V. Student Complaints and Grievances

This program keeps records of all formal student complaints and grievances of which it is aware that have been submitted or filed against the program and/or against individuals associated with the program.

Informal Approach

If a student has a complaint against a faculty member, the student should try to resolve the issue directly with the faculty member in an informal manner. If, for some reason, this cannot be accomplished, the student may reach out to other faculty for assistance.

Student concerns should most often be expressed to program faculty in the following order: [1] directly with the relevant fellow student or faculty member as stated above; [2] the student's mentor; [3] the Program Director and/or [4] the Psychology Department Chair. It is generally preferable for the student to approach problematic situations in this order; however, given the particular circumstances of a matter, this order of approach may not be appropriate in all cases and students can share their concerns with any faculty member. The program faculty will initiate procedures to address the matter raised. However, if an informal approach does not lead to a satisfactory resolution, or if the student does not think they can approach this matter informally with the faculty, then a formal approach may be taken.

Formal Procedure

The evaluation of coursework and practicum experiences generally reside within faculty expertise, and as such are not usually subject to formal grievance procedures unless there is an allegation of state or federal laws concerning discrimination. Grades assigned by instructors, however, may be appealed under certain circumstances by following the procedures outlined in the [HPU Student Handbook](#) in the section titled, "Academic Grade Appeal Procedures for Students." For other grievances that cannot be resolved using the informal procedures outlined previously, the following steps may be taken.

1. The student should meet with the Program Director after submitting a written grievance (see Appendix J). This complaint must be submitted within 30 days from the date of an incident or when an instructor gave the student notification of an undesired response.
2. If the grievance is not satisfactorily resolved by the Program Director, the student should then meet with the Department Chair after submitting a written grievance to the Department Chair (see Appendix J). This complaint must be submitted within 30 days from the date the student received notification of an undesired response from the Program Director.
3. If the grievance is not satisfactorily resolved by the Department Chair, the student should then meet with the College of Liberal Arts Dean after submitting a written grievance to the Dean (see Appendix J). This complaint must be submitted within 30 days from the date the student received notification of an undesired response from the Department Chair.

4. If the grievance is not satisfactorily resolved by the Dean, the student should then follow the procedures outlined in the [HPU Student Handbook](#) in the section titled, “Student Complaint Procedures.”

Any student who believes they have been discriminated against or harassed based upon their sex, race, age, color, disability, religion, sexual orientation, gender identity or expression, national or ethnic origin, or any other characteristic protected by applicable law may initiate a complaint by reporting the matter to the appropriate university administrators following the procedures outlined in the [HPU Student Handbook](#) in the section titled, “Discrimination or Harassment Complaints.”

VI. Financial Support

A. Graduate Assistantships

Each year the university offers a number of Graduate Assistantships to an incoming cohort. The assistantships provide several thousand dollars in tuition remissions, and are typically renewable for up to four years. Interested students must notify the Program Director of their interest and must not have registered for any classes prior to the commencement of their first semester, until the determination of the graduate assistantship award. Graduate assistantships are determined by the Psychology Department faculty and are based on merit and student need. On occasion, a separate merit based scholarships may be offered and awarded, apart from the two aforementioned awards. In each instance, graduate assistantships also require the awardee to serve up to 19 hours per week of department-related work, typically involving providing assistance in research and teaching.

Separate [graduate assistantships](#) may be offered through Student Life or Residence Life where the awardee serves as a dormitory advisor. This assistantship provides several thousand dollars in tuition remission, and the awardee is obligated to live at the undergraduate dorms, serve as a Residential Advisor (e.g., orienting residents to the dorms, assisting students with adjusting to dorm life, managing interpersonal problems related to dorm living, etc.) throughout the week.

If the student receives funding from the university or Program, he or she may also receive funding from outside sources (e.g., clinical work, consultation, etc.).

B. Employment

Given the high cost of earning a PsyD, the program understands and appreciates the necessity for students to be employed while concurrently participating in the program. However, the program faculty will continue to expect high-quality, full-time progress

through the program, and a second job will not be considered as justification for poor academic or training performance or progress in the program. Students are also required to inform the program faculty about all clinical activities outside of our regular program requirements.

VII. Appendices

A. Approval of Course Transfer

Request and Approval of Course Transfer Form

TO BE COMPLETED BY STUDENT

Last Name: _____ First Name: _____ Student No: _____

Prior course requested to be transferred:

Current HPU PsyD course requested to be counted by prior course transfer:

Attach prior course syllabus. [NOTE: An HPU Masters in Clinical Mental Health Counseling (MA-CMHC) course, approved by the MA-CMHC and PsyD Course Transfer agreement (see <https://drive.google.com/file/d/1Rh1iNHHlibqkHPmT83sxmFAM3j-6huM/view?usp=sharing>), does not require submission of a syllabus. It also does not require an instructor approval, but only the Program Director and Department Chair approval]

TO BE COMPLETED BY FACULTY

1. The course for which the student seeks transfer credit (requirements to be checked by the Program Director):
____ has been taken at a regionally accredited institution
____ has been taken at the graduate level
____ has been taught by faculty instructors who have obtained doctoral degrees in a relevant discipline
____ has been taken within 10 years of the student's date of matriculation at HPU
____ has received a grade of B or better
____ meets APA's Discipline-Specific Knowledge or Profession-Wide Competencies required content mastery assigned to the course in our curriculum
____ has been taught in the same modality the HPU PsyD course is designed to be taught, e.g., prior assessment course has to be f2f because PsyD assessment is designed to be f2f [NOTE: except if a prior course was taught on-line due to COVID].
2. Upon meeting the aforementioned criteria, the course transfer request must be approved by a current HPU instructor who has taught, is teaching, and/or will probably be teaching the course for which the student seeks transfer, or has substantive expertise in the course subject matter.

Approval by the relevant HPU PsyD course instructor:

I have examined the materials provided me by _____ (Student's Name), regarding _____ (Prior Course Alpha, Number, and Title) and have found that this course satisfies the requirements for _____ (HPU PsyD Course Alpha, Number, and Title) offered at Hawai'i Pacific University.

Sincerely,

Date: _____

Instructor

3. Upon meeting the approval of the relevant HPU PsyD course instructor, the course form must be signed by the Program Director and Department Chair.

Acknowledgement of approval:

_____ Date: _____

Director, Doctoral Program in Clinical Psychology

_____ Date: _____

Psychology Department Chair

B. HPU Masters in Clinical Mental Health Counseling (MA-CMHC) and HPU PsyD Program's Agreement on Course Transfers

HPU Masters in Clinical Mental Health Counseling (MA-CMHC) and HPU PsyD Program's Agreement on Course Transfers

On Thursday, July 15, HPU Psychology faculty from the HPU MA-CMHC and PsyD programs agreed that the following MA-CMHC courses would count for course transfer for the following PsyD Program courses:

MA-CMHC courses: PSY 6360 Psychopathology and Diagnosis PSY 6000 Ethical and Professional Issues in CMHC	1 st year PsyD courses: PSY 6365 Psychodiagnostic Assessment PSY 7505 Ethics in Health Serv. Psyc.
MA-CMCH courses: PSY 6340 Developmental Psychology PSY 6330 Social Psy. and Cul. Diversity	2 nd year PsyD courses: PSY 7550 Develop. Aspects of Beh. PSY 7615 Ind. and Cultural Diversity [PSY 7701 Practicum I, PSY 7702 Practicum II, and PSY 7703 Practicum III – to be determined]
MA-CMHC courses: ---- PSY 6200 Research Methods in Clin. & Coun. Psychology PSY 6750 Group Interventions: Theory And Practice PSY 6730 Crisis Intervention & Trauma Counseling	3 rd year PsyD courses: PSY 7810 Advanced Statistics (may allow student to test-out of this course) PSY 7825 Quant. Research Methods PSY 7830 Group Therapy PSY 8730 Crisis Inter. and Trauma
MA-CMHC courses: PSY 6740 Assess. & Treatment of Substance Abuse/Addiction PSY 6350 Forensic Psychology PSY 6760 Assess. & Treatment of Children and Adolescents PSY 6770 Family and Couples Counseling: Theory and Practice	4 th year PsyD courses: 8814 Adv. Topics (student may do up to 4x)

The MA-CMHC syllabi for the aforementioned courses may be found at this link (to be inserted).

C. Internship Evaluation Form

INTERNSHIP SITE EVALUATION

The purpose of this form is to monitor internship experiences of students and to aid the PsyD Program in future internship placement decisions. This form will be reviewed only by the Program Director and Director of Clinical Training of the HPU PsyD Program, and no copy of this will be given to your site supervisor.

Name _____ Internship Site _____

1. Total client contact hours in individual/couples/family therapy _____
2. Total contact hours in group therapy (including psychoeducational) _____
3. Total client contact hours in assessment _____
4. Total hours of on-site supervision (include group supervision, but not hours noted below for case conferences). Indicate whether individual or group _____
5. Total research hours _____
6. Total hours in on-site seminars/workshops _____
7. Total hours in case conference/staffings _____
8. Percent of time devoted to specific populations (can be overlapping %):
 - a. single adult outpatient _____
 - b. group _____
 - c. family _____
 - d. marital _____
 - e. adult inpatient _____
 - f. child/adolescent inpatient _____
 - g. community consultation _____
 - h. individual child outpatient _____
 - i. severely mentally ill _____
 - j. ethnic/racial minorities _____
9. Mean number of sessions per client _____
10. Total number of different individuals/

families/couples/groups seen in therapy _____

11. Theoretical orientation of supervision _____

11a. Theoretical orientation of other practitioners at site _____

Please use the following scale in answering questions 11-15

1	2	3	4	5
not at all		moderately		thoroughly

12. To what degree were the science and practice of clinical psychology integrated at this internship site?

1 2 3 4 5

13. To what degree were assessment and treatment integrated at this internship site?

1 2 3 4 5

14. To what extent was this training experience consistent with an emphasis on sensitivity to gender, ethnic, and other individual differences?

1 2 3 4 5

15. If any difficult ethical issues concerning either clients or staff arose during the course of your internship, to what extent do you feel that they were satisfactorily resolved? (If you did have a problem in this area, please describe on an additional sheet).

1 2 3 4 5 NA

16. If any problems or conflicts arose during the course of your on-site supervision, to what extent do you feel that they were satisfactorily resolved? (If you did have a problem in this area, please describe on an additional sheet).

1 2 3 4 5 NA

17. What do you wish you had known before beginning your training on this internship site that might have made your experience more beneficial? (Please answer on an additional sheet).

18. Overall rating of the training experience at this internship site:

1 2 3 4 5

poor

adequate

excellent

19. Did you get what you hoped you would from this training experience? What, if anything, was lacking? What, if anything, exceeded your expectations? (Please answer on an additional sheet).

D. Dissertation Proposal Defense Scheduling Form

Dissertation Proposal Defense Scheduling Form

The student should make sure that all dissertation committee members are given sufficient time to read and reflect upon the proposal prior to the defense (two weeks is recommended). This form should be completed to verify that the proposal document has been received in a timely manner and the defense has been scheduled (defenses usually last 1.5 hours). Faculty members' signatures indicate that they agree to serve on the dissertation committee and grant their approval to schedule the defense.

Please submit this form to the Program Director once all signatures have been obtained.

Student Name:

Proposed Dissertation Title:

Proposal Defense Date, Time, and Place:

Committee Chair

Name (please type):

_____ Signature
Date

Second Committee Member

Name (please type):

_____ Signature
Date

Third Committee Member

(optional) Name (please type):

_____ Signature
Date

Student

_____ Signature
Date

E. Oral Defense of the Dissertation Proposal Form

Oral Defense of the Dissertation Proposal

The dissertation chair and committee members will sign this form after the proposal defense has been passed. The student should bring this form to the defense meeting, obtain signatures from committee members, and then submit it and a copy of the approved proposal to the Program Director.

Student Name:
Proposed
Dissertation
Title:

Signatures indicate that the student has passed the oral defense of the dissertation proposal. Any remaining revisions to the proposal document that are required by the committee will be overseen and approved by the dissertation chair.

Committee
Chair

_____ Signature
Date

Second Committee Member

_____ Signature
Date

Third Committee Member

_____ Signature
Date

Student

_____ Signature
Date

F. Dissertation Defense Scheduling Form

Dissertation Defense Scheduling Form

The student should make sure that all dissertation committee members are given sufficient time to read and reflect upon the defense prior to the meeting (two weeks is recommended). This form should be completed to verify that the document has been received in a timely manner and the defense has been scheduled (defenses usually last 1.5 hours). Faculty members' signatures indicate that they agree to serve on the dissertation committee and grant their approval to schedule the defense.

Please submit this form to the Program Director once all signatures have been obtained.

Student Name:

Dissertation Title:

Defense Date, Time, and Place:

Committee Chair

Name (please type):

_____ Signature
Date

Second Committee Member

Name (please type):

_____ Signature
Date

Third Committee Member

(optional) Name (please type):

_____ Signature
Date

Student

_____ Signature
Date

G. Oral Defense of the Dissertation Form

Oral Defense of the Dissertation

The dissertation chair and committee members will sign this form after the defense has been passed. The student should bring this form to the defense meeting, obtain signatures from committee members, and then submit it and a copy of the approved Defense to the Program Director.

Student Name:

Dissertation Title:

Signatures indicate that the student has passed the defense of the dissertation defense. Any remaining revisions to the dissertation document that are required by the committee will be overseen and approved by the dissertation chair.

Committee Chair

_____ Signature
Date

Second Committee Member

_____ Signature
Date

Third Committee Member (optional)

_____ Signature
Date

Student

_____ Signature
Date

H. Annual Evaluation Form

**HAWAI'I PACIFIC UNIVERSITY
PSYD STUDENT ANNUAL EVALUATION**

Name: _____
 Period this Review Covers: _____
 Name of Person Completing Form:

Year in Doctoral Program: _____
 Date Evaluation Completed: _____
 Licensed Psychologist: Yes No

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

Not at All/Slightly	Somewhat	Moderately	Mostly	Very
0	1	2	3	4

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

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

FOUNDATIONAL COMPETENCIES

I. PROFESSIONALISM

1. Professional Values and Attitudes: as evidenced in behavior and comporment that reflect the values and attitudes of psychology.						
1A. Integrity - Honesty, personal responsibility and adherence to professional values						
Understands professional values; honest, responsible	0	1	2	3	4	[N/O]
1B. Deportment						
Understands how to conduct oneself in a professional manner	0	1	2	3	4	[N/O]
1C. Accountability						
Accountable and reliable	0	1	2	3	4	[N/O]
1D. Concern for the Welfare of Others						
Demonstrates awareness of the need to uphold and protect the welfare of others	0	1	2	3	4	[N/O]
1E. Professional Identity						
Demonstrates beginning understanding of self as professional; "thinking like a psychologist"	0	1	2	3	4	[N/O]
2. Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.						
2A. Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context						
Demonstrates knowledge, awareness, and understanding of one's own dimensions of diversity and attitudes towards diverse others	0	1	2	3	4	[N/O]
2B. Others as Shaped by Individual and Cultural Diversity and Context						

Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings	0	1	2	3	4	[N/O]
2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context						
Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others	0	1	2	3	4	[N/O]
2D. Applications based on Individual and Cultural Context						
Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to ICD (as defined by APA policy) as they apply to professional psychology. Understands the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues)	0	1	2	3	4	[N/O]
3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.						
3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines						
Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct [ethical practice and basic skills in ethical decision making]; demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting	0	1	2	3	4	[N/O]
3B. Awareness and Application of Ethical Decision Making						
Demonstrates awareness of the importance of applying an ethical decision model to practice	0	1	2	3	4	[N/O]
3C. Ethical Conduct						
Displays ethical attitudes and values	0	1	2	3	4	[N/O]
4. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.						
4A. Reflective Practice						
Displays basic mindfulness and self-awareness; displays basic reflectivity regarding professional practice (reflection-on-action)	0	1	2	3	4	[N/O]
4B. Self-Assessment						
Demonstrates knowledge of core competencies; engages in initial self-assessment re: competencies	0	1	2	3	4	[N/O]
4C. Self-Care (attention to personal health and well-being to assure effective professional functioning)						
Understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods; attends to self-care	0	1	2	3	4	[N/O]
4D. Participation in Supervision Process						
Demonstrates straightforward, truthful, and respectful communication in supervisory relationship	0	1	2	3	4	[N/O]

II. RELATIONAL

5. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.
5A. Interpersonal Relationships

Displays interpersonal skills	0	1	2	3	4	[N/O]
5B. Affective Skills						
Displays affective skills	0	1	2	3	4	[N/O]
5C. Expressive Skills						
Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills	0	1	2	3	4	[N/O]

III. SCIENCE

6. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.						
6A. Scientific Mindedness						
Displays critical scientific thinking	0	1	2	3	4	[N/O]
6B. Scientific Foundation of Psychology						
Demonstrates understanding of psychology as a science	0	1	2	3	4	[N/O]
6C. Scientific Foundation of Professional Practice						
Understands the scientific foundation of professional practice	0	1	2	3	4	[N/O]
7. Research/Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.						
7A. Scientific Approach to Knowledge Generation						
Participates effectively in scientific endeavors when available	0	1	2	3	4	[N/O]

FUNCTIONAL COMPETENCIES

IV. APPLICATION

8. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors.						
8A. Knowledge and Application of Evidence-Based Practice						
Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications; demonstrates basic knowledge of the value of evidence-based practice and its role in scientific psychology	0	1	2	3	4	[N/O]
9. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.						
9A. Knowledge of Measurement and Psychometrics						
Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing	0	1	2	3	4	[N/O]
9B. Knowledge of Assessment Methods						

Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam	0	1	2 [N/O]	3	4
9C. Application of Assessment Methods					
Demonstrates knowledge of measurement across domains of functioning and practice settings	0	1	2 [N/O]	3	4
9D. Diagnosis					
Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity	0	1	2 [N/O]	3	4
9E. Conceptualization and Recommendations					
Demonstrates basic knowledge of formulating diagnosis and case conceptualization	0	1	2 [N/O]	3	4
9F. Communication of Assessment Findings					
Demonstrates awareness of models of report writing and progress notes	0	1	2 [N/O]	3	4
10. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.					
10A. Intervention planning					
Displays basic understanding of the relationship between assessment and intervention	0	1	2 [N/O]	3	4
10B. Skills					
Displays basic helping skills	0	1	2 [N/O]	3	4
10C. Intervention Implementation					
Demonstrates basic knowledge of intervention strategies	0	1	2 [N/O]	3	4
10D. Progress Evaluation					
Demonstrates basic knowledge of the assessment of intervention progress and outcome	0	1	2 [N/O]	3	4

V. EDUCATION

11. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.						
11A. Expectations and Roles						
Demonstrates basic knowledge of expectations for supervision	0	1	2	3	4	[N/O]
11C. Skills Development						
Displays interpersonal skills of communication and openness to feedback	0	1	2	3	4	[N/O]

V1. SYSTEMS

12. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.						
12A. Functioning in Multidisciplinary and Interdisciplinary Contexts						

Cooperates with others	0	1	2	3	4	[N/O]
12B. Respectful and Productive Relationships with Individuals from Other Professions						
Demonstrates awareness of the benefits of forming collaborative relationships with other professionals	0	1	2	3	4	[N/O]
13. Management-Administration: Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).						
13A. Administration						
Complies with regulations	0	1	2	3	4	[N/O]
14. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.						
14A. Empowerment						
Demonstrates awareness of social, political, economic and cultural factors that impact individuals, institutions and systems, in addition to other factors that may lead them to seek intervention	0	1	2	3	4	[N/O]
14B. Systems Change						
Understands the differences between individual and institutional level interventions and system's level change	0	1	2	3	4	[N/O]

Overall Assessment of Trainee's Current Level of Competence

Please provide a brief narrative summary of your overall impression of this trainee's current level of competence. In your narrative, please be sure to address the following questions:

What are the trainee's particular strengths and weaknesses?
Do you believe that the trainee has reached the level of competence expected by the program at this point in training?
If applicable, is the trainee ready to move to the next level of training, or independent practice?

I. Written Comprehensive Grading Guidelines

The following guidelines describe the considerations for scoring, which also takes into account the comprehensive nature of the work product and the quality of thought.

- **Portfolio Presentation:** Examinees will assemble their grades, practicum experiences, other relevant work or volunteer experiences, professional associations, research, intended specializations, other relevant factors, and professional developmental essay.

In the Portfolio Presentation did the student (required) -

1. Develop a professional vitae?
 2. Present a sample of research writing?
 3. Present a sample of an assessment report?
 4. Present a sample of a treatment plan?
 5. Provide a professional presentation of their educational performance?
 6. Provide a professional statement?
 7. Provide a statement of research interests?
- **Essay:** Examinees will be given one or more essays offering them the opportunity to demonstrate their knowledge of a subject from several possible choices that require integration across basic courses and applied clinical theory and practice, ability to write an assessment report, and ability to generate a clinical case formulation.

In the Essays - consideration for student evaluation -

1. Describe the relevant issues to answering the essay questions.
2. Describe relevant research for answering the essay questions.
3. Clearly communicate their answer to the essay questions.
4. Apply APA publication and writing style rules in their essay answers.
5. Demonstrate original or creative thinking in their essay answers.
6. Did the student provide a case formulation?
7. Did the student integrate assessment data and findings into the case formulation?
8. Describe the origins and development of major ideas in the discipline of psychology and analyze their relevance to current issues in health service psychology. (DSK 1)
9. Describe and integrate various aspects of behavior, including affective, biological, cognitive, developmental and social aspects. (DSK 2 & 3)
10. Critique an area of research and/or specific studies including an analysis of strengths, limitations, interpretations, statistical analyses, psychometrics, and technical aspects of various quantitative and/or qualitative research designs. (DSK 4)

In both the Portfolio Presentation and Essays - consideration for student evaluation -

1. Formulate research or other scholarly activities that can contribute to scientific knowledge and/or critically evaluate and disseminate research. (PWC 1)

2. Apply legal, ethical, and professional decision-making processes to resolve clinically-relevant legal, ethical, and professional issues. (PWC 2)
3. Integrate awareness and knowledge of individual and cultural differences in health service psychological work. (PWC 3)
4. Engage in self-reflection regarding their personal and professional functioning and engage in activities to maintain and improve their performance. (PWC 4)
5. Comprehend and produce communications that are clear, informative, and well-integrated. (PWC 5)
6. Demonstrate selection of appropriate assessment methods and procedures, applied those methods and procedures, and integrated assessment results in order to effectively communicate the findings. (PWC 6)
7. Develop evidence-based intervention plans, administer treatment, modify and adapt evidence-based approaches, and evaluate treatment effectiveness. (PWC 7)
8. Critically analyze different supervision approaches. (PWC 8)
9. Demonstrate consultation approaches to address varying clinical questions and issues. (PWC 9)

J. Written Grievance

Student Grievance Form

Student Name: _____
Student ID#: _____
Mailing Address: _____
e-mail: _____
phone: _____
Student Signature: _____

Date: _____

GRIEVANCE AGAINST:

1. Name: _____

2. Department: _____

3. Is this grievance based on unlawful discrimination, harassment, or retaliation?
Yes ____ No ____

4. Briefly state your complaint. Attach additional sheets to this form if necessary to complete this question.

5. Basis for grievance, e.g., violation of a regulation, procedure, generally accepted practice, etc. Attach additional sheets to this form if necessary to complete this question.

6. Remedy sought:

7. Narrative of data and facts (e.g., names, dates, times, etc.) related to the alleged wrong. Attach additional sheets to this form if necessary to complete this question.

