



UNIVERSITY *of the*
CUMBERLANDS

**Ph.D. in Clinical Psychology
Course Catalog and Handbook**

2015-2016

Contents

ACCREDITATION 5

NONDISCRIMINATION POLICY 5

FERPA POLICY 6

UNIVERSITY MISSION STATEMENT 8

INTRODUCTION..... 9

CLINICAL PSYCHOLOGY GRADUATE TRAINING MODEL AND PROGRAM OVERVIEW
..... 10

Graduate Program Mission 10

Program Goals, Objectives, and Competencies 10

Program Organization and Administration 12

Program Resources..... 13

Library 13

Interlibrary Loan 14

Reference and Instructional Services 15

Student Services 15

Career and Counseling Services 15

Disability Services 15

Tutoring Services 15

Psychological Assessment Library 16

UNIVERSITY POLICIES AND PROCEDURES 18

Verification of Enrollment 18

Withdrawing from the University 18

Dropping a Course..... 19

Financial Policies..... 19

Withdrawal/Refund Policy..... 19

Refund Schedule..... 19

Treatment of Title IV Aid 20

Financial Clearance for Enrollment..... 21

Disability Accommodations..... 21

PROGRAM POLICIES AND PROCEDURES 23

Academic Appeals..... 23

Academic Standing 23

Grading 23

Admissions	24
Attendance/Participation in Clinical Psychology Functions and Activities	25
CEU Requirements	26
Class Scheduling, Registration and Attendance	26
Full-time and Part-time Study	26
Identity Verification	26
Leave of Absence	27
Prior Study and Transfer Credit	27
Professional Interpersonal Competency Evaluation (PICE)	28
Professional Misconduct	30
Program Communication	30
Residency Requirements	30
Year in Residence	30
Weekends in Residence	30
Standards of Student Conduct	30
Students with Emotional or Behavioral Difficulty	31
Time Limit for Degree Completion	32
CURRICULUM	33
Program Overview	33
Standard Program of Studies	33
Ph.D. Required Courses	33
Master of Arts Degree Curriculum and Requirements	34
Course Descriptions	35
Advancement to Candidacy Examination	40
CLINICAL PRACTICA AND INTERNSHIP	43
Clinical Practica	43
Pre-Doctoral Internship	45
RESEARCH	47
Research Teams	47
Dissertation	47
AGREEMENT CONTRACT	49
APPENDIX A: Tentative Ph.D. (3+1) Course Sequence 2015-2016	50
APPENDIX B: PROFESSIONAL INTERPERSONAL COMPETENCY EVALUATION (PICE)	54

APPENDIX C: Graduate Survey PhD in Clinical Psychology 61
APPENDIX D: Competency Remediation Plan* 65

ACCREDITATION

University of the Cumberlands is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, masters, education specialist, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of University of the Cumberlands.

NONDISCRIMINATION POLICY

The University does not illegally discriminate in its programs and activities on the basis of race, color, national or ethnic origin, sex, disability, age, religion, genetic information, veteran or military status, or any other basis on which the University is prohibited from discrimination under local, state, or federal law. As a non-profit Christian institute of higher learning, the University exercises its rights under state and federal law to use religion as a factor in making employment decisions. The University has been granted exemption from certain regulations promulgated under Title IX of the Education Amendments of 1972 which conflict with the University's religious tenets.

The University has grievance procedures to provide students, employees, or applicants an opportunity to file a complaint of illegal discrimination of any kind. In order to file a grievance, see the grievance procedures published below or contact the appropriate person:

The following person has been designated to handle inquiries or complaints regarding the disability nondiscrimination policy, including compliance with Section 504 of the Rehabilitation Act of 1973:

Dr. Michelle Dykes-Anderson
Student Success Coordinator
Boswell Campus Center, Student Services Office Suite
(606) 539-3561, michelle.anderson@ucumberlands.edu

The following person has been designated as the University's Title IX Coordinator to handle inquiries or complaints regarding the sex nondiscrimination policy and compliance with Title IX of the Education Amendments of 1972:

Ms. Pearl Baker
Human Resources Director and Title IX Coordinator
Gatliff Administration Office 116
(606) 539-4211, pearl.baker@ucumberlands.edu

Dr. Emily Coleman
Vice President for Student Services and Deputy Title IX Coordinator
Boswell Campus Center, Student Services Office Suite
(606) 539-4171, emily.coleman@ucumberlands.edu

The following person has been designated to handle inquiries or complaints regarding all other portions of the nondiscrimination policy:

Mr. Steve Morris
Vice President for Business Services
Gatliff Administration Office 001
(606) 539-4597, steve.morris@ucumberlands.edu

FERPA POLICY

The University is subject to the provisions of the Family Educational Rights and Privacy Act (FERPA). This federal law affords students certain rights with respect to the student's education records. These rights are:

- 1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.** Students should submit to the Office of the Registrar written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place the records may be inspected.
- 2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.** Students may ask the University to amend a record. They should write the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading, or a violation of their privacy rights. If the Registrar decides not to amend as requested, the Registrar will notify the student of the decision and advise the student of his or her right to a hearing regarding the request and will provide the student with additional information regarding the request and will provide the student with additional information regarding the hearing procedures.
- 3. The right to consent to disclosures of personal identifiable information contained in the student's education records, except to the extent that FERPA authorized disclosure without consent.** One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent) to perform a university function which would otherwise be accomplished by a university employee; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

The University may also disclose, without the student's consent, "directory information", unless the student has advised the Registrar in writing at least five days following registration that the student does not wish part or all of the directory information to be made public. Once filed, this instruction becomes a permanent part of the student's record until the student instructs the University, in writing, to have the request removed. The primary purpose of directory information is to allow the University to include this type of information in certain University publications, the media, and outside organizations. The University has designated the following as examples of directory information: the student's name, addresses including electronic mail address, telephone numbers, date and place of birth, major field of study, degree sought, attained class level, expected date of completion of degree requirements and graduation, degrees and awards received, picture, dates of attendance, full or part-time enrollment status, the previous educational agency or institution attended, class rosters, participation in officially recognized activities and sports, weight and height of athletic team members and denominational preference.

The University may disclose education records without the student's consent in certain other circumstances, but shall do so only upon the authorization of the Registrar.

- 4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements FERPA.** The name and address of the office which administers FERPA and to which complaints are to be sent is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC, 20202-4605.

UNIVERSITY MISSION STATEMENT

University of the Cumberlands has historically served students primarily, but not exclusively, from the beautiful mountain regions of Kentucky, Tennessee, West Virginia, Virginia, Georgia, North Carolina, South Carolina, Ohio and Alabama which have traditionally been described as Appalachia. The University's impact can be seen in the achievements of its graduates who have assumed roles of leadership in this region and throughout the nation.

While located in the resort like area of Appalachia, with emphasis primarily on serving the beautiful mountain area, the University now reaches into every state and around the world through its student body and alumni.

UC continues to offer promising students of all backgrounds a broad-based liberal arts program enriched with Christian values. The University strives for excellence in all of its endeavors and expects from students a similar dedication to this pursuit. Its commitment to a strong academic program is joined with a commitment to a strong work ethic. UC encourages students to think critically and creatively so that they may better prepare themselves for lives of responsible service and leadership. This focus of its undergraduate programs is extended and extrapolated into its graduate programs. These programs also nurture critical and creative thinking in pursuit of the "life-more-abundant" for both the individual and society. At UC, graduate study prepares professionals to be servant-leaders in their disciplines and communities, linking research with practice and knowledge with ethical decision-making.

INTRODUCTION

Welcome to your new university home at University of the Cumberland! Congratulations on your record of academic success that has created a foundation for your next learning endeavor in the Ph.D. Program in Clinical Psychology. Over the next few years, you will have the opportunity to immerse yourself in the study of clinical psychology and develop skills that will prepare you for clinical practice. I encourage you to bring a sense of curiosity, an openness to learning, a willingness to engage in personal and professional growth and development, and a passion for helping individuals, couples, families, and communities thrive.

As you embark on your journey through the Ph.D. program, you will find this handbook a useful roadmap that outlines our program's policies and procedures and provides reference documents for your review. You will also want to review the Practicum and Dissertation handbooks for more detailed information about requirements. Information about additional university policies and procedures can be found in the University of the Cumberland Student Handbook (link posted on the Student Life homepage).

Be mindful that policies and procedures may change and when these changes do occur, you will be informed. All changes will be emailed and discussed with students during program meetings. Handbooks are updated annually and are available on the university website. If you ever have questions about any university or program policy or procedure, please ask your advisor or another member of the graduate faculty.

Again, I extend a warm welcome to you! It is my hope that your experiences in the Ph.D. in Clinical Psychology program will prepare you for a future filled with possibilities and opportunities and leave you with a passion for lifelong learning.

Tammy Hatfield, Psy.D.
Director of the Ph.D. in Clinical Psychology Program
May 2015

CLINICAL PSYCHOLOGY GRADUATE TRAINING MODEL AND PROGRAM OVERVIEW

The Ph.D. in Clinical Psychology program resides as one entity within the University of the Cumberland's Graduate School, which in turn forms a part of the larger university structure. University of the Cumberland's commitment to Servant-Leadership is the foundation from which the university's graduate programs are built. We offer blended, distributed learning and use the Practitioner-Scholar Model of training to prepare graduates who are competent in linking science with ethical practice and in serving their local communities as leaders.

Graduate education is most effective when the relationship between students and faculty is characterized by mutual respect, responsibility, collaboration, and dedication to excellence. We value individual diversity, strong relational skills, and commitment to service to others.

Our graduate program utilizes a competency-based approach to education and training, following guidelines outlined in resources from APA competency initiatives. Our curriculum and training experiences are designed to promote development of the following competencies: Relationships, Assessment, Intervention, Research and Evaluation, Individual and Cultural Diversity, Consultation, Ethics and Legal Standards, Scientific Knowledge and Methods, Supervision, and Advocacy.

Graduate Program Mission

The focus of the Ph.D. in Clinical Psychology program is to train graduates for the general, integrative practice of clinical psychology with diverse populations, especially those that are traditionally underserved. The program also seeks to prepare students from underserved groups to become psychologists who reinvest by serving as clinical leaders in their local communities.

Program Goals, Objectives, and Competencies

Goal 1: To train graduates as generalists in Clinical Psychology who demonstrate understanding of the knowledge base in the core academic curriculum and competence necessary for entry-level practice and a commitment to life-long learning.

Objective 1A: Students will demonstrate they have a knowledge base in the core areas of Clinical Psychology that are generally accepted as foundational in the field of psychology.

Competency 1A1: Students will demonstrate knowledge of biological bases of behavior, social bases of behavior, cognitive-affective bases of behavior, lifespan development, individual and cultural diversity, personality theory, legal and ethical standards, psychological measurement, assessment and diagnosis, research methods and data analysis, psychotherapy theories and empirically based interventions.

Objective 1B: Students will demonstrate competence in relationships, assessment, intervention, consultation, supervision, and research and evaluation.

Competency 1B1: Students will demonstrate the ability to establish, develop, and maintain effective interpersonal, professional relationships with clients,

supervisors, faculty, peers, support staff, allied professionals, organizations, and communities.

Competency 1B2: Students will demonstrate the ability to score, analyze, and interpret psychological testing data and produce an integrated written psychological assessment report.

Competency 1B3: Students will demonstrate the ability to conduct a diagnostic Clinical Interview that showcases an ability to accurately conceptualize, diagnose, and plan treatment for an individual case.

Competency 1B4: Students will demonstrate the ability to conceptualize cases and plan interventions from at least one consistent theoretical orientation.

Competency 1B5: Students will demonstrate the ability to provide consultation services in response to client needs or goals.

Competency 1B6: Students will demonstrate knowledge of supervision models and be able to articulate a model of supervision.

Competency 1B7: Students will demonstrate knowledge and application of legal and ethical research, research methods, and research writing using APA style as evidenced by their completed dissertations.

Goal 2: To train graduates who have a strong knowledge base and deep appreciation of traditionally underserved populations and local cultural influences to commit to service to others and to reinvest into local, disadvantaged communities as clinical leaders.

Objective 2A: Students will demonstrate knowledge and skill in individual and cultural diversity.

Competency 2A1: Students will demonstrate an awareness of social, political, economic, or cultural barriers to treatment.

Competency 2A2: Students will demonstrate knowledge of cultural influences among traditionally underserved populations and specifically among Appalachian communities.

Competency 2A3: Students will demonstrate the skill of applying a multicultural perspective to their view of human behavior, assessment of abnormal human behavior, and intervention strategies.

Competency 2A4: Students will assist clients in developing self-advocacy plans and will promote self-advocacy among clients.

Objective 2B: Students will demonstrate professional identity as a psychologist-in-training who possesses knowledge of and commitment to servant leadership.

Competency 2B1: Students will display professional values and attitudes typical of psychologists.

Competency 2B2: Students will demonstrate knowledge of servant leadership models and principles.

Competency 2B3: Students will practice servant leadership in their work with clients.

Goal 3: To promote scholarship in practice by training ethically-minded clinical scientists whose work is guided and informed by scientific research.

Objective 3A: Students will demonstrate knowledge and application of ethical and legal standards in the profession of psychology.

Competency 3A1: Students will demonstrate knowledge of the APA Code of Ethics and ethical problem solving models.

Competency 3A2: Students will demonstrate the application of ethical problem solving models to ethical dilemmas.

Objective 3B: Students will integrate research and clinical practice.

Competency 3B1: Students will demonstrate knowledge of the value of evidence based approaches to practice.

Competency 3B2: Students will apply knowledge of evidence based practice in their work with clients.

Program Organization and Administration

The administration and management of the doctoral program is carried out through various committees and individuals with designated responsibilities in the program.

Director, Ph.D. in Clinical Psychology Program and Professor

Tammy Hatfield, Psy.D.

859.980.7937

tammy.hatfield@ucumberlands.edu

Director of Clinical Training, Ph.D. in Clinical Psychology Program and Associate Professor

R. Douglas Olds, Psy.D.

859.980.7937

doug.olds@ucumberlands.edu

Psychological Services Clinic Director, Ph.D. in Clinical Psychology Program and Associate Professor

Christen T. Logue, Ph.D.

859.980.7937

christen.logue@ucumberlands.edu

Associate Professor, Ph.D. in Clinical Psychology Program

Sarah Flynn, Ph.D.

859.980.7937

sarah.flynn@ucumberlands.edu

Associated Faculty:

Professor of Psychology, Psychology Department Chair

Dennis Trickett, Ed.D.

606.539.4153

dennis.trickett@ucumberlands.edu

Professor of Psychology

Eric Stephens, Ph.D.

606.539.4594

eric.stephens@ucumberlands.edu

Assistant Professor of Psychology
Haley Turner, Ph.D.
606.539.4163
haley.turner@ucumberlands.edu

Adjunct Faculty:

Crystal Sahner, Psy.D. crystal.sahner@ucumberlands.edu

S. Douglas Lemon, Psy.D. stephen.lemon@ucumberlands.edu

Sarah Shelton, Psy.D. sarah.shelton@ucumberlands.edu

Melissa Taylor, Ph.D. melissa.taylor@ucumberlands.edu

Program Resources

Library

Hagan Memorial Library currently houses over 166,000 volumes, including 142,000 titles in its print collections. These volumes are cataloged using the Library of Congress Classification System and are accessible through *UCat*, the Library's online catalog. In addition to print titles, the Library provides access to more than 176,000 books in electronic format. These books are also cataloged and accessible through *UCat*.

In addition to its print and electronic book resources, Hagan Memorial Library provides access to 823,000 microforms; 3,700 media items; and 25,000 periodical titles. Most periodical titles are accessible through online databases. Access to periodicals in any format is available through the "Information Resources" section of the library website (<http://www.ucumberlands.edu/library/>).

In its general collection, Hagan Memorial Library over 450 volumes published since 2000 are dedicated to the study of medical disciplines. The Library also provides access to over 10,930 e-books related to medical disciplines. In addition, the following databases provide access to materials especially pertinent to clinical psychology:

- *Academic Search Premier Collection* – Database indexing more than 8,300 journals, with full text for more than 4,500 of those titles.
- *ACP Medicine* – Online version of continually updated primary care textbook.
- *CINAHLw/Full Text* – Comprehensive source of full text for nursing and allied health journals, providing full text for more than 580 journals.
- *CREDO Reference* – Collection of over 600 reference sources.
- *EBSCO eBook Collection* – Provides access to more than 100,000 ebook titles.
- *Encyclopedia of Environmental Microbiology* – Includes approximately 320 articles that provide A-Z coverage of the entire field of environmental microbiology.
- *Encyclopedia of Molecular Biology* – Contains over 1,000 articles on molecular biology.
- *Films on Demand* – Collection of more than 6,400 full-length educational films.
- *Gale Virtual Reference Collection* – Provides access to more than 1,000 electronic reference titles covering many subjects, including health, science, and psychology.

- *Health Source-Consumer Edition* – Collection of consumer health information that provides access to 80 full text, consumer health magazines.
- *JSTOR* – Provides access to wide-ranging selection of academic journals from a variety of disciplines, including business. It specializes in preserving archives of older editions of journals rather than recent editions.
- *Lexis-Nexis Academic Universe* – Provides full text newspaper articles, wire and TV transcripts, legal information, medical information, and more.
- *MD Consult* – Database providing clinical content to physicians and medical providers that includes books, journals, clinical reviews, patient handouts, drug information, practice guidelines, medical images, and medical news.
- *MEDLINE* – National Library of Medicine database that provides authoritative medical information on medicine, nursing, dentistry, veterinary medicine, the health care system, pre-clinical sciences, and much more. Includes citations from over 4,800 current biomedical journals.
- *Oxford Reference Online Premium* – Collection of over 300 reference works updated regularly with an expanding range of volumes.
- *Project MUSE* – Provides access to over 300 journals in the arts, humanities, natural sciences, medicine, health, and social sciences.
- *PubMed* – Comprises more than 21 million citations for biomedical literature from MEDLINE, life science journals, and online books with links to some full-text content.
- *Sage Premier* – Provides access to full text articles from more than 520 journals in business, humanities, social sciences, science, technology and medicine.
- *STAT!Ref* – A collection of medical books, including the Merck Manual of Diagnosis and Therapy and the DSM-IV-TR.

The many electronic and online databases to which the Library subscribes comprise a major segment of the learning resources available on campus. These databases offer scholarly support for all academic programs, including medical disciplines. Most include full-text journals and other information resources.

Library users may access these databases on-campus or off-campus through [the Library's website](#). Databases are listed by academic discipline on the “*Information Resources*” menu on the Library’s home page. The table above details some of the major electronic resources available through the Library’s various subscriptions.

Interlibrary Loan

The Library offers reliable interlibrary loan services to faculty, students, and staff. The Library has access to the Online Computer Library Center (OCLC) bibliographic network. OCLC enhances the Library’s holdings by providing access to holdings of other libraries worldwide, thus making interlibrary loan a viable service. The Library also has interlibrary loan agreements with member libraries of the ACA and of FoKAL. These agreements provide free or low-cost interlibrary loans between member libraries. The Library’s interlibrary loan policy and procedures enable students to obtain materials from other libraries normally within five days. Currently, students seeking interlibrary loan materials may request them using the online library resource request forms located in the “*Services*” section of the Library’s homepage. These forms may be submitted online. When interlibrary loan materials arrive, the staff notifies

the student of their availability for pickup or mails these resources directly to students who live outside the local area.

Reference and Instructional Services

The Library employs a full-time Reference and Instruction Librarian to work with faculty and students to ensure their access to the full array of library resources and services. This MLS-certified individual has been designated the primary liaison with graduate students, ready to assist them both on-campus or via phone or email with their learning resource and research needs. The Reference and Instruction Librarian and other librarians and professional staff are available to answer questions about resources or research from students at any time during the Library's open hours. Currently the Library is open nearly 80 hours each week. Off-site students may call the Library for assistance through the University's toll-free number (800-343-1609). In addition, the Reference and Instruction Librarian is available for providing online instruction and support to online classes through the University's learning management system.

Students are able to access an online presentation detailing the learning resources and services provided by the Library. This presentation provides guidance in navigating the Library website, a review of the library services available, as well as a description of program-specific online resources. It also provides basic bibliographical instruction, guidance in using online databases and resources, a summary of library policies and procedures (such as interlibrary loans), and contact information for the library staff. Resource pages have also been developed for areas of study and for specific courses within programs.

Student Services

University of the Cumberlands offers the following services for students. This is not a comprehensive list. The full list of services may be found at www.ucumberlands.edu/students/.

Career and Counseling Services

- Debbie Harp, Director of Career Services
 - debbie.harp@ucumberlands.edu
- Carletta Creekmore, Assistant
 - ccreekmore9268@ucumberlands.edu
- 606.539.4259

Disability Services

- For accommodations to be awarded, a student must submit a completed Accommodations Application form and provide documentation of the disability to the Disability Services Coordinator and Dean of Undergraduate Studies, Retention, and Assessment
- Dr. Tom Fish, Disability Services Coordinator and Dean of Undergraduate Studies, Retention, and Assessment
 - tom.fish@ucumberlands.edu
 - 606.539.4216

Tutoring Services

For information about tutoring, contact The Academic Resource Center:

- Carolyn Reaves, Director

- carolyn.reaves@ucumberlands.edu
- arc@ucumberlands.edu
- 606.539.4312

Psychological Assessment Library

Psychological testing instruments and equipment are available in the Psychological Assessment Library. The Psychological Assessment Library is located in the Clinical Psychology Department at the Florence Kentucky Campus of University of the Cumberlands.

Tests and equipment are available to psychology graduate students who are enrolled in practicum or are required to practice administration of tests in their coursework (e.g. assessment courses). Students are responsible for returning borrowed tests and equipment in the condition in which they were obtained. If tests are damaged, lost, or stolen, the student will be held responsible for the expense of replacing the testing instrument or equipment. The student who checked out the test should return the test. If a student chooses to have another person return the test, the student who checks out the test will be held responsible for any damage or missing items. Testing supplies are expensive and the replacement can range in cost from \$20 to possibly more than \$2000 per item.

All departmental testing equipment will be tracked electronically and under no circumstance should equipment be removed from the department prior to undergoing the following check-out procedure.

Students actively enrolled in an assessment courses have priority over those who are in practicum. This will result in some testing equipment being unavailable for extended periods of time during the semester. Please check with the department for test availability.

Test Check-out Procedure

Students may check out testing supplies on the Florence campus. If testing equipment is needed, students should complete an *equipment request* and submit this to the department Administrative Assistant, the Director of Clinical Training, or any other full-time staff/faculty member. Students will submit the completed *equipment request* form in person or electronically and the items requested will be reviewed for availability during the requested time period. The student will be notified electronically as to the availability of the equipment and the check-out period recorded on an electronic calendar. Every effort should be made to pick up testing equipment during regular departmental hours. Should another arrangement be needed due to distance, travel, or last minute circumstances the Administrative Assistant, Director of Clinical Training, or any other member of faculty should be notified as soon as possible to make different arrangements.

Equipment request forms are available by request.

Returning Tests & Extending Check-out Time

Testing equipment may be checked out for a period of *up to one week on the initial request* and should be returned at the date/time scheduled on the initial written request. If there is no additional recorded request for the test, students may extend their check-out period for another

week. To request an extension, students should follow the above procedure via submission of an additional *equipment request*. An extension is considered granted when the student receives an email approving the extension. If there are circumstances beyond the student's control that prevent the student from returning the equipment at the designated time, the student may contact the Director of Clinical Training for guidance.

Sharing of testing equipment with another student is at your own discretion. The student who checks out the test is ultimately responsible for returning the testing supplies as scheduled and in the condition in which it was received.

UNIVERSITY POLICIES AND PROCEDURES

Verification of Enrollment

A student must confirm enrollment at the beginning of each term during the Confirmation of Enrollment period established by the Registrar and published on the Academic Calendar. For in-seat courses, Confirmation of Enrollment normally occurs by attendance in all courses on a student's schedule at least once during the confirmation period. For on-line courses, Confirmation of Enrollment normally occurs via active participation in a learning activity in all courses during the confirmation period. With the assistance of other offices and all faculty, the Registrar's Office administers the procedures by which enrollment is confirmed.

NOTE: Student Aid is not dispersed by the Financial Planning Office until enrollment is verified. A student's receipt of aid confirms the student's intent to complete all courses on the schedule for the semester. Once enrollment is confirmed and aid is dispersed, all policies and procedures described elsewhere are followed regarding tuition refund and aid remission should a student choose to drop individual classes or withdraw from all classes.

Withdrawing from the University

A student desiring to withdraw from University of the Cumberlands at any time must complete required paperwork and receive permission from the Vice President for Academic Affairs. The withdrawal process normally begins in the Office of Academic Affairs. The following policies and procedures govern withdrawal from the University for the current term.

1. The permanent record of a student who withdraws from University of the Cumberlands up until the last day to drop a class published on the Academic Calendar for that semester or bi-term will list a mark of "W" for all courses for which another grade (such as an "aF") has not been previously posted. A "W" carries no grade point penalty.
2. Students withdrawing after the last day to drop a course for the semester or bi-term will receive a grade as determined by the professor. In many cases this may be an "F."
3. A student who does not attend or ceases to attend a class but never officially drops or withdraws will receive an "aF" for each class when appropriate. An administrative withdrawal will be posted when non-participation in classes results in an active schedule of less than 1 credit hour, with W's, F's or aF's posted on all other courses.
4. No student who withdraws from University of the Cumberlands is entitled to a grade report or transcript of credits until the student's account is cleared by the Bursar's Office.
5. The final date of active enrollment (more information below) will be used by the Bursar's Office and the Office of Financial Planning to determine any adjustments involving financial aid and financial charges.

Medical/Emergency Withdrawal

Students who must withdraw from classes for medical reasons or because of dire personal circumstances may submit a written request to the Academic Affairs Office as soon as the student intends to stop participating in classes. This request must be supported by a letter from a medical professional or other source supporting the student's request with specific information on the student's diagnosis, current condition and continuing treatment requirements, or on the student's personal emergency that necessitates the withdrawal request. If the medical/emergency withdrawal is granted, the student will receive a grade of "W" in all current classes. NOTE:

Normally, partial medical/emergency withdrawals are not permitted (that is, withdrawal from one or two courses while the student continues in others).

Administrative Withdrawal

A student may be withdrawn from all classes by administrative action based upon:

1. Disciplinary action against a student confirmed by the Vice President for Academic Affairs, the Vice President for Student Services, or other university officer.
2. Failure of the student to confirm enrollment during the enrollment confirmation period at the beginning of a term.
3. Non-Participation in classes resulting in an active schedule of less than 1 credit hour and the posting of an aF, F, W in other classes.

Final Date of Active Enrollment

Whatever the circumstances, at the time of student withdrawal from the current term, the Registrar determines the final date of active enrollment (normally the last date of class attendance for in-seat classes or the withdrawal date for online courses). The final date of active enrollment is used by the Bursar's Office and the Financial Planning Office to determine any eligibility for tuition refund and any requirement for return of financial aid.

Dropping a Course

A student may withdraw from a course with a "W" up until the last day to drop listed upon the Academic Calendar as long another grade (such as an "aF") has not been previously posted. A "W" has no impact upon a student's GPA. No student may drop a course after the deadline posted on the Academic Calendar for the appropriate semester or bi-term.

Financial Policies

Current information on tuition and fees related to the doctoral program in Clinical Psychology is available from the Bursar's Office, the Office of Financial Planning, and from the program website.

Bursar's Office

- 606-539-4208
- bursar@ucumberlands.edu

Office of Financial Planning

- 606-539-4220
- finplan@ucumberlands.edu

Withdrawal/Refund Policy

See official University Withdrawal Policy above.

Refund Schedule

Below is the Refund Schedule, depending upon the length of courses.

Courses Fifteen Weeks or Greater in Length		
Official Date of Withdrawal	Charge	Refund

Last day to Register	0%	100%
Week 2 of classes	20%	80%
Week 3 of classes	40%	60%
Week 4 of classes	60%	40%
Week 5 of classes	80%	20%
After 5th week of classes	100%	0%

Courses Greater than Six Weeks but Less than Fifteen Weeks in Length

Official Date of Withdrawal	Charge	Refund
Last day to Register	0%	100%
Week 2 of classes	50%	50%
After 2nd week of classes	100%	0%

Courses Six Weeks or Less in Length

Official Date of Withdrawal	Charge	Refund
Last day to Register	0%	100%
After 1st week of classes	100%	0%

A student who officially withdraws after the posted cancellation deadline and on or before the first day of the term will be charged a non-cancellation fee of \$150 for tuition and \$150 for room and board for the fall and spring term. There is no non-cancellation fee for the summer terms. If a student officially withdraws after the first day of classes, they will be charged an administrative withdrawal fee of \$100 for the fall and spring terms and \$50 fee for the summer and bi- terms.

A student is not eligible for any financial aid prior to the first day of class attendance.

No Refund of Tuition or fees will be applied for dropping a course after the last day to add a course for the term has expired.

Treatment of Title IV Aid

Below are the regulations concerning Title IV aid when a student withdraws.

The law specifies how your school must determine the amount of Title IV program assistance that you earn if you withdraw from school. The title IV programs that are covered by this law are: Federal Pell Grants, Academic Competitiveness Grants, National SMART grants, TEACH Grants, Stafford Loans, PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), and Federal Perkins Loans.

When you withdraw during your payment period or period of enrollment (your school can define these for you and tell you which one applies) the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or your school or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

The amount of assistance that you have earned is determined on a pro rata basis. For example, if you completed 30% of your payment period or period of enrollment, you earn 30% of the assistance you are originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period.

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, your school must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don't incur additional debt. Your school may automatically use all or a portion of your post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school). The school needs your permission to use the post-withdrawal grant disbursement for all other school charges. If you do not give your permission (some schools ask for this when you enroll), you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

There are some Title IV funds that you were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you withdraw, you will not receive any FFEL or Direct loan funds that you would have received had you remained enrolled past the 30th day.

Financial Clearance for Enrollment

Full payment of an account or satisfactory financial arrangements of an account for all charges for previous semesters are due on or before registration. No student having any unpaid account shall receive financial clearance for the release of an official report of grades, a transcript of his/her credits, a diploma, or for participation in graduation ceremonies.

Disability Accommodations

University of the Cumberlands accepts students with certified disabilities and provides reasonable accommodations for their certified needs in the classroom, in housing, in food service or in other areas. (Please see the University's Non-Discrimination Policy on the inside front cover.) Students with disabilities may incur additional costs for services not provided by the University. The University's obligation to reasonably accommodate any student's disability ends where the accommodation would pose an undue hardship on the University or where accommodation in question would fundamentally alter the academic program.

For accommodations to be awarded, a student must submit a completed Accommodations Application form and provide documentation of the disability to the Disability Services Coordinator, Dr. Tom Fish Library 021, (606) 539-4216. Documentation may include copies of accommodation records from a high school or previously attended educational institution, testing results and evaluation by a licensed psychometrician, and/or statements from a physician describing the disability and the necessary restrictions. When all paperwork is on file, a meeting between the student and the Coordinator will be arranged to discuss possible accommodations before accommodations are formally approved. Students must then meet with the Coordinator at the beginning of each semester before any academic accommodations can be certified for that term. Certifications for other accommodations are normally reviewed annually. All

accommodations may be reviewed at any time at the request of the student or the Disabilities Coordinator.

PROGRAM POLICIES AND PROCEDURES

Academic Appeals

A student wishing to appeal a grade must appeal first to the instructor of the course. If the situation remains unresolved, the student may then appeal to the Director of the Program. Following the ruling of the Director, either the instructor or the student may file a complaint with the Academic Appeals Committee of the University. This formal written appeal must be filed by the end of the 4th week of classes in the next regular term following the term in which the course in question was taken. The Academic Appeals Committee then gathers information from the student, the instructor, and any other relevant parties. The Committee will deliver its recommendation on the complaint to the Vice President for Academic Affairs. After reviewing this recommendation and concurring with or amending it, the Vice President for Academic Affairs will inform the student and instructor of the disposition of the complaint no later than the last day of classes of the term in which the complaint was filed.

An appeal of any application of program policy made by the Director of the program may also be filed with the Vice President for Academic Affairs, who will make the final determination in the matter.

Academic Standing

The following standards will determine a student's academic status:

1. Students must earn a B or above in all courses graded with a letter grade and a Satisfactory (S) in courses graded as such.
2. When a student fails to obtain a B or above or a Satisfactory (S) grade in a particular course, he/she will be allowed to repeat that course(s) a maximum of one time before being dismissed from the program.
3. A student whose GPA drops below 3.0 will be placed on academic probation. The student then has one semester to improve the GPA to a 3.0 or higher. If the student fails to do so, the student will normally not be allowed to continue in the program. Of note, failure to maintain a 3.0 GPA could result in Student Aid Probation (SAP), which may result in the loss of access to loans, etc. SAP will also result if a student earns less than 2/3 of the credit hours for which they enroll. For example, if one enrolls in 15 credits in the first semester and because of F's or W's only earn 9 credits, a warning and potentially a SAP letter will be sent by the Financial Planning Office. It is possible to appeal this, but financial aid resources may be in serious jeopardy.

Grading

The Clinical Psychology program uses the following grades and quality points:

- A – Superior performance, four quality points are earned for each semester hour with a grade of “A”
- B – Performance distinctly above average, three quality points are earned for each semester hour with a grade of “B”
- C – Average performance, two quality points are earned for each semester hour with a grade of “C”
- F – Failure, given for unsatisfactory work, no quality points
- W – Withdrawn from class without punitive grade

- I – Incomplete, assigned only in instances where a small unit of work is not complete because of verifiable, extenuating circumstances; an “I” contract is submitted to the Registrar’s Office with each “I” grade assigned
- IP – In Progress
- S – Satisfactory (Pass)

The grade point average is computed on all graduate course work with the exception of “W.” The grade of “I” is computed as an “F” in determining qualifications for candidacy. If the grade point average is below 3.0 (B), the candidacy application is held until the incomplete is cleared and the grade earned is then considered in determining the grade point average. Grades of U, I, C, and F cannot be used toward degree or non- degree programs. A “W” grade has no bearing on the grade point average.

The grade of incomplete is awarded only when legitimate circumstances warrant. Should the instructor and Program Director agree that an “I” is warranted, the instructor will request that Academic Affairs approve an I-Contract detailing the work to be completed and the deadline for completion. The grade of “I” will be recorded on the graduate student’s transcript and will remain until the instructor requests a grade change or contract deadline passes. If the work required on the contract is not completed by the deadline, the grade of “F” is recorded.

High standards of personal honesty and ethics are essential for those who are preparing for a career in clinical psychology. Students are expected to demonstrate integrity in their work, as well as a strong academic performance. Students who submit the work of others as their own, or who in any fashion violate academic or professional ethics will be dismissed from the program.

Admissions

In order to complete the admissions process for the Ph.D. program in Clinical Psychology, please complete the following and forward your materials to the admissions address listed below:

Graduate Admissions
 7985 College Station Drive
 Williamsburg, KY 40769
gradadm@ucumberlands.edu
 800.343.1609 (x4390)
 606.539.4534
 606.539.4534 (F)

- Completed application
- Essay
 - In 500 words or less, please state your purpose in pursuing the Ph.D. program in Clinical Psychology at University of the Cumberland. Please include your name and/or ID # upon submission.
- Official Transcripts
 - Must be issued and received directly from ALL degree granting colleges and universities.

- Copies of any license(s) or certificate(s) in the mental health field (e.g., LPA, LPP, LCSW, LPCC, LMFT, etc.)
- Documentation of language fluency (i.e., TOEFL or IELTS – if applicable)
- Three (3) completed recommendation forms
 - Forms must be completed by past professors or supervisors of your professional work who can objectively evaluate your overall capability to succeed in the program.
 - Forms should include information about your academic preparation and/or professional orientation and experience.
 - If you have previous graduate study, one form MUST be completed by an instructor in that program.
- Resume or CV
- GRE scores (completed in the past 5 years)

Completion of a pre-admission interview

Feel free to visit our website for additional information:

<http://gradweb.ucumberlands.edu/psychology/phd>

Also, please visit the following link for additional information about professional training in psychology (in general):

<http://www.cudcp.wildapricot.org/Resources/Documents/CUDCP%202011%20Graduate%20School%20Fact%20Sheet.pdf>

All new students begin the fall of each year; therefore, admissions files must be complete by **August 1** of the respective year.

After review of the completed application portfolio by the Clinical Psychology Admissions Committee, a selection of candidates will be invited for an interview. Individuals who are granted acceptance to the program will be admitted unconditionally or conditionally. Those admitted conditionally will have specific requirements to be met by a stated deadline. Conditionally admitted students will not be allowed to enroll in or earn more than twelve (12) semester hours until all requirements are met and full-admission status awarded.

Attendance/Participation in Clinical Psychology Functions and Activities

Throughout the academic year students may be required to attend various program functions. These may include such things as attending colloquium presentations, participating in community education programs, completing surveys and questionnaires required for program development, and attending various other required program functions. Attendance and participation in these activities is an important part of graduate students' education, training, and professional role development as future psychologists. By enrolling in the graduate program, students acknowledge that they are committed to attending program functions that are announced and recognize that they may need to change personal schedules (work, family, social) and modify practicum schedules (appointments with clients, supervisory sessions, team meetings) if a conflict with a program function occurs. Attendance at these program functions will be considered when students' professional competency behaviors are evaluated.

CEU Requirements

Students are required to complete a minimum of 50 clock hours of participation in professional activities. These activities are designed to promote professional identity development and a commitment to lifelong learning. Activities include participation in local, state, and national professional organizations, attending webinars from experts in the field, and engaging in scholarly activities commonly associated with graduate training in professional psychology. Students must submit certificates of completion to earn professional activity hours. These hours are documented in the student's curriculum contract. Continuing Education Credits (CEUs) must be earned across all three of the first three years of full-time study or prorated accordingly for part-time study. Ten hours must be obtained in the first year, 20 hours in the second year in residence, and 20 hours during the third year of the program. Any student in any given year may obtain up to 50% maximum CEUs in electronically mediated instruction. CEUs outside the specific field of clinical psychology must be pre-approved by the academic advisor or the Program Director.

Class Scheduling, Registration and Attendance

The Clinical Psychology Program must balance student desires, faculty availability, University policies and regulations, practicum site schedules, program needs, and numerous other factors when scheduling classes. Because the above factors can vary from semester to semester, and unanticipated situations can arise, changes in class schedules may occur. It is the responsibility of the student to consult published schedules and to regularly check for changes in course offerings, including meeting times and dates. Please remember that class schedules are developed on the basis of being offered primarily to full-time students. Course schedules may, therefore, coincide with other activities in which various students are involved (e.g., work schedules, vacations, family schedules, etc.). As a student enrolled in our graduate program, being available for classes as scheduled by the Clinical Psychology Program and fully attending all class sessions is an important responsibility which you assume. By enrolling in the program, students acknowledge that they are committed to attending classes as scheduled (including any schedule changes) and recognize that they may need to change their personal schedules (work, family, social) if a conflict with their academic schedule occurs. Class attendance and participation may be monitored by instructors as outlined by syllabus policy.

Full-time and Part-time Study

Students are generally expected to take a full academic load as they complete the program (at least 9 hours per semester unless the curriculum requires less than 9-hours for a particular semester). Part-time students must be enrolled for a minimum of 1-credit hour each regular semester. Regardless of full-time or part-time status, students must complete the Ph.D. program (including internship and the defense of the dissertation) in seven years. If students wish to enroll part time they must petition the Program Director for approval.

Note: Students making use of financial aid must consult the Office of Financial Planning to ensure that taking a reduced load does not impact their status.

Identity Verification

The Ph.D. in Clinical Psychology is designed as a blended, distributed program offering coursework in a variety of formats (i.e., on-line, face-to-face, independent study, and on-site training). Included in this is the program's commitment to ensuring student performance to

maintain standards. Specifically, students must verify personal identity when completing academic work. This may take the form of taking competency exams in specific testing centers, submitting photo identification with role-play videos, and/or taking examinations during specified times through web-cam.

Leave of Absence

Students who must discontinue enrolling in coursework during the program may request a leave of absence from the Program Director for up to one calendar year. However, if approved, the leave of absence does not alter the time limit for degree completion. Thus, if a student takes an approved leave of absence from enrolling in coursework, he or she is still expected to complete the degree within seven years from the date of enrollment. Furthermore, if the student is actively working on his/her dissertation, he/she may not take a leave of absence and must enroll in dissertation credits as outlined by the dissertation policy. Any approved leave of absence lasting more than one year, will necessitate that the student reapply to the program. If a student fails to enroll in courses (per the full and part-time study policy) without first obtaining an approved leave of absence, then he/she may be required to reapply for admission into the program.

Prior Study and Transfer Credit

Transferring Courses

With the approval of the Director of the Ph.D. program and the Registrar, some coursework from other regionally accredited colleges and universities may be accepted as transfer credit toward the Ph.D. program in Clinical Psychology at University of the Cumberlands. Students who have completed graduate level work in psychology may substitute these courses for required courses at the University of the Cumberlands.

Transfer of credit is subject to the following conditions:

1. A maximum of 30 graduate hours may be transferred from another institution.
2. Transfer of credit will only be given for graduate course work in which a grade of B or better was obtained.
3. All transferred graduate credit must have been completed within five (5) years prior to a student's admission into his or her respective program.
4. Transfer of credit may only be given for prior graduate course work judged to be equivalent to courses offered in the Ph.D. in Clinical Psychology program at the University of the Cumberlands in which the student is enrolled. This includes elective courses and special concentration courses.
5. Transfer of credit is not granted for practica, internships, or dissertation work. Transfer credit will not be offered for PSYOL-531 (Ethics and Legal Issues in Psychology); PSYC-860-867 (Doctoral Practicum/Seminar); PSYC-990-993 (Dissertation Research). We consider these courses to be fundamental to the program's character and must certify that students have received training according to those standards.
6. Transfer credit is not granted for on-campus coursework. Residency requirements of one year face-to-face instruction cannot be waived by transfer credit.
7. Petitions for courses given during the Fall Semester of the student's first term of matriculation in the Program must be submitted no later than August 1 prior to the first year of enrollment. Petitions for courses given during the Spring or Summer Semesters, as well as any course[s] for

the remainder of the student's matriculation in the program, must be submitted no later than the semester prior to which the course in question is being offered.

How to Request Transfer Credit

For each course in which transfer credit is sought, the applicant must provide the following:

1. An official copy of the student's transcript indicating the university and semester in which the course was completed and the grade received submitted to the registrar.
2. An official request for transfer credit along with a copy of the course syllabus from the semester in which the course was taken must be submitted to the Program Director. The syllabus must include the course number and name, textbook used (if any), course reading list, and an outline of the course content. The syllabus must also indicate in which semester the course was offered and include the instructor's name.
3. For courses in which the student is unable to produce a syllabus, the student must provide a letter on university letterhead from the instructor of record for the course. Letters should include a course description and outline of the course content.

Requests for transfer credit will be reviewed by the Program Director only after all the required supporting materials have been received. Program Faculty reserve the right to require that students evidence satisfactory performance on the program's competency examinations even for information obtained through transfer credits.

Professional Interpersonal Competency Evaluation (PICE)

An important part of graduate education in clinical psychology is the development of students as future professionals. There are fundamental professional, interpersonal skills and abilities which are requisite not only for successful classroom performance, but are also crucial aspects of the practicing psychologist. Therefore, students are expected to exhibit classroom and clinical behaviors appropriate to professional psychologists. These behaviors include empathy, compassion, desire to be helpful, tolerance, appropriate use of affect, effective boundary management, understanding impact of self on others, respect, effective interpersonal skills, openness to providing and receiving feedback, cooperation, collaboration, communication skills, and commitment to interpersonal competence. Students are given feedback regarding their demonstration of these important behaviors observed by faculty and remedial steps are discussed as necessary. The program conducts periodic evaluations of professional, interpersonal relationships using the factors documented below. Students are given written feedback on these behaviors as part of their PICE once at the end of the first bi-term during the year in residence and again at the end of the year in residence. Students will meet with their academic advisor to discuss the PICE.

The essential functions considered when evaluating professional, interpersonal competency are:

Empathy, Compassion, and Desire to be Helpful

Expresses a desire to help others. Demonstrates compassion and awareness of suffering for those who are similar and dissimilar to oneself. Demonstrates empathetic listening, behavior, and attitude.

Experience & Use of Affect

Demonstrates awareness of inner emotional experience. Demonstrates emotional maturity.

Tolerates Affect

Demonstrates general capacity for affect tolerance, including effectively managing own affect. Tolerates uncertainty and ambiguity.

Effective Boundary Management

Demonstrates understanding of appropriate boundaries and displays general ability to manage boundaries.

Recognizes Effects of Self on Others

Demonstrates sensitivity to the effects of own identities, behaviors, affects, attitudes, values, and beliefs on others.

Respectful Interactions with Others

Shows honesty and integrity; values ethical behavior. Respects and shows interest in others' cultures, experiences, values, points of view, goals, desires, fears, etc. even when inconsistent with personal and / or professional beliefs, experiences, values, models, etc. Interactions reflect basic knowledge of literatures on individual and cultural difference, such as racial identity, acculturation, and historical legacies of racial / ethnic minorities in the United States.

Effective Interpersonal Skills in Challenging Situations

Open-minded. Tolerates interpersonal conflict. Addresses problematic interpersonal situations using verbal and nonverbal skills.

Open to Providing and Receiving Feedback

Demonstrates willingness to admit errors. Listens to and acknowledges feedback from others.

Cooperation and Collaboration

Demonstrates ability to cooperate and consult with others.

Expressive Skills

Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills.

Awareness of & Commitment to Interpersonal Competence

Demonstrates a knowledge and clear understanding of interpersonal competencies that are expected in the field. Demonstrates general awareness of own level of interpersonal professional competence.

The rating form for the PICE can be found in Appendix B.

PICE Remediation Process

Faculty will informally review student's professional, interpersonal competency after every semester in the program. Formal reviews will be recorded on a student's PICE rating form (see Appendix B) after the first semester in residence and again, after the year in residence is

complete. Students are given written feedback as part of each formal review. If there are areas in need of remediation, a remediation plan is developed and written which may include mentoring, professional development, and/or a recommendation to obtain personal psychotherapy. If the remediation plan is not completed satisfactorily, then the student will be referred to a committee of program faculty for review and possible dismissal from the program. Faculty may also informally recommend psychotherapy or other forms of voluntary assistance should concerns arise regarding professional, interpersonal skills and behaviors.

Professional Misconduct

Student Misconduct

Please see the student misconduct policy in the University of the Cumberlands Student handbook.

Faculty Misconduct

Please see the faculty misconduct policy in the University of the Cumberlands Faculty handbook.

Program Communication

All correspondence for program related activities will be sent through University of the Cumberlands webmail and/or iLearn Program Organization Page. Students are responsible for checking both iLearn and webmail frequently for current information on program related activities. Students are responsible for information distributed to these locations and shall be held to any deadlines or expectations communicated through these methods. Student's personal and / or work email are not acceptable modes of communication.

Residency Requirements

Year in Residence

Doctoral study requires a substantial investment of time, energy, and resources on the part of students and faculty. In addition to formal course work and training experiences, a crucial aspect of doctoral study involves close interaction with faculty and other students over a sustained period of time. To ensure that all students are sufficiently immersed in the professional training experience, every student is required to meet a residency requirement. This requirement stipulates that at least 2 academic training years must be at the University of the Cumberlands and at least 1 year (3 consecutive semesters: Fall, Spring, and Summer equaling 32 semester credits) must be in full-time residence at the Northern Kentucky Campus of the University of the Cumberlands.

Weekends in Residence

Weekends in Residence will be offered each semester (Fall and Spring) for all students. Students are required to attend the Weekends in Residence.

Standards of Student Conduct

Students are expected to evidence both academic and professional integrity in their behavior in order to remain in good standing in the program.

Academic Integrity

In order to ensure that the PhD in Clinical Psychology program graduates competent and ethical practitioners, the faculty of the program have developed the following information regarding

academic honesty and integrity. This information will be reviewed with all students during the Professional Development Seminar.

Students will be required to demonstrate their understanding of policies related to academic integrity. It is the responsibility of the student to visit these policies regularly to refresh their understanding.

At a Christian liberal arts university committed to the pursuit of truth and understanding, any act of academic dishonesty is especially distressing and cannot be tolerated. In general, academic dishonesty involves the abuse and misuse of information or people to gain an undeserved academic advantage or evaluation. The common forms of academic dishonesty include:

- cheating – using deception in the taking of tests or the preparation of written work, using unauthorized materials, copying another person’s work with or without consent, or assisting another in such activities;
- lying – falsifying, fabricating, or forging information in either written or spoken presentations;
- plagiarism – using the published writings, data, interpretations, or ideas of another without proper documentation.

Episodes of academic dishonesty are reported to the Vice President for Academic Affairs. The potential penalty for academic dishonesty includes 1) a failing grade on a particular assignment, 2) a failing grade for the entire course, or 3) charges against the student with the appropriate disciplinary body. Any breach of integrity may serve as grounds for dismissal, *even on a first offense*.

Professional Integrity

The program at the University of the Cumberland requires that all students adhere to the Ethical Principles of Psychologists published by the American Psychological Association. In addition, students are bound by the university rules of personal and social conduct (see policies and procedure in University of the Cumberland Student Handbook found on the Student Life website).

Students with Emotional or Behavioral Difficulty

The Ph.D. in Clinical Psychology Program considers the student as a whole person and realizes a student may have emotional or behavioral problems underlying or related to academic and clinical difficulties. These problems may be recognized by the student, faculty member, clinical field supervisor, and/or fellow students. Such difficulties may include, but are not limited to the following:

- Offering to provide or providing services that are beyond the scope of the student's training, experience or emotional functioning.
- Conviction of a crime that has a direct bearing on the student practitioner's ability to practice competently.
- Continued enrollment or practice by a student who has become unfit to continue with courses or to practice under supervision due to any of the following:
 - Failure to keep current with current professional theory or practice
 - Failure to abide by ethical and legal standards of practice

- Inappropriate behavior in academic and/or clinical settings
- Addiction to, abuse of, or severe dependency on alcohol or other drugs which endanger the public by impairing the student practitioner's ability to practice safely
- Lewd or immoral conduct by a student in connection with the delivery of services to patients
- Academic or clinical deficits owing to the interference of emotional or behavioral difficulties which may be disruptive to or endanger the University community or the public by impairing the student's ability to function adequately and/or safely
- Rude, demanding, or threatening behavior toward another member of the University of the Cumberlands (student, faculty, staff or administration)

When such difficulties come to the attention of the faculty, the student may be referred to the Student Concerns Committee (SCC) who will review the situation and recommend an outcome such as advisement, remediation, probation, or possible dismissal from the program.

Time Limit for Degree Completion

The Ph.D. in Clinical Psychology must be completed within seven years of enrolling. Any request for an extension of this time limit must first be submitted to the program faculty who will then forward such a request to the Vice President for Academic Affairs for final approval.

CURRICULUM

The curriculum is designed for the possible completion of the program in 3+1 framework, whereby students may complete coursework in the first three years and the pre-doctoral internship during their fourth year. Circumstances may arise that could deviate a student from this timeline. Examples of such circumstances include: personal emergencies, enrolling part time, failure of a course or competency exam, unsuccessful obtainment or completion of a practicum or internship experience, and/ or remediation.

The recommended sequence for the 3+1 curriculum is found in Appendix A.

Program Overview

The doctoral degree in Clinical Psychology is comprised of 93 semester credit hours of coursework. All coursework is required.

Standard Program of Studies

In the following outline of the curriculum, “PSYC” denotes a course taught in-seat or as proctored independent study, whereas “PSYOL” denotes a course offered in a blended, distributed format with online class meetings.

Ph.D. Required Courses

The courses required to complete the Ph.D. in Clinical Psychology at University of the Cumberlands are listed below:

PSYOL 501	Professional Development Seminar
PSYOL 531	Ethics and Legal Issues in Psychology
PSYOL 532	Lifespan Development
PSYOL 533	Personality Theory in Clinical Practice
PSYOL 536	Research Methods in Psychology
PSYOL 537	Etiology & Diagnosis of Abnormal Behavior
PSYOL 539	Social Bases of Behavior
PSYOL 540	Biostatistics
PSYOL 541	Neuropsychology & Biological Bases of Behavior
PSYOL 631	Theory and Practice of Psychotherapy
PSYOL 641	Cognitive & Affective Bases of Behavior
PSYC 633	Group Psychotherapy
PSYC 640	Fundamentals of Clinical Interviewing & Psychotherapy
PSYC 733*	Personality Assessment
PSYC 735*	Cognitive Assessment
PSYC 736*	Comprehensive Assessment
PSYC 744	Cognitive & Behavioral Approaches to Treatment
PSYC 738	Existential – Humanistic Approaches to Treatment
PSYC 760	Practicum in Psychotherapy I
PSYC 761	Practicum in Psychotherapy II
PSYC 764	Practicum in Assessment I
PSYC 765	Practicum in Assessment II
PSYC 862	Practicum in Psychotherapy III

PSYC 863	Practicum in Psychotherapy IV
PSYC 866	Practicum in Assessment III
PSYC 867	Practicum in Assessment IV
PSYOL 830	Grief and Crisis Interventions
PSYOL 843	Supervision, Management, & Consultation
PSYOL 930	Psychodynamic Approaches to Treatment
PSYOL 939	Clinical Applications
PSYOL 940	History and Systems of Psychology
PSYC 990-993	Dissertation
PSYC 999	Clinical Internship

*Students enrolled in the assessment course series will be charged a fee for each assessment course to cover the cost of those test protocols and other consumables that will be used by students. The fee is currently \$75 per assessment course and will cover the cost of a packet of scoring sheets and protocols that will be provided for use in the assessment courses.

Master of Arts Degree Curriculum and Requirements

The Doctoral Program in Clinical Psychology at University of the Cumberlands offers students the option to obtain a Master of Arts degree while progressing through the curriculum.

Students who obtain the M.A. degree may be eligible to apply to practice psychology in Kentucky as a Licensed Psychological Associate (LPA). An LPA may practice under the supervision of a psychologist permanently or may in five years of supervised practice apply for an independent license. Graduates with the MA may choose to exit the program with the master's degree. Or, those with a strong performance on the master's Core Content Comprehensive Examination will be able to continue with doctoral studies, receiving the Ph.D. after a cumulative total of 93 hours of coursework (including the M.A.) and successful completion of the dissertation.

The MA degree is obtained during the first two years of the program, consisting of 59 credits without dissertation credits. In the master's program, 30 of 59 hours will be offered online in courses taken during the first year of enrollment. The remaining 29 hours required to complete the master's will be taken during the second year of enrollment and will include 21 hours of in-seat didactic courses and 8 hours of Practica. At the end of master's level work, candidates will sit for the Core Content Comprehensive Examination. This assessment will serve as preparation for potential licensure exams, as an exit evaluation for master's candidates, and as a qualifying examination for doctoral aspirants.

Disclaimer: In the field of Clinical Psychology, students are often exposed to written material, images, and verbal accounts of potentially emotionally disturbing information. Choosing to enroll in the in the Clinical Psychology program may result in exposure to emotionally disturbing information and situations. Enrollment and attendance in class and on practicum presumes that students accept responsibility for any potential emotional or physical damages and does not hold the professor, department, or University liable.

Course Descriptions

Below are course descriptions of all courses in the curriculum.

PSYOL 501 – Professional Development Seminar (non-credit course)

This course provides a broad understanding of the profession of psychology, the competencies that are essential for professionals in the field, the various requirements of the PhD in Clinical Psychology Program, and the developmental processes through which students move towards becoming professional psychologists. This course is designed to support students as they matriculate to pre-doctoral internships. Non-credit bearing course graded on a Satisfactory / Unsatisfactory scale.

PSYOL 531 – Ethical and Legal Issues in Clinical Psychology (3 credit hours)

Legal and ethical issues and practices are integral to clinical psychology and APA code of ethics. This course will examine topics such as confidentiality, ethical competence, professional relationships, and what constitutes malpractice. Emphasis will be placed upon rights, duties, and professional responsibilities under the law. Exercises are used to develop critical thinking and skill in evaluating and resolving ethical dilemmas encountered in a mental health practice

PSYOL 532 – Lifespan Development (3 credit hours)

This course will focus on human development from conception through adulthood. This course will provide an overview of development in the following areas: physical, cognitive, psychological, social-emotional, and moral. The five areas of development will be examined through various developmental theories with applications to therapeutic settings. Students will examine developmental crises that may be the source of problems that become the focus in a counseling or clinical setting.

PSYOL 533 – Personality Theories in Clinical Practice (3 credit hours)

This class will cover an in-depth examination into historical and current psychological theories of personality. These will include psychoanalytic, humanistic, behavioral, cognitive and trait theories. The student will be given the opportunity to interpret the strengths and weaknesses of each of these models, and integrate learning toward creating tools for effective counseling.

PSYOL 536 – Research Methods in Psychology (3 credit hours)

This course will provide an introduction to research methods and statistical procedures that are necessary to the design, application, and evaluation of current research in the field of counseling and psychotherapy. Generating independent research proposals and analyzing published empirical findings will be emphasized in the course. Topics will include descriptive and inferential statistics, quasi-experimental designs, correlational research methods, nonparametric statistics, APA writing style, and independent research proposal development.

PSYOL 537 – Etiology and Diagnosis of Abnormal Behavior (3 credit hours)

One of the primary roles of clinicians in community settings is to recognize the diagnostic criteria for abnormal behavior, understand its possible causes, and begin to develop appropriate treatment or referral plans for addressing the problems associated with psychopathology. This course is designed to provide students with a comprehensive study of the etiology of abnormal

behavior. In addition, students will learn how to facilitate the diagnostic process. This will include intimate familiarity with the Diagnostic and Statistical Manual of Mental Disorders, and other tools for facilitating accurate mental health diagnoses.

PSYOL 539 – Social Bases of Behavior (3 credit hours)

This course is designed to provide students with a comprehensive study of the skills, techniques, and information necessary to facilitate the psychotherapy process in a cross-cultural relationship. Specifically, it provides an understanding of human behavior as a function of social and cultural factors. Social psychology topics covered include social influence theory, attitude formation and change, social cognition, interpersonal perception, and stereotyping. Students will be encouraged to develop self-awareness of their own social and cultural biases as well as awareness of many other cultures. Special attention will be given to dimensions of culture, ethnicity, lifestyle, religion, socioeconomic status, and gender issues and how those factors affect the counseling relationship and the choice of treatment processes. The focus is on racial and ethnic basis of behavior with special emphasis on people of color, particularly in regards to cross-cultural psychology, psychology and social oppression, racism and psychology.

PSYOL 540 – Biostatistics (3 credit hours)

This course offers an introduction to statistical methodology for the mental health professions. Topics covered include presentation of data, descriptive statistics, basic concepts of probability, estimation of parameters, hypothesis testing, simple linear regression, correlation, and the analysis of attribute data. The course provides a solid foundation in statistical inference, statistical significance, and hypothesis testing.

PSYOL 541 – Neuropsychology & Biological Bases of Behavior (3 credit hours)

This course explores the biological bases of behavior, including sensation and perception, the regulation of hunger and thirst, physiological psychology, comparative psychology; learning, memory, and the role of hormones, pheromones and neurotransmitters in regulating human behavior and emotion.

PSYOL 631 – Theory and Practice of Psychotherapy (3 credit hours)

This course provides an overview of various theories of psychotherapy. The course is designed to critically examine the historical/theoretical frameworks that the major forms of psychotherapy utilize. Some of the theoretical perspectives will include: (but are not limited to) Psychodynamic, Person-Centered (Humanistic), Existential, Adlerian, Behavioral, Cognitive-Behavioral, Gestalt, Multimodal, and Systems theory.

PSYOL 641 – Cognitive & Affective Bases of Behavior (3 credit hours)

This course explores the study of the cognitive-affective bases of behavior including learning, thinking, motivation, and emotion.

PSYC 633 – Group Psychotherapy (3 credit hours)

This course is designed to provide students with a comprehensive overview of the various group psychotherapy theories. In addition, this course will help students link various theoretical perspectives in group dynamics to its practice in therapeutic settings. Students will learn how to assess interpersonal and group dynamics, identify and practice group facilitation skills, manage

group process and recognize how and when group treatment may or may not be a beneficial treatment process for particular individuals or problems.

PSYC 640 – Fundamentals of Clinical Interviewing & Psychotherapy (3 credit hours)

This course will help students refine the fundamental skills of therapeutic relationships and clinical interviewing. Specific foundation skills of psychotherapy will be covered, including skills in forming a therapeutic alliance, the mastery of empathic listening skills, and termination procedures. Various styles of approaching the clinical interview and mental status exam will be presented. Students are involved in role-play situations, as well as submitting audio taped and videotaped examples demonstrating mastery of skills.

PSYC 733 – Personality Assessment (3 credit hours)

This course will provide hands-on training for a variety of personality tests. Tests receiving special attention are The Rorschach Test, The Thematic Apperception Test (TAT), and the most current version of the MMPI-2. Appraisal of the individual through psychometric theory includes the development of a framework for understanding the individual personality, methods of data-gathering and interpretation, case study approaches, individual and group psychological and educational testing and the study of individual differences with consideration of ethnic, cultural and gender factors. Psychometric theory, test construction and measurement will be discussed.

PSYC 735 – Cognitive Assessment (3 credit hours)

This course will provide hands-on training for a variety of cognitive assessment tools. In addition, the course offers an overview of theories of intelligence, followed by intelligence test development and practice in administering, scoring, and interpretation of widely used tests for assessing child and adult intelligence and learning disabilities. Tests receiving special attention are current versions of WISC and WAIS as well as Raven's Progressive Matrices.

PSYC 736 – Comprehensive Assessment (3 credit hours)

This course will provide an understanding of the integration and application of multiple assessments included in a comprehensive assessment battery. Students will become familiar with interpreting and integrating intellectual, achievement, emotional, behavioral, and specialized assessments into a comprehensive report. Report writing styles will be explored and applied. Specialized assessment in forensic, health, neuropsychological, and educational testing will be reviewed. Students will be able to approach psychological assessment in a comprehensive way and provide reports to answer specific referral questions encountered in applied practice.

PSYC 738 – Existential-Humanistic Approaches to Treatment (3 credit hours)

This course offers some practical training as well as a theoretical foundation for the implementation of Existential-Humanistic Psychotherapy in a clinical practice. Concepts and theories will be offered to supplement the knowledge base of the student as they acquire skills fundamental to the style of Existential-Humanistic Psychotherapy.

PSYC 744 – Cognitive-Behavioral Approaches to Treatment (3 credit hours)

This course offers some practical training as well as a theoretical foundation for the implementation of Cognitive-Behavioral Therapy in a clinical practice. Concepts and theories

will be offered to supplement the knowledge base of the student as they acquire skills fundamental to the style of Cognitive-Behavioral Therapy.

PSYOL 830 – Grief and Crisis Interventions (3 credit hours)

This course will provide a basic overview of theory and interventions used when working with clients who seek out psychotherapy during times of crisis. Crisis interventions address urgent situations that are triggered by a specific life event. Course material will address social/emotional problems associated with mental illness (depression, OCD, suicide, etc.), bereavement, or other social losses (health/chronic illness, divorce, unemployment, etc.) and how the counselor can intervene to prevent ongoing impairment or distress for clients.

PSYOL 843 – Supervision, Management, and Consultation (3 credit hours)

This class will cover an examination into current psychological theories and practices of Industrial/Organizational Psychology. Assessment, motivation, performance and the classic Hawthorne Effect shall be investigated. Furthermore, students will learn the purpose and methods of conducting clinical supervision and consultation. Several theories of supervision and consultation will be presented.

PSYC 760 & 761/862 & 863 – Practicum in Psychotherapy I-IV (8 credit hours)

This course involves a supervised experience at a placement site approved by the Clinical Director. Emphasis is on the refinement of various skills involved in therapy, consultation, diagnosis, assessment, program management, and supervision. The doctoral practicum consists of a minimum of 16-18 hours per week on site. Students must concurrently participate in a weekly practicum seminar and are required to make case presentations. Prerequisites: Approval by the Director of Clinical Training.

PSYC 764 & 765/866 & 867 – Practicum in Assessment I-IV (8 credit hours)

This course involves an advanced supervised field experience at a placement site approved by the Clinical Director. Emphasis is on the refinement of various skills involved in therapy, consultation, diagnosis, assessment, program management, and supervision. The doctoral practicum consists of a minimum of 16-18 hours per week on site. Students must concurrently participate in a weekly practicum seminar and are required to make case presentations. Prerequisites: Approval by the Director of Clinical Training and the successful completion of the clinical skills comprehensive examination.

PSYC 870 – Advanced Practicum (3 credit hours)

This advanced, elective course involves a supervised field experience at an approved placement site. Emphasis is on securing advanced levels of skills involved in some domain within professional psychology. Advanced practicum may involve directed experience in a specific area of practice, supervision, program development, program evaluation, consultation, research, and/or other services as approved by the program. The *advanced elective practicum* consists of a minimum of 15 hours per week on-site. Opportunities are provided for students to further refine and hone professional competencies related to specialty practice, administration, management, program development, program evaluation, consultation, and supervision, in which clinical psychologists often are involved. Graded Satisfactory/Unsatisfactory. Prerequisites: Approval by the Director of Clinical Training.

PSYOL 930 – Psychodynamic Approaches to Treatment (3 credit hours)

This course explores the theoretical underpinnings of modern psychoanalytic theory as it was originally formulated by Sigmund Freud at the end of the 19th Century and further developed by Sigmund Freud and Carl Gustav Jung in the early part of the 20th Century. The emphasis of this course is on the study of authentic, historically important writings on theories of the unconscious mind, defense mechanisms of repression, sexual desire as the primary motivational energy of human life, archetypes and symbols, and the interpretation of dreams as sources of insight into unconscious desires. Included, is a discussion of therapeutic techniques, including the use of dream interpretation and free association.

PSYOL 939- Clinical Applications (3 credit hours)

This course covers a special topic concerning the diagnosis and/or treatment of a mental health issue.

PSYOL 940 – History and Systems of Psychology (2 credit hours)

This course will cover a historical overview of the major theories and meta-theoretical paradigms in the field of psychology. It will survey the historical connections to current approaches in professional psychology. Through consideration of core issues in the philosophy of science, students develop the ability to critically evaluate different theoretical approaches in professional psychology.

PSYC 990 – Dissertation Prospectus (3 credit hours)

This course provides guided instruction on the design and writing of a dissertation proposal and introductory chapter. Course activities are intended to strengthen skills in writing, project design, and research methods.

PSYC 991 – Dissertation Literature Review and Research (3 credit hours)

This course provides doctoral students with guidance in gathering resources, as well as planning and implementing a coherent research design for the proposed dissertation. Special attention is given to making sound decisions regarding the research design and methodology for the proposed dissertation. Prerequisite: PSYC 990.

PSYC 992/993 – Dissertation Research I/II (3 credit hours each)

In these semester-long courses, degree candidates continue an independent application of research, design, and methodology that leads to the completion of an original research project under the guidance of the candidate's dissertation director. Subject to the final approval of the dissertation director and evaluators, the degree candidate writes the dissertation and prepares for its oral defense. PSYC 992 and PSYC 993 are taken consecutively. Initially candidates receive a grade of "IP" with a letter grade awarded after the dissertation is completed. Prerequisites: PSYC 990-991

PSYC 994-997 – Extended Dissertation Research (1 credit hour)

If the dissertation is not completed at the end of PSYC 993, the candidate enrolls in PSYC 994 through PSYC 997 as needed, for 1 credit until the dissertation is completed and defended.

Initially candidates receive a grade of “IP” with an “S” awarded after the dissertation is completed. Prerequisites: PSYC 990-993.

PSYC 999 – Clinical Internship (non-credit course)

This course involves an 1800-hour supervised clinical experience in an organized health service training program over a 12-month (full-time) to 24-month (half-time) period. The internship is required for PhD students after successful completion of all doctoral coursework, comprehensive examinations, and residency requirements. Internship placements must be an APPIC organized internship and approved by the Clinical Director. Prerequisites: Completion of coursework, comprehensive exams, and dissertation proposal.

Advancement to Candidacy Examination

After the end of their second year in the program, doctoral students will begin to sit for the Advancement to Candidacy Examination. The Candidacy Examination must be completed successfully before the student applies for the pre-doctoral internship (Required by APPIC). The Candidacy Examination will be divided into two separate parts; clinical skills and core content competency. The student must notify the Program Director in writing of their request to sit for the advancement to candidacy exam. This notification must be submitted at least 5 weeks prior to the exam date. No late requests will be accepted. (*A student must have successfully obtained a “B” in the following courses to qualify for the CCCE: PSYC/OL 501, 531, 532, 533, 537, 536, 539, 540, 541, 632, 631, 640, 733, 735, 744, 760, 761, and 990.*)

The core content examination focuses on the following domains commonly required for licensure as a clinical psychologist:

- Biological Bases of Behavior
- Social Bases of Behavior
- Cognitive and Affective Bases of Behavior
- Lifespan Development
- Individual and Cultural Diversity
- Personality Theory
- Legal and Ethical Standards
- Psychological Tests and Measurements
- Assessment and Diagnosis
- Research Methods and Data Analysis
- Theories of Psychotherapy and Empirically Based Interventions

The Core Content Competency Examination (CCCE) will be an objective exam of core content knowledge. The CCCE will be administered toward the end of the second year of coursework. The student must notify the Program Director in writing of his or her intent to take the CCCE. The student must meet the expected pass rate before the student is given approval to sit for the Clinical Skills Competency Exam. If the student does not meet the expected pass rate the student will be placed on probation and given formal remediation.* The student will be provided one additional opportunity, during the next time the core content competency evaluation is offered, to demonstrate the student has met the requirements of the program. If the student does not meet the pass rate on the second attempt, the student will not be allowed to progress in the program.

For the second part of the examination, the Clinical Skills Competency Exam (CSCE), the student submits a written psychological report and has an oral defense scheduled. The oral defense includes an evaluation of the student's ability to successfully conduct a diagnostic clinical interview, theoretically conceptualize a case, develop a treatment plan, and administer an intelligence test. The oral defense may also include a review of the psychological report that was submitted by the student. Additional details will be provided prior to students prior to taking the CSCE. The CSCE is offered during the beginning of the third year in the program. Students are expected to travel to the Northern Kentucky site for the CSCE. (*A student must have successfully obtained a "pass" in the CCCE and a "B" in the following courses to qualify for the CSCE: PSYC 633,736, 843,930, and 862.*)

The face-to-face, oral defense of the CSCE is designed to provide an assessment of the student's clinical reasoning within diverse conceptual frames. Formulations must be based on the relevant literature and on core psychological knowledge in science. The case materials must demonstrate the student's abilities to: (1) establish and maintain a psychotherapeutic relationship; (2) self-reflect and critically analyze clinical material; (3) gather and use clinical data through diagnostic interviewing and formal assessment tools; (4) devise a treatment plan; and (5) to direct interventions appropriately and in accordance with this plan.

The CSCE will focus on the following competency areas the program faculty view as necessary for advanced practice under supervision:

- Relationships
- Assessment
- Intervention
- Consultation
- Supervision
- Research-specific Evidence Based Approaches to Treatment
- Individual and Cultural Diversity
- Ethical and Legal Standards

The student shall receive formal written feedback concerning his or her clinical skill exam performance within two business weeks of completing the exam. A passing score will consist of at least two ratings at the pass level or higher. If the student does not receive two pass ratings on the evaluation the student will be placed on probation and given formal remediation in the skill domain assessed to be deficient.* The student will not be allowed to apply for internship until remediation is complete and he/she has successfully passed the CSCE. The student will be provided one additional opportunity, during the next time the clinical skill competency evaluation examination is given, to demonstrate the student has meet the requirements of the program. If the student does not receive a passing evaluation on the second attempt, the student will not be allowed to progress in the program. Specific areas of evaluation will be further discussed with students prior to their scheduled comps exams.

*Remediation: If a student does not meet the requirements for any portion of the Advancement to Candidacy Exam they will be given the opportunity for formal remediation in the content domain assessed to be deficient. Formal remediation can include, but is not limited to, requirement of re-enrollment in courses, attendance and active participation in training

workshops, personal counseling, and / or individual performance assignments with feedback from core faculty. Each remediation plan will be tailored to the deficits identified in the clinical skill and/ or core content competency evaluation (See Appendix D).

CLINICAL PRACTICA AND INTERNSHIP

Clinical Practica

Clinical practica are intended to expose our students to a wide variety of mental disorders and provide an opportunity to assess and treat clients representing various age, gender, and cultural groups who are seeking mental health treatment. Throughout the course of the program students will participate in 2 yearlong practica placements in a mental health setting under the supervision of a licensed psychologist.

The first practicum involves a supervised experience at a placement site approved by the Director of Clinical Training. Emphasis is on the application and development of various micro and macro skills involved in therapy, consultation, diagnosis, assessment, and program or project management. Students must concurrently participate in a weekly practicum seminar on the Northern Kentucky campus and are required to make case presentations in group supervision. The second year practica involves advanced supervised field experience (under the supervision of a Licensed Psychologist) at a placement site approved by the Director of Clinical Training. Emphasis is on the refinement of various micro skills involved in therapy, consultation, diagnosis, assessment, program/project management, and supervision. Students must concurrently participate in a weekly practicum seminar and are required to make case presentations.

The practica experience generally consists of a minimum of 16-20 hours per week on-site with a total 600 hours per year required. Students are expected to gain 1200 hours overall both years combined (per ASPPB Guidelines). Students may elect to complete a third year of practicum to build expertise in a specialty area earning an additional 300-500 more hours for a total of 1700 practicum hours.

Course Prerequisites for Practica

Students must have successfully obtained a “B” or better in the following coursework to be approved to start practica:

Prerequisites for PSYC 760,761, 862, 863,870 Practicum in Psychotherapy:

- PSYOL 531 – Ethics and Legal Issues in Psychology
- PSYOL537 – Etiology and Diagnosis of Abnormal Behavior
- PSYOL 631 – Theory and Practice of Psychotherapy
- PSYC 640 – Fundamentals of Clinical Interviewing and Psychotherapy

Prerequisites for PSYOL 764,765,866,867 Practicum in Assessment:

- PSYC 733 – Personality Assessment
- PSYC 735 – Cognitive Assessment
- PSYC 760-761 – Practicum in Psychotherapy I and II

University of the Cumberlands Practica Requirements

University of the Cumberlands has established the following requirements for the practicum experience, regardless of placement location:

1. A minimum of 50% of the recorded hours must consist of supervised experience in

service-related activities, defined as treatment/intervention, assessment, interviews, report-writing, case presentations, supervision, and consultations, including **at least one hour of face-to-face weekly supervision**. These requirements are consistent with the ASPPB Guidelines for Practicum Experience (October, 2008) which recommends “At least 50% of the supervised experience shall be in service-related activities, such as treatment, assessment, interviews, report-writing, case presentations, supervision, and consultations.”

2. A portion of hours in service-related activities shall be devoted to face-to-face patient/client contact.
3. Weekly of face-to-face supervision must be provided by a Licensed Psychologist.

KY State Board of Psychology Requirements for Supervised Clinical Experiences in Kentucky

The criteria for supervision of professional experience for training sites located in the commonwealth of Kentucky, on the date of this writing, are as follows:

1. There shall be a minimum of one hour weekly face-to-face supervision. *
2. At least 75% of the required hours of supervision must be done with a Licensed Psychologist* supervisor. No more than 25% of the required hours of supervision may be done with a licensed mental health professional other than a Licensed Psychologist as the supervisor.

* Requirements for licensure vary by state. States may specify the type of clinical experience they expect during practica for psychology graduate students. Clinical experiences in this program are designed to exceed the requirements specified in the Kentucky licensure law. It is the responsibility of the student to make sure that any practicum placements they accept will meet the basic requirements for licensure in the state where the student plans to practice.

External Supervisors

If an external supervisor is needed for an agency (e.g., supervisor is contracted from outside of the agency), the student and supervisor need to document the relationship between the supervisor and the agency. This usually takes the form of a written contract or MOU between the agency and the supervisor documenting the student is not paying for the supervision directly. Additional, or contained within the MOU, documentation must be obtained concerning how the supervisor has access to the supervisee's client records, how the supervisor was available for emergencies, and how the supervisor was able to evaluate the student's work (e.g., videos, audio tapes, live observation, transcripts, etc.).

Professional Liability Insurance

Students are required to purchase their own professional liability insurance coverage. All students must show proof of insurance prior to undertaking the clinical practica. Their insurance policy must name “University of the Cumberlands” and the practicum site as “also insured” under the policy. A copy of this document will be submitted to the department with the completed packet outlined later in this handbook.

Practica Approval

The Director of Clinical Training at University of the Cumberlands must approve all rotations in advance. Practica placements will be identified mutually by the Director of Clinical Training and

the student. The Director of Clinical Training will work with each student in identifying and contacting potential mental health facilities and licensed psychologists appropriate for the clinical practica. **Students are ultimately responsible for securing practica placements with the approval of the Director of Clinical Training prior to starting a placement or enrollment in a practica course.**

Please note: The clinical practica is intended to offer a real-life opportunity for the diagnosis and treatment of mental disorders and the provision of professional psychological services. Since each placement is different, exposure to the diagnosis and treatment of mental disorders and the opportunity to deliver services will vary, students can expect unique experiences in a variety of settings. The program cannot guarantee that students will experience comparable experiences from one site to the next.

Policy for Dealing with Trainee Impairment or Competency Problems

In the event that there are concerns about trainee's progress, ethics, professionalism or competence, the site supervisor will consult with the Director of Clinical Training and may develop a plan for addressing concerns, which may include probationary status or other remediation options.

Program faculty or the Director of Clinical Training may also inform Site Supervisors about any student competency problems that are in need of remediation that have been addressed by the program faculty. Site supervisors are provided this information so that a plan for improvement in the area needing remediation can be pursued collaboratively.

Practicum Remediation

If a student receives a grade below a 'B' in any practicum course for any reason the student is placed on a practicum remediation plan for the following practicum course (See Appendix D). If the student receives below a 'B' for any practicum course while on remediation or otherwise fails to meet the intended expectations of a written remediation plan as written, faculty will review the student's progress to consider a repeat of the practicum year or dismissal from the program. *Any serious unethical behavior, impairment, or misconduct including gross examples of unprofessional behavior on practicum will fall under the aforementioned policies. See trainee impairment or the University of the Cumberlands Student Handbook.*

Pre-Doctoral Internship

The student is required to complete one year of supervised professional experience in the field of Clinical Psychology beyond the practica experiences, referred to as the pre-doctoral psychology internship. This experience involves an 1800-hour supervised clinical experience in an organized health service training program over a 12-month (full-time) to 24-month (half-time) period with at least 100 hours of supervisory sessions provided by two licensed clinical psychologists with a minimum of two hours of individual, face-to-face supervision on a weekly basis. The internship is required for PhD candidates who have successfully completed all of their doctoral coursework with a 'B' or better, comprehensive examinations, continuing education, and residency requirements. Internship placements must be an Association of Psychology Postdoctoral and Internship Centers (APPIC) organized internship or an arranged internship that meets specific requirements and is approved by the Director of Clinical Training.

NOTE: Students who pursue arranged internships will want to make sure the internship meets the licensure requirements established in the state they wish to practice upon graduation.

DISCLAIMER: Practicum and internship students can sometimes be exposed to dangerous situations that involve potential harm at practicum/internship sites. Enrollment and attendance in practica / internship courses presumes that students accept responsibility for any potential emotional or physical damages and does not hold the professor, department, or University liable.

RESEARCH

Research Teams

Faculty/student research is a key feature in the process of graduate education. Research teams are a common mechanism by which graduate students are introduced and mentored in the process of scholarly research (Gelso & Lent, 2000). Research teams have also been shown to be an effective method of improving student attitudes toward research, research self-efficacy, and research productivity (Gelso, Mallinckrodt, & Judge, 1996) and reducing student anxiety toward research (Gelso & Lent, 2000). Within a research environment, the behaviors thought to be most effective in inducing these positive outcomes include faculty modeling of scientific behavior, faculty teaching students through research teams that science can be a partly social-interpersonal experience, and teaching students that research is flawed and limited (Gelso et al., 2013).

It is traditionally an expectation of regionally accrediting bodies for institutions of higher education that doctoral level education will include some exposure to and development of research skills. Within the profession of Clinical Psychology, it is also an expectation of professional accrediting bodies, such as the American Psychological Association, that Ph.D. programs will offer education, training, and opportunities for application of research. It is an expectation that faculty will have an active research agenda that leads to publication in peer-reviewed academic journals. Additionally, the expectation that students are involved in developing research as well as presenting and publishing research findings is evident throughout the profession.

One path to the development of a strong research agenda in doctoral psychology programs has been the establishment of research teams. Although each program may have differences in the structure of research teams, the teams are designed to promote student and faculty interaction around research interests and increase students' sense of self-efficacy (Bandura, 1977) toward research which in turn may lead to the development of research and publications and possibly even a lifelong interest in social science research. Therefore, all students will join or be assigned to a research team. Additionally, students are expected to be active participants on their respective teams. Active participation includes attending research team meetings and participating in team projects or research activities such as collecting data, reviewing literature, writing, editing, analyzing data, presenting at professional conferences, etc.

Dissertation

The doctoral dissertation traditionally is an original written document consisting of four chapters that (i) represents significant scholarship on the part of the student; (ii) presents the results of the student's own clinical, theoretical or applied research; and (iii) either demonstrates the student's novel application of existing knowledge to some aspect of clinical psychology; or represents, in and of itself, significant new knowledge. The dissertation can be of three types; empirical, program evaluation, or theoretical, each having its own unique format that will be explained in detail with the student upon agreement of dissertation topic with their assigned dissertation chair.

Upon completion of PSYC 990 and 991 Dissertation courses, a student shall submit a written proposal for dissertation topic to their dissertation committee. A dissertation committee consists of three examiners approved by the Research Coordinator to review and evaluate the student's proposed study. Typically, one member of the examination committee is a faculty member who

has served as the student's dissertation chair during the preparation of the doctoral dissertation. Dissertation Chairs are assigned by the Research Coordinator at the beginning of the student's second year coursework. The second member of the examination committee may be another faculty member at the University of the Cumberlands (inside or outside the discipline of psychology). The third member can be University of the Cumberlands faculty or a senior academic from outside the University who is considered a 'specialist' on the topic of the dissertation.

After the dissertation manuscript is submitted in its completion and tentatively approved by the examining committee, an oral defense is required as the final step of the dissertation process. Before recommending the award of the Ph.D. in Clinical Psychology degree, the examiners must satisfy themselves that the dissertation is clearly written in APA format, recognizes appropriately previously published work on the subject, and represents a useful contribution to the field of Psychology.

Further Policies and Procedures of the Dissertation are outlined in the PhD in Clinical Psychology Dissertation Handbook.

Protection of Human Participants in Research

Dissertation projects require approval by the Institutional Review Board (IRB) at University of the Cumberlands. Detailed information about requests for approval for research can be found on myUC by clicking on the IRB tab. IRB approval must be obtained prior to collecting any data for the dissertation.

AGREEMENT CONTRACT
(To be placed in the student's file)

I, _____ (student name), have received and read the Course Catalog and Handbook from the PhD Program in Clinical Psychology and have read the Policies and Procedures/Student Handbook of the University of the Cumberlands. I understand the policies and procedures as stated in the Handbooks. I agree to fulfill the requirements as stated and to abide by the policies set forth therein. I understand that it is my responsibility to check each year for any changes published in the Course Catalog and Handbook, and to abide by the most current policies and procedures. I have read and understood the Ethical Principles of Psychologists and Code of Conduct (<http://www.apa.org/ethics/index.aspx>), and promise to adhere to these guidelines.

I further agree that the faculty and staff at the University of the Cumberlands have the right and the responsibility to monitor my academic progress, my professional ethical behavior, and my personal characteristics. If in the opinion of the faculty, any or all of these are in question, I agree to abide by the faculty's decision as to whether or not I will continue in the program.

Student Signature _____

Date _____

Program Director _____

Date _____

Please give this completed form to the Program Director. The Program Director will sign the form and turn it in to the Program office where it will be placed in your student folder.

Note: A digital copy of the university student handbook can be downloaded here:

<http://gradweb.ucumberlands.edu/academics/catalogs>

APPENDIX A: Tentative Ph.D. (3+1) Course Sequence 2015-2016

Name: _____ Anticipated Graduation Date: _____

Year I On-line	Fall Bi-Term I	Credit Hours	Grade	Semester Completed	Advisor's Initials
	PSYOL 631 Theory & Practice of Psychotherapy	3			
	PSYOL 540 Biostatistics	3			
	PSYOL 501 Professional Development Seminar	0			
	Fall Bi-Term II				
	PSYOL 532 Lifespan Development	3			
	PSYOL 533 Personality Theory in Clinical Practice	3			
	Total	12			

Year I On-line	Spring Bi-Term I	Credit Hours	Grade	Semester Completed	Advisor's Initials
	PSYOL 539 Social Bases of Behavior	3			
	PSYOL 541 Neuropsychology & Biological Bases of Behavior	3			
	Spring Bi-Term II				
	PSYOL 537 Etiology & Diagnosis of Abnormal Behavior	3			
	PSYOL 536 Research Methods in Psychology	3			
	Total	12			

Year I On-line	Summer Bi-Term I	Credit Hours	Grade	Semester Completed	Advisor's Initials
	PSYOL 531 Ethics and Legal Issues in Psychology	3			
	Summer Bi-Term II				
	PSYOL 641 Cognitive and Affective Bases of Behavior	3			
	Total	6			

First Year Total: 30

Year II On-Campus	Fall Bi-Term I	Credit Hours	Grade	Semester Completed	Advisor's Initials
	PSYC 640 Fundamentals of Clinical Interviewing &	3			

	Psychotherapy				
	PSYC 744 Cognitive & Behavioral Approaches to Treatment	3			
	Fall Bi-Term II				
	PSYC 760 Practicum in Psychotherapy I	2			
	PSYC 733 Personality Assessment	3			
	Fall Full Semester				
	PSYC 990 Dissertation Assign Dissertation Chair / Co-Chair	3			
	Total	14			

Year II On-Campus	Spring Bi-Term I	Credit Hours	Grade	Semester Completed	Advisor's Initials
	PSYC 761 Practicum in Psychotherapy II	2			
	PSYC 735 Cognitive Assessment	3			
	Spring Bi-Term II				
	Core Content Comprehensive Exam				
	PSYC 764 Practicum in Assessment I	2			
	PSYC 738 Existential –Humanistic Approaches to Treatment	3			
	Spring Full Semester				
	PSYC 991 Dissertation	3			
	Propose Dissertation				
	Total	13			

Year II On-Campus	Summer Bi-Term I	Credit Hours	Grade	Semester Completed	Advisor's Initials
	PSYC 765 Practicum in Assessment II	2			
	PSYC 736 Comprehensive Assessment	3			
	Summer Bi-Term II				
	PSYC 633 Group Psychotherapy	3			
	Total	8			

Second Year Total: 35

Year III On- Line	Fall Bi-Term I	Cred it Hour s	Grade	Semester Completed	Advisor's Initials
	Clinical Skills Comprehensive Exam				
	PSYC 862 Practicum in Psychotherapy III	2			
	PSYOL 843 Supervision, Management, & Consultation	3			
	Fall Bi-Term II				
	Apply to Internship (APPIC) Nov 15				
	PSYC 863 Practicum in Psychotherapy IV	2			
	PSYOL 930 Psychodynamic Approaches to Treatment	3			
	Fall Full Semester				
	PSYC 992 Dissertation	3			
	Total	13			

Year III On- Line	Spring Bi-Term I	Credit Hours	Grade	Semester Completed	Advisor's Initials
	PSYC 866 Practicum in Assessment III	2			
	PSYOL 830 Grief and Crisis Interventions	3			
	Spring Bi-Term II				
	PSYC 867 Practicum in Assessment IV	2			
	PSYOL 939: Clinical Applications	3			
	Spring Full Semester				
	PSYC 993 Dissertation	3			
	Total	13			

Year III On- Line	Summer Bi-Term I	Credit Hours	Grade	Semester Completed	Advisor's Initials
	PSYOL 940 History and Systems of Psychology	2			
	Defend Dissertation				

	Total	2			
--	-------	---	--	--	--

Third Year Total: 28

Year IV	Fall Bi-Term I	Credit Hours	Grade	Semester Completed	Advisor's Initials
	PSYC 999 Internship	0			
	Fall Bi-Term II				
	PSYC 999 Internship	0			
	Total	0			

Year IV	Spring Bi-Term I	Credit Hours	Grade	Semester Completed	Advisor's Initials
	PSYC 999 Internship	0			
	Spring Bi-Term II				
	PSYC 999 Internship	0			
	Total	0			

Year IV	Summer Bi-Term I	Credit Hours	Grade	Semester Completed	Advisor's Initials
	PSYC 999 Internship	0			
	Total	0			

PhD with MA Credit Hours

93 credit hours.

Notes: †**Students enroll in dissertation until it is completed.**

APPENDIX B: PROFESSIONAL INTERPERSONAL COMPETENCY EVALUATION (PICE)
University of the Cumberland
PhD in Clinical Psychology

Rating Form

Student Name:

Faculty Member Completing Form:

Date Evaluation Completed:

Licensed Psychologist: Yes No

Point of Review:

First Semester
review

Residency year
Review

Other (please describe):

***Adapted from “Competency Benchmarks: A Model for Understanding and Measuring Competence in Professional Psychology Across Training Levels,” by N.A. Fouad, C.L. Grus, R.L. Hatcher, N.J. Kaslow, P.S. Hutchings, M.B., Madson,...R.E. Crossman, 2009, *Training and Education in Professional Psychology*, 3 (4, Suppl.), S9-25. Copyright 2009 by the American Psychological Association**

Rate items in that column by responding to the following question using the scale below:

How characteristic of the student’s behavior is this competency description?

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

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

Interpersonal Professional Relationships - Establishes, develops, and maintains effective interpersonal, professional relationships with clients¹, supervisors, supervisees, faculty, peers, support staff, allied professionals, organizations, and communities (e.g., effective working alliances/therapeutic relationships with clients, supervisory relationships that foster the growth and development of supervisees and facilitate client progress)

READINESS FOR PRACTICUM

Empathy, Compassion, & Desire to be Helpful

Expresses desire to help others

0 1 2 3 4 [N/O]

Demonstrates compassion (awareness of suffering and the wish to relieve it) for others who are similar to oneself

0 1 2 3 4 [N/O]

Demonstrates empathic listening, behavior, and attitude

Examples: accurately reflects others’ feelings

0 1 2 3 4 [N/O]

READINESS FOR PRACTICUM

¹ “Clients” refers to individuals, couples, families, and/or groups or role-play participants

Experience & Use of Affect					
Demonstrates awareness of inner emotional experience					
Examples: notices and expresses feelings					
0	1	2	3	4	[N/O]
Demonstrates emotional maturity					
Examples: demonstrates comfort with range of emotions; affect does not overwhelm judgment; resiliency around distressing affect					
0	1	2	3	4	[N/O]
Tolerates Affect					
Demonstrates general capacity for affect tolerance, including effectively managing own affect					
Examples: demonstrates comfort with others' affect; measured vs. impulsive reaction to own feelings; manages stress					
0	1	2	3	4	[N/O]
Tolerates ambiguity and uncertainty					
Examples: is flexible when things don't go according to plan					
0	1	2	3	4	[N/O]
READINESS FOR PRACTICUM					
Effective Boundary Management					
Demonstrates understanding of appropriate boundaries and displays general ability to manage boundaries					

Examples: recognizes differences between personal and professional relationships; differentiates session content in the context of one's own interests and the client's therapeutic interests

0 1 2 3 4 [N/O]

Recognizes Effects of Self on Others

Demonstrates sensitivity to the effects of own identities, behaviors, affects, attitudes, values, and beliefs on others

Examples: understands aspects of self that affect others, such as facial expressions or posture; understands that others may perceive self differently and interpersonal interactions are shaped by own and others' identities; sensitive to the effects of self on others; examines interactions for effects of self on others

0 1 2 3 4 [N/O]

READINESS FOR PRACTICUM

Respectful Interactions with Others [Across Difference]

Shows honesty and integrity; values ethical behavior

Examples: follows through on commitments; shows care in speaking about confidential client material; shows respect for whole client; does not label client pejoratively; is respectful and considerate in interactions with support staff

0 1 2 3 4 [N/O]

Respects and shows interest in others' cultures, experiences, values, points of view, goals, desires, fears, etc. even when inconsistent with personal and/or professional beliefs, experiences, values, models, etc.

Examples: actively participates in course discussions about diversity issues and welcomes others' perspectives; develops better understanding of others' perspectives; able to modify own beliefs/biases

0 1 2 3 4 [N/O]

Interactions reflect basic knowledge of literatures on individual and cultural difference, such as racial identity, acculturation, and historical legacies of racial/ethnic minorities in the United States

0 1 2 3 4 [N/O]

READINESS FOR PRACTICUM

Demonstrates Effective Interpersonal Skills in Challenging Situations

Open-minded

Examples: acknowledges others' opinions; articulates more than one perspective in discussions; maintains a broad belief system; statements reflect acceptance of diversity of opinions or beliefs

0 1 2 3 4 [N/O]

Tolerates interpersonal conflict

Examples: maintains engagement during interpersonal conflict; able to process interpersonal conflict; is not confrontational or dismissive in discussions with others who have differing opinions

0 1 2 3 4 [N/O]

Addresses problematic interpersonal situations using verbal and nonverbal skills

Examples: verbally acknowledges and engages in discussion of disagreements with colleagues and instructors; does not deny or minimize problematic situation when raised; tolerates discussion of problematic situation without overly hostile or defensive stance; generates possible resolution strategies or ways to handle problematic encounters

0 1 2 3 4 [N/O]

READINESS FOR PRACTICUM

Open to Providing & Receiving Feedback

Demonstrates willingness to admit errors

Examples: pursues correction of errors rather than shifting focus to errors of others; acknowledges mistakes forthrightly

0 1 2 3 4 [N/O]

Listens to and acknowledges feedback from others

Examples: acknowledges potential challenges and ways to overcome challenges; does not demonstrate non-verbal rejection such as changing subjects or giving a cursory acknowledgement; attentive to others' ideas and perspectives on own ideas and work; open to feedback

0 1 2 3 4 [N/O]

Cooperation & Collaboration

Demonstrates ability to cooperate with others

Examples: works effectively with peers in group projects; contributes to group discussion; shares own work; sees the goals and outcomes of group tasks as accomplishments of the group rather than self accomplishments; adopts a group identity in working tasks rather than an individual identity

0 1 2 3 4 [N/O]

READINESS FOR PRACTICUM

Expressive Skills

Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills

Examples: written work is organized, easy to understand, and conveys the main points; shares opinions with others using language that others can understand; non-verbal behavior is consistent with verbal communications

0 1 2 3 4 [N/O]

READINESS FOR PRACTICUM

Awareness of & Commitment to Interpersonal Competence

Demonstrates knowledge and clear understanding of interpersonal competencies that are expected in the field

Examples: reviews Benchmarks document

0 1 2 3 4 [N/O]

Demonstrates general awareness of own level of interpersonal professional competence

Examples: self ratings generally congruent with ratings by instructors and supervisors

0 1 2 3 4 [N/O]

Comments:

Signature of Faculty

_____ Date _____

Signature of Student

_____ Date _____

Signature of Program Director

_____ Date _____

APPENDIX C: Graduate Survey PhD in Clinical Psychology

PhD in Clinical Psychology Graduation Survey

Professional Activities

(Please answer all questions, if possible. Most information is required for APA accreditation reports. Please understand that this information will be kept confidential)

Please check **YES or NO** – and if YES please list information where indicated. In the past academic year, were/have you been...

- A member of a professional or research society? Yes No If yes, please list:
- An author or co-author of workshops, oral presentations and/or poster presentations at professional meetings? Yes No If yes, please list title/location:
- An author or co-author of books, book chapters or articles in peer-reviewed professional/scientific journals? Yes No If yes, please list title/location:
- Involved in grant-supported research? Yes No If yes, please list:
- Attended any professional conferences/meetings? Yes No If yes, please list:
- Involved in teaching? Yes No
- Involved in reading journals on a regular basis? Yes No
- A participant in any continuing education activities (CEs)? Yes No
- Involved in any volunteer and/or community activities? Yes No
- Involved in any leadership roles in professional or community groups? Yes No

POST-GRADUATION ACTIVITIES

Are you doing a formal post doctoral fellowship or residency? Yes No

Post-doctoral position begins (month/year) _____ Ends _____

Name of Post-doctoral Site: _____

City and State: _____

Post-doctoral Setting (Check the single best fitting description): _____ Community _____ Academic Teaching Position
_____ Mental Health Center _____ Academic – Doctoral Program
_____ Health Maintenance Organization _____ Academic – Masters Program
_____ Medical Center _____ Academic – 4-year College
_____ Academic – Community or 2-year

- _____ Military Medical Center
- _____ Private General Hospital
- _____ General Hospital
- _____ Veterans Affairs Medical Center
- _____ Private Psychiatric Hospital
- _____ State or County Hospital
- _____ Correctional Facility
- _____ School District or System
- _____ University Counseling Center

- College
- _____ Academic – Adjunct Professor
- _____ Independent Practice
- _____ Academic Non-Teaching Position
- _____ Medical School
- _____ Student
- _____ Multiple Setting
- _____ Not Currently Employed
- _____ Other

(Specify): _____

EMPLOYMENT

Will you be employed (other than the post-doctoral position noted above)? Yes No

Name of Employment Site _____

Job Title: _____

City and State: _____

Initial employment setting (Check the single best fitting description): _____ Community Mental Health Center

- _____ Health Maintenance Organization
- _____ Medical Center
- _____ Military Medical Center
- _____ Private General Hospital
- _____ General Hospital
- _____ Veterans Affairs Medical Center
- _____ Private Psychiatric Hospital
- _____ State or County Hospital
- _____ Correctional Facility
- _____ School District or System
- _____ University Counseling Center

- _____ Academic Teaching Position
- _____ Academic – Doctoral Program
- _____ Academic – Masters Program
- _____ Academic – 4-year College
- _____ Academic – Community or 2-year College
- College
- _____ Academic – Adjunct Professor
- _____ Independent Practice
- _____ Academic Non-Teaching Position
- _____ Medical School
- _____ Student
- _____ Multiple Setting
- _____ Not Currently Employed
- _____ Other

(Specify): _____

INTERNSHIP DATA

Name of internship site: _____

Type of facility: _____

Primary supervisor at internship site: _____

Director of training at internship site: _____

Did you match on match day? Yes No

Were you matched using the clearinghouse? Yes No

Was your internship position funded? Yes No

Was your internship position funded? Yes No

Was your internship APA accredited? Yes No

What was your rank of the site? _____

Date Internship Began: _____ Date Internship Ended: _____ Stipend: _____

Benefits: Yes No Vacation: Yes No

Insurance: Yes No Sick Leave: Yes No

EDUCATIONAL AND RESEARCH OPPORTUNITIES:

Are seminars available to interns? Yes No

Is seminar attendance mandatory? Yes No

Is time made available for research? Yes No

Are support services available? Yes No

Is time provided for attendance at professional meetings? Yes No

Did site hold its own conferences/bring in speakers? Yes No

Were there opportunities to supervise externs? Yes No

If so, was this supervision itself supervised? Yes No

Number of hours of supervision per week: _____ Individual _____ Group

PSYCHODIAGNOSTIC EXPERIENCE:

Number of assessment batteries completed: _____

Please list the assessment instruments which *you* utilized:

TREATMENT/INTERVENTIONS EXPERIENCE:

Theoretical orientations emphasized:

On the average, how many hours per week did you spend in the following:

Individual Therapy _____ Group _____ Conjoint _____ Family _____ Crisis/On-call _____ Intake/DX Interview _____
 Psychological Testing _____
 Other _____ (explain)
 Were you able to see patients more than once per week? Yes No
 Were you able to do some longer-term therapy (more than twenty sessions)? Yes No
 Were you able to complete paperwork/essential tasks during on-site hours? Yes No
 Were you able to record sessions at the site? Audio / Video (please circle) Yes No

OTHER CLINICAL AND RELATED EXPERIENCE:

Please describe opportunities/experiences available at the site for program development, consultation-education liaison, psycho-education activities, developing and/or presenting workshops, etc. (Average # of hours per week: _____)

OVERALL RATING OF INTERNSHIP EXPERIENCE: (*Rating Scale: 1 = Excellent; 2 = Good; 3 = Fair; 4 = Poor*)

Overall Quality Opportunities	For Sharing with Peers
Supervision	Self-directed Pursuits
Therapy Training	Professional Growth
Assessment Training	Personal Development
Seminars	Address Internship Goals
New Skills Development	New Skills Development

DISSERTATION:

Which category best describes your dissertation?:
 _____ Quantitative/experimental _____ Case study
 _____ Program development _____ Qualitative
 _____ Theoretical _____ Meta-analysis

APPENDIX D: Competency Remediation Plan*

University of the Cumberland

PhD in Clinical Psychology

Date of Competency Remediation Plan Meeting:

Name of Trainee:

Primary Supervisor/Advisor:

Names of All Persons Present at the Meeting:

All Additional Pertinent Supervisors/Faculty:

Date for Follow-up Meeting(s):

Assessment that identified need for remediation: (GPA, Professional Competency Evaluation 1 or 2, Practicum Evaluation Y1, CCCE, CSCE, Practicum Evaluation Year 2, Dissertation Proposal, Internship Evaluation)

Circle all competency domains in which the trainee's performance does not meet the benchmark in academic and applied work:

Foundational Competencies: Professionalism, Ethical Legal Standards and Policy, Reflective Practice/Self-Assessment/Self-care, Scientific Knowledge and Methods, Relationships, Individual and Cultural Diversity

Functional Competencies: Assessment, Intervention, Evidence Based Practice, Consultation / Supervision, Management-Administration, Advocacy, Research/Evaluating,

Description of the problem(s) in each competency domain circled above:

Date(s) the problem(s) was brought to the trainee's attention and by whom:

Steps already taken by the trainee to rectify the problem(s) that was identified:

Steps already taken by the supervisor(s)/faculty to address the problem(s)

Competency Remediation Plan

<u>Competency Domain/ Essential Components</u>	<u>Problem Behaviors</u>	<u>Expectations for Acceptable Performance</u>	<u>Trainee's Responsibilities/ Actions</u>	<u>Supervisors'/ Faculty Responsibilities/ Actions</u>	<u>Timeframe for Acceptable Performance</u>	<u>Assessment Methods</u>	<u>Dates of Evaluation</u>	<u>Consequences for Unsuccessful Remediation</u>

I, _____, have reviewed the above competency remediation plan with my primary supervisor/advisor, any additional supervisors/faculty, and the director of training. My signature below indicates that I fully understand the above. I agree/disagree with the above decision (please circle one). My comments, if any, are below (*PLEASE NOTE: If trainee disagrees, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED*).

_____	_____	_____	_____
Trainee Name	Date	Training Director	Date

Trainee's comments (Feel free to use additional pages):

All supervisors/ faculty with responsibilities or actions described in the above competency remediation plan agree to participate in the plan as outlined above. Please sign and date below to indicate your agreement with the plan.

Competency Remediation Plan Continued

SUMMATIVE EVALUATION OF COMPETENCY REMEDIATION PLAN

Follow-up Meeting(s):

Date (s):

In Attendance:

<u>Competency Domain/ Essential Components</u>	<u>Expectations for Acceptable Performance</u>	<u>Outcomes Related to Expected Benchmarks (met, partially met, not met)</u>	<u>Next Steps (e.g., remediation concluded, remediation continued and plan modified, next stage in Due Process Procedures)</u>	<u>Next Evaluation Date (if needed)</u>

I, _____, have reviewed the above summative evaluation of my competency remediation plan with my primary supervisor(s)/faculty, any additional supervisors/faculty, and the director of training. My signature below indicates that I fully understand the above. I agree/disagree with the above outcome assessments and next steps (please circle one). My comments, if any,

are below. (*PLEASE NOTE: If trainee disagrees with the outcomes and next steps, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED*).

<hr/> Trainee	<hr/> Date	<hr/> Training Director	<hr/> Date
---------------	------------	-------------------------	------------

Trainee's comments (Feel free to use additional pages):

*Adapted from "Competency Benchmarks: A Model for Understanding and Measuring Competence in Professional Psychology Across Training Levels," by N.A. Fouad, C.L. Grus, R.L. Hatcher, N.J. Kaslow, P.S. Hutchings, M.B., Madson, . . . R.E. Crossman, 2009, *Training and Education in Professional Psychology*, 3 (4, Suppl.), S9-25. Copyright 2009 by the American Psychological Association.