Psy.D. Program in Counseling Psychology
Doctoral Student Handbook
2026–2027

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Saint Elizabeth University Counseling Psychology Psy.D. Program
Doctoral Student Handbook
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Notice to Students

The *Doctoral Program in Counseling Psychology Student Handbook* describes the current policies and procedures unique to the Doctoral Program in Counseling Psychology at Saint Elizabeth University. The purpose of the *Student Handbook* is (a) to assist students in planning their studies; (b) to provide students with the general educational policies, expectations, and standards of the program; and (c) to assist faculty in student advising so that the policies are applied systematically and equitably. It is important to note that curricular expectations outlined in the Handbook in the year in which the student was admitted are to be followed while the student is actively enrolled in the program. Students will be informed of any program-related changes made subsequent to their matriculation.

The University reserves the right to make changes to the program. Students will be notified of all changes in a timely manner and will not be delayed in projected program completion as a result of any change. Thus, program changes may be applied to students in progress, and students will get an advance notice whenever possible of all such changes.

This *Student Handbook* is not intended to supersede any policies or codes of conduct in the *Saint Elizabeth University Academic Catalog*, the *Ethics Code* of the American Psychological Association (APA) (http://www.apa.org/ethics/code/index.aspx), or the

jurisprudence rules of the New Jersey State Board of Psychological Examiners. Students are expected to have read these documents prior to beginning coursework.

The Counseling Psychology Psy.D. program at Saint Elizabeth University began in 2013. It is fully accredited for ten years by the Commission on Accreditation of the American Psychological Association (APA) with an effective accreditation date of May 6, 2024. The next site visit will be in 2033.

Kindly direct questions related to our program's accredited status to the Commission on Accreditation: Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street NE, Washington, DC 20002; Phone: (202) 336-5979; Email: apaaccred@apa.org; Website: www.apa.org/ed/accreditation

Our program is designed to meet the educational requirements for licensure of the State of New Jersey and many of our graduates are licensed psychologists or permit holders in New Jersey as well as other states such as New York.

Saint Elizabeth University and the Psychology Department of the University reserve the right to delete, add, or change policies, procedures, and courses in this *Student Handbook* and in the Degree Plan for any reason. The University also reserves the right to effect changes to tuition and fees without notice, although the tuition and fees in effect when a given cohort begins the program will remain unchanged as that cohort progresses through the program.

Students are encouraged to place an emphasis on their personal and professional development while enrolled in the program. In keeping with this statement, students are encouraged to participate in psychotherapy outside of the program in order to fully engage in experiential learning activities embedded in the curriculum and to be self-reflective in relation to course content.

The faculty of the Psychology Department adhere to the *Ethics Code* of the American Psychological Association and respect the rights of our students. Students must be aware that there are many personal and professional reasons that may prohibit them from earning the Psy.D. in Counseling Psychology or from becoming licensed to practice psychology in New Jersey or in other jurisdictions. Consequently, Saint Elizabeth University and the program faculty cannot guarantee graduation from the program or licensure as a psychologist. However, we will do everything we can to fulfill our obligations to our students to provide them with every opportunity to achieve their goals.

In the end, each student must understand that the attainment of the Psy.D. is the result of a joint effort between the student and the faculty. In this regard, the student's progress depends upon numerous factors including the student's motivation, effort, and other life circumstances.

Students are required to read this *Student Handbook* completely and sign the statement below. Signed statements will be submitted to the Director at the beginning of the fall term.

I agree that I will be responsible for adhering to all of the policies in this *Student Handbook* and in the *Saint Elizabeth University Academic Policies* . I further agree to adhere to the *Ethics Code* of the American Psychological Association.

_____
_____

Student Signature Date

Program Mission and Objectives

Program Mission and Philosophy
The mission of the Psy.D. in Counseling Psychology program is to be a practitioner preparation program intended for qualified applicants interested in pursuing the highest level of applied learning and practice within Health Service Psychology. The doctoral program prepares students for careers in Counseling Psychology and specializes in training mental health professionals committed to working with marginalized populations. This emphasis is an outflow of Saint Elizabeth University's mission to promote and effect social justice and positive community change.

As its hallmark, the program's focus on the foundational value of social justice shapes and distinguishes student efforts in developing effective psychotherapeutic relationships while advancing the University's commitment to fostering just and ethical relationships and positive community change. The program's emphasis on academic excellence and extensive field experience promotes the University's values of quality teaching and the development of leadership in a spirit of service and social responsibility. In addition, the emphasis on close faculty-student interaction inherent in the professional development of doctoral psychologists-in-training promotes the University's goal of developing a caring personal relationship where students learn by example as well as by participation.

Program Objectives
The Psy.D. is a full-time, 97-credit, cohort-based, intensive professional development program designed to prepare students for careers in the practice of health service psychology. Psy.D. graduates are trained as general practitioner-scholars who can provide psychotherapy, assessment, counseling, supervision, teaching, consultation, and program evaluation services in community, forensic, agency, and academic settings. The emphasis on social justice and empowering underserved populations both aligns the program with the University's mission and values and also sets it apart from other doctoral programs in the region.

In terms of academic preparation, the program offers students courses and experiences that provide a broad foundational knowledge of psychology and progress to more advanced knowledge, skill building, and identification as a counseling psychologist. Infused throughout the curriculum is the foundational value of social justice with a

pedagogical focus on psychotherapy aimed at achieving client empowerment across a range of settings. Supervised practica and internship experiences also provide students with specialized opportunities to develop a repertoire of intervention strategies consistent with effective, respectful, and ethical evidence-based practice. Psy.D. graduates are also prepared to exercise leadership roles within the discipline of counseling psychology and within their individual communities. Further, the program instills in its students a commitment to social justice advocacy and its application in support of the betterment of marginalized populations and challenged communities.

SEU Psy.D. Program Statement on Diversity and Social Justice

The Psy.D. Program at Saint Elizabeth University recognizes the significance of diversity, inclusion, equity, and social justice in all aspects of the curriculum. The Psy.D. Program welcomes people of all backgrounds, especially individuals who identify with historically marginalized groups* who are underrepresented in counseling psychology. The Psy.D. Program values individual and community empowerment and maintains a substantial interest in advocating for social change in personal, social, cultural, and political arenas. Toward that end, the Psy.D. Program aims to emphasize social justice throughout the program, and recruit and retain diverse faculty and students who share in the program's commitment to bringing mental health services to all populations. The program understands that social justice extends beyond recognizing and embracing individual diversity; social justice involves ensuring that resources are distributed fairly to promote equity and inclusion.

*We embrace individual and social differences including, but not limited to, age, gender, gender identity, sexual orientation, race/racial identity, ethnicity, national origin, indigenous heritage, religion, disability, language, socioeconomic status, neurodiversity, and veteran status.

Program Aims and Learning Competencies

The aims of the program are to produce graduates who are:

Aim 1. Proficient in addressing individual and cultural differences while engaged in professional psychological practice and demonstrating a commitment to social justice.

Competency 1.a
Students will recognize their own attitudes and biases and demonstrate knowledge, awareness, sensitivity, and skills when working with diverse clients including, but not limited to age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status.

Competency 1.b
Students will develop knowledge, awareness, and skills in providing multiculturally sensitive and ethically sound supervision and consultation.

Competency 1.c
Students will demonstrate a commitment to social justice as reflected in a range of professional activities.

Aim 2. Prepared with the foundational knowledge in psychology which will enable them to continue their training in counseling psychology and the ethical practice of health service psychology as early-career professionals.

Competency 2.a
Students will acquire and apply knowledge of affective, biological, cognitive, developmental, and social bases of behavior in the ethical practice of health service psychology.

Competency 2.b
Students will acquire and apply knowledge and skills related to legal, professional, and ethical standards in all professional activities.

Aim 3. Proficient at providing ethically sound professional services anchored in science and integrating research and practice.

Competency 3.a
Students will be proficient as science-informed practitioners in conducting professional psychological assessment and intervention services, integrating evidence-based research into practice.

Competency 3.b
Students will be able to evaluate client outcomes in order to improve treatment effectiveness, demonstrate effective communication and interpersonal skills, know their limitations as treatment providers, and seek supervision and consultation as appropriate for the delivery of ethical and effective services.

Competency 3.c
Students will be able to critically evaluate and conduct psychological research with the goal of contributing knowledge to the field of health service psychology.

Comprehensive Evaluation of Student Competencies

Professional psychologists are expected to demonstrate competence across a number of different but interrelated dimensions. Programs that educate and train professional psychologists also strive to protect the public and the profession. Consequently, faculty, supervisors, and administrators in such programs have a duty and responsibility to evaluate the competence of students across multiple aspects of performance, development, and functioning. In addition to performance in coursework, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g. cognitive, emotional, psychological, interpersonal, technical, and ethical) will also be evaluated. For detailed information on the comprehensive evaluation of student competence (i.e., the program's Proximal and Distal Data Assessment Plan that conforms to APA standards), please contact the Program Director via email. Current students may access additional information about evaluation and assessment of student competency on the Psy.D. Moodle Course Page.

Assessment of Student Competencies

Discipline Specific Knowledge (DSK)
The Commission on Accreditation (CoA) expects that students will demonstrate knowledge in the discipline of psychology, broadly construed. There are four categories of discipline-specific knowledge (DSK): 1) the history and systems of psychology, 2) basic knowledge in scientific psychology, 3) integrative knowledge in scientific psychology, and 4) methods of inquiry and research. The categories and domains are listed below:

Category 1: History and Systems of Psychology

- History and Systems of Psychology, including the origins and development of major ideas in the discipline of psychology.

Category 2: Basic Content Areas in Scientific Psychology

- Affective Aspects of Behavior, including topics such as affect, mood, and emotion.
- Biological Aspects of Behavior, including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior.
- Cognitive Aspects of Behavior, including topics such as learning, memory, thought processes, and decision-making.
- Developmental Aspects of Behavior, including transitions, growth, and development across an individual's life.
- Social Aspects of Behavior, including topics such as group processes, attributions, discrimination, and attitudes.

Category 3: Advanced Integrative Knowledge in Scientific Psychology

- Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas, including graduate-level scientific knowledge that entails the integration of multiple basic discipline-specific content areas identified in Category 2.

Category 4: Research Methods, Statistical Analysis, and Psychometrics

- Research Methods, including topics such as strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, experimental, and other quantitative research designs; measurement techniques; sampling; replication; theory testing; qualitative methods; mixed methods; meta-analysis; and quasi-experimentation.

- Statistical Analysis, including topics such as quantitative, mathematical modeling and analysis of psychological data, statistical description and inference, univariate and multivariate analysis, null hypothesis testing and its alternatives, power, and estimation.

- Psychometrics, including topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization.

These domains will be assessed in a variety of ways, including:

- Course grades in doctoral courses identified as covering discipline specific knowledge, (PSY 700, 701, 704, 706, 708, 710, 728)
- Comprehensive exam
  (see Psy.D. Handbook section on the comprehensive exam for more information)

Profession Wide Competencies (PWC)
The Commission on Accreditation (CoA) requires that all trainees develop certain competencies as part of their preparation for practice in health service psychology. Following the Standards of Accreditation (SoA), effective January 1, 2017, there are nine general competency areas:

- Research
- Ethical and legal standards
- Individual and cultural diversity
- Professional values, attitudes, and behaviors
- Communication and interpersonal skills
- Assessment
- Intervention
- Supervision and
- Consultation and interprofessional/interdisciplinary skills

These competencies will be assessed in a variety of ways, including:

- Course grades in designated PWC competency courses (PSY 712, 714, 716, 726, 728, 730, 731, 732, 733, 734, 735)
- Annual Review ratings (Appendix B)
- Practicum supervisor ratings (Appendix K)
- Self and faculty ratings on interprofessional education experiences (IPEs)
- Scores on the comprehensive exam
- Dissertation proposal defense and final defense (Appendices C and E)
- Professional presentations and publications

Program Specific Competencies (PSC)
Consistent with the Psy.D. program's aims and the ethics of the profession of health service psychology, the Psy.D. program has one Program Specific

Competency (PSC) in promoting social justice. Specifically, students will demonstrate a commitment to social justice as reflected in a range of professional activities.

This competency will be assessed in a variety of ways, including:

- **Course grades in PSC competency courses (PSY 726, PSY 730)**
- **Annual review ratings (Appendix A**)
- **Alumni surveys**

Minimum Levels of Achievement (MLA)
Students must demonstrate a minimum level of achievement (MLA) in all competencies and elements corresponding to DSKs, PWCs, and PSC. Please see below for sample MLAs used to assess student competency.

- Course grades MLA B-
- Pass comprehensive examination MLA 80% or better
- Annual review MLA of 3 (satisfactory) or above
- Practicum supervisor rating form MLA of 3 (satisfactory) or above globally
- Dissertation proposal defense and final defense MLA of Pass

Program Requirements, Policies, and Resources

Admissions Criteria
The Psy.D. in Counseling Psychology is a four-year, full-time, cohort-based program with courses being offered in the fall, spring, and summer. The curriculum consists of 97 credits, 15 of which are completed by students through required courses in their master's programs and transferred into the Psy.D. program. The required courses are: Human Growth and Personality Development, Psychological Assessment, Psychopathology, Research Methods and Advanced Statistics, Counseling Theories, and Group Counseling. Although a three-credit course in Group Counseling is a prerequisite to the program, it is not accepted as a transfer course. In addition to these 15 credits in master's-level courses, the curriculum includes 82 credits in doctoral-level coursework and supervision.

Applicants to the Psy.D. program in counseling psychology are required to:

- Have completed a master's degree in counseling psychology or an equivalent degree in a related field.

- Have completed three credits in each of the following master's-level courses or be prepared to complete during first year in program, if accepted: Human Growth and Personality Development; Psychological Assessment; Psychopathology; Research Methods and Advanced Statistics; Counseling Theories; and Group Counseling. See Master's Level Prerequisites and Transfer Credit Policy.
- Have a satisfactory degree of professional or applied experience (e.g., master's level practicum or internship; volunteer or paraprofessional helping experience; or employment in clinical settings).
- Submit a 500-750 word personal statement (1-2 pages). Please share what has led you to apply to our program. Describe the personal and/or professional experiences that have shaped your path; your short- and long-term goals in the field; and how our program's social justice mission aligns with your values and aspirations.
- Submit two letters of recommendation from professionals who can comment on the applicant's qualifications for doctoral study. One letter must be from a professor attesting to academic capability and one must be from a practitioner attesting to professional capacity. Should significant time elapsed since the applicant was in an academic program and a professor recommendation be difficult to secure, the applicant can provide an additional letter of recommendation from a practitioner attesting to professional capacity. If possible, these letters should include an assessment of the quality of written work and presentations (e.g., to colleagues, lay audiences).
- Submit unofficial transcripts of all graduate and undergraduate work.
- Submit a curriculum vitae.
- Submit a completed application form.
- Submit application fee.

Graduate GPA, personal statement, and professional experience tend to be weighted more heavily by the faculty; however, each application is considered from a holistic perspective. Selected applicants will be invited to virtually interview with representatives of the Psy.D. faculty.

Admissions Deferment Policy

The Psychology Department faculty has an admissions deferral policy for instances when applicants to our master's and doctoral programs are offered admission and later indicate that they wish to defer entry to the program for a period of time. The policy is also guided by the Council of Counseling Psychology Training Programs (CCPTP) Guidelines for Graduate School Offers and Acceptance. These guidelines indicate that a student who accepts an offer of admission is expected to start the graduate program the following fall unless there are significant extenuating circumstances (e.g., serious illness of self or significant other) and that the program is not obligated to offer a deferral.

Applicants to the Psy.D. program are offered admission only for the academic year indicated by the applicant on the application form. Any applicant wishing to defer

admission for one academic year must submit an Admissions Deferral Request to the Director of Psy.D. Program stating the reason for the request. The Psychology faculty may request additional information from the applicant to support the deferral review. If a deferral is granted, the Psychology faculty will maintain the applicant's file for a year so that the applicant will not have to resubmit application materials. The following year, the applicant must indicate in writing a desire to enter the program and must submit an updated curriculum vita. When that written expression of interest and updated CV is received, the Psychology faculty will schedule another admissions interview with the applicant and decide if the applicant is suitable to be admitted to the program.

Requests for admissions deferral for two or more academic years will be denied.

Recruitment Policy

Consistent with the mission of Saint Elizabeth University, the Psy.D. program's recruitment, selection, and admissions processes reflect our commitment to training multiculturally competent clinicians who provide leadership in service to others. The Psy.D. program at Saint Elizabeth University is committed to recruiting and admitting individuals of diverse backgrounds, including racial/ethnic minorities who have been traditionally underrepresented in health service psychology.

Recruitment strategies that are in line with the above policy may include the following:

- The Psy.D. program sends recruitment announcements and advertisements to the directors of master's programs with diverse student bodies and a shared commitment to social justice throughout the region. In addition, the program sends the New Jersey Psychological Association, the New Jersey Chapter of the Association of Black Psychologists, and the Latino Mental Health Association of New Jersey announcements that include a description of the social justice mission of the University and the Psy.D. program as a whole. Faculty members with contacts at these organizations personally reach out and share that the Psy.D. program is seeking applicants from diverse identities that include age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status.
- The Psy.D. program sends announcements and advertisements, including about program offerings such as the free annual social justice conference, to state and local psychological professional associations, particularly organizations in which program faculty are professional members.
- The Psy.D. program also sends announcements and advertisements to mental health clinics and organizations in the surrounding area, particularly those in underserved or diverse areas, that might have employees with similar training and clinical experience in line with the Psy.D. program and Saint Elizabeth University's social justice and diversity mission.
- The Psy.D. program routinely hosts general meetings of state and local psychological associations attended by a diverse body of graduate and undergraduate students, including those at Saint Elizabeth University (e.g.,

undergraduate and master's students at SEU. This provides an opportunity for networking, socialization, and introduction to the Psy.D. program faculty to promote the program and recruit diverse students.

- The Psy.D. program also works with the Psychology Department at large in providing opportunities for undergraduate and master's students in Psychology to receive information about the doctoral program. When possible, this also includes shared participation in professional development activities (e.g., through Psi Chi, social justice conference, attendance at other on-campus presentations).
- The Psy.D. program also maintains a record of each of the professional organizations, graduate programs, institutions, and activities with which it engages to attract applicants from diverse backgrounds. This includes historically black colleges and universities (HBCUs) and institutions that share the program's social justice orientation. These records are kept in electronic form.

Retention Policy

The Psy.D. program at Saint Elizabeth University highly values student retention and boasts a strong record that reflects this. All students receive consistent mentorship and advisement throughout their time in the program from the Director of the Doctoral Program and other core Psy.D. faculty. Our program cultivates an inclusive, supportive, and diverse climate that promotes timely completion of the program and student retention.

Retention strategies may include the following:

- The University offers graduate assistantships and opportunities for adjunct teaching on campus, given that financial concerns and challenges are often a significant factor in student retention for all students. Minority students have participated in these opportunities consistently since the beginning of the program.
- The faculty provides mentorship support to all students but recognizes the special importance of this for minority students who may not have had personal and professional contacts and role models already in the field.
- Faculty ensure that all students, but especially African-American, Latinx and other minority students, are aware of the existence of, and the activities of, the New Jersey Chapter of the Association of Black Psychologists and the Latino Mental Health Association of New Jersey, as well as the New Jersey Association for Multicultural Counseling. Students are encouraged to attend presentations facilitated by the New Jersey Psychological Association, the Latino Mental Health Association of New Jersey, and the New Jersey Chapter of the Association of Black Psychologists.

- The Psy.D. program examines its own efforts to retain students who are diverse in several ways. For example, student experiences of respect for individual and cultural diversity is assessed in every course evaluation and the annual program climate survey. Minority student retention data is reviewed at the annual Psy.D. Faculty Retreat.

- The Psy.D. program sends bi-weekly announcements of grants, fellowships (e.g., minority fellowships), and other opportunities to students.

- The Psy.D. program works with Saint Elizabeth University's Director of Grants, Corporate & Foundation Relations to pursue grant opportunities that would provide additional financial and professional development resources to minority students.

- The Psy.D. program matches students with near-peer mentors within the program or who have recently graduated that share similar clinical interests, cultural backgrounds, or both. Salient aspects of these matches are expressed by students and taken into consideration by faculty when matching.

- Informal and structured gatherings between and among cohorts as well as promotion of cross-cohort research support allow students to expand their support systems.

- The Psy.D. program informs students of programs at Saint Elizabeth University (e.g., Progresando Scholars, Counseling Services, Campus Social Workers Services) that can provide them with additional support at no cost.

Master's Level Prerequisites and Transfer Credit Policy
The program requires 6 graduate-level courses as prerequisites to the program. It is the program's policy not to accept additional transfer courses. The required courses are Human Growth and Personality Development; Psychological Assessment; Psychopathology; Research Methods and Advanced Statistics; Counseling Theories; and Group Counseling. Fifteen credits are completed by students through required courses in their master's programs and transferred into the Psy.D. program. Although a three-credit course in Group Counseling is a prerequisite to the program, it is not accepted as a transfer course.

Students must complete a Transfer Evaluation and Substitution Form (Appendix A) prior to enrollment in the Psy.D. Program. Syllabi for the 6 graduate-level courses being transferred must be provided to the Director of the Program, unless these courses were

completed at Saint Elizabeth University. Together, the Director of the Master of Arts in Counseling Psychology Program and the Director of the Doctoral Program review the materials and evaluate the courses for content, level, and mastery (i.e., as evidenced by a grade of B or above). For example, if an applicant submits a syllabus intended to fulfill the Counseling Theories prerequisite, the directors review the syllabus to ensure that counseling theories are in fact adequately covered at a master's level in the required text and journal readings, as well as in assignments and in-class discussions. If so, the Psy.D. Program Director will allow that course to fulfill the Counseling Theories prerequisite. If an applicant does not have one or more required master's level prerequisites, the applicant may be admitted to the program on the condition that the required prerequisites are taken during the summer before the applicant's first year or during the first year of the applicant's doctoral studies. The applicant will be permitted to take up to two prerequisite master's courses in the first year of the doctoral program.

Exceptions to the prerequisite policy may be considered in the following cases:

- If an applicant does not have one or more of the master's level prerequisite courses but has significant professional experience in the topic area (e.g. Group Counseling).

- If an applicant has completed one or more master's level prerequisite courses with a grade below a B.

The Director will review such cases based on the applicant's statement of goals and curriculum vitae and an interview to gain a detailed understanding of the applicant's experience. A decision will then be reached as to whether professional experience is a suitable substitute for the perquisite course(s) or grade(s).

Expectations Regarding Satisfactory Progress Through the Program

The Psy.D. Program is cohort-based. Each student is expected to progress satisfactorily through a predetermined sequence of courses as a member of their cohort. The program will not alter the sequence of courses for the convenience of students. Students demonstrate satisfactory progress when they earn a B- or above on all required coursework; maintain continuous enrollment (unless granted a leave of absence due to extenuating circumstances); are evaluated as "satisfactory" or above with regard to practica and internship via supervisor evaluations; successfully complete the comprehensive examination and dissertation requirements; and are evaluated positively with regard to professionalism and comportment in interpersonal relations in the Annual Review. Student performance on these indicators is assessed by program faculty as well as practicum and internship supervisors. More specific information regarding progress on each program goal, objective, and competency can be found in this *Handbook*.

Grade Requirements
To remain in good academic standing, students must maintain an overall GPA of 3.0 or higher. Students whose Cumulative GPA falls below 3.0 will automatically be placed on probation and will have one semester (or 9 credits) to raise their Cumulative GPA to 3.0. Failure to do so will result in automatic dismissal from the program.

Doctoral courses must be passed with a grade of B- or higher. Grades of C+ or lower are unacceptable. **Students must repeat courses in which they earn a grade of C+ or lower when the courses are next offered, with the following cohort**. In this situation, students would be placed on a remediation plan. Students who earn a C+ in a course during their third year in the program will repeat the course with the next cohort and will not be permitted to go on internship until the course is passed with a satisfactory grade. Students who earn one F grade will be automatically dismissed from the program.

Unless otherwise stated by the instructor, the numerical equivalents of grades are listed below.

93-100 = A	91-92 = A-	87-89 = B+	83-86 = B
81-82 = B-	77-79 = C+	73-77 = C	70-72 = C-
67-69 = D+	63-66 = D	61-62 = D-	60 and below = F

Academic Integrity Policies

University Academic Integrity Policy: Each student in the Psy.D. in Counseling Psychology program is expected to follow the University Academic Integrity Policy.

Each member of the academic community must recognize their individual responsibility to uphold academic integrity. The University will not accept academic dishonesty, which includes but is not limited to plagiarism; cheating in any form; theft of educational materials; unauthorized removal of books, journals, or other library resources; copyright violations; falsification of data; sabotaging the work of others; illegal production of computer and audio/video software; and unauthorized use of generative artificial intelligence (AI). Penalties will be imposed for violations of academic integrity. For a detailed description of the University's Academic Integrity Policy visit https://www.steu.edu/academicpolicies

Psy.D. Academic Integrity Policy:
Congruent with the mission of Saint Elizabeth University, students will be held to high standards of ethical and professional conduct. Academic honesty is expected of every student. Cheating, forgery, alteration and misuse of documents or identification of any other unethical behavior may result in serious academic penalties. All submitted work should be the student's own work, which is not 1) plagiarized from a published author (plagiarism entails presenting another's work as one's own), 2) copied from a fellow student, or 3) purchased from a paper writing service.

It is also important to note that the submission of the same or essentially the same work for two separate courses without the permission of all faculty members involved is not permitted. There is no intention to work against student research efforts that cross over departmental and/or course lines. Indeed, more complex projects with an interdisciplinary focus are highly desirable; faculty members involved with such a project must know in advance what is being done, and there must be mutual agreement about the project.

Using artificial intelligence (AI) tools like ChatGPT on assignments is prohibited if the instructor does not allow its use. Students who use ChatGPT and similar tools without permission, or who use them in improper ways, are violating the academic integrity rules of the program. See below for more information regarding acceptable use of AI.

Students suspected of being academically dishonest will be contacted by the professor and reported to the Chair of the Department and Program Director. The program follows the University's academic integrity policy and its related levels of sanctions, which can be found under the Academic Integrity Policy.

Acceptable Use Policy for Artificial Intelligence (AI):

While the program has valid concerns over the use of AI and AI-adjacent programs during the preparation, interpretation, and creation of psychological reports, treatments, and course-related materials, it also acknowledges that AI programs are a tool. Recognizing this, the program also understands that our students should learn to use AI programs appropriately to remain competitive in future job markets and to stay relevant with this field as it evolves. Accordingly, we are implementing the following Acceptable Use policy for AI, which consists of the following guidelines:

1. AI programs can never be used for any material that involves client data.
2. AI programs can never be used for any coursework if its use involves generating entire written segments of an assignment from a simple prompt.
3. AI programs may be used only with the consent of the instructor for a given course; if an instructor forbids the use of AI programs, their subsequent use in that course will be considered plagiarism.
4. With the consent of the course instructor, AI programs may be used to help generate outlines, reword original written work in minor ways, or brainstorm ideas.
   a. A course instructor may allow an AI program to be used in a different manner than as outlined above in accordance with their judgment.
5. If an AI program has been approved for use for a given assignment, the student using this AI program must "show their work" by:
   a. Using only Word document files, or other related programs, that will allow an instructor to review the timestamps around the creation of the material. The use of a document format that does not allow the steps involved in the creation of the written work to be reviewed will be considered an invalid assignment, and the student may be asked to re-do their work.

Sample Curriculum: Required Courses and Four-Year Course Rotation

Year	Semester	Number	Name	Credits
1	Fall	PSY 702	Recent and Advanced Theories of Personality	3
1	Fall	PSY 708	History and Systems of Psychology	3
1	Fall	PSY 720	Techniques in Counseling and Psychotherapy	3
1	Spring	PSY 700	Developmental Aspects of Behavior	3
1	Spring	PSY 704	Cognitive and Affective Bases of Behavior	3
1	Spring	PSY 716	Advanced Adult Psychopathology	3
1	Summer	PSY 701	Social Aspects of Behavior	3
1	Summer	PSY 706	Physiological Psychology	3
1	Summer	PSY 748	Intersession Practicum	EQ
DSK 1-7 Comprehensive Exam				
2	Fall	PSY 710	Advanced Psychometrics	3
2	Fall	PSY 730	Counseling Research and Program Evaluation Research	3
2	Fall	PSY 732	Doctoral Practicum I	3
2	Spring	PSY 712	Advanced Cognitive Assessment	3
2	Spring	PSY 728	Advanced Research Methods and Statistical Design	3
2	Spring	PSY 733	Doctoral Practicum II	3
DSK 8-10, PWC 1&2 Comprehensive Exam				
2	Summer	PSY 714	Advanced Child and Adolescent Psychopathology	3
2	Summer	PSY 713	Advanced Personality Assessment	3
2	Summer	PSY 748	Intersession Practicum	EQ
2	Summer	PSY 740	Dissertation I	1
3	Fall	PSY 734	Doctoral Practicum III	3
3	Fall	PSY 726	Applications of Social Justice in Psychological Treatment	3
3	Fall	PSY XXX	Professional Development and Internship Skills	3
3	Fall	PSY 742	Dissertation II	3
3	Spring	PSY 731	Supervision and Consultation for Counseling Psychology	3

3	Spring	PSY 722	Theories and Techniques of Career Counseling	3
3	Spring	PSY 735	Doctoral Practicum IV	3
3	Summer	PSY 748	Intersession Practicum	EQ
4	Fall	PSY 736	Doctoral Internship I	3
4	Fall	PSY 744	Dissertation III	3
4	Spring	PSY 738	Doctoral Internship II	3
4	Spring	PSY 746	Dissertation IV	3

ABD and Continuous Enrollment
Students are expected to complete their dissertations by the summer of their fourth year in the program. If that expectation is not met, students must register for GST750 Continuous Enrollment (1 credit) in every subsequent semester until the dissertation is completed. This course allows students to demonstrate that they are continuously enrolled in the program throughout their course of study.

Time Limit
Students must complete the Psy.D. program within seven years from the date of matriculation. The seven-year limit includes authorized leaves of absence. If the program is not completed within seven years, the student is dismissed from the program without the Psy.D. degree.

Doctoral Level Practica and Internships

Practica
Practica are part-time, advanced clinical experiences designed to assist students in moving toward competence as future psychologists. They prepare students for the doctoral internship. A practicum provides doctoral students with planned professional training at approved external training sites that partner with Saint Elizabeth University. Practica often include training in clinical interviewing and diagnostic evaluation; direct client care; psychological assessment and intervention; theoretical case formulation and presentation; attending case conferences; writing reports and clinical notes; and psychoeducation and consultation.

Each practicum section requires a minimum of 300 hours at a placement site, 120 of which are to be spent in *direct* client service provision. Students are to receive a minimum of one hour of direct supervision by a licensed psychologist per week. The remaining 180 hours may be in group supervision, indirect service, which includes documentation and review of client records, writing case notes, reviewing video and audio recordings of sessions, attending staff meetings and case conferences, reviewing research to enhance evidence-based practice, and report writing.

Students are expected to participate in a minimum of four semester-long, doctoral-level practica beginning in the fall of their second year. Students are required to have two different practica experiences over the course of the two years of training experience.

All placements and supervisors must be approved by the Director of Clinical Training (DCT). Students are not permitted to use a current position as their practicum placement as the goal of practica is to advance student competence via exposure to new learning opportunities. In consultation with the DCT, a student may present for review a different learning experience with a licensed psychologist who is not their current supervisor at their employment site. There must be no conflicts of interest. The DCT has the right to approve or refuse the proposed opportunity.

Students are required to apply to practicum sites through The Northeastern Regional Externship Match (NEREM) via the National Match Service. Additional information for NEREM, including match policies and procedures and a listing of practicum sites, can be found on their website: https://natmatch.com/extern/. Several key requirements for applying to practica through the Northeastern Regional Externship Match are summarized below. Note, however, that the guidelines are updated regularly and can change without notice. Students should refer to the most recent guidelines provided on the NEREM website.

General Guidelines

16 hours per week for first practicum and 16-20 hours per week for second practicum in two and a half days (DCT must approve additional hours).

- Direct observation at least once during each semester.
- Live supervision “on-site” with at least one hour of face-to-face, individual supervision, and another hour of “other” types of supervision.
- Telesupervision is permitted for students in their second practicum.
- For your first-year practicum, all hours must be completed in person. For your second-year advanced practicum, at least 50% of your hours must be completed in person.
- Externship must have a stated didactic component. Specifics are not mandated and are at the discretion of their individual training program and its application guidelines.

Practicum Match

- Students should register for the match and submit applications through the National Match Service (NMS), for which there is a registration fee.

- Not all sites will use the NMS system. Those sites will stipulate the process for receiving student materials. *

- Students apply to sites in close consultation with the DCT.

- The DCT will share important Match dates with students. This includes information on sites still available after Match Day for students who did not secure a site.

*Students may also seek a practicum placement through a list of sites maintained by the program. Students will work with the DCT to determine appropriate practicum placement options from this list. The timeframe for applying to these sites is earlier than for the NMS Match.

Students have had positive experiences with sites secured through both processes. One is not considered superior to the other. There is no such thing as an APA-accredited externship. The goal is for students to be matched with training that meets program requirements and that will further students' experiences and learning, consistent with their professional goals.

Once a practicum site has been secured, students work with the DCT and the clinical training site supervisors to review and complete SEU's Practicum Agreement. If a student's training site requires an affiliation agreement between the site and SEU, students should inform the DCT as soon as possible to avoid delays. Note that affiliation agreements include reviews by the DCT and SEU administrators (e.g., VPAA, CFO) in collaboration with a student's planned practicum-training site, and they may necessitate revision before they are finalized.

Practicum Supervision and Evaluation

Students are to participate in a minimum of <u>one hour</u> of weekly live *individual* face-to-face supervision provided by a licensed psychologist who is on the staff of the supervisory site. Telesupervision is permitted for students in their second practicum. The supervisor must be accessible and timely in providing feedback that addresses past psychotherapy sessions as well as planning for future ones.

On-site supervisors will evaluate students using the Practicum Supervisor Evaluation Form (Appendix K). Practicum evaluation forms (both mid-year and final) will be sent to supervisors. Their evaluation will be based, in part, on direct observation of the student. Direct observation is defined by the American Psychological Association Commission on Accreditation as, "… live and in-person (e.g., in-room or one-way mirror observation), through synchronous audio-video streaming, or through either audio or video recording (APA, 2018)." Students are required to have one direct observation for each evaluation cycle (generally fall and spring cycles). Evaluations completed by supervisors are expected to be shared with students during supervision on site prior to being returned to the DCT.

In addition, students receive weekly group supervision on campus through active participation in the Practicum Seminar conducted by a licensed psychologist on the program faculty.

Documentation of Training Experience

All practicum hours, both direct and indirect, must be logged by students via the Time2Track system (see Appendix I). Time2Track (www.time2track.com) is a web-based logging system that allows students to easily track training hours and view progress in real time. Time2Track account fees are reflected in course fees. Account access is then managed by the DCT for practica and internship years. In addition, students must record the number of clients seen, the intervention modality used (e.g., individual, group, family) and demographic information as it pertains to each client (e.g., age, ethnicity/race, sexual orientation, religious background, gender/sex, ability status, class). Time2Track records easily integrate into the AAPI (application for internship) and will be used to demonstrate readiness for application for the pre-doctoral internship. Students must have site approval from the Director for Clinical Training before confirming placement and submitting all required forms.

Telesupervision Policy

The Counseling Psychology Psy.D. program at Saint Elizabeth University recognizes the growing role of telesupervision in clinical training. While telesupervision can provide flexibility and broaden access to high-quality supervision, in-person supervision remains the gold standard, particularly for beginning trainees. In-person supervision provides important opportunities for professional socialization, direct engagement with supervisors, and the recognition of subtle interpersonal and emotional cues. It also allows for a richer assessment of trainee competence and supports the professional development of students while protecting the public.

For students in their first practicum, all individual supervision required by the program's practicum agreement must take place in person. Telesupervision may be used at this stage only as a supplement to, and not a replacement for, the required face-to-face supervision. For students in their second practicum and beyond, telesupervision may be used to meet supervision requirements if program approval is obtained and all relevant APA, state, and site-specific requirements are followed. At these later stages, students are expected to have gained sufficient experience in both assessment and intervention at the doctoral level, and telesupervision may be appropriate when their developmental level and competence justify its use. All telesupervision must take place using secure, HIPAA-compliant technology, and supervisors are expected to adhere to all ethical and legal guidelines. Group supervision provided through the University will continue to take place in person unless otherwise specified by faculty.

The doctoral program holds responsibility for ensuring that students receive sufficient in-person training before telesupervision is approved as a primary modality. Supervisory relationships must be clearly established at the beginning of the practicum, with the Director of Clinical Training (DCT) reviewing and approving the site's supervision plan before telesupervision begins. Supervisors and students are required to complete a written supervision agreement that outlines expectations, communication methods, and evaluation procedures. Off-site supervisors retain full professional and legal responsibility for all clinical cases, whether supervision occurs in person or remotely.

Supervisors must also provide students with a plan for non-scheduled consultation and crisis coverage, ensuring that students have access to real-time guidance during clinical hours. If a supervisor is unavailable, the site must designate a qualified backup supervisor. The DCT reviews and approves these coverage plans and monitors compliance through communication with both students and supervisors.

Programs utilizing telesupervision must also follow best practices and demonstrate compliance with APA Standards of Accreditation (SoA). Specifically, the program adheres to the guidance outlined in the *Implementing Regulations, Section C: IR C-27(c): Telesupervision* (American Psychological Association, Commission on Accreditation, 2021). In accordance with these standards, the program documents the rationale for telesupervision, ensures its consistency with overall training goals, specifies how and when it is used in clinical training, determines eligibility for trainees, and provides oversight to ensure supervisory relationships are established and maintained responsibly. Attention is also given to issues of confidentiality, technology requirements, supervisor availability, and appropriate education in the use of telesupervision platforms.

By requiring face-to-face supervision during the first practicum, permitting telesupervision only as supplemental during that stage, and allowing expanded use in later practica once students have acquired foundational competence, this policy ensures that telesupervision is used responsibly. The approach safeguards client welfare, supports the developmental needs of trainees, and maintains compliance with accreditation and ethical standards. On-site and telesupervision supervisors will complete and sign the Practicum Supervisor Agreement (See Appendix P).

Reference

American Psychological Association, Commission on Accreditation. (2021). *Implementing regulations, Section C: IR C-27(c): Telesupervision*. https://irp.cdn-website.com/a14f9462/files/uploaded/Section_C-4af24d41.pdf

Internship

During the student's final year in the doctoral program, the student will participate in a yearlong, full-time or two-year, part-time (1,750–2,000 hours, depending on site) pre-doctoral internship. This pre-doctoral internship allows students to employ the knowledge and skills acquired during their doctoral studies under the supervision of seasoned practitioners of psychology. More specifically, an internship is an organized training program that is designed to provide students with a planned, programmatic sequence of training experiences that are primarily focused on assuring breadth and quality of training. With approval from the student's advisor and the Director for Clinical Training, students apply for internship following successful completion of 1) necessary coursework, 2) comprehensive examination, and 3) defense of the Dissertation Proposal.

The Psy.D. program follows the American Psychological Association's guidelines regarding curricular accomplishments prior to internship. Accordingly, prior to internship, students must:

- Complete foundational and specialty coursework
- Pass the comprehensive exam and
- Gain approval of the dissertation proposal from their dissertation committee.

Students are expected to apply for, and to the extent possible, complete internship training programs that are either APA- or CPA-accredited. This requires participation in the Association of Psychology Postdoctoral and Internship Centers (APPIC) match program. Students should apply to a maximum of 15 APA- or CPA-accredited internship sites. These internship applications are submitted through APPIC's match program. Students should begin preparing early, as these sites are limited and highly competitive if students plan to focus on regional APA-accredited sites (e.g., New York, New Jersey). More information about the APPIC match program can be found at http://www.appic.org/. As students near the internship application stage of their program, they should subscribe to the APPIC Match-news listserv and familiarize themselves with APPIC internship application procedures and policies. A copy of the most up-to-date APPIC Application for Psychology Internship (AAPI) is available for download from this site.

The interview process for the internship typically occurs during December and January before internship offers are extended in February. Planning meetings and support for the internship application process will begin the year before the internship. Students should plan for internship applications and interviews, as they can be time-consuming and often require travel. APA's internship database is available at:

https://apps.apa.org/accredsearch/?_ga=2.138109816.996729358.1596641639-1687320845.1583361827

Students are discouraged from applying to non-APA accredited sites. APA accredited sites are the gold standard for professional training in psychology as the training sites have undergone rigorous program review by APA. With approval by the DCT, students may consider internship sites with APPIC membership status. Students who opt to apply for a non-APA accredited program must complete the Non-APA Accredited Internship Training Site Form (Appendix M) for review and approval by the DCT in consultation with the counseling psychology faculty. Students should be aware that in applying to a non-accredited internship, they assume all responsibility for ensuring that their experiences meet state licensure board requirements for a pre-doctoral internship experience. The Director for Clinical Training will approve non-APPIC member site internships on a limited case-by-case basis after reviewing a detailed description of the internship submitted by the student and a completed internship contract signed by the internship director at the non-APPIC member internship site, and the student.

Capstone Experiences

Professional psychologists are expected to demonstrate competence across multiple domains. In addition to ongoing student evaluation, there are four capstone experiences that are evaluative in nature and are meaningful components of the Psy.D. in Counseling Psychology program at Saint Elizabeth University. The four capstone experiences are: 1) the Interprofessional Education Sequence, 2) the Comprehensive Examination, 3) the Dissertation, and 4) the Internship (see the section on Internship above).

Interprofessional Education Sequence
The Interprofessional Education (IPE) Sequence enables students to gain knowledge about the role that psychologists and other professionals play in client/patient care and the skills necessary to improve collaborative care. The sequence consists of half-day to day-long (in-person and virtual) experiences during the fall, spring, and summer semesters of the first year. During these experiences, students will work alongside students in the Physician Assistant, Nursing, Speech and Language Pathology, and Nutrition/Dietetic Internship programs to formulate ethical decisions and treatment plans for simulated patients. Students will be exposed to supervision and debriefing from faculty from these various programs and disciplines. These experiences are designed to assess the following Profession-Wide Competencies:

- Consultation and Interprofessional/Interdisciplinary Skills
- Individual and Cultural Diversity
- Professional Values and Attitudes
- Communication and Interpersonal Skills

Comprehensive Examination
The Comprehensive Examination consists of a multiple-choice exam modeled after the EPPP. The program recently moved to this format to better prepare students for the process and content of the EPPP. Student performance also informs programmatic decisions (e.g., effectiveness of curriculum). Items are designed to assess student knowledge, acquired in the first two years of the curriculum, in the following areas:

- Knowledge of the following Discipline-Specific Knowledge (DSK) content areas: Affective, Cognitive, Developmental, Social, and Biological; and, integration and application of these areas to clinical phenomenon.
- Knowledge of the following Discipline-Specific Knowledge (DSK) content areas: Research Methods, Quantitative Methods, and Psychometrics.
- Knowledge of the profession-wide competencies (PWC) in Research, Ethics, Diversity, Professional Values, Attitudes and Behavior, Communication and Interpersonal Skills, Assessment, and Intervention.

Students first take a 50-question pre-test during the spring semester of their first year. This familiarizes the student with the experience, and following administration, feedback is given on all responses. This will allow students to better identify their strengths and weaknesses as they plan their studying. Students then take a 100-question comprehensive exam during August of their first year. The content on this exam is

aligned with first-year courses. Students take a second 100-question comprehensive exam during August of their second year, with this content aligned with second-year courses. Students will be provided with study guides during the May preceding each comprehensive exam administration.

The comprehensive examination must be passed to be declared eligible to continue with coursework (first exam) and application for internship (second exam).

Students must earn a passing score above the cut score in each domain. If a student earns less than this on any section of comprehensive examination, the student will be given the opportunity to remediate those domains via a remediation administration. Failing more than three domains necessitates retaking the entire examination.

Students may take the comprehensive examination two times during each year's administration. Failure to pass the comprehensive examination the second time may result in dismissal from the program.

Students may Pass with Distinction (PWD) if they earn a passing score in all domains during the first administration.

Students with documented accommodations that are relevant to the delivery of the exam will receive said accommodations.

Comprehensive Examination Review Suggestions

Students may find it helpful to review assigned readings from the following courses: PSY700, PSY702, PSY720, PSY704, PSY716, PSY706, PSY701, PSY710, PSY719, PSY730, PSY 712, PSY714, PSY732, PSY733, and PSY734.

In addition, students are able to borrow study volume sets of EPPP test preparation materials from the Psychology Department. Students can also borrow decks of flashcards.

Dissertation

Through the dissertation, students in the Psy.D. program are required to provide evidence of scholarly competence in keeping with the program's practitioner-scholar model. In the dissertation, students are expected to demonstrate in-depth knowledge of an area relevant to the practice of professional counseling psychology, as well as the ability to think critically, integrate and evaluate research and theory, and communicate their work clearly to members of the profession.

Students are encouraged to use a variety of formats, including but not limited to case studies of individuals, groups, or systems, program evaluation or design, quantitative or qualitative empirical research, and treatment design and assessment pertinent to the practice of counseling psychology.

Students must successfully pass their comprehensive examination before moving forward with the dissertation proposal. Further, students are required to successfully defend their dissertation proposal prior to leaving for the internship.

An outline of the process of preparing the dissertation is described below and is followed by a more detailed description of the various steps:

1. The Dissertation Statement of the Problem is completed during PSY 730: Counseling Research and Program Evaluation; it is then submitted to the Director of the Doctoral Program by the end of the spring semester of the second year of academic study along with students' rankings of their preferred Dissertation Chair**.** Upon review by the Counseling Psychology core faculty, assignment is made of the student's Dissertation Chair. The Dissertation Chair is the student's main point of contact during the entire Dissertation process.
2. The student consults with the Dissertation Chair about the viability of the project idea and the composition of the Dissertation Committee, and once finalized, submits them electronically to the Dissertation Chair and the Program Director via email. The Dissertation Committee must be established no later than mid-October of the third year of academic study.
3. The student will complete the IRB application, including refining the method and proposed analysis, during PSY 728: Advanced Research Methods and Statistical Design in the fall semester of the third year.
4. Proposal drafts must be submitted to the Dissertation Chair by the first week of January and will likely require several draft forms to the Dissertation Chair for additional refinements prior to being submitted to the Dissertation Committee.
5. Following approval by the Dissertation Chair, the proposal and a draft of the IRB application must be circulated among committee members at least two weeks (10 business days) prior to the proposal meeting. The Proposal must be defended by the first week of March during the student's third year.
6. It is the student's responsibility to contact the department's Academic Program Coordinator and provide the following information: the title, date, time, and location of the proposal meeting or defense. The Program Coordinator will then announce the defense information (in writing, sent electronically) to the Director of the Doctoral Program, the Dissertation Chair, and the doctoral program student body and faculty.
7. The Dissertation Chair and Dissertation Committee will all complete the Assessment Rubric for Defense of Dissertation Proposal (Appendix C) at the end of the defense. The Dissertation Chair will inform the student about the outcome of the defense as well as a summary of the feedback from the rubric.
8. Upon successful completion of the oral proposal defense, it is the responsibility of the student to obtain the requested signatures (Appendix D) and provide an update via letter (sent electronically with a copy to the

Dissertation Chair) to 1) the Director of the Doctoral Program, 2) the Chair of the Psychology Department, 3) the Academic Dean, and 4) the Academic Program Coordinator.

9. The IRB proposal (which should be included in the Dissertation Proposal) is now able to be submitted to the appropriate IRB representative. Following approval by the IRB, the student may begin the data collection or equivalent of the student's project. The student cannot send their study to IRB until they receive approval from their committee.
10. Upon completion of the proposed study and approval by the Dissertation Chair, the student will schedule a defense date with their committee.
11. The student will then contact the Academic Program Coordinator and provide the following information: title, date, time, and location of the dissertation defense.
12. The completed dissertation is circulated among committee members at least two weeks (10 business days) prior to the defense date.
13. The dissertation defense takes place in person at Saint Elizabeth University with all committee members present.
14. The Dissertation Chair and Dissertation Committee will all complete the Assessment Rubric for Defense of Dissertation (Appendix E) by the end of the defense. The Dissertation Chair will inform the student about the outcome of the defense as well as a summary of the feedback from the rubric.
15. Upon successful completion of the defense, it is the responsibility of the student to obtain the requested signatures (Appendix F). The student and their committee chair will provide an update via letter (sent electronically) to 1) the Director of the Doctoral Program, 2) the Chair of the Psychology Department, 3) the Academic Dean, and 4) the Academic Program Coordinator.
16. The student will be given a list of suggested editors/proofreaders to contact for final formatting and editing of the dissertation. This is a paid service. Once the document has undergone final formatting and editing, the student will send it to the Academic Program Coordinator for submission to ProQuest.

<u>Statement of the Problem</u>

The first step in the Dissertation process is the preparation of the Statement of the Problem (SoP). The purpose of the SoP is to help the student begin to think about the project in a meaningful way. A significant amount of reading in interest is required before completing the SoP. It should have the following elements:

- Summarize the literature that has been done in your research area
- Indicate what is not yet known (the gap in the literature)
- Clearly state the research question or hypothesis (how the gap will be filled)
- State why the research question matters (why it is important to do the proposed study)

The SoP is similar to the Introduction section of an empirical research article and should be no more than 3 double-spaced pages. It should be written in APA style.

Dissertation Committee

Following the assignment of the Dissertation Chair and discussion regarding the finalized topic, the student must approach qualified candidates to serve on the dissertation committee. The committee must be composed of at least three members (including the Dissertation Chair), at least one of whom must be a member of the Counseling Psychology core faculty. One other member of the committee must be from within the Psychology Department at Saint Elizabeth University. The third member may be from the University faculty at large or from the professional psychological community. The Dissertation Chair must approve all members of the committee. Committee membership must be reported in writing, sent electronically to the Program Director.

Dissertation Proposal

The proposal is the next step in the process and must be successfully completed and approved prior to beginning work on the dissertation. The proposal is essentially a comprehensive description of the dissertation. The purpose of the proposal is threefold:

1. to provide a solid foundation for the dissertation
2. to demonstrate that the project has been thoroughly considered and is meaningful, and
3. to demonstrate the student's growing expertise in the identified area.

The Proposal is a time-consuming piece of scholarship that will be rigorously evaluated by the Dissertation committee, whose approval must be granted prior to beginning work on the proposed project. Generally, the Proposal is 30–50 double-spaced pages (APA format) plus references, appendices, and a draft of the IRB proposal if necessary.

The Proposal includes the following sections:

Title Page
Abstract
Table of Contents

Chapter 1: Introduction

Chapter 2: Literature Review (25–30 pages)

Chapter 3: Statement of the Problem

Chapter 4: Proposed Method (i.e. Sampling, Recruitment, Procedures, Instruments, and Hypotheses/Questions) (2–6 pages)

Chapter 5: Discussion of Expected Limitations and Strengths

References
Appendices
Draft of IRB Proposal (if necessary)

Proposal drafts must be submitted to the Dissertation Chair and will likely require several draft forms to the Dissertation Chair for additional refinements prior to being submitted to the Dissertation Committee. The Proposal and a draft of the IRB application (if necessary) must be circulated among committee members at least two weeks (10 business days) prior to the proposal meeting.

Proposal Defense

The dissertation committee, in its entirety, is to be present for the on-campus oral proposal defense. During this meeting, it is expected that the student will do a formal presentation on the research to be conducted, including a review of both the theoretical framework and professional literature upon which it is based; the method; and the timeline for carrying out the study. The student will be prepared to answer questions about the methodology and the timeline. Following the meeting, the committee members will determine whether the student can move forward with the project and if any changes are needed. (See Appendices C and D.)

Dissertation Defense

Upon completion of the proposed study, the student will schedule a defense date with the dissertation committee. The completed dissertation is circulated among committee members at least two weeks (10 business days) prior to the defense date. Ideally, the dissertation will be circulated far in advance of two weeks so that the student has time to receive and incorporate some of the feedback of committee members prior to the defense date. For students intending to graduate in the spring, the dissertation defense form needs to be signed by May 1.

Students will follow the instructions and details in the Dissertation Sequence of Pages and Chapters document **(**Appendix G**).** Students should have the following chapters:

Title Page
Abstract
Table of Contents

Chapter 1 Introduction
Chapter 2 Literature Review
Chapter 3 Statement of the Problem
Chapter 4 Method
Chapter 5 Results or Proposed Statistical Analysis
Chapter 6 Discussion

References
Appendices

It is the student's responsibility to contact the Academic Program Coordinator and provide the following information: title, date, time, and location of the dissertation defense. The Program Coordinator will then announce the defense information (in writing, sent electronically) to the Director of the Doctoral Program, the Dissertation Chair, and the doctoral program student body and faculty.

The committee, in its entirety, is to be present for the on-campus oral final defense. Only in circumstances where it is not physically possible due to the student's geographical distance for internship requirements will a remote defense be considered. During the defense, the student will make a formal presentation of the dissertation study. The student will review both the theoretical framework and professional literature upon which the project is based, as well as the methodology and outcomes of the study. Following the defense, the committee members will determine whether the project and the oral defense were successfully completed (Appendix E). Upon successful completion of the defense, it is the responsibility of the student to obtain the required signatures (Appendix F). The student and their committee chair will provide an update via letter (sent electronically) to 1) the Director of the Doctoral Program, 2) the Chair of the Psychology Department, 3) the Academic Dean, and 4) the Academic Program Coordinator.

Use of the Title "Dr." Following Successful Defense

Upon successful completion of your dissertation defense, it is a longstanding and special tradition within our program to address you as "Dr. (Last Name)" as an expression of celebration and recognition of this significant milestone. This is offered in the spirit of honoring the hard work, dedication, and scholarly achievement that your defense represents.

However, it is important to clarify that the celebratory use of this title at the time of your defense does not constitute official conferral of the doctoral degree. You may not formally use the title "Dr." in professional, clinical, or academic contexts until all degree requirements have been met and your degree has been officially conferred by Saint Elizabeth University. This includes, but is not limited to, the successful completion of your pre-doctoral internship.

Until official conferral, the use of "Dr." in professional signatures, clinical documentation, credentialing materials, or any public-facing actions is premature and may constitute misrepresentation of credentials.

Assessment of Student Competence

Academic Performance Evaluation

Students must maintain a 3.0-grade point average, pass the Comprehensive Examination with a minimum of 80%, successfully defend a Dissertation, and meet all

additional expectations as outlined in this *Handbook* to remain in and successfully complete the program.

Student academic performance is based on evaluation in three areas:

1) Grades earned in all courses
2) Performance on the Comprehensive Examination (as described in this *Handbook*)
3) Dissertation (as described in this *Handbook*).

Skills and Professional Practice Evaluation: Practicum and Internship
Students will receive formal written and verbal feedback from their on-site supervisors regarding their progress during their practica placements. Similarly, their internship supervisors will provide feedback and evaluation. Satisfactory performance and progress is necessary in order to pass the practica/internship and earn the doctoral degree. At a minimum, students are expected to pass all practicum and internship courses. A specific rating of less than '3' on a practicum or internship evaluation item will be reviewed by the Assistant Director of Clinical Training and Director of Clinical Training. As needed, the Assistant Director of Clinical Training requests a meeting (in person, via Zoom, or via phone) with the student and the on-site supervisor.

Annual Review of Student Progress
Once again, faculty associated with the Doctoral Program in Counseling Psychology have the professional and ethical responsibility to ensure that students are competent to practice psychology. To that end, the Program Director and the Director of Clinical Training within the Doctoral Program annually review students.

All students currently enrolled in the program are required to participate in the evaluation process, including those on internship or completing Dissertations who intend to graduate soon. The Annual Review form is in the Forms section (Appendix B). It is the responsibility of the student to schedule the annual evaluation appointment when the sign-up email goes out to all doctoral students. The meeting will be rescheduled if the student has not completed their portion of the form and returned to the Director and Associate Director at least three days prior to their scheduled meeting. At a minimum, students are expected to receive a '3' or higher on all items in their faculty annual reviews. The Directors review the evaluation with each doctoral student. Feedback is synthesized and provided in a written format to the student. The student and the Directors then sign the evaluation, and a copy is placed in the student's file. Student evaluations must fall within expected limits for the student to remain in the program. In addition, the student must show progress/development and the ability to incorporate feedback from previous evaluations, when necessary, as the student moves through the program.

Record Retention Policy
Doctoral student files containing academic records will be securely maintained by the Psychology Department and will be available for a minimum of 7 years following

graduation. Students' academic transcripts are maintained permanently in an electronic database by the University.

Issues Related to Competence and Impairment

Doctoral level training programs in psychology must cautiously balance student rights with the program faculty's responsibilities to the profession and, most importantly, to the clients served by those in our discipline. The American Psychological Association Ethical Principles of Psychologists and Code of Conduct (2017) clearly states that all psychologists must meet certain standards of competence and be free of personal impediments that could impair professional performance. It further states that training programs have the obligation to apply these standards of performance to students, taking remedial action when necessary and dismissing students when remediation efforts prove ineffective.

In accordance with the guidelines of the American Psychological Association, the Doctoral Program in Counseling Psychology at Saint Elizabeth University must 1) set program specific standards that are in line with expectations of the profession, 2) monitor the academic and professional (clinical and interpersonal comportment) progress of its students, and 3) acknowledge and protect the rights of students. This necessitates specifying behavioral criteria and variables related to student performance, specifying assessment in these areas, and identifying impairment and areas showing cause for remediation.
Of particular concern are the following:

- *Incompetence* – refers to situations where the skills and training necessary for adequate professional performance are lacking;
- *Impairment* – refers to situations where there is diminished functioning.

Impairment can be further described as occurring when there is significant interference in functioning at the academic or professional training level. Impairment is generally associated with a health or mental health problem. However, it is important to note that a person may experience a health or mental health problem without being considered impaired.

Both incompetence and impairment may manifest in graduate students in one or more performance areas including academic, clinical, research, and general professional interpersonal functioning. While it is a professional judgment as to when a student's behavior becomes problematic enough to be considered impairment, below are some indicators of impairment:

- the student does not recognize, acknowledge, understand, or address the problem when it is brought to the student's attention;
- the quality of the student's academic or clinical work is sufficiently negatively impacted;
- the problem is manifest in more than one area of professional functioning;
- the problem is not merely a reflection of a skill deficit (rectifiable through additional training);

- there is no change in the student's behavior following feedback and remediation;
- the behavior in question has potential for ethical/legal ramifications if not addressed.

Reporting Concerns Regarding Impairment/Incompetence
Students experiencing difficulty will be treated with dignity and compassion. Students are welcome and encouraged to approach core faculty to discuss any difficulties they believe may impair their ability to function in academic and/or clinical settings. Students, faculty, or staff who have concerns about possible impairment in a Counseling Psychology student should follow the steps described below.

- When possible, express concern directly with the student and encourage the student to remediate the problem. Be prepared to provide specific behavioral examples that illustrate the concern.
- Encourage the student to approach the Director to discuss the issue and inform the student that you have a responsibility to report it to the Director, if the student does not take steps to remediate.
- If faculty, student, or staff is unwilling or unable to talk to the student, the concern may be reported to the Program Director or the Director for Clinical Training.
- Once such concerns have been brought to the attention of either the Director or the Director of Clinical Training, the issue will be directly addressed with the student in question.

Probation, Remediation, and Dismissal

Probation
Any student in violation of maintaining performance expectations described in this *Student Handbook* or the APA *Ethics Code* may be placed on academic probation. The student may be immediately dismissed from the program if the violation is exceptionally egregious. A student may be placed on probation following discussion among Counseling Psychology core faculty during which consensus is reached regarding the student's performance. When a student is placed on probation, the length of the probationary status, as well as the remediation requirements that must be met before the probationary status ends, will be communicated to the student both verbally and in writing. Failure to comply with the described requirements and failure to make progress will result in dismissal from the program.

Remediation
Remediation plans will be developed in consideration of the student's unique situation. Examples of remediation steps include such approaches as: (a) a modified plan of study that may include additional coursework and/or supervision, (b) a referral to an appropriate mental health professional, (c) a recommendation that the student take a leave of absence, or (d) any combination of the above. When possible and appropriate, the student will be involved in developing the remediation plan.

Psychotherapeutic Remediation

As noted above, in situations where student professional or interpersonal conduct is of concern, it may be recommended or required that the student participate in psychotherapy with a licensed psychologist in the community of their own choosing and at their own expense. If psychotherapy is required, then continuation or resumption of the program is likely to be contingent on successful completion of this requirement. The student will be required to provide evidence of the remediation from the treating therapist (e.g. a letter from the treating therapist documenting the student's improvement, sometimes with a follow-up conversation between the therapist and the Program Director and Director of Clinical Training).

Dismissal

Student dismissal from the doctoral program is taken very seriously and occurs only when the faculty determines that the student has not demonstrated adequate progression toward competency in academic performance, clinical skill acquisition, or in other areas essential to professional practice. The final decision regarding whether a student should be dismissed from the program, or under what conditions a student making insufficient progress will be allowed to remain in the program, rests with the core doctoral faculty and will be communicated to the student in writing both by the Director of the Doctoral Program and by the Director of Clinical Training. **Students are formally reviewed annually. However, faculty may decide to review student progress at any point.**

Reasons for dismissal from the program include the following:

- failure to maintain minimum academic standards
- failure to perform satisfactorily in clinical settings (e.g. practica or internship)
- academic misconduct or dishonesty
- criminal conviction that affects ability to practice as a psychologist or eligibility for licensure
- failure to comply with established University or program timetables and requirements
- unethical practices and/or unprofessional conduct
- cognitive, affective, and/or behavioral impairments that obstruct the training process and/or threaten client welfare

Guidelines for Due Process

The following procedures are followed in establishing due process for students:

1. In the form of the *Student Handbook*, students are given the program's expectations as they pertain to professional functioning, adequate progress, a definition of impairment, and conditions under which student termination from the program may occur.

2. Procedures and criteria for evaluation are clearly stipulated, including when and how the evaluations will be conducted.

3. The various procedures and steps that comprise the decision-making process regarding impairment are clearly articulated.

4. A remediation plan for identified deficiencies is outlined and includes a period for expected remediation. Consequences for failing to rectify deficiencies are described.

5. Appeal procedures which the student may follow in appealing the actions of the Doctoral Program are articulated.

Appeals Procedures

Academic Appeal
If a student questions a grade they have received in a course, the student can appeal the grade by following the Academic Review Board Procedure detailed in the *Saint Elizabeth University Academic Catalog.*

The Academic Review Board (ARB) provides undergraduate and graduate students with a means of resolving serious academic disputes that cannot be settled directly with the faculty involved, or by the Program Director, the Department Chairperson, or the appropriate Academic Dean. Grade appeals will not be heard by the ARB unless they are based on misapplication or arbitrary application of the professor's grading policy or unusual circumstances.

The ARB has established the following arbitration process to settle disputes fairly and to the satisfaction of all parties involved.

To prepare for a grade appeal, students are encouraged to review the **Student Request for Grade Appeal Form** and the **Student Grade Appeal Flowchart** for guiding the appeal process.

1. Before a grade appeal is referred to the ARB, students must first inform the professor about the disputed grade, and submit a Student Request for Grade Appeal form to the professor, with a copy of this form to the Student Support Specialist in the student's School within 14 calendar days of the grade being posted by the Registrar.

2. The student must then set up a meeting with the professor within the first week of the beginning of the next semester.

3. If the meeting with the professor does not resolve the dispute, the professor will initiate the **Grade Appeal Tracking Report** and forward it to the next level within 24 hours. If the appeal remains unresolved, the designated representative of the university at each subsequent level will forward the report to the next level.

Graduate students in Theology, Psychology, and Education, will arrange a meeting with the Director of the Graduate Program and provide them with the relevant documents

and the Student Request for Grade Appeal form. If there is no resolution, the Director of the Graduate Program will notify the Department Chair within 24 hours.

4. Students in academic programs other than Theology, Psychology and Education will arrange a meeting with the Department Chair and provide them with the relevant documents.

5. The Department Chair will arrange and meet with the parties involved within three (3) calendar days of receiving notification of the grade appeal. If there is no resolution, the Department Chair will notify the University within 24 hours, providing them with the relevant documents.

6. The Academic Dean will arrange a meeting and meet with the parties within seven (7) calendar days of receiving the relevant documents to attempt to reach a satisfactory resolution.

7. If the matter remains unresolved after the Academic Dean's intervention, the Academic Dean will inform the Chairperson of the Academic Life Committee within seven (7) calendar days and provide them with the relevant documents.

8. The Chairperson of the Academic Life Committee will notify both parties (faculty and student) in writing that the grievance has been received.

9. The Academic Life Committee Chairperson will initiate the mechanism for the selection of the Academic Life Committee members who will serve on the ARB. This five-member board will consist of three faculty members and two student representatives, who will be selected by the two parties involved in the grievance, with each party selecting one faculty member and one student member. The third faculty member will be a member of the Academic Life Committee designated by the Academic Life Committee Chairperson and will serve as the Chairperson of ARB. If either party fails to select members for the ARB, the Chairperson of the ARB will select the members.

During the summer, faculty and students will be on call to serve on the ARB. Preference will be given to Academic Life Committee members, but if necessary, non-Academic Life Committee members will be asked to serve during the summer. This list will be drafted during the spring semester by the Chairperson of the Academic Life Committee.

10. The Chairperson of the Academic Life Committee will consult with those involved to determine the hearing date(s). Members of the ARB will meet prior to the hearing to establish procedures for the review and to select a chairperson and determine a timetable for the completion of the Board's work.

11. The ARB will then convene a hearing with both parties. Board members must keep the proceedings and all other matters related to the hearing in the strictest confidence. Counsel for the parties or the University will not attend the hearing.

12. The ARB will listen to the statements of the parties involved in the grievance, ask questions, review appropriate materials, deliberate, and recommend in writing a resolution to the grievance. This recommendation must be determined within 30 calendar days of when the Academic Life Committee Chairperson was informed of the grievance.

13. The Chairperson of the ARB will sign the proposed resolution and forward to the Vice President of Academic Affairs within seven (7) calendar days. She/he will accept or reject the recommendation and notify the parties of the decision in writing. Only the Vice President for Academic Affairs may change grades. A record of the hearing will be maintained in strict confidentiality in the Office of the Vice President for Academic Affairs.

Non-Grade Related Appeal If a student believes that they have received an incorrect application of program policies or procedures which may affect the student's progress toward degree completion, the student may have a non-grade related concern. For example, if a student receives a poor Annual Review, is considered ineligible to proceed with Dissertation, or is advised to postpone internship due to lack of clinical skills, no grade has been given and, therefore, there is no academic appeal possible. As in the case of academic reviews, students should note that non-grade related appeals first involve consultations with the Director of the Program. It is the policy of the Psy.D. Program to follow the University's non-grade related appeal policy in the *Academic Catalog*.
Saint Elizabeth University Academic Catalog

Student Support and Resources

Students in the Doctoral Program in Counseling Psychology are encouraged to engage in self-reflection as they progress through their courses and training experiences. Doctoral preparation is a time frequently characterized by significant developmental transitions during which students may need assistance. The Doctoral Program has a number of supportive measures and resources in place to prevent undue stress that may lead to difficulties or impairment. Supportive measures include:

1. Clear expectations for successful degree completion (outlined in the *Student Handbook*)
2. Cohort orientation session for incoming students
3. On-campus professional socialization opportunities (e.g. annual fall social, town halls, colloquia, professional organization continuing education presentations, and so on).
4. Peer mentorship matches
5. Student Wellness Committee, composed of student representatives from each cohort. The committee acts as a liaison between the student body and program leadership.
6. Timely evaluations

7. Opportunities for student affiliation with professional organizations such as American Psychological Association of Graduate Students (APAGS) and New Jersey Psychological Association of Graduate Students (NJPAGS).
8. Resources to connect with additional professional organizations for historically underrepresented groups in psychology (e.g., New Jersey Association of Black Psychologists, Latino Mental Health Association of New Jersey)
9. Free admission to on-campus monthly professional development speakers through Morris County Psychological Association (MCPA).
10. Access to the Director of the Doctoral Program, Director of Clinical Training, Assistant Director of Clinical Training, faculty mentors, and dissertation chairs.
11. Practicum and internship application support
12. Opportunity to join Psi Chi
13. Access to Psy.D. Program Moodle Classroom course with additional resources for students
14. Limited free printing on campus (please visit the library for more information)
15. Ability to check out assessment materials from the Assessment Library (under supervision of doctoral-level professional). See Appendix O.
16. Ability to check out EPPP study preparation materials both as a current student and alumni.
17. Student Professional Development Awards ($250) available through a twice-yearly application process. (See Appendix Q).

In addition, please see the *Saint Elizabeth University Academic Catalog* for academic and personal support services available through the University. These services include cost-free professional counseling through the Office of Counseling Services. This includes a new partnership with UWill, which provides SEU students with individual virtual counseling, 24/7 crisis counseling, and AI technology for therapist matching within 24 hours. UWill also includes access to the URise program, which offers nutrition, yoga, mindfulness, and meditation programs.

Administrative and Financial Policies

The Psy.D. Program adheres to university policies on tuition and fees, financial aid, payments, refunds, and withdrawals. Psy.D. students may also be eligible for graduate assistantships and teaching opportunities in the Psychology Department.

Tuition and Fees

Psy.D. tuition is payable in two equal installments due in the fall and spring semester. Tuition rates for the Psy.D. Program are available at the website below:
https://www.steu.edu/gradtuition

The University also reserves the right to effect changes to tuition and fees without notice, although the tuition and fees in effect when a given cohort begins the program will remain unchanged as that cohort progresses through the program.

Doctoral students do not pay course fees. Professional liability insurance fees are included for practica and internship Psy.D. courses, specifically PSY732, PSY733,

PSY734, PSY735, PSY736, and PSY738. The cost of malpractice fees is $25 per course. Other fees include an initial application fee, graduation and parking fees, along with miscellaneous fees like lost book fees and returned check fees. Please see the above university tuition and fees website for more information.

Financial Aid, Assistantships, and Teaching Opportunities

The Psy.D. Program adheres to the University's policy that all matriculated students have access to financial advice and assistance through our financial aid office. The Office of Financial Aid strives to make a SEU education affordable to all students and is committed to working with students and families to develop a customized financial assistance plan. Please see the Financial Aid website for up-to-date information about the University's financial aid opportunities, including information about applying for financial aid, the financial aid handbook, and financial aid staff.
https://www.steu.edu/financialaid

Doctoral students have the opportunity to serve as Graduate Assistants for the Psychology Department as well as other departments on campus, as needed. Students earn three credits (one course) for ten hours per week of service. Psy.D. students are asked to submit an application through Career Services at https://www.steu.edu/careerservices and inform the Director of the Doctoral Program and the Department Chair about their application.

Doctoral students who are interested and qualified are given priority to serve as adjunct instructors in the Psychology Department. Psy.D. Students are encouraged to contact the Chair of the Psychology Department to express interest in teaching.

Payment Policy

https://www.steu.edu/paymentpolicies
Students' accounts are considered settled when the Bursar's Office receives payment by check, money order, credit card, or enrollment in a payment plan. Payment by check or money order should be made payable to Saint Elizabeth University and mailed to:

Bursar's Office
Saint Elizabeth University
2 Convent Road
Morristown, NJ 07960-6989
bursar@steu.edu

Students can choose to make monthly installments through Tuition Pay Plan by calling the company directly at 1-800-635-0120.

A late payment fee of $300 will be assessed to all students who:

- Have not sent payment by check, credit card, or money order to the University Bursar's Office by the due date.

- Receive financial aid but have not submitted all of their appropriate paperwork to the Financial Aid Office (973-290-4445) prior to the first day of classes.

Students are expected to pay their outstanding balance in full or establish a payment plan. If the student's financial obligation to Saint Elizabeth University becomes delinquent at any time, the Bursar's Office will send the student a notification. A student cannot be registered for the next semester until they have paid in full their current semester's balance. Financial obligations include, but are not limited to, tuition, room, board, course fees, parking fines, library fines, residence hall fines, and any special fees or fines charged to a student's account.

Refund Policy

Students must follow the established procedures to drop/add a course, to withdraw from a course or courses, to withdraw from the University, or to take a leave of absence. The following actions do not constitute appropriate notification of withdrawal: non-payment of tuition and other charges, absence from classes or notification to the instructor. A student who fails to withdraw officially waives the right of consideration for any refunds based upon the official withdrawal. https://www.steu.edu/refundpolicies

Withdrawal Policy

Doctoral students must notify the Director of the Doctoral Program if they wish to withdraw from a course (see section on continuous enrollment and leave of absence). When a student drops a course or withdraws from the University, a tuition adjustment is made based on the policies described in the current *Academic Catalog*. https://www.steu.edu/withdrawalpolicies

Graduation Policy

The Psy.D. Program is committed to retaining students and supporting timely graduation. Degrees are conferred in May, August, and December. Students must be enrolled in the semester when their degree is awarded. Applications for graduation are available on the Registrar's homepage and must be submitted to the Psy.D. Director the semester prior to the anticipated graduation date. Students are required to purchase or rent regalia if they are walking in graduation. It is the policy of the Psy.D. Program to require successful completion of all coursework and program requirements prior to graduation. Students on internship who will have completed all requirements for internship prior to the August degree conferral date are permitted to participate in May graduation; however, degrees will be awarded and conferred after the completion of their internship. Additional information about graduation policies can be found in the *Saint Elizabeth University Academic Catalog*. Please note that the dissertation defense form must be signed by May 1 for students intending to graduate in the spring.

Additional Academic Policies and Procedures

Continuous Enrollment and Leave of Absence

Students must maintain continuous enrollment in the program. Under extraordinary circumstances, students may request a leave of absence for up to two semesters (one year). They should refer to the *Saint Elizabeth University Graduate Catalog* for a full

description of the Leave of Absence policy. Students who wish to take a Leave of Absence for more than one full year must re-apply to the Doctoral Program. Leave of Absence requests must be approved by the Director, the Academic Dean, and, if appropriate, the Director of Financial Aid.

All doctoral degree requirements must be completed within seven (7) years of initial enrollment.

Students on internship or those completing Dissertations are required to remain enrolled continuously through registration until they complete the necessary requirements.

Students who have completed all but their dissertation must register for the following course: GST750: Continuous Enrollment (1 credit)

This enables students who have registered for all credits but have not completed all coursework requirements to maintain continuous enrollment in their programs of study.

Attendance Guidelines

Students are encouraged to attend all class meetings to receive the most benefit. For a once-weekly course, up to two class meetings per semester can be missed without the grade being impacted. This number has been intentionally set to consider that students may occasionally have legitimate reasons for missing classes (such as sickness). Students do not need to provide a reason for missing a class as faculty trust that students will not miss classes without an important reason for doing so.

Administrative Assistance

SEU's Student Life and Academic Affairs Divisions both provide programs and support services that help all students not only develop intellectually, but socially, emotionally, and spiritually as well. In furtherance of its mission, the University offers an array of support services to meet students' needs with the following administrative assistance and support:

- Students are automatically registered each semester through self-service by the Director of the program.
- Faculty provide orientation and academic advising.
- The staff of Mahoney Library, the Wellness Center, and the Conklin Academic Success Center provide tutoring, career development, counseling, and health and disability services.
- Health insurance is available for Psy.D. students. https://www.steu.edu/universityinsurance
- Students can apply for graduate assistantships and adjunct teaching positions at the University. https://www.steu.edu/gradassistantships Students are made aware of these resources during their Psy.D. Orientation.

Assessment Materials Management Policy

The assessment materials that you will use in the program come with certain restrictions. These restrictions follow from ownership, copyright laws, and ethical guidelines. The Psychology Department owns all the assessment materials and they are to be used for academic purposes only. Because all the assessment materials are copyright protected, nothing, including assessment protocols, is to be photocopied.

Each student must be supervised by a doctoral-level professional when using any assessment material. Testing kits are to be issued to students only through a course instructor who assumes
responsibility, both financially and ethically, for the kits.

The Academic Program Coordinator, Ellen Lohsen, will manage the assessment library and will sign out all assessment materials. Unless otherwise agreed upon, materials must be returned by the end of the term.

Make sure that an Assessment Materials Voucher (Appendix O) has been completed when you are issued assessment materials. Also, you should receive, and if not request, a memo of understanding from your course instructor regarding course policy on using assessment materials.

Academic Advisement

Academic Advisors are intended to support student learning and growth during doctoral level training. The Director of the Doctoral Program and the Associate Director for Clinical Training will serve as the Co-Academic Advisors for all students. Students should feel free to approach the Director of the Doctoral Program or the Associate Director for Clinical Training for guidance with academic or professional issues at any point during their training.

Colloquia and Psi Chi

The Department has multiple internal opportunities to engage students in extracurricular learning, scholarship, and advocacy. The purpose of the colloquia is to provide a venue in which program-wide business and extra-curricular learning objectives (e.g., through guest speakers) can be addressed. Psi Chi membership is offered to students with a 3.5 or higher GPA.

Student Affiliation with Professional Organizations

To support student identity development as doctoral level counseling psychologists, students are encouraged to become members of professional organizations that most closely reflect their emerging interests. In this regard, students are encouraged to join the American Psychological Association at the student rate and are encouraged to become involved in the American Psychological Association of Graduate Students (APAGS). Students are especially encouraged to explore APA Divisions 17 (Counseling Psychology), Student Affiliates of 17 (SAS), 9 (Society for the Psychological Study of Social Issues), and 29 (Psychotherapy), divisions which closely match program emphases. Finally, students are also encouraged to join the New Jersey Psychological Association, the New Jersey Psychological Association of Graduate Students (NJPAGS), as well as the Morris County Psychological Association (MCPA) or another

county's psychological association because program graduates may practice in New Jersey following licensure. Student membership in the New Jersey Association of Black Psychologists (NJABPsi) and Latino Mental Health Association of New Jersey (LMHANJ) also provides mentorship opportunities for students of color.

Student Professional Development Awards

The Counseling Psychology Psy.D. program offers $250 Professional Development Awards to support students presenting their original research (poster, paper, or workshop) at professional conferences in counseling psychology. Eligible students must be in good standing, and priority is given to those who have not previously received the award. Applications are due September 30 and March 30 and must include proof of acceptance, a brief research summary, a statement of professional relevance, and a budget. Awards are based on research quality, contribution to professional development, and alignment with SEU's mission of social justice. Recipients are notified by email within two weeks and must submit a brief reflection after the conference. (See Appendix Q.)

Internship Application Preparation Seminar

Prior to the summer term after students' second year in the program, students are given an overview of the internship application process and begin work on their application essays and site list. Starting with Cohort 14, Professional Development and Internship Skills will run in the fall term of the third year. Under faculty mentorship and through peer support, students will be given focused assistance with preparation of internship applications, curriculum vitae, preparation for interviews, and so on.

Student Employment During Program

While the Doctor of Psychology (Psy.D.) in Counseling Psychology is a full-time program, it is assumed that students will want to pursue some employment off campus to meet their expenses during their studies. Classes are scheduled in the late afternoon/evening to facilitate student employment. However, students should be aware that there are several points during the program when employment is likely to become problematic.

In the first semester of the second year, students will begin the first of four semesters of doctoral practicum. In each practicum, students will be placed at a practicum site where they will be required to complete at least 120 hours of direct client service, along with a minimum of one hour of individual on-site supervision per week. It is also expected that students will want to participate in case conferences and professional development activities on-site. Hence, students should expect to spend 10-15 hours per week at a practicum site, most or all of which may be during the day. In addition, students will attend a 2.5-hour Doctoral Practicum class on campus in the evening.

Practicum is a vital component of students' professional development, and it is the program's expectation that students will make practicum a priority. In this regard, it is assumed that students will alter their schedules as necessary to fit the needs of a given practicum site. It is further assumed that students will embrace this training opportunity,

being open not only to client interactions but also to the supervisory process and the accompanying professional interactions with other mental health professionals. Hence, the program faculty strongly recommend that students limit their employment to half-time at most during the four practicum semesters.

In the fourth year of the program, students will be taking a doctoral internship, a 40 hour per week, 50-week training experience (which can alternatively be completed in 2 half time years). Therefore, students should assume they will not be able to continue their employment during their full time (or possibly half time) internship.

Notice of Sexual Misconduct and Discrimination Policy
Saint Elizabeth University practices equal opportunity with respect to its students and its employees. No one will be denied employment at or admission to Saint Elizabeth University based on sex, race, creed, color, religion, disability, age, marital status, sexual orientation, gender identity or expression, or national origin.

The University does not discriminate based on any of the protected bases in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities as specified by federal and state law and regulations.

Saint Elizabeth University complies with Title IX of the Education Amendments of 1972, which prohibits all recipients of federal funds from discriminating based on gender in its educational programs and activities. The University also prohibits harassment based on sex, race, or other bases listed above, and prohibits sexual assault, dating violence, domestic violence, stalking or other forms of violence against its students and employees. Any of these acts or other acts of violence will not be tolerated.

The University will respond promptly, fairly, and impartially to all complaints of harassment, sexual assault, or violence. This policy applies to all members of the Saint Elizabeth University community and describes an individual's rights as a student or employee with respect to sexual or other forms of harassment, sexual assault, dating violence, domestic violence and/or stalking.

The Title IX Policy has been revised to improve its organization and formatting and to align the policy with new regulations recently released by the federal government, including:

- Revising the definitions of stalking dating/domestic violence, sexual harassment, sexual assault; in order to be in compliance with the recent federal regulations.
- Consent for sexual activity;
- Clarifying the role of an advisor during the complaint resolution process; and
- Adjusting investigative timelines to be consistent with new regulations.

Our policy remains within the parameters established by federal and state law including:

- Violence Against Women Reauthorization Act of 2013
- Preventing Sexual Violence in Higher Education Act

- 2017 Title IX Guidance

We will continue to use a “preponderance of the evidence” standard in determining whether the facts support a finding of responsibility for violation of our sexual misconduct policies. This is consistent with the standard we use for other policy violations.

Saint Elizabeth University is also committed to promptly, impartially, and equitably addressing and resolving all reports of sex discrimination, sexual harassment, and sexual misconduct. When the university discovers that such behavior has occurred, we will take steps to stop the behavior, to prevent its recurrence, and to remedy its effects.

Creating a safe campus environment and a culture of respect is the shared responsibility of all members of the Saint Elizabeth University community. This must continue to be among our highest priorities. https://www.steu.edu/titleix

Title IX Coordinator

Dr. Joseph Ciccone serves as the Interim Title IX Coordinator for the University. The Title IX Coordinator is responsible for the University’s compliance with Title IX of the Education Amendments of 1972. The Title IX Coordinator role on campus is to administer the review, investigation, and resolution procedures for reports of sexual misconduct and harassment. Students seeking additional information or wishing to file a complaint related to discrimination, harassment, or assault on the basis of sex, race, creed, color, religion, handicap/disability, gender, age, marital status, sexual orientation, gender identity or expression, or national origin should contact Dr. Ciccone. Contact information is below:

Dr. Joseph Ciccone, Interim Title IX Coordinator, Santa Maria Hall, Room 10G (973) 290-4383 or jciccone@steu.edu

Appendix A
Transfer Evaluation and Substitution Form

Counseling Psychology Psy.D. Program, Saint Elizabeth University

Student Name:		**Student ID:**	

Cohort Year:		Date Submitted:	

Instructions

The Psy.D. curriculum includes 99 total credits, of which 15 credits may be fulfilled through master's-level transfer coursework. Please complete the table below by listing the equivalent course(s) you completed at your prior institution for each SEU requirement. Syllabi are required for all courses taken outside of Saint Elizabeth University. Please attach a copy for each course listed.

Please note: The 3-credit Group Counseling prerequisite is required but not reflected as a transfer course. If you have not completed one or more master's-level prerequisites, you will be required to do so before the end of your first year of doctoral study. These courses may be taken at SEU at no additional cost. Exceptions may be considered for applicants with significant professional experience in the relevant area.

SEU Required Course	Cr.	Your Course # & Title	Your Institution	Syllabus
PSY 639: Human Growth and Personality Development	3			☐ Attached
PSY 635: Assessment and Evaluation in Counseling	3			☐ Attached
PSY 641: Psychopathology and Diagnosis	3			☐ Attached
PSY 631: Research Methods and Program Evaluation	3			☐ Attached
PSY 633: Counseling Theories and Methods	3			☐ Attached
PSY 637: Group Dynamics & Interpersonal Communication	3			☐ Attached

Certification

By signing below, I certify that the information provided is accurate and that syllabi have been attached for all applicable courses.

Student Signature		Date

8/2

Appendix B
Annual Review of Student Progress
Saint Elizabeth University Counseling Psychology Psy.D. Program

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Counseling Psychology Psy.D. Program
Saint Elizabeth University
Annual Student Self-Evaluation for 25-26 Academic Year

Student Name:	**Year in Program:**
Email:	**Date Submitted:**

Purpose of This Self-Evaluation

This self-evaluation is an essential component of the Psy.D. program's annual review process. It invites you to engage in reflective self-appraisal, a competency that is foundational to professional development as a psychologist. Your responses will be considered alongside faculty observations; supervisor ratings and observations; and course grades during the faculty review. Honest and thoughtful engagement with this process is encouraged.

Rating Scale

Competency Ratings (1–5):

1 = Behind schedule / Below expectations 2 = Approaching expectations 3 = On schedule / Meeting expectations 4 = Above expectations 5 = Exceptional performance

Progress Area Ratings:

Y = Meeting expectations NI = Needs Improvement N = Not meeting expectations

Section I: Competency and Progress Self-Ratings

For each area, assign a self-rating using the scale indicated. Use the Comments field beneath each area to explain your rating and provide specific evidence of your development.

Area	Rating Scale	Self-Rating
Research skills COMPETENCY **Comments:**	*1–5*	
Research progress PROGRESS **Comments:**	*Y / NI / N*	

Area	Rating Scale	Self-Rating
Clinical competence COMPETENCY Comments:	*1–5*	
Clinical progress PROGRESS Comments:	*Y / NI / N*	
Integrate theory, research, practice COMPETENCY Comments:	*1–5*	
Diversity progress PROGRESS Comments:	*Y / NI / N*	
Diversity COMPETENCY Comments:	*1–5*	
Life-long learning PROGRESS Comments:	*Y / NI / N*	
Professional behavior COMPETENCY Comments:	*1–5*	
Professional identity PROGRESS Comments:	*Y / NI / N*	
Feedback COMPETENCY Comments:	*1–5*	
Self-awareness / self-evaluation PROGRESS Comments:	*Y / NI / N*	
Ethical behavior COMPETENCY	*1–5*	

Area	Rating Scale	Self-Rating
Comments:		
Proactive in training PROGRESS **Comments:**	*Y / NI / N*	
Interpersonal skills COMPETENCY **Comments:**	*1–5*	

Section II: Didactic Coursework

Credits and Academic Standing

Identify any incomplete grades or grades below required level and describe your plan for resolution.

Any Incomplete Courses or Grades Below B- (2025–2026)

Reflection on Academic Progress

Strengths, challenges, and areas for growth in coursework
Reflect on your academic performance this year. What strengths do you bring to your didactic training? Where do you see opportunities for growth?

Section III: Research Skills and Progress

Dissertation / Thesis Status

Current status of your dissertation
Describe the stage you are at (e.g., literature review, proposal, data collection, analysis, writing). Note any milestones reached this year and any challenges encountered.

Research Activities

Additional research involvement (presentations, publications, collaborations)
Describe any research-related activities beyond your dissertation such as conference presentations, co-authored papers, or research assistant roles.

Research Goals for the Coming Year

Goals and action steps for research in 2026–2027
Identify 2–3 concrete, time-bound goals for your research development in the upcoming academic year.

Section IV: Clinical Skills and Progress

Practicum Placement

Practicum Site:	**Supervisor:**
Direct Service Hours (this year):	**Indirect Hours (this year):**
Total Direct Hours to Date:	**Total Indirect Hours to Date:**

Reflection on Clinical Development

Clinical strengths and areas for growth
Reflect on your development as a clinician this year. Where have you grown? What clinical skills or areas of knowledge do you wish to continue developing? Comment on your supervisor's feedback and how you have integrated it into your practice.

Diversity and Cultural Responsiveness in Clinical Practice

How you have integrated culturally responsive practice in your clinical work
Describe specific ways in which you have attended to issues of diversity, equity, and inclusion in your clinical work. How has your understanding of power, privilege, and oppression informed your practice?

Section V: Interpersonal Skills and Professionalism

Reflection on professional conduct, collegiality, and interpersonal functioning
Reflect on how you have demonstrated professionalism and positive interpersonal functioning across training settings. Consider your contributions to program community, your responsiveness to feedback, and any challenges you have navigated.

Section VI: Self-Awareness, Self-Evaluation, and Critical Thinking

Reflection on your capacity for self-awareness and critical self-appraisal
How do you engage with feedback—both positive and critical? Where do you notice areas of personal challenge that may intersect with your clinical work? How are you attending to your own wellness and professional sustainability?

Section VII: Progress Toward Internship Readiness

Please indicate the current status of each requirement:

Requirement	Status / Date (if completed)
Passing Comprehensive Exam	
Dissertation Statement of Problem submitted	
Dissertation proposal defended	

Section VIII: Paperwork Requirements

Please indicate the current status of each of the following documentation requirements:

Document	Status / Date (if completed)

Dissertation Proposal Committee Approval Form	
Dissertation Defense Committee Approval Form	
Dissertation Submission to ProQuest	

Section IX: Goals for the Coming Academic Year

Professional development goals for 2026–2027
Identify 3–5 meaningful goals for the coming academic year across any relevant domains (clinical, research, academic, professional identity, wellness). For each goal, note specific action steps and a target timeline.

Section X: Additional Reflections

Anything else you would like the faculty to know
Is there any additional context, information, or reflection you would like to share with the faculty as part of your annual review? This may include personal circumstances, advocacy efforts, community involvement, or any other relevant professional activities.

Acknowledgment

By submitting this self-evaluation, I affirm that the information provided is accurate and reflects my genuine self-appraisal of my progress in the Psy.D. program.

Student Signature Date

Please submit this form to Dr. Liparini, Program Director, by the designated deadline communicated each spring.

Appendix C
Assessment Rubric for Defense of Dissertation Proposal
Saint Elizabeth University Counseling Psychology Psy.D. Program

Student Name	Date of Meeting
Committee Member Name	

Purpose: The purpose of the oral defense of the dissertation proposal is to determine whether the PsyD candidate is adequately prepared to execute the dissertation research. The candidate must achieve a "Pass" (3, 2, or 1) in each of the criteria to move forward with their project. A "Fail" in any one or more of the categories will require the candidate to make improvements to the proposal and present again to the committee for approval before proceeding with the dissertation process.

Criteria	**High Pass (3)**	**Pass (2)**	**Low Pass (1)**	**Fail (0)**	**Assessment**
Student demonstrates ability to state a problem clearly and well-conceptualized	Demonstrates an excellent ability to describe research problem	Demonstrates a good ability to describe research problem	Demonstrates a fair ability to describe research problem	Demonstrates little or no ability to describe research problem	☐ High Pass (3) ☐ Pass (2) ☐ Low Pass (1) --- ☐ Fail (0)
Student demonstrates ability to integrate relevant literature	Demonstrates an excellent understanding of relevant literature	Demonstrates a good understanding of relevant literature	Demonstrates a fair understanding of relevant literature	Demonstrates little or no understanding of relevant literature	☐ High Pass (3) ☐ Pass (2) ☐ Low Pass (1) --- ☐ Fail (0)
Student demonstrates knowledge of appropriate research strategies and methods	Demonstrates an excellent knowledge of research strategies and methods	Demonstrates a good knowledge of research strategies and methods	Demonstrates a fair knowledge of research strategies and methods	Demonstrates little or no knowledge of research strategies	☐ High Pass (3) ☐ Pass (2) ☐ Low Pass (1) ---

				and methods	☐ Fail (0)
Student demonstrates ability to orally present problem, objectives, approach, and plan for dissertation research	Demonstrates an excellent ability to present orally the proposed dissertation research	Demonstrates a good ability to present orally the proposed dissertation research	Demonstrates a fair ability to present orally the proposed dissertation research	Demonstrates little or no ability to present orally the proposed dissertation research	☐ High Pass (3) ☐ Pass (2) ☐ Low Pass (1) --- ☐ Fail (0)
Student demonstrates ability to respond to questions about dissertation research	Demonstrates excellent ability to respond to questions about proposed dissertation research	Demonstrates good ability to respond to questions about proposed dissertation research	Demonstrates fair ability to respond to questions about proposed dissertation research	Demonstrates little or no ability to respond to questions about proposed dissertation research	☐ High Pass (3) ☐ Pass (2) ☐ Low Pass (1) --- ☐ Fail (0)

Comments:

Appendix D
Dissertation Proposal Meeting Approval Form
Saint Elizabeth University Counseling Psychology Psy.D. Program

Student Name	ID#
Title of Dissertation Proposal	Date of Meeting

The oral defense of this dissertation proposal was completed. The committee evaluated this proposal defense overall as:

High Pass (13-15 points) ☐	Pass (9-12 points) ☐	Low Pass (5-7 points) ☐	Fail (one or more 0) ☐

___At the proposal defense, we approved the dissertation proposal as submitted. After the meeting, the student will submit this form to the Director of the Psy.D. in Counseling Psychology Program once all committee members sign the form.

___At the proposal defense changes were requested (see attached) prior to approving the proposal. After the meeting, the student will be required to make the necessary changes and meet with their Dissertation Chair to present these changes. Once the Chair determines the required changes have been sufficiently made, they will sign this form indicating such, and the student will submit this form to the Director of the Psy.D. in Counseling Psychology Program.

Dissertation Committee Members Present	**Please return this completed form to the Psy.D. Program Chair**	
Dissertation Chair/Advisor	Signature	Date
Committee Member	Signature	Date

Committee Member	Signature	Date
Student	Signature	Date

Note: The Counseling Psychology Psy.D. Program requires that any Dissertation constituting empirical research using human participants must be approved by the above committee for the respective trainee, and this form must be accompanied by Saint Elizabeth University Institutional Review Board Submission form for subsequent approval from the IRB. Find additional general information and application forms via the web at: https://www.steu.edu/irbforms

Appendix E
Assessment Rubric for Defense of Dissertation (Written and Oral)
Saint Elizabeth University Counseling Psychology Psy.D. Program

Student Name	Date of Meeting
Title of Dissertation	Committee Member Name

Purpose: The purpose of the defense of the dissertation is to determine whether the PsyD candidate has met expectations related to presenting and interacting with their dissertation material. The candidate must achieve a “Pass” (3, 2, or 1) in each of the components as part of the successful defense of their dissertation. A “Fail” in one or more of the categories will require the candidate to address deficiencies with their Chair and then submit, present or both to the Committee.

Instructions for Committee Members: Each committee member should individually complete all sections except the presentation and professionalism sections before the defense. These results along with committee discussion will be used in the pass/fail determination. The Committee Chair will compile these results and provide the student with average scores across the eight components and related comments.

Component	**High Pass (3)**	**Pass (2)**	**Low Pass (1)**	**Fail (0)**	**Assessment**
Statement of the Problem	Well grounded, properly contextualized, clearly and convincingly presented	Theoretical motivation visible, context provided, reasonable presentation	Theoretical motivation could be stronger, research question could be stronger	Theoretical grounding weak or missing; research question unclear;	☐ High Pass (3) ☐ Pass (2) ☐ Low Pass (1) ---

				argument hard to follow	☐ Fail (0)
Literature Review	Excellent depth and breadth; well organize; provides a strong foundation for the research being presented	Overall good depth and breadth; used effectively to introduce the research question	Major sources included but some visible gaps; utilization of sources could be stronger but acceptable; organization is fair	Significant gaps in the literature review; research not effectively used to support research question; organization unclear	☐ High Pass (3) ☐ Pass (2) ☐ Low Pass (1) --- ☐ Fail (0)
Methodology	Clearly explained; very appropriate; properly applied	Explained; mostly appropriate; generally proper application	Explained but not always clearly; generally appropriate but with some weaknesses; application can be improved	Inadequate explanation; some choices suspect or inappropriate; methodology not always applied as described	☐ High Pass (3) ☐ Pass (2) ☐ Low Pass (1) --- ☐ Fail (0)
Results	Consistent with methodology; well organized and presented; gaps or problems acknowledged	Mostly consistent with methodology; adequately organized and presented; gaps or problems may be glossed over	Generally consistent with methodology; some problems in presentation of findings; gaps or problems may not be acknowledge d	Data may not be consistent with methodology; presentation is confusing; gaps or problems ignored or covered up	☐ High Pass (3) ☐ Pass (2) ☐ Low Pass (1) --- ☐ Fail (0)
Discussion	Explains results correctly and relates them to previous literature; identifies importance of results; weaknesses and	Explains most results correctly and relates them to previous literature; weaknesses and future directions	Explains most results correctly and relates them to previous literature; Weaknesses and future directions	Results not related to previous literature; no mention of importance of results; weaknesses and future	☐ High Pass (3) ☐ Pass (2) ☐ Low Pass (1) --- ☐ Fail (0)

	future directions addressed; accurately summarizes research	addressed but not thoroughly; summarizes research simplistically	superficially addressed; Weak summarizatio n	directions minimally discussed or not at all; summarizatio n not provided	
Professional Writing	Strong organization; minimum spelling and grammatical errors; consistent application of APA style	Good organization; few minor spelling and grammatical errors; few errors with APA style	Basic organization present but room for refinement; several spelling and grammatical errors; inconsistent application of APA style	No obvious organization for ideas; many spelling and grammatical errors; APA style is very inconsistently applied	☐ High Pass (3) ☐ Pass (2) ☐ Low Pass (1) --- ☐ Fail (0)
Presentation	Clear and concise review of the project; stayed on topic and within time constraints; outstanding slides and handouts; spoke clearly and at reasonable pace	Clear and concise review of the project; minor deviations from topic; minor time management issues; slides and handouts clear; spoke clearly	Sufficient review of the project; minor deviations from the topic; minor time management issues; slides and handouts appropriate but could have been better utilized; spoke well but nervousness somewhat interfered	Missing important details; significant deviations from the topic; poor time management; slides and handouts difficult to read or missing; spoke in unclear manner and pace was hard to follow	☐ High Pass (3) ☐ Pass (2) ☐ Low Pass (1) --- ☐ Fail (0)
Professionalism	Interacts and communicates professionally; quickly grasps questions; clear and apt responses ; responsive to feedback	Interacts and communicate s professionally ; generally apt grasp of question and how to answer;	Interacts and communicate s adequately; some misunderstan ding of questions; responses vague or	Interactions and communicatio ns are lacking; answers questions in defensive tone; unable	☐ High Pass (3) ☐ Pass (2) ☐ Low Pass (1) --- ☐ Fail (0)

		responses usually good but occasionally vague; responsive to feedback	inaccurate; not as responsive to feedback as expected for doctoral student	to comprehend and/or correctly answer questions; does not take feedback well	

The committee member evaluated this defense overall as:			
High Pass (19-24 points) ☐	Pass (13-18 points) ☐	Low Pass (8-12 points) ☐	Fail (one or more 0) ☐
Committee Member Comments			

Appendix F
Dissertation Final Defense Approval Form
For Use by Trainees in Saint Elizabeth University Counseling Psychology Psy.D. Program

Name: _____SEU ID Number: _____

Dissertation Title: _____ _____ _____

_____
_____
_____
_____ Date of Dissertation Final Defense: _____

Dissertation Chair and Committee Members: Choose one of the following:
___ At the final defense, we approved the dissertation as submitted. (After the meeting, the trainee will submit this form to the Director of the Psy.D. in Counseling Psychology Program, once all committee members sign the form.)
___ At the final defense, changes were requested (see below) prior to approving the project. (After the meeting, trainee will be required to make the necessary changes and meet with their Dissertation Chair to present these changes. Once the Chair determines the required changes have been sufficiently made, he/she will sign at the bottom of this form indicating such, and the trainee will submit this form to the Director of the Psy.D. in Counseling Psychology Program).

Dissertation Committee Signatures

Chair _____ Signature_____
Date_____

Member _____ Signature_____
Date_____

Member _____ Signature_____
Date_____

The following space is for the Dissertation Chair to indicate any significant changes agreed to by the Committee at the defense meeting. Attach additional page if needed.
_____
_____
_____
_____
_____
_____

___ I confirm that the trainee has made the requested changes to the satisfaction of the Chair and Committee, and the dissertation is now approved. (Trainee will submit this form to the Director of the Psy.D. in Counseling Psychology Program).
Dissertation Chair Signature: _____
Date_____

Psy.D. Trainee Name:_____ SEU ID Number:_____

Appendix G
Dissertation Sequence of Pages and Chapters
Saint Elizabeth University Counseling Psychology Psy.D. Program

1. Title Page (see example attached) Title should be succinct and clear. Running title (shortened version of your title) cannot exceed 50 characters including spacing and punctuation. The entire paper should be typed in Times New Roman 12 pt.

2. Approval Page (see example attached) Please make sure that date on title and approval pages match. Following your final defense (and once all edits have been made) your Chair and readers will sign and date your approval page. You will receive a scanned copy of the approval page and must include the signed page in your document.

3. Abstract (see attached)

4. Dedication (optional)

5. Acknowledgements (optional) If you chose to include a dedication and/or acknowledgment page you should use restraint and perspective when writing, given that these statements will exist in ProQuest for all eternity. Please make sure that you use a professional tone and avoid highlighted (bold) affective expressions, etc.

6. Table of Contents - do not use Roman Numerals, only Arabic. Make sure page numbers are aligned on the right side of the page. Every chapter should start on a new page. You will make many revisions, so make sure that you update your Table of Contents after all revisions are complete.

7. List of Tables (if included)

8. List of Figures (if included)

Chapter 1 Introduction
Chapter 2 Lit Review
Chapter 3 Statement of the Problem
Chapter 4 Method
Chapter 5 Results or Proposed Statistical Analysis
Chapter 6 Discussion
References
Appendices

A PSYCHOLOGICAL STUDY OF ADULT RETURNING UNDERGRADUATE STUDENTS WHO DROP OUT AFTER THEIR FIRST YEAR

by

LESLIE R. SINCLAIR

A DISSERTATION

Presented to the Doctor of Psychology in Counseling Psychology Program
of Saint Elizabeth University in partial fulfillment of
the requirements for the degree of
Doctor of Psychology

Date

APPROVAL PAGE

This dissertation submitted by [Student]
for the degree of Doctor of Psychology
is approved

_____

XX, Ph.D.
Committee Chair

_____

XY, Ph.D.
Reader

_____

YY, Ph.D.
Reader

_____

Christina Liparini, Ph.D.
Director, Doctor of Psychology (Psy.D.) in Counseling Psychology

_____

Glen L. Sherman, Ph.D.
Psychology Department Chair

Saint Elizabeth University

Morristown, New Jersey

Date

Abstract

The abstract is a single paragraph summary of your paper's purpose, method, findings, and conclusions. Please include a sentence that states how limitations of the study and areas for future research are discussed. Finally, include a sentence on clinical application(s) -- how your findings are useful for counseling psychologists and the field. Length should be 150-250 words, no indentation, and double spaced.

Keywords: include keywords and indent from left margin

Appendix H
Academic Warning Form
Saint Elizabeth University Counseling Psychology Psy.D. Program

Instructions: This form is to be used for documenting issues and interventions with a student.
The form may be used 1) as an Academic Warning to let students know that their progress in an identified area is unsatisfactory, 2) as a source of data for the Annual Review.

Student Name: _____ Semester: _____

Advisor Name: _____

Director Name: _____

Please indicate the reason(s) for the warning:

Please comment on any specifics about this issue AND what changes need to occur with regard to student performance.

<u>Follow-Up</u>

Instructions: Please report on follow-up actions taken with the student.

Signature of Academic Advisor: _____ Date: _____

Signature of Director: _____ Date: _____

Appendix I
Logging Practicum/Internship Hours
Saint Elizabeth University Counseling Psychology Psy.D. Program

Practicum and internship experience hours are logged via the Time2Track system (www.time2track.com).

Time2Track allows students to track hours for practicum, internship and postdoctoral work in a web-based application. The program requires and manages student enrollment in Time2Track through the internship year and encourages continued use of the program during the postdoctoral period, although it is not required. Direct (intervention and assessment) as well as indirect (case management, phone calls, charting) can be easily accounted for in the T2T application which easily merges with the APPIC (Association of Psychology Postdoctoral and Internship Centers) AAPI (Application for APPIC). The Director for Clinical Training will assist students with registration for T2T prior to the start of their practicum and internship experiences.

Appendix J

Doctor of Psychology (Psy.D.) in Counseling Psychology Program
Saint Elizabeth University Practicum Training Site Agreement

Student Name:
_____

Training Site Name:
_____

Training Site Location:
_____

On-Site Supervisor:
_____

Additional Supervisor(s):
_____

Supervisor Email/Phone:
_____

Anticipated Start/End Dates:
_____

Student Compensation: ☐ Unpaid ☐ Paid If paid, amount/stipend: $

Director for Clinical Training: Amanda Bordfeld Ferguson, Psy.D.

Purpose and Scope

This Agreement specifies the terms of understanding between the Doctor of Psychology (Psy.D.) in Counseling Psychology Program at Saint Elizabeth University (hereinafter, “the University”) and the training site identified above (hereinafter, “the Training Site”). This Agreement is effective for the academic year indicated above and shall be reviewed annually. Either party may request renewal, amendment, or termination of this Agreement with written notice of no less than thirty (30) days prior to the start of the relevant training period.

Each practicum training experience is intended to partially fulfill the practicum requirement for the doctoral degree in counseling psychology. During each semester of practicum, students are expected to complete a minimum of 300 hours, including 120 hours of direct client service on site and at least 15 hours of individual supervision with a licensed psychologist on site. (Students will also receive 1.5 hours of group supervision and 1 hour of didactics weekly on campus with a licensed psychologist who is a member of the Program's faculty.)

Student Status: Practicum students are doctoral trainees of the University. Compensation arrangements vary by site: some Training Sites provide a stipend or hourly pay as indicated in the Agreement Information above, while others are unpaid placements. Regardless of compensation status, students are not considered employees of the Training Site for purposes of this Agreement, and their primary obligation remains to their training and professional development. Students are covered under the University's professional liability insurance policy while engaged in approved practicum activities at the Training Site. This policy will be provided to the Training Site in advance of trainee start.

Mutual Agreements

1. Site Suitability and Review. The Director for Clinical Training (DCT) shall determine the suitability of the Training Site based, in part, on participation in and adherence to Northeastern Regional Match System (NERMS) guidelines and/or an on-site visit. The DCT shall review the determination of site suitability at least annually thereafter.

2. Placement Decisions. Decisions regarding the number of practicum students at the site, their schedules, the populations with whom they work, and their general clinical duties will be made by the Training Site in consultation with the DCT as needed.

3. Student Withdrawal. The Training Site may request withdrawal of any student whose performance or conduct precludes continuation at the site. Prior to withdrawal, the on-site supervisor and the DCT will meet to discuss the circumstances and possible courses of action. Conversely, the University may request withdrawal of a student from a Training Site that is not abiding by this Agreement, is creating a hostile or unsafe working environment, or engaging in mistreatment of a student as defined by APA guidelines. Prior to withdrawal, the University will communicate its concerns in writing to the on-site supervisor and site administrator.

4. Evaluation Criteria. The Training Site and the University understand that the evaluation criteria in the Practicum Evaluation Form and the educational objectives in the Program's Overview statement constitute the expected competency benchmarks for the training experience.

5. Financial Matters and Ethical Boundaries. Consistent with the APA Ethics Code (Standard 6.04, Fees and Financial Arrangements), practicum students are prohibited from collecting fees, handling payment, or engaging in any discussions with clients regarding billing, payment plans, or account balances. Such involvement would compromise the therapeutic relationship and create an ethically untenable dual role. All financial matters must be managed exclusively by appropriate administrative personnel at the Training Site. On-site supervisors are responsible for ensuring that students are not placed in situations that conflict with this ethical obligation.

6. Professional Conduct and Ethics. Students are expected to abide by the Ethics Code of the American Psychological Association and to conduct themselves as professionals in all interactions at the Training Site. Students will follow the Training Site's policies and procedures, maintain accurate records as required by their on-site supervisor, submit weekly logs of all hours via Time2Track, and remain open to supervisory observation and direction.

7. HIPAA and Confidentiality Compliance. Students shall comply with the Health Insurance Portability and Accountability Act (HIPAA), applicable New Jersey state privacy statutes, and the Training Site's confidentiality policies. Students are required to complete any HIPAA or privacy training mandated by the Training Site prior to or at the commencement of their placement.

8. Non-Discrimination. Both the University and the Training Site affirm that they will not discriminate against students, clients, or supervisors on the basis of race, ethnicity, color, national origin, religion, sex, gender identity or expression, sexual orientation, disability, age, veteran status, or any other characteristic protected by applicable law. This commitment extends to all aspects of the training relationship.

9. Liability and Insurance. Students engaged in approved practicum activities are covered under the University's professional liability insurance. The Training Site is expected to maintain its own general liability coverage. The University and Training Site each bear responsibility for incidents arising from their respective personnel and premises.

Responsibilities of the On-Site Supervisor

The on-site supervisor shall:

1. Serve as the primary supervisor for the practicum student. Regular, weekly, individual supervision meetings of no less than one hour in duration are required and should be conducted face-to-face or via a HIPAA-compliant video

platform when in-person meeting is not possible.

2. Ensure that each practicum student has access to the required number of direct client contact and supervision hours. In instances where students are unable to meet hourly requirements through no fault of their own (e.g., low client volume, high no-show rate), the campus practicum course instructor retains discretion to assign a passing grade.

3. Review and sign each student's weekly practicum hour log (Time2Track) in a timely manner.

4. Complete a Practicum Evaluation Form for each student at the end of each semester. Evaluations must be based at least in part on direct observation of clinical work, defined to include in-person observation, one-way mirror observation, live video streaming, or video recording review. Direct observation of clinical work must occur at least once per semester.

5. Notify the DCT promptly if a practicum student appears to be exhibiting performance deficits or conduct concerns that may preclude continuation at the Training Site. Upon giving such notification, the on-site supervisor is expected to collaborate with the DCT to identify circumstances and remediation strategies.

Signatures

By signing below, the parties acknowledge that they have read, understood, and agreed to the terms set forth in this Practicum Training Site Agreement.

_____ _____

On-Site Supervisor Signature Date

_____ _____

Practicum Student Signature Date

_____ _____

Director of Clinical Training Signature Date

Appendix K
Practicum Supervisor Evaluation Form
Saint Elizabeth University Counseling Psychology Psy.D. Program

Student completes the information in the box below

Supervisor completes the remainder of the form
APA requires that supervisors observe supervisees directly. How have you observed this student directly?

____Reviewed video or audio sessions

____Co-led a group/ co-led therapy

____Observed clinical sessions

Please rate supervisee on the following competencies using the following scale:
1=Student's performance is well below the expected level for this competency.
2=Student's performance is somewhat below the expected level for this competency.
3=Student's performance is average for this competency.
4=Student's performance is above average for this competency.
5=Student's performance is exceptional for this competency.
N/A At this time/ setting

It is expected that students will continue to evolve their professional skills, attitudes, and behaviors as they progress through their training. What is expected for students in their first semester of practicum will be different than what is expected of students in their fourth semester of practicum. If applicable, please evaluate the student as compared to other students at the same level of training.

Ethical and Legal Standards	
Rating	**Competency**
	Knowledgeable about and acts in accordance with, APA Ethical Principles and Code of Conduct.
	Knowledgeable about and acts in accordance with relevant laws, regulations, rules and policies governing health service psychology.
	Knowledgeable about and acts in accordance with relevant professional standards and guidelines.

	Recognizes ethical dilemmas and applies ethical decision-making processes.
	Conducts self in an ethical manner in all professional activities.
	Seeks appropriate information, supervision, and/or consultation when faced with ethical issues.
Assessment	
Rating	**Competency**
	Demonstrates current knowledge of diagnostic classification systems, functional/dysfunctional behaviors, including psychopathology.
	Demonstrates understanding of human behavior.
	Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors.
	Demonstrate ability to formulate and apply diagnoses accurately based on current diagnostic systems.
	Selects and applies assessment methods that draw from empirical literature; collects relevant data.
	Interprets assessment results to inform case conceptualizations, classifications, and recommendations.
	Communicates findings in an accurate and effective manner.
	Assesses crisis situations appropriately.
	Conducts suicide and homicide assessments thoroughly, effectively and appropriately. Elicits relevant information.
	Incorporates cultural considerations into assessment, diagnosis, treatment planning, and case conceptualizations.
Intervention	
Rating	**Competency**
	Establishes and maintains effective relationships with the recipients of psychological services.

	Develops effective clinical skills, including establishing rapport, empathic listening.
	Develops evidence-based intervention plans.
	Implements interventions informed by the current scientific literature.
	Applies the relevant research literature to clinical decision making.
	Modifies and adapts evidence-based approaches.
	Assesses and evaluates accurately one's own clinical skills, intervention effectiveness, and treatment progress.
	Demonstrates awareness and knowledge of group development and process.
	Adapts and tailors interventions and mainstream treatment methods to be culturally relevant and congruent to clients.
Individual and Cultural Diversity	
Rating	**Competency**
	Understands how their own personal/cultural history may affect how they understand and interact with people different from themselves.
	Knowledgeable of the current theoretical and empirical knowledge base as it relates to addressing diversity.
	Applies the current theoretical and empirical knowledge effectively in their professional work with diverse recipients of psychological services.
	Integrates awareness and knowledge of individual and cultural differences in the conduct of professional roles.
	Demonstrates ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews may create conflict with their own identity and worldview.
Consultation and Interprofessional/Interdisciplinary Skills	
Rating	**Competency**
	Demonstrates knowledge and respect for the roles and perspectives of other professions.

	Demonstrates knowledge of consultation models and practices.
	Works effectively and collaboratively with other professionals.
Professional Values and Attitudes and Behaviors	
Rating	**Competency**
	Behaves in ways that reflect the values of psychology, including respect for others, integrity, and professional responsibility.
	Engages in self-reflection; engages in activities to maintain and improve performance, well-being, and professional effectiveness.
	Self-reflects and self-evaluates regarding clinical work with clients.
	Monitors and accurately assesses own strengths and weaknesses.
	Responds professionally in increasing complex situations with a greater degree of independence as they progress.
	Demonstrates active efforts to advance one's professional identity and career development as a psychologist (e.g., consulting with faculty, attending workshops, conferences, career development programs, etc.).
	Demonstrates professionalism in the workplace (e.g., dress, work ethic, timeliness).
	Communication and Interpersonal Skills
Rating	**Competency**
	Develops and maintains effective relationships with a wide range of individuals (e.g., recipients of psychological services, peers, professionals, supervisors, etc.).
	Communicates effectively using oral, non-verbal, and written skills.
	Demonstrates effective interpersonal skills in professional relationships and manages conflict appropriately.
	Accepts feedback from peers and professionals in an open and non-defensive manner.
	Works collaboratively with peers and colleagues.
	Demonstrates ability to remain calm during a crisis situation.

Supervision	
Rating	**Competency**
	Demonstrates knowledge of supervision models and practices.
	Uses good judgment and actively seeks supervisory input in a prompt manner.
	Demonstrates an open and non-defensive stance toward supervisory evaluation and feedback.
	Applies what is discussed in supervision to interactions with clients.
Management and Administration	
Rating	**Competence**
	Follows agency's policies and operating procedures.
	Documents crisis assessments appropriately.
	Maintains organized and timely notes and client records.

Suggested tasks for the future (please do not leave blank)	

Absences:		Times Tardy:
Student Signature/Date		
Printed Student Name		
Practicum Number	Semester	Year
My signature below acknowledges that this practicum evaluation is based, in part, on direct observation.		
Site Supervisor/Date		
Agency:		

Supervisors:
For your reference, we have provided behavioral anchors that correspond to some of the assessment areas (Counseling Psychology Core Competencies, Division 17) on this form. You will notice that there are different behavioral anchors related to readiness for

practicum, internship, and entry to practice and these might help you assess where students are given their year of training (Practicum 1 & 2, Practicum 3 & 4).

2. Relationships: Relates effectively and meaningfully with individuals, groups, and/or communities.

2a. Interpersonal Relationships

Readiness for Practicum Achieved	**Readiness for Internship Achieved**	**Readiness for Entry to Practice Achieved**
Displays interpersonal skills	Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines	Develops and maintains effective relationships with a wide range of clients, colleagues, organizations and communities

2b. Affective Skills

Readiness for Practicum Achieved	**Readiness for Internship Achieved**	**Readiness for Entry to Practice Achieved**
Displays affective skills	Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback non-defensively	Manages difficult communication' possesses advanced interpersonal skills

2c. Expressive Skills

Readiness for Practicum Achieved	**Readiness for Internship Achieved**	**Readiness for Entry to Practice Achieved**
Communicates ideas, feelings, and information clearly using verbal, non-verbal, and written skills	Communicates clearly using verbal, non-verbal, and written skills in a professional context; demonstrates clear understanding and use of professional language	Verbal, non-verbal, and written communications are informative, articulate, succinct, sophisticated, and well integrated; demonstrates thorough grasp of professional language and concepts

3. Individual and Cultural Diversity

3a. Self as shaped by Individual and Cultural Diversity

Readiness for Practicum Achieved	Readiness for Internship Achieved	Readiness for Entry to Practice Achieved
Demonstrates knowledge, awareness, and understanding of one's own dimensions of diversity and attitudes towards diverse others	Integrates knowledge of the client as a person, including his or her mind, body, environment and sociocultural experience, into treatment planning and intervention selection. Integrates when planning research question	Is able to implement interventions that are appropriate for clients in their current life situation and that are consistent with their worldview

3b. Others as shaped by Individual and Cultural Diversity

Readiness for Practicum Achieved	Readiness for Internship Achieved	Readiness for Entry to Practice Achieved
Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings	Applies knowledge of others as cultural beings in assessment, treatment, and consultation	Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation

3c. Interaction of self and others as shaped by Individual and Cultural Diversity

Readiness for Practicum Achieved	Readiness for Internship Achieved	Readiness for Entry to Practice Achieved
Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others	Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation with diverse others	Independently monitors and applies knowledge of diversity with others as cultural beings in assessment, treatment, and consultation

3d. Interaction of self and others as shaped by Individual and Cultural Diversity and Context

Readiness for Practicum Achieved	Readiness for Internship Achieved	Readiness for Entry to Practice Achieved
Demonstrates knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to	Applies knowledge, sensitivity, and understanding regarding ICD issues to work	Independently monitors and applies knowledge, skills, and attitudes of diversity dimensions regarding others

ICD (as defined by APA policy) as they apply to professional psychology. Understands the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues)	effectively with diverse others in assessment, treatment, and consultation	as cultural beings in assessment, treatment/intervention, and consultation

6. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological basis of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge

6a. Scientific Mindedness

Readiness for Practicum Achieved	Readiness for Internship Achieved	Readiness for Entry to Practice Achieved
Displays critical scientific thinking	Values and applies scientific methods to professional practice	Independently applies to scientific methods to practice

6b. Scientific Foundations of Psychology and Counseling Psychology

Readiness for Practicum Achieved	Readiness for Internship Achieved	Readiness for Entry to Practice Achieved
Demonstrates understanding of psychology as a science	Demonstrates knowledge, understanding, and application of the concept of evidence-based practice	Independently applies knowledge and understanding of scientific foundation independently applies to practice

6c. Scientific Foundation of Professional Practice

Readiness for Practicum Achieved	Readiness for Internship Achieved	Readiness for Entry to Practice Achieved
Understands the scientific foundation of professional practice	Demonstrates knowledge, understanding, and application of the concept of evidence-based practice	Independently applies knowledge and understanding of scientific foundations independently applied to practice

7. Ethical and Legal Standards ad Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations

7a. Knowledge of ethical, legal, and professional standards and guidelines

Readiness for Practicum Achieved	Readiness for Internship Achieved	Readiness for Entry to Practice Achieved
Demonstrates basic knowledge of the APA Ethical Principles and Code of Conduct [ethical practice and basic skills in ethical decision making]; demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting	Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes; standards and guidelines, laws, statutes, rules, and regulations	Demonstrates advanced knowledge and application of the APA Ethical Principles and Code of Conduct and other relevant ethical, legal and professional standards and guidelines

7b. Awareness of Application of Ethical Decision Making

Readiness for Practicum Achieved	Readiness for Internship Achieved	Readiness for Entry to Practice Achieved
Demonstrates awareness of the importance of applying an ethical decision model to practice	Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma	Independently utilizes and ethical decision-making model in professional work

7c. Ethical Conduct

Readiness for Practicum Achieved	Readiness for Internship Achieved	Readiness for Entry to Practice Achieved
Displays ethical attitudes and values	Integrates own moral principles/ethical values in professional conduct	Independently integrates ethical and legal standards with all competencies

9. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations; integrates research and clinical expertise in the context of client factors (evidence-based practice; EBP).

9a. Intervention Planning

Readiness for Practicum Achieved	Readiness for Internship Achieved	Readiness for Entry to Practice Achieved
Displays basic understanding of the relationship between assessment and intervention; demonstrates basic knowledge of scientific, theoretical, and contextual bases of psychological assessment and intervention	Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation; applies knowledge of EBP, including empirical bases of assessment and intervention, clinical expertise, and client preferences	Effectively plans interventions; case conceptualizations and intervention plans are specific to case and context; effectively integrates knowledge of evidence-based practice, including empirical bases of assessment and intervention, clinical expertise, and client preferences

9b. Skills

Readiness for Practicum Achieved	Readiness for Internship Achieved	Readiness for Entry to Practice Achieved
Displays basic helping skills	Displays clinical/therapeutic/psychoeducational skills	Displays clinical/therapeutic/psychoeducational skills with a wide variety of clients and uses a good judgment even in unexpected or difficult situations

9c. Intervention Implementation

Readiness for Practicum Achieved	Readiness for Internship Achieved	Readiness for Entry to Practice Achieved
Demonstrates basic knowledge of intervention strategies	Implements evidence-based interventions	Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate

9d. Progress Evaluation

Readiness for Practicum Achieved	Readiness for Internship Achieved	Readiness for Entry to Practice Achieved
Demonstrates basic knowledge of the assessment of intervention progress and outcome	Evaluates treatment/intervention progress and modifies treatment/intervention planning as indicated, utilizing established outcomes measures	Independently evaluates treatment/intervention progress and modifies planning as indicated, even in the absence of established outcome measures

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

11f. Communication of assessment findings

Readiness for Practicum Achieved	Readiness for Internship Achieved	Readiness for Entry to Practice Achieved
Demonstrates awareness of models of report writing and progress notes	Writes assessment reports and progress notes and communicates assessment findings verbally to client	Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner

Appendix L
Pre-Doctoral Internship Contract for Non-APPIC/APA Sites
Saint Elizabeth University Counseling Psychology Psy.D. Program

Internship Site:
_____
___

Internship Director of Training/Primary Supervisor:
_____
___

Doctoral Student:
_____
___

Internship Start Date: _____ Internship End Date:
_____

Internship Stipend: _____

The Psy.D. in Counseling Psychology program at Saint Elizabeth University acknowledges that some students may elect to pursue non-APPIC/APA internship options. The policy of the Psy.D. program, as stated in the Doctoral Student Handbook, is that the Psy.D. faculty will approve non-APPIC/APA internships on a case-by-case basis after ensuring that the program's internship criteria have been met and that the goals and structure of internship supervision, as well as the duties and responsibilities of the supervisor and the supervisee, have been articulated and agreed upon.

Supervisors should complete the missing information designated by blank lines in the contract, read the contract carefully, sign it, and give it to doctoral students to sign. When students have signed the contract, supervisors should return the original, signed contract to the Associate Director for Clinical Training, Doctor of Psychology (Psy.D.) in Counseling Psychology Program, Department of Psychology, Saint Elizabeth University, 2 Convent Road, Morristown, NJ 07960.

I. Psy.D. Program Criteria for Assessing Non-APPIC/APA Internships

The pre-doctoral internship will be a one-year (two years if half time) training experience characterized by the following:

A. 40 hours per week for 50 weeks (about 2000 hours).

B. At least 1000 hours of client contact, about 20 hours of client contact per week.

C. At least 200 hours of supervision (100 hours of which could be group supervision). The ratio is 1 hour of supervision for every 5 hours of client contact. This is about 4 hours of supervision per week, 2 hours of which can be group supervision.

D. There is a licensed psychologist who is responsible for the internship and who is named as the director of training. An intern can have several licensed psychologists as supervisors. But one of them is designated as the director or primary supervisor in charge of the intern's training. If the internship is in NJ, the primary supervisor would be an individual licensed as a psychologist in NJ for at least 2 years with suitable training/experience.

E. The internship involves both assessment and psychotherapy. Further, several hours each week are devoted to didactic activities (e.g. case conferences, continuing education seminars, in-service training, grand rounds, etc.).

F. The intern's director of training or primary supervisor supervises no more than 2 - 3 interns at one time.

II. Goals of Supervision

A. The supervisor will monitor and ensure the welfare and protection of patients of the supervisee.

B. The supervisor will gatekeep for the profession to ensure competent professionals enter.

C. The supervisor will promote the development of the supervisee's professional identity and competence.

D. The supervisor will provide evaluative feedback to the supervisee.

III. Structure of Supervision

A. The primary supervisor during this training period will be _____ who will provide _____hours of supervision per week. The delegated supervisor(s) during this training period will be _____and _____ who will provide ____ and ____hours of supervision per week, respectively.

B. Structure of the supervision session: supervisor and supervisee will discuss and agree upon preparation for supervision, in-session structure and processes (e.g. case discussion, role-play, audio tape review, etc.), live or video observation ____ times per year (if full time internship).

C. The supervisor will discuss with the supervisee the limits on confidentiality which exist for supervisee disclosures in supervision. (e.g., supervisor normative reporting to Psy.D. program, licensing board, training teams, and Director of the Doctoral Program as necessary to uphold legal and ethical standards).

D. The supervisor will make supervision records available to the licensing board, training program, and other organizations/individuals mutually agreed upon in writing by the supervisor and supervisee.

IV. Duties and Responsibilities of Supervisor

A. The supervisor assumes legal responsibility for services offered by the supervisee.

B. The supervisor oversees and monitors all aspects of patient case conceptualization and treatment planning, assessment, and intervention including but not limited to emergent circumstances, duty to warn and protect,

legal, ethical, and regulatory standards, diversity factors, management of supervisee reactivity or countertransference to patient, strains to the supervisory relationship.

C. The supervisor ensures availability when the supervisee is providing patient services.

D. The supervisor reviews and signs off on all reports, case notes, and communications.

E. The supervisor develops and maintains a respectful and collaborative supervisory relationship within the power differential.

F. The supervisor practices effective supervision that includes describing student's theoretical orientations for supervision and therapy, and maintaining a distinction between supervision and psychotherapy.

G. The supervisor assists the supervisee in setting and attaining goals.

H. The supervisor provides feedback anchored in supervisee training goals, objectives and competencies.

I. The supervisor provides ongoing formative and end of supervisory relationship summative evaluation on forms provided by the Psy.D. program. At the end of each semester of the internship, the Psy.D. program will request that the Director of Training/Primary Supervisor complete the Psy.D. Internship Evaluation Form, sign it, and return it to the Associate Director for Clinical Training of the Psy.D. program.

J. The supervisor informs the supervisee when the supervisee is not meeting competence criteria for successful completion of the training experience, and implements remedial steps to assist the supervisee's development. Guidelines for processes that may be implemented should competencies not be achieved are available from the supervisor at the start of the internship.

K. The supervisor discloses training, licensure including number and state(s), areas of specialty and special expertise, previous supervision training and experience, and areas in which he/she has previously supervised.

L. The supervisor reschedules sessions to adhere to the legal standard and the requirements of this contract if the supervisor must cancel or miss a supervision session.

M. The supervisor maintains documentation of the clinical supervision and services provided.

N. If the supervisor determines that a case is beyond the supervisee's competence, the supervisor may join the supervisee as co-therapist or may transfer a case to another therapist, as determined by the supervisor to be in the best interest of the patient.

O. The supervisor will conduct him/herself in keeping with the American Psychological Association Ethical Principles of Psychologists and Code of Conduct.

V. Duties and Responsibilities of the Supervisee

A. The supervisee understands the responsibility of the supervisor for all supervisee professional practice and behavior.

B. The supervisee implements supervisor directives, and discloses clinical issues, concerns, and errors as they arise.

C. The supervisee identifies to patients their status as a psychology intern, the name of the clinical supervisor, and describes the supervisory structure (including supervisor access to all aspects of case documentation and records), obtaining patient's informed consent to discuss all aspects of the clinical work with the supervisor.
D. The supervisee attends supervision prepared to discuss patient cases with completed case notes and case conceptualization, patient progress, clinical and ethics questions, and literature on relevant evidence-based practices.
E. The supervisee informs the supervisor of clinically relevant information about the patient including patient progress, risk situations, self-exploration, supervisee emotional reactivity or countertransference to patient(s).
F. The supervisee integrates supervisor feedback into practice and provides feedback weekly to supervisor on patient and supervision process.
G. The supervisee seeks out and receives immediate supervision on emergent situations. Supervisor contact information:
_____
H. If the supervisee must cancel or miss a supervision session, the supervisee will reschedule the session to ensure adherence to the legal standard and this contract.
I. The supervisee will conduct him/herself in keeping with the American Psychological Association Ethical Principles of Psychologists and Code of Conduct.

By signing below, the internship Director of Training/Primary Supervisor certifies that the internship meets the Psy.D. program's criteria for assessing non-APPIC/APA internships, as stated above, and that the goals of supervision, structure of supervision, and duties and responsibilities of supervisor and supervisee are as stated above.

Internship Director of Training/Primary Supervisor

_____

_____
(Print Name)

_____
_____
(Signature) (Date)

By signing below, the doctoral student acknowledges that he/she understands and agrees with the goals of supervision, the structure of supervision, and the duties and responsibilities of the supervisee.

Doctoral Student

_____
_____
(Print Name)

_____
_____
(Signature) (Date)

By signing below, the Associate Director for Clinical Training of the Psy.D. program certifies that the doctoral program will monitor and support the doctoral student's progress in the internship.

Director of Clinical Training

_____
_____
(Print Name)

_____
_____
(Signature) (Date)

Appendix M

Non-APA Accredited Internship Training Site Form
Saint Elizabeth University Counseling Psychology Psy.D. Program

Required for sites that are not accredited by APA *Return to the Associate Director for Clinical Training*

Student (Print Name): Psychology Training Director: Contact Information: Proposed Pre-Doctoral Internship Site Name: Semester and Year:

Section 1 of 3
1. List all individuals who will be involved in the student's training and provide their credentials. **A. Name:** **B. State(s) of licensure:** **C. License #:** **A. Name:** **B. State(s) of licensure:** **C. License #:**
2. Describe the internship director's supervision qualifications, including relevant education and training, approach to supervision, and experience supervising doctoral students.
3. Describe the internship training program. Include information about the focus of training, clinical site(s), clients served, and assessment and treatment modalities.
4. What is the program's mission?

Section 2 of 3
5. Briefly describe the training provided to students in the following areas:
A. Multiculturalism and Diversity
B. Psychological Assessment
C. Intervention
D. Evidence-Based Practice
E. Ethical and Legal Issues
F. Social Justice and Advocacy
G. Professional Values, Attitudes, and Behaviors
Section 3 of 3
6. What title do your psychology internship trainees use in the work setting?
7. How many pre-doctoral psychology interns do you currently have on-site and in training?
8. Is the internship appropriate for a pre-doctoral level psychology training experience? Explain.

9. How are cases assigned to interns? What are the procedures used to determine the appropriateness of cases?
10. Describe the program's due process procedures, including safeguards for handling intern performance problems and intern grievances against the program.
11. Does the program have brochures, website links, or other public program documents? If so, please include those resources in the link provided at the end of this survey. The link will take you to a Google shared drive folder where you can upload resources.
12. Can you provide the intern with a formal written evaluation in the Fall and Spring semesters using the evaluation form provided by Saint Elizabeth University?

***Please submit Supporting Documents here. Supporting documents include proposed site supervisor(s) CV, marketing material, policies, and procedures (e.g., program training manuals, due process procedures for interns, didactics.*

Appendix N
Internship Supervisor Evaluation

Saint Elizabeth University Counseling Psychology Psy.D. Program

Student completes the information in the box below

Student (Print Name):
Site Supervisor (Print Name):
Pre-Doctoral Internship Site:
Semester and Year:
Hours Completed:
Intervention: _____
Assessment: _____
Supervision: _____
Support: _____

Supervisors: Please rate intern on the following competencies using this scale:
1=Student's performance is well below the expected level for this competency.
2=Student's performance is somewhat below the expected level for this competency.
3=Student's performance is average for this competency.
4=Student's performance is above average for this competency.
5=Student's performance is exceptional for this competency.

For your reference, we have provided behavioral anchors that correspond to many of the assessment areas (Counseling Psychology Core Competencies, Division 17) on this form. You will notice that there are different behavioral anchors related to readiness for

practicum, internship, and entry to practice and these might help you assess where students are/should be given their level of training.

Ethical and Legal Standards	
Rating	**Competency**
	Knowledgeable about and acts in accordance with, APA Ethical Principles and Code of Conduct.
	Knowledgeable about and acts in accordance with relevant laws, regulations, rules and policies governing health service psychology.
	Knowledgeable about and acts in accordance with relevant professional standards and guidelines.
	Recognizes ethical dilemmas and applies ethical decision-making processes.
	Conducts self in an ethical manner in all professional activities.
	Seeks appropriate information, supervision, and/or consultation when faced with ethical issues.
Assessment	
Rating	**Competency**
	Demonstrates current knowledge of diagnostic classification systems, functional/dysfunctional behaviors, including psychopathology.
	Demonstrates understanding of human behavior.
	Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors.
	Demonstrate ability to formulate and apply diagnoses accurately based on current diagnostic systems.
	Selects and applies assessment methods that draw from empirical literature; collects relevant data.
	Interprets assessment results to inform case conceptualizations, classifications, and recommendations.
	Communicates findings in an accurate and effective manner.

	Assesses crisis situations appropriately.
	Conducts suicide and homicide assessments thoroughly, effectively and appropriately. Elicits relevant information.
	Incorporates cultural considerations into assessment, diagnosis, treatment planning, and case conceptualizations.
Intervention	
Rating	**Competency**
	Establishes and maintains effective relationships with the recipients of psychological services.
	Develops effective clinical skills, including establishing rapport, empathic listening.
	Develops evidence-based intervention plans.
	Implements interventions informed by the current scientific literature.
	Applies the relevant research literature to clinical decision making.
	Modifies and adapts evidence-based approaches.
	Assesses and evaluates accurately one's own clinical skills, intervention effectiveness, and treatment progress.
	Demonstrates awareness and knowledge of group development and process.
	Adapts and tailors interventions and mainstream treatment methods to be culturally relevant and congruent to clients.
Individual and Cultural Diversity	
Rating	**Competency**
	Understands how their own personal/cultural history may affect how they understand and interacts with people different from themselves.
	Knowledgeable of the current theoretical and empirical knowledge base as it relates to addressing diversity.

	Applies the current theoretical and empirical knowledge effectively in their professional work with diverse recipients of psychological services.
	Integrates awareness and knowledge of individual and cultural differences in the conduct of professional roles.
	Demonstrates ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews may create conflict with their own identity and worldview.
Consultation and Interprofessional/Interdisciplinary Skills	
Rating	**Competency**
	Demonstrates knowledge and respect for the roles and perspectives of other professions.
	Demonstrates knowledge of consultation models and practices.
	Works effectively and collaboratively with other professionals.
Professional Values and Attitudes and Behaviors	
Rating	**Competency**
	Behaves in ways that reflect the values of psychology, including respect for others, integrity, and professional responsibility.
	Engages in self-reflection; engages in activities to maintain and improve performance, well-being, and professional effectiveness.
	Self-reflects and self-evaluates regarding clinical work with clients.
	Monitors and accurately assesses own strengths and weaknesses.
	Responds professionally in increasing complex situations with a greater degree of independence as they progress.
	Demonstrates active efforts to advance one's professional identity and career development as a psychologist (e.g., consulting with faculty, attending workshops, conferences, career development programs, etc.).
	Demonstrates professionalism in the workplace (e.g., dress, work ethic, timeliness).
	Communication and Interpersonal Skills

Rating	Competency
	Develops and maintains effective relationships with a wide range of individuals (e.g., recipients of psychological services, peers, professionals, supervisors, etc.).
	Communicates effectively using oral, non-verbal, and written skills.
	Demonstrates effective interpersonal skills in professional relationships and manages conflict appropriately.
	Accepts feedback from peers and professionals in an open and non-defensive manner.
	Works collaboratively with peers and colleagues.
	Demonstrates ability to remain calm during a crisis situation.
Supervision	
Rating	**Competency**
	Demonstrates knowledge of supervision models and practices.
	Uses good judgment and actively seeks supervisory input in a prompt manner.
	Demonstrates an open and non-defensive stance toward supervisory evaluation and feedback.
	Applies what is discussed in supervision to interactions with clients.
Management and Administration	
Rating	**Competence**
	Follows agency's policies and operating procedures.
	Documents crisis assessments appropriately.
	Maintains organized and timely notes and client records.

Student shows strengths in these areas (please do not leave blank):	
Suggested tasks for the future (Please do not leave blank):	
Student Signature/Date	
Printed Student Name	
My signature below acknowledges that this evaluation is based, in part, on direct observation.	
Site Supervisor/Date	
Site	

Supervisors:
For your reference, we have provided behavioral anchors that correspond to many of the assessment areas (Counseling Psychology Core Competencies, Division 17) on this form. You will notice that there are different behavioral anchors related to readiness for practicum, internship, and entry to practice and these might help you assess where students are/should be given their level of training.

2. <u>Relationships: Relates effectively and meaningfully with individuals, groups, and/or communities.</u>

2a. Interpersonal Relationships

Readiness for Practicum Achieved	**Readiness for Internship Achieved**	**Readiness for Entry to Practice Achieved**

Displays interpersonal skills	Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines	Develops and maintains effective relationships with a wide range of clients, colleagues, organizations and communities

2b. Affective Skills

Readiness for Practicum Achieved	**Readiness for Internship Achieved**	**Readiness for Entry to Practice Achieved**
Displays affective skills	Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback non-defensively	Manages difficult communication' possesses advanced interpersonal skills

2c. Expressive Skills

Readiness for Practicum Achieved	**Readiness for Internship Achieved**	**Readiness for Entry to Practice Achieved**
Communicates ideas, feelings, and information clearly using verbal, non-verbal, and written skills	Communicates clearly using verbal, non-verbal, and written skills in a professional context; demonstrates clear understanding and use of professional language	Verbal, non-verbal, and written communications are informative, articulate, succinct, sophisticated, and well integrated; demonstrates thorough grasp of professional language and concepts

3. <u>Individual and Cultural Diversity</u>

3a. Self as shaped by Individual and Cultural Diversity

Readiness for Practicum Achieved	**Readiness for Internship Achieved**	**Readiness for Entry to Practice Achieved**
Demonstrates knowledge, awareness, and understanding of one's own dimensions of diversity and attitudes towards diverse others	Integrates knowledge of the client as a person, including his or her mind, body, environment and sociocultural experience, into treatment planning and intervention selection.	Is able to implement interventions that are appropriate for clients in their current life situation and that are consistent with their worldview

	Integrates when planning research question	

3b. Others as shaped by Individual and Cultural Diversity

Readiness for Practicum Achieved	Readiness for Internship Achieved	Readiness for Entry to Practice Achieved
Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings	Applies knowledge of others as cultural beings in assessment, treatment, and consultation	Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation

3c. Interaction of self and others as shaped by Individual and Cultural Diversity

Readiness for Practicum Achieved	Readiness for Internship Achieved	Readiness for Entry to Practice Achieved
Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others	Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation with diverse others	Independently monitors and applies knowledge of diversity with others as cultural beings in assessment, treatment, and consultation

3d. Interaction of self and others as shaped by Individual and Cultural Diversity and Context

Readiness for Practicum Achieved	Readiness for Internship Achieved	Readiness for Entry to Practice Achieved
Demonstrates knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to ICD (as defined by APA policy) as they apply to professional psychology. Understands the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues)	Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation	Independently monitors and applies knowledge, skills, and attitudes of diversity dimensions regarding others as cultural beings in assessment, treatment/intervention, and consultation

6. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological basis of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge

6a. Scientific Mindedness

Readiness for Practicum Achieved	Readiness for Internship Achieved	Readiness for Entry to Practice Achieved
Displays critical scientific thinking	Values and applies scientific methods to professional practice	Independently applies to scientific methods to practice

6b. Scientific Foundations of Psychology and Counseling Psychology

Readiness for Practicum Achieved	Readiness for Internship Achieved	Readiness for Entry to Practice Achieved
Demonstrates understanding of psychology as a science	Demonstrates knowledge, understanding, and application of the concept of evidence-based practice	Independently applies knowledge and understanding of scientific foundation independently applies to practice

6c. Scientific Foundation of Professional Practice

Readiness for Practicum Achieved	Readiness for Internship Achieved	Readiness for Entry to Practice Achieved
Understands the scientific foundation of professional practice	Demonstrates knowledge, understanding, and application of the concept of evidence-based practice	Independently applies knowledge and understanding of scientific foundations independently applied to practice

7. Ethical and Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations

7a. Knowledge of ethical, legal, and professional standards and guidelines

Readiness for Practicum Achieved	Readiness for Internship Achieved	Readiness for Entry to Practice Achieved
Demonstrates basic knowledge of the APA Ethical Principles and Code of Conduct [ethical practice and basic skills in ethical	Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles	Demonstrates advanced knowledge and application of the APA Ethical Principles and Code of Conduct and other relevant

decision making]; demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting	and Code of Conduct and other relevant ethical/professional codes; standards and guidelines, laws, statutes, rules, and regulations	ethical, legal and professional standards and guidelines

7b. Awareness of Application of Ethical Decision Making

Readiness for Practicum Achieved	**Readiness for Internship Achieved**	**Readiness for Entry to Practice Achieved**
Demonstrates awareness of the importance of applying an ethical decision model to practice	Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma	Independently utilizes and ethical decision-making model in professional work

7c. Ethical Conduct

Readiness for Practicum Achieved	**Readiness for Internship Achieved**	**Readiness for Entry to Practice Achieved**
Displays ethical attitudes and values	Integrates own moral principles/ethical values in professional conduct	Independently integrates ethical and legal standards with all competencies

9. <u>Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations; integrates research and clinical expertise in the context of client factors (evidence-based practice; EBP).</u>

9a. Intervention Planning

Readiness for Practicum Achieved	**Readiness for Internship Achieved**	**Readiness for Entry to Practice Achieved**

Displays basic understanding of the relationship between assessment and intervention; demonstrates basic knowledge of scientific, theoretical, and contextual bases of psychological assessment and intervention	Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation; applies knowledge of EBP, including empirical bases of assessment and intervention, clinical expertise, and client preferences	Effectively plans interventions; case conceptualizations and intervention plans are specific to case and context; effectively integrates knowledge of evidence-based practice, including empirical bases of assessment and intervention, clinical expertise, and client preferences

9b. Skills

Readiness for Practicum Achieved	**Readiness for Internship Achieved**	**Readiness for Entry to Practice Achieved**
Displays basic helping skills	Displays clinical/therapeutic/psychoeducational skills	Displays clinical/therapeutic/psychoeducational skills with a wide variety of clients and uses a good judgment even in unexpected or difficult situations

9c. Intervention Implementation

Readiness for Practicum Achieved	**Readiness for Internship Achieved**	**Readiness for Entry to Practice Achieved**
Demonstrates basic knowledge of intervention strategies	Implements evidence-based interventions	Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate

9d. Progress Evaluation

Readiness for Practicum Achieved	**Readiness for Internship Achieved**	**Readiness for Entry to Practice Achieved**
Demonstrates basic knowledge of the assessment of intervention progress and outcome	Evaluates treatment/intervention progress and modifies treatment/intervention planning as indicated, utilizing established outcomes measures	Independently evaluates treatment/intervention progress and modifies planning as indicated, even in the absence of established outcome measures

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

11f. Communication of assessment findings

Readiness for Practicum Achieved	Readiness for Internship Achieved	Readiness for Entry to Practice Achieved
Demonstrates awareness of models of report writing and progress notes	Writes assessment reports and progress notes and communicates assessment findings verbally to client	Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner

Appendix O
Assessment Materials Voucher
Saint Elizabeth University Counseling Psychology Psy.D. Program

Semester: Fall Spring Summer

Name of Student:
_____

Course Title and #:
_____

Name of Faculty:
_____

Student's Signature _____
Date:_____

Faculty Approval Signature _____ Date:
_____

Tests Issued:
_____

Checkout Date _____

Return Date _____

Appendix P
Practicum Supervision Agreement
Saint Elizabeth University Counseling Psychology Psy.D. Program

Student Name	ID#
Supervisor's Name	Supervisor's License #
Practicum Site Name	Site Address

This agreement is made between the practicum supervisor, practicum student, and the Director of Clinical Training at Saint Elizabeth's Counseling Psychology Psy.D. Program to define expectations and responsibilities in the supervisory relationship.

Telesupervision will be conducted only through HIPAA-compliant technology and both parties should ensure privacy during telesupervision sessions.

Supervisor Responsibilities

- Maintain full professional and legal responsibility for all cases supervised
- Provide timely feedback and formal evaluations at mid-term and end of practicum
- Ensure availability for non-scheduled consultation and urgent clinical situations, or designate a qualified backup supervisor
- Protect client confidentiality and model ethical practice

Student Responsibilities

- Attend all scheduled supervision sessions, both in-person and telesupervised
- Prepare case material and reflect on practice for supervision
- Adhere to ethical and professional standards
- Notify the supervisor promptly in the event of urgent client issues between supervision sessions as needed

Supervisor Signature	Date
Student Signature	Date
DCT Approval Signature	Date

Appendix Q
Student Professional Development Awards
Saint Elizabeth University Counseling Psychology Psy.D. Program

1. Eligibility Criteria
    a. Students must be in good standing in the counseling psychology doctoral program.
    b. Students must be presenting their original research (poster, paper, or workshop presentations) at a recognized professional conference.
    c. Conference must be aligned with the field of counseling psychology.
    d. Priority is given to students who have not previously received the stipend.

2. Application Process
    a. Application deadlines: September 30th and March 30th
    b. Required documents
        i. Copy of the conference acceptance letter or email
        ii. 1-page summary of the research being presented including the significance to the field
        iii. A statement of how the presentation will contribute to the student's professional development
        iv. A brief budget outlining estimated conference expenses (registration, travel, lodging)

3. Review Criteria
    a. Quality of the research: Research's potential impact on the field of counseling psychology
    b. Relevance to the student's professional development: How the experience will benefit their future career
    c. SEU mission and program program specific competency of social justice
    d. Previous funding: Priority for students who have not received the stipend in prior years, are further in their program of study, or both

4. Award Notification
    a. Award recipients will be notified via email within two weeks after the application deadline.

5. Post-Conference Reporting
    a. Recipients must submit a brief report or reflection on their experience presenting at the conference and how it benefitted their professional development.

All materials should be submitted to Dr. Christina Liparini, Program Director at cliparini@steu.edu