

**GRADUATE STUDENT HANDBOOK FOR  
THE AUSTIN PEAY STATE UNIVERSITY  
PSY.D. PROGRAM  
IN COUNSELING PSYCHOLOGY**

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## HANDBOOK AGREEMENT

This handbook is for doctoral students in the Austin Peay State University (APSU) Psy. D. in Counseling Psychology program to provide information about policies and procedures for the management and completion of your degree. The content within is for general information and is believed to be accurate at the time of its writing but is subject to change as deemed necessary by the program or department faculty, university administrators, and/or APSU Board of Trustees, the accrediting body, and other entities with authority over the program. The University also reserves the right to make changes to tuition and fees without notice. An attempt will be made to inform you of any changes to this document, but you will want to be in close consultation with your advisor to ensure you have the most current information. Occasionally errors in this handbook or other documents may be found, and you will be informed of these errors when they are discovered. In no case will the program be bound to follow an erroneous statement or policy.

The Handbook is not meant to supersede any APSU policies, the Code of Student Conduct & University Policies ([CodeofStudentConduct.pdf \(apsu.edu\)](#)), APSU Graduate College policies, material in the Graduate Catalog, the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct ([APA Ethical Principles of Psychologists and Code of Conduct \(2017\)](#)), or the laws and regulations governing psychology enforced by the Tennessee Board of Psychology ([About \(tn.gov\)](#)). Students are responsible for familiarizing themselves with all information relevant to their program. We hope this handbook will serve you well in addressing frequently asked questions concerning the completion of our doctoral program in Counseling Psychology.

The faculty members of the Psy.D. program encourage students to place an emphasis on their own development. During their time in the program, students will have opportunities to examine the relationship between self-development and professional competency with courses that may include experiential components designed to foster student self-examination in relation to course content, competencies, and professional development or those that require personal exploration. Students may be expected to share appropriate personal material in various classes and practicum situations (e.g., a family genogram).

Students must be aware that there are many personal and professional reasons that may prevent them from earning a Psy.D. or interfere with licensure as a professional psychologist. Therefore, the faculty of the program cannot guarantee either graduation from the program or licensure. However, we will make every effort to meet our obligations to each student to give you every opportunity to accomplish your goals.

*I understand that my educational success is a joint effort between the faculty and me, the outcomes of which cannot be guaranteed. Progress depends on many factors including my motivation, effort, and other life circumstances. I agree that I will be responsible for adhering to all of the policies in this Psy.D. Handbook, the Student Code of Conduct, and other policies of Austin Peay State University. I also agree to adhere to the APA's Ethical Principles of Psychologists and Code of Conduct as well as the laws and regulations governing psychology in the state of Tennessee and wherever I complete my practica and internship. I acknowledge that I have read this Handbook and if I had any questions about the contents of the handbook they have been answered to my satisfaction by my advisor or the Program Director.*

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Student's Printed Name

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Student Signature

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Date

## INTRODUCTION

Welcome to the Austin Peay State University Psy.D. Program in Counseling Psychology!

This Handbook is intended in part to provide detailed information for interested prospective students. Its primary purpose, however, is to serve as the definitive guide for incoming and continuing students to the curriculum and policies of the Psy.D. Program. We ask that students read it carefully and refer to it as necessary throughout their time in the Program. Further pertinent information is available on the College of Graduate Studies website (**[Graduate Studies \(apsu.edu\)](http://graduatestudies.apsu.edu)**) and in other college and departmental resources.

This handbook provides the agreement for the curriculum and other requirements of the program for newly matriculated students. To the extent that the curriculum and other aspects of the program are under the control of the program faculty, no changes will be required of students during their tenure in the program without notification and consent. Policy and procedure changes may be made in response to issues arising in the program, University, and profession. These changes may in some cases be communicated and made effective for all students, regardless of the date of their matriculation. Exceptions to the policies herein may be granted due to extraordinary circumstances. Students who would like to request an exception from a particular policy must do so in writing in conjunction with their advisor, to the program director. Should said policy be a departmental, college, Graduate College, or university policy, the petition for exception must be approved by the appropriate official(s) in those entities.

Per the Austin Peay State University Office of Equity, Access, and Inclusion, university policies are as noted here: [The Office of Equity, Access & Inclusion \(apsu.edu\)](http://equity.apsu.edu)

“Austin Peay State University (APSU) does not discriminate against students, employees, or applicants for admission or employment on the basis of race, color, religion, creed, national origin, sex (including pregnancy), sexual orientation, gender identity/expression, disability, age, status as a protected veteran, genetic information, or any other legally protected class with respect to all employment, programs and activities sponsored by APSU.”

## PROGRAM MISSION STATEMENT

The philosophy of the Austin Peay State University Psy.D. program is ultimately one that values and respects the integrity of all persons. The psychological perspective we take in training students to become professional psychologists is growth-based in that it focuses on students’ strengths and potentials with respect to their personal and professional development. We believe that this training perspective will prepare students to help clients cope with challenges, regardless of their level of complexity, in a way that maximizes their development as unique human beings.

The mission of our program, more specifically, is to facilitate the professional, personal, and ethical development of our students. Our philosophy of training is consistent with the practitioner-scholar model and the Counseling Psychology humanistic tradition. The Program includes emphases on cultural diversity, social justice, and evidence-based practice in psychology.

The aims and competencies that follow from this mission statement are presented in Appendix A. In attempting to meet the goals, the Psy.D. Program faculty members strive to provide a safe and nurturing environment for our students that fosters their growth as persons and professionals by encouraging them to engage in continuous personal and professional self-study and reflection. We endeavor to integrate the following into the Program as a whole and on an individual level:

- Faculty members are readily available to students for discussion and interaction
- Faculty members offer opportunities for high faculty/student interaction, active advising, and professional mentoring modeling commitment to professional excellence in science, practice, and personal growth
- Faculty members facilitate and are accepting of students' individual choices of practice and research directions that best fit their professional interests, within the constraints associated with options available at APSU and within the areas of expertise of the faculty
- Students participate in program governance
- Many courses include discussion components to foster reflective thought
- Several courses require reaction/reflection papers to help students reflect on their learning and chart their growth, and some summative activities are designed to help students reflect on their long-term growth
- The Program environment fosters the development of open and critical thought processes
- Supervision is structured such that students feel free to discuss important personal and professional issues
- Faculty members encourage and facilitate students' self-care (which includes, but is not limited to, access to personal therapy and other services when appropriate)
- Faculty members engage students in meaningful dialogue regarding personal and professional issues

## PROGRAM OVERVIEW

Austin Peay State University is fully accredited by the Southern Association of Colleges and Schools. Austin Peay State offers a doctoral program in Counseling Psychology that is structured to comply with the Standards of Accreditation of the American Psychological Association's (APA) Commission on Accreditation (CoA). The program has registered with APA's CoA in preparation for applying for accreditation. Plans are to submit a self-study for Accreditation on Contingency status in 2022. If you have questions about the accreditation process for doctoral programs in psychology, you can contact the APA via the following means:

American Psychological Association  
 Office of Program Consultation and Accreditation / Commission on Accreditation  
 750 First Street, NE  
 Washington, DC 20002-4242  
 Phone: 202-336-5979  
 TDD/TTY: 202-336-6123  
 Fax: 202-336-5978  
 E-mail: [apaaccred@apa.org](mailto:apaaccred@apa.org)  
 Internet Webpage: [APA Accreditation - Home](#)

The Austin Peay State University Program is one of only a handful of Psy.D. programs in Counseling Psychology, and the Program follows a Practitioner-Scholar model of training (see below). Other Counseling Psychology programs can be found through the APA as well as the Council of Counseling Psychology Training Programs (CCPTP). Ours is one of a few Counseling Psychology programs that offers a Military Members, Veterans, and their Families specialty track as well as a generalist track. Another of our core values is a commitment to a multicultural perspective (broadly defined), which is described more fully below. We are also committed to consideration of social justice issues and to integrating evidence-based practice throughout the curriculum.

Counseling Psychology is a distinct specialty within the broader field of psychology. Early in the field's history, Counseling Psychologists tended to work with more well-adjusted individuals, leaving people with severe mental illness to Clinical Psychologists. Over the past few decades, however, the differences between what Counseling and Clinical Psychologists do and where they work have decreased. Several studies have demonstrated that Counseling and Clinical Psychologists work side-by-side in inpatient hospitals as well as university counseling centers and other settings.

What seems to set Counseling and Clinical programs and professionals apart, in general, are some of the perspectives taken and emphases given in training and when working with clients. One description of the differences (and similarities) can be found in a 2000 article written by Dr. John Norcross and published by Psi Chi, the National Honor Society in Psychology (see also Norcross et al., 1998). Some of the biggest differences Norcross noted were that faculty members in Counseling Psychology programs had more of an emphasis on multicultural issues,

vocational psychology, and professional issues with less emphasis on psychopathology and hospital work.

Gelso and Fretz (2001) note that there are 8 “unifying themes” in the field of Counseling Psychology, reflecting some areas that differentiate Counseling Psychology from Clinical Psychology:

- A focus on working within a developmental framework across a wide range of psychological functioning;
- A focus on assets and strengths, regardless of level of functioning;
- The inclusion of fairly brief counseling approaches;
- An emphasis on person-environment interactions, rather than an exclusive focus on either person or environment;
- An emphasis on prevention, including psycho-educational interventions;
- Emphasis on the educational and vocational lives of individuals;
- A strong commitment to attending to issues of culture, race, and ethnicity, as well as other areas of individual diversity such as gender, age, ability, socioeconomic status, sexual orientation and religion; and
- Evaluation and improvement through critical thinking and a commitment to the scientific approach.

All of these aspects are present throughout the curriculum of the Austin Peay State Psy.D. Program as well as in the perspectives and attitudes of the faculty.

The APA’s “Archival Description of Counseling Psychology” is located on the APA website and the Society of Counseling Psychology (APA Division 17) also has a website with a description of counseling psychology that is found here: [Home \(div17.org\)](http://Home(div17.org)). The Archival Description and a commentary were published in *The Counseling Psychologist* (the official journal of the Society of Counseling Psychology) and are delineated below. A discussion of the “anticipated future” of Counseling Psychology appears in an article by Neimeyer and Diamond (2001).

The Archival Description is as follows: “Counseling Psychology is a general practice and health service-provider specialty in professional psychology. It focuses on personal and interpersonal functioning across the life span and on emotional, social, vocational, educational, health-related, developmental, and organizational concerns. Counseling psychology centers on typical or normal development issues as well as atypical or disordered development as it applies to human experience from individual, family, group, systems, and organizational perspectives. Counseling psychologists help people with physical, emotional, and mental disorders improve well-being, alleviate distress and maladjustment, and resolve crises. In addition, practitioners in this professional specialty provide assessment, diagnosis, and treatment of psychopathology. Within the context of life-span development, counseling psychologists focus on healthy aspects and strengths of the client (individual, couple, family, group, system, or organization), environmental/situation influences (including the context of cultural, gender, and lifestyle issues), and the role of career and vocation on individual development and functioning. (p. 589).” A competent, professional Counseling Psychologist is defined by the Psy.D. Program faculty as a self-reflective individual capable of contributing to the field and to the public through practice, advocacy, and scholarship. The dimensions underlying this definition are assessed throughout

the Program and include, but are not limited to, competence in practice and adherence to accepted standards of practice, understanding ethics and professional issues, knowledge and appreciation of human diversity broadly defined, and skill in evaluating and carrying out scholarship. Professional skills and knowledge of standards of practice as well as self-reflection are most specifically evaluated in practica, but given the manner in which theory, research, and practice are integrated, they are also examined in other courses. Understanding of ethical and professional issues is most specifically evaluated in the Ethics and Foundations in Counseling Psychology course and in practicum. Professional skills and self-reflection are also demonstrated by performance in all other courses and in the everyday conduct and practice of all participants in the Program. Students must demonstrate knowledge of and sensitivity to human diversity specifically in Multicultural Counseling, but also in their practicum experiences, other courses, and interactions within the program. Further, students should demonstrate these attitudes, knowledge, and skills in all other courses, their everyday conduct, and especially in their applied work. Scholarship skills are evaluated in coursework as well as in students' work on the dissertation and other requirements. We maintain a strength-focused, developmental, and preventative orientation to training and professional practice. We anticipate that graduates will be employed in applied settings (e.g., integrated care, community services boards or mental health centers, hospitals, counseling centers, private practice) and will be providing direct services (e.g., counseling, supervision, consultation) from a perspective that values diversity and social justice.

### **Practitioner-Scholar Model**

The “Practitioner-Scholar” Model has been championed by the National Council of Schools and Programs of Professional Psychology (NCSPP). Based on materials developed by NCSPP, we believe that a practitioner-scholar is a psychologist who is focused on applying psychological principles that are grounded in theory and research with individuals, couples, families, groups, organizations, and communities. A practitioner-scholar contributes to the literature through presentations and publications in order to share knowledge and experience with others who can use the material themselves.

At Austin Peay State, we specifically define “practitioner” as a person who is able to offer psychological knowledge and skills to the amelioration of problems faced by children, adults, older adults, couples, families, groups, systems, organizations, and communities. A practitioner will be able to engage in counseling, assessment, supervision, consultation, and outreach with attitudes that are respectful of others’ cultures, identities, and beliefs, that will take into account individual and group differences and similarities, and that will consider social justice implications when interacting and intervening. Interventions are based on evidence and the literature (to the extent possible), and outcomes are evaluated with those evaluations used to inform future practice.

The definition of “scholar” from Boyer (1990) appears appropriately applicable. Boyer identified four aspects of scholarship: (a) discovery, (b) integration, (c) application, and (d) teaching. While Boyer was writing about professors, these concepts can be translated easily to apply to Psy.D. students and future psychologists. The following quotes illustrate each of these perspectives.

...the *scholarship of discovery* comes closest to what is meant when academics speak of “research.” No tenets in the academy are held in higher regard than the commitment to knowledge for its own sake, to freedom of inquiry and to following, in a disciplined fashion, an investigation wherever it may lead (p. 17).

In proposing the *scholarship of integration*, we underscore the need for scholars who give meaning to isolated facts, putting them into perspective. By integration we mean making connections across the disciplines, placing the specialties in larger context, illuminating data in a revealing way, often educating non-specialists, too.... what we mean is serious, disciplined work that seeks to interpret, draw together, and bring new insight to bear on original research....

The scholarship of integration is, of course, closely related to discovery. It involves, first, doing research at the boundaries where fields converge, and it reveals itself in what philosopher-physicist Michael Polanyi called “overlapping [academic] neighborhoods.”...

The scholarship of integration also means interpretation, fitting ones’ own research – or the research of others – into larger intellectual patterns. Such efforts are increasingly essential since specialization, without broader perspective, risks pedantry. The distinction we are drawing here between “discovery” and “integration” can be best understood, perhaps, by the questions posed. Those engaged in discovery ask, “What is to be known, what is yet to be found?” Those engaged in integration ask, “What do the findings *mean*? Is it possible to interpret what’s being discovered in ways that provide a larger, more comprehensive understanding?” Questions such as these call for the power of critical analysis and interpretation. They have a legitimacy of their own and if carefully pursued can lead the scholar from information to knowledge and even, perhaps, to wisdom. (pp. 18-20)

The first two kinds of scholarship – discovery and integration of knowledge – reflect the investigative and synthesizing traditions of academic life. The third element, the *application* of knowledge, moves toward engagement as the scholar asks, “How can knowledge be responsibly applied to consequential problems? How can it be helpful to individuals as well as institutions? And further, “Can social problems *themselves* define an agenda for scholarly investigation?”...

...all too frequently, service means not doing scholarship but doing good. To be considered *scholarship*, service activities must be tied directly to one’s special field of knowledge and relate to, and flow directly out of, this professional activity. Such service is rigorous, demanding work, requiring the rigor – and the accountability – traditionally associated with research activities.

The *scholarship of application*, as we define it here, is not a one-way street. Indeed, the term itself may be misleading if it suggests that knowledge is first “discovered” and then “applied.” The process we have in mind is far more dynamic. New intellectual understandings can arise out of the very act of application – whether in medical diagnosis, **servicing clients in psychotherapy**, shaping public policy, creating an architectural design, or working with public schools. In activities such as these, theory

and practice vitally interact, and one renews the other. (pp. 21-23, bold emphasis added)

As a *scholarly* enterprise, teaching begins with what the teacher knows. Those who teach must, above all, be well informed, and steeped in the knowledge of their fields....

...Educator Parker Palmer strikes precisely the right note when he says knowing and learning are communal acts. With this vision, great teachers create a common ground of intellectual commitment. They stimulate active, not passive, learning and encourage [others] to be critical, creative thinkers, with the capacity to go on learning after their [interaction is] over.

Further, good teaching means that [educators], as scholars, are also learners. All too often, teachers transmit information that students are expected to memorize and then, perhaps, recall. While well-prepared lectures surely have a place, teaching, at its best, means not only transmitting knowledge, but *transforming* and *extending* it as well. Through reading, through [group] discussion, and surely by comments and questions posed by [others], [educators] themselves will be pushed in creative new directions. (pp. 23-24)

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

## **Major Emphases of the Program**

### Diversity

Counseling Psychology programs generally tend to emphasize diversity and cultural considerations, and this program is no different. All members of the Psy.D. faculty are committed to a multicultural perspective, broadly defined. Discussion of cultural considerations is included in most courses and in many assignments across the curriculum and training experiences. The commitment to diversity is evident in the Program's mission statement, integration of multicultural issues into courses, applied practice, an additional required course on Advanced Multicultural Counseling, faculty membership in professional organizations (e.g., APA's Division 35: Society for the Psychology of Women), and the diversity within the faculty and the department. Faculty members also have developed collaborative relationships with others on campus and in the community, such as APSU's Military Student Center, School of Nursing, the Speech-Language Pathology program, Clarksville City Council, SAFE House, and numerous other mental health and veterans' organizations across the region.

Because of the faculty's respect for diversity, the faculty members endorsed an adapted version of the Council of Counseling Psychology Training Programs' *Counseling Psychology Model Training Values Statement Addressing Diversity* (see Appendix B). Students (and faculty) are expected to adhere to the statement. In addition, students (and faculty) are expected to adhere to the APA (2017) Ethics Code as well as the various guidelines that APA has passed regarding working with members of diverse populations:

- American Psychological Association. (2017). Ethical principles of psychologists and code of conduct (2002, Amended 2010 and 2016). Retrieved from: [APA Ethical Principles of Psychologists and Code of Conduct \(2017\)](#)

- American Psychological Association. (2017). Multicultural guidelines: An ecological approach to context, identity, and intersectionality. Retrieved from: <http://www.apa.org/about/policy/multicultural-guidelines.pdf>

Additional guidelines for practice with specific populations including girls and women, boys and men, transgender and gender nonconforming people, older adults, people with disabilities, and those who have low-income, among others, are found here: [Guidelines for Practitioners \(apa.org\)](#)

### Social Justice Orientation

A natural outgrowth of the emphasis on diversity and linked to the values of Counseling Psychology as a field is our program's focus on social justice. We purposefully integrate social justice material and discussions into coursework, offer practicum placements that allow for social justice opportunities (when possible), and invite students to engage in social justice projects and training. The outcome of these opportunities is to ensure that students in the program will attend to issues of privilege, oppression, equity, and equality as they affect the lives of clients and others in the community, region, state, country, and world, across settings and systems. The goal is to continuously sensitize students and faculty to injustice and oppression, helping us all to understand the factors that contribute to human suffering, and enabling us (and others) to develop skills to intervene at a variety of levels in order to promote human welfare and rights. The faculty members see social justice as inherently related to equity and equality and therefore attend to the distribution and access to power and economic / other resources as well as work toward the reduction of various forms of stigma.

We define the goal of social justice as Bell (1997) does, as “full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure.”

### Evidence-Based Practice

The APA developed a policy statement noting that evidence-based practice in psychology is defined as “the integration of best available research with clinical expertise in the context of patient characteristics, culture, and preferences (American Psychological Association Presidential Task Force on Evidence-Based Practice, 2006, p. 284). The complete guidelines are found here: [APA Guidelines on Evidence-Based Psychological Practice in Health Care](#) The Program faculty members subscribe to this definition and believe that it is consistent with our beliefs about how best to help clients. Therefore, discussion of evidence-based practice (according to the definition above) will occur in courses and discussions of service provision.

## **APA Ethical Standards Pertaining to Education and Training**

Although other standards are certainly applicable, the APA (2010) Code of Ethics has an entire section specifically on Education and Training. Below we excerpt that section and provide commentary (the indented material) regarding each of the standards.

### *7. Education and Training*

#### 7.01 Design of Education and Training Programs

**Psychologists responsible for education and training programs take reasonable steps to ensure that the programs are designed to provide the appropriate knowledge and proper experiences, and to meet the requirements for licensure, certification, or other goals for which claims are made by the program.**

#### 7.02 Descriptions of Education and Training Programs

Psychologists responsible for education and training programs take reasonable steps to ensure that there is a current and accurate description of the program content (including participation in required course- or program-related counseling, psychotherapy, experiential groups, consulting projects, or community service), training goals and objectives, stipends and benefits, and requirements that must be met for satisfactory completion of the program. This information must be made readily available to all interested parties.

*Commentary:* Through this Handbook, the website, and associated Program material, the Psy.D. faculty members have attempted to provide thorough and accurate descriptions of the Program and what is expected from students. Informed consent documents are provided to applicants invited to be interviewed for admission and disclosure of important (and required) information is on the website, though all information continues to evolve as this is a very new program. This information will continue to be made available to students and prospective students and other stakeholders as it is developed. The Program does not require students to participate in counseling/psychotherapy/group therapy; however, as is discussed with prospective students, the Program has a social justice emphasis so participation in activities that advance social justice is expected but community service is not required and consulting beyond course requirements is encouraged but not mandated. If students are concerned about the descriptions of the Program, they should discuss their reactions with their advisor, the Psy.D. Program Director, or the Department of Psychology Chair.

#### 7.03 Accuracy in Teaching

(a) Psychologists take reasonable steps to ensure that course syllabi are accurate regarding the subject matter to be covered, bases for evaluating progress, and the nature of course experiences. This standard does not preclude an instructor from modifying course content or requirements when the instructor considers it pedagogically necessary or desirable, so long as students are made aware of these modifications in a manner that enables them to fulfill course requirements. (See also Standard 5.01, Avoidance of False or Deceptive Statements.)

(b) When engaged in teaching or training, psychologists present psychological information accurately. (See also Standard 2.03, Maintaining Competence.)

*Commentary:* The Psy.D. faculty members believe that the syllabi they develop are

accurate and complete and welcome student feedback if there appear to be discrepancies. The faculty members believe that they are presenting information accurately. Other Department of Psychology faculty members teach courses required in the Psy.D. Program and the same expectations are held for them regarding accuracy in syllabi and course content. If students are concerned about the teaching of a course, they should discuss it with the faculty member, Psy.D. Program Director, or Department of Psychology Chair, as appropriate.

#### 7.04 Student Disclosure of Personal Information

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

*Commentary:* In general, students are not *required* to disclose the information identified in this standard in courses or in supervision. However, as is indicated in the second caveat above, if necessary, program faculty members may attempt to obtain information from the student and others who may be familiar with the situation if a student appears to be having difficulty in coursework, practica, supervision, interpersonal interactions, or otherwise appears to be struggling with competence issues. In such situations, students will be informed of the concerns and the reasons for the questions.

We wish to emphasize that we anticipate that material covered in class and in other discussions, including supervision, may prompt self-disclosure but telling others about this information is the choice of the student. Self-reflection is something we value but, except in the types of situations noted above, we will honor the student's decision about whether to disclose.

#### 7.05 Mandatory Individual or Group Therapy

(a) When individual or group therapy is a program or course requirement, psychologists responsible for that program allow students in undergraduate and graduate programs the option of selecting such therapy from practitioners unaffiliated with the program. (See also Standard 7.02, Descriptions of Education and Training Programs.)

(b) Faculty members who are or are likely to be responsible for evaluating students' academic performance do not themselves provide that therapy. (See also Standard 3.05, Multiple Relationships.)

*Commentary:* Students are not required to participate in individual or group therapy as part of the Psy.D. curriculum. However, as is described below, we encourage students to take advantage of opportunities for reflection and personal growth and have arranged for non-APSU-affiliated counseling services to be available for students who want to voluntarily receive therapy.

### 7.06 Assessing Student and Supervisee Performance

(a) In academic and supervisory relationships, psychologists establish a timely and specific process for providing feedback to students and supervisees. Information regarding the process is provided to the student at the beginning of supervision.

(b) Psychologists evaluate students and supervisees on the basis of their actual performance on relevant and established program requirements.

*Commentary:* As is detailed below, the Psy.D. faculty members have developed an extensive and transparent evaluation process for all Psy.D. students both comprehensively and in terms of practicum/supervision performance. Students will receive comprehensive evaluations at least once a year and practicum feedback at the end of each semester. Evaluations are based on actual performance in accordance with established policies and procedures. If students have concerns about evaluations they should discuss it with the practicum supervisor, faculty member, Psy.D. Program Director, or Department of Psychology Chair, as appropriate. If necessary, the Grievance Procedures described below should be followed.

### 7.07 Sexual Relationships With Students and Supervisees

Psychologists do not engage in sexual relationships with students or supervisees who are in their department, agency, or training center or over whom psychologists have or are likely to have evaluative authority. (See also Standard 3.05, Multiple Relationships.)

*Commentary:* Psy.D. faculty members will not engage in sexual relationships with Psy.D. students or other students in the Department of Psychology or other students/supervisees with whom they have or are likely to have evaluative authority. If a student has a concern about a Psy.D. faculty member they should discuss it with the faculty member, Psy.D. Program Director, or Department of Psychology Chair, as appropriate.

## **FINANCIAL INFORMATION**

Austin Peay State University awards a number of graduate assistantships, tuition scholarships, and graduate fellowships to qualified students who are in good academic standing. The University and department currently have committed a number of assistantship funding opportunities and support for fall and spring tuition remission for students during the three years they are taking courses, as long as they make good progress through the Program, maintain good assistantship evaluations, and funds and opportunities are available. As noted earlier, these opportunities are generally available for the fall and spring semesters, and the department and program make efforts to help students find assistantship work providing tuition remission and a stipend during the summer semester, but this, as with all opportunities, is not guaranteed to every student every summer. A graduate assistant is contracted to render service to the University through teaching, research, and other duties for a set number of hours per week (e.g., 20 hours per week). This work consists of providing services on campus, in the department, and related to the Psy.D. Program and may include research, teaching, or service work. Additionally, the Psy.D. program or individual faculty members may have internal or external grants that provide

for some student funding for specific tasks or practice at specific practicum sites. Some of these grants may have their own stipulations as to what (if any) other compensation students may receive under the terms of the grant and what (if any) other duties can be performed by students. Students are bound by the terms of the grant should they accept these roles. Students who are recipients of grant funding rather than assistantship funding must continue to meet regularly with their advisors and engage in scholarly pursuits to foster the aims of their program of study and the goals of the program. Student and advisor will negotiate these hours together.

Information about other sources of financial assistance can be obtained from the APSU Financial Aid office, APSU Graduate College website, or APAGS (see the links to “Scholarships and Awards” and “Student Resources” in the left column).

### **Additional Employment**

The Psy.D. faculty members strongly discourage students from adding responsibilities to their workload. Just meeting program requirements is a huge time commitment, between 4+ courses, homework, 10-16 hours at a practicum site, and a 20-hour assistantship, we assume students have at least 60 hours of work a week. If you truly believe that you must find additional employment, we urge you to talk about this with your advisor and current / previous students before making any commitments. And though it should go without saying, not every student’s needs and commitments are the same, so that EACH student making a request to add employment hours will have their request considered individually.

### **Financial Assistance for Professional Development**

Each year, various entities at APSU make available funding for student professional development. These are provided through Student Affairs, the Graduate College, and the department’s student research and travel support grants. Because funding is limited, students are encouraged to apply as soon as a proposal is submitted for conference presentation. In the future, some funds may also be available through the Doctor of Psychology Student Organization (see below) or through the Psy.D. program. On occasion, students may be able to access funds from other sources. Efforts to increase this funding will continue.

## STUDENT SUPPORT SERVICES

Psy.D. students are able to draw upon resources through the Psy.D. Program and Department of Psychology, University, and community. Some of the key services are outlined below. More information can be found in appropriate other sources.

### **Program and Departmental Resources**

Upon your admission to the Program, you will be given a Austin Peay State email account. Email is a very important source of communication for the Program. **Please note** that it is very important that you keep your personal contact information (i.e., address, phone, and email address) current with the Department administrative assistant and with the Program Director.

New students are provided an orientation meeting early in the Fall semester, and orientation will continue throughout the Colloquium class for the first year. In addition, because of the need to complete the dissertation proposal before applying for internship (see below), faculty communicate with students about their research interests during admissions interviews and once students join the program. Common or related research interests were part of the method for the initial assignment of advisors. The advisor is a primary resource for the student, and a description of the role of advisor is included later in this section.

While Psy.D. students do not currently have dedicated office space, they may take advantage of the empty offices in the Psy. D. suite in order to study or the lounge area or study room in the basement of the CAPS clinic. The library contains spaces for more private and quiet study as well.

The CAPS Clinic maintains space that houses testing materials and protocols for numerous cognitive, personality, behavioral, developmental, and neuropsychological tests. In addition, it contains testing related resources and computerized scoring/interpretation software for commonly used assessment instruments. A list of the instruments available can be obtained from Dr. Shatto, and we plan to add to these each year.

The first cohort of students is working to create a formal Psy.D. student organization that will be registered as an official university group. The Counseling Psychology Student Organization (CPSO) began operating during the Spring 2022 semester. Each year, at least one student per cohort will be elected by their peers to serve as their cohort representative for the Program. When schedules allow, the student representative(s) attend faculty meetings and, when appropriate, are permitted to vote on and/or provide input on important Program decisions. The role of the student representative is to provide input in faculty meetings regarding students' problems or concerns, help organize the admission interviews each spring, and to be a contact person to answer questions of prospective students/new students about the Program. Student representatives will not be permitted to attend parts of faculty meetings where other students are discussed or where personnel issues are the focus or other confidential matters are discussed. Student representatives are responsible for disseminating pertinent information from faculty meetings back to students.

## **Appointment of Advisor**

The advisor is appointed by the Program Director at the time of the student's admission into the Program after consulting with incoming students and faculty. The advisor serves as a primary resource and mentor to the student throughout their time in the Program (and sometimes beyond). The advisor also summarizes and presents the evaluation materials for annual reviews and then discusses the resulting letter with the student as well as serving as the chair of the student's oral phase of the comprehensive examination (see below). They also may serve as the student's dissertation Chair or Co-Chair (see Dissertation section below). Information about Program faculty is included in Appendix C. Students may opt to change advisors in the Program subsequent to discussing this matter with both the original and potential new advisors (see Appendix D for the Change of Advisor Request Form).

Although a student is assigned an individual advisor, students should also understand that the Psy.D. faculty as a whole feel a sense of responsibility for the development of each student. Students also are free to consult with any core faculty member as well as other faculty members in the Department of Psychological Science and Counseling and across campus in ways that might facilitate their professional development. In line with this sense of collective responsibility for student / program well-being, faculty members also consult with one another on an ongoing basis. In this regard, each student should understand information that they share with one faculty member **may** be shared with other faculty members if it is deemed to be important for the continued well-being of the student, the Psy.D. Program, or the members of our community. Of course, faculty members do not share all information (e.g., information not relevant to professional issues or training), but when sharing information can enhance student well-being, program integrity, and/or inform the comprehensive review of each student, information known by one faculty member may be shared with others.

## **University Resources**

Below are just a few of the resources available to Psy D students. Additional resources are available by searching at the main website as well.

The College of Graduate Studies (Graduate College) is located in the McReynolds Building and additional information can be found here: [Graduate Studies \(apsu.edu\)](http://apsu.edu/graduate-studies) . The Graduate College website is especially valuable for obtaining information related to financial aid, important deadlines, and Graduate College forms.

Felix G Woodward Library [Felix G. Woodward Library \(apsu.edu\)](http://apsu.edu/felix-g-woodward-library) provides access to resources to support teaching, learning and research including electronic access to multiple psychology, health, and medicine databases. Generally, the library operates from 7 am until 12 midnight during academic semesters. (931)221-7346

The Writing Center is found here: [Writing Center \(apsu.edu\)](http://apsu.edu/writing-center) , provides writing assistance for all students through one-on-one consultation as well as online paper assistance and other writing resources.

Foy Center

University fitness and recreation center. Holds group fitness classes, intramural sports, offers workout equipment and sport equipment as well as athletic trainers. [Peayrec@apsu.edu](mailto:Peayrec@apsu.edu) (931) 221-7564

Boyd Health Services [Boyd Health Services \(apsu.edu\)](http://apsu.edu) is a medical clinic on campus for students offering high quality, affordable, whole-person care. Students must be enrolled in classes to be eligible for services.

Student Counseling Services is located in the Ard Center [Health and Counseling \(apsu.edu\)](http://apsu.edu). Students can receive direct counseling, individual couples and group format at no cost. These services are confidential. Appointments and drop-in counseling are available. Online mental health screenings, alcohol and marijuana screenings and suicide prevention are also available. Students of the Psy D program often use SCS at Ard as a practicum placement. Therefore, although this is a resource available to you as an APSU student, because it is a training site, we strongly recommend that students talk to the Director or Assistant Director of SCS, regarding whether they believe they can offer the necessary support or whether another provider might be better. Regardless of whether SCS staff may be able to assist, students should be aware that issues may arise because of multiple relationships and inadvertent loss of confidentiality. It is also possible that being a client could preclude the ability to have a practicum placement at this location. As noted elsewhere, the faculty has made arrangements for counseling for students who do not have insurance and do not want to receive services from SCS. (931)221-6162

The Office of Career Services [Office of Career Services \(apsu.edu\)](http://apsu.edu) supports career development, provides job search tools, and helps students transition into life post-graduation. Also has career services dedicated to students of diverse backgrounds, including, students of Color, Women, LGBTQIA+, military-affiliated students, students with disabilities, and international students. (931) 221-6544

Office of Disability Services [Disability Services \(apsu.edu\)](http://apsu.edu) works to ensure students with disabilities have access to all opportunities offered at APSU. The ODS can help students acquire necessary accommodations to help them achieve academic success with available services such as notetaking, additional test time, alternate testing locations, tutoring and other potential accommodations based on individual student needs. (931) 221-6230

Office of Equity, Access, and Inclusion [The Office of Equity, Access & Inclusion \(apsu.edu\)](http://apsu.edu) works to help create and maintain a safe and inclusive campus learning environment. Found at 416 College St., the Office of EAI also encompasses Title VI and Title IX offices and personnel. (931) 221-7267

Title IX

LaNeeça Williams, Title IX Coordinator

[Williamslr@apsu.edu](mailto:Williamslr@apsu.edu)

Title IX is here to protect all students. Title IX can be accessed for any sexual violence or harassment concern or gender-based concern as well or retaliation concerns. Students who have experienced any of these things can file a complaint with the Title IX office. (931) 221-7178

Office of Information Technology- IT Services

Located at the Morgan University Center Info Desk

Provides help desk support services, campus wifi issues, classroom IT needs, assistance with computer labs, software implementation and managing IT projects.

Online: GOVSTECH Help

[govstech@apsu.edu](mailto:govstech@apsu.edu)

(931) 221-HELP (4357)

Office of Student Financial Aid

Ellington Building, Room 216

This office will assist students will requesting and collecting financial aid as well as estimating overall cost of schooling. The office of financial aid can also help determine which classes will be covered by financial aid awards.

[sfao@apsu.edu](mailto:sfao@apsu.edu)

(931) 221-7907

Toll Free: (877) 508-0057

Fax: (931) 221-6329

Austin Peay Graduate Student Housing (Off-Campus Housing)

608 Main St.

There are multiple apartment complexes available to graduate students within a 4 mile radius of campus.

(931) 800-3311

Full Spectrum Learning (FSL)

Emmanuel Mejeun, Program Director

Helps students diagnosed with an autism spectrum disorder to earn their degree and successfully transition into a career/professional setting. Individually tailored to the needs of each student.

[Mejeune@apsu.edu](mailto:Mejeune@apsu.edu)

(931) 221-7543

Military Student Center

Inside William E. and Sadako S. Newton Military Family Resource Center

426 College St. Open M-Th 7am-5pm and F- 7am-4:30pm.

[msc@apsu.edu](mailto:msc@apsu.edu)

(931) 221-1685

S.O.S. (Save Our Students) Food Pantry

(931) 221-6120

322 Home Avenue (Community Engagement and Sustainability)

Tues-Fri 9am-4pm

Students may utilize this food pantry one time per week. This is a food pantry set up specifically to support the needs of Austin Peay students.

Bella's Closet

Holds events to provide professional clothing to students in need.

[www.apsu.edu/careers](http://www.apsu.edu/careers)

Megan Simpson: [simpsonm@apsu.edu](mailto:simpsonm@apsu.edu)

(931) 221-6544

There appear to be many student organizations on campus, with more information found here: [Student Life and Engagement \(apsu.edu\)](#) Although most are primarily for undergraduates, you may still find a community through one or more of these groups.

Additional university resources will be found on the Counseling Psych TEAMS site.

## **Community Resources**

Students who desire personal therapy are encouraged to do so. We have included a statement on the importance of personal therapy to the development of practicing psychologists in Appendix F. The faculty members have made arrangements with Nicolette Tomaszewski LPC-MHSP at <https://centerforhealingtn.com/> for Psy. D. students to receive therapy services that the university/department will cover. Students just need to say they are enrolled in the Austin Peay State University Psy.D. Program when they make an appointment and Ms. Tomaszewski will submit an invoice for the number of sessions used to preserve student confidentiality. Students are encouraged to participate in additional types of self-care activities throughout the program.

Additional community resources can be found here: [Community Resource Guide 2021.pdf \(clarkvillechamber.com\)](#) and in the Counseling Psych TEAMS site.

## **CURRICULUM**

### **Development of a Student's Course of Study**

Following their admission to the Program, students should be in contact with the Psy.D. Program Director to begin developing their course of study. The curriculum is very rigorous and laid out in a sequence that the Psy.D. faculty and Department of Psychology faculty as a whole have approved. Thus, it is expected that students will take the courses in sequence as they are listed in the curriculum and for most students the plan of study will serve primarily as an indication of the courses for which the student should register each semester, a checklist for the student's records, and a record for the faculty during the annual evaluation process (see below).

The Program curriculum is outlined in a subsequent section and the expected schedule of full-time study for students is offered in Appendix G. This schedule incorporates the best judgment of the faculty as to the most educationally sound sequence of coursework and graduate training. It is provided as a way to maximize the benefit students realize from their coursework. Any deviation from this schedule could delay progression toward internship and graduation and therefore should be done only after careful consideration and discussion with the student's advisor and other faculty. Students should review their Program of Study with the Program Director in the beginning of the fall semester each year.

Before proceeding, we explain the rationale for structuring the curriculum as we have. APA requires that students achieve competence in a number of different areas. The most common way of demonstrating that these areas are covered is by including coursework on the topics. This approach also meets state licensure requirements and the requirements for Designated Program status by the Association of State and Provincial Psychology Boards/National Register of Health Service Providers in Psychology. Because the Program itself must meet APA accreditation and state licensure and Designated Program requirements, we must include coursework (or other ways of helping students achieve competence) in all the following areas. Some students may be able to waive a required course if they have taken a course that is substantially equivalent to the Psy.D. course (see below) but the course designed to help students meet the competence or licensure requirement must still be a part of the Psy.D. curriculum. The table in Appendix H lists the APA accreditation competence areas and Tennessee state licensure and Designated Program requirements and shows how the courses in the curriculum help students meet these requirements. The table also includes aspects of the Model Training Program in Counseling Psychology and shows how the curriculum fits within what is expected of Counseling Psychology programs. Unfortunately, the groups do not necessarily define areas in the same way (e.g., individual differences and human development do not have the same courses across organizations), so it may appear that there are inconsistencies in the table but that is a function of the way each group defines the categories.

Because of the large number of courses required, students will typically be in class during Fall, Spring, and Summer terms for three full years. When determining how to schedule the courses, the faculty considered both pedagogical and practical issues. For example, from a pedagogical perspective, Biological Aspects of Behavior should precede Cognitive and Affective Bases of Behavior, Ethics and Foundations in Counseling Psychology should occur in the first semester, and a series of courses (i.e., Stats I, Stats II, and Advanced Research Methods) should prepare students for working on their dissertations. Also from a pedagogical perspective, the faculty considered Advanced Multicultural Counseling to be a foundational course for all others and therefore was moved to the first semester. From a practical perspective, only three courses and practicum could be offered in any given term. Further, faculty – core Psy.D. and instructors of other required courses – have limits in how many courses they can teach in a given semester and many must teach courses not in the Psy.D. curriculum or provide necessary functions, such as on-site supervision which precludes teaching courses during those times. In addition, the non-Psy.D.-only courses must be offered in the semester that works for other graduate programs in the Department.

Based on these factors, the faculty attempted to develop a curriculum that incorporated all the courses required to meet APA, licensure, and Counseling Psychology expectations in an order that made most sense given the pedagogical and practical considerations outlined above. As a result, three years of full-time coursework, including summer, is the least amount of time in which all courses can be completed. Although various arguments could be made about the placement of a particular course in the curriculum, the Psy.D. faculty members believe the overall curriculum serves the best interests and multiple needs of students, clients, and the Program.

Please note that this schedule includes places for electives particularly for those not on the

Military Psychology track. The Military Psychology track includes several required courses, but also allows for 1 or more electives of choice. Because students will have different backgrounds and interests, and because not all courses are available each semester, students may need to pick and choose from the limited electives available in the semester in which they have room for an elective in their schedule. Coordinating electives that lead to a coherent subspecialty can take place in accordance with each student's advisor and in consultation with other Psy.D. and Department of Psychological Science and Counseling faculty members.

Once admitted to the Program, students are expected to enroll on a full-time basis during the academic year and over the summer. Some required coursework is offered only in the summer session, and students are expected to be involved in Program activities in the summer. Please plan accordingly. Students who do not meet the minimum enrollment requirements (at least 9 hours per term, until Summer of Year 3) will be considered inactive and will have their status in the Program evaluated by Psy.D. faculty and may lose their assistantship and tuition remission, unless they have successfully petitioned for an exception or have been granted a leave of absence.

Subsequent to completion of all course work, students are required to be continuously enrolled until graduation for at least 1 credit hour each Fall, Spring and Summer (Internship or dissertation will count as enrollment). Students who apply for graduation, but who have not maintained continuous enrollment throughout their course of study, will be enrolled retroactively and charged tuition and late registration fees for all semesters in which they were not enrolled. Please note that the Graduate School enforces a 6-year time limit for the completion of all doctoral requirements (see "Time Limit" section of the Graduate Catalog). As noted below, students should also be aware that, if they do not successfully defend the dissertation and have it approved by the university within TWO years of passing the Comprehensive Examination, they must retake the Exam or risk being removed from the Program.

### **Deviation from Program of Study**

The handbook section titled, "Development of a Student's Course of Study" notes that students are expected to enroll on a full-time basis (defined as at least 9 hours per term until Summer of Year 3), and that falling beneath that threshold may have implications for assistantship stipends and tuition remission as well as progress through the program. Occasionally, students may have experiences or situations such that they are unable to enroll on a full-time basis. In cases such as these, a student must formally petition the faculty for either a leave of absence or request a deviation from the program of study. Procedures for the leave of absence are addressed in a subsequent section of the handbook. In order to petition the faculty to request a deviation from the program of study, students must provide in writing to the faculty the following information: reason(s) for requesting the deviation from program of study, a plan for subsequent semesters' program of study adjusted for the requested changes, a plan for remediating any current outstanding work, and a plan to ensure current client care should they be reducing hours in the clinic or on the practicum site. Any student conducting clinical work under the auspices of the program (so that the hours will be counted for internship applications) must be enrolled in and attend a program practicum class, e.g., CPSY 8501, etc. Changes to practicum training plans must be approved by the practicum site supervisor, whether internal or external. Students are

reminded that slowing the progress of the program of study may have financial and other implications for them, and may trigger questions from potential internship sites. All petitions and the ensuing potential effects on assistantships and tuition remission will be decided on a case-by-case basis.

## **Course Waivers**

If a student enters with relevant graduate coursework from a regionally accredited college or university, some of these graduate credits may allow required Psy.D. courses to be waived. Requests for waiver must be made before the end of the first semester of coursework. The determination of whether the previous course is substantially equivalent to the course that would be taken as part of the Psy.D. Program is made by the Psy.D. faculty, in consultation with the instructor of the Austin Peay State course when necessary. The Psy.D. faculty have decided that the multicultural counseling and foundations/ethics courses may not be waived. The default assumption is that courses will not be waived, so students must make a compelling case that the previous course is substantially equivalent to the Psy.D. Program's course. The number of hours waived will vary, but no more than 5 courses can be waived, so students must complete a minimum of 82 hours in the Psy.D. Program, regardless of the number of hours in their Master's program.

Comparability of the prior course to the Psy.D. course is the primary criterion for granting a waiver. Students should first consult with the Program Director and then, if directed to do so, should provide documentation of the completed course that typically will include: (a) the student's transcript (an unofficial version is acceptable) showing a final grade of B or higher in the completed course; (b) the course syllabus (including the name of the text and the reading lists); (c) a description of the course, including any information that is not immediately apparent from the syllabus; (d) tests, notes, projects or other material from the completed course (to the extent possible); and, (e) a 1-page written description of the points of correspondence and equivalence between the course requested to be substituted and the Austin Peay State course requested to be waived. The possibility of course waivers should be discussed during the first meeting to review the Program of Study with the Program Director. Without the provision of these materials, there will be no course waiver given.

After the student submits this material, the Psy.D. faculty (in consultation with the appropriate APSU course instructor, when appropriate) will make a decision (although, again, the default is that the course will not be waived), which may include:

- Determining the course is substantially equivalent and the student can waive the course,
- Determining the course may be substantially equivalent but the student needs to demonstrate competence in the material (e.g., by taking an exam, completing additional assignments, etc.),
- Or deciding that the course is not substantially equivalent so the student cannot waive the course.

The Psy.D. faculty will prepare a written response explaining its decision that will be given to the student and instructor. Copies of these materials will be placed in the student's file. If a student disagrees with a decision at any point in this process they should attempt to resolve the

concern informally by discussing the matter with the Program Director who will take the matter to the Psy.D. faculty, if necessary. If this does not resolve the disagreement, then the student should meet with the Psychology Department Chair regarding the situation. If there is still disagreement, the grievance policy (outlined below) should be followed.

## **Coursework**

The Psy.D. curriculum is designed to provide the student with sound training in Counseling Psychology by adhering to the Practitioner-Scholar training model. As described earlier, per APA Standards of Accreditation and state licensure requirements, students are provided with coursework designed to help them become competent in a variety of areas including biological, cognitive-affective, social, and individual aspects of behavior, and interventions. Counseling Psychology course work includes an introduction to the field, vocational psychology, additional assessment classes, multicultural counseling, and additional theory classes. Research design and statistical course work is also required. Extensive practica and supervision are incorporated into the curriculum. The integration of theory, research, and practice with an emphasis on diversity, social justice, and evidence-based practice occurs throughout the program. Certain foundational courses are considered to be prerequisites to the program and if not completed during the master's program, must be added to the program of study, sometimes at the student's own expense. These courses include Psychometrics, Lifespan Development, and History and Systems in Psychology. The latter course may be taken at the undergraduate level as long as the student passed at the B or above level.

A schedule of class offerings and expectations about when courses are to be taken is available in Appendix G. Please note that the course load is heavy and continues through the summer. Students should plan on viewing enrollment in the Psy.D. Program as if it were a job, requiring 40+ hours per week throughout the year committed to applied experience, coursework, homework, graduate assistantship work, and other Program activities.

APA requires that each student must complete a minimum of three full-time academic years of graduate study (or the equivalent thereof) and an internship prior to awarding the doctoral degree. At least two of the three academic training years (or the equivalent thereof) must be at Austin Peay State University. At least one academic year must be in full-time residence. Because the Program requires students to be enrolled full-time and most courses are usually only offered on the Austin Peay State main campus, a review of the extensive required coursework will demonstrate that students will need three years on campus to complete their coursework. Students are required to be registered for at least 9 credits per semester except the final summer and during internship (and if working on the dissertation after internship) or else they risk losing their assistantship; please note that most semesters require registration for more than 9 hours or students risk falling behind in the Program – and because most courses are offered only once per year and many classes build on previous ones, not taking a course when scheduled could delay progress by at least a year. If a student has not completed the entire Program (i.e., coursework, practica, comprehensive examinations, dissertation, internship) in five years, they will negotiate a written contract with the Psy.D. faculty that will include a plan for completing the Program (see Appendix I).

## **Grade Requirements**

The Psy.D. Program is demanding, and the faculty and university have high expectations of students. Students are required to maintain a GPA of at least 3.00 (i.e., a B average), and students may receive no more than two Cs through the entire Psy.D. Program or they are at risk of being removed from the Program. A student who receives more than 2 grades of C or lower in any graduate work attempted at Austin Peay State University will be dismissed from the Program, per Graduate College rules. A student whose overall GPA falls below a 3.00 will be placed on academic probation, and if they are unable to improve the overall GPA to 3.00 or higher after the next term, the student may be removed from the Program. A grade of C indicates that the student may not have achieved competence of the course material. Each student must receive a Grade of B or better (or “Pass” as appropriate) in each course or successfully complete and document any remediation plan that is established. If a student receives a C, they must meet with the course instructor, their advisor, and the Psy.D. Program Director to determine how to remediate, and the requirements will be documented on the Remediation Plan Form (see Appendix J). Successful remediation may not change the grade received for the course but will demonstrate competence in the subject matter.

A grade of F may result in the student being placed on probation and a remediation plan developed or may lead to the student immediately being removed from the Program (see Appendix J for the remediation form). A student who receives an unsatisfactory grade in practicum risks being removed from the Program; if they are not removed, a remediation plan will be developed (see Appendix J). If a student receives an “I” in a course, they must complete the requirements determined by the instructor by the specified date in the subsequent semester or, per university rules, the grade becomes an “F” and the student may be immediately removed from the Program. IPs are expected grades for internship, directed study, and dissertation until the requirements for each of these classes are met.

If remediation is necessary, for whatever reason, the tasks to be performed and the criteria to be met in order to determine whether the student has achieved competence in the material will be determined by the instructor. A contract will be developed and signed by the instructor, student, and the student’s advisor. When the deficiency is remediated, the instructor will send a letter to the student and advisor documenting that the remediation has occurred and whether a letter grade has been changed through the student’s remediated performance. Note that faculty instructors may decide to not change a course grade even with remediation in order to be equitable to students in graduate programs that do not have a remediation option or requirement. The contract and subsequent letter will be placed in the student’s file. See Appendix J.

## **Professionalism**

APA’s Commission on Accreditation (CoA) lists professional behavior as a profession-wide competency to be developed at the doctoral student and intern level prior to graduates being deemed capable of independent practice. The CoA states that “trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training.” Additionally, the CoA notes that doctoral students as budding professionals are to:

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

These expectations by the accrediting body are found here: [section-c-soa.pdf \(apa.org\)](#) on p. 18.

APSU Psy. D. faculty members expect students to act as professionals-in-training in multiple areas including but not limited to their conduct, dress, and interactions with others in professional settings. Lapses in professionalism – including and especially ethical/legal/regulatory problems – are cause for concern. There are multiple settings in which students’ professionalism can be demonstrated, and just a few examples are provided below. With regard to the classroom, students may dress more casually than when they provide services, but professional attitudes should be demonstrated in the classroom setting (whether virtual or in-person) in ways such as attending class, completing assignments and duties on time, providing full attention during class by keeping one’s camera on in the case of virtual classes, and refraining from other activities such as browsing the internet or checking one’s phone during class. At the practicum site, whether affiliated with the university or outside it, students are expected to follow the APSU business professional dress code found here: [APSU Dress Code](#) at any time they will be identified as a provider of professional services except in the case of extenuating circumstances.

Professional communication and interpersonal skills. Another area APA’s CoA requires programs to assess student competence in is communication, and this competence is directly related to competence in professionalism. The CoA states that students are expected to:

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

These expectations by the accrediting body are found here: [section-c-soa.pdf \(apa.org\)](#) on p. 18.

Students are expected to routinely read and respond to email (where a response is indicated) within 24-48 hours unless the due date within the email is noted as later.

The faculty believes that communication encompasses not only word choice, speech patterns, tone of voice, rate and level of speech, but also encompasses nonverbal methods of

communication. Therefore, in communications, either written or oral, on the practicum site, on campus, in class, or while in attendance at any professional function or activity, students are expected to engage in collegial and respectful communication with professionals and with one other. While some faculty members include statements regarding respectful communication in the classroom in their syllabi, the expectation is the same for all classes for Psy D students whether such a statement is included or not, that Psy D students will speak to others (students, professors, instructors, guests, etc.) in a collegial and respectful manner. Before speaking, especially in difficult or emotion-laden situations, students should ask themselves if what they plan to say is true, is helpful, is necessary, and is kind. Communication and interpersonal skills are evaluated for doctoral students in their annual evaluation, and information on this area of professional development is required to be reported on by the training director at the time students apply for internship.

We also strive to embody APA's stance on civil communication which is as follows: **“As psychologists, we seek to embrace and practice the ethical principle of “respecting the dignity and worth of all people” and create a climate of civility, respect and inclusion throughout the APA community.** We strive to accomplish this goal by interacting and communicating with others in a spirit of mutual respect and an openness to listen as well as to consider all points of view. While we may disagree on important issues, we debate and express our ideas in a collegial, civilized and professional manner. Corrective feedback will be provided constructively, respectfully and compassionately whenever members don't behave civilly in order to maintain a comfortable, safe and professional environment in which to conduct the work of the Association. Finally, we understand that individuals from different cultures and groups may have varying customs and beliefs about what constitutes civil or uncivil behavior. We expect all to be respectful and mindful of these differences and norms.”

## PRACTICUM

According to the Council of Chairs of Training Councils Practicum Workgroup (2007; see Appendix K for CCTC's Recommendations for Practicum Policies):

**Practicum:** The practicum is the first set of supervised practical training experiences in the sequence of professional training in psychology and is designed to meet the training goals of the graduate program. The practicum comprises all supervised pre-internship training experiences conducted under the auspices of the graduate program in settings providing professional psychological services.<sup>1,2</sup> The practicum promotes the integration of academic knowledge with practical experience and prepares the student for future training in professional psychology, particularly for the internship that follows. On practicum, students apply and extend the knowledge, skills and attitudes learned in the program's didactic and classroom-based experiential components to produce increasingly

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<sup>1</sup> This definition incorporates supervised pre-internship experiences that some graduate programs call assistantships or externships.

<sup>2</sup> Services include: Assessment, treatment, consultation, management and administration, supervision, advocacy, education, program development and evaluation. Service recipients may include individuals, couples, families, groups, organizations and communities.

sophisticated levels of understanding and skill.

**Goal of Practicum:** Through the practicum, the student attains levels of competence in the core foundational and functional competency domains needed to make effective use of future training experiences in the practice of professional psychology, particularly the internship, as envisioned in the training goals of the graduate program.<sup>3</sup>

**Objectives of Practicum:** The practicum assists students in integrating academic knowledge with applied experience in settings providing professional psychological services, contributes to the development of competence in the basic skills of professional psychological practice, and enhances the effective use of training experiences. The practicum furthers growth of the student's identity as a professional psychologist.

Because this is a Psy.D. Program, there are high expectations regarding practical training. Students will be scheduled to begin their practica as soon as is feasible in our onsite clinic, and in future years, almost immediately upon the start of the school year and continuing at various sites until they leave for internship. First year students will complete the Practicum Initial Evaluation (Appendix N) to determine their readiness to begin seeing clients. Students typically will participate in three 11-month placements (Fall, Spring, and Summer semesters, totaling approximately 36-39 weeks), spending an average of 10-16 hours a week on-site (e.g., the equivalent of two full days not include commute time. Within these onsite hours, the goal is for students to have face-to-face contact with an average of 10 clients per week. Thus, the overall goal is for students to have approximately 1500-2000 total practicum hours before leaving for internship, at least 850-1000 of which are client contact hours. This will maximize competitiveness for internship and may also help satisfy training hours required for licensure depending on the state in which the graduate wishes to be licensed. To help with tracking hours as well as to facilitate preparation for internship, practicum hours should be tracked using Time2Track software. The department may pay for Time2Track in some years, but this is not a given each year. A copy of practicum hours will be submitted by the student each year for the annual evaluation and will be retained in the student's file.

Although this may change in the future, as it currently stands, the placement process will differ based on the year in the program. The first practicum (8501) placement will be in the CAPS clinic affiliated with the program under the direction of Dr. Erynne Shatto with community clients or by some arrangement affiliated with core faculty at another site due to community or student needs. In subsequent years, students will review current participating practicum sites and apply to complete their practicum at sites that will help provide the kinds of training experiences that will further the student's career goals. Students enroll in and attend practicum class each semester in which they provide services to clients. Students who fail to attend, or are late for, practicum work or class may have their grade affected. Appendix L is a Practicum Site Training Plan that should be completed by the student, site supervisor, and faculty course instructor when students begin practicum work at a site to establish the expectations for everyone.

Students are expected to wear attire that is appropriate to professional psychology when

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<sup>3</sup> Specific guidance on practicum competency goals is available in the CCTC Practicum Competencies Outline and the Assessment of Competency Benchmarks, available at (<http://www.psychtrainingcouncils.org/documents.html>). Practicum administrative recommendations are available at this site.

providing therapy/supervision. Each site may have different expectations regarding what is “appropriate attire” therefore, during the application process and then again before providing direct services, students should discuss expectations regarding attire with site administrators and supervisors. In addition, students who have potentially visible piercings and tattoos should clarify expectations prior to accepting an offer. Students who fail to comply with the established dress code may be prevented from providing services and may be sanctioned through the evaluation process and/or the annual review; therefore, it is preferable to err on the side of caution. Please see the section of this handbook pertaining to Professionalism.

Mid-semester and end-of-semester practicum evaluations may be conducted by on-site supervisors. Annually, supervisors complete a “Psy.D. Practicum Student Evaluation Form” for each student and give this feedback to their supervisees (see Appendix O). Each student must receive a score of 3 or better on each section of the evaluation or successfully complete any remediation plan that is established. By the final practicum evaluation prior to internship, students are expected to have achieved a score of 4 (ready for internship) on each domain evaluated. Students receiving an unsatisfactory evaluation in practicum will be removed from the practicum and a remediation plan will be developed (see Appendix J). If the situation(s) that resulted in the unsatisfactory evaluation was of sufficient gravity (e.g., an ethics or legal violation), the Program reserves the right to suspend and/or dismiss the student from the Program.

Doctoral training involves collaboration and partnerships with multiple training sites, including practicum placements, doctoral internship training programs, and others, such as research labs and other academic departments. Communication between doctoral training programs and these training partners is of critical importance to the overall development of competent new psychologists. Therefore, it is the position of our training Program that regular communication about students’ performance and progress must occur between the Program faculty and other training partners, and that the content from this communication will contribute to regular evaluation of the student’s progress (see the Council of Chairs of Training Councils [CCTC] Recommendations for Communication for an expansion of these statements).

## **THE DISSERTATION**

The student is expected to develop a doctoral dissertation that meets the standards of the Psy.D. Program, the Department of Psychological Science and Counseling, and the College of Graduate Studies. As noted, the dissertation proposal must be accepted prior to applying for internship, which typically will be in the Fall of the third year. The faculty members have decided to use October 1 as the deadline for completing the proposal and having it approved by the committee; however, the faculty members encourage students to begin thinking about dissertation topics and talking about ideas with their Chair(s) as soon as possible because of the time it takes to fully develop a topic and do the literature review necessary to decide upon a research question and appropriate methodology.

Students should enroll for dissertation credit in the Fall and Spring of their third year. If necessary, at other times, in order to maintain continuous enrollment, students can register for

Doctoral Directed Study or the general graduate level continuous enrollment course. Students should note that they will have to pay tuition for dissertation-related hours taken after the third year of classes, unless they are on internship, because they must be continuously enrolled.

Students are encouraged to check with committee members before scheduling proposals or defenses in the summer, as it is often difficult to convene the committee in the summer because of faculty members' varied teaching schedules. Some faculty members teach in the first half of the summer, others the second half, and some do not teach in the summer. Therefore, while committee members may agree to participate in proposals scheduled in the summer, their availability may be somewhat more limited than during the fall and spring semesters.

A dissertation committee shall be formed prior to completion of the dissertation proposal with all committee members holding the Doctoral Faculty Membership designation. Typically, only core Psy. D. program faculty will hold the position of dissertation Chair and usually will be the student's advisor. See below for a table drawn from the College of Graduate Studies information regarding dissertation committees.

**Dissertation Committees**

The College of Graduate Studies has developed specific language regarding the composition of doctoral dissertation committees. Please see below:

“Committee members may be drawn from any program within the department, provided their credentials meet the requirements of Doctoral Faculty Membership. It is also possible for students to select qualified dissertation faculty from outside the Department of Psychological Science and Counseling and from outside the University. The University has adopted a formal process that allows for the review and approval of non-APSU employed people to serve on dissertation committees.” [Thesis/Field Study/Dissertation Committee \(apsu.edu\)](http://apsu.edu)

Qualifications	Chair	Members
	Must have doctoral faculty status	Must have graduate faculty status
	Must have active research profile	Terminal degree in related field or specialty credential
Roles & Responsibilities	Chair	Members
	Primary advisor during all phases of the dissertation process	Provide different lenses to view research/scholarship (topic, methodology, analysis, etc.)
	Leader of the dissertation committee	Actively participate in all phases of the dissertation process

Dissertation Co-Chairing arrangements can be undertaken if necessary in those situations where the particular content and/or research expertise of another faculty member is highly desired. In such cases, both Co-Chairs must hold doctoral faculty status. Establishing constructive collaborations with these additional faculty members can be desirable to facilitate student development. At the same time, students should recognize that developing "content expertise" is the student's responsibility, while Chair(s) work with students in developing testable questions,

designing appropriate studies, and analyzing data. Except in unusual circumstances, one of the Co-Chairs will be a Psy.D. core faculty member. Therefore, a Co-Chair arrangement is predicated on the Psy.D. faculty member maintaining their "mentoring" role as well as the key "responsibility" role for facilitating student work, guiding the student through the doctoral training experience, and connecting the student (and their dissertation research project) with the knowledge particular to our psychology specialty.

The dissertation committee shall be composed of not fewer than three members per College of Graduate Studies rules, including the student's dissertation Chair (if there are Co-Chairs, then the committee shall be composed of at least four members); the majority of the committee members must be Psy.D. core faculty members and (with a four-person committee) one member should be a non-Psy.D. core faculty member from the Department. As noted previously, committee members must hold Doctoral Faculty Membership with certain exceptions. Should a non-academic committee member be desired by the student due to specific skills and knowledge, the student can request a waiver of Doctoral Faculty Membership with the agreement of the majority of Psy. D. faculty. Otherwise, dissertation committees are selected by the student and student's dissertation Chair(s) (and advisor if this person is not one of the dissertation Chair(s)) together based on the student's topic, preference for committee members, methodology, and other variables. We believe this approach allows for the best individualized composition of the committee and allows the student and dissertation Chair(s) (and advisor) to collaborate with other faculty in terms of relative strengths so that the dissertation Chair(s) (and advisor) does not have to be an expert in all content areas and methodologies.

If necessary, changes in committee membership can be made, following discussion of issues and options with the student's Chair(s), person potentially being replaced, and person potentially joining the committee. A request for a change in committee membership may be made by the student or the faculty on the committee. The request is submitted to the committee Chair(s) in writing and if accepted the change would be reflected on the proposal page if the change was made prior to the proposal or on the dissertation title page at the defense.

Once the Chair(s) approves the proposal, the date should be set, and copies distributed to committee members for the proposal meeting. The proposal meeting may take place between the Tuesday after Spring Break (i.e., mid-semester in Spring, Year 2) and the Friday closest to October 1 (i.e., mid-semester in Fall, Year 3) but must occur after the student has completed the coursework related to the type of research design and data analysis that will be used. The proposal must be accepted by the committee *prior to the student being able to apply for internship*, which the faculty has operationalized as October 1 of the year in which the student plans on applying (which is typically the third year of the Program). This allows for approximately two weeks between the last possible proposal date (the Friday closest to October 1) and when the proposal needs to be complete in order to make changes based on the proposal meeting. This is a tight timeline so we advise students to propose as early as possible to provide time for revisions. Further, because there will be several people needing to propose each year, students are encouraged to schedule their proposal well in advance of the last day to propose to allow for time to meet with faculty and then to make changes after the meeting, if necessary, to receive committee approval. Students do not need to have passed the comprehensive examination (described below) prior to proposing the dissertation.

Students and their advisors will decide if the dissertation project is to be the 4-chapter or 5-chapter model. The 5-chapter model proposal, consisting of chapters 1 (an overview of the dissertation proposal prepared for submission to a journal – see below), 2 (comprehensive literature review and hypotheses for the project), and 3 (research methods and analyses), should be given to committee members at least 2 weeks before the proposal date. In this model, chapter 1 can consist of an outline for the journal article as agreed by student and advisor at the time of the proposal. The 4-chapter model proposal, consisting of chapters 1 (comprehensive literature review and hypotheses for the project) and 2 (research methods and analyses), also should be given to committee members at least 2 weeks before the proposal date. At the same time the dissertation proposal is delivered to committee members, an announcement will be posted by the student's Chair(s) via e-mail and the student will post written flyers in the Department of Psychology mailroom and on the Psy.D. bulletin board. Committee members will read the proposal and give feedback to the student and the student's Chair(s) at least one week before the meeting in order for the student to have time to prepare for the questions that may arise during the proposal. The proposal meeting shall be scheduled for 2 hours and shall begin with the student making a short presentation to the committee regarding the proposal. Other Austin Peay State faculty or students, or other individuals invited by the student, may attend and ask questions of the student after the Committee has completed its questioning/discussion; however, the final determination of the status of the proposal rests solely with the Committee members, who will deliberate after all non-faculty have left the room.

The proposal must be judged by the student's dissertation committee to be appropriate for the specialty of Counseling Psychology and approved by the student's committee prior to the student commencing data collection and/or analysis (the latter is only appropriate if the student's dissertation project is using archival data). A copy of the dissertation proposal, as approved by the committee, shall be kept on file in the department until the dissertation is successfully defended. Students cannot unilaterally make changes to their proposal. The Chair(s) and committee (and perhaps the IRB) must approve significant changes to the project and methods, and often these issues can be predicted and therefore, approved beforehand by involved parties. The Chair(s), with the assistance of the committee, guides the student in her or his research and writing. Final decisions pertaining to the dissertation and oral examination rest with the committee. Students are encouraged to present either the proposed or final dissertation project at a departmental or internship colloquium.

The Austin Peay State University IRB must approve all research pertaining to human participants prior to the beginning of data collection. Students should review the appropriate material and complete the appropriate forms during the proposal process so that once the proposal is approved the IRB paperwork can be submitted.

The student must maintain orderly progress toward the completion of the dissertation and is required to establish a target date for completion of the dissertation. This target date commitment shall be given to the Committee and should usually be before the student starts on internship. Students who do not successfully defend their dissertation and have it approved by the various parts of the University within FOUR years of passing the Comprehensive Examination must retake the Exam or risk being removed from the Program.

The process for defending the dissertation is similar to the process of proposing it. Once the Chair(s) approves the final document, the dissertation defense date should be set and the document given to the committee members (note that for the final dissertation following the 5-chapter model, chapter 1 should be manuscript length and should review the entire dissertation – see below). The completed dissertation must be submitted to the Committee at least 2 weeks prior to the scheduled dissertation examination. At the same time the final dissertation is delivered to committee members, an announcement will be posted by the student's Chair(s) via e-mail and the student will post written flyers in the main office of the Department of Psychological Science and Counseling, the Psy.D. bulletin board, and in the Psy. D. student lounge in the clinic and will prepare an email announcement to be sent to all program members. Committee members will read the proposal and give feedback to the student and the student's Chair(s) at least one week before the meeting in order for the student to have time to prepare for the questions that may arise during the proposal. The ensuing oral examination is scheduled for two hours and shall begin with the student making a short presentation to the committee regarding the overall project and builds on the previously presented proposal defense. Other Austin Peay State faculty or students, or other individuals invited by the student, may attend and ask questions of the student after the Committee has completed its questioning/discussion; however, the final determination of the status of the proposal rests solely with the Committee members, who will deliberate after all non-faculty have left the room.

To pass the oral defense of the dissertation, the student must receive an overall vote of “pass” by the majority of the Committee members. To assist faculty in evaluating the student's dissertation, a Rubric is used (see Appendix S). Students are advised to consult this Rubric throughout the dissertation process for guidance. Verification, in writing, of the satisfactory completion of the dissertation and oral examination, along with the names of dissertation committee members, is filed by the Chair(s) with the College of Graduate Studies when the dissertation is successfully defended. A successful outcome of the dissertation defense is recorded on the Approval Page of the dissertation and on the “Completion of Requirements for the Psy D Degree” form (Appendix W). The committee may vote to pass the candidate pending revisions in the final document with a specific date for when revisions must be completed. In that event, the dissertation is not officially completed until the Chair(s) certifies that all requested changes have been made. In the event that a majority of the committee does not pass the candidate, a remediation plan will be developed by the committee with specific dates for revision to be completed.

After committee approval, and after all suggested corrections have been made, the dissertation is submitted to the Graduate College for final format review. Please note that the deadline for this review is determined by the Graduate College and students are advised to check all deadline dates for the semester in which they intend to graduate. Note that if the dissertation is successfully defended prior to the completion of internship, then the end of internship will signify readiness to graduate. Please see the Dissertation Preparations Guidelines on the College of Graduate Studies website: [Thesis/Dissertation Preparation Manual \(apsu.edu\)](https://www.apsu.edu/graduate-studies/thesis-dissertation-preparation-manual)

Rationale for 5 Chapter Dissertation: Many dissertations are so comprehensive and lengthy that the idea of condensing them to a publishable length is so daunting that after the long process of

dissertating, the student does not return to the final product. This result is problematic for many reasons, not the least of which is that the results of the project may be able to make a significant contribution to the field and to the treatment of people and their problems. As noted earlier, there are many ways to be a scholar, but to be considered such, one shares one's results with others. Further, the dissertator's participants have offered their time and expertise, often in exchange for very little and in many instances, it would be disrespectful to the participants to not attempt to use their data to contribute to the field. Therefore, the Psy.D. faculty members have structured the dissertation so that the possibility of publishing the results of the student's, and committee's, efforts are greater, once both proposal and final dissertation are accepted.

- For the proposal, Chapter 1 is to be a manuscript-length (approximately 20 pages of text; 30 pages total) overview of the literature and gaps that have been identified.
- For the final dissertation, Chapter 1 is to be a manuscript-length (approximately 20 pages of text; 30 pages total) overview of the entire project.
- In both instances, because we anticipate that the student's Chair(s) and other committee members will have contributed significantly to the products, the manuscripts that are submitted usually will include the student as first author, Chair as second author (Co-Chairs will negotiate second and third author status with the student and each other), and members of the committee as authors in the order of their contribution to the product being submitted. If one or more committee members did not make substantive contributions to the dissertation or the manuscript, they will be mentioned in an author note but will not receive authorship. This approach is consistent with APA ethical standards regarding research and publication (see APA Ethics Code [2010] Standard 8.12).

## **THE COMPREHENSIVE EXAMINATION**

### Statement of Purpose:

Because doctoral programs in professional psychology have a duty to oversee the education and training of doctoral students in order to produce competent and knowledgeable practitioners prepared to practice at the internship level, and following internship, at the early career independent practitioner level, the program requires a variety of methods to assess the knowledge and skills required to fulfill these goals. Additional reasons for this level of oversight include the protection of clients and the public, as well as protection of the profession at large. To those aims, the APSU Psy D program incorporates a variety of assessment methods including those described below.

### Registration for the Comprehensive Examination:

Students are expected to register for the comprehensive examination in the spring semester of their second year by submitting the form found in Appendix P. This must be filed with the program director no later than two weeks prior to the end of the spring semester of the second year and is subject to approval by the faculty.

### Comprehensive Examination Part I: The Portfolio

Students will submit an electronic portfolio in two sections documenting both professional identity development as a Counseling Psychologist as well as demonstration of acquired knowledge and understanding of selected Profession-Wide Competencies (PWCs) and

Discipline-Specific Knowledge (DSKs) as described by the American Psychological Association's Commission on Accreditation: [Standards of Accreditation for Health Service Psychology and Accreditation Operating Procedures \(apa.org\)](#)

#### Section I: Professional Identity Development as a Counseling Psychologist

- An updated Curriculum Vitae
- Evidence of attendance at one professional conference in the past year
- Evidence of affiliation with at least one professional association in the past year
- Evidence of attendance and completion of a minimum of one professional training opportunity on a clinically related topic within the past year (more is recommended)
- The most recent self-evaluation
- The most recent yearly evaluation by faculty

#### Section II: Demonstrated knowledge of select PWCs and DSKs

Student will submit examples of formal activities, papers, and work product that will demonstrate the student's mastery of pertinent knowledge and skills as taught in coursework, trainings, and professional practice. Some of these submissions will have originated as the final products or papers in doctoral coursework or activities related to students' clinical training during the doctoral program. Students should critically review and revise products or papers prior to submitting them to the Portfolio, making corrections or additions as needed and suggested by the feedback received following course or practicum submission. If a student is on a specialization track, the student must demonstrate competency with the specified population or setting (e.g. active military, veterans, and/or their families) through at least one of the submitted products in their portfolio. The competency may be demonstrated through a required product in the portfolio or a separate product submitted specifically to demonstrate this competency.

Students must submit the following items in Section II of the Portfolio:

- A cover letter of 2-3 pages double-spaced introducing the included items that reflects on the body of work represented by these products, noting how these products have contributed to their development as a counseling psychologist and demonstrating their internalization of counseling psychology values. Additionally, the cover letter should demonstrate inclusion of relevant multicultural issues within each artifact.
- The most recent practicum evaluation including documentation of direct observation by supervisor(s)
- A research proposal (product of CPSY 7400)
- A de-identified case presentation (product of CPSY 8501 & 8502)
- A de-identified integrated assessment report (product of CPSY 8100, CPSY 8110 and/or practicum)
- Vocational case conceptualization (product of CPSY 8010)
  - May also be fulfilled by an integrated assessment report that had vocational concerns as one of the presenting issues as noted above
- An Ethics case study (product of CPSY 8000)
- Supervision paper (product of CPSY 8220)
- Multicultural class artifact (product of CPSY 8050)
- The product of any course or experience demonstrating specialty learning (e.g., product demonstrating competence in military psychology)

- Any additional information such as most recent teaching evaluations that student wishes to have considered

### Grading:

Both parts of the portfolio are due no later than Friday of the last full week in May and will be evaluated according to the rubric found in Appendix Q. Each portfolio will be evaluated by two faculty members and then reconciled complete with comments within 4 weeks following the due date. If students need to remediate any portion of the portfolio, they will have 4 weeks to complete and remediate prior to the oral portion of the examination. It is **STRONGLY** suggested that students review the scoring rubric carefully prior to submitting their portfolios.

### Comprehensive Examination Part II: Oral Case Study

Students must pass the portfolio portion of the Exam in order to be eligible to sit for the orals. The oral portion of the exam is intended to allow students to demonstrate their professional demeanor and their ability to "think on their feet," especially related to counseling issues. Students are expected to behave just as they might in a job interview or professional case conference, demonstrating their knowledge, ethics, competence, professionalism, judgment, etc., and demonstrating their familiarity with the pertinent research literature. The purpose of orals is a scholarly exchange of ideas between the student and their committee that is focused on a case but will move in a variety of directions based on the responses of the student and questions by committee members. It is an opportunity for the student to demonstrate the ability to engage in spontaneous scholarly dialogue, think through, and communicate about professional, practice, and scientific issues.

The student will be given a case scenario and the general exam questions one hour prior to the start of the examination; the student will have a private space to develop responses but is not allowed to bring materials other than blank paper and a writing instrument. The committee members then examine the student on assessment, treatment, and theoretical knowledge related to the case. Students are evaluated for their ability to recognize ethical and sociocultural issues, define problems, organize assessment and treatment plans, develop interventions, make appropriate referrals, and plan for case closure. Each faculty member grades the student's performance on a scale of 1 to 5. An overall average score of 3 is required to pass the exam, however, students will not pass if the ethics domain earns a score less than 3. In the event of a failure, the student will be given one opportunity to retake the exam with an alternate case; this remediation will take place within 2 weeks of the original oral exam. Students who do not pass the remediation exam will be required to re-take the exam at a time to be scheduled by the faculty, with the earliest date being 6 months later. Failure of the initial and second attempts as well as the later attempt (6 months or longer later) will constitute grounds to be removed from the program.

Oral exams are scheduled by the Comps Chair and under usual circumstances will take place immediately prior to the start of Fall semester of the third year of study. Oral exams are scheduled for 90 minutes and exams for all students will take place within a few days of one another, depending on the number of examinees taking orals. Oral examination committees are comprised of three Psy.D. core faculty members, one of whom will be the examinee's advisor and the other two Psy.D. members on the committee will be determined by the Comps Chair.

Oral exams for all students will be roughly equivalent in structure. Of course, the content of each oral exam will depend on the particular committee and the flow of ideas, thereby making the oral exam a somewhat unique experience for each student.

In order to help all involved to understand better the purpose and process of orals, the major elements that make up a solid oral exam performance have been operationalized. Students' performance is evaluated on the following 8 items/domains:

1. Presentation, poise, professional behavior, anxiety management, good balance of openness and confidence but without defensiveness/overconfidence.
2. Thoughtful integration of theory, research, and practice; a practitioner-scholar approach; appropriate engagement in scholarly dialogue (note that implicit within all of these is an ability to draw from, and refer to, the appropriate literature).
3. Integration of the core aspects of the Program: (a) cultural diversity, (b) social justice, (c) evidence-based practice in psychology, (d) advocacy, and (e) military-related practice, if indicated by the case study.
4. Demonstration of clear identity as a Counseling Psychologist in training.
5. Demonstrated ability to think on one's feet; flexibility and openness of thinking; demonstrated response to immediacy of process and dialogue in the oral exam.
6. Ability to translate academic issues into real-world applications; ability to build critically on current paradigms or solutions by applying one's own thinking.
7. Demonstrated ability to bring one's own thinking to bear on controversial issues, and possibly to move beyond merely socially desirable answers.
8. Demonstrated understanding of ethical and professional issues, relevant ethical codes, as well as appropriate legal and regulatory considerations, etc.

The rubric for the oral examination is found in Appendix R. It is **STRONGLY** suggested that students read and understand the scoring rubric prior to sitting for the oral exam.

## **INTERNSHIP**

A one-year full-time or two-year half-time internship of approximately 2000 hours is required. The internship is an integral component of the total educational focus of the Psy.D. Program. The philosophy behind the inclusion of the internship year within the training curriculum is to allow for the application of knowledge and practice of skills acquired during training within an environment consistent with the intern's future employment aspirations. The internship placement provides a context that is central to the purpose of the internship experience. Secondarily, the internship requirement meets the mandates of internship training suggested by the American Psychological Association and fulfills licensing requirements. Students typically are considered to be ready for internship when they have finished the last practicum, completed all formal course work, passed their written and oral Comprehensive Examinations, have a positive current comprehensive evaluation, and have successfully proposed their dissertation. Students must receive permission from the Psy.D. faculty before applying for internship, as will be described in the next section.

### **Evaluation of Readiness for Internship**

Evaluation of readiness for internship is an ongoing process that occurs in multiple ways: (a) coursework requirements (e.g., courses completed, grades received) (b) practica requirements (e.g., supervisor evaluations, completion of sufficient hours), (c) dissertation proposal defense requirement (e.g., already completed by the time of the meeting or on track to be completed by November 1); (d) certification of internship eligibility and readiness on APPIC application; and (e) ongoing monitoring and evaluation of readiness. As per the policy of the Council of Counseling Psychology Training Programs, once a student has submitted a rank order list by the APPIC deadline, the Program faculty will not prevent a student from going on internship unless a gross ethical/legal/regulatory violation has occurred, and the internship site is notified.

The APPIC Application for Psychology Internship (AAPI) Part 2 (Academic Program's Verification of Internship Eligibility and Readiness) contains an item which states, "The faculty agrees that this student is ready to apply for internship. Yes or No." Therefore, at the beginning of the year that the student plans on applying for internship, they should submit the Intent to Apply for Internship Form (Appendix T) by September 15, after which the core faculty will meet and evaluate the readiness of the student. At this meeting, the Psy.D. faculty may either (a) grant permission to apply for internship pending the student's successfully proposing the dissertation and passing both the written and oral comprehensive exams or (b) deny permission to apply for internship. The decision regarding whether a student is ready to apply for internship will be determined by a majority vote of all Psy.D. faculty members present at this meeting.

If faculty members deny application to internship they shall, at the first denial, provide in writing to the student the reasons why, which can include failure to meet academic standards or pre-requisites. The letter will detail the actions needed to be able to apply for internship. In this case, if deemed appropriate to the specific situation, the student may be asked to first meet with the faculty or a faculty sub-committee to present a plan regarding what they would propose to do to address identified deficits and how the outcomes would be measured (i.e., how will the faculty judge that the plan has worked and that the deficits have been remedied?). In formulating the plan, students are encouraged to consult with their advisor or any other faculty member. After the meeting in which the student presents their plan, the faculty or faculty subcommittee will take the student's presentation into account, and then outline the exact conditions for being able to apply for internship, which will subsequently be provided to the student in writing.

When a denied student seeks approval to apply for internship again, they must demonstrate what has been done to resolve the previously identified problem or issue. In this case, a second denial to apply for internship may result in the student no longer being allowed to continue in the Program.

### **Ongoing Monitoring and Evaluation of Readiness for Internship**

The faculty will engage in ongoing monitoring and evaluation of readiness for internship throughout the time between when they deem a student ready to apply for internship (see above) and the time the student submits their internship rank-order. Thus, if any concerns surface during this time period regarding whether the student has met academic standards or pre-requisites (including the dissertation proposal defense requirement and the comprehensive examination requirements outlined above), the faculty may revoke approval to apply for or go on internship.

If the faculty members revoke approval to apply for or go on internship, they shall provide in writing to the student the reasons why, which can include failure to meet academic standards or pre-requisites (including the dissertation proposal defense requirement or comprehensive examination requirements outlined above). The letter will detail the actions needed to be able to apply for internship. In this case, if deemed appropriate to the specific situation, the student may be asked to first meet with the faculty or a faculty sub-committee to present a plan regarding what they would propose to do to address identified deficits and how the outcomes would be measured (i.e., how will the faculty judge that the plan has worked and that the deficits have been remedied?). In formulating the plan, students will be encouraged to consult with their advisor or any other faculty member. After the meeting in which the student presents their plan, the faculty or faculty subcommittee will take the student's presentation into account, and then outline the exact conditions for being able to apply for or go on internship, which will subsequently be provided to the student in writing.

When a denied student seeks approval to apply for or go on internship again, they must demonstrate what has been done to resolve the previously identified problem or issue. In this case, a second denial to apply for internship may result in the student no longer being allowed to continue in the Program.

The following procedures will apply once the program has been given the "Accreditation on Contingency" designation by APA's Commission on Accreditation (CoA) and students can register through the APPIC MATCH system.

The "Internship Application Approval" Form (Appendix U) must be completed and given to the Program Director no later than the September 30th prior to the year a student hopes to begin internship in order to provide adequate time to complete the Internship Verification Form. The student's advisor and the Program Director will review each student's experience and goals for internship and help students select appropriate internship programs for application. Students should also provide the Program Director with a completed electronic copy of the APPIC Internship Verification Form.

The importance of the internship mandates the serious consideration of the site selection. The student should start planning for the internship at least during the summer prior to applications being due, and the student's advisor and recent practicum instructor(s) should be consulted. Students are encouraged to apply to a range of internship sites in order to enhance their opportunity for an offer from one or more of the sites. Application to APA approved pre-doctoral internships is recommended and, except in unusual circumstances, all internship sites must be members of the Association of Psychology Predoctoral Internship Centers (APPIC). If a student wishes to apply to a non-APA/non-APPIC site then they must receive approval from the Psy.D. faculty before applying. The student should provide a description of the internship site, including written material and website addresses, contact information for the training director of the internship site, and reasons for choosing this site to their advisor. Additionally, the Program Director will contact the training director of the internship site to determine the appropriateness of the site based on criteria found in Appendix V. The faculty will review this material and the student's reasons and come to a determination. Because there may be negative consequences to

accepting an offer from a non-APA/non-APPIC site (e.g., inability to be eligible for licensure in some states or ineligibility for some job positions), students will be required to sign a form indicating that they understand the risks and assume complete responsibility if they are placed at a non-APA/non-APPIC internship site (see Appendix W). Students should also be aware that there are negative implications for the Program if students go to non-APA/non-APPIC sites because the accreditation team will look at internship data and we must post data on the program website.

After narrowing down possible sites according to how well they meet the needs of the individual student, the student should discuss the list with their advisor. The next step is to formally apply to the chosen internship sites and to inform the Program Director of needed letters and forms certifying the student's readiness for the pre-doctoral internship. Assistance is available, but it remains the responsibility of the student to make sure that all steps necessary in obtaining their internship are completed. Please note that preparation of these materials can take a significant amount of time, but the Program has attempted to simplify the process by having students write the equivalent of internship letters and essays when applying for practica sites and by having practicum hours maintained on internship-equivalent forms (see the APPIC website for these materials). Materials need to be given to the Program Director at least 3 weeks prior to the earliest date that applications will be submitted.

Students are reminded of the importance of following the APPIC rules for internship applications (including timely and proper completion of the APPIC Application for Psychology Internships) and interviews. Selection decisions are made via APPIC computer matching process and students receive periodic information updates about current match policies from APPIC and on the Psy.D. listserv. Once the student has accepted an internship offer, they must notify the Program Director. This notification should include the official name of the site, its address, and the name, telephone number, and e-mail address of the site's training director. Once the internship has been successfully completed, the student is responsible for filing documentation of completion with the Program Director and ensuring the certificate has been received.

Communication between doctoral training programs and internship programs is of critical importance to the overall development of competent new psychologists (see the Council of Chairs of Training Councils [CCTC] Recommendations for Communication for an expansion of these statements). The predoctoral internship is a required part of the doctoral degree, and while the internship staff assess the student performance during the internship year, the doctoral program is ultimately responsible for evaluation of the student's readiness for graduation and entrance to the profession. Therefore, evaluative communication must occur between the two training partners.

Given this partnership, our training Program has adopted the following practices:

- All students will be informed of the practice of communication between the doctoral program Training Director/Director of Clinical Training (or faculty designate) and internship Training Director (or designate). It should be emphasized that this communication is consistent with discussion among trainers throughout the student's graduate training (e.g., practicum supervisors).

- Once a student has been matched with an internship site, the internship and doctoral program Directors will communicate about the specific training needs of the student, so that the internship Director has sufficient information to make training decisions to enhance the individual student's development.
- During the internship year, the Directors of the two programs will communicate as necessary to evaluate progress in the intern's development. This will include a minimum of once following the initial match and two formal evaluations (one at mid-year and one at the end of the year) and may also include regular formal (written) or informal communication. The student/intern has the right to know about any written communication that occurs and can also request and should receive a copy of any written information that is exchanged.
- In the event that problems emerge during the internship year (e.g., an intern fails to make expected progress), the Directors of the two programs will communicate and document the concerns and the planned resolution to those concerns. Both doctoral training program and internship program policies for resolution of training concerns will be considered in developing necessary remediation plans. Progress in required remediation activities will be documented and that information will be communicated to the doctoral Program Director.

Internship evaluations are sent to the Program Director during your internship year. The faculty will use this feedback to evaluate your progress on internship.

Students are required to register for 1 hour of internship each semester they are at their internship site (including summer). It is the student's responsibility to maintain this enrollment. For the purposes of the Program, enrollment in internship constitutes full-time student status.

## **LEAVE OF ABSENCE**

If, for personal reasons, a student cannot meet the continuous enrollment requirement, the student should apply for a leave of absence by submitting a letter of request to their advisor in advance of the term for which leave is sought. The letter should include the reason for the petition along with sufficient detail about the situation to permit the Program faculty to make an informed decision about the petition. If details are highly personal, with the permission of the Program Director, the student may limit more in-depth discussion of the situation to their advisor and/or the Program Director. Such a discussion should include how much or what information can be shared with other Psy.D. faculty. Any Psy.D. faculty member may request supporting documentation to assist in the evaluation process.

Students may request a leave of absence for up to one year. All requests will be reviewed on a case-by-case basis. The student must receive approval for the leave from the doctoral advisor, a majority of the Psy.D. faculty, and Psychology Department chair. The approved request will then be forwarded to the Dean of the Graduate College for final review, approval, and filing in the student's Graduate College record. If the student requires more than one year of leave, reapplication to the doctoral Program may be required. Return to active status will occur following a meeting with the Program Director and/or Program faculty. This policy is not

intended to supercede the University's policy on academic withdrawal, which can be found in the Graduate Catalog. **The 6-year time limit for completion of the requirements for the doctoral degree is not extended for students who are granted a leave of absence.**

## **ADVANCEMENT TO DOCTORAL CANDIDACY**

Doctoral Candidacy is recognition by the Program that the student has reached the denouement of their academic course of study. Typically, this recognition comes near the end of the student's program, after passing the written and oral comprehensive exams and a successful dissertation proposal. This recognition brings with it a listing of all remaining requirements left to be completed before graduation. The Completion of Requirements for the Psy.D. Degree Form (Appendix W) must be submitted according to the timelines specified by the Graduate College.

Upon achieving this milestone, students can refer to themselves as a "doctoral candidate" instead of a "doctoral student," which indicates to others that the student is nearing completion of the degree. However, until students have actually completed all requirements and officially graduated (whichever comes later), they cannot refer to themselves as "Doctor" nor can they place "Psy.D." or "Psy.D.(c)" after their name and they should clarify their status with others who refer to them as "Dr." In addition, students should not use the letters "ABD" ("All But Dissertation") or "ABI" ("All But Internship") after their names at any point because these can appear to indicate a degree or certification to members of the general public.

## **GRADUATION**

### **Application for Graduation**

An application for graduation (obtained from the Graduate College) should be filed according to the timeline specified by the Graduate College and this and other pertinent information is found on the Graduate College Graduation Checklist [Graduation Checklist \(apsu.edu\)](http://apsu.edu). It is the student's responsibility to keep the Graduate College, Registrar, advisor, and Program Director informed of any changes in graduation plans. The Registrar, Graduate College, and/or Program Director must conduct a graduation check of the course of study and approve graduation by signing the appropriate forms, including the Completion of Requirements for the Psy.D. Degree Form (Appendix W).

### **Graduation Ceremonies**

Austin Peay State University recognizes the accomplishments of all graduating doctoral students. Students may walk in the Commencement Ceremony only after their dissertation has been successfully defended. The student carries the doctoral hood to the graduation stage and is hooded by the chair of their dissertation committee. This is an important ceremony, and each graduate is encouraged to attend.

The Psy.D. Program is designed to meet the licensing requirements in the various states; however, because licensure requirements differ across states, students should be aware of the specific requirements for the various states in which they may choose to practice and the Program faculty cannot guarantee that such requirements will be met upon graduation. Upon the successful completion of the Program, please remember that the faculty of the Psy.D. Program remains available for recommendations, advice, and suggestions as you prepare for licensing as a psychologist. It is expected that all students will pursue this license after graduation.

After graduation it will be important to keep the Program Director and your advisor apprised of your development and contact information. APA requires that programs keep track of their graduates and compile statistics regarding accomplishments as well as their post-graduation evaluation of the Program. Thus, not only is our first accreditation visit dependent upon you, subsequent positive visits will also be dependent upon maintaining a connection with you and your responding to Program requests for information. We will have a section on the website devoted to Alumni because we want to be able to post information regarding your successes after you leave.

## EVALUATION OF STUDENTS

### **Expectations for Professional Involvement**

Students should understand that optimal professional development during the graduate school years requires more than completion of Program requirements. Students are expected to become student affiliates of relevant professional associations, particularly the Society for Counseling Psychology (Division 17) of the American Psychological Association, the American Psychological Association of Graduate Students, and the Tennessee Psychological Association, and they are encouraged to involve themselves in professional association activities (e.g., conferences). Active involvement in Departmental and Program activities is an equally important aspect of professional development. Part of the graduate school experience is attendance at departmental colloquia and trainings; these are scheduled at various times of the year and occur typically on Fridays in the Department of Psychology. These events may include presentations by fellow graduate students, faculty, or outside speakers. If at all possible, students should try to attend these programs.

To minimize schedule conflicts, a Program common hour has been identified in which no required courses are held. That hour varies each semester but will be announced in advance. Students should make every effort to keep this time slot open in their schedules for Program events, such as the Town Hall Program meetings and accreditation updates that may take place. In addition to the above activities, students are encouraged to seek out additional avenues for practice, community service, training, and research. Although involvement in these types of activities is generally desirable, students should consult with their advisors to ensure that their commitments are developmentally and professionally appropriate and manageable.

Because we value the scholarly process and because there are potential additional benefits to being professionally active (e.g., being more competitive for internship placements or certain

types of jobs), there are a set of expectations that students must meet prior to graduation: (a) each year each student will be expected to be a member of appropriate professional organizations (there are reduced rates for students); the faculty members have determined that, for professional development reasons, the optimal minimal membership for students is SCP by the end of Year 1 (at the latest), APAGS by the end of Year 2 (at the latest), and TPA or the association of the state where the student will be completing internship by the end of Year 3 (at the latest); (b) each student will be expected to be author/co-author of at least one project submitted for presentation (e.g., as a poster or paper) at a professional conference; (c) each student will be expected to have participated in a community outreach project (e.g., professional workshop, community presentation, consultation project). The faculty will assist in the achievement of these by assisting students in turning required papers for courses (and the dissertation) into possible presentations (community and professional) and/or publications. Students must document submission/acceptance of manuscripts or presentations to receive credit for meeting parts (b) and (c). Examples of adequate documentation include a copy of the conference program listing their presentation or of the letter denying acceptance of the proposal, a copy of the acceptance/denial letter from the journal editor, or a copy of the published article (note: we do not need to see the actual submission). Satisfaction of each of these requirements will be noted by the student on the Annual Self-Evaluation Form (Appendix Y), and are a required part of the Comprehensive Exam Portfolio.

In addition to these four requirements, pending availability and resources, at least once before internship, each student is encouraged to attend a professional conference, be involved in a grant submission, and be involved in the teaching of a course.

### **Student Review and Retention**

Review of Psy.D. student competence will be undertaken in accordance with The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC) and subsequently adopted in principle by the Council of Counseling Psychology Training Programs (CCPTP) (see Appendix S). The Psy.D. faculty developed and approved, in keeping with professional standards, a Program statement regarding Psy.D. student competence (see Appendix X). As you know, informed consent related to this statement is a formal part of the admissions process and you signed a form attesting that you understood the scope of review.

Students also need to be thoroughly familiar with the APA (2010) Ethical Principles of Psychologists and Code of Conduct, Tennessee Board of Psychology regulations and associated laws, and the Austin Peay State University Standards of Student Conduct, which serve as the foundational guidelines for reviewing student behaviors. Students must understand that their conduct, personal appearance, attitudes, values, and behavior influence client, peer, and general public opinions and they are expected to behave so that these constituencies view them positively. Substandard, incompetent, unethical, illegal, and/or professionally unbecoming behavior on the part of a student at any time during the course of training will be considered by the Psy.D. faculty and may be cause for dismissal from the Program.

In keeping with the philosophy and general objectives of the Psy.D. Program, student progress is discussed at Psy.D. faculty meetings as appropriate. Concerns related to such things as a student's academic progress, ethical behavior, and/or personal fitness to be a Counseling Psychologist may be raised by any faculty member. Doctoral training involves collaboration and partnerships with multiple training sites, including practicum placements, doctoral internship training programs, and others, such as other academic departments. Communication between doctoral training programs and these training partners is of critical importance to the overall development of competent new psychologists. Therefore, it is the position of our training Program that regular communication about students' performance and progress must occur between the Program faculty and other training partners, and that the content from this communication will contribute to regular evaluation of the student's progress (see the Council of Chairs of Training Councils [CCTC] Recommendations for Communication for more details).

In addition, at least once a year the Psy.D. faculty will meet to review the progress of all Counseling Psychology students and then provide written feedback on the extent to which they are meeting the Program's requirements and performance expectations. Students are evaluated based on their performance in coursework, applied activity, scholarly endeavors, and assistantship assignments; involvement in appropriate professional development activities; and ethical conduct and other behaviors and characteristics as relevant to a comprehensive review of competence. By July 31st of each year, all Psy.D. students must prepare and submit to the Program Director a written self-evaluation. The format for this self-evaluation is provided in Appendix Y. Failure to provide this evaluation constitutes inadequate progress and may result in loss of assistantship or dismissal. Along with the self-evaluation, students are to submit to the Program Director a completed annual data collection form (also found in Appendix Y). This form is used to facilitate the completion of various Program reports for university and APA accreditation and therefore failure to provide this form constitutes inadequate progress and may result in loss of assistantship or dismissal from the Program. At the same time that students provide self-evaluations, they also anonymously complete an evaluation of the Program (Appendix Z), which is used to help improve the Program.

Course grades and performance tap into students' scholastic abilities and practicum/supervisor evaluations provide evidence of practical skills. Your ability to work with others is continually being evaluated through courses, practicum, and interactions with professors, staff, and student-colleagues. However, none of these avenues examines your professional development. Therefore, as noted above, there is also a set of expectations related to your development as a scholar and future professional. Each student is expected to participate in appropriate professional organizations (e.g., APA, Society of Counseling Psychology, Tennessee Psychological Association) and contribute to the knowledge of the field (e.g., through presentations and publications), and each of these are required as part of the Comprehensive Exam Portfolio.

Written evaluation is given to each student regarding performance in graduate classes and applied activity, performance in required scholarly activity, assistantship responsibilities (including teaching, when applicable), performance in additional non-required scholarly activity (e.g., additional presentations, publications, assistance with grant proposals), and professional development (e.g., student initiative and independence, Program/Department citizenship). Where

appropriate, feedback will also be provided about other behaviors and characteristics relevant to a comprehensive evaluation of student competence. For example, faculty will consider a student's personal development and maturity, including

- There should be an indication that the student is intrinsically motivated as well as externally motivated
- The student should be able to relate with and accept a wide range of people and ideas. And we expect students to be willing to challenge their beliefs and values in order to work with a wide range of people and ideas
- The student should be capable of maintaining a reasonable degree of objectivity when dealing with people
- The student should be able to reach reasonable compromises when necessary, particularly in a work setting involving colleagues
- The student should be capable of responding to others as individuals based on intricate observations and refined analyses rather than unfounded generalizations
- The student should be capable of responding to others as individuals, without stereotyped or prejudiced judgment
- The student should be aware of their own personal issues and be able to demonstrate intrapersonal stability when functioning in a professional capacity

After students receive their letter they will meet in person with their advisors to discuss the evaluation (unless they are on internship or otherwise located far from Austin Peay State, in which case they will meet by phone).

### **Procedures for Handling Poor Performance**

The procedures for dealing with students whose performance falls below that expected by the Program are usually specific to the area(s) in question. For example, if the performance is a low grade (i.e., below B) in a class, then the instructor of record will work with the student to establish a remediation plan that will be shared with the student's advisor and possibly the rest of the Psy.D. faculty. Where the performance relates to an off-site applied activity, the supervisor of record and the practicum instructor will intervene and report behaviors that are of concern. All three (student, supervisor, and instructor) will review the activities and establish a plan to work with the student to bring their behaviors up to acceptable standards, and this plan will be reviewed by the entire Psy.D. faculty. When student performance is not related to coursework, faculty members are still expected to make direct interventions related to any specific behavior that falls below that expected by the Program (e.g., hearing a student talking about a client in a public place, or other areas related to professionalism and/or ethical behavior) and to report this to the student's faculty advisor and the Psy.D. faculty as a whole in the annual student evaluation session or sooner. On occasion, students may be advised that the faculty members recommend personal psychotherapy as an avenue for professional development. At such time, resources will be discussed with the student under review.

At times a student's overall performance can fall below that expected by the Program even though any single individual action is not violating a Program standard (e.g., not completing expected work on time). The pooling of individual experiences can bring a student's overall performance to the collective attention of the Psy.D. faculty. This takes place as part of the annual student evaluation session (e.g., the student has been consistently tardy with a number of

obligations), although it can take place through faculty discussion at any time during the year. After the accumulation of incidents that individually did not require specific intervention, but which collectively merit attention, that student's faculty advisor will set up a meeting with the student to provide her or him with information regarding specific behaviors of concern.

Feedback regarding these behaviors is also noted in the student's annual evaluation letter. In some instances, a follow-up meeting with the Program Director may be undertaken to convey with consistency and conviction the concerns about the student activity. These sessions also become an opportunity to establish plans to rectify problem situations. If these courses of action do not result in a favorable outcome, Psy.D. faculty will meet and establish a written remediation plan that is specific to the situation and student. This plan is then delivered by the Program Director, along with the student's advisor, and a behavioral intervention strategy will be devised, discussed, agreed to, and implemented. In an instance where the student does not then reach a level of performance satisfactory to the Program, further faculty action (again, specific to the situation under review), with great attention to student rights, will be undertaken. Success or failure of remediation plans are documented on the forms, students are provided a copy, and a copy is filed in the student's file.

Dismissal of students from the Program may occur when remediation is not possible or when recommended remediation efforts are not successfully undertaken by the student in question or may occur immediately in extreme instances. In these and other matters relevant to the evaluation of a student's performance, the Program adheres to Austin Peay State University's and the American Psychological Association's regulations as well as local, state, and federal statutes and regulations regarding fair treatment of students.

### **Students with Competence Problems**

Accountability to the public and the maintenance of professional standards are responsibilities of professional psychology. When psychologists and psychologists-in-training become aware of that they themselves may not be performing competently, or they become aware of colleagues or trainees whose performance has been negatively impacted by medical conditions, psychiatric/psychological disorders, distressful personal problems, substance abuse, or some other reason, they have a professional responsibility to intervene. The APA Ethics Code (2010) includes Standard 2.06: Personal Problems and Conflicts, which states that:

- (a) Psychologists refrain from initiating an activity when they know or should know that there is a substantial likelihood that their personal problems will prevent them from performing their work-related activities in a competent manner.
- (b) When psychologists become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance and determine whether they should limit, suspend, or terminate their work-related duties. (See also Standard 10.10, Terminating Therapy.)

There are two other standards that pertain to this discussion, 1.04: Informal Resolution of Ethical Violations and 1.05: Reporting Ethical Violations.

#### 1.04 Informal Resolution of Ethical Violations

When psychologists believe that there may have been an ethical violation by another psychologist, they attempt to resolve the issue by bringing it to the attention of that individual, if an informal resolution appears appropriate and the intervention does not violate any confidentiality rights that may be involved. (See also Standards 1.02, Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority, and 1.03, Conflicts Between Ethics and Organizational Demands.)

#### 1.05 Reporting Ethical Violations

If an apparent ethical violation has substantially harmed or is likely to substantially harm a person or organization and is not appropriate for informal resolution under Standard 1.04, Informal Resolution of Ethical Violations, or is not resolved properly in that fashion, psychologists take further action appropriate to the situation. Such action might include referral to state or national committees on professional ethics, to state licensing boards, or to the appropriate institutional authorities. This standard does not apply when an intervention would violate confidentiality rights or when psychologists have been retained to review the work of another psychologist whose professional conduct is in question. (See also Standard 1.02, Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority.)

Considering all these standards together, it is clear that students are responsible for themselves and for their colleagues. This section discusses how to respond to such situations. Students in the Psy.D. Program have a responsibility to address personal issues that may negatively affect their own performance in academic or clinical training (practica and internship) or may jeopardize the wellbeing of clients or peers. They also have a responsibility to address concerns about the ability of their student-peers.

Of course, it is preferable for issues affecting competence to be dealt with through prevention or voluntary intervention. The Psy.D. faculty occasionally may be required to intervene and insist that a student take steps to address issues that are negatively affecting their performance. These students will be treated respectfully and supportively. Although it is a goal of the faculty to help students reach their professional goals, it remains the primary responsibility of the faculty to protect the public, the student body, and the profession.

#### Reporting Competence Concerns

Students are encouraged to discuss concerns about themselves and their perceptions about their ability to function in academic and clinical settings, or interpersonally with peers, supervisors, or faculty with any of the Psy.D. faculty.

In most instances, faculty, staff, supervisors, or students who are concerned about possible competence problems in a Psy.D. student should first talk directly with the student to express their concerns and to encourage the student to remediate the problem voluntarily. Specific behavioral examples that support the concerns raised should be provided to the student. The student who is the focus of concern should be encouraged to discuss these matters with their advisor or the Program Director.

If the student who is the focus of concern is unable or unwilling to talk about the issues raised, or if the concerns are serious enough to warrant immediate action, then the concerns should be reported to the Program Director or the advisor of the student who is the focus of concern. The person making this report should be prepared to provide specific behavioral examples that indicate a concern regarding competence.

### Deciding on a Course of Action

Once the Program Director or the student's advisor is alerted to concerns about a student's competence, the faculty will convene to discuss the matter and to determine a course of action. If the faculty finds grounds to suspect competence problems, they may recommend any of a number of steps to ensure that an appropriate assessment and remediation plan is developed (See Appendix J for remediation plan form) or they may recommend dismissal. The steps for remediation may include, but are not limited to, (a) a modified plan of study that may include extra supervision or more coursework, (b) a referral to an appropriate medical or mental health professional to evaluate and treat the student for the concerns presented (at the expense of the student), (c) a proposal that the student take a leave of absence, or (d) any combination of the above or of additional interventions.

### Student Follow-Through

If the student with competence problems chooses to comply with the remediation plan, continued contact with the Program Director should be maintained to ensure a return to good standing or active status in a timely manner. However, the Psy.D. faculty may revise its remediation plan if the student fails to (a) comply with the original remediation plan, (b) successfully complete remediation, or (c) regain and maintain competence after remediation. In the event of noncompliance, the faculty may recommend dismissal from the Program.

## **POLICY AND PROCEDURE PETITIONS**

If extraordinary circumstances result in a student perceiving undue hardship (defined as including but not limited to medical/physical and/or financial challenges) in relation to the application of a Psy.D. policy and/or procedure, a formal petition (in the form of a letter) may be made to the Program faculty for the policy/procedure to be waived or modified. Such petitions are generally issued through a student's academic advisor and are considered on a case-by-case basis. Petitions are approved by majority vote of the Psy.D. faculty and then need to be approved by the Graduate College.

### **Grievance Procedures**

The Graduate College has adopted policies for appeals on their website with the majority of those policies found here: [Graduate Academic Policies and Guidelines - Austin Peay State University - Acalog ACMS™ \(apsu.edu\)](https://www.apsu.edu/graduate-college/academic-policies-and-guidelines).

Questions about specific grievance policies and procedures should be directed to the student's advisor and/or Program Director and/or Department Chair.

The Psy.D. student grade appeal follows the process outlined in the Graduate College material.

Academic appeal information is found here: [Graduate Academic Appeals \(apsu.edu\)](https://www.apsu.edu/graduate/academic-appeals/) The form for graduate academic appeals is found here: [GraduateAppealForm021418.pdf \(apsu.edu\)](https://www.apsu.edu/graduate/academic-appeals/graduate-appeal-form-021418.pdf)

The non-grade grievance procedure described below is designed to give the student the opportunity to correct a perceived injustice. It should be utilized only when the student contends that the process associated with making a decision about them or negative treatment of them by university employees that has a negative impact on their graduate student status has been arbitrary or capricious. This procedure is not to be used for grades because a separate policy exists for course grades. Situations that would be appropriate for the present set of procedures include but are not limited to concerns about the process associated with supervisory reviews that affect grades but are not grades in and of themselves, comprehensive exam results, and thesis or dissertation issues. For the purposes of this set of procedures, "arbitrary or capricious" implies that, among other things:

- The student has been given an evaluation on the basis of something other than their performance in the activity regarding something that is unrelated to the standard requirement of meeting professional interpersonal standards; or
- Standards utilized in the determination of the student's progress are more exacting or demanding than those applied to other students in the Program; or
- The decision is based upon standards that are significant, unannounced and unreasonable departures from those articulated in the student handbook distributed at the beginning of the student's enrollment in their graduate program.

The assessment of the quality of the student's academic performance is one of the major responsibilities of university faculty members and is solely and properly their responsibility. Therefore, the focus of any review associated with a grievance is on the process for making the decision, not on the decision itself. For some graduate students, other university employees may be involved in evaluations (e.g., practicum supervisors). A grievance is not appropriate when a student simply disagrees with the faculty member's/university employee's/program faculty's judgment about the quality of the student's work. A student who is uncertain about whether a decision should be appealed or who needs additional information about the grievance process can contact the Graduate College.

The burden of proof is always on the student to prove that a review of the process associated with a given decision is an appropriate action in their case. Students must adhere to the timelines delineated in this policy or the right to appeal may be lost (the Graduate College Dean may, under extreme circumstances, extend timelines at their discretion).

Filing a formal grievance is an important decision that should not be entered into lightly because it can have serious repercussions for everyone involved. A formal grievance should be filed only after all other avenues have been thoroughly investigated and exhausted. The Graduate College administration and the Psy.D. faculty members urge students to make every effort to consult with knowledgeable and trusted people and to attempt to resolve the perceived problem through an informal process. APSU has specific procedures in place

#### Informal Grievance Resolution Process

The student must begin the grievance process by contacting the university employee (for a

concern about a particular person) or the Psy.D. Program Director (for a concern about a programmatic decision) in an attempt to resolve the disagreement in an informal and cooperative atmosphere. This discussion should take place within 10 class days after the experience of concern or notification of the decision in question. The Graduate College and Psy.D. faculty believe that this is the preferred way of resolving problems and that most issues can be addressed through an informal process of mutually respectful discussion. If the student and employee/Program Director cannot reach a satisfactory resolution, the student may begin the formal grievance process.

#### Formal Grievance Resolution Process

Following the failure to reach resolution through the informal grievance resolution process and not later than one month after the attempt at informal resolution failed, the student must precisely and specifically state the reasons for the grievance; and follow the policies documented here: [3:002 Student Non-Academic Grievance Committee Guidelines v.1 \(policytech.com\)](http://policytech.com)

## APPENDIX A

### Aims and Competencies of the Psy.D. Program

In attempting to meet the following goals, the Psy.D. Program faculty members strive to provide a safe and nurturing environment for our students that fosters their growth as persons and professionals by encouraging them to engage in continuous personal and professional self-study and reflection. We endeavor to integrate the following into the Program as a whole and on an individual level:

- Faculty members are readily available to students for discussion and interaction
- Faculty members offer opportunities for high faculty/student interaction, active advising, and professional mentoring that models commitment to professional excellence in science, practice, and personal growth
- Faculty members facilitate and are accepting of students' individual choices of practice and research directions that best fit their professional interests
- Students participate in program governance
- Many courses include discussion components to foster reflective thought
- Several courses require reaction/reflection papers to help students reflect on their learning and chart their growth
- Supervision is structured such that students feel free to discuss important personal and professional issues
- Faculty members encourage and facilitate students' self-care (which includes, but is not limited to, access to personal therapy and other services when appropriate)
- Faculty members engage students in meaningful dialogue regarding personal and professional issues

**Aim #1:** To train counseling psychologists who have the requisite discipline-specific knowledge base to be successful on the doctoral internship and thereafter for entry into the practice of professional psychology.

**Objective:** Students acquire a knowledge base of psychology as a scientific discipline, and of counseling psychology as an area of professional specialization.

**Competencies Expected:**

1. Acquire or demonstrate an understanding of the history and systems of psychology.
2. Understand the current body of knowledge of scientific psychology in biological, cognitive, affective, developmental, and social aspects of behavior.
3. Demonstrate advanced level integrated knowledge of these foundational areas of scientific psychology.
4. Understand the current body of knowledge in research methods, techniques of statistical analysis, and psychometrics.
5. Understand the scientific, methodological, and theoretical foundations of practice in counseling psychology including individual differences in behavior, human development, and psychopathology.

**Aim #2:** To train counseling psychologists who have the requisite training and experience in the profession-wide competencies to be successful on the doctoral internship and thereafter for entry into the practice of professional psychology.

**Objective:** Students acquire a knowledge base and skills in the profession-wide competencies necessary for successful entry into the practice of professional psychology including research, ethical and legal standards, individual and cultural diversity, professional values, attitudes, and behaviors, communications and interpersonal skills, assessment, intervention, supervision, and consultation and interprofessional /interdisciplinary skills.

**Competencies Expected:**

1. Understand the theories and methods of research that allow them to evaluate the evidence-base surrounding multiple aspects of clinical practice and conduct research.
2. Understand ethical and legal standards in professional practice and research, demonstrate the capacity to make reasoned judgments about ethical practice related to emerging issues using codes, literature in professional ethics, and consultation with colleagues, and demonstrate ethical conduct in professional activities.
3. Demonstrate knowledge and skills in evidence-based practice.
4. Demonstrate the self-awareness necessary to be a multiculturally responsive and aware psychologist, and understand the concepts, theory, and research related to culturally responsive and aware practice and research. Demonstrate understanding of and commitment to social justice.
5. Demonstrate the professional values, attitudes, and behaviors associated with the practice of professional psychology across multiple settings.
6. Demonstrate the ability to maintain professional relationships and produce professional written and oral communications.
7. Demonstrate understanding of empirically supported assessment methods and tools, including the ability to accurately administer, score, interpret results, and communicate orally and in written format findings and implications in order to guide treatment and interventions for a range of client populations.
8. Demonstrate the ability to develop and maintain rapport with clients, create evidence-based intervention plans, implement interventions informed by current scientific literature, assessment findings, diversity characteristics, and contextual variables, and evaluate intervention effectiveness, adapting goals and methods consistent with ongoing evaluation.
9. Demonstrate knowledge of supervision models and practices, including the current empirical literature.
10. Demonstrate knowledge and respect for the roles and perspectives of other professions as well as knowledge of consultation models and practices.

## APPENDIX B

### Counseling Psychology Model Training Values Statement Addressing Diversity<sup>1</sup>

Respect for diversity and for values different from one's own is a central value of counseling psychology training programs. The valuing of diversity is also consistent with the profession of psychology as mandated by the American Psychological Association's Ethical Principles and Code of Conduct (2010) and as discussed in the Guidelines and Principles of Programs in Professional Psychology (APA, 2005). More recently there has been a call for counseling psychologists to actively work and advocate for social justice and prevent further oppression in society. Counseling psychologists provide services, teach, and/or engage in research with or pertaining to members of social groups that have often been devalued, viewed as deficient, or otherwise marginalized in the larger society.

Academic training programs, internships that employ counseling psychologists and espouse counseling values, and post-doc training programs (herein "training programs") in counseling psychology exist within multicultural communities that contain people of diverse racial, ethnic, and class backgrounds; national origins; religious, spiritual and political beliefs; physical abilities; ages; genders; gender identities, sexual orientations, and physical appearance. Counseling psychologists believe that training communities are enriched by members' openness to learning about others who are different than them as well as acceptance of others. Internship trainers, professors, practicum supervisors (herein "trainers"), and students and interns (herein "trainees") agree to work together to create training environments that are characterized by respect, safety, and trust. Further, trainers and trainees are expected to be respectful and supportive of all individuals, including, but not limited to clients, staff, peers, and research participants.

Trainers recognize that no individual is completely free from all forms of bias and prejudice. Furthermore, it is expected that each training community will evidence a range of attitudes, beliefs, and behaviors. Nonetheless, trainees and trainers in counseling psychology training programs are expected to be committed to the social values of respect for diversity, inclusion, and equity. Further, trainees and trainers are expected to be committed to critical thinking and the process of self-examination so that such prejudices or biases (and the assumptions on which they are based) may be evaluated in the light of available scientific data, standards of the profession, and traditions of cooperation and mutual respect. Thus, trainees and trainers are asked to demonstrate a genuine desire to examine their own attitudes, assumptions, behaviors, and values and to learn to work effectively with "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" (APA Ethics Code, 2010, Principle E). Stated simply, both trainers and trainees are expected to demonstrate a willingness to examine their personal values, and to acquire and utilize professionally relevant knowledge and skills regardless of their beliefs, attitudes, and values.

Trainers will engage trainees in a manner inclusive and respectful of their multiple cultural identities. Trainers will examine their own biases and prejudices in the course of their

interactions with trainees so as to model and facilitate this process for their trainees. Trainers will provide equal access, opportunity, and encouragement for trainees inclusive of their multiple cultural identities. Where appropriate, trainers will also model the processes of personal introspection in which they desire trainees to engage. As such, trainers will engage in and model appropriate self-disclosure and introspection with their trainees. This can include discussions about personal life experiences, attitudes, beliefs, opinions, feelings, and personal histories. Assuming no one is free from biases and prejudices, trainers will remain open to appropriate challenges from trainees to their held biases and prejudices. Trainers are committed to lifelong learning relative to multicultural competence.

Counseling psychology training programs believe providing experiences that call for trainees to self-disclose and personally introspect about personal life experiences is an essential component of the training program. Specifically, while in the program trainees will be expected to engage in self-reflection and introspection on their attitudes, beliefs, opinions, feelings and personal history. Trainees will be expected to examine and attempt to resolve any of the above to eliminate potential negative impact on their ability to perform the functions of a psychologist, including but not limited to providing effective services to individuals from cultures and with beliefs different from their own and in accordance with APA guidelines and principles.

Members of the training community are committed to educating each other on the existence and effects of racism, sexism, ageism, heterosexism, religious intolerance, and other forms of invidious prejudice. Evidence of bias, stereotyped thinking, and prejudicial beliefs and attitudes will not go unchallenged, even when such behavior is rationalized as being a function of ignorance, joking, cultural differences, or substance abuse. When these actions result in physical or psychological abuse, harassment, intimidation, substandard psychological services or research, or violence against persons or property, members of the training community will intervene appropriately.

In summary, all members of counseling psychology training communities are committed to a training process that facilitates the development of professionally relevant knowledge and skills focused on working effectively with all individuals inclusive of demographics, beliefs, attitudes, and values. Members agree to engage in a mutually supportive process that examines the effects of one's beliefs, attitudes, and values on one's work with all clients. Such training processes are consistent with counseling psychology's core values, respect for diversity and for values similar and different from one's own.

*At Austin Peay State University, trainees' attitudes and behavior regarding cultural diversity (broadly defined) will be included in part of the annual evaluation and overall review of student competence (as described in the accompanying document). Failure to be respectful, as determined by faculty evaluations, of diversity may result in negative evaluations. Important documents that will be considered regarding these issues include, but are not limited to, the following:*

- American Psychological Association. (2010). Ethical principles of psychologists and code of conduct (2002, Amended June 1, 2010). Available at <http://www.apa.org/ethics/code/index.aspx>

- *American Psychological Association. (2003). Guidelines on multicultural education, training, research, practice, and organizational change for psychologists. American Psychologist, 58, 377-402. Found here: [Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality, 2017 \(apa.org\)](#)*
- *American Psychological Association. (2004). Guidelines for psychological practice with older adults. American Psychologist, 59, 236-260. Found here: [Guidelines for psychological practice with older adults \(apa.org\)](#)*
- *American Psychological Association. (2007). Guidelines for psychological practice with girls and women. American Psychologist, 62, 949-979. Found here: [Guidelines for psychological practice with girls and women \(apa.org\)](#)*
- *American Psychological Association. (2011). Guidelines for assessment of and intervention with persons with disabilities. Found here: [Guidelines for Assessment of and Intervention with Persons with Disabilities \(apa.org\)](#)*
- *American Psychological Association. (2011). Guidelines for psychological practice with lesbian, gay, and bisexual clients. Found here: [Guidelines for psychological practice with lesbian, gay and bisexual clients \(apa.org\)](#)*

<sup>1</sup>This document [up to the italicized section at the end] was endorsed by the Association of Counseling Center Training Agencies (ACCTA), the Council of Counseling Psychology Training Programs (CCPTP), and the Society for Counseling Psychology (SCP) in August of 2006. The joint writing team for this document consisted of members from ACCTA, CCPTP, and SCP, including Kathleen J. Bieschke, Ph.D., Chair, (SCP), Arnie Abels, Ph. D., (ACCTA), Eve Adams, Ph.D., (CCPTP), Marie Miville, Ph.D., (CCPTP), and Barry Schreier, Ph.D., (ACCTA). This document is intended to serve as a model statement for counseling psychology training communities and we encourage sites to adapt the CPMTVSD to reflect their particular environment. The writing team for this document would like to acknowledge Laurie Mintz, Ph.D. and her colleagues at the University of Missouri-Columbia; the values statement for their program served as the starting point for the current document. Correspondence regarding this document should be directed to Kathleen J. Bieschke, Ph.D., 306 CEDAR Building, University Park, PA, 16802 or to [kbieschke@psu.edu](mailto:kbieschke@psu.edu). Available at <http://www.ccptp.org/trainingdirectorpage6.html>

## APPENDIX C

### Core Psy.D. Program Faculty Members

#### **Dr. Valerie S. Leake, (she, her, hers) Professor and Program Director**

Dr. Leake earned her Ph.D. in Counseling Psychology from the University of Kentucky in 2006. She completed her internship at the Cincinnati Veterans Affairs Medical Center and joined the faculty at Radford University in Virginia in 2007 after spending a year as a Visiting Assistant Professor in the University of Kentucky's Counseling Psychology program. In 2014, she left Radford to work at the Lexington Veterans Affairs Medical Center with the Posttraumatic Stress Disorders Clinical Team and as Evidence-Based Psychotherapies Coordinator. She returned to Radford University as Director of the Psy.D. program from 2016-2021. She joined the Psy D in Counseling Psychology program faculty at Austin Peay State University as Director in 2021. Her research interests include military veteran reintegration, particularly for rural veterans, posttraumatic stress disorder, evidence-based treatments, and adolescent belonging. She is licensed as a clinical psychologist in Virginia and enjoys working with veterans, couples, and families.

#### **Dr. Daniel K. McKelvey (he/him/his), Assistant Professor**

Dr. Daniel McKelvey earned his Ph.D. in Clinical and Counseling Psychology from the University of South Alabama in 2019. He completed his internship at The Ohio State University's Counseling and Consultation Service and completed a year-long postdoctoral residency in multicultural counseling at San Jose State University's Counseling and Psychological Services. In 2020, he was hired as a core faculty member of Austin Peay State University's newly launched Counseling Psychology PsyD program. His research interests include masculinities, gender role strain, intimate partner violence, sexual assault prevention, multicultural counseling competency, structural equation modeling, and item response theory.

#### **Dr. Erynne H. Shatto (she/her/hers), Assistant Professor**

Dr. Erynne Shatto earned her Ph.D. in Clinical/Counseling Combined-Integrated Psychology from the University of South Alabama in 2016. She completed a child focused internship at The University of Arkansas Medical School's Psychiatric Research Institute and completed a postdoctoral residency concurrent with her role as Assistant Professor at Regent University's doctoral program in clinical psychology. She has worked as the chief clinical research psychologist at the Naval Medical Center Portsmouth as an assistant investigator and research team member on grant funded projects (e.g., suicide, PTSD, clinical training) as part of the Clinical Investigations Department of the biomedical research team. During her time at NMCP she also held a faculty appointment where she engaged in training of psychology practicum students, interns, and postdoctoral fellows, as well as training psychiatry residents. She has also served as a director of clinical training at community training clinic. In 2021, Dr. Shatto was hired as a core faculty member of APSU's PsyD in Counseling Psychology program and serves as the program's training clinic director. Her research interests include trauma across the lifespan, infant mental health, neurodiversity affirming work with autistic individuals, and translational research involving child/adolescent mental health care.

**Dr. Nicole Knickmeyer, (she/her/hers) Professor and Chair of The Department of Psychological Science and Counseling, Affiliated Faculty**

Dr. Knickmeyer earned her PhD in Counseling Psychology from the University of Memphis in 2004. She completed her internship at Montana State University Counseling Services, during which she completed a rotation at the Crow/Northern Cheyenne Indian Health Services hospital in Crow Agency, Montana. She joined the faculty in the Department of Psychology at Austin Peay State University in 2004. She served as Program Coordinator for the M.S. in Counseling program from 2008-2014. She has been serving as Department Chair from January, 2015 to present. Dr. Knickmeyer developed the PsyD in Counseling Psychology program, which received approval from the Tennessee Higher Education Commission and the APSU Board of Trustees in 2019. Her research and clinical interests are in the areas of death, dying, and grief; women and gender issues, integrated healthcare, and interprofessional education. She has been a licensed Psychologist/HSP in TN since 2015.

**Dr. Alyssa Clements-Hickman, (she/her/hers)** will be joining the faculty as an Assistant Professor in August 2022. Dr. Clements-Hickman earned her PhD in Counseling Psychology at the University of Kentucky in 2021 following an internship at Auburn University's University Counseling Center. She is currently completing her postdoctoral year as a Visiting Assistant Professor at Auburn University. Her research interests include psychotherapy process and outcome, telehealth, and clinical training and supervision.



**APPENDIX E**

**Petition To Waive Coursework for Psy.D. Program**

Students may submit a petition to waive a graduate course if they have taken a similar course at the graduate level at a previous university within the past 7 years. A course covering the History and Systems of Psychology is an exception and is discussed in the handbook. Students may not waive CPSY 8000 (Ethics and Foundations in Counseling Psychology), CPSY 8050 (Advanced Multicultural Counseling Psychology) or CPSY 8501, 8502, or 8503 (Practicum). If wishing to waive a course, the student must request a copy of the current class syllabus, compare it with the syllabus from their own graduate course and write a petition of no more than 2 single-spaced pages, demonstrating the ways in which the course is equivalent to the one offered at APSU. This completed coversheet and a copy of the transcript where a grade of B- or higher is recorded for the class are also required for each course that a student wishes to waive. The Psy. D. faculty or the course instructor may request additional information if needed to make this determination.

Please type or print legibly:

Student Name: \_\_\_\_\_ I.D.# \_\_\_\_\_

APSU Course to be waived (name of course and number): \_\_\_\_\_

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**Approval**

Psy.D. Program Director (on behalf of faculty):

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Date: \_\_\_\_\_ Approved: \_\_\_\_\_ Denied: \_\_\_\_\_

Psychology Course Instructor (if needed):

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Date: \_\_\_\_\_ Approved: \_\_\_\_\_ Denied: \_\_\_\_\_

## APPENDIX F

### **The Importance of Psychotherapy for Students and Therapy Opportunities for Psy.D. Students**

The faculty members of the Psy.D. Program want to inform you about resources available during your graduate training. We hope that you take advantage of all your opportunities for personal and professional development during and subsequent to your graduate training.

Psychotherapy can be useful during graduate school. Sometimes students express interest in receiving their own psychotherapy, and we support these endeavors. Please note that because the Austin Peay State University Student Counseling Services is a practicum placement site, we strongly recommend that students talk to the Director of SCS, regarding whether they believe they can offer the necessary support or whether another provider might be better. This may mean that students need to look outside the University for services. However, this can lead to concerns regarding how to pay for private services, especially as students' fees pay for counseling at the SCS, and Psy.D. students also pay those fees.

Therefore, the Department of Psychological Science and Counseling has made arrangements with a local provider (Nicolette Tomaszewski, LPC-MHSP <https://centerforhealingtn.com>) for Psy.D. students to be seen and for the fees to be billed to APSU. These services are accessed by students noting that they are APSU Psy. D. students when making the appointment and are billed to the university/department with number of sessions to attempt to preserve confidentiality. Additionally, students can explore agencies in this area, such as Centerstone or the VAMC (if they qualify); however, students should note that these are potential practicum sites so students need to be aware that other students in the program may find out that they are receiving services at these agencies and their privacy, and perhaps even confidentiality, cannot be guaranteed.

Please feel free to talk with any faculty member about these possibilities.

**APPENDIX G**

**Psy.D. Program Plan of Study by Year: \_\_\_\_\_**

Student: \_\_\_\_\_

DEPT.	NO.	COURSE TITLE	CREDITS	REC SEM/YR	SEM/YR DONE	GRADE
PSY	7010	Statistics I	3	Y1/Fall		
CPSY	8000	Ethics & Foundations of Counseling Psychology	3	Y1/Fall		
CPSY	8001	First Year Colloquium	1	Y1/Fall		
CPSY	8050	Advanced Multicultural Counseling Psychology	3	Y1/Fall		
CPSY	7010	Teaching Psychology (GAs only)	1	Y1/Fall		
CPSY	8501	Practicum I	1	Y1/Fall		
		Total hours: 12				
PSY	7011 or 7012	Statistics II Or Qualitative Research Methods	3	Y1/Sp		
CPSY	7400	Advanced Research Methods in Counseling Psychology	3	Y1/Sp		
PSY	7030	Advanced Social Psychology	3	Y1/Sp		
CPSY	8020	Advanced Theories and Practice in CPSY	3	Y1/Sp		
CPSY	8001	First Year Colloquium	1	Y1/Sp		
CPSY	8501	Practicum I	1	Y1/Sp		
		Total hours: 14, Cumulative hours YTD: 26				
CPSY	8010	Vocational Psychology	3	Y1/Su		
CPSY	8100	Cognitive and Intellectual Assessment	3	Y1/Su		
CPSY	8001	First Year Colloquium	1	Y1/Su		
CPSY	8501	Practicum I	1	Y1/Su		
		Total hours: 8, Y1 Total: 34, Cumulative hours YTD: 34				
CPSY	8030	Counseling Children and Adolescents	3	Y2/F		
CPSY	8110	Personality Assessment	3	Y2/F		
CPSY	8220	Supervision in Counseling Psychology	3	Y2/F		
PSY	7380 or Elec.	Applied Military Psychology Or Elective	3	Y2/F		
CPSY	8502	Practicum II	1	Y2/F		
		Total hours: 13, Cumulative hours YTD:13				
PSY	7000	Biological Bases of Behavior	3	Y2/Sp		
CPSY	8620 Or Elec.	Trauma and Resilience: Theories and Interventions Or Elective	3	Y2/Sp		
CPSY	8040	Advanced Group Theories and Techniques	3	Y2/Sp		
CPSY	8021	Contemporary Interventions	3	Y2/Sp		
CPSY	8502	Practicum II	1	Y2/Sp		
		Total hours: 13, Cumulative hours YTD: 26				
CPSY	7020	Cognitive and Affective Bases of Behavior	3	Y2/Su		
CPSY		Elective	3	Y2/Su		
CPSY	8502	Practicum II	1	Y2/Su		
		Total hours: 7, Y2 Total: 33, Cumulative hours Total: 67				
CPSY	8200	Health Psychology	3	Y3/F		
CPSY	8630 Or Elec	Assessment and Treatment of Addictive Disorders Or Elective	3	Y3/F		
CPSY	8201	Health Service Consultation and Interprofessional Seminar	3	Y3/F		
CPSY	8503	Practicum III	2	Y3/F		
CPSY	9000	Dissertation	3	Y3/F		
		Total Hours: 14, Cumulative hours YTD: 14				
CPSY		Elective	3	Y3/Sp		
CPSY	8600 Or	Clinical Neuropsychology Or	3	Y3/Sp		

	Elec.	Elective				
CPSY	8503	Practicum III	1	Y3/Sp		
CPSY	9000	Dissertation	3	Y3/Sp		
		Total Hours: 10, Cumulative hours YTD: 24				
CPSY	9000	Dissertation in Progress				
	9002	Internship				
		Total for all 4 years: 91				
Electives		CPSY 7050, CPSY 7270, CPSY 7280, CPSY 8710, CPSY 8720				
		History and Systems				
		Lifespan Development				

**APPENDIX H**

**Overview of how the Psy.D. Program Meets Oversight Body Requirements**

Crosswalk of SoA Requirements and PsyD Curriculum

APA Standards of Accreditation Requirements: DSK	APSU PsyD Course(s)
<b>Category 1: History and Systems of Psychology</b>	PSYC 5250 History and Systems of Psychology (completed at masters-level)
<b>Category 2: Basic Content Areas in Scientific Psychology</b>	
Affective Aspects of Behavior	CPSY 7020 Cognitive and Affective Aspects of Behavior
Biological Aspects of Behavior	CPSY 7000 Biological Aspects of Behavior
Cognitive Aspects of Behavior	CPSY 7020 Cognitive and Affective Aspects of Behavior
Developmental Aspects of Behavior	COUN 5110 Lifespan Development (completed at masters-level)
Social Aspects of Behavior	PSYC 7030 Advanced Social Psychology
<b>Category 3: Advanced Integrative in Psychological Science</b>	CPSY 7020 Cognitive and Affective Aspects of Behavior
<b>Category 4: Research Methods, Statistical Analysis, and Psychometrics</b>	
Research Methods	CPSY 7400 Advanced Research Methods in Counseling Psychology; CPSY 9000 Dissertation
Statistical Analysis	PSYC 7010 Statistics I; PSYC 7011 Statistics II or PSYC 7012 Qualitative Methods
Psychometrics	Psychometrics tutorial unit
APA Standards of Accreditation: Profession-Wide Competencies	APSU Courses Specifically Relating to Competencies
I. Research	CPSY 7400 Advanced Research Methods in Counseling Psychology; PSYC 7010 Statistics I; PSYC 7011 Statistics II or PSYC 7012 Qualitative Research Methods; CPSY 9000 Dissertation
II. Ethical and Legal Standards	CPSY 8000 Ethics and Foundations in Counseling Psychology, Practicum
III. Individual and Cultural Diversity	CPSY 8050 Advanced Multicultural Counseling Psychology

<p>IV. Professional Values and Attitudes</p>	<p>CPSY 8000 Ethics and Foundations in Counseling Psychology; Practicum</p>
<p>V. Communication and Interpersonal Skills</p>	<p>CPSY 8210 Health Service Consultation and Interprofessional Seminar; CPSY 8501-03 Practicum I, II, III in Counseling Psychology;</p>
<p>VI. Assessment</p>	<p>CPSY 8100 Cognitive and Intellectual Assessment; CPSY 8110 Personality Assessment; CPSY 8600 Clinical Neuropsychology; CPSY 8010 Vocational Psychology</p>
<p>VII. Intervention</p>	<p>CPSY 8020 Advanced Theories and Techniques in Counseling Psychology; CPSY 8010 Vocational Psychology; CPSY 8200 Health Psychology; CPSY 8501-03 Practicum I, II, III in Counseling Psychology</p>
<p>VIII. Supervision</p>	<p>CPSY 8220 Supervision in Counseling Psychology</p>
<p>IX. Consultation and Interprofessional/interdisciplinary Skills</p>	<p>CPSY 8210 Health Service Consultation and Interprofessional Seminar</p>

## APPENDIX I

### Plan for Students Not Completing the Program in 5 Years

Students not completing the program by the end of their fifth year shall file a written plan for completion of the program with the Psy.D. faculty through their advisor. This plan will include both tasks and a timeline for completion.

The Psy.D. faculty will review the plan and modifications, if any, will be negotiated between the student and the faculty. The student, their advisor, and the program Director will sign the form.

Plans will be updated by the student and reviewed by the Psy.D. faculty at least twice a year. The faculty may request a meeting with any student who is not meeting the timelines in the approved plan.

In order to maintain satisfactory progress in the program, a student must meet the timelines in the approved plan.

Students may request a leave of absence with appropriate reasons stated, as per the guidelines in this handbook and the Graduate College Handbook, following the filing of this plan. During this time, they are not required to work toward completion of the degree, but a new timeline must be developed and approved by the faculty at the student's return. Usually, only one such leave of absence will be approved by the faculty for each student.

Decisions regarding student progress will take into account the program emphasis on respecting individual differences and varying student needs with balancing excellence in student training and flexibility in student choices.

\*\*Students are reminded that the College of Graduate Studies imposes a six-year time limit for graduate degree completion, and therefore, students extending past six years to degree completion must not only renegotiate the written plan with the program, but also petition the College of Graduate Studies to remain enrolled.

**APPENDIX J**

**Student Remediation Plan**

Austin Peay State University – Department of Psychological Science and Counseling  
 Psy.D. in Counseling Psychology Program

Created: February 28, 2022

**Student Name:** Enter the Student’s Name. **Date:** Select today’s date.

**Faculty Member:** Enter Your Name.

This Remediation Plan is being developed by the above student and faculty, integrating feedback from the following sources:

List Sources of Feedback Pertinent to the Deficiencies.

It is the expectation of the faculty that the student above will address the following concerns by [Click here to enter a date.](#) . At any point, if progress in following this remediation plan and/or resolving these concerns is not apparent, a meeting between the student and all faculty members will be held to discuss the student’s status in the Psy. D. program.

Primary areas of concern include the following:

**Academic Performance** (includes Coursework, Clinical Skill Development, and Progress toward Program Completion)

*Identify Specific Concerns here:*

*Student is Expected to do the following:*

**Non-Academic Performance** (includes Professionalism, Ethical Behavior, and Self-Regulation)

*Identify Specific Concerns here:*

*Student is Expected to do the following:*

I, \_\_\_\_\_ agree to the following:

As a student currently enrolled in the APSU Psy.D. in Counseling Psychology Program I have read, signed, and I understand the Psy.D. in Counseling Psychology Program Retention and Dismissal Policy. I will abide by this remediation plan as an educational contract. I understand that my ability to remain enrolled in the Psy.D. program is directly connected to accomplishing the expectations of this remediation plan. I understand that lack of participation in this remediation plan or failure to fully meet the expectations of the remediation plan may result in my dismissal from the counseling program as per the policy.

I will check-in regarding my progress on this plan with my advisor, the program director, and any relevant course instructors and supervisors at least every month.

A follow up meeting to evaluate my compliance and progress with the terms of this plan will take place during the week of [Click here to enter a date.](#) with my advisor and any relevant course instructors and/or supervisors.

_____	_____
Student	Date
_____	_____
Responsible Faculty	Date
_____	_____
Program Director	Date
_____	_____
Department Head	Date

Remediation plan successful? Y or N (circle one)

If Remediation Plan was successful, forms should be signed, dated, and a copy given to the student for their records. The original will be retained in the student's program file.

_____	_____
Student	Date
_____	_____
Program Director (on behalf of faculty)	Date

Additional actions needed for successful plan:

\_\_\_\_\_

\_\_\_\_\_

If Remediation plan was unsuccessful, next courses of action should be completed below, forms should be signed, dated, and a copy given to the student for their records. The original will be retained in the student's program file.

_____	_____
Student	Date
_____	_____
Program Director (on behalf of faculty)	Date

Next steps for unsuccessful plan:

\_\_\_\_\_

\_\_\_\_\_

## APPENDIX K

### Recommendations for Practicum Policies Council of Chairs of Training Councils (CCTC)

Approved with modifications by the CCTC on March 22, 2007

Final version June 27, 2007

CCTC Practicum Workgroup

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The CCTC Recommendations for Practicum Policies document is intended to assist graduate programs in developing and/or modifying their policies regarding practicum training. Feedback is most welcome (robhatch@umich.edu). This document has a companion document, the CCTC Practicum Definition Document, also available on the CCTC website, at [www.psychtrainingcouncils.org](http://www.psychtrainingcouncils.org). The Practicum Competencies Outline may be accessed at this address as well. CCTC Practicum Workgroup Administrative

#### **CCTC Practicum Workgroup: Recommendations for Practicum Policies Categories of Activities Constituting the Practicum**

Keeping in mind our definition of the practicum as an educational experience under the auspices of the graduate program, we consider the practicum as comprising the following activities leading to appropriate competencies:

##### **1. Direct Psychological Service Activities:** These activities may include:

- 1.1. Direct service to clients, including individuals, couples, groups, organizations, etc.
- 1.2. Interaction/consultation with others on the client's behalf, including
  - 1.2.1. Other professionals within the practicum site, such as psychologists, physicians, nurses, social workers, and others.
  - 1.2.2. Professionals and systems external to the practicum site, such as current and previous providers, courts, schools, and physicians.
  - 1.2.3. Parents, teachers and other caretakers.

##### **2. Indirect Psychological Service Activities:**

- 2.1. Observation of direct service activities.
- 2.2. Case Management: Record keeping and report writing related to these activities, client eligibility review, insurance documentation.
- 2.3. Coordination of treatment teams in the practicum setting.
- 2.4. Outcomes assessment and tracking.

##### **3. Supervision of Service Activities:**

- 3.1. Supervision Received: Supervision of direct and indirect psychological service activities by

appropriately qualified staff and faculty.

3.2. Supervision Received: Formal peer supervision overseen by qualified staff or faculty.

#### **4. Training Activities<sup>4</sup>**

4.1. Seminars/Educational Meetings as part of practicum program.

4.2. Other preparation: Including use of scientific and professional literature to inform direct service or other professional activities.

4.3. Presentation and Case Review: Including case presentations, record reviews and quality assurance activities.

#### **5. Additional Professional Activities**

5.1. Program development and evaluation.

5.2. Outreach

5.3. Advocacy activities

5.4. Provision of supervision to others, overseen by qualified staff or faculty.

5.5. Management/administration of clinical setting.

#### **Educational Model and Curriculum Plan**

The academic program's curriculum plan,<sup>5</sup> based upon its educational model,<sup>6</sup> should specifically address practicum training, detailing how the practicum helps to realize the program's educational goals. The plan should include an overall statement of the goals and objectives of practicum training and a description of how these goals and objectives are designed to realize those of the academic program. The curriculum plan should specify how the practicum is integrated with other elements of the program, and ensure that adequate forums are provided for discussion of the practicum experience.<sup>7</sup>

#### **Administrative Policies and Procedures for Practicum**

The academic program should have a set of administrative policies and procedures designed to provide a structure for achieving the goals and objectives of the program's practicum training.

#### **Administrative policies and procedures should address the following:**

##### **1. For Practicum Training Overall**

1.1. *The design of the practicum and specification of required experiences.* Across all students, policies should ensure that the sequencing, duration, nature and content of the practicum are appropriate for and consistent with the program's training goals and objectives.<sup>8</sup>

1.2. *The selection of practicum sites* consistent with the program's training goals and objectives.<sup>9</sup> These

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<sup>4</sup> These activities are part of the practicum program itself, not of the pre-practicum curriculum (e.g., not an assessment course).

<sup>5</sup> For purposes of integration and coordination, where relevant, reference is made in this document to CoA Guidelines & Principles for Accreditation of Programs in Professional Psychology ("Guidelines"); in this instance, Domain B, Section 3, p. 9: Curriculum Plan.

<sup>6</sup> Guidelines, Domain B. Sections 1 & 2, p. 9.

<sup>7</sup> Guidelines, Domain B, Section 4, Paragraph b, p. 10.

<sup>8</sup> Guidelines, Domain B, Section 4, Paragraph c, p. 10.

<sup>9</sup> Guidelines, Domain C, Section 3, Paragraph f, p. 11.

sites should:

- 1.2.1. Agree to provide training, including sufficient supervision, consistent with the program's training goals and objectives;<sup>10</sup>
- 1.3. *The establishment of formal training contracts* with these sites, including a procedure for specifying a clear, mutual understanding of the agreed-upon goals and objectives of the practicum experience.
- 1.4. *The evaluation of the practicum training* offered by the sites to ensure high quality experiences.
- 1.5. *A process for planning, tracking and reviewing* the practicum training experiences of each individual student.
- 1.6. *Policies and procedures for addressing problems* discovered in reviews of student and site.

**2. For individual students, policies and procedures should ensure that:**

- 2.1. *Each student has an overall written practicum plan* that specifies training goals and a sequence of practicum experiences selected to address these goals. This set of experiences is designed to ensure that the sequencing, duration, nature and content of the practicum are appropriate for and consistent with the student's educational needs and goals.<sup>11</sup> This plan will reflect the program's training goals and objectives, and is expected to evolve during the course of the student's educational experience.<sup>12</sup>
- 2.2. *Each student's progress is reviewed* at least yearly (see 1.5 above).
- 2.3. *Each student receives the training experiences specified in the practicum plan* as implemented through the program's written training contracts with the practicum sites (see 1.3 above).
- 2.4. *A clear process exists to provide each student with feedback* throughout the course of the practicum regarding their achievement of the levels of competence expected in the plan.
  - 2.4.1. *Failure to achieve competence.* Should a student fail to achieve competence in a particular area or areas, additional steps should be undertaken in accordance with the program's policies on remediation.
- 2.5. *A central cumulative record is established for each student* that contains the student's practicum plan, the activities undertaken in practicum as part of the plan, and the level of achieved competence as specified in the plan.
- 2.6. *Feedback/review of the student by the site* occurs at least twice during each practicum experience. This review will monitor the student's fulfillment of the practicum contract and level of achievement of the expected competencies. Students should receive direct written feedback regarding their performance.
- 2.7. *Feedback is obtained from the student regarding the practicum experience* and the site early and again later during the practicum experience, so as to assess the sites' fulfillment of the practicum contract, and to pursue changes needed in the event problems become apparent.

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<sup>10</sup> Guidelines, Domain B, Section 4, Paragraph a, p. 10.

<sup>11</sup> See Guidelines, Domain B, Section 4, Paragraph b, p. 10.

<sup>12</sup> The format for the plan could range from a document specifically written for an individual student, to an individualized plan created with a template based on program-wide training goals and objectives. The plan may well change as the student's goals and objectives evolve.

**APPENDIX L**

**Practicum Site Training Plan for  
Austin Peay State University Psy.D. Student in Counseling Psychology**

Per the *ASPPB Guidelines for Practicum Experience* distributed in January 2009, the purpose of this document is to articulate “a written training plan between the student, the practicum training site, and [the Austin Peay State University Psy.D. program.] The training plan [describes] how the trainee’s time is allotted and [addresses] the quality, breadth, and depth of the training experience through specification of the goals and objectives of the practicum, the methods of evaluation of the trainee’s performance, and reference to jurisdictional regulations governing the supervisory experience” (item 2, paragraph 2).

The plan also “[includes] the nature of supervision, the identities of supervisors, and the form and frequency of feedback from the agency supervisor to the training faculty. The training plan [also provides] a rationale for the experience in light of previous training experiences, to ensure that the overall practicum experience is organized, sequential, and meets the training needs of the trainee and the protection of the public. This training plan will be provided to the licensing board as part of the application for licensure process” (item 2, paragraph 3).

REQUIRED: We agree that will there be an opportunity for at least one hour of live or video recorded supervision each semester (Fall, Spring, Summer): YES NO

Student Name: \_\_\_\_\_

Site: \_\_\_\_\_

Dates of Practicum Placement: \_\_\_\_\_

Site Supervisor Name: \_\_\_\_\_

Site Supervisor Degree and License Type: \_\_\_\_\_

Address, e-mail, and Telephone Number of Supervisor: \_\_\_\_\_

\_\_\_\_\_

Program Faculty Liaison: \_\_\_\_\_

Dates of Practicum Placement: \_\_\_\_\_

General Expectations

Of the Student

1. Maintain liability insurance and provide site and course supervisors with a copy.
2. In all practicum activities, follow the ethical code of the American Psychological Association and any other ethical codes/guidelines and agency regulations indicated by your site supervisor.
3. Attend all training and supervision sessions required by the site and complete paperwork and other tasks in a timely fashion.

Of the Site / Site Supervisor

1. Provide initial orientation/training appropriate to the student’s site responsibilities.
2. Help to ensure that the student’s ongoing experience is one of professional growth and training (which may take many forms, as appropriate to the site), as opposed to minimally supervised service provision.
3. Provide opportunities for obtaining the agreed upon direct service activities and hours.
4. Provide assistance and oversight with paperwork and consultation/case management issues as needed.
5. Will provide at least one hour of individual supervision each week, which may also include reviewing all clinical services and co-signing written work products.
6. Contact the faculty member if concerns arise with the student.

Of the Faculty Course Instructor

1. Maintain availability for contact by site supervisor regarding student’s progress or any other aspect of the practicum.
2. Provide support for the student’s practicum as necessary.
3. Perform all regular course activities as outlined in the syllabus and as otherwise associated with the course.
4. Review student evaluation at end of semester and as necessary.
5. Provide a course grade for the student.

Time Allocation

The Program faculty believe that the practicum student should spend approximately 16 hours per week during Fall, Spring, and Summer III semesters of an academic year, which is anticipated to be 39-40 weeks. The hours shall be distributed across days as negotiated by the student, site, and training program but should be no less than 15 hours and no more than 17 hours, except in unusual circumstances (e.g., agreed upon “comp” time for driving time). Students are expected to be on site during the time classes are in session, work during finals week and academic breaks shall be negotiated by the site, student, and training program.

The student shall be on site for \_\_\_\_ hours per week.

The student shall / shall not be required to be on site during:

Breaks between terms	Shall	Shall Not
Thanksgiving break	Shall	Shall Not
Spring break	Shall	Shall Not
Finals Weeks	Shall	Shall Not

While on site the faculty have set a goal that students will average 10 client contact hours per week (e.g., individual therapy, assessment) and have at least 1 hour of individual face-to-face supervision each week.

Although exact hours spent in various activities will vary, the student’s time is anticipated to be allocated as follows when viewed across the entire practicum experience:

- \_\_\_\_ therapy hours (e.g., individual, couple, family, and/or group counseling)
- \_\_\_\_ psychological assessment hours (e.g., administering, scoring, interpreting, and providing feedback)
- \_\_\_\_ outreach, outcome assessment, program development hours
- \_\_\_\_ support activity hours (e.g., file review, note-writing, peer consultation)
- \_\_\_\_ individual supervision hours
- \_\_\_\_ group supervision hours
- \_\_\_\_ other hours (specify: \_\_\_\_\_ )

Quality, Breadth, and Depth of the Training Experience

Students and site supervisors should establish individual goals for each area in which time was allocated and identify a plan for how each should be met. If there are regulations related to how these activities should be supervised this information should be provided here and the plan should account for these requirements.

Goals and ObjectivesMethods of Evaluation of Trainee's PerformanceReferences to Jurisdictional Regulations Governing the Supervisory ExperienceSupervision

Students and supervisors should discuss how supervision will take place (e.g., audio or video review), expectations of each other, and the evaluation process. The Program has developed forms for the supervisor to use when evaluating the student and for the student to use when providing feedback to the supervisor. Sites are free to add additional forms but should use the Program forms unless other arrangements are made at the very beginning of the practicum placement.

Nature of SupervisionIdentities of SupervisorsForm and Frequency of Feedback from the Agency Supervisor to the Training Faculty

When developing the above plans for the practicum placement, the student's previous placement must be taken into account and in the space below the factors considered when determining plans should be identified.

Rationale for Experience in Light of Previous Training Experiences

This training plan is designed to help ensure that the overall practicum experience is organized, sequential, and meets the training needs of the trainee and the protection of the public.

I understand that this training plan may be provided to a licensing board as part of the practicum student's application for licensure.

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Signature of Student

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Signature of Site Supervisor

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Signature of Program Faculty Liaison

## APPENDIX M

### Psy.D. Practicum Student Evaluation Form Introduction to Competencies

The practicum evaluation form that is being used in the Psy.D. Program is adapted from one used at the University of North Dakota, which is based on the set of practicum competencies developed by the Association of Directors of Psychology Training Clinics (ADPTC). The set of competencies identifies different levels from Novice to Intermediate to Advanced; however, the faculty decided to use a different rating scale. Therefore, we only include the introduction to the competencies here. The entire ADPTC document can be found on their website.

#### The Practicum Competencies Outline: Report on Practicum Competencies

The Association of Directors of Psychology Training Clinics (ADPTC) Practicum Competencies Workgroup

The Council of Chairs of Training Councils Practicum Competencies Workgroup  
Robert L. Hatcher, Ph.D. & Kim Dudley Lassiter, Ph.D.

Modifications based on discussion by the Council of Chairs of Training Councils (CCTC) Practicum Competencies Workgroup and by members of the CCTC at its meeting on March 25, 2004 in Washington, DC, & discussion by 42 Clinic Directors at the Midwinter Meeting of the ADPTC, Miami FL, February 27, 2004. Nadya Fouad, Ph.D. and Barbara Cubic, Ph.D. provided specific wording for some categories. Further revisions based on comments from the CCTC meeting of November, 2004; Jeffrey Binder, Ph.D.; Division 29 Executive Committee.

Revision Date: October 24, 2006

For a full introduction to this document, please refer to:  
Hatcher, R. L. & Lassiter, K. D. (2007). Initial training in professional psychology: The Practicum Competencies Outline. *Training and Education in Professional Psychology, 1*, 49-63.

#### Aims and Uses of this Report

The Association of Directors of Psychology Training Clinics (ADPTC) has practicum training as its main focus. The ADPTC recognizes the importance of defining, training for and assessing core competencies in psychology. The motivation for preparing this document arises from these values.

Please see Hatcher & Lassiter (2007) for a fuller discussion of the aims and uses of this document.

#### *Aims of this document*

1. To assemble and organize descriptions of currently identified core competencies for the professional psychologist.
2. To characterize the levels of competence in these core domains that are expected at the beginning of practicum training and at the end of practicum training, prior to beginning internship.

*Potential uses for this document*

1. Assist in developing practicum training programs by defining competency goals.
2. Assist in communication between practicum sites and graduate programs regarding training goals.
3. Develop competency assessments for practicum trainees.
4. Provide a basis for evaluating outcomes for practicum training programs.
5. Stimulate thinking concerning competency goals for more advanced training.

*Scope and applicability of this document*

1. This document covers an extensive set of competencies, most of which have been endorsed more or less strongly by various groups in professional psychology as required for a fully competent psychologist.
2. We recognize that professional psychology as a whole has not endorsed a list of competencies regarded as essential for the fully competent professional psychologist.
3. We recognize that individual psychology programs, depending on their educational goals, will likely select a subset of the competencies listed below that reflect the thrust of their program's goals. This point should be stressed, lest readers conclude that every practicum program should teach all of the competencies described below. The aim of this document is to provide a comprehensive account of relevant competencies, which can inform a program's effort to develop and implement its own training model. In its Guidelines and Principles for Accreditation of Programs in Professional Psychology (2005), the APA notes that "The accreditation process involves judging the degree to which a program has achieved the goals and objectives of its stated training model. That is, an accreditation body should not explicitly prescribe a program's educational goals or the processes by which they should be reached..." (Section II.a.)

Sources for this Document

This document is based on the work of the ADPTC Competencies Workgroup, with input from the CCTC Competencies Workgroup and the CCTC itself. It draws on many sources. Key are reports from two conferences held by psychology educators: The 2001 American Psychological Association (APA) Education Leadership Conference, with its Workgroup on Practicum Competencies, whose report may be found at <http://www.apa.org/ed/elc/group5.PDF>; and the APPIC Competencies Conference: Future Directions In Education And Credentialing In Professional Psychology, held in November 2002 in Scottsdale AZ, whose report may be found at [http://www.appic.org/news/3\\_1\\_news\\_Competencies.htm](http://www.appic.org/news/3_1_news_Competencies.htm). An explicit decision was made not to seek consensus of the total Competencies Conference group on the specification of competencies for psychologists. Although the present document assembles specifications for competencies into one document, we are not claiming consensus on which of these competencies are "core," or essential competencies for the field (see point #3 under "Scope and applicability of this document" above).

...

Individual and Cultural Difference

A core principle behind all competencies listed in this document is awareness of, respect for, and appropriate action related to individual and cultural difference (ICD). Issues of ICD are relevant to each of the competencies described, but take a particularly large role in some. In these instances, we have made an effort to mention ICD specifically.

...

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## APPENDIX N Practicum Initial Evaluation Form

This form is to be completed for each doctoral student during the first two weeks of the Fall semester (or prior to outside placement). Students are responsible for discussing this form with their advisors, the practicum instructor, and the program director during this time. The student and advisor/practicum instructor/program director will complete the form together and the faculty member will then present it to the rest of the faculty.

Student Name \_\_\_\_\_

Date of Evaluation \_\_\_\_\_

<p><b><u>A. Baseline Competencies: Skills, Attitudes and Knowledge that students should possess at the Novice level prior to their practicum training experience:</u></b></p> <p>Before beginning Practicum, students need to possess and demonstrate a set of basic personal and intellectual skills, attitudes and values, and a core of professional knowledge. This core knowledge and these skills, attitudes and values are baseline competencies of the professional psychologist. The Psy.D. faculty has determined that it is inappropriate to undertake formal clinical professional training with students who have not acquired these skills. If more than 3 ratings of 1 (see legend to the right) are obtained, students will need to complete specified remedial activities prior to beginning a field placement.</p> <p><u>1. Personality Characteristics, Intellectual and Personal Skills</u></p>	<p><b>3</b> = Exceeds Expectations  <b>2</b> = Meets Expectations/Ready for outside practicum  <b>1</b> = Needs more time before moving into Field placement  <b>0</b> = Risk to others</p>
<p>a) Interpersonal skills: ability to listen and be empathic with others; respect for/interest in others' cultures, experiences, values, points of view, goals and desires, fears, etc. These skills include verbal as well as non-verbal domains. <i>An interpersonal skill of special relevance is the ability to be open to feedback.</i></p>	
<p>b) Cognitive skills: problem-solving ability, critical thinking, organized reasoning, intellectual curiosity and flexibility.</p>	
<p>c) Affective skills: affect tolerance; tolerance/understanding of interpersonal conflict; tolerance of ambiguity and uncertainty.</p>	
<p>d) Personality/Attitudes: desire to help others; openness to new ideas; honesty/integrity/valuing of ethical behavior; personal courage.</p>	
<p>e) Expressive skills: ability to communicate one's ideas, feelings, and information in verbal, non-verbal, and written forms.</p>	
<p>f) Reflective skills: ability to examine and consider one's own motives, attitudes, behaviors, and one's effect on others.</p>	
<p>g) Personal skills: personal organization, personal hygiene, appropriate dress.</p>	
<p>h) Teamwork: ability to work with others, including professionals from other disciplines</p>	
<p><u>2. Knowledge from classroom experience:</u></p>	
<p>a) <u>Assessment &amp; Clinical Interviewing</u></p>	
<p>i) Knowledge regarding psychopathology related to the population(s) served by the practicum sites.</p>	
<p>ii) Knowledge of scientific, theoretical, empirical, and contextual bases of psychological assessment.</p>	
<p>iii) Knowledge of test construction, validity, score reliability, and related assessment psychometrics.</p>	
<p>iv) Training in principles and practice of systematic administration, data-gathering, and interpretation for assessment, including identifying problems, formulating diagnoses, goals and case conceptualizations; understanding the relationship between assessment and intervention, assessment of treatment progress and outcome.</p>	



## APPENDIX O

### PRACTICUM EVALUATION Austin Peay State University Counseling Psychology Psy.D. Program

*(First section to be completed by student)*

**Student:** \_\_\_\_\_ **Supervisor:** \_\_\_\_\_  
 Semester/Year: \_\_\_\_\_ Placement Location: \_\_\_\_\_  
 Date of Review: \_\_\_\_\_  
 Approximate number of client contact hours for this semester: \_\_\_\_\_  
 Approximate number of supervision hours for this semester: \_\_\_\_\_  
 Approximate number of total hours for this semester: \_\_\_\_\_  
 Methods of reviewing student's sessions: \_\_\_\_\_

\*Required 1/2017

Supervision included at least one hour of observed supervision (live or videorecorded) each semester of practicum.

YES NO

We appreciate supervisors taking the time to provide weekly supervision. In addition, we ask that this form be completed at appropriate times. This form is fairly long, with 11 general areas and one site-specific area, each of which has several items to be rated. The vast majority of the items in the general areas are derived from the Practicum Competencies Outline developed by the Association of Directors of Psychology Training Clinics (ADPTC; see <http://psychtrainingcouncils.org/pubs/Practicum%20Competencies%20FINAL%2003-07.pdf> and see Hatcher & Lassiter, 2007). The developers of the document state that not all programs, and therefore by extension not all sites, need to teach all of the competencies below. Therefore, individual items or entire sections may not be appropriate for the student at this site, at this time. Students and supervisors and the practicum class instructor should come to an agreement about what areas are appropriate for evaluation at the start of each semester. The Program would like the appropriate sections of the form to be completed at the end of the Fall, Spring, and Summer semesters. Mid-semester reviews (e.g., in mid-October, mid-March, and mid-June) can be helpful but do not need to include formally completing and reviewing this entire document.

Because it can be reasonably expected that students will have interaction with a variety of staff members and others affiliated with the site during the practicum placement, the supervisor ideally will talk to others at the site to get their perspectives of the student and these comments should be incorporated into the ratings and associated comments. If a site also conducts outcome measurement with clients, ratings and remarks from clients should also be incorporated when relevant.

As supervisors know, it can be difficult to have a true sense of all of these aspects if one is not actually observing every minute of every session with every client. Because this is not realistic, we understand that supervisors will have to rely on watching video or listening to audio of the sessions, speaking with the student and getting their impressions, reading case notes, and speaking with clients, among other mechanisms. This can lead to some subjectivity in the evaluation but we tAPSUst that experienced supervisors have developed ways of gathering information that will allow them to provide ratings for the items and offer constructive feedback to the student.

Another difficulty in doing evaluations is that supervisors have different levels of expectations and varying amounts of experience with supervision in general and supervising doctoral students in particular. In situations where supervisors are uncertain about whether their expectations are appropriate for students at this level of training, we encourage consultation with the practicum class instructor. We anticipate that students should be at level 3 or above throughout their practicum placement and, hopefully, will increase in their skill levels over the course of the placement. If a student is below level 3 in a particular area we hope the supervisor and student will discuss the concerns and develop a plan of action to assist the student in reaching level 3 by the end of the semester in question, or at least by the end of the placement.

DIRECTIONS: Below are several general areas of professional competencies, each with a set of specific skills or behaviors for evaluation

Harmful to Other's Welfare	Needs Significant Improvement in order to work w/ clients	Needs more time to master expected skills	Average for Level of Training & Experience	Exceeds Expectations/ Ready for Predoctoral Internship	Clear Strength: Performing at Predoctoral Internship Level
0	1	2	3	4	5

Using the above rating scale, provide a numeric rating for each skill or behavior listed which best reflects the level of the trainee's performance as observed in the most recent evaluation period. If you have not been able to observe or evaluate this skill, write "U/A" for "Unable to Evaluate." For areas that are not required for this level of training or at this site, write "N/A."

**Very Important:** When giving ratings, the comparison is other individuals at that level (i.e., other post-Master's individuals in their first doctoral practicum, second doctoral practicum, etc.). **Given this, there should be no constriction of ratings (i.e., a person could be rated anywhere from 0 – 5).** A zero should be given when you judge the trainee's skills to be of grave concern, and thus potentially harmful to the welfare of others such as client's or practicum classmates.

*(Remainder of form is to be completed by supervisor in conjunction with student)*

**1. Relationship/Interpersonal Skills**

The ability to form and maintain productive relationships with others is a cornerstone of professional psychology. Productive relationships are respectful, supportive, professional and ethical. Professional psychologists should possess these basic competencies when they first begin their clinical training. Although the ability to form such relationships is grounded in basic skills that most students will have developed over the course of their lives to date, helping the student hone and refine these abilities into professional competencies in the clinical setting is a key aim of the practicum.

In particular, the practicum seeks to enhance students’ skills in forming relationships:

a) With patients/clients/families:	RATING
i) Ability to take a respectful, helpful professional approach to patients/clients/families.	
ii) Ability to form a working alliance.	
iii) Ability to deal with conflict, negotiate differences.	
iv) Ability to understand and maintain appropriate professional boundaries.	
b) With colleagues:	
i) Ability to work collegially with fellow professionals.	
ii) Ability to support others and their work and to gain support for one’s own work.	
iii) Ability to provide helpful feedback to peers and receive such feedback nondefensively from peers.	
c) With supervisors, the ability to make effective use of supervision, including:	
i) Ability to work collaboratively with the supervisor. Collaboration means understanding, sharing and working by a set of common goals for supervision.	
ii) Ability to prepare for supervision.	
iii) Ability/willingness to accept supervisory input, including direction; ability to follow through on recommendations; ability to negotiate needs for autonomy from and dependency on supervisors.	
iv) Ability to self-reflect and self-evaluate regarding clinical skills and use of supervision, including using good judgment as to when supervisory input is necessary.	
d) With support staff:	
i) Ability to be respectful of support staff roles and persons.	
e) With teams at clinic:	
i) Ability to participate fully in team’s work.	
ii) Ability to understand and observe team’s operating procedures.	
f) With community professionals:	
i) Ability to communicate professionally and work collaboratively with community professionals.	
g) For the practicum site itself:	
i) Ability to understand and observe agency’s operating procedures.	

ii) Ability to participate in furthering the work and mission of the practicum site.	
iii) Ability to contribute in ways that will enrich the site as a practicum experience for future students.	
<b>COMMENTS:</b>	
<p><b><u>2. Skills in Application of Research</u></b></p> <p>Clinical practice in all health-care fields (e.g., medicine, nursing, dentistry) is based on accumulating research results, knowledge derived from practice, and the good judgment of the clinician (see, e.g., “Introduction to evidence-based medicine,” <a href="http://www.hsl.unc.edu/services/tutorials/ebm/">http://www.hsl.unc.edu/services/tutorials/ebm/</a> for psychology see the APA Task Force on Evidence-Based Practice, 2006). A core research knowledge base, and training in accessing and applying research knowledge to clinical practice form a core competency for psychologists.</p>	
a) Development of skills and habits in seeking and applying theoretical and research knowledge relevant to practice of psychology in the clinical setting, including accessing and applying scientific knowledge bases.	
b) Understanding and application of theoretical and research knowledge related to diagnosis/assessment and intervention, diversity, supervision, ethics etc.	
<b>COMMENTS:</b>	

<p><b><u>3. Psychological Assessment Skills</u></b></p> <p>Psychological assessment is a fundamental competency for psychologists, and it includes comprehensive and integrated assessment from the initial interview, psychological testing, intervention and the evaluation of the outcome of psychological service. A foundation of knowledge and skill is needed for psychological assessment.</p>	
	<b>RATING</b>
a) Ability to select and implement multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families and groups.	
b) Ability to utilize systematic approaches to gathering data to inform clinical decision making.	
c) Knowledge of psychometric issues and bases of assessment methods.	
d) Knowledge of issues related to integration of different data sources.	
e) Ability to integrate assessment data from different sources for diagnostic purposes.	
f) Ability to formulate and apply diagnoses; to understand the strengths and limitations of current diagnostic approaches.	
g) Capacity for effective use of supervision to implement and enhance skills.	
<b>COMMENTS:</b>	

<b><u>4. Intervention Skills</u></b>	
Intervention includes preventive, developmental and remedial interventions. The mention below of competencies in empirically supported practice is not intended to restrict the range of training to a particular domain of interventions.	
	<b>RATING</b>
a) Ability to formulate and conceptualize cases.	
b) Ability to plan treatments.	
c) Ability to implement intervention skills, covering a wide range of developmental, preventive and “remedial” interventions, including psychotherapy and psychoeducational interventions.	
d) Able to deal effectively with crisis management and psychological/psychiatric emergency situations, depending on the focus and scope of the practicum site.	
e) Knowledge regarding psychotherapy theory, research and practice.	
f) Knowledge regarding the concept of empirically supported practice methods and relationships.	
g) Knowledge regarding specific empirically supported treatment methods and activities.	
h) Ability to apply specific empirically supported treatment methods (e.g. CBT, empirically supported relationships).	
i) Assessment of treatment progress and outcome.	
j) Able to link concepts of therapeutic process and change to intervention strategies.	
k) Effective use of supervision to implement and enhance skills.	
l) <b>SPECIFIC INTAKE SKILLS:</b>	
Adequately identifies and clarifies nature of the client’s presenting problem	
Gathers sufficient information and history in most relevant areas	
Can assess client strengths and problem areas	
Determines environmental stressors and support systems that come to bear on client issues	
Assesses for suicidal/homicidal ideation	
Writes intake reports that reflect the content of the interview	
Demonstrates appropriate balance between information gathering and therapeutic alliance	
m) <b>SPECIFIC COUNSELING SKILLS:</b>	
Basic case management and paperwork	
Recognizes and is responsive to client nonverbal behavior	
Able to deepen session, using affective, cognitive and/or behavioral content	
Uses silence effectively	
Uses confrontation effectively	
Offers interpretations effectively	
Appropriate understanding of and use of self-disclosure as appropriate	
Addresses issues related to client motivation/readiness/resistance	
Utilizes advanced techniques (two chair, guided imagery, role playing, etc.)	
Demonstrates adequate group therapy skills	
Demonstrates adequate couple’s therapy skills	
<b>COMMENTS:</b>	

**5. Consultation Skills/Interprofessional Collaborations:**

The workgroup at the 2002 Competencies Conference viewed consultation as a key competency for psychologists in the 21<sup>st</sup> century, citing the importance of psychologists being able to “serve as competent and engaged consultants who bring value to a broad range of settings, contexts and systems that can benefit from skillful application [of] psychological knowledge.” Exposure to consultation practice increased in many practicum sites. Competencies in this domain include:

	<b>RATING</b>
a) Has knowledge of the unique client care roles of other professionals.	
b) Ability to effectively relate to other professionals in accordance with their unique patient care roles.	
c) Understanding of the consultant’s role as an information provider to another professional who will ultimately be the patient care decision maker.	
d) Capacity for dialoguing with other professionals which avoids use of psychological jargon.	
e) Ability to choose an appropriate means of assessment to answer referral questions.	
f) Ability to implement a systematic approach to data collection in a consultative role.	
g) Consultative reports are well organized, succinct and provide useful and relevant recommendations to other professionals.	
<b>COMMENTS:</b>	

**6. Diversity - Individual and Cultural Differences:**

It is critical that practicum students begin to learn that culture influences the way that clients are perceived, the way that clients perceive the counselor, and that culture-centered practices may be more effective than practices developed for use with only one cultural group (e.g., European Americans). Practicum students need to know how individual and cultural differences influence clients' recognition of a problem and appropriate solutions for that problem.

Specific competency areas related to ICD are important to identify and train for include:

	<b>RATING</b>
a) Knowledge of self in the context of diversity (one’s own beliefs, values, attitudes, stimulus value, and related strengths/limitations) as one operates in the clinical setting with diverse others (i.e., knowledge of self in the diverse world).	
b) Knowledge about the nature and impact of diversity in different clinical situations (e.g., clinical work with specific racial/ethnic populations)	
c) Ability to work effectively with diverse others in assessment, treatment and consultation.	
<b>COMMENTS:</b>	

**7. Ethics:**

During the practicum, the student will build on coursework in ethical practice, developing individual, practical knowledge of ethical practice, including linkage of the APA ethics code (APA, 2010) to behavior and decision making in actual clinical settings. In addition, students should increase and apply their understanding of legal standards (state and federal, e.g., HIPAA) and APA practice guidelines. Note that each of the domains described in this document is expected as a matter of course to be grounded in ethical practice.

More specifically, during practicum training the student will work to develop the following ethical competencies:

	<b>RATING</b>
a) Knowledge of ethical/professional codes, standards and guidelines; knowledge of statutes, rules, regulations and case law relevant to the practice of psychology.	
b) Recognize and analyze ethical and legal issues across the range of professional activities in the practicum setting.	
c) Recognize and understand the ethical dimensions/features of his/her own attitudes and practice in the clinical setting.	
d) Seek appropriate information and consultation when faced with ethical issues.	
e) Practice appropriate professional assertiveness related to ethical issues (e.g., by raising issues when they become apparent to the student).	
f) Evidence commitment to ethical practice.	
<b>COMMENTS:</b>	

**8. Development of leadership skills:.**

The 2001 Education Leadership Conference Practicum Competencies Workgroup identified beginning training in management and leadership skills as important. Presumably management and leadership skills are in evidence in any organized training setting; some deliberate effort to engage students in considering and practicing these skills in the practicum setting could foster their development.

	<b>RATING</b>
a) Recognition of one's role in creating policy, participation in system change, and management.	
b) Understand the relationship between roles of supervisor, manager and executive.	
c) Understand the role of leadership in management success.	
d) Ability to identify leadership, business and management skills.	
e) Understand the purpose and process of strategic planning.	
f) Understand the basics of financial management as it pertains to clinical service delivery.	
g) Understand the purpose and structure of meetings and how to APSUn them well.	
h) Ability to self-evaluate one's skills as manager and leader.	
<b>COMMENTS:</b>	

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<p><b><u>9. Supervisory Skills:</u></b></p> <p>Supervision is widely considered to be a core competency in professional psychology (e.g., 2002 Competencies Conference). Some of the initial groundwork for supervisory competence may be developed during the practicum, even though the core requirements for competent supervisory practice await the mastery of the other competencies listed in this document.</p>	
	<b>RATING</b>
a) Knowledge of literature on supervision (e.g., models, theories & research).	
b) Knowledge concerning how clinicians develop to be skilled professionals.	
c) Knowledge of methods and issues related to evaluating professional work, including delivering formative and summative feedback.	
d) Knowledge of limits of one’s supervisory skills.	
e) Knowledge of how supervision responds appropriately to individual and cultural differences.	
<b>COMMENTS:</b>	
<p><b><u>10. Professional Development:</u></b></p> <p>Practicum training is a key experience in professional development for the novice psychologist. Certain central features that characterize professional development in later professional life are a particular focus during the practicum and serve as a foundation for continuing professional development. These can be gathered under the heading of:</p>	
<p>a) <u>Practical Skills to Maintain Effective Clinical Practice</u></p> <p>The student will develop practical professional skills such as</p>	<b>RATING</b>
1) Timeliness: completing professional tasks in allotted/appropriate time (e.g., evaluations, notes, reports); arriving promptly at meetings and appointments.	
2) Developing a disciplined approach to writing and maintaining notes and records.	
3) Negotiating/managing fees and payments.	
4) Organizing and presenting case material; preparing professional reports for health care providers, agencies, etc.	
5) How to self-identify personal distress, particularly as it relates to clinical work.	
6) How to seek and use resources that support healthy functioning when experiencing personal distress.	
7) Organizing one’s day, including time for notes and records, rest and recovery etc.	
<p>The above features may be considered to be a focal subset of a broader group of skills related to the clinician’s professional development that will continue throughout the career. This broader group includes:</p>	
b) <u>Professional Development Competencies</u>	<b>RATING</b>
1) Critical thinking and analysis.	
2) Using resources to promote effective practice (e.g., published information, input from colleagues, technological resources).	

3) Responsibility and accountability relative to one’s level of training and seeking consultation when needed.	
4) Time management.	
5) Self- awareness, understanding, and reflection.	
6) Self-care.	
7) Awareness of personal identity (e.g., relative to individual and cultural differences).	
8) Awareness of one’s own beliefs and values as they relate to and impact professional practice and activity.	
9) Social intelligence; ability to interact collaboratively and respectfully with other colleagues.	
10) Willingness to acknowledge and correct errors.	
11) Willingness to challenge self to move toward deeper self-awareness and professional development.	
12) Ability to create and conduct an effective presentation.	
<b>COMMENTS:</b>	
<b><u>11. Metaknowledge/Metacompetencies – Skilled Learning</u></b>	
<p>A broadly drawn definition characterizes <u>metaknowledge</u> as <i>knowledge about knowledge – knowing what you know and what you don’t know</i>. Metaknowledge includes being aware of the range and limits of what you know; knowing your own intellectual strengths and weaknesses, how to use available skills and knowledge to solve a variety of tasks, how to acquire new or missing skills, or being able to judge that a task can’t be done with current knowledge. <u>Metacompetencies</u> similarly refer to the ability to judge the availability, use and learnability of personal competencies.</p> <p>For psychologists, this would include:</p>	
	<b>RATING</b>
a) Knowing the extent and the limits of one’s own skills; learning the habit of and skills for self-evaluation of clinical skills.	
b) The ability to use supervision, consultation and other resources to improve and extend skills (note the related relationship competence – to work collegially and responsively with supervisors with an open and non-defensive stance).	
c) Knowledge of the process for extending current skills into new areas.	
d) Knowledge of the epistemologies underlying various aspects of clinical practice (e.g., assessment, diagnosis, treatment).	
e) Commitment to life-long learning and quality improvement.	
f) Awareness of one’s identity as a psychologist (Education Leadership Conference): an aspect and reflection of metaknowledge that is role specific, knowing what one knows and can do (and should do) as a psychologist.	
<b>COMMENTS:</b>	

**12. Site-Specific Skills**

Each practicum site will have its own unique characteristics and provide different opportunities for students. In this section, supervisors and students can develop their own set of skills/competencies that may be developed during the placement. Using the previous sections as a guide, supervisors and students can list additional skills/competencies that may be developed at the site in this section. There is no requirement to add items, but if other items are added,

For this site, these would include:

	<b>RATING</b>

**COMMENTS:**

Overall Strengths of the supervisee include:

Overall Areas of Growth for the supervisee include:

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
License/Cert #

\_\_\_\_\_  
Date

\*\*\*\*\*

By signing below, I \_\_\_\_\_ (supervisee) confirm that I have reviewed this evaluation and have discussed it with my supervisor.

Further, I \_\_\_\_\_ agree with the comments herein.

I \_\_\_\_\_ do NOT agree with the comments herein, and my response is noted below.

\_\_\_\_\_  
Supervisee's Signature

\_\_\_\_\_  
Date

RESPONSE (if appropriate)

Note: This form is slightly adapted from one used by the University of North Dakota and Radford University

## APPENDIX P

### Application to Submit Comprehensive Examination

Student Name \_\_\_\_\_ Date \_\_\_\_\_

I request permission to submit my portfolio for Part I of the comprehensive examination, believing I have met the following criteria:

- Plan of study approved and filed
- Satisfactory or better annual reviews
- Begun work preparing for dissertation proposal (due October 1)
- GPA of 3.0 or higher

Please indicate that you have successfully completed the following courses, had waivers approved, or indicate future semester when these will be completed:

- PSY 7000 Biological Aspects of Behavior
- PSY 7010 Statistics I
- PSY 7011 Stats II or PSY 7012 Qualitative Research Methods
- PSY 7020 Cognitive and Affective Aspects of Behavior
- PSY 7030 Advanced Social Psychology
- CPSY 7400 Advanced Research Methods in Counseling Psychology
- CPSY 8000 Ethics & Foundations of Counseling Psychology
- CPSY 8001 First Year Colloquium
- CPSY 8010 Vocational Psychology
- CPSY 8020 Advanced Theories and Practice in Counseling Psychology
- CPSY 8030 Counseling Children and Adolescents
- CPSY 8040 Advanced Group Theories and Techniques
- CPSY 8050 Advanced Multicultural Counseling Psychology
- CPSY 8100 Cognitive and Intellectual Assessment
- CPSY 8110 Personality Assessment
- CPSY 8200 Health Psychology
- CPSY 8201 Health Service Consultation and Interprofessional Seminar
- CPSY 8220 Supervision in Counseling Psychology
- CPSY 8501 First Year Practicum (repeated 3x)
- CPSY 8502 Second Year Practicum (repeated 3x)
- CPSY 8503 Third Year Practicum (repeated 3x)
- Military Concentration**
  - PSY 7380 Applied Military Psychology
  - CPSY 8600 Clinical Neuropsychology
  - CPSY 8610/ PSY 6040 Counseling Military Couples and Families
  - CPSY 8620 Trauma and Resilience: Theories and Intervention
  - CPSY 8630 Assessment and Treatment of Addictive Disorders
- Generalist Concentration**
  - Elective I \_\_\_\_\_
  - Elective II \_\_\_\_\_

Elective III \_\_\_\_\_  
 Elective IV \_\_\_\_\_  
 Elective V \_\_\_\_\_

I understand that not taking the exam without having an excuse approved by the faculty means I will receive a "Fail" for the written exam. \_\_\_\_\_ [initial]

I do not have any special circumstances or disabilities that need accommodation. \_\_\_\_\_ [initial]

OR

I have special circumstances or disabilities that need accommodation. Attached is documentation from the Disability Resource Office indicating the accommodations recommended by the DRO. \_\_\_\_\_ [initial]

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

Approved for examination  
 Not approved for the following reason(s):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Advisor

\_\_\_\_\_  
Date

## APPENDIX Q

### Austin Peay State University Comprehensive Exam Portfolio Rubric

What follows are five general guidelines for evaluating students' performance on the comprehensive examination. These five general areas may be given different consideration depending on the question but should serve as standards to which all students can aspire for their comprehensive examination answers and will serve as parameters upon which they will be evaluated by faculty.

First and foremost, good products respond to the instructions given. Regardless of the other criteria, good products reply to the stimuli presented and demonstrate a general understanding of the important issues presented in the assignment. A product that does not respond to the instructions will not receive a passing score.

Scoring for each part of the Portfolio is as follows:

#### **Part I, Section I: Professional Identity**

##### Pass

All materials submitted

All materials professionally formatted with correct spelling and grammar

Thorough, thoughtful self-evaluation

Positive yearly evaluation by faculty (or negative yearly evaluation with positive remediation)

##### Fail

Failure to submit all materials

Materials submitted sloppy or unprofessional

Cursory self-evaluation

Negative yearly evaluation by faculty

#### **Part I, Section II: Demonstrated knowledge of PWCs and DSKs**

##### Pass

Cover letter: See rating scale below, Parts A, C, D, E

Practicum evaluation\*: All items assessed are equal to or greater than 3

Research proposal\*: See rating scale below, Parts A, B, C, D, E

De-identified case presentation\*: See rating scale below, Parts A, C, D, E

De-identified integrated assessment report\*: See rating scale below, Parts A, C, D, E

Vocational case conceptualization\* (if necessary): See rating scale below, Parts A, C, D, E

Ethics case study\*: See rating scale below, Parts A, B, C, D, E

Supervision paper\*: See rating scale below, Parts A, B, C, D, E

Multicultural class artifact\*: See rating scale below, Parts A, B, C, D, E

Specialty product (if desired): See rating scale below, Parts A, B, C, D, E

Underlined items MUST be passed to achieve a pass for Section II.

\*Items with stars generally will have an ethics component.

#### Rating Scale General Guidelines

What follows are five general guidelines for evaluating students' performance on the components of the Part I Section II of the comprehensive examination. These five general areas may be given different consideration depending on the product but should serve as standards to which all students can aspire for the comprehensive examination submission and will serve as parameters upon which they will be evaluated by faculty.

- A. First and foremost, **good products respond to the instructions given**. Regardless of the other criteria, good products reply to the stimuli presented and demonstrate a general understanding of the important issues presented in the assignment. A product that does not respond to the instructions will not receive a passing score.

5 points

- Thoroughly responded to the individual prompt of the assignment overall and each subpart of the prompt.
- Comprehensively integrated material from various courses, the literature, and doctoral clinical experience.
- Demonstrated advanced mastery of the material relevant to the prompt.

4 points

- Thoroughly answered the majority of the subparts of the prompt and adequately answered the overall prompt and remaining subparts.
- Integrated material from various courses, the literature, and practical experience.
- Demonstrated advanced mastery of some of the material relevant to the prompt and adequate mastery of the remaining material.

3 points

- Adequately answered the overall prompt and each subpart of the prompt.
- Included material from various courses, the literature, and practical experience.
- Demonstrated adequate mastery of the material relevant to the prompt.

2 points

- Did not adequately answer either the overall prompt and/or the majority of the subparts of the prompt but the answer did address some of the subparts of the prompt.
- Included material either from one or two classes, some literature, or from practical experience.
- Demonstrated awareness of the material relevant to the question but not mastery of material.

1 point

- Failed to answer overall prompt and the majority of subparts of the prompt.
- Did not include material from classes, the literature, or practical experience.
- Did not demonstrate awareness of material relevant to the prompt.

- B. Second, good products present accurate knowledge of Counseling Psychology literature and considerations. Good products demonstrate that this knowledge base has both depth (i.e., employing specific literature with appropriate citations to justify assertions and demonstrate an awareness of the field) and breadth (i.e., articulating conceptual considerations). Please note that the expected number of sources is PER artifact and that this instruction may vary from the artifact's original instructions from the course.

5 points

- Cited at least 10 clearly relevant sources for each artifact with 40-70% being from past 5-7 years.
- Did not omit any seminal sources.
- Did not selectively cite material to support a particular point of view when multiple perspectives are available in the literature.
- Did not miscite material (e.g., assert a reference said one thing when it actually said something else)
- Appropriately cited all claims or mentions of evidence in the literature (e.g., provided at least one citation in a sentence beginning with "Research indicates that....").

4 points

- Cited 7-10 clearly relevant sources with 40-70% being from past 5-7 years.
- Omitted 1 or 2 seminal sources but included the majority of others.
- Selectively cited material only once.
- Miscited material only once.

- Did not provide adequate referencing only once.

3 points

- Cited 5-7 clearly relevant sources with 40-70% being from past 5-7 years.
- Omitted 3-4 seminal sources but included the majority of others.
- Selectively cited material 2 times.
- Miscited material two times.
- Did not provide adequate referencing twice.

2 points

- Cited 3-4 relevant sources with 40-70% being from past 5-7 years.
- Included 1-2 seminal sources.
- Selectively cited material 3-4 times.
- Miscited material 3-4 times.
- Did not provide adequate referencing 3-4 times.

1 point

- Cited fewer than 3 sources with 40-70% being from past 5-7 years.
- Did not include any seminal sources
- Selectively cited material 5+ times
- Miscited material 5+ times
- Did not provide adequate referencing 5+ times

- C. Third, they exhibit the integrative thinking indicative of a practitioner-scholar approach. In other words, the answer is thoughtful in that it integrates practical experience, real-world implications, and scientific thinking. Good answers demonstrate critical thinking rather than simple rote information regurgitation.

5 points

- Evidence of integrated analysis throughout the artifact.
- Clearly documents real-world implications of the issues throughout artifact.
- Clearly demonstrates critical thinking throughout the artifact.

4 points

- Evidence of integrated analysis in the majority of the artifact but some sections less clearly demonstrate inclusion of both scholarship and practice.
- Documents real-world implications of the issues in the majority of the artifact but some sections do not consider limitations imposed by reality.
- Demonstrates critical thinking in the majority of the artifact but some sections do not reflect analysis using multiple perspectives.

3 points

- Evidence of integrated analysis in at least half of the artifact but several sections less clearly demonstrate inclusion of both scholarship and practice.
- Documents real-world implications of the issues in at least half of the artifact but several sections do not consider limitations imposed by reality.
- Demonstrates critical thinking in at least half of the artifact but several sections do not reflect analysis using multiple perspectives.

2 points

- Evidence of integrated analysis is present in the artifact but most sections less clearly demonstrate inclusion of both scholarship and practice.
- Documents real-world implications of the issues in the artifact but most sections do not consider limitations imposed by reality.
- Demonstrates critical thinking in the artifact but most sections do not reflect analysis using multiple perspectives.

1 point

- Little to no evidence of integrated analysis in the artifact.
- Little to no documentation of real-world implications of the issues in the artifact.
- Little to no demonstration of critical thinking in the artifact.

D. Fourth, they communicate ideas in a clear, organized, and coherent fashion.

5 points

- Publication-quality language and phrasing and punctuation.
- Complete mastery of APA style.
- No ambiguity in meaning.
- No breaks in flow across the entire answer.

4 points

- Newsletter-quality language and phrasing and punctuation.
- Strong understanding of APA style.
- Little ambiguity in meaning.
- Few breaks in flow across the entire answer.

3 points

- Clear language and phrasing and punctuation, with some errors.
- Understanding APA style but some errors.
- Occasional ambiguity in meaning.
- Occasional breaks in flow across the entire answer.

2 points

- Difficulties in understanding the respondent's use of language and phrasing and punctuation.
- Little mastery of APA style
- Frequent ambiguity in meaning.
- Frequent breaks in flow across the entire answer.

1 point

- Language and phrasing and punctuation makes little to no sense.
- No effort to use APA style or no reflection of any understanding of APA style
- Respondent's meaning is ambiguous throughout the answer
- Little to no flow across the entire answer.

E. Fifth, they are consistently professional. Regarding this guideline, we ask such questions as: Does the artifact show any lapses in ethical reasoning? Is the factual information accurate? Are there essential considerations that have been overlooked within the artifacts? Are the program's areas of emphasis reflected in the student's products where indicated?

5 points

- No lapses in ethical reasoning.
- No errors in factual information.
- Explicit and purposeful inclusion of Program emphasis areas, (e.g., military or military-connected issues, diversity, social justice, and evidence-based practice)
- Explicit and purposeful inclusion of at least 3 counseling psychology values (e.g., focus on strengths, importance of prevention, etc.).

4 points

- No lapses in ethical reasoning.

- One error in factual information.
- Explicit and purposeful inclusion of Program emphasis areas (e.g., military or military-connected issues, diversity, social justice, and evidence-based practice)
- Explicit and purposeful inclusion of at least 2 counseling psychology values (e.g., focus on strengths, importance of prevention, etc.).

3 points

- At most one lapse in ethical reasoning.
- At most, one error in factual information.
- Explicit and purposeful inclusion of at least 3 Program emphasis areas (i.e., military or military-connected issues, , diversity, social justice, and evidence-based practice)
- Explicit and purposeful inclusion of at least 2 counseling psychology values (e.g., focus on strengths, importance of prevention, etc.).

2 points

- At most 2 lapses in ethical reasoning.
- At most, 2 errors in factual information.
- Explicit and purposeful inclusion of at least 2 Program emphasis areas (i.e., military or military-connected issues, , diversity, social justice, and evidence-based practice)
- Explicit and purposeful inclusion of at least 1 counseling psychology value (e.g., focus on strengths, importance of prevention, etc.).

1 point

- More than 2 lapses in ethical reasoning.
- More than 2 errors in factual information.
- Explicit and purposeful inclusion of 0 or 1 Program emphasis areas (i.e., military or military-connected issues, , cultural diversity, social justice, and evidence-based practice)
- Explicit and purposeful inclusion of no counseling psychology values (e.g., focus on strengths, importance of prevention, etc.).

<b>Number of Items Passed</b>	<b>Overall Number of Items not Passed</b>	<b>Number of Ethics-Related Items not Passed</b>	<b>Result</b>	<b>Remediation Process</b>
8 or more	0-2	0	Pass	Not applicable
7-8	2	any	Not Passed	Remediate 1 or 2 items and any ethics-focused items
6	4	0	Not passed	Remediate lowest 2 Scoring items
6	4	1-2	Not passed	Remediate 2 lowest scoring items and any ethics-focused items
5 or less	5 or more	0,1,2	Fail	Retake entire exam

Just a reminder that each of those items above that **MUST** be passed, if failed, must be remediated, regardless of how many other items have been passed.

Students who fail one or more items will receive feedback on those items within two weeks of receipt of their performance feedback. No scores will be changed and feedback will consist of a brief summary of general strengths and weaknesses. The feedback process will be funneled

through the advisor.

If a student fails one or more ethics-focused items, then the student must remediate by retaking the number of ethics-focused items that were not passed and then passing all of these items. The process will be that approximately 2 weeks after the results are provided, the student will be scheduled to answer the number of ethics-focused items that were not passed; although the focus of these additional questions will be ethics, the questions will not be the same as the ones that were not passed. If a student again fails one or more of these remediation items then the exam is considered to have been failed and the entire exam must be taken again in the following January or August (see below).

If a student fails 4 items, none of which are ethics-focused, then the student must remediate by rewriting the two lowest-scoring items. The process will be that approximately 2 weeks after the results are provided, the student will be scheduled to turn in the remediated items. If a student again fails either of these remediation items then the exam is considered to have been failed and the entire exam must be taken again in the following January or August (see below).

If a student fails 4 items and 1 or more are ethics-focused, then the student must remediate both the lowest scored non-ethics item and the ethics-focused items that were not passed. The process will be that approximately 2 weeks after the results are provided, the student will be scheduled to turn in the revisions. If a student again fails these remediation items then the exam is considered to have been failed and the entire exam must be taken again in the following January or August (see below).

If a student fails 5 or more items, the entire exam is considered to have been failed and the entire exam must be taken again in the following January or August (see below).

If a student fails the first exam, either by not passing 6 or more items or by not passing the remediation items, then the student must retake the equivalent of an entire exam again the Monday and Tuesday before the subsequent Spring semester starts in January or before the subsequent Fall semester starts. The additional consequence is that the student is not considered ready to apply for internship. The faculty members realize that this will delay the student's graduation by at least a year and may therefore involve some financial repercussions for the student because of delayed graduation and the need to take, and pay for, credit hours while waiting to start internship; however, we trust that students will understand that the faculty cannot in good conscience sign off on the student being ready to start internship if half or more of the comprehensive exam items are not passed or if an attempt at remediation has failed. The faculty members decided to offer the student the choice of retaking the exam in January or August. The January re-take may lead to a loss of anonymity in grading but would allow the student to move into working in earnest on the dissertation. If a student chooses to retake the exam in August so that anonymity is available then the faculty members hope the student will use the time to make progress on the dissertation so that the time is not lost. If a student does not sit for the exam when it is scheduled for them then, unless there is a compelling reason, they will have considered to have failed the exam a second time.

Any student who fails either portfolio or oral examination twice will be dismissed from the training Program. If a student passes the written exam but fails their first attempt to pass the oral exam, they are only required to again attempt to pass the oral exam. Students must pass both

parts of the exam before being able to apply for internship sites.

## APPENDIX R

### Austin Peay State University Oral Comprehensive Exam Rubric

Please score the student's response to each question and each of the criteria using the same 5-point scale as was used in the written comprehensive examination (1 = low, 3 = pass, 5 = high). Starred items must ALL be graded or above for the student to pass.

#### General Questions

For the case, we are interested in the following:

- \_\_\_ 1. Your diagnosis/diagnoses and rule-outs in all domains.\*
- \_\_\_ 2. Your potential treatment plan at this point, including goals, assessment(s), intervention(s), and basis for termination.\*
- \_\_\_ 3. Make sure to include the theoretical foundation and literature supporting your response to #2.\*
- \_\_\_ 4. Describe ethical principles/legal considerations/regulatory requirements that may be relevant to this situation. How would you respond to these matters – be ready to describe your decision making process.\*

#### Overall Performance During the Oral Examination

- \_\_\_ 1. Presentation, poise, professional behavior, anxiety management, good balance of openness and confidence but without defensiveness/overconfidence.
- \_\_\_ 2. Thoughtful integration of theory, research, and practice; a practitioner-scholar approach; appropriate engagement in scholarly dialogue (note that implicit within all of these is an ability to draw from, and refer to, the appropriate literature).\*
- \_\_\_ 3. Integration of the core aspects of the program: (a) military-related considerations (if applicable), (b) diversity, (c) social justice, and (d) evidence-based practice in psychology.\*
- \_\_\_ 4. Demonstration of clear identity as a Counseling Psychologist in training.\*
- \_\_\_ 5. Demonstrated ability to think on one's feet; flexibility and openness of thinking; demonstrated response to immediacy of process and dialogue in the oral exam.
- \_\_\_ 6. Ability to translate academic issues into real-world applications; ability to build critically on current paradigms or solutions by applying one's own thinking.
- \_\_\_ 7. Demonstrated ability to bring one's own thinking to bear on controversial issues, and possibly to move beyond merely socially desirable answers.
- \_\_\_ 8. Demonstrated understanding of ethical and professional issues, relevant ethical codes, appropriate legal and regulatory considerations, etc.\*

**APPENDIX S**  
**Austin Peay State University Psy.D. Dissertation Rubric-**  
**5 Chapter Model**

**Student Name:**

**Date:**

**Committee Member Name:**

**Committee Member Signature:** \_\_\_\_\_

**Components of a Dissertation and their Characteristics at Different Quality Levels**

Components	Outstanding - 4	Very Good - 3	Acceptable - 2	Unacceptable - 1
Chapter 1: Summary	Ready for submission to a top or closely related journal	Will be ready for submission to a journal with minor editing	Will be ready for submission to a journal with some additional involvement by Chair and/or Committee	Needs substantial effort to get in publishable form or may not be suitable
Chapter 2: Literature Review	<ul style="list-style-type: none"> <li>- Places the work within a larger context of current literature;</li> <li>- Indicates accurately the significance of the research;</li> <li>- Integrates material from related fields/areas</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates understanding of the literature;</li> <li>- Provides a meaningful summary of the literature;</li> <li>- Builds a case for both the research and the hypotheses explored</li> </ul>	<ul style="list-style-type: none"> <li>- Cites the majority of the key literature;</li> <li>- Lacks critical analysis and Synthesis of existing literature</li> </ul>	<ul style="list-style-type: none"> <li>- Fails to cite important, relevant articles;</li> <li>- Does not clearly relate the literature to the student's project;</li> <li>- Misinterprets or misrepresents the literature</li> </ul>
Chapter 3: Methods	<ul style="list-style-type: none"> <li>- Comprehensive, original, logically and internally consistent;</li> <li>- Integrates theory and empirical work;</li> <li>- Synthesizes theories;</li> <li>- Develops or creates theory</li> </ul>	<ul style="list-style-type: none"> <li>- Appropriate for project;</li> <li>- Uses existing methods or models well;</li> <li>- Applies methods in correct and creative ways;</li> <li>- Uses multiple measures of the same constructs</li> </ul>	<ul style="list-style-type: none"> <li>- Uses existing theory;</li> <li>- Question is not integrated into a theoretical perspective;</li> <li>- Shows basic level of competence;</li> <li>- Likely to yield a reasonably accurate answer</li> </ul>	<ul style="list-style-type: none"> <li>- Student cannot or does not explain the theory;</li> <li>- Uses the wrong methodology or tools;</li> <li>- Data are not handled carefully;</li> <li>- Does not have appropriate controls or control groups</li> </ul>

Chapter 4: Results	<ul style="list-style-type: none"> <li>- Robust, meaningful, interesting;</li> <li>- Analyses map back to the hypotheses;</li> </ul>	<ul style="list-style-type: none"> <li>- Well executed;</li> <li>- Shows good understanding of statistical methods;</li> <li>- Provides plausible arguments</li> </ul>	<ul style="list-style-type: none"> <li>- Meets the standard of thoroughness;</li> <li>- Analyses are well executed</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence does not support the argument;</li> <li>- Results do not follow from the analysis and/or are interpreted incorrectly</li> </ul>
Chapter 5: Discussion	<ul style="list-style-type: none"> <li>- Identifies significance and potential applications;</li> <li>- Puts study in larger context;</li> <li>- Thoroughly discusses limitations of the analysis;</li> <li>- Has implications for counseling psychology, psychology, or larger spheres</li> </ul>	<ul style="list-style-type: none"> <li>- Well synthesized;</li> <li>- Conclusions are supported by the evidence;</li> <li>- Indicates where future research might improve upon what was done</li> </ul>	<ul style="list-style-type: none"> <li>- Summarizes the results;</li> <li>- Some links to the existing literature;</li> <li>- Identifies some of the limitations to the study</li> </ul>	<ul style="list-style-type: none"> <li>- Insufficient discussion of results;</li> <li>- Misinterprets the findings;</li> <li>- Shows lack of understanding and careful thought</li> </ul>
Overall	Outstanding	Very Good	Acceptable	Unacceptable

\*Adapted from Radford University which also adapted material from the University of Kansas, originating from Barbara Lovitts & Ellen Wert, *Developing Quality Dissertations in the Social Sciences*, 2009.

## Austin Peay State University Psy.D. Dissertation Rubric- 4 Chapter Model

**Student Name:**

**Date:**

**Committee Member Name:**

**Committee Member Signature:** \_\_\_\_\_

### Components of a Dissertation and their Characteristics at Different Quality Levels

Components	Outstanding - 4	Very Good - 3	Acceptable - 2	Unacceptable - 1
Chapter 1: Literature Review	<ul style="list-style-type: none"> <li>- Places the work within a larger context of current literature;</li> <li>- Indicates accurately the significance of the research;</li> <li>- Integrates material from related fields/areas</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates understanding of the literature;</li> <li>- Provides a meaningful summary of the literature;</li> <li>- Builds a case for both the research and the hypotheses explored</li> </ul>	<ul style="list-style-type: none"> <li>- Cites the majority of the key literature;</li> <li>- Lacks critical analysis and Synthesis of existing literature</li> </ul>	<ul style="list-style-type: none"> <li>- Fails to cite important, relevant articles;</li> <li>- Does not clearly relate the literature to the student's project;</li> <li>- Misinterprets or misrepresents the literature</li> </ul>
Chapter 2: Methods	<ul style="list-style-type: none"> <li>- Comprehensive, original, logically and internally consistent;</li> <li>- Integrates theory and empirical work;</li> <li>- Synthesizes theories;</li> <li>- Develops or creates theory</li> </ul>	<ul style="list-style-type: none"> <li>- Appropriate for project;</li> <li>- Uses existing methods or models well;</li> <li>- Applies methods in correct and creative ways;</li> <li>- Uses multiple measures of the same constructs</li> </ul>	<ul style="list-style-type: none"> <li>- Uses existing theory;</li> <li>- Question is not integrated into a theoretical perspective;</li> <li>- Shows basic level of competence;</li> <li>- Likely to yield a reasonably accurate answer</li> </ul>	<ul style="list-style-type: none"> <li>- Student cannot or does not explain the theory;</li> <li>- Uses the wrong methodology or tools;</li> <li>- Data are not handled carefully;</li> <li>- Does not have appropriate controls or control groups</li> </ul>
Chapter 3: Results	<ul style="list-style-type: none"> <li>- Robust, meaningful, interesting;</li> <li>- Analyses map back to the hypotheses;</li> </ul>	<ul style="list-style-type: none"> <li>- Well executed;</li> <li>- Shows good understanding of statistical methods;</li> <li>- Provides</li> </ul>	<ul style="list-style-type: none"> <li>- Meets the standard of thoroughness;</li> <li>- Analyses are well executed</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence does not support the argument;</li> <li>- Results do not follow from the analysis and/or are</li> </ul>

		plausible arguments		interpreted incorrectly
Chapter 4: Discussion	<ul style="list-style-type: none"> <li>- Identifies significance and potential applications;</li> <li>- Puts study in larger context;</li> <li>- Thoroughly discusses limitations of the analysis;</li> <li>- Has implications for counseling psychology, psychology, or larger spheres</li> </ul>	<ul style="list-style-type: none"> <li>- Well synthesized;</li> <li>- Conclusions are supported by the evidence;</li> <li>- Indicates where future research might improve upon what was done</li> </ul>	<ul style="list-style-type: none"> <li>- Summarizes the results;</li> <li>- Some links to the existing literature;</li> <li>- Identifies some of the limitations to the study</li> </ul>	<ul style="list-style-type: none"> <li>- Insufficient discussion of results;</li> <li>- Misinterprets the findings;</li> <li>- Shows lack of understanding and careful thought</li> </ul>
Overall	Outstanding	Very Good	Acceptable	Unacceptable

\*Adapted from Radford University which also adapted material from the University of Kansas, originating from Barbara Lovitts & Ellen Wert, *Developing Quality Dissertations in the Social Sciences*, 2009.

## APPENDIX T

### Intent to Apply for Internship Form

Choosing a predoctoral internship site is an important consideration for one's training as a professional psychologist. The faculty of the Counseling Psychology program realizes that there are many factors to be considered in choosing the site that fits your needs. The program does not require that you select an accredited site; however, the faculty strongly encourages you to enter the APPIC matching process that may lead to you being matched to an internship site that is accredited by either the American Psychological Association or APPIC-approved. You should be aware that if you are matched to a site, it may not be your first choice, and will likely be in a geographical area outside the Western Tennessee region. If you choose to apply to a non-APA / non-APPIC site, you must complete an additional form (see Appendix R).

In the event that you are successfully matched to an internship site, you are ethically bound to accept placement at that site except in the most extraordinary circumstances. If you refuse to accept the site to which you are matched it will likely significantly lower your chances of being matched to a site in the future. Because this will also be considered an ethical violation it could result in remediation, and/or, sanctions, or dismissal from the program.

I have read and understand the information presented above. If I had any questions about this information, I had the opportunity to discuss my questions with a core faculty member in the Counseling Psychology Program.

I intend to apply for internship this Fall and request faculty approval to apply. I have attached the Internship Application Form (Appendix U).

---

Signature of Student

---

Date

APPENDIX U

Internship Application Approval Form

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Matriculation in PsyD Program \_\_\_\_\_

Have you applied for approval for internship before? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, when? \_\_\_\_\_

Briefly outline what transpired on an attached page.

Have you applied to internship sites before? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, when? \_\_\_\_\_

Briefly outline what transpired on an attached page.

Have you at present:

A. Completed two full years of approved practica? Yes \_\_\_\_\_ No \_\_\_\_\_

B. Taken the comprehensive exam? Yes \_\_\_\_\_ No \_\_\_\_\_

(Note that this means that you met the requirements to take the comprehensive exam; if this is not the case then a detailed explanation needs to be provided for each requirement that you did not meet and why not meeting this requirement should not preclude you from being considered eligible to apply for internship)

C. Made significant progress on your dissertation proposal? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, date of proposal \_\_\_\_\_

Who is Chairing/Co-Chairing your dissertation committee?  
\_\_\_\_\_

Summary of practica and other relevant training experiences since entering the Psy.D. Program. Attach your practicum hours forms that indicate the hours accrued in each category at each site.

On an attached page please describe the type of internship or training setting are you seeking (e.g., VA, state hospital, counseling center, medical center, etc.) and why.

On an attached page please describe your present professional goals beyond the Psy.D.

\_\_\_\_\_  
Advisor Approval

\_\_\_\_\_  
Date

\_\_\_\_\_  
Training Director (approval on behalf of Psy.D. faculty)

\_\_\_\_\_  
Date

## APPENDIX V

### Non-Accredited Internship Criteria

**Directions:** When students request to be allowed to apply to non-APA/non-APPIC accredited sites, once the student has submitted the form below, the Program Director will contact the requested site and obtain the following information. The faculty will review the material and render a decision.

-Types of training activities offered:

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---

Is the training appropriate? Y or N

-Frequency of supervision: \_\_\_\_\_

-Adequacy of supervision: \_\_\_\_\_

-Supervisors and credentials of supervisors:

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-Site evaluation process for students:

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-Site MLAs for level-appropriate competencies? Y or N

-Documentation of student evaluation:

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## APPENDIX W

### Non-APA / Non-APPIC Internship Site Informed Consent Form

Choosing a predoctoral internship site is an important consideration for one's training as a professional psychologist. The faculty of the Counseling Psychology program realizes that there are many factors to be considered in choosing the site that fits your needs. The program does not require that you select an accredited site; however, the faculty strongly encourages you to enter the APPIC matching process that may lead to you being matched to an internship site that is accredited by either the American Psychological Association or APPIC-approved. We are also aware that this is more challenging for students until the time the program is accredited. You should be aware that if you are matched to a site it may not be your first choice, and will likely be in a geographical area outside the Clarksville area. Because there can be significant professional consequences to not completing your internship at an APA-accredited / APPIC-approved site, the Psy.D. faculty want you to complete this additional form indicating that you have

- Considered the short- and long-term implications of accepting a non-APA / non-APPIC site
- Reviewed State and Provincial licensure requirements
- Reviewed recent job advertisements
- Talked about this in some detail with your advisor
- Talked about this in some detail with at least one of your practicum instructors
- Talked about this in some detail with at least one of your on-site psychologist supervisors
- Talked about this in some detail with the Psy.D. Program Director

In the event that you are successfully matched to an internship site regardless of whether APA-accredited / APPIC-approved, you are ethically bound to accept placement at that site except in the most extraordinary circumstances. Thus, you cannot reconsider and change your mind after the selection process has taken place. If you refuse to accept the site to which you are matched it will likely significantly lower your chances of being matched to a site in the future. Because this will also be considered an ethical violation it could result in remediation, and/or, sanctions, or dismissal from the program.

I have read and understand the information presented above. If I had any questions about this information, I had the opportunity to discuss my questions with my Advisor and the Psy.D. Program Director.

I understand that the faculty may still deny permission to apply to one or more non-APA / non-APPIC sites if they have concerns about the quality of training I may receive. To help them in making their determination, I have attached a description of the internship site, including written material and website addresses, and my reasons for wanting to apply to this site.

I intend to apply for internship at a non-APA-accredited / non-APPIC-approved site. I understand that this may have significant professional consequences and that I have discussed this matter with the following individuals on the dates listed.

Advisor: _____	Date(s): _____
Practicum Instructor(s) _____	Date(s): _____
_____	Date(s): _____
On-Site Psychologist Supervisor(s): _____	Date(s): _____
_____	Date(s): _____
Psy.D. Program Director: _____	Date(s): _____
Other: _____	Date(s): _____
_____	Date(s): _____

Based on the information on this form, my thorough personal consideration, consultation of the literature (including, but not limited to, licensure laws and recent job advertisements), and discussions with the professionals listed above, I believe I have informed consent regarding the potential consequences associated with applying and therefore possibly being placed at a non-APA-accredited / non-APPIC-approved internship site. I agree to take complete responsibility for the consequences in the event that I do accept such an internship and then experience difficulties as a result of this placement.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date



Dissertation

Proposal approved prior to October 1 of  
the year before internship Yes \_\_\_\_\_ Date \_\_\_\_\_

Final product defended and approved by  
Committee and Graduate College within  
3 years of passing comprehensive exam Yes \_\_\_\_\_ Date \_\_\_\_\_

Internship completed at an APA/APPIC site Yes \_\_\_\_\_ Date \_\_\_\_\_

If no, permission granted for  
non-APA/non-APPIC site Yes \_\_\_\_\_ Date \_\_\_\_\_

Internship completed Yes \_\_\_\_\_ Date \_\_\_\_\_

Interpersonally ready to be a psychologist Yes \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX Y

### The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs

#### I. Overview and Rationale

Professional psychologists are expected to demonstrate competence within and across a number of different, but interrelated dimensions. Programs that educate and train professional psychologists also strive to protect the public and profession. Therefore, faculty, training staff, supervisors, and administrators in such programs have a duty and responsibility to evaluate the competence of students and trainees across multiple aspects of performance, development, and functioning.

It is important for students and trainees to understand and appreciate that academic competence in professional psychology programs (e.g., doctoral, internship, postdoctoral) is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) will also be evaluated. Such comprehensive evaluation is necessary in order for faculty, training staff, and supervisors to appraise the entire range of academic performance, development, and functioning of their student-trainees. This model policy attempts to disclose and make these expectations explicit for student-trainees prior to program entry and at the outset of education and training.

In response to these issues, the Council of Chairs of Training Councils (CCTC) has developed the following model policy that doctoral, internship, and postdoctoral training programs in psychology may use in their respective program handbooks and other written materials (see <http://www.apa.org/ed/graduate/cctc.html>). This policy was developed in consultation with CCTC member organizations, and is consistent with a range of oversight, professional, ethical, and licensure guidelines and procedures that are relevant to processes of training, practice, and the assessment of competence within professional psychology (e.g., the Association of State and Provincial Psychology Boards, 2004; Competencies 2002: Future Directions in Education and

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This document was developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC) (<http://www.apa.org/ed/graduate/cctc.html>) and approved by the CCTC on March 25, 2004. Impetus for this document arose from the need, identified by a number of CCTC members that programs in professional psychology needed to clarify for themselves and their student-trainees that the comprehensive academic evaluation of student-trainee competence includes the evaluation of intrapersonal, interpersonal, and professional development and functioning. Because this crucial aspect of academic competency had not heretofore been well addressed by the profession of psychology, CCTC approved the establishment of a "Student Competence Task Force" to examine these issues and develop proposed language. This document was developed during 2003 and 2004 by a 17-member task force comprised of representatives from the various CCTC training councils. Individuals with particular knowledge of scholarship related to the evaluation of competency as well as relevant ethical and legal expertise were represented on this task force. The initial draft of this document was developed by the task force and distributed to all of the training councils represented on CCTC. Feedback was subsequently received from multiple perspectives and constituencies (e.g., student, doctoral, internship), and incorporated into this document, which was edited a final time by the task force and distributed to the CCTC for discussion. This document was approved by consensus at the 3/25/04 meeting of the CCTC with the following clarifications: (a) training councils or programs that adopt this "model policy" do so on a voluntary basis (i.e., it is not a "mandated" policy from CCTC); (b) should a training council or program choose to adopt this "model policy" in whole or in part, an opportunity should be provided to student-trainees to consent to this policy prior to entering a training program; (c) student-trainees should know that information relevant to the evaluation of competence as specified in this document may not be privileged information between the student-trainee and the program and/or appropriate representatives of the program.

Credentialing in Professional Psychology; Ethical Principles of Psychologists and Code of Conduct, 2010; Guidelines and Principles for Accreditation of Programs in Professional Psychology, 2003; Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists, 2002).

## **II. Model Policy**

Students and trainees in professional psychology programs (at the doctoral, internship, or postdoctoral level) should know – prior to program entry, and at the outset of training – that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure – insofar as possible – that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of

psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

Although the purpose of this policy is to inform students and trainees that evaluation will occur in these areas, it should also be emphasized that a program's evaluation processes and content should typically include: (a) information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable); (b) information regarding the primary purpose of evaluation (e.g., to facilitate student or trainee development; to enhance self-awareness, self-reflection, and self-assessment; to emphasize strengths as well as areas for improvement; to assist in the development of remediation plans when necessary); (c) more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and (d) opportunities for remediation, provided that faculty, training staff, or supervisors conclude that satisfactory remediation is possible for a given student-trainee. Finally, the criteria, methods, and processes through which student-trainees will be evaluated should be clearly specified in a program's handbook, which should also include information regarding due process policies and procedures (e.g., including, but not limited to, review of a program's evaluation processes and decisions).

### Competence Definitions

Because there has been significant discussion in the literature about terminology (see, e.g., the October 2007 issue of *Professional Psychology: Research and Practice*), below we provide operational definitions for key terms related to student evaluation. The examples provided are meant to be illustrative and not all-encompassing. We begin with the term “impairment” because there has been some concern about its use (see Elman & Forrest, 2007); however, in the context of student evaluation we are specifically **NOT** using the term as it is defined in the Americans with Disabilities Act but rather as defined below.

**Impairment** is defined as an interference in professional functioning. Impairment is typically reflected in an inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning. Impairment typically involves a decrease in level of skill or functioning. Problems typically become identified as impairments:

when they include most of the following characteristics: (a) The [student] does not acknowledge, understand, or address the problem when it is identified, (b) the problem is not merely a reflection of a skill deficit that can be rectified by academic or didactic training, (c) the quality of services delivered by the [student] is consistently negatively affected, (d) the problem is not restricted to one area of professional functioning, (e) a disproportionate amount of attention by training personnel is required, and/or (f) the [student’s] behavior does not change as a function of feedback, remediation efforts, and/or time. (Lamb et al., 1987, p. 599)

When addressing impairment issues, faculty will assess the themes identified in Gizara and Forrest (2004), regarding whether “(a) the [student’s] behavior was either professionally harmful or deficient, (b) the behavior was a clear pattern, and (c) the behavior was not resolving” and “a ‘noticeable shift’ in the [student’s] level of performance” (p. 133).

Examples:

A student demonstrates consistently angry interactions with clients and shows no ability to refrain from these non-constructive activities even after remediation has been attempted.

A student has a substance abuse problem that cannot be brought under control.

**Incompetence.** As a program we recognize that competence “depends on habits of mind, including attentiveness, critical curiosity, self-awareness, and presence. Professional competence is developmental, impermanent, and context-dependent” (Epstein & Hundert, 2002, p. 228). In general, “professional competence” involves: “the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and community being served” (p. 227). Incompetence is defined as a lack of achievement of developmentally appropriate competence, which may include either professional or interpersonal skill, or academic deficiency. Overholser and Fine (1990) also state that “incompetence occurs when professionals continue to provide services that they are not fully capable of performing” (p. 462).

## Examples:

A student provides psychological services (e.g., teaching, research, counseling) without appropriate professional supervision.

A student is unable to learn and exercise appropriate counseling skills.

A student demonstrates multiple instances of gross inappropriate interpersonal conduct.

**Ethical Misconduct** is when the Ethical Principles of Psychologists and Code of Conduct produced by the American Psychological Association (APA, 2010) are not followed. This code is intended to provide both the general principles and the decision rules to cover situations often encountered by psychologists and trainees in their professional activities. It has as its primary goal the welfare and protection of the individuals and groups with whom psychologists and trainees work. It is the individual responsibility of each psychologist and trainee to aspire to the highest possible standards of conduct. Psychologists and trainees respect and protect human and civil rights so that they do not knowingly participate in or condone unfair discriminatory practices.

## Examples:

A student engages in an exploitive dual relationship with a client or research participant.

A student misrepresents their professional credentials or training in order to increase personal gain (e.g., secure an internship).

**Academic Misconduct** is an act in which a student seeks to claim credit for the work or efforts of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student's academic performance, or assists other students in any of these acts. Further information about Austin Peay State University's Standards of Student Conduct can be found on the University's website.

## Examples:

A student cheats on an examination.

A student collaborates with others on a course assignment that has been designated as a project to be completed by each student independent from others.

A student submits a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas.

**Problematic Behaviors** refer to a student's behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with other persons' diverse lifestyles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment or incompetence status [c.f., Lamb, Cochran, & Jackson (1991). *Professional Psychology: Research and Practice*, 22, 291-296].

## Examples:

A student has strong negative emotional reactions to client concerns and is not willing to examine these conflicts in personal psychotherapy.

A student consistently doesn't follow the guidelines specified within departmental or program documents.

**Informed Consent Regarding Austin Peay State University Psy.D. Student Competence**

The faculty of the Austin Peay State University Psy.D. Program is charged with the dual task of nurturing the development of psychologists-in-training and ensuring the standards of the profession of psychology. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. The policy for this provision of the training experience is articulated in the *The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs* document included in the student handbook. This document was developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC) (<http://www.apa.org/ed/graduate/cctc.html>) and approved by the CCTC on March 25, 2004, and subsequently adopted in principle by the Psy.D. faculty.

In order to ensure the promotion of human welfare and the standards of the profession, all Psy.D. students will abide by relevant ethical codes and demonstrate developmentally appropriate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. The Psy.D. faculty do their best to ensure that those persons who might compromise the standards of the profession, or who might pose a serious risk to clients, students, research participants, and others, are not allowed to train for or enter the profession. Certain types of probation, suspension, or dismissal proceedings may be initiated when a student's behavior is so inappropriate as to warrant major concern regarding whether the student is emotionally, interpersonally, or ethically unsuited for current study in the discipline of psychology and eventual entry into the profession of psychology. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status produces inappropriate activities along the lines of incompetence, ethical misconduct, academic misconduct, or problematic behaviors (see attached for definitions and examples of these terms).

As described in the Psy.D. Student Handbook, the overarching goal of the Psy.D. Program is to prepare counseling psychologists in the practitioner-scholar model to assume roles as responsible, competent members of the professional community. In addition to developmentally appropriate technical competence, students are expected to maintain high standards of professional and ethical behavior in their interactions with clients, students, peers, supervisors, and faculty, including confidentiality, honesty, and academic integrity. Students are expected to be familiar with the Program goals and to work with faculty toward ensuring that their academic and professional development is consistent with the achievement of these goals. Students are also expected to pay attention to the functioning of their peers and intervene (with the peer directly or by talking with Program faculty) if there is concern about the peer. Faculty will monitor student progress to assess student competence and also to identify deficiencies. Faculty will assist students in remediation of deficiencies where possible, but dismissal of the student from the program may occur when remediation is not possible, or a student is unwilling to attempt recommended remediation(s).

It is important for students to understand and appreciate that academic competence in professional psychology training activities (e.g., doctoral and internship programs) is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive examinations and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) are also evaluated. Such comprehensive evaluation is

necessary in order for faculty to appraise the entire range of academic and professional performance, development, and functioning of students.

Consistent with this policy, students should know that faculty and supervisors evaluate, within a developmental framework, their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, and related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, students they teach, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, students, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner.

This policy applies to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision, research collaboration), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, regardless of setting or context, when a student's conduct (in person, through writing, on the Internet, or in other ways) clearly and demonstrably (a) impacts the performance, development, or functioning of the student or other program members, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

The purpose of this statement is to inform students that evaluation occurs as stated previously, but it also serves to emphasize that the program's evaluation processes and content have as their primary goals: (a) facilitating student development; (b) enhancing student self-awareness, self-reflection, and self-assessment; (c) emphasizing strengths as well as areas for improvement; and (d) assisting in the development of remediation plans when necessary. Students should also know that the program's evaluation process involves more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings). Finally, negative evaluations always include opportunities for remediation--provided that the faculty and supervisors conclude that satisfactory remediation is possible for a given student.

In conclusion, by signing this document you are entering into an agreement to allow the Austin Peay State University Psy.D. faculty to assess your academic and professional development in relation to the goals of the Psy.D. Program and the standards of the profession of psychology, in accord with the explanations herein. You have the right to not enter into this agreement, which would result in your not being admitted into the Austin Peay State University Psy.D. Program. This agreement will be in effect during the complete time when a student is enrolled in the Psy.D. Program (i.e., from admission to graduation).

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Student Signature

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Date

## APPENDIX Z Yearly Evaluations

### Annual Self-Evaluation Form

**Name:**

**Mailing Address:**

**E-Mail Address:**

**Date:**

1. Please attach a current vita
  
2. Please provide a brief bullet point summary and self-evaluation of activity in the following areas for the time period **Summer 20XX-Spring 20XX [the 12 months that extend from the previous evaluation through the current date; if this is the first self-evaluation then start from the beginning of Fall semester unless you have relevant activities from before you started classes]**:
  - a. Academic Performance
    - i. courses taken and grades received
    - ii. comprehensive exam plans and/or performance (if applicable)
  - b. Scholarly activities (list any publications, presentations, grants, submissions of the preceding, works in progress – use APA-style and provide a copy of the actual work)
  - c. Dissertation Progress
  - d. Service and Professional Development Activities
    - i. Any clinical experience/service outside of practica/internship
    - ii. List membership in professional organizations
    - iii. Offices held in student and/or professional organizations
    - iv. Participation in extracurricular program and department activities
    - v. Participation in community outreach or consultation
    - vi. Attendance at professional conferences or workshops
    - vii. Other contributions to the profession, department, or program
    - viii. Honors/awards/recognitions
    - ix. Self-care activities
  - e. Activities Related to Program Emphases
    - i. Cultural diversity
    - ii. Social justice
    - iii. Evidence-based practice
    - iv. Military members and families (if on Military track)
  - f. Assistantship (if applicable) activities and performance
  - g. Teaching and Training Activities (add a note if these are part of your assistantship)
  - h. Progress on remediation of academic, ethical/legal, or interpersonal issues (if applicable)
  - i. Other (anything else you think is important to include)

3. Practicum/Internship Performance:

- a. For each of the practicum/internship settings in which you have worked since your last evaluation, please provide the name of the location and a copy of your practicum hours form for that site that lists all hours accrued for the year. (Copies of the original Practicum Training Plan and the first semester Practicum Evaluation should be placed in the student's file.)

4. Performance on Other Goals

- a. Using the form on the next page, please provide self-evaluation ratings for each of the Competencies associated with the Program's Goals and Objectives. Feel free to add comments as appropriate.

5. Please respond to the following questions, writing a paragraph on each.

- a. Reviewing this past year's activities, specify at least two accomplishments in the development of your skills as a practitioner.
- b. Reviewing this past year's activities, specify at least two accomplishments in the development of your skills as a scholar.
- c. Reviewing this past year's activities, specify at least two accomplishments in the development of your skills in the following areas (you can incorporate all of these into 1 paragraph or write separate paragraphs, depending on how much you have to say):
  - i. Diversity
  - ii. Social Justice
  - iii. Evidence-based Practice in Psychology
  - iv. Military members and families (if on Military track)
- d. Identify at least two of your strengths as a Counseling Psychologist-in-training
- e. Identify at least two goals for improvement (in any areas) for May of this year through April of next year.

## Annual Self-Evaluation Form Goals, Objectives, and Competencies

An important part of the evaluation process is the student’s self-evaluation on each of the Objectives and Competencies associated with each of the Program’s Goals. Please use the following scale to rate yourself on each of the Competencies associated with each Goal’s objective. Each student must evaluate herself or himself at 3 or better on each item or complete a remediation plan designed to help the person reach at least a 3. Feel free to add explanatory comments to any or all of the items.

**DIRECTIONS:**

Using the rating scale below, provide a numeric rating for each Competency listed that best reflects your opinion about the level of your own performance during the most recent evaluation period.

No Competence at All	Need Significant Improvement	Need More Time to Master Expected Skills	Appropriate Level given Training & Experience	Exceeds Expectations/ Ready for internship	Clear Strength: Performing at Predoctoral Internship Level
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**Very Important:** When giving ratings, the comparison is where you believe you should be given the time you have spent in the Program (i.e., finishing first year, finishing second year, finishing third year, finishing fourth year). **Given this, there should be no constriction of ratings (i.e., you could rate yourself anywhere from 0 – 5).** A zero should be given when you believe your own skills to be of grave concern, and thus potentially harmful to the welfare of others such as clients or practicum classmates.

**Goal #1:** To train counseling psychologists who have the requisite knowledge base and therapeutic skills for entry into the practice of professional psychology.

**Objective 1.1:** Students acquire a knowledge base of psychology as a scientific discipline, and of counseling psychology as an area of professional specialization.

**Competencies Expected for Objective 1.1:**

(1) Understand the current body of knowledge of scientific psychology in biological, cognitive, affective, and social aspects of behavior, the history and systems of psychology, psychological measurement, research methods, and techniques of data analysis.

0      1      2      3      4      5

Comments

(2) Understand the scientific, methodological, and theoretical foundations of practice in counseling psychology including individual differences in behavior, human development, and psychopathology.

0      1      2      3      4      5

Comments

**Objective 1.2:** Students acquire a knowledge base and skills necessary to diagnose or define problems through psychological assessment and measurement, and formulate and implement intervention strategies (including empirically supported procedures).

**Competencies Expected for Objective 1.2:**

(1) Understand the theories and methods of assessment and diagnosis, effective intervention, consultation and supervision, and evaluating the efficacy of interventions.

0 1 2 3 4 5

Comments

(2) Demonstrate knowledge and skills in evidence-based practice.

0 1 2 3 4 5

Comments

**Objective 1.3:** Students acquire an awareness and understanding of professional issues to practice psychology in an ethical and professional manner

**Competencies Expected for Objective 1.3**

(1) Understand ethical/legal standards in professional practice and research.

0 1 2 3 4 5

Comments

(2) Demonstrate the capacity to make reasoned judgments about ethical practice related to emerging issues using codes, literature in professional ethics, and consultation with colleagues.

0 1 2 3 4 5

Comments

**Objective 1.4:** Students acquire the knowledge and skills necessary to practice as a culturally competent counseling psychologist in all professional roles

**Competencies Expected for Objective 1.4:**

(1) Demonstrate the self-awareness necessary to be a multiculturally competent psychologist.

0 1 2 3 4 5

Comments

(2) Understand the concepts, theory, and research related to culturally competent practice and research as a professional psychologist.

0 1 2 3 4 5

Comments

**Objective 1.5:** Students acquire the knowledge and skills necessary for life-long learning, professional problem-solving and scholarly inquiry as a professional psychologist in the context of an evolving body of scientific and professional knowledge.

**Competencies Expected for Objective 1.5:**

(1) Engage in professional development to maintain effective clinical practice.

	0	1	2	3	4	5
Comments						

(2) Demonstrate professional service.

	0	1	2	3	4	5
Comments						

**Goal #2:** To develop professionals who are committed to Counseling Psychology as a field and to social justice as one aspect of their professional identity.

**Objective 2.1:** Develop professionals who will actively identify with and are committed to the profession and positive traditions of Counseling Psychology.

**Competencies Expected for Objective 2.1:**

(1) Students join APA and the Society of Counseling Psychology by their second year in the Program and remain a member for at least 3 years after graduation.

	0	1	2	3	4	5
Comments						

(2) Students read Counseling Psychology journals and publications as well as related articles in other journals/chapters in books.

	0	1	2	3	4	5
Comments						

(3) Students attend and may present at professional meetings and workshops relevant to Counseling Psychologists.

	0	1	2	3	4	5
Comments						

**Objective 2.2:** Demonstrate a commitment to social justice.

**Competency Expected for Objective 3.2:**

(1) Demonstrate inclusion of social justice in thinking and in activities/career.

	0	1	2	3	4	5
Comments						

### Annual Data Collection Form

Complete for summer 20XX-Spring 20XX [year from the past summer through the current spring].

**Name:**

**Mailing Address:**

**Date:**

1. Gender
2. Ethnicity:
3. Subject to the Americans with Disabilities Act: Yes No
4. Foreign National: Yes No
5. Member of Professional or Research Society: Yes No N/A
6. Author or Co-Author of Papers or Workshops at Professional Meetings: Yes No N/A
7. Author or Co-Author of Articles in Professional or Scientific Journals: Yes No N/A
8. Involved in Grant-Supported Research: Yes No N/A
9. Involved in Teaching: Yes No N/A
10. Involved Part-time in Supervised Practicum Training on or off Campus: Yes No N/A  
[If yes, complete item 12. Otherwise go on to item 13.]
11. Practicum Hours (received during supervised formal academic training and credit or which were program-sanctioned training experiences)
  - Intervention and Assessment Hours: Total actual clock hours spent in direct service to clients/patients. (Time spent gathering information about the client/patient, but not in the actual presence of the client/patient should be recorded under Support Activities.): \_\_\_\_\_
  - Support Hours: Total number of hours spent on activities outside the counseling/therapy hour while still focused on the client/patient (e.g. chart review, writing process notes, consulting with other professionals about cases, video/audio tape review, time spent planning interventions, assessment interpretation and report writing, etc.) Also, include hours spent at a practicum setting in didactic training (e.g. grand rounds, seminars): \_\_\_\_\_
  - Supervision Hours: Total number of hours spent in supervision. Supervision is divided into one-to-one, group, and peer supervision/consultation: \_\_\_\_\_
12. Did you take comprehensive exams during this time period? If yes, indicate outcome: Fail Pass
13. Did you apply for internship during this time period? If yes, indicate outcome:
  - \_\_\_\_ Placed at an accredited site. How had you ranked this site? (e.g. 3rd) \_\_\_\_\_
  - \_\_\_\_ Placed at an unaccredited site. How had you ranked this site? (e.g. 3rd) \_\_\_\_\_
  - \_\_\_\_ Not placed
14. Did you complete your dissertation during this time period? Yes No
15. If you graduated during this time period (or expect to do so this summer), have you accepted a postgraduate position? No Yes If yes, please specify title and setting:

**APPENDIX AA**  
**Annual Program Evaluation Form**

The purpose of this form is to get students’ input regarding their perceptions of the Program as a whole. The first part mirrors the self-evaluation form you completed on Competencies. This time we ask you to rate how well you believe the Program is preparing you to meet this Competency by the time you graduate from Austin Peay State. The second part asks for more general feedback about the Program. While these forms are presented in paper format in the handbook, they will be completed on a Qualtrics survey to preserve anonymity.

**PART 1**

**DIRECTIONS:**

Using the rating scale below, provide a numeric rating for each Competency listed that best reflects your opinion about the degree to which the Program is preparing you to meet this Competency by the time you graduate from Austin Peay State.

Absolutely No Preparation to Become Competent	Needs Significantly More Attention in the Program	Needs a Little More Attention in the Program	Appropriate Amount of Attention in the Program	Amount of Attention Exceeds Amount Required but the Additional Focus is Helpful	Amount of Attention Exceeds Amount Required AND the Additional Focus is “Overkill”
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**Very Important:** When giving ratings, note that levels 0, 1, and 2 indicate more attention is necessary, whereas levels 3 and 4 indicate you believe the amount of attention is acceptable, and level 5 means you think there is too much attention to a given area and this is a problem.

**Goal #1:** To train counseling psychologists who have the requisite knowledge base and therapeutic skills for entry into the practice of professional psychology.

**Objective 1.1:** Students acquire a knowledge base of psychology as a scientific discipline, and of counseling psychology as an area of professional specialization.

**Competencies Expected for Objective 1.1:**

- (1) Understand the current body of knowledge of scientific psychology in biological, cognitive, affective, and social aspects of behavior, the history and systems of psychology, psychological measurement, research methods, and techniques of data analysis.

0      1      2      3      4      5

Comments

- (2) Understand the scientific, methodological, and theoretical foundations of practice in counseling psychology including individual differences in behavior, human development, and psychopathology.

0      1      2      3      4      5

Comments

**Objective 1.2:** Students acquire a knowledge base and skills necessary to diagnose or define problems through psychological assessment and measurement, and formulate and implement intervention strategies (including empirically supported procedures).

**Competencies Expected for Objective 1.2:**

(1) Understand the theories and methods of assessment and diagnosis, effective intervention, consultation and supervision, and evaluating the efficacy of interventions.

0      1      2      3      4      5

Comments

(2) Demonstrate knowledge and skills in evidence based practice.

0      1      2      3      4      5

Comments

**Objective 1.3:** Students acquire an awareness and understanding of professional issues to practice psychology in an ethical and professional manner

**Competencies Expected for Objective 1.3**

(1) Understand ethical/legal standards in professional practice and research.

0      1      2      3      4      5

Comments

(2) Demonstrate the capacity to make reasoned judgments about ethical practice related to emerging issues using codes, literature in professional ethics, and consultation with colleagues.

0      1      2      3      4      5

Comments

**Objective 1.4:** Students acquire the knowledge and skills necessary to practice as a culturally competent counseling psychologist in all professional roles

**Competencies Expected for Objective 1.4:**

(1) Demonstrate the self-awareness necessary to be a multiculturally competent psychologist.

0      1      2      3      4      5

Comments

(2) Understand the concepts, theory, and research related to culturally competent practice and research as a professional psychologist.

0      1      2      3      4      5

Comments

**Objective 1.5:** Students acquire the knowledge and skills necessary for life-long learning, professional problem-solving and scholarly inquiry as a professional psychologist in the context of an evolving body of scientific and professional knowledge.

**Competencies Expected for Objective 1.5:**

(1) Engage in professional development to maintain effective clinical practice.

0      1      2      3      4      5

Comments

(2) Demonstrate professional service.

0      1      2      3      4      5

Comments

**Goal #2:** To develop professionals who are committed to Counseling Psychology as a field and to social justice as one aspect of their professional identity.

**Objective 2.1:** Students will actively identify with the profession and positive traditions of Counseling Psychology.

**Competencies Expected for Objective 2.1:**

(1) Students join APA and the Society of Counseling Psychology by their second year in the Program.

0      1      2      3      4      5

Comments

(2) Students read Counseling Psychology journals and publications as well as related articles in other journals/chapters in books.

0      1      2      3      4      5

Comments

(3) Students attend and may present at professional meetings and workshops relevant to Counseling Psychologists.

0      1      2      3      4      5

Comments

**Objective 2.2:** Demonstrate a commitment to social justice.

**Competency Expected for Objective 2.2:**

(1) Demonstrate inclusion of social justice in thinking and in activities/career.

0 1 2 3 4 5

Comments

Any other comments about how well the Program is preparing you to meet these aims and competencies? Or any comments about the aims and competencies themselves?

**PART 2**

This part is more general and asks some closed and open-ended questions about the Program. When we ask about “the Program” we mean the faculty, the curriculum, practicum placements, supervision, requirements (e.g., comps), dissertation, your office space, and so forth.

1. Regarding how rigorous the Program is, I believe it is
  - a. Way too easy
  - b. Easier than it should be
  - c. About right
  - d. A bit more rigorous than it should be
  - e. Way more rigorous than it needs to be

Comments:

2. Regarding the expectations of the faculty, I believe they are
  - a. Way too low
  - b. Lower than they should be
  - c. About right
  - d. A bit higher than they should be
  - e. Way too high

Comments:

3. Regarding the Program itself,
  - a. I wish I had not accepted the offer
  - b. Sometimes I have regrets about accepting the offer
  - c. I am glad I accepted the offer

Comments:

4. Regarding the Program,
  - a. I definitely would not recommend others come here
  - b. I doubt I would recommend that anyone else come here
  - c. I might recommend to some people that they come here
  - d. I would enthusiastically recommend this Program

Comments:

5. What are the most important things you think the faculty need to do to improve the Program?
6. What do you think are the best parts of the Program?
7. What else do you want to tell the faculty about the Program?
8. What do you want to tell the faculty about the Department or University or Austin Peay State community?

**APPENDIX AB.**  
**Alumni Evaluation Form**  
 Aims and Competencies

In order to contribute to program improvement and to fulfill our obligations to our accrediting body, we ask that you complete this Alumni Evaluation. Your feedback is important to us, so you should receive this at 2- and 5-year post-graduation intervals. Part I refers to the aims and competencies disseminated during the program. Part 2 asks for information about your current standing and for more specific feedback about the program. Thanks for your contribution to program improvement! (While this is presented in paper format, the actual evaluation will be completed via Qualtrics.)

**PART 1**

**DIRECTIONS:**

Using the rating scale below, provide a numeric rating for each Competency listed that best reflects your opinion about how well the program prepared you to know or understand this competency area or master the skills within this competency by the time you graduated.

Absolutely No Preparation	Little, but Not No Preparation	Moderate Level of Preparation	High and Appropriate Level of Preparation	Extreme Level of Preparation (Overkill)
1	2	3	4	5

**Aim I.** The first aim of the program has been to train future psychologists in the foundational areas of discipline-specific knowledge. In the areas below, please indicate the level of preparation the program provided for you in these areas in order for you to be successful in your area of practice as a professional psychologist.

**Objective:** Students acquire a knowledge base of psychology as a scientific discipline, and of counseling psychology as an area of professional specialization.

**Competencies Preparation:**

1. The program prepared me to know or understand the history and systems of psychology.

Absolutely No Preparation	Little, but Not No Preparation	Moderate Level of Preparation	High and Appropriate Level of Preparation	Extreme Level of Preparation (Overkill)
1	2	3	4	5

2. The program prepared me to know or understand the current body of knowledge of scientific psychology in the biological aspects of behavior.

Absolutely No Preparation	Little, but Not No Preparation	Moderate Level of Preparation	High and Appropriate Level of Preparation	Extreme Level of Preparation (Overkill)
1	2	3	4	5

3. The program prepared me to know or understand the current body of knowledge of scientific psychology in the cognitive aspects of behavior.

Absolutely No Preparation	Little, but Not No Preparation	Moderate Level of Preparation	High and Appropriate Level of Preparation	Extreme Level of Preparation (Overkill)
1	2	3	4	5

4. The program prepared me to know or understand the current body of knowledge of scientific psychology in the affective aspects of behavior.

Absolutely No Preparation	Little, but Not No Preparation	Moderate Level of Preparation	High and Appropriate Level of Preparation	Extreme Level of Preparation (Overkill)
1	2	3	4	5

5. The program prepared me to know or understand the current body of knowledge of scientific psychology in the developmental aspects of behavior.

Absolutely No Preparation	Little, but Not No Preparation	Moderate Level of Preparation	High and Appropriate Level of Preparation	Extreme Level of Preparation (Overkill)
1	2	3	4	5

6. The program prepared me to know or understand the current body of knowledge of scientific psychology in the social aspects of behavior.

Absolutely No Preparation	Little, but Not No Preparation	Moderate Level of Preparation	High and Appropriate Level of Preparation	Extreme Level of Preparation (Overkill)
1	2	3	4	5

7. The program prepared me to know or understand the integrative knowledge of these aspects of behavior.

Absolutely No Preparation	Little, but Not No Preparation	Moderate Level of Preparation	High and Appropriate Level of Preparation	Extreme Level of Preparation (Overkill)
1	2	3	4	5

8. The program prepared me to know or understand the current body of knowledge in research methods.

Absolutely No Preparation	Little, but Not No Preparation	Moderate Level of Preparation	High and Appropriate Level of Preparation	Extreme Level of Preparation (Overkill)
1	2	3	4	5

9. The program prepared me to know or understand the current body of knowledge in techniques of statistical analysis.

Absolutely No Preparation	Little, but Not No Preparation	Moderate Level of Preparation	High and Appropriate Level of Preparation	Extreme Level of Preparation (Overkill)
1	2	3	4	5

10. The program prepared me to know or understand the current body of knowledge in psychometrics.

Absolutely No Preparation	Little, but Not No Preparation	Moderate Level of Preparation	High and Appropriate Level of Preparation	Extreme Level of Preparation (Overkill)
1	2	3	4	5

11. The program prepared me to know or understand the scientific, methodological, and theoretical foundations of practice in counseling psychology including individual differences in behavior, human development, and psychopathology.

Absolutely No Preparation	Little, but Not No Preparation	Moderate Level of Preparation	High and Appropriate Level of Preparation	Extreme Level of Preparation (Overkill)
1	2	3	4	5

**Aim II:** The second aim of the program is to train counseling psychologists who have the requisite training and experience in the areas of profession-wide competencies. In the areas below, please indicate the level of preparation the program provided for you in these areas in order for you to be successful in your area of practice as a professional psychologist.

**Objective:** Students acquire a knowledge base and skills in the profession-wide competencies necessary for successful entry into the practice of professional psychology including research, ethical and legal standards, individual and cultural diversity, professional values, attitudes, and behaviors, communications and interpersonal skills, assessment, intervention, supervision, and consultation and interprofessional /interdisciplinary skills.

**Competencies Preparation:**

1. The program prepared me with knowledge and skills in the areas of theories and methods of research allowing me to evaluate the evidence-base around multiple areas of clinical practice and related research.

Absolutely No Preparation	Little, but Not No Preparation	Moderate Level of Preparation	High and Appropriate Level of Preparation	Extreme Level of Preparation (Overkill)
1	2	3	4	5

2. The program prepared me with knowledge and skills in the area of ethical and legal standards in professional practice and research.

Absolutely No Preparation	Little, but Not No Preparation	Moderate Level of Preparation	High and Appropriate Level of Preparation	Extreme Level of Preparation (Overkill)
1	2	3	4	5

3. The program prepared me with the knowledge and skills needed for evidence-based practice.

Absolutely No Preparation	Little, but Not No Preparation	Moderate Level of Preparation	High and Appropriate Level of Preparation	Extreme Level of Preparation (Overkill)
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9. The program prepared me with the knowledge and skills of supervision models and practices, including the current empirical literature.

Absolutely No Preparation	Little, but Not No Preparation	Moderate Level of Preparation	High and Appropriate Level of Preparation	Extreme Level of Preparation (Overkill)
1	2	3	4	5

10. The program prepared me with the knowledge and skills around the roles and perspectives of other professions as well as knowledge of consultation models and practices.

Absolutely No Preparation	Little, but Not No Preparation	Moderate Level of Preparation	High and Appropriate Level of Preparation	Extreme Level of Preparation (Overkill)
1	2	3	4	5

Part 2:

1. What year did you graduate from APSU’s Psy D in Counseling Psychology program?
2. Are you licensed to practice as a psychologist? What year were you licensed? In what state(s)?
3. What is the setting in which you work (private practice, VAMC, college or university counseling center, etc.)? Include all that apply.
4. How many years have you worked in this setting?
5. What is your job title?
6. Did you work in a different setting prior to this one post-graduation? If so, what was it?
7. Do you have any feedback regarding the program at APSU and how it prepared you to work in your current setting? If so, please provide it below.

Thanks for your input!