



Indiana University of Pennsylvania

Clinical Psychology Doctoral Program Handbook

Department of Psychology



Handbook Updated 2017-2018

Clinical Psychology Doctoral Program
Department of Psychology
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INTRODUCTION

The Clinical Psychology Doctoral Program (CPDP) is a professional program awarding the Doctor of Psychology (Psy.D.) degree. The program is housed in the Department of Psychology and is a part of the College of Natural Sciences and Mathematics. The Department is composed of twenty-five full-time faculty members. In Fall 1983, the Program admitted its first class of 21 students. The IUP CPDP applied for accreditation in 1987 and it has been continuously accredited by the Commission on Accreditation (CoA) of the American Psychological Association (APA) since November 1987. The CoA can be reached at: American Psychological Association, 750 First Street, NE Washington, DC 20002-4242, (202) 336-5979.

The CPDP program follows a local clinical scientist model of training¹ with a strong emphasis on grounding professional psychological work in the scientific knowledge base of psychology. In addition to a practitioner orientation, we are committed to generalist training that provides broad-based exposure to skills that will permit graduates to adapt to the changing roles and responsibilities of professional psychology. At the same time the program has “areas of emphasis”, described below, that allow students to develop more focused competencies within subdomains in clinical psychology. Life-long learning is modeled and stressed throughout the program.

IUP's Civility Statement

As a university of different peoples and perspectives, IUP aspires to promote the growth of all people in their academic, professional, social, and personal lives. Students, faculty, and staff join together to create a community where people exchange ideas, listen to one another with consideration and respect, and are committed to fostering civility through university structures, policies, and procedures. We, as members of the university, strive to achieve the following individual commitments:

To strengthen the university for Academic Success, I will act honestly, take responsibility for my behavior and continuous learning, and respect the freedom of others to express their views.

To foster an environment for personal growth, I will honor and take care of my body, mind, and character. I will be helpful to others and respect their rights. I will discourage intolerance, hatred, and injustice, and promote constructive resolution of conflict.

To contribute to the future, I will strive for the betterment of the community; myself, my university, the nation, and the world.

¹ Stricker, G., & Trierweiler, S. J. (1995). The local clinical scientist: A bridge between science and practice. *American Psychologist*, 50(12), 995.

Mission Statement and Program Objectives

Our mission is to train students to serve as professional level practitioners who advance the discipline of psychology, develop the scientific base of psychology, promote public understanding of psychological science and its applications and advance the profession as a means of promoting human welfare.

The CPDP has four program aims and accompanying program objectives. They are listed below:

Aim 1: *Students will have a basic knowledge of the broad field of psychology with particular emphasis placed on the scientific basis for professional practice as is appropriate for a local clinical scientist along with the recognition that they will need to be a student for life as the field continues to grow and change.*

Objective A. Students will acquire knowledge of the biological, social and cognitive/affective bases of behavior that provide a foundation for clinical practice.

Objective B. Students will acquire knowledge of human diversity and individual differences that provide a foundation for clinical practice.

Objective C. Students will acquire the ability to integrate knowledge gained from the field of psychology across domains and apply it to case conceptualization at the local level.

Aim 2: *Students will acquire the skills and knowledge in clinical psychology that characterize an entry-level generalist in professional psychology, as well as additional competencies in assessment, adult focused, or child and family focused interventions should they choose, as well as a recognition that they will need to be a student for life as the field continues to grow and change.*

Objective A. Students will acquire knowledge about intervention strategies and case conceptualization through a graded sequence of didactic and experiential clinical activities.

Objective B. Students will acquire knowledge about the principles and methods of valid assessment and how to recognize if a new assessment instrument or procedure is valid and reliable through a graded sequence of didactic and experiential clinical activities.

Objective C. Students will acquire knowledge of the principles and methods of ethical clinical supervision and consultation and gain experience in consulting and providing supervision to others.

Aim 3: *In all professional and training activities, students will act in a way that maintains the highest level of ethical behavior along with a recognition that they will need to be a student for life as the field continues to grow and change.*

Objective A. Students will acquire knowledge of professional ethics and related legal issues in the practice of professional psychology and integrate it into their professional activities.

Objective B. Students will acquire a recognition that knowledge of individual and cultural diversity is critical to ethical professional practice.

Aim 4: *Students will develop an appreciation for and understanding of the methods of inquiry and knowledge generation in psychology with emphasis on traditional approaches to clinical issues along with the recognition that they will need to be a student for life as the field continues to grow and change.*

Objective A. Students will acquire knowledge of research design and statistical techniques to make them effective consumers of research.

Objective B. Students will develop the ability to integrate and apply knowledge of design and analysis as appropriate to the local clinical scientist model.

The program adheres strictly to the university's nondiscrimination policy found at:
(<http://www.iup.edu/social-equity/policies/statement-of-nondiscrimination-english/>)

Program Management

Within the Department, the Chair is the only faculty member with officially recognized administrative duties (e.g., faculty evaluations, course assignments). The Chair appoints with faculty approval a Director of Doctoral Studies (i.e., a Director of Clinical Training or DCT) who has overall program responsibility for the CPDP. The DCT chairs the Clinical Training Committee (CTC) and the CTC oversees all aspects of doctoral training and makes recommendations to the Department regarding staffing and budgetary issues. Below program management is detailed.

The CPDP is embedded within the Psychology Department at IUP and faculty who teach in the program also teach undergraduate courses in the department. Many of the policies and procedures described in this handbook were created and are implemented by the Clinical Training Committee (CTC) in the Psychology Department. The CTC consists of the Director of Clinical Training (DCT), additional faculty members appointed by the Department Chair, one member from the Counseling Center, and four doctoral students (one elected from each class). The CTC is the primary governing body of the doctoral program. Major policy decisions and changes in program requirements are subject to approval by the entire Psychology Department, and, in some instances, by The Graduate School, the University Senate, and other governing entities of the University. Except as otherwise noted here, doctoral students should consult with the Director of Clinical Training as a starting point for discussion on any policies or procedures or requirements. Appeal procedures from decisions of the CTC are described later in this Handbook. Although students have a representative from each cohort, each student is free to bring to the CTC any problems, concerns or issues at any time. This should be done through the DCT who will bring to the CTC the issue involved. Any matters pertaining to individual students are only discussed by faculty members of the CTC and all student CTC members are recused during such deliberations.

Graduate students participate in the development and implementation of policies, procedures, and requirements in three ways: through membership on several committees within the Psychology Department (including the CTC).

Two graduate students are elected each year to serve on the Graduate Student Assembly (GSA). GSA provides voting representation on the Graduate Council and in the University Senate. The GSA also reviews Graduate Council policies, makes recommendations about graduate student affairs to the Council and to the Graduate Dean, and participates in judicial proceedings established for graduate students.

Doctoral students also elect student members to the following Psychology Department committees: Clinical Training Committee (CTC) (4), Psychology Department (1), Department Colloquium Committee (1), Department Research Committee (1), and Steering Committee of the Center for Applied Psychology (CAP) (1). These mechanisms provide doctoral students with many opportunities for input into the management of their education. Students may present their concerns and ideas to their elected representatives or directly to departmental and committee meetings.

Doctoral students have formed the Psychology Graduate Student Organization (PGSO) which was formed in order to foster their professional, academic, and personal development. The president and vice-president of this organization are non-voting members of the CTC. The organization has developed a handbook that details its structure and function. It is suggested that students review the PGSO handbook in order to become informed of the PGSO's mission.

ADMISSION

The CPDP is a highly selective program that seeks students with great promise to become excellent clinicians and leaders who will advance the field of clinical psychology. To this end the minimum requirements for applying to the program are an undergraduate GPA of 3.0 and combined GRE (Q+V) score of 290 or above. Applicants must also have demonstrated prior research experience, for example an honor's project, research practicum, serving as a research assistant, etc. In addition, we require that applicants have some clinical exposure to the field through such experiences as an internship, volunteer work (e.g., hotline) or in some cases a paying position. A minimum of 18 credits in psychology must be completed by those whose undergraduate degree was in another field and must include courses in abnormal psychology, personality, and research/statistics.

Because we are a selective program students typically have GPA and GRE scores that are well above the minimal levels noted above. Over the past two years the average GRE scores have been above 315 (range: 308-326) and GPAs are 3.55 (range: 3.17-4.0). However, our program believes that having a diverse student body enriches the educational experience for all concerned. As such the CPDP seeks diversity among those we invite for interviews and those to whom we offer admission. Therefore,

individuals coming from minority groups, including but not limited to racial, ethnic, religious, SES, and sexual orientation are strongly encouraged to apply. The CPDP also adheres to IUP's policy regarding non-discrimination which can be found at: <http://www.iup.edu/social-equity/policies/statement-of-nondiscrimination-english/>.

Pennsylvania law requires that all students in the CPDP pass required background checks that are intended to protect children from contact with individuals who have abused children or have been convicted of certain felonies, including drug felonies. These requirements are detailed at: www.dhs.state.pa.us.

The CPDP is a proud member of the Council of University Directors of Clinical Psychology Programs (CUDCP). Our program adheres to the admission guidelines approved by CUDCP, which are listed below.

Summary of CUDCP Policy

The Council of University Directors of Clinical Training (www.cudcp.us) has adopted the following guidelines for offers into doctoral clinical psychology programs. If you are applying to a CUDCP program, you should expect the following policies will apply (http://www.cudcp.us/files/CUDCP%20grad%20offers%20policy_Revised2013.pdf).

1. In most CUDCP programs, a subset of applicants will be invited for an interview. Within a few weeks of the final interview dates, applicants will be notified regarding the status of their application. You may be offered admission, declined admission, placed on a wait list, or in some cases, a decision has not yet been reached regarding your application.
2. Training programs will notify students no longer being considered for admission as soon as possible. In some cases, this information is communicated by the university graduate school and can take several weeks to be processed. In some cases, you may be able to get updated information on the status of the application process (e.g., whether all interview invites have been extended; whether all offers have been extended), on a clinical program's website, or by contacting a program administrator. Beware of information posted on student-focused online forums that may be inaccurate or incomplete.
3. Offers of admission can be extended during a large time period. Most initial offers of admission are extended by April 1. Offers may be communicated by phone or email, but should be followed up by a written confirmation within 48 hours.
4. You should not be pressured, nor feel compelled to accept an offer of admission before April 15! This applies to offers of admission and to funding offers that accompany admission. It is impermissible for programs to request a decision prior to April 15 or to indicate that funding will be available only if students make decisions earlier than this date. Violations of this policy should be reported to CUDCP immediately (<http://cudcp.us/contact.html>) and your identity will be protected. Of course, it is permissible for you to accept an offer as soon as you are certain of your decision (i.e., even before April 15). But the decision to do so should be based on you, and not due to pressure placed upon you by a training program.

5. Do not hold more than two offers for more than one week unless there is specific information (e.g., a visit is scheduled, funding decisions) you are waiting to receive from the program. Difficulty making up one's mind is not considered an adequate excuse to limit the options available to other applicants.
6. Once you have accepted an offer of admission to a training program, you should inform all programs in which you are still being considered. Be sure to inform programs either that you are declining outstanding offers of admission or you no longer wish to be considered for admission.

For the full CUDCP policy pertaining to graduate school offers and acceptances:

http://www.cudcp.us/files/CUDCP%20grad%20offers%20policy_Revised2013.pdf

For more information about IUP Graduate Admissions: www.iup.edu/admissions/graduate/

For more information regarding Admission Classification and Provisional Admission for International Graduate Application, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

GRADUATE ASSISTANTSHIPS

As in many states, allocation of funds to Pennsylvania's state-run universities such as IUP have been severely curtailed over the past decade. Each year the number of assistantships available to the program varies. We have been able to provide some financial support to 100% of our students in three of the past five years. Although this situation may change and there are no guarantees, the program believes that we can reasonably provide support in the form of assistantships for three out of the four years of the program.

Assistantships are provided to the program and are available in other departments and centers around campus. A small number of half-time assistantships are available. They come with a 20 hour/week work obligation, a \$6,530 yearly stipend, and 100% tuition remission. A larger number of quarter-time (10 hour) assistantships are available which come with a \$3,265 yearly stipend and 50% tuition remission. In addition, the Graduate School makes "mini-assistantships" available to programs, which come with a \$2,000 tuition waiver and a \$1,000 stipend. (Stipend amounts vary from year to year; these numbers are for 2016-2017.) The CPDP has been successful in obtaining these assistantships for many of our students. Finally, the CPDP is given fellowship monies which we divide among those students who do not receive an assistantship. In the event that the CPDP is not provided enough assistantships for all students in the program, the CTC has decided that support will go first to 4th year students who have not received funding elsewhere on campus, followed by 3rd year students, 2nd year students and if there are assistantships remaining, 1st year students. In cases where there are insufficient assistantships to fund all students in a cohort, students will be randomly awarded assistantships. This process will be done by the DCT and the president of the PSGO and will be based on random number assignment. In such cases the assistantship will be awarded for only one semester so that students not receiving an assistantship in a given semester can receive one the following semester. Students who receive an assistantship to serve as clinic assistants or the Intervention I/Therapeutic Techniques assistant are limited to three semesters of such an assistantship during their tenure in the program. Students are not permitted to receive more than one such assistantship.

More information about graduate assistantships can be found here:

<http://www.iup.edu/admissions/graduate/financialaid/assistantships-and-scholarships/>

There are limited number of teaching opportunities for students. Because our university's faculty are unionized, the Collective Bargaining Agreement spells out how many instructors a department may have that are not fulltime faculty.

Additional Financial Aid information can be obtained through the Office of Financial Aid:

www.iup.edu/financialaid/

BACKGROUND CLEARANCES AND VACCINATIONS

The university and the CPDP require that all students have background clearances. This includes a fingerprint FBI background check, Pennsylvania State Police background check (ACT 34) and child abuse clearance (ACT 151). These are all provided free of charge by IUP and all students must have these completed before they can begin their assistantship duties or start seeing clients in the Center for Applied Psychology. Students are sent information on this by IUP and you will be informed about this once you have been cleared. In addition, all hospital settings require that anyone coming in contact with patients, including practicum students, have appropriate vaccinations. You will be required to provide documentation of rubella titer, varicella documentation or titer, hepatitis B immunizations, TB test, and flu vaccination. The hepatitis B immunizations are administered over the course of months so you should plan accordingly.

ACADEMIC ADVISEMENT

The program views the advisor/advisee relationship as a crucial element in successful doctoral program work. You are encouraged to maintain frequent contact with your advisor.

The Director of Clinical Training serves as the Major Advisor of all doctoral students. The Major Advisor is the student's contact person for all curriculum decisions, policy matters, and form filling. You should meet with this advisor prior to or immediately upon enrolling in the first semester of work. At that time a tentative Plan of Study is completed which outlines your proposed sequence of course work, practica, etc. This Plan of Study will be updated each year, and you should discuss any deviations from it with your Major Advisor. You will meet with your Major Advisor at least once per semester, or more often as needed/appropriate. Transfer of credit decisions are usually completed no later than during the first semester of enrollment because such transfer of credit modifies the Plan of Study. Transfer of credit procedures are described in a later section of this Handbook.

All students are also assigned to a clinical faculty mentor who is available to discuss professional development and other issues not directly related to academic advisement. Mentors are assigned by the Director of Clinical Training with input from the faculty and students. After a student has selected a dissertation chairperson the student can request that the chairperson be reassigned as mentor.

By the beginning of the third year of study, the student will select a mentor for the Doctoral Project (aka: dissertation; see later sections). This mentor becomes the doctoral project committee chair, assisting the student in all phases of work on their dissertation.

CAMPUS RESOURCES AND STUDENT SUPPORT

The School of Graduate Studies and Research: www.iup.edu/graduatestudies/

Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Office of the Bursar: www.iup.edu/bursar/

Office of the Registrar: www.iup.edu/registrar/

Disability Support Services: www.iup.edu/disabilitysupport/

IUP Campus Library www.iup.edu/library/

MyIUP: www.iup.edu/myiup/

Applied Research Lab: www.iup.edu/arl/

IT Support Center: www.iup.edu/itsupportcenter/

Veterans and Service Members: www.iup.edu/itsupportcenter/

IUP Writing Center: www.iup.edu/writingcenter/

IUP Career and Professional Development Center <http://www.iup.edu/career/>

IUP Parking Services and Visitor Center <http://www.iup.edu/parking/>

University Police <http://www.iup.edu/police/> | 724-357-2141

Crisis Intervention 24/7 Hotline: 1 - 877 - 333- 2470

IUP EMAIL

IUP offers an email account to all active students. **Your IUP email address is the primary means by which the university will contact you with official information and you should use for all IUP official communications. It is your responsibility to check your IUP email regularly.** Visit www.iup.edu/itsupportcenter/howTo.aspx?id=23401 to learn more about setting up this account. For more information regarding University policy on email communication, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

GRADUATE STUDENT ASSEMBLY

The Graduate Student Assembly (GSA) represents the graduate student body's interests at IUP and within the Indiana community. The GSA makes recommendations related University-wide and graduate-specific policies and in areas of concern in the cultural, intellectual, and social life of the part- and full-time graduate student. Visit www.iup.edu/graduatestudies/gsa for more information.

PROGRAMS AND DEGREES

Doctoral Program

The Doctoral Core consists of sets of courses in general and clinical psychology that are designed to provide students with the necessary knowledge and skills to assess, understand, and alter human behavior. The Doctoral Core consists of a General Psychology Core and a Clinical Core.

General Psychology Core

The General Psychology Core represents sets of courses in general psychology. This Core consists of courses in research methodology, individual differences, and biological, social, and cognitive bases of behavior. The purpose of the General Psychology Core is to provide a firm background in basic psychological sciences.

Clinical Core

The Clinical Core consists of four courses in psychological intervention [Individual (2), Group (1), and Family Therapy (1)] and two courses in psychological assessment (Assessment I, II). The purpose of the clinical core is to develop generalist skills in these two areas: psychological intervention and psychological assessment.

Elective Course Work

In addition to the Core Requirements and Practicum, each student must complete the elective coursework requirement of 9 credits. At the start of a student's tenure in the CPDP they will be given a list of most electives to be taught during the four years they will be taking coursework. This will allow students who have an area of interest (e.g., forensic psychology) to plan their course schedule accordingly in order to take electives of interest. The program's ability to provide these electives depends on having adequate faculty compliment with expertise to teach these courses; consequently, although every effort will be made to adhere to the schedule, it cannot be guaranteed.

Areas of Interest

Like most doctoral programs in clinical psychology the CPDP provides broad and general training in the practice of clinical psychology. However, many programs, ours included, provide opportunities for students to pursue areas of interest. These are not specializations per se, but are areas outside the Doctoral Core in which students receive beginning specialized training in the application of general clinical skills to specific populations and/or problems. This is accomplished by an elective course in that area, selected practicum experiences, and research in that area typically in the form of the dissertation (doctoral project). The program will offer an elective in each of the areas during the four years the

student will be on campus. The areas of interest will change somewhat, depending on current faculty and their expertise. Current areas of interest include:

- Child Clinical
- Clinical Neuropsychology
- Forensic Psychology
- Behavioral Medicine

Over the past 10 years students pursuing these areas of interest have been successful in matching to internship sites with specialty tracks or rotations in that area. The final element to specialization is then the postdoctoral fellowship in that specific area, which our students have also been very successful at attaining.

Program Sequence

The program is designed to be sequential and hierarchical in nature such that basic knowledge and skills are built upon over the course of time. Thus, in the first year of the program students are exposed to various clinical conditions (Advanced Psychopathology, Personality Theories), research methods (Research Methods I & II), methods of intervention (Therapeutic Techniques I & II), and assessment (Assessment I & II). Exposure to clients begins in the first year with students being exposed to undergraduates experiencing difficulties that are open to discussing these problems with our students.

In the second year a third research course is completed (Evaluation Research) and non-clinical core courses begin (Drugs and Behavior, Advanced Social Psychology). Training in intervention continues with Family Therapy and students begin “internal practicum” in our in-house training clinic, the Center for Applied Psychology (CAP). Students are also exposed to diversity issues during this year (Race, Culture, Gender). Students take the Comprehensive Clinical Examination at the end of the second year, as described below.

In the third year, once sufficient clinical proficiency has been demonstrated while in internal practica, students do practica in various agencies, hospitals and clinics throughout the area. Coursework continues including electives and non-clinical core courses. At the end of the third year students will take the Clinical Proficiency Examination, described below.

In the fourth year students will generally defend their dissertation proposal although it is possible to defend prior to this year. In fact, students are required to defend their proposal before being permitted to apply for internship. Students spend the fall semester preparing applications for internship. During this semester they continue to take courses and practica. The fifth year is the internship year, which is a fulltime paid clinical experience at a hospital/clinic or facility.

The exact sequence of courses taken can vary depending on student’s interests. However, the core clinical courses must be taken in order. A model course sequence is presented below.

Course Descriptions

PSYC 801 Research Methods in Psychology I 3 cr.

The design, statistical analysis, and report of laboratory experiments will be studied. Prerequisite: Permission.

PSYC 802 Clinical Research Methods 3 cr.

Introduction to data analysis techniques and methodological problems commonly encountered in clinical research. Methods appropriate for single subjects as well as groups are explored. Prerequisite: PSYC 801 and PSYC 841.

PSYC 803 Evaluation Research 3 cr.

Introduction to the methodological issues involved in validly assessing the effectiveness of intervention programs relevant to psychology (e.g., human service programs), including a consideration of how the results of evaluation research can be used to improve such programs. Students will participate in either actual or simulated evaluation research projects. Prerequisite: Permission, PSYC 801 or equivalent.

PSYC 810 Historical Trends in Psychology 3 cr.

Comprehensive overview of historical antecedents of contemporary psychology. Prerequisite: Permission.

PSYC 811 Teaching of Psychology 1 cr.

Basic dimensions of the teaching process are discussed, including course planning and structure, developing and presenting lectures, using alternative pedagogical techniques, evaluating student performance, addressing issues of diversity in the classroom, etc. Skill-practice in these areas is emphasized. Prerequisite: Instructor permission.

PSYC 830 Methods of Intervention I 3 cr.

Methods of studying and improving competency in interpersonal skills as a necessary ingredient of most models of therapy, such as psychoanalysis, client-centered, and behavior modification. Emphasis is placed on theory, research, and personal competence in communication. Prerequisite: Permission.

PSYC 831 Methods of Intervention II 3 cr.

Emphasis is placed upon the systematic study and application of social influence techniques to the modification of clinical problems. A broad spectrum of cognitive, physiological, and behavior change procedures are studied and evaluated with regard to their cost and effectiveness. A general problem-solving model for decision making, case evaluation, and accountability is advanced. Prerequisites: PSYC 830 and permission.

PSYC 832 Therapeutic Techniques Lab 2 cr.

Presents didactic and experiential training in tactics of achieving insight, emotional awareness, emotional

escalation or reduction, cognitive-perceptual change, and behavior change for use in individual psychotherapy. Prerequisite: PSYC 830 or equivalent, simultaneous enrollment in PSYC831, and instructor permission.

PSYC 833 Clinical Group Techniques 3 cr.

Provides instruction and experience in a variety of group techniques. Includes lectures, demonstrations, and participation in group exercises useful in the clinical psychology profession. Prerequisite: Permission.

PSYC 834 Family Therapy 3 cr.

Introduction to family and marital therapy. Both systems theory approaches and behavioral approaches will be considered. Process and outcome research will be reviewed. Prerequisite: Permission.

PSYC 835 Advanced Psychopathology 3 cr.

An in-depth study of the description, causes, and treatment of behaviors considered abnormal by our society. Integrates and extends previous materials in abnormal behavior, assessment, therapy, research methodology, and professional practice. Prerequisites: Previous undergraduate course in Abnormal Psychology and permission.

PSYC 836 Personality Theory and Systems of Psychotherapy 3 cr.

Several major personality theories are reviewed in a comparative manner with emphasis placed upon issues such as the assumptions about the basic nature of man, personality development, normal and pathological development, and philosophy of treatment for each theory. Prerequisite: Permission.

PSYC 841 Psychological Assessment I 3 cr.

Beginning course in theoretical issues and development of skills in assessing psychological functioning and in report writing. Beginning emphasis on intellectual assessment, followed by the development of an increasing variety of assessment tools. Prerequisite: Permission.

PSYC 842 Psychological Assessment II 3 cr.

Continuation of PSYC 841 with increased emphasis on development of skills in areas of objective and projective tests, behavioral observations, self-report measures, and other assessment techniques. Prerequisites: PSYC 841 and permission.

PSYC 852 Models of Learning 3 cr.

Several learning paradigms are described. Emphasis is on the theoretical assumptions underlying the models and their strengths and weaknesses. Applications of the models to changing maladaptive behavior are discussed. Prerequisite: Permission.

PSYC 853 Issues in Developmental Psychology 3 cr.

The processes and structures of life span development are studied. Cognitive, emotional, social, and

physical development will be explored, emphasizing the interactive effects of the person's environment, developmental level, and psychological state. Prerequisite: Permission.

PSYC 855 Racial, Cultural, and Gender Issues in Psychology 3 cr.

The operation of cultural, racial, and gender issues in the theory, research, and practice of psychology is examined. The ways in which a psychologist's own culture, race, and gender may influence professional practice are explored.

PSYC 856 Drugs and Behavior 3 cr.

Introduction to various aspects of drugs and behavior. Includes exploration of factors influencing drug effects, problems in drug research, therapeutic use of drugs, legal use and abuse of drugs, and social aspects of drug experience. Prerequisite: Permission.

PSYC 857 Clinical Neuropsychology 3 cr.

The study of the relationship between human brain dysfunction and abnormal behavior. Includes assessment techniques used to diagnose brain damage. Prerequisite: Permission.

PSYC 858 Advanced Social Psychology 3 cr.

Advanced survey of the relationship between the social environment and human behavior. Topics include social influence, attitude formation and change, attribution and social cognition, interpersonal attraction, aggression, altruism, small group interaction, and environmental psychology. Prerequisite: Permission.

PSYC 860 Child Clinical Psychology 3 cr.

Approaches unique to child psychopathology, assessment, and intervention are explored. Ages from birth to adolescence are covered. Prerequisite: Permission.

PSYC 861 Psychology and Medicine I 3 cr.

The area of health psychology and its role in behavioral medicine are introduced. Psychophysiology, which provides much of the foundation for health psychology, is studied through readings, lectures, and hands-on experiences with psychophysiological recording equipment. Prerequisite: Permission.

PSYC 881 Special Topics 1-6 cr.

Designed to examine a Special Topics in depth. Students prepare presentations representing selected research areas. Prerequisite: Permission.

PSYC 920 Professional Issues 3 cr.

An examination of professional problems in the field of clinical psychology. Includes topics such as training philosophies, licensure, legal issues such as involuntary commitment and expert witness, ethical standards, and professional organizations. Prerequisite: Permission.

PSYC 943 Psychological Assessment III 3 cr.

Continuation of PSYC 842 with emphasis on nontraditional assessment methods such as family observations, mental status ratings, and social skills assessment. Topics in clinical judgment and inference and a combination of assessment data and report writing are covered. Prerequisite: PSYC842 or permission.

PSYC 960 Advanced Psychotherapy with Children 3 cr.

Theories and treatment interventions used in therapy with children are explored. Opportunities to practice basic psychotherapeutic skills in interviewing, treatment planning, and intervention provided under intensive supervision. Prerequisite: PSYC 860 or permission.

PSYC 961 Psychology and Medicine II 3 cr.

The roles of psychological and environmental variables in the development, maintenance, and recovery from disease are studied. Approaches to studying relationships between stress, coping, and disease are emphasized. Prerequisite: PSYC 861.

PSYC 962 Hypnotic Methods in Psychotherapy 2 cr.

In-depth study of theory, research, and the clinical practice of hypnosis. Prerequisites: PSYC 830, PSYC 835, or their equivalents, and instructor permission.

PSYC 971 Family and Couples Clinic 1-6 cr.

Students will be assigned clients in the Family Clinic. A team training model is used with close supervision by the instructor. Available for variable credit and repeated enrollment. Prerequisites: PSYC 834 or its equivalent, successful supervised clinical experience, and instructor permission.

PSYC 972 Stress and Habit Disorders Clinic 1-6 cr.

A seminar/clinic in the assessment and treatment of stress and habit disorders. Clients are assigned to students from the Stress and Habit Disorders Clinic. Available for variable credit and for repeated enrollment. Prerequisites: PSYC 831, PSYC 835 or their equivalents, and instructor permission.

PSYC 973 Assessment Clinic 1-6 cr.

Students will be assigned clients from the Assessment Clinic. Emphasis is placed on skill development in interviewing, administration and scoring of psychological assessment instruments, writing of reports, consultation with referral sources, and supervision. A team training model is used with close supervision by the instructor. Available for variable credit and for repeated enrollment. Prerequisites: PSYC841, PSYC 842 or their equivalents, and instructor permission.

PSYC 974 Special Projects/Intake Clinic 1-6 cr.

Students participate in specialized clinical activities. Specific methods of assessment, intervention, and consultation vary according to the special clinical project. Available for variable credit and repeated

enrollment. Prerequisites: PSYC 831, PSYC 842, PSYC 832, or their equivalents and instructor permission.

PSYC 976 Introduction to Supervision & Consultation 3 cr.

This course surveys professional issues, theories, existing research and implementation methods in supervision and consultation. Using lectures, discussions, and simulations, students will learn how to promote the development of individuals and organizations that are involved in the resolution of human problems in adaptation and facilitation of human development.

PSYC 981 Special Topics 1-6 cr.

Examines Special Topics in depth. Students prepare presentations representing selected research areas. Prerequisite: Permission.

PSYC 982 Independent Study in Psychology 1-6 cr.

Individual students develop and conduct research studies in consultation with a faculty member. Prerequisite: Permission.

PSYC 993 Advanced Psychological Practicum 1-21 cr.

Provides supervised experience in applied settings. Variable credit, depending on setting. Prerequisite: Permission.

PSYC 994 Internship 3 cr.

An in-depth supervised experience designed to assure a professional level of competence in several skill areas and to assist in developing an identity as a health care professional. May be taken full-time for twelve months or half-time for twenty-four months. Prerequisite: Permission.

PSYC 995 Doctoral Project (Dissertation) 3-9 cr.

A culminating scholarly activity requiring the mastery of an area of professional interest. Requires a review of relevant literature and the collection and analysis of data. An oral presentation of the proposal and an oral defense of the finished product are required.

Curriculum Plan

<u>FALL</u>	<u>SPRING</u>	<u>SUMMER</u>
801 Research Methods I 3	802 Clinical Research Methods 3	852 Models of Learning 3
830 Methods of Intervention I 3	831 Methods of Intervention II 3	836 Personality Theory & Systems 3
835 Advanced Psychopathology 3	842 Methods of Assessment II 3	834 Family Therapy 3
841 Methods of Assessment I 3	832 Therapeutic Techniques Lab 2	TOTAL 9
TOTAL 12	TOTAL 11	
803 Evaluation Research 3	858 Advanced Social Psychology 3	855 Race, Culture, and Gender 3
Elective 3	856 Drugs and Behavior 3	Practicum (Internal) 1-3
Practicum (Internal) 3	Practicum (Internal) 3	TOTAL 4-7
TOTAL 12	TOTAL 9	
857 Clinical Neuropsychology 3	833 Clinical Group Techniques 3	810 Historical Trends 3
Elective 3	943 Methods of Assessment II 3	993 Practicum (External) 1-3
993 Practicum (External)* 3	993 Practicum (External) 3	995 Doctoral Project 3
TOTAL 9	TOTAL 9	TOTAL 7
853 Issues in Development 3	920 Professional Issues 3	993 Practicum (External) 1-3
Elective 3	Elective 3	995 Doctoral Project 3
993 Practicum (External) 1-3	993 Practicum (External) 1-3	TOTAL 4-6
995 Doctoral Project 3	TOTAL 7-9	
TOTAL 10-12		
994 Internship 1	994 Internship 1	994 Internship 1
TOTAL 1	TOTAL 1	TOTAL 1
		<u>TOTAL 104</u>

Note: Only required courses are listed.

* Students can continue to take internal practica in addition to external practica

GRADUATE CLINICAL PRACTICUM PROGRAM

In keeping with the practitioner emphasis of a program in professional psychology, the basic goals of the practicum program are to help the student develop and refine clinical skills in the areas of clinical assessment, psychotherapy, family and group therapy, crisis intervention, consultation, professional issues, and evaluation. Students are introduced to various clinical skills through academic course work that includes Psychological Assessment I and II, Methods of Intervention I and II, Family Therapy, Clinical Group Techniques, and other courses. Beginning in the second year (and earlier for students with advanced standing), doctoral students are required to register for practicum during each semester in which they are enrolled in the program.

The primary sites for this component of training are the three clinics which are housed in the Center for Applied Psychology: the Assessment Clinic, the Family and Child Clinic, and the Adult Stress and Habits Disorders Clinic. It is our belief that the supervision model employed in these clinics, which involves modeling and videotaped and live supervision, is the best training vehicle for the development of clinical skills. In order to ensure an appropriate breadth of experience for graduates to be able to function effectively as independent practitioners, students are also required to complete practica in two additional classes of external settings. Students may select from a variety of hospital/institutional sites and community mental health/counseling sites according to their interests and specialty area.

Objectives of Practica

Practicum experiences are included in this program for several reasons. First, they provide an opportunity for the student to learn first-hand how to apply the theoretical knowledge introduced in the academic setting. They also afford the chance to develop and test interests, sharpen pre-existing skills, and learn by doing. Third, they help to develop confidence and to point out areas to be strengthened. Finally, placements in a variety of settings ensure exposure to multiple professional and supervisory models and breadth of preparation for employment in the field.

More specifically, the supervised practicum experiences are of several types. These include:

1. Psychological assessment of clients, using a broad spectrum of techniques.
2. Individual, child and family, and group methods of behavior change.
3. Client-oriented contacts with other health-care professionals and agencies in the human services field.
4. Evaluation of individual and community mental health programs. Most settings provide experiences in several of these areas simultaneously, although students typically will concentrate in one or two of these.

Prerequisites for Practica

Students without prior experience spend their first year on campus completing basic coursework and electives. The subsequent years include practica and relevant coursework. Course prerequisites to most practica are Psychological Assessment I and II and Methods of Intervention I and II. Exceptions may be considered on an individual basis. In addition, an overall grade point average of 3.0 in our 4.0 system is necessary before application for practicum may be considered. Certain practica require that the student achieve at least a “B” in the assessment and intervention courses.

General Practicum Policies

1. Each student is required to complete a minimum of 21 credits of practicum. A maximum of 12 credits may be waived or transferred for students having extensive supervised work experience that is deemed equivalent to practicum training. Waivers do not lower the number of credits required for graduation, and the requirements for internal practica must still be met.
2. The Intervention II lab does not count as practicum credit; rather, these experiences are prerequisites to internal and external practicum requirements. Advanced standing students may meet this prerequisite through past experience.
3. Beginning with the second year, each student in the program will be assigned to one of the CAP clinics on a yearly basis. Students are required to remain in one clinic for two consecutive semesters. Students may register for the clinics each semester.
4. Students will rotate through at least two of the three CAP clinics, earning at least 12 credits in these settings.
5. An additional nine credits of practicum will be earned in two different external settings. Each setting should provide a different range of clinical experience.
6. Students are required to obtain professional liability insurance when they enter the program and maintain it throughout enrollment in the program. Students must provide verification of their coverage to the CAP. This insurance is available through the APA's endorsed carrier for a yearly fee, and information and application forms may be obtained from the Doctoral Studies office or www.apa.org. While students are in the CAP they will have malpractice insurance that is paid for by the CAP at no cost to the student. However, coverage applies exclusively to clinical activities done in the CAP and does not extend to external practica or other clinical activities outside the CAP.

Student Selection

Prior to the beginning of each academic year, the CAP clinic supervisors will meet to review eligible students and make assignments to CAP clinics on the basis of their training needs and a completed CAP Practicum Application Form. Students must rank order their preferences for placement on this form, and indicate how practicum credits for this site will be distributed throughout the year.

If a student is planning an external experience, the External Practicum Application Form must be completed at midterm or earlier in the prior semester. The Practicum Committee will then make an assignment based upon a compatibility of student interest and the needs of the practicum setting. Upon approval each student then arranges an interview with the practicum setting. As part of the interview,

the setting may request copies of previous psychological evaluations, case conceptualizations, or other qualifying data. At its discretion, the site indicates its acceptance or rejection of the student. At this time, the student may exercise his or her option to reject the assignment to that setting. Reassignments are made when necessary.

Student Responsibilities

When assigned to CAP placements, the supervising faculty member will negotiate requirements with the student. Such requirements may include supervision of other students, directed readings, presentations to other clinic colleagues, or reviews of clinical techniques or interventions with a specified population.

When assigned to external placements, the students will arrange with the agency supervisor the days and time they will be on site. Students are expected to complete a minimum of one full day of work for 15 weeks for each 3 hours of credit. The student is expected to participate in the activities assigned by the agency supervisor, and is directly responsible to this supervisor. The academic requirements for these placements will be negotiated by the student and the Practicum Committee. Grades will be assigned by the department practicum coordinator in consultation with the placement supervisor.

Application materials and descriptions of available settings are available in the doctoral program office.

EVALUATION OF STUDENTS

As beginning professionals, students are expected to become familiar with, and follow, the policies and procedures of this doctoral program and IUP, the ethical principles published by the American Psychological Association (<http://www.apa.org/ethics/code/>), and the policies and procedures of the Center for Applied Psychology and out-of-department training sites.

Evaluation of each student's performance is conducted on an ongoing basis and may include student self-evaluations, graduate assistantship evaluations, faculty evaluations, practicum supervisor evaluations, and Graduate School evaluations. Students may receive individual feedback from personal discussions with faculty members, comments on exams, written feedback on papers, supervision in clinics, etc. (The evaluation forms used by the CTC can be found in Appendix A.)

Course Grades

The most frequent and obvious form of evaluation occurs in individual courses. Each professor will detail his/her grading procedures for each course in a course syllabus. In some courses, grades are based primarily on exam scores. In other courses, the professor may incorporate class participation, clinical

skill development, seminar presentations, and other requirements into the final grade. Students are encouraged to ask questions for clarification of grading procedures early in the semester.

In graduate courses, a grade of “A” indicates excellent performance, a grade of “B” indicates good performance, a grade of “C” indicates poor performance, and a grade of “F” indicates failure. A grade of “I” is used to record work which, as far as it has progressed, is of passing grade, but is incomplete because of illness, accident, pregnancy, or extreme personal disturbance. Consult the current Graduate School Catalog (<http://www.iup.edu/graduatestudies/catalog/>) for descriptions of other infrequently used grades and for policies regarding course auditing. A grade of “R” is used for doctoral projects that have not yet been completed. Students must maintain a 3.0 average and policies regarding this are found in the Graduate Catalog.

Practicum Evaluations

Practicum supervisors and the department practicum coordinator evaluate each practicum student each semester. The student completes a brief job description for each semester’s practicum and then submits to the faculty coordinator semester summaries of actual duties and work samples. The faculty coordinator will also contact each practicum agency during the semester. At the end of the practicum, the faculty coordinator using information provided by the student and the agency supervisor will determine the course grade. In addition, the practicum supervisor will complete a form assessing the student’s clinical skills and professional development. Each student will have an opportunity to complete a form assessing the practicum site and the quality of supervision received. (The evaluation form used by practicum supervisors can be found in Appendix B.)

Annual Academic and Professional Evaluations

At the end of each year the Clinical Training Committee (CTC) completes an evaluation of academic, clinical, and professional development. The purpose of this evaluation mechanism is to provide to the student an overall review of their progress in the program and to assist the faculty in reviewing each student’s progress in the program and to assist the faculty in reviewing the effectiveness of the curriculum. At the end of each semester, all faculty members who have taught or supervised the student will be invited to assist in the evaluation. A summary of the evaluation is shared with the student and placed in the student’s departmental file. The student may add written comments to clarify the evaluation summary.

Our faculty members share a strong commitment to providing training which will produce excellent beginning-level professional psychologists. We accept into our program only those students whom we believe will make a contribution to the profession. However, we also recognize that student selection procedures and our training program are not perfect and that on rare occasions a student will not

function at an adequate level. It may then be necessary to recommend remedial work or to recommend to the Graduate School to dismiss the student from the program.

Such action might follow from inadequate course grades, failure to complete the required dissertation, serious professional misconduct, or serious inadequacies in clinical skills. For some of these areas fairly clear cut criteria are available to establish minimally adequate levels of performance (e.g., grades). In other instances, the professional judgment of faculty members will also be a factor. In all cases of deficiency, every attempt will be made to provide early feedback to the student, and wherever possible remedial activities will be encouraged.

The following criteria and procedures will be followed by the CTC whenever it concludes that serious deficiencies exist:

1. One course grade of “F” will result in the committee considering dismissal from the program. Two or more course grades of “F” will result in a recommendation to the Graduate School for automatic dismissal.
2. In instances of serious professional misconduct or inadequate clinical skills, the following steps will be followed:
 - a. The student will be notified in writing as to the nature of the deficiencies that exist and be given the evidence for those deficiencies.
 - b. The student will be invited to provide verbal or written input to the CTC to aid in the continuing evaluation process.
 - c. After consideration of the students’ response if any, the CTC may take a variety of steps if it concludes that the deficiency is serious. These steps may include, but not be limited to, recommending remedial activities, a recommendation to the Graduate School for delaying candidacy, or dismissal from the program. Completion of remedial activities will not guarantee future positive evaluations.
3. Students always have the right to appeal decisions of the CTC to the full department and then through proper university channels.

EXAMINATIONS

Satisfactory academic and professional evaluations are necessary for the student to earn candidacy for the M.A. and Psy.D. degrees. Students also must pass the Clinical Comprehensive Examination, Research Proficiency Examination, and the Clinical Proficiency Examination.

The purpose of the Clinical Comprehensive Examination, Clinical Proficiency Examination, and Research Proficiency Examination is to assess the student's ability to integrate and apply knowledge and skills. Courses and papers allow the student to compartmentalize. The search for solutions to problems often stops at the arbitrary boundaries imposed by course content or semester deadlines. The Clinical Comprehensive and Clinical Proficiency Examinations require the integration of knowledge that crosses course boundaries. Successful completion of these exams demonstrates mastery of content and integration of knowledge in basic areas of psychology.

There are three parts to the CPDP's examination and evaluation process: the Clinical Comprehensive Examination, the Research Proficiency Examination, and the Clinical Proficiency Examination.

Clinical Comprehensive Examination

The Clinical Comprehensive Examination will typically occur either at the end of May or the end of Summer Session II each year. Each class must make a decision in November and inform the CTC of their decision, which will be a majority vote of those planning on taking the exam that year. This will allow the individual committees adequate time to plan accordingly. In the absence of a consensus from the class taking the examination, the CTC will make a decision when the examination will take place.

The Clinical Comprehensive Examination will cover three clinical domains (assessment, intervention, and diagnosis/psychopathology). In addition, there will be a comprehensive research examination. Students must pass each of these domains. There will be three questions within each clinical domain and students will be required to answer two of the questions. A three-person committee will collaboratively write three integrative questions. The questions are to be integrated within one specific domain only (i.e., the assessment question would be integrative in terms of including multiple factors related to assessment). As for content – there will be no pre-determined set of material that students should study. The questions will be about topics relevant to intervention, assessment, and psychopathology. Certainly, portions of answers will come from material learned in classes. Good answers will also be expected to contain information gained from recent research in the field. Memorizing names of references to include in answers has limited educational value in and of itself, but it is the necessary cost for assuring that students are engaging in the recent research literature. To this end you will be permitted to bring to the examination a one-page list of names and dates (e.g., Beck, Smith, Jones, 2012). This page will be in 11 or greater point Times New Roman font, single or double spaced. Any deviation from this will result in forfeiture of the page at time of exam. To provide guidance in students' study of recent research, each committee will provide a list of 8-10 important research *areas* that students should be familiar with. For example, the intervention team may provide a list such as: empirically supported treatments, therapeutic alliance, psychotherapy outcome research, systems of psychotherapy, cultural competence in treatment, orientation-specific treatment research, ethics regarding therapy, etc. For all questions in each domain it is expected that elements of ethics and diversity, which are covered throughout the program, would be

included in answers. On Day 1 you will receive questions from the diagnosis/assessment domain and the psychopathology domain. Day 2 will be the intervention domain and the research comprehensive exam described below.

Clinical Comprehensive Examination Grading

Each question is graded by two readers. For each domain, there are a total of four graded answers and the pass/fail decision is based upon the average of the four grades. The examination is passed if the student achieves a B (3.0) average or higher. Disagreements between raters on a single question that impacts a student's passing or failing the domain are resolved by discussion between the readers. If no resolution can be reached, a third reader, assigned by the DCT, is used to resolve the disagreement. If after this process a student obtains an average failing score of 2.7 or above (B-), the student has the option of taking an oral exam on that domain. This can occur for each domain and can occur after the first and/or second administrations of the exam. In other words, a student could conceivably have up to four attempts to pass a domain, depending on scores. The oral exam will be scheduled soon after notification of the examination result. The oral follow-up examination is conducted under the following guidelines.

1. The Examination Committee will either write a new question in that domain, or alter the initial question answered by the student and submit it to the student. The student will be granted up to 30 minutes for consideration of the question, and then the Committee will examine the student on the question and related topics.
2. The Examination Committee will consist of three faculty members. The Committee will consist of the readers of the original question, and a third member appointed by the Director of Clinical Training.
3. The examination will be video-taped to provide protection for the student in the event of an appeal through University approved appeal procedures. In keeping with university policy, appeals need to be made within one semester. (See official policy at: <http://www.iup.edu/academicaffairs/for-faculty/academic-integrity/student-grade-appeal/graduate-student-grade-appeal-policy/>).
4. After the oral examination, a pass/fail decision will be made by the Examination Committee.

For more information regarding School of Graduate Studies and Research Policy on grading, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Research Proficiency Examination

The purpose of the Research Proficiency Examination is to assure that students understand basic psychometric theory and research methodology designs and problems, especially those frequently used in clinical psychology. The examination covers the research methodology content from PSYC 801: Research Methods I, PSYC 802: Clinical Research Methods, and PSYC 803: Evaluation Research.

This examination will involve one or more clinically-related published research studies that you will be provided. This/these article(s) will not be provided beforehand. You will be asked to address the appropriateness of the studies' methodology, statistical techniques, and the conclusions reached. You will also be asked how you might have approached the problem, from a research perspective. In other words, address how you would design a study, from scratch, to address the issue. Sections of the article(s) may be redacted (e.g., study limitations discussion). The same option for an oral examination exists for the research exam as well and will follow the procedures detailed above. However, a new research article or articles will be provided 30 minutes before the examination for the student to read and prepare.

Preparation for the Examination

It is common for students to feel anxious about taking such examinations. This exam may be one of the few times a student is required to fully integrate knowledge. There is very little published literature on how to prepare for such exams. Finding review articles for each of the domains and research areas should not be a problem. The *Annual Review of Psychology* series will be an excellent source. Students have traditionally studied in groups which divides the labor of seeking and reviewing the relevant articles. There is a vast research literature that addresses how individuals learn and retain information. One major finding from that literature is that adequate sleep is necessary for memory consolidation to occur.

Policies

1. Students may sit for the exam at any time; however, students typically will take the exam immediately after completing relevant course work.
2. Students must notify the Director of Clinical Training of their intention to take the exam at least two weeks prior to the exam date.
3. Students must pass each of the domains. Students who fail the exam must retake it within one year.
4. Failing any domain of the exam twice will result in dismissal from the program.
5. Students must pass the examination prior to beginning internship.

6. Students may not register for more than 6 credits of Dissertation without having passed the examination.

Clinical Proficiency Examination

This evaluation is typically scheduled during the third or fourth year.

The purpose of the Clinical Proficiency Examination (CPE) is to allow the student to demonstrate proficiency at pre-internship level of general psychological practice consistent with the standards of the CPDP and the expectations of internship sites. It is the CPDP's way of determining if the student is adequately prepared for clinical internship. The examination also provides an opportunity for the student to engage in lively discussion with faculty members about clinical problems.

The CPE will take the form of an oral examination that will be evaluated by faculty committees of three members each. Each committee will meet in a 1.75-hour block of time to evaluate an individual student. The CPE will be scheduled to occur at the end of the spring semester or beginning of the summer session, depending on faculty availability. Each class will determine a sign-up procedure and students will sign up for available time slots. Specific dates and times will be determined on a year-by-year basis and will depend in part on the number of students expecting to complete the CPE that year and the number of clinical faculty available to serve on committees.

Students will submit a CV and a statement of training goals and experiences to faculty by 3:00 on the day before their scheduled CPE. The documents will help familiarize faculty with students' training experiences and may be used to formulate exam questions.

Faculty will provide students with a list of assessment instruments with which they should be familiar and about which they may be asked administration or interpretation questions during the CPE. The types of assessment materials that students should be expected to include in their batteries should be those with which students should have a reasonable familiarity from their clinical and classroom experiences.

Approximately 45 minutes prior to the CPE appointment, students will be given a case vignette and test data, and will have 45 minutes to prepare their assessment and treatment plans. Cases will be developed by faculty and will be similar to those that the student has seen in internal clinics and on external practica. During their 45-minute preparation time, students may NOT refer to notes, books, the internet, or other materials. It is expected that students will spend that time collecting their thoughts and outlining their conceptualizations, assessment and treatment plans, etc. They may make notes that they can use during the CPE.

Students scheduled for the morning appointments will be given one case; students scheduled for the afternoon will be given a different case. This will prevent any overlap of students who have finished and those who have yet to go and will remove any temptation to discuss the case material.

Students will demonstrate their clinical proficiency in assessment and treatment from the same case presented. Students will be expected to discuss potential diagnoses and determine an appropriate assessment battery. Students will be expected to interpret and integrate test data to arrive at diagnostic conclusions and treatment recommendations. Assessment tools with which student should be familiar and from which test data will be provided include current editions of the Wechsler Adult Intelligence Scale and the Minnesota Multiphasic

Personality Inventory. Students should also be familiar with self-report symptom-focused inventories, diagnostic interviews, achievement testing, and measures of adaptive functioning. Assessment-related questions may also be based on specific experiences that the student has included in his/her CV or described in the self-statement.

Students will also be expected to discuss treatment decisions and goals for treatment, as well as building a therapeutic alliance, choosing a theoretical orientation to guide treatment, their rationale for treatment decisions, and ethical issues. Students may be called upon to demonstrate how they would initiate discussion of a sensitive topic, explain a treatment model, demonstrate empathy, etc.

Grading

The committee will rate student performance on a three-point scale:

- Pass (i.e., student is approved to apply for internship)
- Provisional Pass (i.e., student requires remediation, such as a retake of one part)
- Fail (i.e., student has not demonstrated preparedness to undertake the clinical duties of a pre-doctoral internship and, therefore, is not approved to apply for internship until specified remediation has been addressed and corrected).

Students who are identified as needing remediation will be given specific recommendations by the committee. Retakes will be conducted with a different 3-person committee to minimize the potential for bias. Competencies on which students will be evaluated are defined and elaborated upon in the next section and come from APA benchmark ratings found below.

For more information regarding School of Graduate Studies and Research Policy on grading, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Foundational Competencies

Objective 1: Competence in professional conduct, ethics, and legal matters

1A. Professional conduct: Behavior and comportment that reflects the values and attitudes of psychology and is reflected in the following:

- **Integrity:** Adherence to professional values infuses work as psychologist-in-training; student recognizes situations that challenge adherence to professional values.
- **Deporment:** Communication and physical conduct (including attire) is professionally appropriate.
- **Expressive skills:** communicates clearly using verbal and nonverbal skills; demonstrates clear understanding and use of professional language.

Student shows evidence of competence by:

- Identifying situations that challenge professional values, and recognizing when to seek faculty/supervisor guidance.
- Utilizing appropriate language (including professional terms and concepts) and demeanor.
- Dressing appropriately for a clinical encounter with a client.
- Communicating clearly and professionally.

1B. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations, as reflected in the following:

- **Knowledge and application of ethical, legal and professional standards and guidelines:** Demonstrates intermediate level knowledge, understanding, and application of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, and laws.
- **Ethical Conduct:** Integrates own moral principles/ethical values in professional conduct.

Student shows evidence of competence by:

- Effectively identifying ethical dilemmas in assigned cases and demonstrating understanding of the ethical elements present in ethical dilemmas.
- Demonstrating intermediate knowledge of typical legal issues, including child or elder abuse reporting, confidentiality, and informed consent.
- Recognizing and discussing the limits of own ethical and legal knowledge.
- Addressing ethical and legal aspects that may be present within the case.
- Articulating knowledge of own moral principles and ethical values in discussions about ethical issues.

1C. Reflective Practice/Self-Assessment: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies.

- **Reflective practice:** Displays broadened self-awareness; engages in reflection regarding professional practice.
- **Self-assessment:** Demonstrates broad, accurate self-assessment of competence; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills.

Student shows evidence of competence by:

- Writing a personal statement of professional goals, identifying learning objectives for internship training, including areas requiring further professional growth
- **NOTE:** *This objective is met through the student's completion of a self-statement that is due to the DCT office by 3pm on the day prior to your CPE exam.*

Objective 2: Competence in individual and cultural diversity

Individual and Cultural Diversity: Awareness, sensitivity, and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.

- **Others shaped by individual and cultural diversity and context:** Demonstrates knowledge of others as cultural beings in assessment, treatment, and consultation.
- **Interaction of self and others as shaped by individual and cultural diversity and context:** Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others.

Student shows evidence of competence by:

- Demonstrating understanding that others may have multiple cultural identities.
- Discussing the role that diversity may play in interactions with others.
- Demonstrates knowledge of APA policies, including guidelines for practice with diverse individuals, groups and communities.
- Discussing the limits to competence with diverse clients.
- Acknowledging own culturally-based assumptions.
- Self-identifying multiple individual and cultural identities.

Objective 3: Competence in theories and methods of psychological diagnosis and assessment

Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.

- **Knowledge of measurement and psychometrics:** Selects assessment measures with attention to issues of reliability and validity.
- **Knowledge and application of assessment methods:** Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances; applies knowledge of evidence-based practice, including empirical bases of assessment, in selecting appropriate assessment methods to answer diagnostic questions.
- **Diagnosis:** Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity.
- **Conceptualization and recommendations:** Utilizes systematic approaches of gathering data to inform clinical decision-making.

Student shows evidence of competence by:

- Demonstrating basic diagnostic nomenclature and ability to diagnose many psychiatric problems.
- Demonstrating through consideration of relevant patient data.
- Demonstrating the ability to select appropriate assessment tools for different problems and populations.
- Demonstrating intermediate level ability to accurately interpret assessment tools, reaching appropriate conclusions based on test data.

- Identifying relevant data to collect from structured and semi-structured interviews and mini-mental status exams.
- Articulating relevant developmental features and clinical symptoms as applied to presenting question.
- Demonstrating ability to identify problem areas and to use concepts of differential diagnosis.
- Making clinical decisions based on connections between diagnoses, hypotheses, and recommendations.
- **NOTE:** *Assessment tools with which the students should be familiar include current editions of the Wechsler Adult Intelligence Scale, the Wechsler Individual Achievement Test, and the Minnesota Multiphasic Personality Inventory. Students should also be familiar with self-report symptom-focused inventories, diagnostic interviews, and measures of adaptive functioning. Assessment-related questions may also be based on specific experiences that the student has included in his/her CV or described in the self-statement.*

Objective 4: Competence in theories and methods of effective psychotherapeutic intervention

Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.

- **Intervention planning:** Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation.
- **Skills:** Demonstrates knowledge of appropriate clinical skills and evidence-based interventions.
- **Progress evaluation:** awareness of methods to evaluate treatment progress and modifies treatment planning as indicated, utilizing established outcome measures.

Evidence-Based Practice (EBP): Integration of research and clinical expertise in the context of patient factors.

- **Knowledge and application of evidence-based practice:** Applies knowledge of evidence-based practice, including empirical bases of intervention and other psychological applications, clinical expertise, and client preferences

Student shows evidence of competence by:

- Articulating a theory of change and identifying interventions to implement change.
- Demonstrating knowledge of interventions and explanations for their use based on the literature.
- Formulating a case conceptualization that draws on theoretical and research knowledge.
- Applying EBP concepts in case conceptualization, treatment planning, and interventions.
- Articulating own theoretical perspective regarding intervention strategies.
- Comparing and contrasting EBP approaches with other theoretical perspectives and interventions in the context of case conceptualization.
- Describing a treatment plan that reflects integration of empirical findings and clinical judgment.
- Demonstrating appropriate judgment about when to consult supervisor.
- Generating hypotheses regarding own contribution to therapeutic process and outcome.
- Recognizing safety issues and means of evaluating, managing, and documenting patient risk (i.e., homicidality, suicidality).
- Demonstrating ability to evaluate treatment progress in context of evidence-based interventions.

- Identifying barriers to client improvement.

Sample Case

The following case is presented as an example of the level of detail that you can expect in your proficiency case vignette. You will be given a case of similar difficulty approximately 45 minutes prior to your scheduled proficiency time. You are to develop a plan for the assessment and treatment of this individual. You may make notes during your preparation time that you may use during your proficiency exam.

John Doe is a 20-year-old male who was referred to the Center for Applied Psychology by his mother, who reported concerns about her son's social functioning and negative mood, which she believes are affecting Mr. Doe's motivation and ability to "function in society." Mr. Doe is currently unemployed and lives with his father in Indiana, PA. Mr. Doe's mother is in contact with Mr. Doe a few times a week. As a child, Mr. Doe was reported to be "out of control" and sometimes destructive. At times, he was so "anxious" or "annoyed" that he would "explode." Mr. Doe has always struggled with friendships. He had only a "couple" of friends in grade school, and did not spend time with them on a regular basis outside of school. He did not like being in large groups and was not involved in any extra-curricular activities. Mr. Doe was on a little league baseball team for a short period of time, but was "kicked off" for behavioral reasons. In high school, he wanted more friends, but was not close to any of his peers. Reportedly, Mr. Doe moved into his father's house at age 15 years after a serious fight with his mother. Mr. Doe reported feeling "mad" because he does not have a good relationship with his immediate or extended family members. He often fights with his father (verbally and physically). Currently, Mr. Doe spends almost all of his time alone in his room, has no means of providing for himself, and has very few friendships. Mr. Doe explained that he is "unhappy" with his life at the moment, has trouble sleeping, has trouble making friends, can only remember "glimpses" of his week, and feels "empty" or "hollow" most of the day, every day. He also often worries that others are judging or persecuting him for his past behaviors and harbors resentment toward his mother and father for "controlling" him.

Notes

- You will notice that there are numerous non-specific problem areas in this case that will require further investigation. You will be expected to identify possible diagnoses and the means by which you could reasonably expect to reach a diagnostic conclusion.
- There is no racial/ethnic/cultural information provided for this case. You can expect that during your exam, this information will be provided to you and you will be expected to discuss how that information will influence your conceptualization and/or clinical considerations.
- You will be provided with data from one or more assessment instruments that would be relevant to the case. You will be expected to interpret the data provided and discuss the impact of that information on your conceptualization and/or clinical considerations.

STUDENT RECORDS

All records concerning a student will be maintained in the CPDP office. These include the student's original application to the program, academic transcripts, annual evaluations, practicum evaluations, awards, and any official correspondence to the student from the CTC or others. This will include notifications from the Graduate School regarding IRB matters, assistantship awards, and granting of degrees. In addition, security clearances, vaccination records and other records necessary for a student to be placed in certain practicum settings (e.g., hospitals) will also be kept in this file. The program has moved to electronic records which will be maintained permanently. This permanent record will be available in the future should the student seek licensure and documentation is required of the students attendance and performance in the CPDP. While a student is in residence, hard copies of relevant documents will be maintained in a locked filing cabinet. Each of these paper documents is scanned for inclusion in the student's permanent electronic file. The hard copies will then be destroyed in a secure manner.

DEGREE COMPLETION

For more information, view the view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Access forms processed through the School of Graduate Studies and Research, click on *Current Students*: <http://www.iup.edu/graduatestudies/>

Master's Degree Candidacy

Students who do not possess an M.A. in psychology upon program entry will routinely obtain the Master's degree en route to the doctorate. Requirements for candidacy to the M.A. degree are the successful completion of 24 semester hours, with an average of at least 3.00 GPA, and the recommendation of the Clinical Training Committee based on satisfactory academic and professional evaluations. The M.A. in clinical psychology will be awarded after the successful completion of 54 semester hours and satisfactory annual academic and professional evaluations. The 54 credits must include 9 hours of practicum and 45 hours of approved credits from the generic coursework of the Psy.D. degree.

Doctoral Candidacy

The candidacy for the Psy.D. will be awarded following the completion of all M.A. requirements plus an additional 9 credits, successful performance on the Clinical Comprehensive Examination and Research Proficiency Examination, and satisfactory annual academic and professional evaluations. An average GPA of 3.00 or higher is necessary for candidacy.

EVALUATION FOR GRADUATION

In the semester preceding graduation the student must file an Application for Graduation with The Graduate School (<http://www.iup.edu/commencement/graduate/how-to-apply-for-graduation/>). Deadlines for application are published annually by The Graduate School.

At the time of application, the Major Advisor completes a final review of the student's record and either recommends graduation or notifies the student and The Graduate School of deficiencies.

DISSERTATION COMPLETION

The doctoral dissertation is a culminating activity which requires the student to demonstrate mastery of an area of professional interest and to make a meaningful contribution to the solution of a problem or question. The project requires a review of the literature and the collection and analysis of data. An oral presentation of the proposal and an oral defense of the finished dissertation are required. Depending on the statistical and methodological preparation of the student, a dissertation might consist of an experimental research project; the implementation and evaluation of a workshop, a clinical intervention, or training program; a needs assessment; development of an assessment procedure; and implementation and evaluation of an intervention technique with a unique clientele through a series of single case designs.

The dissertation in the CPDP has a different emphasis and purpose than a traditional dissertation does in a Ph.D. curriculum. In a traditional Ph.D. program, the dissertation is a demonstration that the student is capable of independently conducting a rigorous study. The student becomes the expert in the literature under question and in the research methodology and statistics. Extensive individualized study and preliminary research projects are typically necessary. The dissertation launches the Ph.D. student into a research career. In the Psy.D. dissertation the student will master the literature in the area of the chosen topic and design and carry out a research project. The student's committee will provide guidance in designing the study and in the use of appropriate statistical techniques. The final product must demonstrate that the student can critically examine a problem, integrate information, operationalize concepts, implement a research project, and communicate the essential aspects of the study. The dissertation aids the Psy.D. student in developing the critical thinking skills and the writing skills essential for professional practice in a manner consistent with the traditions of psychology.

Program Policies

The following general policies have been adopted by the Clinical Training Committee to assist students and faculty in completing doctoral dissertations.

1. There is a limit to how many students faculty member may supervise at one time. The ceiling is usually 3 dissertations although this may vary depending on the phase of the dissertations and faculty complement. Students should talk with faculty members as early as possible in the process of generation of ideas.
2. Students enroll for Dissertation in blocks of 3 or 6 credits for a total of 9 credits.
3. Students must select a committee chair by the time of enrollment for the first 3 credits. Chairing dissertations affects the formal work load of faculty members.
4. Doctoral students must register for their first 3 credits of Dissertation no later than after they have accumulated 72 credits toward the doctorate and/or not later than the fall semester proceeding the year of internship.
5. Students may not register for the last 3 credits of Dissertation until they have successfully completed the proposal. Following approval of the proposal, students have 2 years to complete the Dissertation. Failure to complete the Dissertation within this time limit may result in a grade of F in Dissertation and/or a requirement that a new proposal may be submitted. A student may petition the Clinical Training Committee for an extension of the time limit.
6. Students should be cognizant of the seven-year limit on completing all doctoral work.

The Process

The following guidelines will help the student through the process of the dissertation. A Dissertation manual available from the Director of Doctoral Studies and the Graduate School (<http://www.iup.edu/graduatestudies/resources-for-current-students/research/thesis-dissertation-manual/>) outlines all Graduate School requirements including issues of format and style, proper forms, deadlines, etc.

Forms

Four forms document the student's progress on the doctoral dissertation. All forms are available from the Director of Doctoral Studies, and all forms are returned to that office for review and further distribution. Most students file all four forms at the time of the proposal.

The first form, Human Subjects Review Protocol, (<http://www.iup.edu/irb/irb-forms-and-application-instructions/>) outlines the steps the student must follow to protect the rights of subjects. The form requests a summary of the project, with specific attention given to subjects' rights. Review this protocol with your project advisor and obtain the advisor's signature. This form is then given to the departmental Research Review Committee. When the Research Review Committee has approved the project, the protocol is copied and sent to the Graduate School for review by the Institutional Review Board (IRB).

The IRB committee meets monthly to review such proposals (materials must be submitted at least one week prior to their meeting time), and the schedule of meetings is available on line (<http://www.iup.edu/irb/irb-meeting-dates-and-protocol-submission-deadlines-for-projects-requiring-full-board-review/>). The student and/or the advisor is strongly encouraged to attend the IRB meeting to respond to questions. Federal law requires that approval from the IRB be obtained before data may be collected.

The second form, Research Topic Approval Form (which is found in Appendix ?? and here: <http://www.iup.edu/graduatestudies/resources-for-current-students/research/thesis-dissertation-information/all-forms/>), asks for project title and names of committee members (the Dean checks them for eligibility to serve on dissertation committees) and a summary of the proposed project (to simplify matters, you may use the summary that was prepared for the prior form). Pay attention to the fact that a timeline must be provided. For example: “Data will be collected during the fall semester. Data analysis with occur from January until March. Writing of the results will occur from April until May and final defense is expected in June”. The dates do not have to be exact. The form and summary are turned in to the Director of Doctoral Studies for review and signature before being distributed to the College Dean and to the Graduate School.

The third form, Human Research Approval Form, (found at <http://www.iup.edu/psychology/research/resources-for-research/>) is used by the departmental Research Review Committee in their evaluation of the proposal. Submit it along with the other forms to the DCT.

The fourth form, Research Approval Form, (available in the CPDP Office) is used by the project committee to verify that you completed the proposal. The form is signed and filed with the DCT. The student retrieves the form for the project defense meeting, and it is then permanently filed in the program office.

It is obvious that the dissertation is paperwork intensive. The DCT and the dissertation advisor will assist with the process. **Be sure to turn all four forms in to the Director’s office before they are distributed elsewhere.**

The Dissertation Committee

The Committee will be composed of a minimum of three members. The student initially selects the chair, who must be a member of the psychology department. The student and chair of the committee consult and select at least two other committee members, one of whom may be outside the department. Only those faculty member inside or outside the department who have been approved to teach at the doctoral level are eligible to serve on the committee. A list of approved faculty can be found on the Graduate School’s website: (<http://www.iup.edu/graduatestudies/resources-for-faculty-and->

[staff/eligibility-to-teach-graduate-courses-and-to-serve-on-thesis-or-dissertation-committees/graduate-faculty-member-eligibility/](#)).

Professionals in the community can also serve on committee, but as a fourth member. They must be approved by the faculty union (APSCUF), which requires submitting their CV to the DCT who will initiate the process. The full committee must be approved by the Dean of the Graduate School. The committee chairperson is the primary resource person for the student and assists the student in designing the project and revising written work. The committee chairperson is also responsible for securing room reservations for meetings and the proper forms and signatures. The Committee is the final decision making body regarding the details of the project. The committee chairperson, in consultation with the committee, assigns the grades for the project. The Dean of the Graduate School gives final approval to the written project.

Committee Meetings

The student and the committee meet as necessary to complete the project. Two formal meetings are required: a proposal meeting and an oral defense meeting.

Prior to the proposal meeting the student provides a final written draft of the proposal to each committee member. The proposal will usually include a literature review, a statement of the problem under study and hypotheses, and a detailed method section. Students should provide this document to committee members no less than two weeks before their scheduled defense. This allows committee members sufficient time to determine of the proposal if defensible (i.e., of sufficient merit, not flawed or poorly written, etc.). At the proposal meeting, the student makes an oral summary of the background literature, the problem which has been chosen for study, and an outline of the proposed research methodology. The committee will then examine the student to determine the depth of their understanding of the topic, their knowledge of statistical techniques and appropriate research methodology. The approval of the committee (simple majority) is necessary before the proposal may be implemented. The student and committee members complete the Research Approval Forms and file them with the Director of Doctoral Studies who transmits them to the Graduate School. Students may not collect data for the project until the Graduate School has approved the project. (The Graduate School is concerned primarily with protection of subjects' rights).

The second meeting, the oral defense, is held after the student has completed all data collection and the writing of the project. All faculty and graduate students are invited to attend this defense although only the dissertation committee determines whether the student has passed or not. The student should provide the CPDP's secretary with the date, time and place of the defense, along with an abstract. The program secretary will then send out notification of the defense to all students and faculty in the department. At this meeting the student presents background information on the problem area, the research methodology, and a summary of the results. The oral summary should not exceed 30 minutes.

In these meetings committee members and others will ask questions or interject comments along the way. It should be viewed as a discussion among peers, with the student expected to be as knowledgeable if not more knowledgeable on the topic.

Evaluation Outcome for Dissertation

At the conclusion of the dissertation defense, the committee will meet in closed session to determine whether the student: 1. Passed, 2. Passed with minor revisions needed, 3. Provisionally passed pending major revisions that will require approval by the dissertation chair alone or the full committee before a final Pass is given, or 4. Failed. Again, a majority of the committee must vote to approve the final product.

Effective fall 2017 for students admitted and students admitted after -- Dissertation and thesis credits will be assigned Pass or Fail as the final evaluation outcome for the taken credits and carry no quality points weighted towards a student's CGPA.

Ongoing Dissertation and Thesis students admitted "prior" to fall 2017 – Dissertation and thesis credits will be assigned a letter grade as the final evaluation outcome for the credits taken and carry quality points weighted towards a student's CGPA for the number of dissertation credits required for the program. "Extended" dissertation credits are not calculated into a student's CGPA.

For more information, view the view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Access forms processed through the School of Graduate Studies and Research, click on *Current Students*: <http://www.iup.edu/graduatestudies/>

INTERNSHIP

In addition to practicum, each student must complete an internship in a facility approved by the Clinical Training Committee. In contrast to practicum, the internship provides more in-depth and long-term involvement, and it is designed to assure a professional level of competence in several skill areas. Internship also provides an opportunity to develop more fully an identity as a health care professional. The internship usually will occur in the last year of study.

Criteria for Approved Internship

Our criteria have been adopted from those used by the National Register for Health Service Providers in Psychology and by Association of Psychology Postdoctoral and Internship Centers (APPIC).

1. All APA-approved and APPIC sites will automatically be deemed to be of acceptable quality.

2. The setting must have an organized training program, in contrast to supervised experience or on-the-job training, to provide the intern with a planned, programmed sequence of training experiences. The primary focus and purpose is assuring breadth and quality of training.
3. The internship agency clearly designates a staff psychologist who is responsible for the integrity and quality of the training program and who is licensed to practice psychology.
4. The internship agency must have two or more psychologists on the staff as supervisors, at least one of whom is licensed as a psychologist.
5. Internship supervision must be provided by a staff member of the internship agency or by an affiliate of that agency who carries clinical responsibility for the cases being supervised. At least half of the internship supervision must be provided by one or more psychologists.
6. The internship must provide training in a range of assessment and treatment activities conducted directly with clients seeking health services.
7. At least 25% of the trainee's time must be spent in direct client contact (minimum 375 hours).
8. The internship must include a minimum of two hours per week (regardless of whether the internship was completed in one year or two) of regularly scheduled, formal, face-to-face individual supervision with the specific intent of dealing with health services in psychology rendered directly by the intern. There must also be at least two additional hours per week in learning activities such as: case conferences involving a case in which the intern was actively involved; seminars dealing with clinical issues; co-therapy with a staff person including discussion; group supervision; additional individual supervision.
9. Training will be at the post-clerkship, post-practicum and post-externship level.
10. The internship agency must have a minimum of two interns at the internship level of training during the applicant's training period.
11. The trainee will use a title such as "intern", "resident", "fellow", or other designation of trainee status.
12. The internship agency must provide a written statement or brochure which describes the goals and content of the internship and states clear expectations for quantity and quality of the trainee's work.
13. The internship experiences (minimum 1500 hours) must be completed within 24 months.

Any deviations from the above requirements will require the prior approval of the CTC.

Procedures

1. During the fall semester, typically in September, the DCT will hold a meeting for all students who plan to apply for internship. Procedures for applying will be discussed. In addition, a meeting with clinical faculty members will be held. This meeting will cover issues that students should be aware of when preparing for applying for internship. An additional meeting will include mock interviews to help students prepare. The DCT will provide an extensive list of questions asked students over the years on internship interviews.
2. In order to apply for internship the student must:
 - a. have completed or scheduled all course and practicum
 - b. requirements.
 - c. passed the Clinical Proficiency Examination, Research Proficiency Examination, and Clinical Proficiency Examination.
 - d. successfully defended the doctoral project proposal
 - e. received satisfactory academic and professional evaluations.
3. Application procedures change from year to year as do APPIC

application materials. These changes are part of the reason for the meeting each September. In that meeting the materials the student should submit to the Director will be identified. Although they change from year to year, the following is typical: (a) list of application sites, (b) vita, (c) APPIC readiness forms to be completed and signed by the Director, and (d) a copy of the basic APPIC application.

Student should meet with their mentor to develop a list of sites they are considering applying to. The mentor will have experience with this process and will know of internship sites that are particularly well suited to a student's interests and abilities. The DCT will provide a list of sites that students have applied to in the recent past, where students have interviewed in the recent past, and where students have matched. The latter will be particularly important as internship sites value the reputation and training of individual doctoral programs. As such, some sites are particularly welcoming to our students and value the training our students receive.

All students must have a clinical or counseling center faculty member review their application materials for internships including a discussion of sites being applied to. The DCT will not send the preparedness letter until the faculty member indicates that they have reviewed a student's materials and communicates that fact to the DCT.

UNIVERSITY POLICY AND PROCEDURE

University policy is the baseline policy. Programs may have policy that is more stringent than the University baseline policy; however, not less stringent than the University baseline policy. For questions regarding this statement, please contact David LaPorte, the program coordinator, or the School of Graduate Studies and Research.

Refer to the Graduate Catalog at www.iup.edu/graduatestudies/catalog/.

Academic Calendar

View the IUP Academic Calendar: www.iup.edu/news-events/calendar/academic/

Academic Grade Appeal Policy

The university has a formally approved grade appeal policy that governs all programs on campus. That policy can be found at: <http://www.iup.edu/graduatestudies/catalog/2014-15/doctoral/policies/grade-appeal-policy/>.

If a student disagrees with the evaluation of his/her work by the instructor, but has no basis for a charge of “discrimination” or “capricious evaluation,” the student should discuss the matter directly with the instructor, and if unsatisfied, with the department chairperson, and if still unsatisfied, with the Dean of the College in which the course was offered. In such cases, the decision of the instructor shall be final.

If a student believes that an improper grade has been assigned, an appeal may be filed on the following grounds:

1. Discrimination--On the basis of race, religion, national origin, sex, age, ancestry, handicapped status, affectional or lifestyle preference, or political affiliation.
2. Capricious Evaluation--Significant and unwarranted deviation from grading procedures and course outlines set at the beginning of the course (ordinarily during the first week of the course) or grade assigned arbitrarily on the basis of whim or impulse. The student may not claim capriciousness if the student disagrees with the subjective professional evaluation of the instructor.

Procedures of Appeal

Level I: Informal Resolution

Every effort should be made to resolve the disagreement at Level I. The student must first seek a resolution to the disagreement with the instructor. If the student is not satisfied with the results, the student must then speak with the chairperson of the department that offers the course. If still

dissatisfied, the student must discuss the matter with the Dean of the College in which the course is offered. A Student Government Association (SGA) member may accompany and advise the student during the Level I procedures. Only after all attempts for resolution at Level I have been exhausted may the student initiate Level II.

Level II: Appealing Screening

1. Composition--Each year there shall be appointed a Grade Appeals Committee to determine the existence of the substantive basis for appeal. The Committee will be composed of seven voting members: three faculty members appointed by APSCUF, three faculty/administrators elected by the Senate Academic Committee, and one student elected by the Senate Academic Committee. A voting majority of the Grade Appeal Committee must be faculty members.
2. Procedure to Initiate Appeal--To initiate Level II of the appeal, the student must file an appeal form with the Provost's Office. This form must be filed within sixty (60) calendar days of the beginning of the semester immediately following the semester in which the grade was received. (Note: Grade appeals will not generally be processed during the summer. Therefore, the appeal of any grade received in the spring or summer sessions normally will be processed in the fall. A review will be scheduled in the summer only when the student's academic eligibility is jeopardized by the grade in question or when the student is a graduating senior.) The Provost's Office will notify the appropriate dean, department chairperson, faculty member, and the SGA President of the student's initiation of the Level II process.
3. Procedure to Process Appeal--The student will be expected to submit written documentation of his/her complaint and the faculty member will be expected to submit in writing the course grading procedure and any other pertinent information. Appeals based on discrimination will be reviewed according to current standards of non-discriminatory action. Appeals based on capriciousness will be reviewed in light of the faculty member's announced evaluation and grading system. The Committee will review the materials to deny or confirm appeal continuance. Denial of appeal continuance must be by a negative vote of four members of the Committee. This Committee will inform the Provost's Office of its findings. Within five (5) working or class days of the Committee's report, the Provost or designee will notify the student and the faculty member of the findings. If the basis for appeal is determined to be substantive, the Provost or designee will convene a Grade Review Panel within fifteen (15) working or class days.

Level III: Appeal Review

1. Composition--The Grade Review Panel will consist of five voting members: one academic dean or associate dean and four faculty members. Four-fifths of the voting members will be a quorum. The SGA Academic Affairs Committee chairperson may advise as requested by the

student. The Affirmative Action officer will advise in appeals based on discrimination. The Panel will be constituted from the Grade Review Pool by random selection. The panel chairperson will be elected by and from the panel before each review.

2. Membership--The Grade Review Pool will be established in the spring term to serve for the following academic year. The Pool and rotational order within the pool will be established by the Office of Institutional Research. A pool of three deans or associate deans and twelve full-time faculty members will be maintained. In establishing the membership for each review panel, prior to each review the names of those designated as primary members of the specific panel and available as alternate will be supplied to all parties involved. A panel member may request (to the Provost or designee) disqualification due to a conflict of interest. The student and the faculty member may eliminate names in proportion to the composition of the panel. Each may eliminate only one dean/associate dean and four faculty. Resulting vacancies will be filled from the appropriate pool of alternates so that the panel will be composed of one dean/associate dean and four faculty. If thorough self-disqualification and challenges a panel cannot be constituted from the pool, then the Office of Institutional Research will supplement the pool using appropriate random selection methods.
3. Procedure--
 - a. Both the student and the instructor will have the right to appear before the Panel and offer evidence. In addition to those specified in Level III, Section 1, each may also bring one observer with who they may consult, but who may not participate in the review.
 - b. The Panel shall determine its rules of order for internal operation. After hearing the evidence brought forth, the Panel will privately deliberate and render a decision. If the grade appeal is upheld, the Panel will constitute a Committee of three appropriate faculty (ordinarily faculty from the department in which the course is offered) who will review the student's work and determine the appropriate grade or suitable remedy. The Panel will incorporate this information in the determination which they then forward to the Provost's Office for implementation. (The Panel may recommend or the department may deem it appropriate that the grades of other students in the class also be reviewed).
 - c. The written report sent to the Provost's Office will state whether the student's appeal is upheld or denied; if upheld, the Committee's evaluation and remedy will be included. All documents supporting the report will be sealed and kept only as long as necessary to insure the appropriate action is taken (normally one year) before being destroyed or returned to the individual presenting the evidence.

Graduate Appeals Process for Matters other than Grades

When a doctoral student wishes to waive or modify a program requirement, the request must be made in writing to the Clinical Training Committee (CTC). The training committee's decision will become part of the student's file.

Appeal Procedures

Graduate students have the right to appeal decisions of Psychology Department committees including decisions to recommend a specific action to the Graduate School (i.e., dismissal, probation, delay of candidacy, etc.). The appeal process involves several possible steps.

The first step is to present a written notice of an appeal to the Chairperson of the Psychology Department within two calendar weeks of notification of the decision. A meeting between the student, chairperson and a representative from the Committee will be set by the chairperson. The student shall be notified of the results of the meeting within two calendar weeks.

The decision of the chairperson shall be final and not open to further appeal unless the student can present evidence that the initial committee decision and the chairperson's decision were based on one or more of the following factors:

1. Discrimination (e.g., sex, race, religion, or personal beliefs)
2. Unsubstantiated claims (e.g., "We suspect the student behaved in an unethical manner with a client")
3. Failure to follow procedures established and published by the Clinical Training Committee or Department.

The student may not appeal until he/she has been notified that the department chairperson has denied his/her appeal or the Graduate School has decided in favor of a recommendation from the Department. If the student elects to present another appeal based on the above factors, the student must submit the appeal in writing to the Dean of the Graduate School within two calendar weeks from receiving the chairperson's decision.

The Dean will appoint a committee consisting of five faculty members. This committee will meet with the student within three weeks of the notification of the appeal. Recommendations of the committee shall be based on simple majority vote of the five members and shall be made to the Graduate Dean. The Graduate Dean will notify the student and the department chairperson of its decision within two calendar weeks of the meetings. Should the committee find in favor of the student, the committee shall make a recommendation as to the proper disposition of the case.

No part of this appeal procedure shall become part of the student's college record. All discussions and documents are to remain strictly confidential by all parties concerned.

Remediation Procedures

The remediation procedures described below are above and beyond the appeals process of the university.

The overall goal of the CTC is to see that students in the CPDP are successful. At times this will require that problems are remedied via a more-or-less formal mechanism. Minor problems encountered along the way are often resolved through informal mechanisms such as meetings with faculty or supervisors. More formal remediation efforts are likely when the CTC see a problem as serious and/or when students appear to have difficulties across a number of areas (e.g., practicum and coursework), rather than one area (e.g., a specific placement). Major problems may require frequent meetings with a student's advisor(s) and/or the DCT. In cases of major problems, the faculty will work together to develop a remediation plan to help the student work toward their resolution. Once a remediation plan is developed, the student will need to meet with the DCT or the advisor(s) to discuss the plan prior to its implementation.

The remediation plan will aim to describe specific goals or changes that are needed and should provide guidance for possible strategies for reaching the goals. Ideally, the plan will include criteria for evaluating the effectiveness of the remediation plan and will establish a timeframe for the remediation process.

Remediation plans can include a variety of factors such as an independent study of a topic area central to the problem the student is facing. In some cases a course or clinic may need to be repeated. Most often remediation will require meeting with a particular faculty member to monitor progress in a particular area. In cases where personal or psychological problems are the root of the student's issue then psychotherapy may be recommended. The program has a list of area psychologists who have agreed to see our students, often at reduced rates (see Appendix C). In such cases the nature of the session will remain confidential, but the CTC may require documentation by the provider of attendance.

Dismissal from the program is obviously what both students and the CTC wish to avoid. Although there are reasons for dismissal that are set by the university (e.g., failing grades) and the program (e.g., unethical behavior of a serious nature), other factors may come into play. When a serious problem is noted, the CTC will meet to discuss the problem and review available information. The faculty will strive for fairness and due process in all decisions. The faculty will evaluate all evidence, provide detailed feedback to the student, and allow the student an opportunity to respond in writing. Students will be periodically during CTC meetings to determine if the remediation plan has been successful.

For more information regarding the Grade Appeal policy, view the Graduate Catalog:
www.iup.edu/graduatestudies/catalog/

Academic Integrity

For more information, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/
The Source: A Student Policy Guide: www.iup.edu/studentconduct/thefsource/

Academic Status and Satisfactory Academic Progress

For more information, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Affirmative Action

Indiana University of Pennsylvania is committed to providing leadership in taking affirmative action to attain equal educational and employment rights for all persons, without regard to race, religion, national origin, ancestry, sex, physical handicap, or affectional or lifestyle orientation. This policy is placed in this document in accordance with state and federal laws including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973 as well as federal and state executive orders. This policy extends to disabled veterans and veterans of the Vietnam era. Please direct inquiries concerning equal opportunity to: Office of the Provost, 205 Sutton Hall, 1011 South Drive, IUP, Indiana, PA 15705-1046 U.S.A.

Bereavement-Related Class Absences

For Information regarding the Bereavement-Related Class Absences policy, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Continuous Graduate Registration for Dissertation

***Note: Admission effective fall 2017 and after:** Masters thesis, MFA thesis and Doctoral dissertation students beginning the program fall 2017 and thereafter, must adhere to the following Continuous Graduate Registration policy for Dissertation and Thesis.

*Following completion of course work, including internship or practicum; (excluding comprehensive exam or qualifiers) **all** doctoral and masters thesis students must be continuously enrolled for at least one credit of dissertation or thesis each semester (Fall and Spring) annually, through the graduation of the student or until the time limit is exceeded. There is no separation between completions of course work, internship or practicum and initiation of dissertation or thesis credit registration.*

Once the student has registered for the number of dissertation credits required by the program of study (typically nine or twelve), or the number of thesis credits required by their program of study (typically three to six), she or he must register for one dissertation or one thesis credit each semester (Fall and Spring) annually through the graduation of the student or until the time limit is exceeded (See Time Limitation Policy for doctoral or master's students). For this period, the student will be considered a full-time doctoral or masters student.

All dissertation and thesis credits will be pass/fail credits. Students must complete the minimum number of dissertation or masters thesis credits required by their program, but may take additional dissertation or thesis credits as is necessary to comply with the Continuous Graduate Registration for Dissertation and Thesis policy.

Until the dissertation or thesis is successfully defended, a grade of “R” will be assigned to each registered credit. Upon successful completion of the dissertation or thesis, the grade assigned by the dissertation or thesis director will apply to all registered dissertation or thesis credits. Students must pay tuition and mandatory university fees for all credits (equal to the part-time mandatory fees), and may choose to pay the Wellness Fee.

***Note: Admissions prior to fall 2017:** doctoral dissertation students and MFA thesis students beginning the program “prior” to fall 2017 will follow the former Continuous Dissertation, MFA Credit, Extended Credit Registration policy which applies to doctoral and MFA students only.

Following completion of all course, language, and skill requirements and of the comprehensive examination requirement where applicable, doctoral and M.F.A. students must enroll for at least one credit of dissertation or thesis each semester (Fall/ Spring).

Once the student has registered for the number of dissertation credits required by their program of study (typically nine or twelve), or the number of thesis credits required by their program of study (typically three to six), she or he must register for one extended credit each semester (Fall and Spring) annually through the graduation of the student or until the time limit is exceeded (See Time Limitation Policy for doctoral or master’s students). For this period, the student will be considered a full-time doctoral or M.F.A. student.

Until the dissertation or thesis is successfully defended, a grade of “R” will be assigned to each registered credit. Upon successful completion of the dissertation or thesis, the grade assigned by the dissertation or thesis director will apply to all registered dissertation or thesis credits, including the extended credits. Students must pay tuition and mandatory university fees for all credits (equal to the part-time mandatory fees), and may choose to pay the Wellness Fee.

Grades earned for dissertation and thesis credits will remain part of the cumulative grade calculation; however, grades posted for extended credit registration will be excluded from the cumulative grade calculation.

Note: *The Continuous Dissertation policy has been in place since 1990. Students failing to register as directed by this policy will be registered by their program coordinator and billed accordingly. If it is the doctoral or M.F.A. student’s intent to “quit” the program, he/she should schedule an appointment with the graduate coordinator as soon as possible to avoid any further registration and subsequent assessment.*

For more information regarding School of Graduate Studies and Research policy on registration, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Access forms processed through the School of Graduate Studies and Research, click on *Current Students*: <http://www.iup.edu/graduatestudies/>

Graduate Fresh Start Policy

A graduate student who has been separated from the university as a result of academic dismissal, including time-to-degree dismissal, may only apply for readmission to the University if the student has been separated from the university, for a minimum of two calendar years (24 consecutive months) from the date of dismissal. The request to be considered for readmission to the University must be into a graduate program, and readmission to the program from which the student was dismissed may not be sought. A student dismissed as a result of an academic integrity violation is barred from utilizing the Graduate Fresh Start Policy to request readmission.

Conditions for a Graduate Fresh Start Application

A graduate student may apply for a Graduate Fresh Start only if he/she meets all of the following conditions:

- he/she was academically dismissed, including time-to-degree dismissal from an IUP graduate program;
- he/she has been separated from the university for a minimum of two calendar years (24 consecutive months);
- he/she applies for readmission consideration to a graduate program at IUP, excluding the program from which the student was academically dismissed.

The graduate student must apply to the desired program through the standard Admissions process. Having reviewed the prior and intervening factors for evidence of potential for improved academic success, the program coordinator, after departmental review, may recommend to the Dean of Graduate Studies and Research that the student be readmitted to the University and admitted to the program. The Dean's decision is final and is not subject to appeal.

Conditions for a Graduate Fresh Start Record

All credits and grades for IUP course work taken before readmission under this Graduate Fresh Start Policy shall remain on the transcript. Upon readmission, a new cumulative (GPA) is established based on credits and grades earned from the date of readmission. Individuals may seek readmission to the University though the provisions of this policy only once.

Prior Record

The student's graduate record will be identified as a Graduate Fresh Start. No graduate credits earned from the program in which the student was dismissed are permitted to be transferred to the Graduate Fresh Start sought degree. Any other transfer credits must meet the IUP Transfer Credit Policy.

Students seeking a degree under the Graduate Fresh Start are not permitted to repeat a previously taken course from the program in which the student was dismissed and have it count towards improving the previous CGPA that was prior to readmission. Any course repeat(s) will be counted as a course taken under the Graduate Fresh Start and applied solely to the new degree sought and new cumulative GPA.

Academic Standards

A student who is readmitted under the provisions of the Graduate Fresh Start Policy shall be required to meet current degree requirements. He/she shall be academically reviewed under the policies published in the academic catalog at the time of re-matriculation. Students readmitted to the University under this policy and who were dismissed initially by exceeded time-to-degree requirements may not be granted extensions of time-to-degree requirements.

Graduation Graduate Residency Requirement Policy

At least 2/3 of the credits meeting program requirements must be taken at Indiana University of Pennsylvania. Students are permitted to transfer up to 34 credits of the required 104 credits. See the *Transfer of Credit* section for additional information.

Active-duty service members who are graduate students will be handled on a case by case basis.

Exceptions are to be approved by the Office of the Chancellor's Division of Academic and Student Affairs.

Program Level Exams Appeal Policy

Appeals for Program Level Exams such as, candidacy, comprehensive, or qualifying examinations, are made to the Dean of the School of Graduate Studies and Research (SGSR) based on policy and/or procedural violations. The appeal can be based only on policy and/or procedural violations; and not simply on the outcome of the examination. Procedural violations would be cases in which the program / department failed to follow program/ department and/ or University policies and/ or procedures relating to the administration and/ or evaluation of the exam.

*The appeal must be made in writing to the Dean of the School of Graduate Studies and Research. Documentation of the policy(ies)/procedures in question must be provided, along with a detailed description of the alleged violation(s). All evidence supporting the alleged violation should also be provided. The student must submit the written appeal to the Dean of the SGSR within **30** days of receipt of the outcome of the examination.*

*Upon receipt of the written appeal to the Dean of the SGSR, the Dean will conduct an investigation of the allegation, review the documentation and render a final decision **which completes the appeal process. The final decision rendered by the Dean of the SGSR may not be appealed.***

If it is found that policy/ and/ or procedure has been violated, the Dean of the SGSR will instruct the program/ department to allow the student to retake the exam, fully adhering to policy and procedures. In the event of a finding in support of the student allegation, the reexamination may not be counted as one of the attempts permitted under the University or Department's Reexamination Policy.

Reexamination Policy: Candidacy/Comprehensive Examination

No student is permitted a "third" examination without a recommendation to that effect from the degree program's sponsoring department per their adopted written procedures and the approval of the School of Graduate Studies and Research Dean (or designee). Exceptions to this policy for programs can be made only with the approval of the School of Graduate Studies and Research.

Registration

<http://www.iup.edu/registrar/students/registration/>

For more information regarding registration and tuition billing, please contact the Office of the Bursar: www.iup.edu/bursar/

Social Equity

The Office of Social Equity: www.iup.edu/socialequity/

For more information regarding University policy, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Student Conduct

Policies from the Office of Student Conduct: www.iup.edu/studentconduct/policies/
(IUP Email Communication Policy, Student Behavior Regulations, The Source, Student Rights and Responsibilities, etc.)

LEGAL ISSUES

If a student is arrested at any point during their tenure in the program the CTC must be informed within one day of the arrest or immediately upon release from custody. Failure to do so could result in a recommendation to the graduate school of dismissal from the program.

STUDENT PROBLEMS

Students in training as well as professional psychologists are subject to the same impairments as the clients we treat. These range from personal issues (e.g., marital problems) to psychological problems such as depression or substance abuse. Included in this area are boundary issues, poor judgment, deficiencies in character and integrity, lack of sensitivity, dishonest and/or unprofessional behaviors, behavioral immaturity, and problematic interpersonal relationships. Evidence for these will come from our observations of you in class, clinic, and with faculty and students, and reports from supervisors. We all share an ethical responsibility to protect the public from colleagues who are impaired. Very frequently that very impairment will involve an inability to recognize how impaired the person is. The CTC is sensitive to these issues and strives to both protect the public and help the student succeed. If there are indications that the degree of a student's impairment is problematic, the CTC may require the student seek treatment, take a leave of absence until the problem is remedied, or recommend dismissal from the program.

It is the policy of the CTC to not intervene in matters between individual students. However, to the extent that those matters are related to important domains where students are evaluated by faculty, they can become an issue to the CTC. It is important for students to keep in mind that for the entirety of their time in the program, they are being observed and evaluated by faculty.

The CPDP takes very seriously issues of sexual harassment and sexual violence and students are expected to be fully aware of IUP's official policy, which can be found at:

<http://www.iup.edu/social-equity/policies/title-ix/>

PROFESSIONALISM

From the first day you set foot into the program until the last day you leave students are expected to comport themselves as professionals. This can be a rather abrupt change. The APA's ethics code, which will be given to you and can be found here (<http://www.apa.org/ethics/code/>) can be a good guide. We do not expect or want you to abandon your unique personality or sense of humor. But we do want you to become aware that you will be viewed as a professional by others, and that you will have responsibilities as a result of your professional position.

The Council of University Directors of Clinical Psychology has been actively discussing the implications of student's presence on electronic media, such as websites, email signatures, and various social media (e.g., Facebook). Increasingly, as information becomes more widely available through the internet, lines between public and private information are blurring. Many students have websites, blogs, email signature lines, and voicemail/answering machine messages that are entertaining and reflect their personal

preferences and personalities. However, students should consider the potential impact of this information on their professional image. As technology changes, one part of professional training is to become aware of the implications such information might have, including the following:

1. Internship programs report conducting web searches on applicants' names before inviting applicants for interviews and before deciding to rank applicants in the match.
2. Clients are conducting web-based searches on trainees' names and finding information about therapists (and declining to come to clinics based on what they find).
3. Employers are conducting on-line searches of potential employees prior to interviews and job offers.
4. Legal authorities are looking at websites for evidence of illegal activities. Some prima facie evidence may be gained from websites such as photographs, but text may also alert authorities to investigate further.
5. Postings to a variety of listservs might reflect poorly on oneself and the program.
6. Although signature lines are ways of indicating your uniqueness and philosophy, one is not in control of where the emails will ever end up and might affect how others view you as a professional. Quotations on personal philosophy, religious beliefs, and political attitudes might cause unanticipated adverse reactions from other people.
7. Greetings on answering machines and voicemail messages that might be entertaining to your peers, express your individuality, and be indications of your sense of humor may also not portray you in a positive professional manner. If you ever use your cell phone or home telephone for professional purposes (research, teaching, or clinical activities), be sure your greeting is appropriate and professional in demeanor and content.

There are now a number of episodes in training programs and at universities where graduate students have been negatively affected by material on websites, emails, and answering machine messages. (Indeed, there are examples of emails from faculty and students getting published in newspapers that caused people harm.) Information that seems to be fun, informative, and candid might put the program and the student in a bad light. What might be seen as "private" self-disclosure indicating your perceptions of yourself among friends is actually very public. This includes blogs, personal pages on social media sites such as FaceBook and Twitter, and the like.

Students should also note that if they identify themselves as a graduate student in the program or reveal information relevant to the graduate program in their email signatures, voicemail files, or website/blog information, then this information becomes part of their program-related behavior and may be used in student evaluations. For example, if a student reports doing something unethical or illegal on a web blog,

or uses the website to engage in unethical or unprofessional behavior (e.g., disclosing confidential client or research information), then the program may use this information in student evaluation, including decisions regarding probation or termination.

Thus, students are encouraged to consider the use of personal web pages and blogs, email, and other electronic media carefully. They should attend to what content to reveal about themselves in these forums, and whether there is any personal information that they would not want program faculty, employers, or clients to read or view. Anything on the World Wide Web is potentially available to all who seek it. Students who use these media should also consider how to protect the security of private information.

Professional Relationships in the Program

We strive to make the CPDP a place where students are supportive, non-competitive and collegial. Mutually respectful relationships between students, and between students and faculty is the goal of our program and our department. This is achieved by faculty, students, and staff working together and maintaining high levels of professional and personal integrity. All faculty hold regularly scheduled office hours and are open to discussing issues that arise for students. The DCT is available to all students in the program and is commonly the first stop when issues arise. As noted above, the DCT has no supervisory relationship with his or her colleagues. As such, matters involving other faculty that the DCT is unable to resolve or are sufficiently problematic will require involvement of the department chair, who does have a supervisory role.

Email

E-mail is the primary and official means of communication within the program. Announcements and important information are communicated via email. All students receive an e-mail accounts upon acceptance at IUP. You should check your e-mail at daily as some announcements are of a timely nature (e.g., assistantship opportunities). Ensure that your email quota has not been exceeded as important program information will then “bounce back” and you will not receive it. Be aware that your IUP email account is owned by the university and subject to surveillance.

Attendance at Colloquia and Presentations

As noted previously, one of the goals of the program is to develop an attitude of life-long learning. Learning via formal coursework and practica are the primary mechanisms where this attitude is instilled. Additional opportunities are also available via scheduled colloquia, brown-bag events, and other presentations. These presentations are intended to expand and enrich your training experience. It is the expectation of the CTC that students attend these activities as their schedule allows. Many of these are scheduled on Fridays when students do not have classes or clinics. So with the exception of third and fourth year students out on external practica, you are expected to attend these events. Your presence or absence will be noted and will

be part of your overall evaluation. As such they will also factor into letters of recommendation that you will need from the program.

Classroom Discussions

In addition to the scientific foundations of Clinical Psychology, the human participation of the clinician is well-established as critical to positive clinical outcomes. As a result, the issue of class participation is important to the CTC. Students are expected to be active participants in classroom discussions. Examinations and papers are two means by which we gauge the depth of a student's scientific knowledge and how well they are learning and integrating information. Verbal comments during class are a third way of assessing these issues. Student verbalizations exercise self-expression in a professional context and allow the program to assess your perspective and knowledge. These two benefits of active participation permit corrections in real time in a manner that goes beyond the more carefully prepared expressions observed on examinations. In the absence of hearing your thoughts in class, we have an incomplete picture of your knowledge and abilities. In addition, active self-expression is considered to exercise professional capabilities that are necessary for broad professional success, and participating in professional interviews and related activities. The student is expected to strike a balance in not talking too much, which demonstrates a lack of self-awareness and how one presents to others, and not talking enough. As a clinician you will be striking that same balance in clinical situations and in working with peers and others from different disciplines. As with many things, we are sampling your behavior throughout your tenure here and using those data to predict your future performance on practicum, internship and beyond. Additionally, the ability to communicate ideas verbally is one of the competency benchmarks in clinical psychology (<http://www.apa.org/ed/graduate/benchmarks-evaluation-system.aspx>). Therefore, we encourage you to be more active in classroom discussions. If anxiety associated with speaking in front of others is an/the issue, please see your mentor, the DCT, or other faculty you are comfortable with to discuss it.

TIME LIMITATIONS

Doctoral candidates must complete degree requirements no later than seven years after beginning IUP doctoral program course work. No time extensions are considered for doctoral students unless all degree requirements other than the dissertation (including the approval of the research topic and IRB, if needed) have been completed by the expiration of the seven-year time limit.

For more information regarding School of Graduate Studies and Research policy on registration, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Time-to-Degree Masters/Doctoral Dismissal Appeal Policy

The modal number of years to complete the Clinical Psychology Doctoral Program is five years, which includes the internship year. Doctoral candidates must complete degree requirements no later than seven years after beginning IUP doctoral course work unless an extension is authorized. Exceptions to the seven-year time limitation may be recommended to the Graduate Dean on a case-by-case basis. Below is the university's time-to-degree policy:

A student dismissed from a program because of time-to-degree expiration (see Time Limitations policy) can appeal the decision to the Dean of the School of Graduate Studies and Research (SGSR), based on policy and/or procedural violations. The appeal can be based only on policy/procedural violations.

*The appeal must be made in writing to the Dean of the School of Graduate Studies and Research. Documentation of the policy(ies)/procedures in question must be provided, along with a detailed description of the alleged violation(s). All evidence supporting the alleged violation should also be provided. The student must submit the written appeal to the Dean of the SGSR **within 30 days** of receipt of the dismissal letter.*

*Upon receipt of the written appeal to the Dean of the SGSR will conduct an investigation of the allegation, review the documentation and render a final decision **which completes the appeal process. The final decision rendered by the Dean of the SGSR may not be appealed.***

If it is found that policy/ and/or procedure has been violated, the Dean of the SGSR will rescind the dismissal.

- a. *Masters student time limitation (see Time Limitations policy) may be extended through student petition to the Assistant Dean of the SGSR. The program coordinator on behalf of the student, no later than the first day of the month of the student's time-to-degree expiration date, makes the request to the Dean (or designee) of the SGSR. The request must include justification for the extension. Official documentation to justify the request for the extension and the amount of time will be required by the Dean (or designee) of SGSR to support the request.*
- b. *Doctoral candidate time limitation (see Time Limitations policy) may be extended through student petition. The program coordinator on behalf of the student, no later than the first day of the month of the student's time-to-degree expiration date, makes the request to the Dean (or designee) of the SGSR. The request must include justification for the extension. Official documentation will be required to justify the requests for the extension and amount of time by the Dean (or designee) of the SGSR to*

support the request.

No time extensions are considered for doctoral students unless all degree requirements other than dissertation (including the approval of the research topic and IRB, if needed) have been completed by the expiration of the seven-year time limit (see Time Limitations policy).

TITLE IX REPORTING REQUIREMENT

For more information regarding Title IX Reporting Requirement policy, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

TRANSFER OF CREDITS POLICY (effective fall 2017)

A student may transfer graduate credits from another institution, with Department approval, up to one third (1/3) of the required credits for the graduate student's program at IUP. These graduate courses must have been taken from a regionally accredited institution, within the past five years, and the grade earned must be a "B" or its equivalent or better. The time limitation rule and residency requirements pertain without modification to transfer credits.

Up to one third (1/3) graduate credits originally earned in one graduate program at IUP may be applied toward a different graduate program if: 1) the receiving department and 2) the School of Graduate Studies and Research both approve the credits as meeting degree requirements. These courses must have been completed within the past five years, and the grade earned must be a "B" or its equivalent or better.

The combination of transfer graduate credits earned at another institution and those earned at IUP may not exceed one third (1/3) of the total required graduate credits for the program.

To request transfer credits, the student must complete the Request for Graduate Transfer Credit Review form and follow the instructions listed on the form. A catalog course description or course syllabus must accompany the request. An official graduate transcript showing the earned graduate credits must be provided by the school at which the credits were taken. To be considered official, the transcript must arrive in a sealed envelope bearing the official seal of the issuing institution. The request is reviewed in the School of Graduate Studies and Research and the academic department. After review, the student's program coordinator and the student are notified of the transfer decision.

It is strongly recommended that students seeking to transfer graduate credits from another

institution while enrolled at IUP receive advance written authorization for credit acceptance from the School of Graduate Studies and Research and the academic department prior to enrolling in that course.

If graduate credits earned at another institution are approved for transfer, only the credit, not the grade or accompanying quality points, will appear on the student's IUP transcript.

Graduate credits earned at IUP that are approved for transfer to a second program will not be posted to the transcript a second time.

For more information regarding School of Graduate Studies and Research policy on transfer credits, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/. Access forms processed through the School of Graduate Studies and Research, click on *Current Students*: <http://www.iup.edu/graduatestudies/>

Transfer of credit into the CPDP is done on a course-by-course basis. All transfer of credit requests must be initiated by the student to the Major Advisor. Transfer of credit may be granted for courses which are judged to be equivalent to courses in the program. A portion, but not all, of the practica requirement may be transferred for equivalent supervised experience. Only practica that was supervised by a licensed doctoral level psychologist will be considered. Course waiver may also be granted for supervised practicum, master-level internship, or professional experience. Each student must complete the remaining course work, practicum requirements, the Doctoral Project, and the Internship through IUP. Under unusual circumstances, exceptions to these policies may be recommended to the Graduate Dean. All students must pass the Clinical Comprehensive, Research Proficiency Examination, and Clinical Proficiency Examinations regardless of transfer of credit.

The following procedures are used for evaluation of requests for transfer of credits in the CPDP:

1. The student supplies documentation on each course such as a course syllabus or outline, list of readings or texts, and catalog course description. Courses from departments other than psychology usually require more extensive documentation for evaluation.
2. The Major Advisor collects materials from students and submits them to faculty members who teach similar courses in the department. Faculty will evaluate the courses in terms of its breadth, depth and overlap with the courses taught in our program and will make recommendations about approval of transfer credits for the IUP course(s) they teach. Students may be asked to supply more information to further aid transfer decisions.
3. The decision is reported to the student. If modifications are necessary, the student, the Major Advisor and faculty who teach similar courses will meet to resolve any credit transfer issues.
4. Final recommendations for transfer of credit are forwarded to the Graduate Dean for approval. The Graduate Dean notifies the student and the Major Advisor of the approved transfer credits.

RESEARCH

The Applied Research Lab is available to students: www.iup.edu/arl/

For more information, visit the website of the School of Graduate Studies and Research, click on *Research*: www.iup.edu/graduatestudies/

STUDENT RIGHTS AND RESPONSIBILITIES

For more information regarding student rights and responsibilities, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

APPENDICES

Appendix A – Student Evaluation Forms

STUDENT EVALUATION FORM

ACADEMIC SKILLS FORM

Context of evaluation: _____

Student: _____ Time Period: _____ to _____

Faculty Evaluator: _____

Please fill out this evaluation form to summarize your evaluation of the above student.

Rate the student on the following items, using a 4-point scale:

4 = Very Good 2 = Needs Improvement NA = Does not apply 3 = Average 1 = Unsatisfactory

Ratings

1. _____ Responsibility (e.g., in following appropriate procedures, completing work promptly, reliably, etc.).

2. _____ Prepares for class.
3. _____ Openness to multiple ways of looking at a problem.
4. _____ Ability to synthesize material from other courses.
5. _____ Maturity (e.g., works independently).
6. _____ Cooperation (e.g., with peers).
7. _____ Oral communication skills.
8. _____ Written communication skills.
9. _____ Professional knowledge & responsibility.
10. _____ Sensitivity to diversity issues.
11. _____ Professional growth for 1st year student or professional growth since last evaluation.
12. _____ Basic knowledge of research design, applied stats.
13. _____ Respect for empirical support.

14. _____ Development of healthy skepticism.

_____ **Final Course Grade**

COMMENTS: (Please feel free to write on the back of this sheet)

STUDENT EVALUATION FORM

CLINICAL SKILLS FORM

Context of evaluation: _____

Student: _____ Time Period _____ to _____

Faculty Evaluator: _____

Please fill out this evaluation form to summarize your evaluation of the above student.

Rate the student on the following items, using a 4-point scale:

4 = Very Good 2 = Needs Improvement NA = Does not apply 3 = Average 1 = Unsatisfactory

Ratings

1. _____ Ability to conceptualize client problem.
2. _____ Ability to develop an action plan based on conceptualization.
3. _____ Knowledge of areas (e.g., psychotherapy, behavioral management, assessment process, etc.).
4. _____ Openness to learning varied interventions and viewpoints.
5. _____ Ability to synthesize information from multiple sources.
6. _____ Responsibility (e.g., in following appropriate procedures, completing work promptly, reliably, etc.).
7. _____ Maturity (e.g., works independently, professional demeanor).
8. _____ Cooperation (e.g., with peers, other professionals, agencies, etc.).
9. _____ Oral communication skills.
10. _____ Written communication skills.
11. _____ Prepares for and utilizes supervision effectively (e.g., incorporation of supervision feedback into sessions/treatment plans).
12. _____ Accepts constructive feedback appropriately (neither too passive nor defensive).

13. _____ Modifies behavior based on feedback.

14. _____ Demonstrates awareness of and adherence to ethical standards.

15. _____ Sensitivity to context and diversity.

_____ **Final Course Grade**

COMMENTS: (Please feel free to write on the back of this sheet)

Appendix B – Practicum Evaluation Form

EVALUATION FORM FOR EXTERNAL PRACTICUM EXPERIENCES

IUP CLINICAL PSYCHOLOGY PROGRAM

Academic Year

Due:

_____ _____ _____ _____
Fall Semester Year Spring Semester Year Summer Semester Year

Student:

Supervisor:

Site:

Please rate the level of performance in the following areas, comparing the student to other trainees at an equivalent level of training, whom you have supervised. In each case, indicate your rating according to the following:

0 = Unacceptable performance: Various interventions are needed to bring student up to expected skill level. Student needs considerable remediation and improvement in skills and abilities. Student is functioning extremely below expectations based on the student's level of training.

1 = Unsatisfactory Performance: Student needs focused, structured supervision and guidance in this context. Student needs close supervision and follow-up in skills and abilities. Student is functioning very below expectations based on student's level of training.

2 = Satisfactory Performance but Improvement Needed: Student needs initial close supervision and consultation in skills and ability but does not/cannot yet act independently in this context. Student is functioning slightly below expectations based on the student's level of training.

3 = Satisfactory Performance: Student needs and responds to supervision and consultation for skills and abilities. Student can act independently but continues to need supervision and consultation. Student is functioning at expectations based on student's level of training.

4 = Very Good Performance: Student needs and responds to collegial supervision for skills and abilities. Student can and does act independently and appropriately including seeking out appropriate supervision and consultation when necessary. Student is functioning above expectations based on student's level of training.

N/A = Not applicable. For any category which may not be appropriate for the given practicum site.

Additionally, please explain your responses with comments or examples, especially at either extreme.

I. RELATIONSHIP/INTERPERSONAL SKILLS

A. With Clients/Families

1. Ability to form a working therapeutic alliance
0 1 2 3 4 N/A

2. Ability to deal with conflict and negotiate differences
0 1 2 3 4 N/A

3. Ability to understand and maintain appropriate boundaries
0 1 2 3 4 N/A

B. With Colleagues

1. Ability to work collegially with fellow professionals
0 1 2 3 4 N/A

2. Ability to support others and to gain support for one's own work

0 1 2 3 4 N/A

C. With Supervisor

1. Prepared for supervisory meetings
0 1 2 3 4 N/A

2. Open to supervisory feedback
0 1 2 3 4 N/A

3. Ability to work collaboratively with one's supervisor
0 1 2 3 4 N/A

4. Ability to utilize the supervisory experience to become more autonomous throughout the practicum placement

0 1 2 3 4 N/A

5. Knows when to seek additional supervision outside of the regular supervision time

0 1 2 3 4 N/A

6. Ability to explore non-defensively, in supervision, the potential impact of one's personal issues and/or countertransference on relationships with clients, supervisors, peers and other colleagues

0 1 2 3 4 N/A

7. Ability to identify appropriate arenas within which to explore personal issues and/or countertransference reactions that potentially impact on one's professional work

0 1 2 3 4 N/A

D. With All Agency Staff

1. Ability to work collaboratively and respectfully with staff who fulfill various roles and functions within the agency, such as, housekeeping personnel

0 1 2 3 4 N/A

E. Any Further Comments (strengths and weaknesses)? Give concrete behavioral examples

II. SKILLS IN APPLICATION OF RESEARCH AND THEORY

1. Ability to apply theoretical knowledge to clinical practice
0 1 2 3 4 N/A
2. Ability to apply research findings to clinical practice
0 1 2 3 4 N/A
3. Any further comments (strengths and weaknesses)? Give concrete behavioral examples.

III. PSYCHOLOGICAL ASSESSMENT SKILLS

1. Ability to conceptualize problem and develop an appropriate assessment plan
0 1 2 3 4 N/A
2. Skill in carrying out assessment

0 1 2 3 4 N/A
3. Ability to interpret results from assessment

0 1 2 3 4 N/A
4. Ability to integrate assessment data from different sources to inform clinical decision making

0 1 2 3 4 N/A
5. Ability to provide constructive and accurate verbal feedback to clients and others:

0 1 2 3 4 N/A
6. Ability to communicate assessment findings and implications in a written report

0 1 2 3 4 N/A
7. Ability to formulate and apply diagnoses

0 1 2 3 4 N/A

8. Any further comments (strengths and weaknesses)? Give concrete behavioral examples.

IV. INTERVENTION SKILLS

A. Individual Therapy

1. Ability to conceptualize client concerns

0 1 2 3 4 N/A

2. Ability to empathize with clients and establish a therapeutic alliance

0 1 2 3 4 N/A

3. Ability to develop treatment plan consistent with conceptualization

0 1 2 3 4 N/A

4. Ability to effectively utilize intervention skills consistent with conceptualization

0 1 2 3 4 N/A

5. Ability to guide client through stages of treatment

0 1 2 3 4 N/A

6. Any further comments (strengths and weaknesses)? Give concrete behavioral examples.

B. Family/Couple Therapy

1. Proficiency in constructing and using genograms

0 1 2 3 4 N/A

2. Ability to join with family members or couple and develop a treatment plan that addresses clients' issues

0 1 2 3 4 N/A

3. Ability to collaborate with co-therapist, if appropriate

0 1 2 3 4 N/A

4. Any further comments (strengths and weaknesses)? Give concrete behavioral examples.

C. Group Therapy

1. Ability to understand group dynamics

0 1 2 3 4 N/A

2. Ability to facilitate the group process

0 1 2 3 4 N/A

3. Ability to work collaboratively with co-therapist, if appropriate

0 1 2 3 4 N/A

4. Any further comments (strengths and weaknesses)? Give concrete behavioral examples.

V. DIVERSITY-INDIVIDUAL AND CULTURAL DIFFERENCES

1. Knowledge of the self in the context of diversity issues

0 1 2 3 4 N/A

2. Knowledge about the nature and impact of diversity issues on the therapeutic process

0 1 2 3 4 N/A

3. Knowledge about the impact of diversity issues on one's relationship with peers, colleagues, supervisors and staff

0 1 2 3 4 N/A

4. Any further comments (strengths and weaknesses)? Give concrete behavioral examples

VI. CONSULTATION SKILLS

1. Ability to effectively interact with other professionals in accordance with their unique client care roles

0 1 2 3 4 N/A

2. Ability to integrate and use all relevant data to provide meaningful recommendations to other professionals

0 1 2 3 4 N/A

3. Ability to present psychological topics/issues to the identified community

0 1 2 3 4 N/A

4. Any further comments (strengths and weaknesses)? Give concrete behavioral examples.

VII. ETHICS

1. Knowledge of ethical/professional/legal codes, standards and guidelines

0 1 2 3 4 N/A

2. Understands and follows APA ethical guidelines

0 1 2 3 4 N/A

3. Knowledge of Pennsylvania Legal Codes and Standards of Conduct.

0 1 2 3 4 N/A

4. Specific knowledge about child abuse reporting guidelines

0 1 2 3 4 N/A

5. Specific knowledge about duty to warn issues

0 1 2 3 4 N/A

6. Any further comments (strengths and weaknesses)? Give concrete behavioral examples.

VIII. PROFESSIONAL BEHAVIOR AND DEVELOPMENT

A. Professional Responsibility

1. Demonstrates a serious attitude in the fulfillment of professional responsibilities (professional attitude)

0 1 2 3 4 N/A

2. Seeks out scholarly literature pertinent to client problems

0 1 2 3 4 N/A

3. Demonstrates self-understanding and reflection that allows for willingness to acknowledge and correct problems

0 1 2 3 4 N/A

B. Clinical Documentation

1. Ability to complete clinical documentation in a timely fashion

0 1 2 3 4 N/A

2. Ability to complete clinical documentation that is in accordance with APA ethical guidelines, state of the art privacy practices (e.g., HIPAA) and PA law (e.g., Child abuse reporting)

0 1 2 3 4 N/A

3. Ability to present meaningful clinical documentation that is respectful of the client, and mindful of the audience for whom it is intended

0 1 2 3 4 N/A

C. Fees

1. Ability to think about and negotiate fees

- a. in the context of clients' socioeconomic realities

0 1 2 3 4 N/A

- b. with a mindfulness to the impact of financial matters on psychological issues

0 1 2 3 4 N/A

- c. in the context of the therapeutic relationship

0 1 2 3 4 N/A

- D. Any Further Comments (strengths and weaknesses)? Give concrete behavioral examples.**

OVERALL IMPRESSION/RATING

0 1 2 3 4 N/A

- IX. WHAT LETTER GRADE WOULD YOU ASSIGN TO THIS SUPERVISEE?
(Circle a grade)**

A B C D F I (Incomplete)

Signature of Supervisor

Date

By signing below, I (name of student) _____
acknowledge that I have read the above, and received feedback about my performance.

Signature of Student

Date

New APA Direct Observation Requirement

Direct observation of students must occur at least once per evaluation period (which is usually twice a year). Please check off the way(s) you meet this requirement including:

- _____ co-therapy in room with student
- _____ co-leading group therapy with student
- _____ visual observing of student in therapy, intake, evaluation, consult/outreach
- _____ videotaping of student
- _____ one-way mirror observation
- _____ Other, please describe: _____

Due:

Students/Supervisors: Paper copies delivered to Uhler Hall by the student are preferred.

Thanks! -- Beverly J. Goodwin, Ph.D., Graduate Practicum & Internship Coordinator, IUP Department of Psychology, Uhler Hall, 217, Indiana, PA 15705; email: goodwin@iup.edu

Appendix C – Referral List for Therapists for PsyD Students

PLEASE NOTE: THE CLINICAL PSYCHOLOGY DOCTORAL PROGRAM DOES NOT ENDORSE ANY OF THESE THERAPISTS OR AGENCIES, NOR IS THIS LIST COMPREHENSIVE. THIS IS A LISTING OF THERAPISTS/AGENCIES THAT WE KNOW OF IN THE LISTED AREAS. IF THERAPISTS/COUNSELORS ARE AFFILIATED WITH IUP IT IS NOTED AFTER THEIR NAME.

Indiana

Alice Paul House

724/349-4444

(Sexual and domestic violence; counseling, advocacy, shelter, 24/7 hotline)

Family Behavioral Resources

724/465-0369

(private agency with offices in most counties of Western PA including Indiana. Range of therapists and services offered including testing). <http://www.familybehavioralresources.com>

Katie Stormer, Director

Barbara Kunselman, Office Manager

Family Psychological Associates

724/349-6325

(various therapists and a psychiatrist)

Britton, Vanessa

Gummo, Diana CRNP

Kondash, Scott, M.A., LPC

Menta, Carolyn, Psy.D.

Nagg, Alexandra M.S. LPC

Mainolfi, Lynn CRNP

Waltman, Shelby, CRNP

Family Wellness & Counseling Services

724/388-5354

Desmond, Kim, Ph.D., LPC (Counseling Dept)

L'Amoreaux, Nadene Ph.D., LPC (Counseling Dept)

Indiana Community Guidance Center

724/465-5576

(Community Mental Health Center- Also has therapists in private practice working out of a sub-agency; multiple Psychiatrists on staff)

Dr. Sedhain, (Psychiatrist)

Dr. Kannan, (Psychiatrist)

Indiana Psychology Associates **724/349-8021**

(Licensed Psychologists)

Mills, John A., Ph.D. (IUP-Psych. Dept.)

Stovic, Marijana, Psy.D.

McGowan, Mark, Ph.D. **724/599-4300**

Neuropsychiatric Associates **724/464-0270**

Buzgany, Joseph, M.D. (Psychiatrist)

Rebecca A. Gamble, PA-C

Rein, Judith, Psy.D.

The Open Door **724/465-2605**

(drug and alcohol counseling, 24/7 hotline)

Professional Psychologists and Associates **724/349-7580**

(Licensed Psychologists)

Drapkin, Rita, Ph.D. (IUP – Counseling Center)

Husenits, Kim, Psy.D.,

Miller, Jessica, Psy.D. (IUP- Counseling Center)

Shopland, Susan, Psy.D.

Rosenberger, Eric, Ph.D. (IUP-Counseling Center) **724/422-1355**

(Licensed Psychologist)

Stahley-Lake, Tannen, Psy.D.

724/465-2311

(Licensed Psychologist) prefers kids, will also see adults

Neighboring Communities

Altoona

(All Licensed Psychologists)

Baker, Nancy, Ph.D.

814/941-7188

Hand, Steven, Ph.D.

814/942-7010

Wiley, Mary, Ph.D.

814/942-4045

Clarion

Clarion Psychiatric Center

www.clarioncenter.com

800/253-4906

(Inpatient)

Delmont

S'eclairer (multidisciplinary outpatient setting)

724/468-3999

Chaudhary, Safdar, MD (Psychiatrist, Medical Director)

Staff includes other Psychiatrists, counselors and nurses; offer DBT, EMDR, treatment for addictions
seclairer.com

DuBois

Francis, Ray, Ph.D.

814/371-0794

DuBois Regional Medical Center www.drmc.org

814/375-6379

Behavioral Health Center

Ebensburg/Hollidaysburg

Foster, Kim, Ph.D.

814/932-0102

(Licensed Psychologist)

Export

***Spadaro, Kathleen, RN**

724/733-3491

Greensburg

Chestnut Ridge Counseling Services www.crcsi.org 724/600-0729

(Multi-faceted agency with Psychiatrists and therapists.; main office in Uniontown)

Johnstown

Behavioral Health Services mybehavioralhealth.com 814/266-8840

(multidisciplinary staff)

Cambria County MH/MR and D & A 814/535-8531

co.cambria.pa.us Toll free 1-877-208-9463

Conemaugh Counseling Associates 814/534-1095

Croyle-Nielsen Therapeutic Associates 814/266-3196

Amy Nielsen (Behavioral Specialist) www.cntherapeutic.com

Kittanning

Center for Behavioral Medicine 724/543-1043

Hauber, Louis, M.D. (Psychiatrist)

(various Psychologists/therapists on staff)

Family Counseling Center fccac.org 724/543-2941

Galonski, Mary, M.D.

Family Psychological Associates 724/543-1888

Gerald Streets, M.D. & Kenneth Goetz, MD (Psychiatrists)

(various Psychologists/therapists on staff)

Latrobe

Excela Health Latrobe Hospital

Behavioral Health Services www.excelahealth.org **724/537-1650**

Ligonier

Ligonier Valley Learning Center **724/238-5556**

(Multidisciplinary outpatient setting)

Monroeville

Harrison, Landa, LPC (Individual, family, autism, D&A) **412/612-1096**

Howland, Bob, M.D. (Psychiatrist – UPMC) **412/246-5749**

Murrysville

Cox, Carla, M.D. **412/590-2733**

DeKleva, Karen, M.A. **724/733-8313**

Epiphany Counseling (multidisciplinary outpt. setting) **724/387-1650**

Diane Dean, RN, LPC (Owner). Other providers include

Psychologists, counselors, nutritionists & massage therapists)

Pittsburgh and Surrounding Areas

Anderson, Cathy, M.S.W. (Shadyside) **412/441-3323**

Benedict, John, M.A. (East Liberty & Downtown) **215/880-2723**

(Psychologist)

*Berlin, Charles, M.D. (Oakland)	412/683-1259
(Psychiatrist)	
Bertini, Michele, Ph.D. (Highland Park)	412/366-2020
Brooks, John Carter, M.D. (Shadyside)	412/441-3305
(psychiatrist – primarily at Pitt Counseling Center but accepts occasional clients into private practice for medication collaboration and/or therapy; does not accept insurance)	
Chubb, Nancy, Ph.D. (Shadyside & downtown)	412/441-3313
(Licensed Psychologist)	
Fischer, Richard, LCSW (Cranberry)	724/272-5989
*Hazlett, Nancy, M.D.	412/661-5644
(Psychiatrist in private practice)	
* Hudak, Robert, M.D. (Psychiatrist) (Oakland, WPIC)	412/856-8770
Huggins, Jim, Ph.D. (Psychologist, certified sex therapist,	
Speciality in sexuality and gender issues)	412/412-362-9388
Jones, Mark, LCSW (Wilkinsburg)	412/244-0960
(specialty in anxiety disorders)	
Karp, Jordan, M.D. (East End)	412/246-6048
(Psychiatrist in private practice – willing to prescribe for our clients and/or provide therapy; does not accept insurance)	
*Kaye, Judith, M.D. (Psychiatrist) (North Hills)	412/367-1481
Lewis, Amy K., LSW	412/532-6622

Loutsenhizer, Tawna S., MEd., LPC **412/901-7573**

Maffei, Sara, M.A., LPC **412/921-3908**

(Relationship Resolutions) relationshipresolutions.org

Mendelson, Sylvia, M.D. **412/363-6688**

(Psychiatrist)

***Mitzel, Tim, D.O.** (Psychiatrist, part of Associates in Quality Psychiatric Medicine) two locations:

Cranberry **724/742-3220**

Bloomfield **412/681-2211**

Moreci, Paula, MSW, LCSW (Oakland) **412/621-4843**

(therapist who works full time at CMU Counseling Center)

Nuin Center (Highland Park) **412/661-6108**

(agency that houses many private practitioners, including psychologists, counselors, psychiatrists, acupuncturists, chiropractors, massage therapists and other alternative health care providers) www.nuincenter.org

Osachy, Lisa, Psy.D. (Shadyside) **412/848-1923**

(Licensed psychologist; graduate of IUP Psy.D. program; has worked in college counseling)

Persad (Garfield) www.persadcenter.org **412/441-9786**

(agency specializing in sexual orientation, gender identity, and HIV)

Pilecki, Andi, LPC (East Liberty) **412/216-7507**

(Counselor who works full-time at Persad, specializing in gender transition, PTSD & trauma, mood disorders, relationship issues)

- Pittsburgh Action Against Rape (PAAR)** www.paar.net 412/431-5655
agency specializing in sexual assault and sexual abuse
24-hour hotline 1-866-363-7273
- *Reich, Manuel, D.O. (Monroeville)** 412/823-5155
(Psychiatrist, works with group practice, PERSOMA, with offices
in Pittsburgh, Greensburg and Cranberry)
- *Richardson, Robin, LCSW (Oakland)** 412/683-1926
(specialty in anxiety disorders)
- Roisen, Shelly, Ph.D (Aspinwall)** 412/963-6410
- Sari, Colleen, M.D. (Psychiatrist) (Pittsburgh Pastoral Institute)** 412/661-1239
www.ppi-online.org
- Schneider, Michael, Ph.D. (Wexford))** 412/934-3905
- *Shrager, Daniel, M.D. (Psychiatrist) (Shadyside)** 412/421-5000
- Simms, Jennifer, M.A.,LP** 412/596-0822
(also at the NUNIN Center)
- Small, Susan, M.S.W. (Shadyside)** 412/441-3373
- Stanko, Ken. M.D.** 412/361-2121
(Psychiatrist)
- *Stimac, Pamela, LSW (Regent Square)** 412/243-4377
- Tervo, Denise, Ph.D. (Highland Park)** 412/661-5015
(Psychologist at Nuin Center)
- Vista Behavioral Health** vistabehavior.com 412/641/7016

(5 locations, various licensed psychologists and social workers)

Weise, Jeff, Ph.D (Licensed Psychologist, specialty in eating disorders) **412/422-9160**

Western Psychiatric Institute and Clinic (Oakland) **412/624-2100**

(inpatient & outpatient)

Wettstein, Robert, M.D. **412/441-1668**

(Psychiatrist in private practice; not willing to provide medication only)

Women's Center & Shelter of Greater Pittsburgh **412/687-8017**

(agency specializing in domestic violence, 24-hour hotline) www.wcspittsburgh.org

South Hills area of Pittsburgh

(List provided by California Univ. of PA Counseling Center)

Therapists

Associates in Behavioral Health Care (**Caste Village**) **412/882-9929**

Therapists:

Dolores Guarini

Mary Ruffenach

Crossroads Counseling (**McMurray**) **724/942-3996**

Therapist: Joan Lidsker

Psychiatrists

Dr. Sharon R. Wilson (**Greentree**) **412/922-1566**

Dr. Mindy Hutchinson (**Bridgeville**) **412/206-0123**

Punxsutawney

Clearfield-Jefferson Community **814/765-5337**

Mental Health

Lewis, Carole **814/938-5792**
(Counselor)

Saltsburg/New Kensington

Bush, William, Ph.D. **724/337-0066**
(Licensed Psychologist)

Uniontown

Chestnut Ridge Counseling Services

(Multi-faceted agency with Psychiatrists and therapists) **724/437-0729**

***Eberts, Brian, M.D.** (Psychiatrist)

Crisis hotline **724/437-1003**

Signature Page

I acknowledge that I have received the Clinical Psychology Doctoral Program's handbook. I further acknowledge that I am responsible for reading and understanding the information provided and referenced in this handbook and understand that I will be held to the requirements contained therein. If there are changes in the program I understand that I will be informed of such changes.

I acknowledge receipt of the American Psychological Association's ethics code and that I will carefully read and adhere to it. I understand that I will be held to those ethical principles during my entire tenure here as a student.

I understand my program coordinator may share this document with the School of Graduate Studies and Research.

Print Name

Signature

Date

Submit to the Clinical Psychology Doctoral Program Office by September 18, 2017.

The Clinical Psychology Doctoral Program Office will keep this signed document on file.