Holy Family
UNIVERSITY

Doctorate of Psychology in Counseling Psychology

STUDENT HANDBOOK

2025-2026

Doctorate of Psychology in Counseling Psychology

Student Handbook

This PsyD Student Handbook was designed for students seeking a Doctor of Psychology (PsyD) degree in Counseling Psychology from Holy Family University to clarify university and program practices, policies, services, and enrollment, as well as, to clarify the requirements of earning the PsyD degree. It is the student's responsibility to be familiar with both the contents of this Handbook, The Holy Family University Student Handbook, and The Holy Family University Graduate Catalog. The contents herein are accurate at the time of publication, yet changes may be implemented, to fulfill the University or program's mission. The PsyD program leadership will strive to keep students apprised of any changes that affect their timely and smooth progression in the program, that have not yet been updated in this publication, but ultimately, students must keep themselves informed.

For more information:

Holy Family University Graduate Catalog

Holy Family University Student Handbook

Table of Contents

Holy Family University Mission Statement 9

Holy Family University Graduate Programs 10

Holy Family University Policies 11

Academic Honesty and Integrity 11

Disability Services and Accommodations 13

Family Educational Rights and Privacy Act of 1974 (FERPA) 14

Grading Policy 14

Grievance Procedures: Academic Disputes and Grade Challenges 14

Non-Discrimination Policy 15

Student Responsibilities 15

Professional Codes of Conduct – The American Psychological Association Code of Conduct 15

Title IX 16

Student Services 16

The Doctor of Psychology in Counseling Psychology Program 18

Competency: (i) Research 20

Competency: (ii) Ethical and Legal Standards 21

Competency: (iii) Individual and cultural diversity 21

Students will demonstrate the ability to: 21

Competency: (iv) Professional values, attitudes, and behaviors 21

Competency: (v) Communication and Interpersonal Skills 22

Competency: (vi) Assessment 22

Competency: (vii) Intervention 22

Competency: (viii) Supervision 23

Competency: (ix) Consultation & Interprofessional/Interdisciplinary Skills 23

Full-time Status and Continued Enrollment 24

Non-discrimination Policy 24
Microaggression Statement 24
Supportive Learning Environment 25
Time to Completion 25
Application for Graduation 25
Doctoral Curriculum 26
PsyD Course Descriptions 28
PSYD 801 Professional Identity and Ethical Practice (3 credits) 28
PSYD 802 Multiculturalism and Feminism in Counseling Psychology (3 credits) 28
PSYD 803 History and Systems of Psychology (3 credits) 28
PSYD 804 Cognitive and Affective Bases of Behavior (3 credits) 28
PSYD 805 Advanced Developmental Psychology (3 credits) 29
PSYD 806 Advanced Theories (3 credits) 29
PSYD 807 Career Psychology (3 credits) 29
PSYD 809 Teaching Psychology: Classroom Based format (3 credits) 29
PSYD 810 Teaching Psychology: Alternative Formats (3 credits) 29
PSYD 811 Biological Basis of Behavior (3 credits) 29
PSYD 812 Personality Theory Assessment (3 credits) 30
PSYD 813 Advanced Psychopathology and Evidence Based Practice (3 credits) 30
PSYD 814 Intellectual Assessment (3 credits) 30
PSYD 815 Advanced Research Design (3 credits) 30
PSYD 817 Advanced Data Analysis (3 credits) 30
PSYD 818 Advanced Cognitive and Behavior Therapies (3 credits) 301
PSYD 819 Consultation & Supervision Theory and Practice (3 credits) 311
PSYD 820 Social Justice and Advocacy in Counseling Psychology (3 credits) 311
PSYD 822 Advanced Practicum I (3 credits) 311
PSYD 823 Advanced Practicum II (3 credits) 311
PSYD 824 Advanced Practicum III (3 credits) 31
PSYD 825 Advanced Practicum IV (3 credits) 312
PSYD 826 Effective Graduate level Writing (3 credits) 32
PSYD 827 Introduction to Skills (3 credits) 32

PSYD 828 Pre-externship I (3 credits) 32
PSYD 829 Pre-externship II (3 credits) 32
PSYD 830 Group Psychology (3 credits) 322
PSYD 831 Advanced Psychopharmacology (3 credits) 323
PSYD 902 Dissertation I (3 credits) 333
PSYD 903 Dissertation II (3 credits) 333
PSYD 904 Dissertation III (3 credits) 333
PSYD 906 Advanced Doctoral Internship I (3 credits) 333
PSYD 907 Advanced Doctoral Internship II (3 credits) 333
PSYD 908 Advanced Doctoral Internship III (3 credits) 344
Unique Program Components 344
Teaching 34

Assessment Training Library and Computer Lab **Error! Bookmark not defined.**4
Use of Assessment Lab 344
Use of Computer Lab 355
Test Security 355
Use of Volunteer Examinees 356
Comprehensive Examinations 366
Overview 366
Core Content Exam **Error! Bookmark not defined.**7
Test Administration and Scoring 377
Test Preparation 388
Retaking the Exam 388
Clinical Practice Comprehensive Exam 388
Scoring 40
Inclement Weather 40
Retaking the Exam 401
Doctoral Externship 411

Externship Program Description 41
Field Experience Readiness 422
Applying for Externship 433
PENNDELDOT Match Process **Error! Bookmark not defined.**
The Process of Externship Selection 43
HFU required documentation 444
The Externship Plan 44
Externship Description and Requirements 44
A Summary of Requirements for Advanced Practica 45
Advanced Externship Documentation of hours/activities 466
Externship Evaluation 46
HFU GCP-PSYD Sanctioned Clinical Experience Agreement 477
Liability Insurance **Error! Bookmark not defined.**
Doctoral Dissertation 48
Introduction and Goals 48
Roles and Responsibilities **Error! Bookmark not defined.**9
Overview of the Dissertation Process 51
Evaluation of Dissertation Progress 58
Additional Forms 58
Overview of Dissertation Chapters 58
Doctoral Internship 60
Holy Family University Requirements 60
Internship Application Timeline 61
Policies & Procedures 62
Preparing for Pre-doctoral internship 63
Requirements 63
Requirements for Internship Sites 63
Internship Applications 645
Association of Psychology Postdoctoral and Internship Centers Match Program 655
MATCH Policies and Background Checks 666
Drug Testing 666

Selective Service 667

Student Evaluation 677

5-year Program Student Progress Overview 678

Remediation Process 71

Formal and Informal Grievance Procedures 72

Appendix A 73

Assessment Laboratory Instrument Sign-Out Sheet 73

Appendix B 74

Consent for Student Practice in Assessment 74

Appendix C 75

Comprehensive Examination Eligibility Form – Core Content 75

Appendix D **Error! Bookmark not defined.**6

Comprehensive Examination Eligibility Form – Clinical Practice 766

Appendix E 777

Clinical Practice Exam Evaluation Rubric 777

Appendix F 81

Recommended Timeline for PsyD Dissertation Completion 81

Appendix G 82

Dissertation Prospectus 82

Appendix H 83

Dissertation Topic and Chairperson Agreement Form 83

Appendix I 84

Dissertation Committee Appointment Form 84

Appendix J 85

Dissertation Evaluation Rubric 85

Appendix K **Error! Bookmark not defined.**8

Dissertation Proposal Approval Form 888

Appendix L 90

Dissertation Approval Form 90

Appendix M 91

Dissertation Completion Form 91

Appendix N 92
Change in Dissertation Committee Form 92
Appendix O 93
Request for extended dissertation time 93

Holy Family University: Present & Past

Holy Family University is a regionally accredited, private Catholic, co-educational university, under the patronage of the Holy Family of Nazareth. In 1954, the Sisters of the Holy Family of Nazareth founded and chartered Holy Family College, and, thus, marked the end of an evolutionary cycle begun in 1934 with the opening of the Holy Family Teacher Training School. During the early years, the college functioned as an affiliate of the Catholic University of America. Originally, the University was part of the Torresdale–Andalusia land grant given to an ancestor of the Drexel–Biddle family back in the era of William Penn. In the early 1920s, the 27 acres, on which the University was first located, were acquired by the Congregation of the Sisters of the Holy Family of Nazareth. Since that time, the campus expanded with the purchase of 19 acres on the campus property's north and south sides. In 1995, the University purchased and inaugurated a second campus in Newtown, Pennsylvania, located in Bucks County, 18 miles north of the Philadelphia main campus. Currently, a 44,000 square-foot academic/administrative facility is located on the Newtown campus. From its inception, the University's purpose remains unchanged, namely to offer high-quality, affordable, personalized, and value-driven education, rooted in the Catholic higher education tradition.

Holy Family is currently accredited by The Middle States Commission on Higher Education (3624 Market Street, 2nd Floor West, Philadelphia, PA 19104). Full accreditation by the Middle States Association of Colleges and Schools was extended to Holy Family in 1961, seven years after its founding. This regional accreditation has been renewed in 1971, 1981, 1991, 2001, and 2011. The Pennsylvania Department of Education approved the college for university status in 2002. Holy Family University is a member of the Southeastern Pennsylvania Consortium for Higher Education (SEPCHE). SEPCHE is comprised of eight independent institutions of higher education in the Greater Philadelphia Region, including Arcadia University, Cabrini College, Chestnut Hill College, Gwynedd-Mercy University, Holy Family University, Immaculata University, Neumann University, and Rosemont College.

In 1990, graduate programs in Education were approved by the Pennsylvania Department of Education, followed by the Nursing and Counseling Psychology programs securing approval in 1997. Today, the University provides liberal arts and professional programs for more than 1,900 undergraduate students. The graduate programs in accountancy, business administration, criminal justice, education, counseling psychology and nursing serve approximately 600 professional and pre-professional men and women.

Holy Family University Mission Statement

(Approved by the Holy Family University Board of Trustees, November 2000.)

Holy Family University offers education in the liberal arts and professions through graduate, undergraduate, and associate degree programs and certifications. The University's graduate programs prepare professionals to assume life-long responsibilities toward God, society, and self. The following core values inform the University as it seeks to carry out its mission. More information available on the Mission Statement webpage.

Family. Holy Family University welcomes and cares for students, faculty, and staff as members of a diverse but interconnected family. A community united by a common Mission, the University promotes an atmosphere of mutual concern and attention to the spiritual, intellectual, social, emotional, and physical needs of all those whom it serves.

Respect. Holy Family University affirms the dignity of the human person through openness to multiple points of view, personalized attention, and collaborative dialogue in the learning process and in the interaction among members of the University community. The University seeks to instill appreciation of and respect for differences so that its graduates can function successfully in multicultural contexts.

Integrity. Intent upon forming persons of integrity who recognize the importance of lifelong learning, Holy Family University advocates the free and conscientious pursuit of truth and the responsible use of knowledge. It bases education upon a foundation in the liberal arts that highlights the humanities and the natural and social sciences. In keeping with the teachings of the Catholic Church, concern for moral values and social justice guides the University in designing programs and activities.

Service and Responsibility. Holy Family University incorporates its motto, Teneor Votis ("I am bound by my responsibilities") into curricular, co-curricular, and extracurricular programs. Reflecting this motto, educational experiences at the University apply theory to practice and course content to serving human needs. The University educates individuals to become competent professionals and responsible citizens.

Learning. Holy Family University seeks to instill in its students a passion for truth and a commitment to seeking wisdom. It promotes values-based education, creative scholarship, informed and imaginative use of research and technology, and practical learning opportunities such as co-operative education and internship programs. The University seeks to strengthen ethical, logical, and creative thinking; to develop effective communication skills; to nurture an aesthetic sense; and to deepen global, social, and historical awareness.

Vision. Holy Family University envisions learning as a dynamic and fruitful exchange between traditional sources of wisdom and contemporary developments in knowledge. Throughout the teaching and learning process, the University seeks to embody Christian philosophical and theological perspectives. It offers an education grounded in a Judeo-Christian worldview that serves as a foundation upon which to address contemporary problems and to build a vision for the future.

Holy Family University Graduate Programs

Holy Family University graduate programs affirm the University Mission, and support the Mission through their respective programmatic goals, namely:

1. To foster the development of professionals, scholars, and lifelong learners who can translate advanced study into effective problem-solving skills

2. To facilitate the development of critical thinkers who can use their personal, professional, spiritual, and academic experiences in the analysis of current issues
3. To produce informed users of research capable of making significant contributions in their chosen fields
4. To support and encourage scholarship, intellectual inquiry, and professional responsibility that nurtures the growth and development of others

The University offers programs of advanced study in several areas, including Counseling Psychology. Holy Family University graduate programs enable students to acquire depth in selected disciplines, reach advanced competency, and explore connectivity between specialized studies and human endeavors. The University's Academic Council oversees the review, evaluation, and approval of policies and procedures, as well as, programmatic changes as they relate to graduate education. The coordination of graduate curricula, review and evaluation of academic regulations, and exploration and development of graduate education opportunities is the responsibility of the Vice President for Academic Affairs, in collaboration with the respective Deans and Directors. Responsibility for graduate student admission, advising, welfare, curricula, and operation of graduate programs rests with specific academic schools or divisions.

Counseling Psychology, is housed in The School of Arts & Sciences (SAS). The SAS Dean assumes primary responsibility for the quality and functionality of graduate programs, such as, The Graduate Programs in Counseling Psychology. Committees within SAS include administrators and representative faculty and students that serve in an advisory capacity for the Dean of SAS in the execution of his/her/their responsibilities.

Holy Family University Policies

Holy Family University adheres to university-wide policies, regardless of campus location. Below is an overview of these policies, many of which are explained in greater detail in the Holy Family University Graduate Catalog and Holy Family University Student Handbook.

Academic Honesty and Integrity

Holy Family University, true to its motto, Teneor Votis ("I am bound by my responsibilities"), educates men and women both intellectually and morally to assume their responsibilities toward God, themselves, and society. The University expects the highest standards of honor and integrity from its students in meeting their academic responsibilities. Academic honesty is essential for effective evaluation of student scholarship and growth. Anything less than complete integrity undermines core educational processes. Academic dishonesty in any form is regarded as a breach of honor and integrity, evasion of personal responsibility, and misrepresentation of a student's true academic achievements. Responsibility for understanding the full university position on academic integrity, and related policies and procedures rests with each student.

The University's policy on academic integrity is available for review in the current *Holy Family University Graduate Catalog, which* can be found on the University website at: **https://www.holyfamily.edu/academics-schools-of-study/course-catalog)**

Program Academic Integrity and Plagiarism Policy

Plagiarism in any form undermines the integrity of the academic community and the credibility of the Counseling Psychology profession. All students in the graduate-level Counseling Psychology program are expected to maintain the highest standards of academic honesty. The following practices are considered plagiarism and are strictly prohibited:

- **Direct Copying:** Submitting work that is copied verbatim from any source without proper citation or quotation marks.
- **Paraphrasing Without Attribution:** Rewriting someone else's ideas or work without proper acknowledgment of the original source.
- **Self-Plagiarism:** Reusing one's own previously submitted work for a new assignment without permission or appropriate citation.
- **Fabrication or Falsification:** Creating or altering data, citations, or research findings with the intent to mislead or deceive.
- **Disclosure of AI use:** Students are expected to disclose the use of AI tools in academic work if the tools contributed to the creation or development of the content. This ensures academic transparency and avoids the appearance of deception.
- **Production of original work**: Students are responsible for producing original work and using AI tools only as an assistive resource, not as a replacement for academic engagement.

Ethical Use of AI Tools

The use of Artificial Intelligence (AI) tools in academic work is increasingly prevalent in various academic fields, including counseling psychology. However, AI should be used ethically, with a focus on enhancing the learning experience and maintaining academic integrity. AI tools must not replace the essential work of critical thinking, originality, or scholarly engagement in counseling psychology.

Ethical Use of AI for Research and Writing

- Students may use AI tools for researching topics, generating ideas, organizing thoughts, or drafting content. However, any work generated by AI must be appropriately reviewed, critically analyzed, and revised by the student.
- AI should not be used to generate final papers or assignments that students submit without significant modification and original input. Submitting AI-generated content as your work is considered plagiarism.

- When AI is used to aid in the process, it is expected that students will acknowledge the use of such tools in their work, either in citations or within the context of the assignment if required.

Confidentiality and Ethics in Counseling

- Students must be cautious when using AI in counseling-related contexts, such as research involving client scenarios or discussions of clinical practices. AI should not be used to handle confidential information, and students should refrain from relying on AI for tasks involving private or sensitive client data.
- The use of AI in therapeutic or clinical settings (including simulations or real-life applications) must adhere to all ethical guidelines, ensuring client confidentiality, informed consent, and respect for the therapeutic process.

Consequences of Plagiarism

Plagiarism is a violation of academic integrity and will result in disciplinary actions, which may include:

- Any violation of this policy regarding plagiarism or unethical use of AI tools will be reviewed by the faculty committee
- Students found guilty of violations may face academic sanctions, including but not limited to warnings, failure of assignments, suspension, or expulsion from the program, depending on the severity of the violation.
- In cases of unethical AI use involving client confidentiality or professional misconduct, further actions may be taken in accordance with the ethical guidelines of relevant counseling associations (e.g., American Psychological Association).

Accessibility Services Accommodations

Holy Family University serves a variety of learning styles and needs and is committed to accessibility. If you anticipate or experience any obstacles in a course, you may contact the Accessibility Services Accommodations Office for assistance (contact information below). In accordance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, Holy Family University's Accessibility Services Accommodations Office provides reasonable accommodations to qualified students with a disability (physical, psychological, learning, ADHD, chronic health-related, etc.). Please note that accommodation plans will not be retroactively implemented. More details regarding policy can be found in the Student Handbook, pages 17-19. The Accessibility Services Accommodations Office is located in the Library, 1st Floor, Leonard Seminar Room. Students may contact this office at 267-341-3388 or accessibilityservices@holyfamily.edu for information at any point.

Family Educational Rights and Privacy Act of 1974 (FERPA)

According to FERPA, the University shall obtain the written consent of a student, before disclosing personally identifiable information from the student's records, except if disclosure is instructional, administrative, or other authorized individuals, including representatives of approval or accreditation agencies. A record of all disclosure, other than to the subject student, will be maintained by the appropriate office and may be reviewed by the student. The University may disclose certain personally identifiable information, designated as directory information, concerning students in attendance. The following categories of information have been designated as directory information: the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational institution attended. Any student who does not wish directory information released must so inform the Registrar's Office in writing within 30 days after the start of the fall semester. In any event, the University may disclose directory information from the record of an individual who is no longer in attendance at the University without public notice or prior permission. Under Section 438 of the General Education Provisions Act, students have the right to inspect and review their educational records within 45 days after making a request. The procedures for making such requests are available in the offices where these records are located. For more information: FERPA

Grading Policy

The Holy Family University grading policy is published in the Graduate Catalog. Students in the PsyD program must complete all courses with a grade of B- or better and receive a minimum level of achievement (MLA) of a B- or better on all required Discipline Specific Knowledge and Profession Wide Competencies as indicated in each course syllabus. If a doctoral student receives a grade of C+ or lower on either the course grade or specific course competencies student progress will be reviewed. A remediation plan may be developed to support student progress. A student may not continue in the program without the successful completion of each required MLA and DSK for each course as outlined in the syllabus. The Holy Family University grade appeal process is described in detail in the Graduate Catalog.

Grievance Procedures: Academic Disputes and Grade Challenges

The University's grievance procedure for Academic Disputes and Grade Challenges is available for review in the current *Holy Family University Graduate Catalog, which* can be found on the University website at: **https://www.holyfamily.edu/academics-schools-of-study/course-catalog)**

The University's policy for non-academic grievances is available for review in the current *Holy Family University Graduate Catalog, which* can be found on the University website at: **https://www.holyfamily.edu/academics-schools-of-study/course-catalog**

Non-Discrimination Policy

The University's Non-discrimination policy can be found at: www.holyfamily.edu/about/administrative-services/human-resources/nondiscrimination-statement

Student Responsibilities

Graduate students are responsible to know and observe all regulations and policies of Holy Family University as outlined in the Graduate Catalog and Student Handbook. To this end, graduate students are expected to consult University and school publications (e.g., catalogs, handbooks, course syllabi) as well as the University website for all relevant regulations, dates, times, and deadlines pertaining to academic programs and services as well as degree completion. Students are expected to meet all financial responsibilities in order to continue in coursework and complete degree requirements. The University will not be responsible for providing students with more than a course description for any given course subsequent to completion of the course and/or degree program. As such, students are encouraged to save all academic records, including graduate catalogs, syllabi, handbooks, and field placement documentation. Each graduate student is required to understand and adhere to the prerequisites, criteria, and procedures for field and practicum placements, student teaching, and clinical and internship experiences. Holy Family University's Student Code of Conduct can be found on the University's website at, Student Code of Conduct and articulates expected behavior of students both on and off campus. It is understood that by attending Holy Family University, students accept all University conditions and regulations. The University reserves the right, after due process, to dismiss a student at any time whose personal conduct discredits the University, disrespects academic honesty codes, and/or makes the campus community unsafe. In case of student dismissal, the fees already paid to the University will not be refunded in whole or in part.

Professional Codes of Conduct – The American Psychological Association Code of Conduct

Graduate programs at Holy Family University prepare students to take positions of responsibility and leadership within their communities and professions. In addition, many University programs, such as the PsyD program in Counseling Psychology, require supervised off-campus clinical experiences, wherein students are expected to conduct themselves as professionals-in-training, as articulated by the Holy Family University Student Code of Conduct, as well as the code of conduct that governs their particular discipline. The PsyD program in Counseling Psychology adheres to the American Psychological Association's Code of Conduct (2017) and expects students to abide by the standards and codes therein. In so doing, students are expected to demonstrate their understanding of the meaning and related behaviors associated with ethical conduct, honesty and integrity, competence, and professionalism. Any behaviors that are in violation of ethical codes of conduct governing a student's particular discipline, in this case the APA Code of Conduct 2017, constitutes grounds for progressive sanctions that may lead to dismissal from the program and University. For more information, students should consult the Graduate Catalog and Holy Family University Student Handbook.

Title IX

For the University's Title IX policy, see the Graduate Catalog. You may also visit the University website at: www.holyfamily.edu/current-students/title-ix

Student Services

Bookstore: The University bookstore provides online services for the Newtown site. The bookstore offers new, used or rentable textbooks required and/or recommended by instructors for class. A selection of trade books in related academic disciplines is also available for purchase. Special orders for books can also be processed at any time. A full line of school supplies, University-imprinted clothing and gifts, and numerous other items are available. The bookstore honors Visa, MasterCard, Discover, and American Express credit cards, as well as Barnes & Noble gift cards. During the first two weeks of each semester and for the beginning of each summer session, the store has extended hours of operation. Books can also be ordered online at: www.holyfamily.bncollege.com. Please call 267-341-3657 for more information.

Campus Ministry: Campus Ministry facilitates liturgies, prayer services, scripture readings, retreats, and social justice activities for all campus community members. Those interested should contact the Director of Campus Ministry in the Campus Center, Room 224, during regular office hours or by appointment at 267-341-3261. For more information: Campus Ministry

Career Development Center: The Career Center provides students and alumni with the tools and knowledge needed to become successful in the job market after graduation. The Career Center is located on the main campus in the Campus Center, in Room 220 (2nd floor). The Career Center has job listings, directory information, and job-search resources, and holds workshops on job-search techniques, resume writing, and interviewing. Appointments may be scheduled for individual career counseling sessions by calling 267-341-3201 or by email: acutchineal@holyfamily.edu. The Career Center is open 8:00 am to 4:00 pm, Monday-Friday. For more information: Career Center

Computer Laboratories: The Counseling Psychology PsyD program has a dedicated computer lab for its students in room 131, which must be entered by using the keypad outside the door. This lab is for PsyD students only and has a variety of software and hardware needed for coursework in the program and independent student self-study.

Counseling Center: The Counseling Center is located on main campus, in Delaney Hall and provides confidential counseling and referral services. Counseling Center Services include individual, couples, and small group counseling, relaxation training and stress management, alcohol and other drug assessments, crisis intervention, support groups, educational programs on a variety of mental health and wellness issues, and referrals to local treatment providers and support services. The Center is open Monday through Friday, from 9:00am to 4:00pm. Students may make appointments by email at counselingcenter@holyfamily.edu, or by phone at 267-341-3222. All information shared with the Counseling Center staff is completely confidential and there is no out-of-pocket expense. The Counseling Center is available to respond to after-hours mental health crises or emergencies as appropriate and may be reached through Public Safety at 267-341-3333. For more information: Counseling Center

Financial Aid and Business Offices: All tuition and financial aid matters are handled by the Business and Financial Aid Offices on main campus, room 203 (2nd floor), Holy Family Hall. Financial Aid availability may be tied to a student's academic performance in the program and these instances are addressed by the Financial Aid Office alone. There are no financial aid or business services on the Newtown campus. For more information: Financial Aid

Health Services: A nurse practitioner is available daily on main campus, in the University Health Services Office, Campus Center, Room G7, ground floor, to provide first aid, health screenings, counseling, referrals, and health insurance information. The University nurse practitioner may be contacted during the day at 267-341-3262. More information is available on the Wellness website, Health Services

IT Help Desk: The Help Desk is a student's first point of contact for all requests and problems relating to technology services at the University. The Help Desk can assist with: password problems, Wi-Fi access problems, ID card replacement, AV/classroom requests, special event requests, software and hardware needs, and phone issues, among others. To speak with the Help Desk: 267-341-3402, or submit a help desk ticket at: Help Desk

Library Services/Newtown Campus LRC: The University library, located on main campus, serves the research and information needs of the University community through online research databases, periodicals, books and audiovisual materials, a children's literature collection and curriculum materials. These resources are supplemented by intercampus and interlibrary loan services. In addition, the Library offers wireless network access and two computer labs for the use of students and teaching librarians. Several study rooms are also available for small student groups. Librarians offer individualized research instruction as well as formal, in-class information literacy sessions at both locations. The Library's online catalog, online research databases, and additional information are available via the library website at: Library Services.

Public Safety and Security: Parking & ID Cards: The university offers 24-hour security coverage on both main and Newtown campuses. Security officers may be reached through using the emergency telephones located on the parking lots and in each building or by dialing 267-341-3333 on main campus and 267-341-4011 at the Newtown campus. Students must register their cars with Public Safety to obtain a parking permit, as well as obtain an official student identification card during their first semester at Holy Family University. Parking permits may be obtained at the Public Safety Command Center in the Campus Center or in Room 105 of the Education and Technology Center on main campus, or at the reception desk on the Newtown campus. ID cards are necessary for building access on any campus building, the use of the Library, LRC, and sports facilities, and must be carried while students are on campus. There is no charge for the initial card; however, the cost of replacing a lost ID is $10, payable at the time of photographing. A $10 late fee is also charged for IDs taken three weeks after the start of classes.

Registrar's Office: The Registrar's Office is located on the main campus, on the 2nd floor of Holy Family Hall. This office keeps all academic University records and transcripts, and also offers registration services, enrollment certifications, and special letters by request. The Newtown office offers registration services, when arranged in advance by an advisor. The Registrar's Office is open Monday through Thursday, 8:00am to 5:00pm, and on Fridays 8:00am to 4:00pm. The Registrar's Office is closed every Tuesday from 3:00-3:45 pm. The

Registrar's Office is very responsive to student email inquiries: registrar@holyfamily.edu or (phone) 267-341-3212 and (fax) 215-281-9067.

The Doctor of Psychology in Counseling Psychology Program

The Doctor of Psychology in Counseling Psychology (PsyD) program at Holy Family University is committed to a practitioner-scholar training model that is evidence-based and practice informed, utilizing interventions that reflect the foundational values of the discipline of Counseling Psychology. Our view of clinical training is consistent with the American Psychological Association's Standards of Accreditation for Health Services Psychology (HSP) and the guidelines for professional psychology training developed by National Council for Schools and Programs in Psychology (NCSPP)

The PsyD Program is designed to ensure that each student meets the competencies essential for achieving its three aims:

- To develop graduates with knowledge of the fundamental theories and scientific foundations of psychology
- To produce graduates prepared for the ethical and competent practice of psychology across the lifespan with diverse populations
- To develop scholars prepared to contribute to the development of the profession

The doctoral training program achieves an integration of science and practice by utilizing a practitioner-scholar model of training. This program relies heavily on the current evidence base when training students in the profession wide competency areas. Each course requires additional readings from the primary literature assigned over the course of the semester connected to weekly topics. This provides a foundational base of current evidence that is then applied as the student trains.

The PSYD program will prepare graduates to become license-eligible psychologists in the State of Pennsylvania. Psychology licensure requirements vary significantly across U.S. states, particularly concerning coursework and supervised experience. While the PsyD program is designed to meet Pennsylvania licensure requirements, each U.S. state and territory sets its own licensing standards.If you plan to seek licensure outside of Pennsylvania, it is your responsibility to research and verify that state's requirements.

Important Notes:

- States may have additional coursework, training hours, or special requirements not mandated in Pennsylvania (e.g., specific courses in human sexuality, domestic violence, multicultural competency, or HIV/AIDS training).
- Licensing rules may change over time, so it is critical to verify the most current information directly with the appropriate board.

State Comparison:

To assist you, we have provided a State-by-State Coursework Comparison Chart, which includes:

- How closely each state's coursework requirements match Pennsylvania's standards
- Highlights where additional coursework or trainings may be needed
- Direct hyperlinks to each state's official licensing board for up-to-date information

You can access the comparison document and resources here:

The Doctor of Psychology in Counseling Psychology (Psy.D.) program at Holy Family University is an APA-accredited doctoral program. APA has granted the Psy.D. program accredited on contingency status through March 18, 2027. Questions related to the program's accreditation status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC, 20002
202-336-5979
apaaccred@apa.org
www.apa.org/ed/accreditation

The PsyD Program is designed to ensure that each student meets the program aims, discipline specific knowledge areas and profession wide competencies necessary for licensure in the field. The programs aims includes the following:

Aim #1: To develop graduates with knowledge of the fundamental theories and scientific foundations of psychology

- Objective 1.1 Students will demonstrate foundational knowledge of and empirical evidence supporting the theories of personality, social psychology, cognitive aspects of behavior, human development, biological basis of behavior and psychopathology.
- Objective 1.2 Students will demonstrate foundational knowledge of the history of psychology as it pertains to the development of these theories and their scientific foundations.

Aim #2: To produce graduates prepared for the ethical and competent practice of psychology across the lifespan with diverse populations

- Objective 2.1 Students demonstrate understanding and applicability of pertinent ethical codes and legal principles.
- Objective 2.2 Students demonstrate proficiency of the theory and practice of psychotherapy.
- Objective 2.3 Students demonstrate proficiency of practice-informed and evidence-based approaches to psychotherapy.

- Objective 2.4 Students demonstrate proficiency in providing psychological assessment and interpreting assessment procedures.
- Objective 2.5 Students demonstrate proficiency in the integration of issues stemming from individual diversity in clinical interventions and assessment.

Aim #3: To develop scholars prepared to contribute to the development of the profession

- Objective 3.1 Students demonstrate the independent ability to formulate research activities.
- Objective 3.2 Students demonstrate the ability to critically evaluate and disseminate research or other scholarly activities.Program Competencies

The Counseling Psychology program recognizes that discipline-specific knowledge is the cornerstone for the establishment of identity and the foundation for further training in the practice of health services psychology. The counseling psychology program has designed the PsyD curriculum to ensure that each of the requisite areas of knowledge is part of the sequence of courses that each student must take and pass successfully with a B- or better in order to continue matriculating through the program.

Discipline Specific Areas (DSK's) include the following:

- History & Systems of Psychology
- Basic Content Areas in Scientific Psychology:
    - Affective Aspects of Behavior
    - Biological Aspects of Behavior
    - Cognitive Aspects of Behavior
    - Developmental Aspects of Behavior
    - Social Aspects of Behavior
- Advanced Integrative Knowledge of Basic Discipline Specific Content Areas
- Research Methods, Statistical Analysis and Psychometrics

The Counseling Psychology program provides opportunities for students to achieve and demonstrate each of the nine required profession-wide competencies with increasing levels of independence and complexity as they matriculate through the program. The program relies heavily on the current evidence base when training students in the following profession-wide competency areas.

Competency: (i) Research

Students will demonstrate the ability to:

- Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

- Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

Competency: (ii) Ethical and Legal Standards

Students will demonstrate the ability to:

- Be knowledgeable of and act in accordance with each of the following:
  - the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
  - Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
  - Relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
- Examine the ethical issues unique to advocacy and social justice work

Conduct self in an ethical manner in all professional activities

Competency: (iii) Individual and cultural diversity

Students will demonstrate the ability to:

- Apply knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- Describe multicultural issues in the diagnosis of mental disorders
- Learn about psychological interventions that address the detrimental effects of oppression, discrimination, and institutionalized oppression for various clients.

Develop skills as an advocate and change agent

Competency: (iv) Professional values, attitudes, and behaviors

Students will demonstrate the ability to:

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.

Respond professionally in increasingly complex situations with a greater degree of independence as the student progresses across levels of training

Competency: (v) Communication and Interpersonal Skills

Students will demonstrate the ability to:

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

Competency: (vi) Assessment

Students will demonstrate the ability to:

- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Apply evidence-based practices in the planning of treatment
- Develop complex case conceptualizations and treatment plans that are informed by clients' multicultural identity and how this identity intersects and informs the client's psychological distress
- Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.

Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Competency: (vii) Intervention

Students will demonstrate the ability to:

- Establish and maintain effective relationships with the recipients of psychological services.

- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Demonstrate the ability to apply the relevant research literature to clinical decision making
- Develop evidence-based intervention plans specific to the service delivery goals.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.
- Demonstrate effective group leadership and process skills

Competency: (viii) Supervision

Students will demonstrate the ability to:

- Demonstrate knowledge of supervision models and practices.
- Demonstrate appropriate supervisory interventions in dyadic and group supervision settings
- Understand and apply evaluation procedures and instruments to determine supervisee goal attainment
- Recognize and apply basic conflict resolution skills appropriate for issues with supervisees
- Identify and utilize current research trends in supervision

Competency: (ix) Consultation & Interprofessional/Interdisciplinary Skills

Students will demonstrate the ability to:

- Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Demonstrates knowledge of consultation models and practices.
- Identify and utilize current research trends in supervision and consultation

Program Policies & Procedures

Assignment of Academic Advisor

All accepted students will be assigned an academic advisor who is a full-time faculty member in the PsyD program. The advisor will help students navigate courses, field placements and research, as well as plan and draft an appropriate program of study and assist students with

other academic matters. Students may request a change of advisor by scheduling an appointment with the Director of the Doctoral Program.

Full-time Status and Continued Enrollment

The PsyD program is a full time program offering day time classes from 9-12 and 1-4. All students in the PsyD program must maintain their full-time status and remain enrolled continually for 9 credits (3 classes) in the fall, spring and summer semesters for the duration of the program. The program utilizes a cohort model which means that students are accepted into the program for a specific cohort year and progress through the course sequence as a group. If a student needs to take a break from the program, or modify his/her/their full time status, they must meet with the Program Director to make this request. Because the courses are offered sequentially by semester, the student in making this request, understands that this break may affect the ability to take the necessary courses until the next semester it is offered. Each situation of this nature will be considered on a case-by-case basis.

Non-discrimination Policy

In complete alignment with Holy Family University's Non-Discrimination Policy (as outlined above), the Counseling Psychology PsyD Program affirms the values of multiculturalism, feminism, and social justice, and the dignity of people. The PsyD program enjoys the richness that is derived from diversity of people, thought, method, and practice. As such, the PsyD program is committed to respecting individuality, civility, and cultural traditions. The PsyD program does not discriminate on the basis of race, color, religion, age, sex, sexual orientation, gender identity or expression, national or ethnic origin, ancestry, disability, marital status, military/veteran status, or any other characteristic protected by federal, state or local laws, in the administration of its educational offerings, policies, admissions or other school-administered activities.

The PsyD program is dedicated to ensuring an environment free of discrimination or harassment of any kind, and promotes equal opportunity throughout all aspects and spaces in the program. The PsyD program, likewise supports classrooms, forums, and other educational and community environments that are inclusive and where diversity and individual differences in all its forms are understood, respected, appreciated, and recognized as a source of strength. In all PsyD program spaces, students, faculty, and staff are required to be sensitive to diverse viewpoints, considerate of varying cultural traditions, and aware that human diversity is multi-faceted, intersectional and unique to each and every individual. The PsyD program community strives as a collective to increase multicultural competence, and to encourage community members to continually reflect upon and discuss their diverse identities, worldviews, assumptions, and biases.

Microaggression Statement

Microaggressions are commonplace daily, verbal or behavioral indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative slights and insults that potentially have a harmful or unpleasant psychological impact on a "target" person or group. Micro-aggressions tend to be subtle and indirect, and reflect unconscious and ingrained biased beliefs and attitudes. Anyone in the PsyD program community who believes they have been

aggressed upon in this manner is strongly encouraged to either provide direct feedback to the micro-aggressor, or if this is not possible, due, for example, to power differentials, to bring this to the attention of the PsyD Program Director, or another faculty member. Such micro-aggressive instances, although uncomfortable, are opportunities for all in the program community to grow and learn.

Supportive Learning Environment

PsyD program staff and faculty dedicate themselves to creating an overall learning environment that supports student growth and academic advancement. Faculty and staff endeavor to make themselves accessible to students via their office hours, responsiveness to student communication, overall demeanor, and availability to student needs for guidance and mentoring. PsyD faculty strive to support students' networking efforts to the respective professional organizations in which they are involved along with research projects, and other scholarly endeavors that will enhance student development.

Time to Completion

Holy Family doctoral degree students have a maximum of seven years from the initial semester of coursework to complete the entire program, including the successful defense of the dissertation and completion of external internship. This is referred to as a student's 'time to completion.' Requests for extensions for 'time to completion' must be justified in writing and approved by the PsyD Program Committee. No extensions, regardless of the circumstance, will be granted after ten years.

Application for Graduation

The candidate must file an application for graduation via Self-service the semester before graduation (dates noted on the academic calendar) and pay the necessary graduation fees during the final semester. Students may not petition to graduate until all required coursework, field placement, internship, and dissertation is completed. Holy Family University holds commencement once a year in May. As per HFU Guidelines only students who have completed all work (as outlined above) and their Internship hours and associated course PsyD 908 Internship III by August 15 may participate in the ceremony.

Candidates should refer to Holy Family University's calendar to verify deadlines for scheduling necessary reviews, completing all degree requirements, the dissertation defense, and filing for graduation.

Record Retention

The PsyD program maintains accurate records of each student's education, training experiences and evaluations as evidence for student's progression through the program in electronic file format, PSYCAS and Time2track. All records are maintained in accordance with federal, state and institutional policies regarding record keeping and privacy and retained for a minimum period of 10 years.

Doctoral Curriculum

The PsyD program unfolds over the fall, spring and summer semesters at Holy Family University, with both academic and clinical training components. The program was designed to meet the American Psychological Association's Accreditation Standards and prepare graduates for licensure in the state of Pennsylvania.

The program utilizes a Pathway model that offers different paths to obtaining a degree. Each pathway has a streamlined curriculum that includes coursework, field training, a dissertation, and an internship that unfolds over 5 years during the fall, spring, and summer semesters.

Students will complete an individualized plan of study with the Program Director and academic advisor to outline their pathway through the program.

Pathway 1 provides an opportunity for students entering with a **Bachelor's degree** to earn their PsyD accruing approximately 102 credits. Students entering this pathway must successfully complete with a B- or better pre-requisite courses in order to continue in the program.

Pathway 2 allows students entering with a **Master's degree in clinical/counseling or mental health psychology** to work with the Program Director and their academic advisor to determine which foundational coursework is necessary for completion of the program. Post-masters's credits vary between 78-90 credits

Pathway 3 allows students entering the field with a **Master's degree in a related field** (social work, general psychology, public health) to complete foundational coursework while taking PsyD credits. The number of post-master credits may vary depending on the required coursework. There is an addition of a pre-externship placement for Pathway students without prior practicum experience.
Below is an overview of the 5-years of coursework and training students must complete to earn the PsyD, followed by the respective course descriptions.

YEAR 1- Summer prerequisites (BA-PsyD students only)

PSYD 826 Effective Graduate Level Writing
PsyD 827 Introduction to Skills

YEAR 1 – Fall Semester

PSYD 801 Professional Identity & Ethical Practice in Counseling Psychology
PSYD 802 Multiculturalism & Feminism in Counseling Psychology
PSYD 811 Biological Bases of Behavior

YEAR 1 – Spring Semester

PSYD 804 Cognitive & Affective Bases of Behavior
PSYD 805 Advanced Developmental Psychology

PSYD 806 Advanced Theories

YEAR 1 – Summer 1 Semester
PSYD 803 History & Systems of Psychology
PSYD 809 Teaching Psychology I: Classroom Based Formats

YEAR 1 – Summer 2 Semester
PSYD 810 Teaching Psychology II: Alternative Formats

YEAR 2 - Fall Semester
PSYD 813 Advanced Psychopathology & Evidence Based Practice
PSYD 814 Intellectual Assessment
PSYD 822 Advanced Practicum I
PSYD 828 Pre-Externship I (BA-PsyD students or MA students without requisite field placement hours)

YEAR 2 – Spring Semester

PSYD 812 Personality Theory & Assessment
PSYD 831 Advanced Psychopharmacology
PSYD 823 Advanced Practicum II
PSYD 829 Pre-Externship I (BA-PsyD students or MA students without requisite field placement hours)

YEAR 2 – Summer 1 Semester

PSYD 818BL Advanced CBT

YEAR 2 – Summer 2 Semester
PSYD 808 Career Psychology

Content Comprehensive Exam (late August/pre-fall semester)

YEAR 3 – Fall Semester
PSYD 819 Supervision: Theory & Practice
PsyD 830 Group Psychology
PSYD 824 Advanced Practicum III

YEAR 3 – Spring Semester
PSYD 815 Advanced Research Design
PSYD 820 Social Justice & Advocacy in Counseling Psychology
PSYD 825 Advanced Practicum IV
Comprehensive Exam II

YEAR 3 - SUMMER Semester
PSYD 817 Advanced Data Analysis

Year 4

PSYD 902 Dissertation I (Fall Semester)
PSYD 903 Dissertation II (Spring Semester)
PSYD 904 Dissertation III (Summer 3 Semester)

Year 5

PSYD 905 Dissertation IV (1 or 3 credit) until completion of Dissertation
PSYD 906 Advanced Internship I
PSYD 907 Advanced Internship II
PSYD 908 Advanced Internship III

PsyD Course Descriptions

PSYD 801 Professional Identity and Ethical Practice (3 credits)

This course examines the history, philosophy, roles, and functions of the professional counseling psychologist. Students will become aware of the American Psychological Association, accreditation regulations, self-care strategies, advocacy and other counseling psychology expectations. Students will demonstrate proficiency in applying ethical and legal considerations in professional counseling psychology.

PSYD 802 Multiculturalism and Feminism in Counseling Psychology (3 credits)

Prerequisite: Masters level Multicultural class
This course is designed for psychologists in training to develop advanced competencies for counseling interventions with diverse populations. Particular attention will be given to multicultural and feminist theories and the related techniques for counseling diverse populations. Special attention will be given to working with minority, non-dominant and oppressed clients.

PSYD 803 History and Systems of Psychology (3 credits)

This course traces the origins of psychology from philosophy and physiology and its development into the science of modern psychology. Emphasis on major paradigms of the 20th century and their evolution.

PSYD 804 Cognitive and Affective Bases of Behavior (3 credits)

This course addresses the essential features of how human behavior is shaped and modulated by cognition, affect, and their interaction. These include theories and empirical bases of learning, perception, memory, language, motivation, affect, emotion, and executive function and additional factors that influence cognitive performance, emotional experience, and their interaction.

PSYD 805 Advanced Developmental Psychology (3 credits)

Prerequisite: Master's Level course in Human Development
This course is a critical exploration of human development from a life-span perspective. There will be an emphasis on how different views of human nature can contribute to an understanding of human development. Biological, psychological, cognitive and socioemotional processes will be discussed within social contexts.

PSYD 806 Advanced Theories (3 credits)

Prerequisite: Masters-level Theories course
This course provides an in-depth, advanced review of theory and practice derived from commonly used psychological theories and interventions. A comprehensive review of the common conceptual constructs and factors that facilitate change in counseling, without regard to a particular theoretical approach, will be covered. Students will develop skills drawing upon core elements of various theoretical constructs to gain competency in conceptualizing cases using an integrated model of psychotherapy in a multicultural context.

PSYD 807 Career Psychology (3 credits)

Prerequisite: Master's Level courses in Career Counseling, Counseling Skills, and Assessment
Studies how work affects the individual psychologically. Examines career and vocational psychology theories; information resources related to career psychology and counseling. Explores the needs and concerns of clients from various cultural backgrounds and experiences, current issues, related to career development through the life stages, family and career, and a broad societal context.

PSYD 809 Teaching Psychology: Classroom Based format (3 credits)

This course will provide the student with an introduction to pedagogical theory, course construction, and classroom based strategies as they can be applied to the teaching of psychology.

PSYD 810 Teaching Psychology: Alternative Formats (3 credits)

This course will review contemporary literature on developing a creative quality matters based on-line learning environment. Introduction to pedagogical theories, styles, and strategies as they apply to college teaching of psychology in an online environment will be reviewed.

PSYD 811 Biological Basis of Behavior (3 credits)

This course will provide the student with the basics of the relationship between the brain and nervous system structures, and behavior. Topics will include nervous system structures and what behaviors they involve, pathophysiology and resulting behavioral disorders, and methods of neuropsychological investigation.

PSYD 812 Personality Theory Assessment (3 credits)

Prerequisite: Master's Level Counseling Assessment Course
This course provides students with the in-depth knowledge and necessary skills necessary to administer, score, and interpret selected psychological inventories that focus on personality, social and emotional assessment. There will be an emphasis on examining ethical issues and multicultural factors that may impact the results of assessment.

PSYD 813 Advanced Psychopathology and Evidence Based Practice (3 credits)

This course will focus on advanced exposure to psychopathology and diagnostics. The course will focus on tools for assessing psychopathology, methods of diagnostic classification, differential diagnostic skills, discussion of cross-cultural diagnostic issues, and the most evidence-based treatment approaches for each of the major diagnostic categories.

PSYD 814 Intellectual Assessment (3 credits)

Prerequisite: Master's Level Counseling Assessment Course

This course provides students with the in-depth knowledge and necessary skills necessary to provide individual cognitive assessment throughout the life span. There will be an emphasis on examining ethical issues and multicultural factors that may impact the results of assessment.

PSYD 815 Advanced Research Design (3 credits)

This course is an in depth exploration of the nature of the research process and guidelines for formulating research questions and testable hypotheses. Reviews the methods of operationalizing variables and indicators, formulating a research question, and collecting both quantitative and qualitative data. Culminates in a written proposal.

PSYD 817 Advanced Data Analysis (3 credits)

This course reviews descriptive and inferential statistics and how these techniques are used with research methods appropriate for counseling psychology. Students will become proficient in data coding, selection of statistical analysis based on methodological design and research question, computer analysis of data sets, and the understanding of results

PSYD 818 Advanced Cognitive and Behavior Therapies (3 credits)

Prerequisite: Master's Level courses in Counseling Skills, Counseling Theory, and Multicultural Counseling, PSYD 801 Professional Identity and Ethical Practice
Provides students with knowledge, historical development, assessment tools and hands on application of cognitive behavioral therapies. Cognitive and behavioral theory as well as contemporary models such as mindfulness, trauma focused therapy, and complementary and alternative models (CAM's) will be covered.

PSYD 819 Consultation & Supervision Theory and Practice (3 credits)

This course will explore the roles and functions of a psychologist as a supervisor and consultant. It will provide a critical overview of the conceptual and empirical literature on clinical supervision and consultation, including models, interventions, relationship and process issues, and ethical and legal considerations and will foster development of skills necessary for supervision and consultation activities. The supervisory relationship and process of individual and group supervision will be emphasized.

PSYD 820 Social Justice and Advocacy in Counseling Psychology (3 credits)

Addresses the program's mission to train psychologists to be competent in applied social justice and advocacy. An overview of theories and models of social justice advocacy and leadership in counseling psychology will be covered. Students will develop skills as change agents and advocates and implement a social action project.

PSYD 822 Advanced Practicum I (3 credits)

This advanced course will provide supervised practicum bridging theoretical and practical topics. Students will apply their emerging skills and understanding of counseling models to their work with individuals, couples, families, and groups. This course will provide facilitation and support.

PSYD 823 Advanced Practicum II (3 credits)

This advanced course will provide supervised practicum bridging theoretical and practical topics. Students will apply their emerging skills and understanding of counseling models to their work with individuals, couples, families, and groups. This course will provide facilitation and support.

PSYD 824 Advanced Practicum III (3 credits)

This advanced course will provide supervised practicum bridging theoretical and practical topics. Students will apply their emerging skills and understanding of counseling models to their work with individuals, couples, families, and groups. This course will provide facilitation and support.

PSYD 825 Advanced Practicum IV (3 credits)

This advanced course will provide supervised practicum bridging theoretical and practical topics. Students will apply their emerging skills and understanding of counseling models to their work with individuals, couples, families, and groups. This course will provide facilitation and support.

PSYD 826 Effective Graduate Writing (3 credits)

Effective writing is an essential skill for graduate students and practicing psychologists alike. This course guides students through the essentials of written scholarly communication, such as identifying and documenting information sources, integrating multiple sources of information, organizing ideas effectively, and expressing ideas clearly.

PSYD 827 Introduction to Skills (3 credits)

This course is designed to help students become more proficient in using the basic psychological counseling techniques used in the helping relationship. Through active classroom experiences, laboratory training, and exploration of field opportunities, students will develop basic counseling skills.

PSYD 828 Pre-Externship I (3 credits)

This advanced course will provide a supervised pre-externship experience bridging theoretical and practical topics. Students will begin to develop their professional and ethical identity by applying their emerging skills and understanding of counseling models to their work with individuals, couples, families, and groups. The introduction of counseling skills will be addressed through case presentations, role-playing, and simulated counseling experiences.

PSYD 829 Pre-Externship II (3 credits)

This advanced course will provide a supervised pre-externship experience bridging theoretical and practical topics. Students will begin to develop their professional and ethical identity by applying their emerging skills and understanding of counseling models to their work with individuals, couples, families, and groups. The introduction of counseling skills will be addressed through case presentations, role-playing, and simulated counseling experiences.

PSYD 830 Group Psychology (3 credits)

This course offers advanced study of group psychological theory and practice, including the socio-political influences on both larger societal groups and small group behavior. Through scholarly, didactic, and experiential learning, this course enables students to both explore the literature on group psychology and master theoretical approaches to group psychotherapy.

PSYD 831 Advanced Psychopharmacology (3 credits)

This course provides an overview of psychopharmacology in the context of counseling practice and psychological treatments. The course will cover the interaction of physiology and anatomy on behavior and clinical syndromes and the use of empirically supported psychotropic medications in diverse populations.

PSYD 902 Dissertation I (3 credits)

Pre-requisites: Student must successfully complete the first three levels of the program including all coursework, practica, Comprehensive Examination Parts I & II

The purpose of this course is to develop an independent research project. Topics for research are to be negotiated with the dissertation committee members. By the end of this course, the student should have a defended dissertation proposal.

PSYD 903 Dissertation II (3 credits)

Pre-requisites: Student must successfully complete the first three levels of the program including all coursework, practica, Comprehensive Examination Parts I & II
The purpose of this course is to conduct an independent research project. Topics for research are to be negotiated with the dissertation advisor and committee members. By the end of this course, the student should have collected and analyzed data and begun writing the results of the study.

PSYD 904 Dissertation III (3 credits)

Pre-requisites: Student must successfully complete the first three levels of the program including all coursework, practica, Comprehensive Examination Parts I & II
The purpose of this course is to conduct an independent research project. Topics for research are to be negotiated with the dissertation advisor and committee members. By the end of this course, the student should have a complete and defended dissertation.

PSYD 906 Advanced Doctoral Internship I (3 credits)

Pre-requisites: Student must successfully complete the first three levels of the program including all coursework, practica, Comprehensive Examination, and successfully propose the dissertation, as well as having been approved by the Director of Clinical Training.
One year, full-time (or two calendar year part-time) experience that is an intensive training experience requiring 36-40 hours of service a week over one year or 18-20 hours per week over two years in a clinical setting.

PSYD 907 Advanced Doctoral Internship II (3 credits)

Pre-requisites: Student must successfully complete the first three levels of the program including all coursework, practica, Comprehensive Examination,
successfully propose the Dissertation, as well as having been approved by the Director of Clinical Training.
One year, full-time (or two calendar year part-time) experience that is an intensive training experience requiring 36-40 hours of service a week over one year or 18-20 hours per week over two years in a clinical setting.

PSYD 908 Advanced Doctoral Internship III (3 credits)

Pre-requisites: Student must successfully complete the first three levels of the program including all coursework, practica, Comprehensive Exam and successfully propose the Dissertation, as well as having been approved by the Director of Clinical Training.
One year, full-time (or two calendar year part-time) experience that is an intensive training experience requiring 36-40 hours of service a week over one year or 18-20 hours per week over two years in a clinical setting.

Unique Program Components

Teaching

A unique feature of the PsyD program is that it formally prepares doctoral students to assume the role of a paid adjunct instructor, teaching an undergraduate psychology course on Holy Family University's main campus. To do so, in the summer of their first year in the program, students will complete the courses PSYD 809 Teaching Psychology I: Classroom Based and PSYD 810OL Teaching Psychology: Alternative Formats which leads to the preparation of an undergraduate course syllabus, related materials, activities, and strategies. Specifically, in the Teaching Psychology courses, students are introduced to pedagogical theory, course construction, teaching ethics, managing diverse classrooms, lesson planning, rubric design, Quality Matters Design Standards for on-line learning, fair test construction, and grading on-line courses.

Assessment Training Library and Computer Lab

The doctoral curriculum provides many opportunities for students to gain experience in assessment, including interviewing, test administration, report writing, and communication of results. The PsyD program maintains a robust library of testing materials, including psychodiagnostic, personality, intellectual and career assessments. These materials are stored in the Assessment Lab (Room 236 Newtown campus). Additional instruments are available via computer-based assessment platforms and are allocated to students as needed.

Use of Assessment Lab

The Assessment Lab is used for individual assessments by students, including interviews, pencil-and-paper test administrations, and computerized (typically web-based) test administrations. All assessments must take place in the Assessment Lab unless other arrangements are approved in advance by the Testing Coordinator. All testing materials are stored in locked cabinets in the Assessment Lab, which is itself locked at all times. Keys are stored in a lock box in the Computer Lab (Room 131), which requires card-access for entry. Students will be provided the combination to the lock box upon beginning a class that requires use of the Assessment Lab or instruments stored in it. Keys must be immediately returned to the lock box when not in use and are not to be taken for any reason.

Students may reserve individual time in the Assessment Lab and the use of a specific instrument using an electronic calendar (calendar access is provided by the Testing Coordinator). All instruments must be signed out and signed back in when returned. Each student has a designated folder in a locked cabinet in the Assessment Lab for their ongoing work. Students must store their completed or in-progress scoring sheets and protocols in the cabinet and ensure that it remains locked at all times.

Use of Computer Lab

Students in the Psy.D. program have card access to the Computer Lab (Room 131). Students are encouraged to use the Computer Lab for report-writing and may therefore access web-based test data and manuals from the Computer Lab. In addition, students may bring completed test protocols or scoring sheets, manuals, and notes from the Assessment Lab to the Computer Lab but must ensure the security of those materials at all times. Each student has a designated folder in a locked cabinet in the Computer Lab. Students who need to leave the Lab briefly while working on a report must lock their materials in the file cabinet until they return. All materials must be returned to their designated location in the Assessment Lab at the end of the day.

Test Security

It is not permissible to photocopy or otherwise reproduce test materials. This includes record forms, test items, manuals, or any other assessment materials. Instructors may show or copy forms for instructional purposes provided that they are marked “sample,” or may present subject responses for scoring by students, discussion, or other instructional purposes. Students must use original record forms for all class assignments.

The validity of certain tests may be compromised if their items, scoring protocols, or other materials are disclosed to others. Therefore, students may only use testing materials in the Assessment Lab (except for completed protocols, scoring sheets, and manuals, which may be brought to the Computer Lab, as outlined above), or by prior arrangement with the Testing Coordinator

By signing out testing materials using the Assessment Laboratory Instrument Sign-Out Sheet (Appendix A), students are taking responsibility for their security and use. Students should ensure that all kit components are present before signing them out and prior to their return (except for single-use record and profile forms for their own examinees). Materials should be returned to their designated location in the Assessment Lab. If any items are missing or damaged, students will be charged the cost for their replacement.

Use of Volunteer Examinees

Students may be asked to interview and/or administer various psychological tests to volunteer examinees and to produce reports based on this information. Students are responsible for obtaining their own volunteers, who may be acquaintances of the students but not family members or friends. These assessments (including interviews, pencil-and-paper assessments, and computerized assessments) may only take place at Holy Family University

in the Assessment Lab. Students must provide informed consent for any assessment procedures, document volunteers' consent using the "Consent for Student Practice in Assessment" form (Appendix B), provide volunteers with a copy of their signed consent form, and submit the original signed form to the Testing Coordinator. Volunteers may not be provided with feedback about assessment results (either verbal or written), except as supervised by a faculty member.

Students are responsible for protecting the confidentiality (within established limits) of volunteer examinees, including all written information. A pseudonym or code number should be used for all record forms, protocols, profile forms, and notes. All written information must be stored in designated locked cabinets in either the Assessment Lab or Computer Lab, as outlined above.

Volunteer assessments may only take place Monday – Friday during identified hours when faculty members are present to provide emergency backup. An "on-call" faculty member will be designated daily for this purpose. If any assessment activity results in concern for the safety of the volunteer or others, students must immediately seek consultation with the on-call faculty member.

Comprehensive Examinations

Overview

The Comprehensive Examination is part of the ongoing developmental assessment process intended to evaluate students' attainment of the attitudes, knowledge, and skills relevant to the professional practice of counseling psychology. The Comprehensive Examination consists of two components:

1. Core Content Exam: a multiple-choice exam focusing on core content areas. This format provides an opportunity to demonstrate discipline-specific knowledge in a manner that is similar to the Examination for Professional Practice in Psychology (EPPP). The Core Content Exam is taken in August of the student's second year in the program, following the Summer II session.
2. Clinical Practice Exam: a case presentation of assessment and treatment with an actual client. This format provides an opportunity to demonstrate competency in the areas of theoretical foundations, case conceptualization, evidence-based treatment, knowledge and application of assessment tools, and clinical skills. The Clinical Practice Exam is taken during Advanced Practicum IV, in the Spring semester of the student's third year in the program.

Completion of both parts of the exam with a passing score is a program requirement, which must be accomplished prior to being approved to apply for internship.

Upon successful completion of coursework through the second year of study (with a grade point average of 3.0 or higher), students will submit the Comprehensive Examination Eligibility Form – Core Content (Appendix C) for signatures. Upon successful completion of relevant coursework (with a grade point average of 3.0 or higher), and during enrollment in Advanced

Practicum IV, students will submit the Comprehensive Examination Eligibility Form – Clinical Practice (Appendix D) for signatures.

Core Content Exam

The Core Content Exam will be offered once per year, typically in the third week of August (i.e., after the end of the Summer II semester and prior to the commencement of the Fall semester of the student's third year). The date will be announced every January for the next August test administration. Early in the Spring semester, a mandatory Comprehensive Examination Orientation Meeting will be held for students taking the exam in the next August test administration. The Core Content Exam is administered in partnership with the AATBS/Triad Behavioral Health Campus TestMaster Program ("TestMaster"). The cost for the exam, presently $95 per student, is determined by TestMaster and is subject to change at their discretion.

Core Content Exam questions are chosen by the Doctoral Program Committee from the TestMaster item pool in the following content domains:

1. Ethical, legal, and professional issues
2. Cognitive and affective bases of behavior (may include learning theory, physiological psychology, lifespan development, clinical psychology, and psychological assessment)
3. Growth and lifespan development
4. Social and multicultural bases of behavior (may include diversity and clinical psychology)
5. Biological bases of behavior (may include abnormal psychology and physiological psychology/psychopharmacology)
6. Treatment intervention, prevention, and supervision (may include clinical psychology, abnormal psychology and physiological psychology/psychopharmacology)
7. Assessment and diagnosis (may include abnormal psychology and psychological assessment)

Test Administration and Scoring

The exam is provided by TestMaster and offered securely online. On the day of the exam, students are provided with log-in instructions and an Exam ID number to begin the exam.

While the exam will be scored immediately upon submission, students will not have access to their scores until they are released by the Doctoral Program Committee, approximately two weeks after the completion of the exam. Students may achieve one of three outcomes: Pass, Pass with Distinction, or Fail. Minimum levels of achievement for the exam will be announced at the Comprehensive Examination Orientation meeting.

Test Preparation

Three sets of six study volumes that review the content domains covered by the Core Content Examination are on reserve in the Assessment Lab to help students prepare for the exam. These resources are neither comprehensive nor required.

Retaking the Exam

If a student does not earn a passing score, there may be an opportunity to retake the Core Content Exam as determined by the Doctoral Program Committee. A remediation plan will be developed as outlined in this handbook (see Remediation Process and Remediation Plan-Appendix P). Students who have not passed the Core Content Exam may not be permitted to take research classes scheduled for the Summer sessions of their third year in the program (PSYD 815 Advanced Research Design and PSYD 817 Advanced Data Analysis) or commence toward the proposal of their dissertation, decided on a case-by-case basis.

Failure to pass the Core Content Exam after three attempts may constitute grounds for dismissal from the program.

Clinical Practice Comprehensive Exam

The Clinical Practice Exam is a case presentation that will be completed in the Spring semester of the student's third year in the program, during Advanced Practicum IV. Each student will be assigned a date to provide a 45-minute powerpoint presentation that reviews/summarizes their case as described below. This is an interactive presentation and classmates are expected to ask questions and give feedback regarding the presentation. At least two members of the Doctoral Program Committee will attend and score the presentation.

Students will complete a **formal case conceptualization presentation** on a client from their practicum site. The conceptualization should be grounded in a theoretical model. A case conceptualization provides an integrated summary of the client incorporating contextual factors that help to explain the presenting problem. Using a clinical interview, testing, and other methods, a comprehensive picture of the client's functioning is formed. This information will help the student to provide a diagnosis (diagnoses) that will help focus treatment and prioritize treatment goals. In addition, the case conceptualization should provide a thorough review of etiology (set of causes that predisposes, precipitates, and/or maintains the problem) that is consistent with both the diagnosis and theoretical orientation. This material will inform treatment interventions, which should be clearly connected to both the theoretical model and best practices as discussed in professional literature.

In the presentation, students must address the following:

Presenting Information

- Identifying data: Age, gender, ethnicity, relationship status, etc.
- Presenting problem: reason the client came for intervention now
- Referral source

Background Information

- History of presenting problem
- Treatment history

- Family of origin/procreation and/or current family composition and dynamics: Who does the client live with and what are the qualities of the relationships? What family members live outside of the household? Are there any family members with a history of substance abuse or mental illness?
- Developmental history
- History of sexual development
- Multicultural considerations
- Other contextual considerations
- Contributing medical history
- Educational history (e.g., highest grade completed, type of educational services received)
- Work history
- Substance abuse history
- Psychosocial stressors (chronic and acute)
- Strengths
    - Support systems: What natural and/or community supports are available?
    - Client strengths
    - Client interests
- Clinical presentation: How does the client/student/family present in session? What is their style of interaction? What is their verbal/non-verbal presentation? Appearance?

Ethical and Professional Issues

- Client/counselor dynamics
    - Counselor's experience of the client: What is your emotional response to the client? How does your culture influence your work with this client?
    - Strengths/liabilities in the therapeutic relationship: What are your strengths and needs? Are there challenges to you in working with this particular client, student, and/or family? Are there any countertransference issues?
- Ethical, legal, or other professional issues presented by the case

Suicide Risk Assessment

- Suicide risk assessment
    - Ideation, behavior, risk factors, and protective factors
    - Evaluation of risk
- As necessary
    - Protective actions taken
    - Crisis/safety plan

Testing Results and Interpretation

- Provide the results and interpretation of <u>at least two</u> appropriate psychodiagnostic, personality and/or intellectual assessments that you have administered yourself.
- Base inferences on the integration of test data with behavioral observations, relevant history, and all other relevant/available data.
- Discuss implications of test data and its relationship to other aspects of client's presentation

Diagnosis

- Provide all relevant DSM-5 diagnoses (note: these should be based on your assessment of the client, not that of the site's psychiatrist or other staff).

Treatment Planning

- Discuss (with rationale) at least three goals for treatment. These should be consistent with the theoretical orientation that is demonstrated throughout the presentation
- Best practices in the literature for treatment goals
- Discuss at least three interventions (planned or implemented) based on best practices, with clear links to assessment, theoretical orientation, and treatment goals

Important Considerations

- Be sure that your theoretical orientation is evident in the presentation and that goals, intervention, and how you view the client's presenting problem(s)/history is all consistent with this orientation. It should be the lens from which you understand the client's presentation, provide the framework for your work with the client (e.g., goals and interventions), and be clearly tied to the literature.
- Relevant ethical and professional issues should be discussed throughout the presentation.
- Provide citations throughout your presentation to support your work and a reference list at the end.

Scoring

The case presentation will be attended and scored by at least two members of the Doctoral Program Committee using the Clinical Practice Exam Evaluation Rubric (Appendix E). The student's total score is derived by averaging the scores from all raters across all domains. Minimum levels of achievement for the case presentation will be announced at the Comprehensive Examination Orientation meeting.

Inclement Weather

In the event that Holy Family University is closed due to inclement weather on the scheduled presentation date, the presentation will be rescheduled for a later date or conducted remotely.

Retaking the Exam

If a student does not pass the Clinical Practice Exam, a remediation plan will be developed as outlined in this handbook (see Remediation Process and Remediation Plan-Appendix P). Students who have not passed the Clinical Practice Exam may not be permitted to take research classes scheduled for the Summer sessions of their third year in the program (PSYD 815 Advanced Research Design and PSYD 817 Advanced Data Analysis) or commence

toward the proposal of their dissertation, decided on a case-by-case basis. The student may be provided with a second opportunity to pass on a case-by-case basis. Failure to pass the Clinical Practice Exam after two attempts may constitute grounds for dismissal from the program.

Doctoral Externship

The Advanced externship is an important and required two-year experience of the Doctorate of Psychology in Counseling Psychology education. The Advanced Externship that begins in the second year of study provides the student with the opportunity to integrate into professional practice theoretical information and intervention strategies learned in advanced graduate coursework completed during the previous year(s) under the direction of qualified supervisors. Practicum work continues during the second and third years of the program, and a full-time pre-doctoral internship is completed during the final and fifth year of study.

Our program endorses the guidelines on practicum training outlined in the APA Guidelines and Principles of Accreditation (APA Accreditation) and the guidelines for professional psychology training developed by NCSPP. Additionally, The program ascribes to the Counseling Psychology Model Training Values Statement Addressing Diversity (Diversity Training Model).

Consistent with our reflective practitioner-scholar training model, students complete their sequence of doctoral practica in a wide variety of externship sites (e.g., hospitals, community mental health agencies, neuro-rehabilitation facilities) throughout the Philadelphia and New Jersey area.

All necessary information for completing the steps of the advanced field placement process can be found in the Advanced Externship Handbook with the corresponding materials located in our Canvas Learning Management System (LMS), Applications PSYD Externship. Students in conjunction with the DCT and advisors are expected to complete all requirements specified for their advanced practica experience. Students are required to ensure that all preparatory paperwork, evaluations, maintenance of hours/tasks, and approvals are completed and submitted by all deadlines.

Externship Program Description

In the practicum, there are four primary participants:

1. the Student
2. the On-site Supervisor
3. the Practicum Instructor
4. the Director of Clinical Training (DCT)

Student: The practicum Student is a doctoral student enrolled in the Doctorate of Counseling Psychology program. The student has responsibility for constructing the practicum experience, completing the practicum, and providing evidence of having met the learning objectives required for academic credit. Specific responsibilities are outlined below.

On-site Supervisor: The on-site supervisor is a doctoral-level psychologist licensed in the jurisdiction in which s/he provides supervision. He or she is responsible for working collaboratively with the student to design the practicum experience, supervising and mentoring the student throughout the term, providing to the student and instructor both verbal and written constructive feedback as well as an evaluation of the Student's performance. Specific responsibilities are outlined below.

Practicum Instructor: The Instructor is the faculty member of record for the for-credit course and is employed by HFU. He or she reviews the Practicum Plan and is responsible for reviewing hours accrued throughout the semester and monitors progress through evaluation documents and a site visit. It is the Instructor's responsibility, in consultation with the On-site Supervisor, to assign and submit a final grade (A, B,C, F) by the university grading deadline. The Instructor also is available to both the Student and the On-site Supervisor for discussion and support throughout the term.

Director of Clinical Training (DCT): Directs the practicum (externship), internship and related training experiences.

The DCT is responsible for:

1. the development and maintenance of the ongoing field placement process
2. fostering strong working relationships with community agencies (both potential and established field placement sites)
3. establishing captive sites for students on field placement
4. coordinating the clinical supervision and consultation provided to students
5. developing and establishing all field placement logistics

Field Experience Readiness

Professions engaged in protection of the public health and welfare charge their members with the responsibility of monitoring and gate keeping potential new members. Therefore, the Graduate Studies in Counseling Psychology Program at Holy Family University (HFU) maintains that in order to protect their students, the profession, and the eventual consumers of services provided by graduates, it is necessary to monitor students' academic and professional development while in the program. This monitoring specifically focuses on both academic performance and professional conduct. As such, the department's faculty is responsible for assuring that only those students who continue to meet academic and professional program standards are allowed to continue in any of the department's academic programs and field placement. Members of the faculty evaluate student performance and professional conduct on an ongoing basis, semester by semester. The faculty will make judgments based on student professionalism, course performance, supervisors' evaluations of students' performance in the field, and students' adherence to any and all codes of ethics that have bearing upon the student's training while in the program.

If a student is found to have personal limitations that would impede field experience performance, the applicant will not be permitted to begin field experience. Such students would only be allowed to begin field experience upon submission of proper documentation indicating such personal limitations or impairment have been remediated.

Additionally, a student may be removed from the Advanced Practicum placement at any time if their behavior is determined to be impaired as defined by the Student Review & Retention Policy. If removed from the site, remedial steps will be recommended and students will be required to pay all fees associated with that course. Students should refer to the Graduate Program in Counseling Psychology Impaired Student Policy for full details regarding the remediation process.

Applying for Externship

During Year 2 all students will complete their first full year externship beginning in the summer at our training site. Materials to apply for externship can be found by using the link: Canvas/Applications PSYD or the Advanced Externship Handbook. All required externship materials are to be submitted through Canvas. All students are required to attend an Externship Orientation Meeting in the first year of practicum training that will occur in the first week of October.

PENNDELDOT Match Process

During the second year of externship, HFU students are expected to participate in the match process through Pennsylvania, Delaware and New Jersey Directors of Clinical Training (PENNDELDOT). This allows students to apply to sites that are only available through the PENNDELDOT process. Students will receive information in mid-November regarding deadlines and rules for the current year. Practicum sites involved in the PENNDELDOT match process will provide up-to-date information about their training programs and various rotations by December 1st of each year. For information in greater detail about the PENNDELDOT Process, including the application guidelines, students are directed to the Advanced Externship Handbook.

The Process of Externship II Selection

Preliminary information about externship is provided to new doctoral students at the orientation meeting before they begin their coursework. Early in the first year of the doctoral program (October) the DCT meets with the cohort to discuss practica issues.

During the months of October and November of the second year of the program, each student will begin the application process and determine placement sites that may be appropriate to the training goals of the program and of the student. Beginning in December, students will begin the application process as outlined by PENNDELDOT and in the Canvas/Externship shell. For information in greater detail about the PENNDELDOT application procedure, students are directed to the Advanced Externship Handbook.

HFU required documentation

April 1: each student will submit through Canvas/ Applications PSYD Practica the completed **Doctoral Practicum Agreement Form** (Appendix 4) **and Exchange of Information Authorization Form** (Appendix 5). Additionally, students must submit each site supervisor(s) CV and license. The University will then execute an Affiliation Agreement with the site. This agreement must be on file in order for the student to begin practicum

During the summer months before beginning practicum, each student must submit an application for student liability insurance (at the $1,000,000/3,000,000 level of coverage). **Verification of coverage must be filed with the program before a student begins accumulating practicum hours. Failure to obtain professional liability insurance coverage by the deadline will result in a delay in beginning practicum and seeing clients. No time spent at the practicum site prior to the beginning of insurance coverage will count towards completion of practicum.**

Ongoing communication with the DCT **during** the entire year is essential for the timely and successful completion of the selection process.

The Externship Plan

The student and on-site supervisor jointly construct the Externship Plan in the first two weeks of the semester. The exact procedures for developing the plan are left to the discretion of the on-site supervisor keeping in mind the following:

1. Developing the externship plan is a collaborative project between the student and on-site Supervisor.
2. The learning and professional development needs of the student are to be reflected in the plan.
3. Both the on-site supervisor and the student must agree to the submitted externship plan, as indicated by both of their signatures on the cover page of the practicum plan. This plan is subject to approval by the instructor or DCT.
4. The instructor will review the plan and communicate approval or need for revisions within one week of receiving the plan.

The externship experience should reflect the individual learning goals and professional needs of the student as well as the program and needs of the practicum site. The student and the on-site supervisor should each retain a copy of the practicum plan and any revisions. Please see the Advanced Externship syllabi for specific information regarding the practicum plan.

Externship Description and Requirements

Although the APA accreditation guidelines do not specify a required number of clinical hours prerequisite to internship, in order to be competitive applicants for internship, students are expected to accrue a minimum total of 1000 hours of formal practicum experience, including direct contact hours with clients (e.g., providing individual, conjoint, or group counseling; conducting intake interviews; administering assessments), clinical supervision hours, and other professional activities such as processing recordings, writing case notes, preparing for sessions, attending case conferences, and practicum class meetings. The program advises

students to consult the APPIC website and the APPIC Internship Matching Program)for relevant internship information early in the program.

Students in advanced externship are required to register concurrently for Externship I & II: PSY 822 & 823 or in year 2 Externship III & IV: PSY 824 & 825 which meets on campus weekly throughout the practicum experience. The student will complete a minimum of 500 hours of clinical work (i.e., a mix of diagnostic assessment and therapeutic intervention experiences); a minimum of 25% of hours will be spent in direct service activities. Ideally, students will be provided with the opportunity to complete a variety of assessment batteries. Students meet weekly with a faculty member in a seminar of structured group consultation with specific practice development topics. While these numbers reflect minimum hours required, it is more common that students agree to at least 18-20 hours per week at their externship sites.

For every 20 hours of practicum, one hour of individual supervision by a doctoral-level psychologist licensed in the jurisdiction in which s/he provides supervision is required at the site each week. If the psychologist is licensed in Pennsylvania, s/he must have a supervision competency listed with the Pennsylvania Board of Psychology. All site supervisors must be licensed; all doctoral practicum faculty are licensed, doctoral-level psychologists.

Students are required to complete an evaluation of the site supervisor/site at the end of each semester that is reviewed by the DCT to identify strengths and weaknesses of the site. Any identified issues are directly addressed with the site. General issues can be identified during practicum classes and students are initially encouraged to mitigate the issue directly with the site. Should the issue continue the class instructor may become involved or directly involve the DCT to help resolve the issue.

A Summary of Requirements for Advanced Externship

1. The student will develop and submit (to the site supervisor and the faculty supervisor) an externship plan, which defines her/his specific training goals and objectives.
2. The student will complete a minimum of 500 hours of clinical work (i.e., a mix of diagnostic assessment and therapeutic intervention experiences); 25% of the hours will be spent in direct service activities. Ideally, students will be provided with the opportunity to complete a variety of assessment batteries.
3. The student will participate in one hour of formally scheduled individual supervision with a doctoral level licensed psychologist employed by the externship site.
4. The student will attend weekly and participate actively in doctoral externship seminars each week.
5. The student will submit completed and reviewed evaluations through Time2Track prior to the final week of each semester. Evaluations will be deployed by HFU approximately three weeks prior to the end of the semester for completion and student/supervisor signatures. Evaluations will be based on the attainment of satisfactory progress on goals and objectives outlined in the practicum plan and of the NCSPP competencies described in the evaluation form. The student must also achieve a satisfactory rating of overall performance and ethical awareness and conduct during practicum.

6. The student will act in accordance with the Psychology Practice Act of the Pennsylvania Board of Psychology, the Ethical Principles of the American Psychological Association, and agency policies.
7. The student will maintain student liability insurance throughout the practicum.

Advanced Externship Documentation of hours/activities

Students in the PsyD program are expected to pay for and utilize Time2track (T2T) a web-based tool to help you track, verify, and manage your externships. T2T allows the student to log and submit all clinical activities directly to the supervisor for approval and complete the end of semester evaluations.

Students in the doctoral program are responsible for purchasing their own subscription to T2T and students will be emailed complete set up directions directly from T2T. Students will be able to connect their account to the Holy Family University PsyD account when completing their individual set up. The MS Field Placement and Outreach Coordinator is responsible for entering all placements and supervisor contact information and course number/instructor to T2T. By entering placements and supervisor contact information, an email will automatically be generated for each clinical supervisor on-site with instructions for setting up their free account. Once both the student and the supervisor have set up their accounts, students can begin to log hours.

If a student's placement or site changes throughout the course of practicum, students must let the Field Placement and Outreach Coordinator know immediately as this information will need to be added to the Holy Family University PsyD account to ensure seamless logging of hours.

All evaluations will be deployed to site supervisors and students by the Field Placement and Outreach Coordinator prior to the end of each semester. These evaluations will be completed in T2T and submitted to the course instructor. Issues with your personal Time2Track account should be managed by the student by calling/emailing the Time2Track help desk at 800.940.5095x0 or time2trackinfo@liaisonedu.com.

Externship Evaluation

The externship experience is designed to help address the educational aims identified in the program's curriculum plan as outlined below. The externship training goals provide opportunities for students to achieve and demonstrate profession-wide competencies under direct supervision by a qualified and licensed psychologist. Each student is assessed at the end of each semester through the Externship Evaluation Form: Supervisor version. Each student is expected to be directly observed either live or electronically by the site supervisor and the evaluation is expected to be based in part on this direct observation. The evaluation outlines each Profession Wide Competency for the practicum experience that the student must meet the Minimum Level of Achievement (MLA) of a mean score of 3 or better on each of the competencies required for their year in the program (Externship I/II: all sections except Supervision and Consultation; Externship III/IV: all sections). This ensures that each student has attained the requisite level of competency for internship application.

Additionally, each student is expected to complete a Self-Evaluation of Extern and Supervision Evaluation form. All forms will be reviewed with the Practicum Instructor during individual meetings at the end of each semester.

These include the following forms:

1. The Supervisor Evaluation of Extern: Final
2. Self-Evaluation of Extern: Final
3. Supervision Evaluation form

HFU GCP-PSYD Sanctioned Clinical Experience Agreement

The HFU Graduate Counseling Psychology (GCP) program recognizes that doctoral students frequently engage in supervised clinical experiences that are not part of their advanced externship. If these experiences are officially sanctioned by the GCP program, they can be counted as doctoral practicum hours on the APPIC Pre-doctoral application. These clinical activities are closely akin to externship experiences, including consistent supervision and training which advance a students' skill set in accordance with the program goals and competencies.

Students must have successfully completed the following courses with a B or better prior to starting their Approved School Sanctioned experience:

PSYD 801 Professional Identity & Ethical Practice in Counseling Psychology
PSYD 802 Multiculturalism & Feminism in Counseling Psychology
PSYD 803 History & Systems of Psychology
PSYD 804 Cognitive & Affective Basis of Behavior
PSYD 805 Advanced Developmental Psychology
PSYD 806 Advanced Theories
PSYD 807 Career Psychology
PSYD 822 & 823 Advanced Practica I

The intent of this requirement is for the department to have oversight of a student's work for

the first doctoral level externship prior to sanctioning clinical experiences that fall outside of a formal practicum.

In order for a clinical experience to be sanctioned the following conditions must be met: The DCT must be aware of and approve the experience prior to its commencement. The clinical hours must be supervised by a doctoral-level licensed psychologist

1. The GCPP Sanctioned Experience Agreement Form must be completed, signed off by all relevant parties, and a copy must be placed in the student's clinical file.
2. Students are expected to turn in Time2Track hours to the DCT every 3 months. These hours must be approved by the site supervisor.
3. An evaluation must be completed every 6 months by the site supervisor and the evaluation must be turned in to the DCT in a timely manner.

Experiences that are eligible for consideration as program-sanctioned are:

1. VA summer traineeship
2. Clinical research position
3. Training hours in a pre-practicum setting that is required by the Advanced Practicum 1 site
4. Site that provides assessment specific opportunities
5. Experiences at sites that are specifically approved by the Clinical Training Director

Please note that if the site is not an approved site for our program, the site proposal form must also be completed and submitted with this form. The DCT will then review the site for consideration ensuring that it is in alignment with the goals, objectives, and training model of the Doctoral Program in Counseling Psychology at Holy Family University.

Liability Insurance

The University provides liability insurance coverage for students engaged in practicum if they are enrolled in a credited practicum sequence and are practicing within the scope of the practicum. Students must follow the program and syllabus requirements, adhere to APA ethical codes, and act in accordance with the Psychology Practice Act of the Pennsylvania Board of Psychology. In addition to the university held liability insurance, we require that all students purchase liability insurance while enrolled in their practicum or in an approved school sanctioned experience.

Doctoral Dissertation

Introduction and Goals

The Holy Family University Counseling Psychology PsyD program requires students to complete independent scholarly work in the form of a doctoral dissertation, with the aim of furthering their development as a competent professional counseling psychologist. Consistent with the practitioner/scholar model and philosophy, the dissertation is an independent project that unfolds over time, demonstrating students' competence in the integration of counseling practice and scholarly/scientific pursuits. The dissertation requires that the student master a topic of relevance to counseling psychology, develop a strong and coherent viewpoint concerning that topic, and communicate findings and implications for the field in a professional manner. The completion of the dissertation establishes the student as a scholar in the field of counseling psychology, which complements their demonstrated competencies in other areas of our PsyD program. The main goal of the doctoral dissertation is for a student to master a topic in counseling psychology, to make a unique contribution in this area, and to disseminate that information within the profession and to a larger audience. The doctoral dissertation may comprise a

range of topics and methods of inquiry, including qualitative and quantitative empirical approaches or a systematic literature review. The PsyD dissertation adheres to the highest standards of creativity, originality, and comprehensiveness, and to that end it is truly a work of scholarship. The student must demonstrate sophisticated understanding of the relevant psychological literature, the current practices, and appropriate theoretical frameworks of the profession. In addition, the dissertation is an exercise in planning, time management, and task execution; students are required to utilize resources, become familiar with various methodologies, and appropriately communicate with other psychologists and professionals to complete this dissertation.

Acceptable dissertation projects include:

1. **An empirical study that demonstrates research design and statistical expertise.** Such a study may be experimental or correlational in its design, with data collected in a lab, clinical, or field setting, or by means of a mail or internet survey. For this type of project, all data must be collected per the proposal, analyzed, and discussed in detail, including implications for professional/counseling psychology. This empirical study may be quantitative or qualitative in nature.

2. **An extensive and integrative systematic review and analysis of the literature on an important topic in counseling psychology.** This type of project involves a sophisticated analysis, critique, and integration of the literature in a systematic manner, such as through the use of a systematic review or meta-analytic techniques. The project must demonstrate a high level of original and scholarly thought that results in updated conclusions or new interpretations of previously published theory and research.

Roles and Responsibilities

Student Role

The dissertation demonstrates a student's ability to assess, critically evaluate, and integrate knowledge gained from research, theoretical, and clinical sources regarding a topic in counseling psychology. It is always the student's sole responsibility to ensure that all tasks and deadlines are completed within agreed upon timeframes and that all forms are signed and submitted. Students should expect to carry out the necessary bibliographic research to become adequately familiar with their chosen topic. The development of the dissertation topic, the manuscript writing, the research activities, and overall scholarly output must be conducted by the student as the sole responsible party. Students are required to maintain adequate progress on their dissertation and inform their Faculty Chairperson and Dissertation Committee of the status of their dissertation on a periodic basis (e.g., monthly). While students will utilize the expertise of their Chairperson and Dissertation Committee, the dissertation is a scholarly project that reflects their independent work and unique contribution, and as such, all initiative for the doctoral dissertation will be student-led.

Students should engage in professional communication with others involved in their dissertation process and must adhere to standard accepted conventions regarding

turnaround time for review and feedback of any materials. Students should expect 2-3 weeks of turnaround time for any documents requiring review and should plan accordingly to account for this time. In addition, students must inform their Chairperson and Dissertation Committee members of any publications stemming from their dissertation work so that appropriate authorship determinations may be made. It is expected that the student will be the first author on any presentation or publication that results from their dissertation work.

Faculty Chairperson Role

The Faculty Chairperson (i.e., Chair) is responsible for overseeing students throughout the dissertation process by providing guidance and encouragement. The Chair will assist students in identifying and shaping their research ideas into interesting, important, and answerable questions and/or developing a project that is meaningful to the practice of psychology. The Chair will provide appropriate recommendations and monitor the progress of the dissertation project by reviewing the manuscript and providing approvals at various stages. The Chair leads the Dissertation Committee and guides the student in identifying and inviting Committee members to participate. It is expected that the Chair will be the second author on any presentation or publication that results from the dissertation work.

Faculty Chairs must be doctoral-level psychologists and approved by the PsyD Program and Clinical Training Director.

Doctoral Dissertation Committee Role

The Doctoral Dissertation Committee (i.e., committee) has two main roles: (1) to provide guidance in completing the doctoral dissertation in a way that significantly contributes to the student's education as a professional counseling psychologist, and (2) to evaluate the quality and acceptability of the student's work to ensure that it is rigorous and makes a unique contribution to the field as a scholarly work. The committee members guide the student to completion of a dissertation that demonstrates competence and mastery of the intellectual responsibilities associated with doctoral-level expertise. The committee must also interpret the quality standards of the larger profession of psychology to ensure that the student has met the independence, conceptual sophistication, and professional expertise required by the profession. Committee members should serve the role of consultee given their expertise and their input should be incorporated into the dissertation, but they are less involved than the Chair in the development and implementation of the project. It is expected that, at a minimum, committee members will be made aware of any publication stemming from the dissertation work. As appropriate, committee members may serve as co-authors on future dissemination of the work.

Dissertation Committee members must have earned a terminal degree in their field and approved by the PsyD Program and Clinical Training Director. At least one member of the committee must be a core faculty member in the Counseling Psychology PsyD program.

Overview of the Dissertation Process

The dissertation process unfolds throughout the PsyD program, with the majority of the process occurring during the spring of Year 3 through the summer of Year 4. The dissertation is designed to be fully completed during this time frame; however, students who require additional time may continue their work during Year 5 by enrolling in dissertation continuation credits. Please note that the dissertation proposal, at minimum, must be approved by the committee prior to beginning the PsyD clinical internship in Year 5. Practically, due to deadlines and commitments associated with the internship match process, this means that the dissertation proposal meeting must occur by the end of January in Year 4 to ensure that students are prepared to go through the internship match process that occurs in February of that year.

The timeframe and guidelines to follow outline the process for completing the doctoral dissertation. The process is also outlined on the Dissertation Canvas shell for students to follow along. Additionally, please see Appendix F “Recommended Timeline for PsyD Dissertation Completion” for a chart displaying this process.

Years 1-3: Development of Scholarship

Upon enrollment in the PsyD program, students should begin to develop research ideas and to examine the existing research literature to identify an area of investigation worthy of sustained study. Student formulation of potential dissertation topics should occur as they complete coursework, write papers, and participate in scholarship related to their area of interest. In addition to course material, students should independently explore scientific literature of interest and identify gaps in the existing literature base. Students are encouraged to informally discuss their preliminary ideas with faculty so as to gain feedback throughout their independent scholarship development.

Spring Year 3 - Required Coursework

The formal dissertation process begins during the Spring of Year 3 in the program. During the Spring semester, students enroll in PSYD 815 Advanced Research Design. Throughout this course, students learn about a variety of research designs, and they begin developing their dissertation within the framework provided by the Research Proposal assignment.

Spring Year 3: Determination of Dissertation Topic and Chair

Students will develop a dissertation topic and determine their Chair during the spring of Year 3. To develop a dissertation topic, students must demonstrate technical mastery of the subject matter in their field of interest and have knowledge of research techniques sufficient to carry out an original investigation of a research problem or a unique contribution to psychology practice through independent, significant, scholarly work. This culminates in a well-developed, clearly defined research topic and question(s) and/or planned scholarly output that will constitute their dissertation. This is documented with the Research Proposal completed in PSYD 815 Advanced Research Design and/or the Dissertation Prospectus (Appendix G).

As this topic is finalized, a Chair who will oversee and support the student's dissertation process will be identified. Students should consider their dissertation topic in light of faculty expertise and availability in order to achieve an optimal fit. Full-time core faculty members in the Counseling Psychology PsyD program are eligible to serve as Chairs. Adjunct faculty in the Counseling Psychology PsyD program and other faculty in the School of Arts and Sciences with related areas of expertise may be eligible to serve as Chairs on a case-by-case basis, with approval from the PsyD Program and Clinical Training Director and the Dean of the School of Arts and Sciences. In the Spring of Year 3, during the annual student review process to confirm that all academic requirements prior to the dissertation process have been met, the PsyD core faculty will review student interests, faculty expertise, and availability to identify appropriate Chair assignments. This will be communicated to students and faculty, and students and faculty will meet so students can share the dissertation topic they have determined and the Research Proposal they have prepared. Once Chairs approve of the general topic, this process is documented by the D1 Form: Dissertation Topic and Chairperson Agreement Form (see Appendix H). The student should notify the Dissertation Coordinator when they are ready to submit this form and the Dissertation Coordinator will initiate the process of obtaining electronic signatures. Once the form is signed by all, a copy will be saved to their student file.

Summer Year 3: Required Coursework

During the summer semester of Year 3, students enroll in PSYD 817 Advanced Data Analysis. Throughout this course, students learn about a variety of data analytic techniques, and they begin to create their dissertation data analysis plan within the framework provided by the course.

Summer Year 3: Formation of Dissertation Committee

Students will form their Dissertation Committee during the summer of Year 3. The committee examines the student's work and provides guidance during the research process and final writing of the dissertation. The committee also makes a determination on the final acceptability of the dissertation. In forming their committee, students should consider the scope of their dissertation topic and aim to form a committee composed of members that each contribute a unique area of expertise to the project. It is imperative that the student, with the Chair's guidance, ensures that there is sufficient expertise on the committee to support completion of the dissertation. The student should <u>not</u> invite members to join the committee without first discussing with and receiving approval from the Chair. The committee is composed of a minimum of four members (Chair plus three others) and no more than five (Chair plus four others). At least one member must be external to the Counseling Psychology Department at Holy Family University. In addition, members must hold doctoral degrees in psychology or a related field that is relevant to the proposed topic. Students may have non-doctoral-level members of their committee who have what is considered a terminal degree offered in their field, with approval by the Chair (e.g., MPH). Students may also include committee members who have specialized expertise as the Chair deems necessary (e.g., statistician). When the full committee is determined, this is documented with the D2 Form: Dissertation Committee Appointment Form (see Appendix I). The student should notify the Dissertation Coordinator when they are ready to submit this form and the Dissertation Coordinator will initiate the

process of obtaining electronic signatures. Once the form is signed by all, a copy will be saved to their student file.

Summer Year 3: Writing and Editing the Dissertation Proposal

Students will have completed a strong draft of their dissertation proposal during spring of Year 3 in PSYD 815. However, during summer of Year 3, with as needed input from the Chair of their committee, students will edit their dissertation proposal to prepare for the proposal defense. The dissertation proposal is an overview of a comprehensive investigation of a research problem/theoretical inquiry or a proposed contribution to counseling psychology practice. Students must write a formal proposal of the dissertation, which includes a completed scholarly literature review serving as the foundation for the project, a rationale for the study justifying its contribution, and a methods section detailing the planned project. The literature review must be relevant, current, and include sufficient empirical research, and the methods section must be complete, thorough, detailed, and specific. The proposal must be formatted according to the latest edition of the American Psychological Association Publication Manual. The full draft of the dissertation proposal should be completed by the end of the summer of Year 3 and should be sent to the Chair at that time for review and feedback in preparation of distributing to the committee and scheduling the proposal meeting in the fall.

Fall Year 4: Required Coursework

Students continue the dissertation process during the fall of Year 4 in the program. During the fall semester, students enroll in PSYD 902: Dissertation I. Throughout this course, students work independently and in conjunction with their Chair to make progress on their dissertation, with the ultimate goal of successfully proposing their dissertation and submitting an IRB application.

Fall Year 4: Dissertation Proposal

In preparation for the dissertation proposal, students will work with their Chair to address any revisions or feedback to their proposal draft that was submitted at the end of the summer. Students should expect that each round of revisions will take approximately 2-3 weeks for the Chair/committee to review and return, so therefore they should plan accordingly to account for this turnaround time.

Upon completion of a suitable written proposal, the Chair will determine that a student is ready for the proposal meeting. With the Chair's approval, students will request a formal meeting of the full Dissertation Committee during which they will present and discuss their proposal. The final written dissertation proposal must be distributed to the committee a minimum of two weeks before the formal meeting is held. All committee members must attend this meeting to evaluate the student's proposal and provide feedback to strengthen the study. Committee members will utilize the Dissertation Evaluation Rubric (Appendix J) to guide their evaluation and provision of feedback. The formal proposal meeting should be scheduled for 90 minutes. The meeting will begin with the student delivering a presentation of 20 minutes in which they will present their literature, rationale for the study, and proposed methods. Next, the committee will engage in a discussion with the student about the proposal. Finally, without the student present, the committee will deliberate to determine the

status of the proposal. After the committee members deliberate, they will reach a consensus to either approve or disapprove of the proposal. If the committee approves of the proposal but requires minor revisions before the study may commence, it will discuss the concerns that must be addressed in the proposal in order to move forward, and these must be completed by the student prior to progressing to the next stage. The Chair will oversee the revisions and permit the student to move forward once those have been addressed. If the committee determines that the concerns of the dissertation proposal are too significant to approve with minor revisions required, the committee will provide feedback to the student and the committee will be reconvened for a second meeting once the substantial edits are completed. The outcome of the proposal meeting is documented with the D3 Form: Dissertation Proposal Approval Form (see Appendix K). The student should notify the Dissertation Coordinator when they are ready to submit this form and the Dissertation Coordinator will initiate the process of obtaining electronic signatures. Once the form is signed by all, a copy will be saved to their student file.

Fall Year 4: Institutional Review Board Application (if applicable)

If students are conducting an empirical study, data collection may not begin on the dissertation until the study has been formally approved by the Institutional Review Board (IRB) at Holy Family University. If the IRB does not approve the dissertation proposal, the dissertation research cannot move forward. Instead, the original proposal must be revised until it receives signed approval from the IRB. Students should follow procedures as outlined on the IRB website and Canvas shell at Holy Family University in order to submit their application. Please note that although the student is taking the lead on the process, the Chair must be designated as the Principal Investigator (PI) of the study and the student is to be designated as the Co-Investigator (Co-I). While students are waiting on the IRB review decision, they may prepare for study implementation (e.g., program survey items into Qualtrics, organize study databases, practice interview procedures); however, they may not advertise for the study nor interact with human subjects in any way prior to receiving IRB approval. If students obtain IRB approval early in the fall semester, they may commence the active phase of the research study during the fall. Students should regularly update their Chair and committee to keep them apprised of the research status.

Spring Year 4: Required Coursework

Students continue the dissertation process during the spring of Year 4 in the program. During the spring semester, students enroll in PSYD 903: Dissertation II. Throughout this course, students work independently and in conjunction with their Chair to make progress on their dissertation, with the ultimate goal of successfully collecting and analyzing data (if applicable) and drafting their final dissertation manuscript.

Spring Year 4: Active Phase of Dissertation Work

Students are actively engaged in their dissertation work during the spring semester of Year 4. If students are collecting data as part of their dissertation and they obtain IRB approval later in the fall semester, they may commence the active phase of the research study during the spring. If they had already begun data collection in the fall, they should continue on the active

phase of the research study. Students should continue with regular updates to their Chair and committee.

If applicable, upon completion of data collection, students should analyze their data according to the methods approved at their proposal meeting. During spring of Year 4, students will begin writing their final dissertation. The manuscript should contain the literature review, study rationale, and methods sections presented at the proposal meeting, with any relevant updates to literature as appropriate. In addition, the manuscript will contain new sections describing and discussing the findings/results, implications, and future directions. Students will work with their Chair to make necessary revisions to this manuscript until the Chair determines the manuscript is in near final form and ready for review by the committee. Students should expect that each round of revisions will take approximately two weeks for the Chair and/or committee members to review and return, so therefore they should plan accordingly to account for this turnaround time.

Summer Year 4: Required Coursework

Students continue the dissertation process during the summer of Year 4 in the program. During the summer semester, students enroll in PSYD 904: Dissertation III. Throughout this course, students work independently and in conjunction with their Chair to make progress on their dissertation, with the ultimate goal of successfully defending their dissertation and producing a final dissertation manuscript published in ProQuest.

Summer Year 4: Dissertation Defense

Prior to scheduling the dissertation defense meeting, students will make any required revisions to their dissertation manuscript according to feedback from their Chair and committee members. Once the manuscript is in its final form, with permission from the Chair, students will request to schedule a formal defense meeting with the Committee. The final dissertation must be distributed to the Committee a minimum of two weeks before the formal defense meeting is to be held. All committee members must attend this meeting during which they will evaluate the student's completion of the project and make a determination on acceptability of the dissertation. The student should notify the Dissertation Coordinator when the defense meeting is scheduled so that formal announcements to the Holy Family University community may be distributed.

The process for defending the dissertation is similar to the process of proposing it. The formal defense meeting should be scheduled for at least 90 minutes. The meeting begins with the student delivering a presentation of approximately 20 minutes during which the student provides an overview of the project with a focus on the results and implications. At the conclusion of the formal presentation, the committee will then engage in discussion and evaluation of the study. This portion of the dissertation defense is open to the public. Upon completion of the discussion portion, any guests will be dismissed from the meeting and the committee members will deliberate without the student present to determine a consensus on the status of the dissertation, using the Dissertation Evaluation Rubric (Appendix J) as a guide. The Committee will determine the results of the dissertation defense using the following options: 'Pass', 'Pass with Minor Revisions', or 'Fail.'

If a dissertation defense has been deemed to 'Pass,' the student is not required to make any changes to the dissertation, and it is considered to be complete in its current form. This is documented with the D4 Form: Dissertation Approval Form (see Appendix L). The student should notify the Dissertation Coordinator at the conclusion of the defense meeting when they are ready to submit this form and the Dissertation Coordinator will initiate the process of obtaining electronic signatures. Once the form is signed by all, the student will upload the PDF of the signed form in the appropriate area in the Dissertation Canvas shell and a copy will be saved to the student file.

If a dissertation defense has been deemed to 'Pass with Minor Revisions,' the committee will discuss the revisions that must be made to the dissertation, and these must be completed by the student prior to finalizing. The Chair will oversee the revisions and ensure that they are completed. Once the revisions are completed and the Chair approves, this is documented with the D4 Form: Dissertation Approval Form (see Appendix L). The student should notify the Dissertation Coordinator at the conclusion of the defense meeting when they are ready to submit this form and the Dissertation Coordinator will initiate the process of obtaining electronic signatures. Once the form is signed by all, a copy will be saved to the student file.

If the Committee determines that their concerns with the dissertation are too significant to approve the project, the dissertation defense will be deemed to 'Fail.' In this case, a formal student remediation plan will be developed by the Chair, PsyD Program and Clinical Training Director, and Dissertation Coordinator. The Committee will be reconvened again once the conditions of the remediation plan are met and another defense meeting will be held, following the process outlined above.

Summer Year 4: Final Copy of Dissertation and ProQuest Submission

Following approval of the dissertation, it is the responsibility of the student to ensure that the dissertation is formatted properly according to the Counseling Psychology PsyD Program's dissertation formatting guidelines and the most recent edition of the American Psychological Association Publication Manual. Finally, the student will formally publish their completed dissertation by submitting it to ProQuest (www.proquest.com). ProQuest is an archiving and dissemination site that enables theses and dissertations to become part of the larger scholarly record. As of the time of the writing of this Handbook, there is no cost to submit an electronic PDF of your dissertation to ProQuest for publication. Students should follow all instructions on the ProQuest website in order to submit. Students are not required by Holy Family University to produce a bound copy of their dissertation; instead, it is the policy of Holy Family University to make all dissertations available to the public through ProQuest. This is documented with the D5 Form: Dissertation Completion Form (see Appendix M). The student should notify the Dissertation Coordinator that their dissertation is completed and submitted to ProQuest, and the Dissertation Coordinator will initiate the process of obtaining electronic signatures. Once the form is signed by all, it will be saved to the student file.

Fall Year 5 and Beyond: Dissertation Continuation

If a student does not complete their dissertation according to the planned timeline, they will enroll in additional dissertation credits in the form of Dissertation Continuation. Students may not graduate from the program without completing and successfully defending their dissertation. In addition, it is the student's responsibility to track where they stand relative to

the official 7-year overall time to completion of the PsyD program. Students should ensure they are making adequate progress on their dissertation so they are able to graduate within this time frame.

To ensure that dissertations are completed within a reasonable timeframe (1-1 ½ years), maintaining the academic integrity and quality of the program. Please be aware that students who go beyond the expected time frame may potentially lose their chair and/or committee members

1. **Standard Timeframe for Dissertation Completion**
   All dissertations should be completed and successfully defended by the last day of internship. This timeframe is intended to ensure that candidates complete their research and writing while the subject matter remains relevant and the academic standards remain high.
2. **Extensions and Exceptional Circumstances**
   Candidates who are unable to meet the standard deadline due to extraordinary circumstances (e.g., health issues, family emergencies, or other valid reasons) may apply for an extension (see attached form). Extensions will be reviewed by the Student Assessment Committee and considered on a case-by-case basis, with appropriate documentation required.
3. **Consequences of Prolonged Delays**
   Dissertation candidates who exceed the maximum allowable time without an approved extension will be subject to the following:
   - **Mandatory Review**: A review of the dissertation progress will be initiated. The candidate will be required to submit a detailed progress report and timeline for completion.
   - **Remediation Plan**: If the candidate does not demonstrate satisfactory progress, they may be placed on a remediation plan with the requirement to complete the dissertation within a further specified period. The remediation plan may include additional support for the student's timely completion of the dissertation, including items such as workshops or seminars on dissertation writing and time management.
   - **Discontinuation of Candidacy**: In cases where progress has been unsatisfactory or no further progress is anticipated, the university reserves the right to terminate the candidacy and withdraw the student from the program.
4. **Support for Timely Completion**
   To support timely completion, candidates are encouraged to regularly meet with their dissertation advisors to review progress and set interim goals and deadlines for chapters and other milestones.

Evaluation of Dissertation Progress

As students progress through the dissertation process outlined above, they will be formally evaluated by their Chair in the dissertation courses in which they are enrolled and given a P/F for the semester.

Additional Forms

Changes to Faculty Chairperson or Committee Composition

Should modifications be required following appointment of the Chair or Committee members, the modifications must be documented through the Change in Dissertation Committee Form (Appendix N). Every effort should be made to avoid modification of these members, but it is recognized that changes may be required and therefore must be documented in writing. A copy of this will be saved to the student file.

Overview of the Dissertation Chapters - Empirical Research Study

All dissertations will consist of the following chapters and be named accordingly:

Chapter 1: Background and Literature Review

The first chapter should introduce your dissertation topic to provide necessary background and a comprehensive review of the literature. This chapter should contain a detailed critical review of the scholarly literature on the dissertation topic and should connect explicitly to the dissertation's focus and rationale for the proposed study. The literature review should include both theoretical and empirical literature related to the topic, foundational and recent writings on the topic, and the methodological and conceptual limitations and advances.

Chapter 2: The Current Study

The second chapter should discuss the rationale for the current study and indicate the specific research/practice questions, hypotheses, or topics that will be addressed in the dissertation. This chapter should clearly highlight the gaps in the literature and justify the need to conduct the current investigation or scholarly project. As each research question, hypothesis, or topic is stated, a rationale for each should be provided as well to demonstrate the need for the current study and to situate the current study's inquiries in the context of the current literature. This section should highlight the significance of the study or issue to professional psychology practice.

Chapter 3: Methodology

The third chapter should provide a description of the methodology the student will use to engage in critical inquiry related to the topic and any ethical or practical considerations that must be addressed. For a qualitative research study, this may include a discussion of the student's research paradigm, such as ontology (nature of reality), epistemology (relationship between the researcher and participant), axiology (role of values in the research process) and method (process and procedures of research). For a quantitative study, this may include a description of the research design, sample, recruitment strategy, assessment measures, and data analysis plan.

Chapter 4: Results/Findings

This fourth chapter consists of a presentation of the unique results or findings from the study. For example, key themes from qualitative analyses should include definitions, rich descriptions, interpretations, and include participant quotes. Quantitative findings should include detailed statistical results as they relate to each research question and hypothesis. Mixed methods should include both of the above as well as a discussion/interpretation of how findings from the two methods inform each other.

Chapter 5: Discussion

In this fifth chapter, the student makes sense of their dissertation findings for the reader and first highlights key results from the study. The student provides interpretations of the study's findings, both expected and unexpected. Next, the student links the study's results back to the literature reviewed by integrating the primary findings with literature and discuss how these findings expand upon, extend, support, run contrary to, or comport with the findings of other research studies conducted in this area. This chapter should include a discussion of the study's strengths and limitations as well as implications for counseling practice and directions for future research.

Overview of the Dissertation Chapters - Systematic Literature Review

All dissertations will consist of the following chapters and be named accordingly:

Chapter 1: Background and Literature Review

The first chapter should introduce your dissertation topic by providing necessary background and an overview of the literature to be systematically examined. While the full systematic review of the literature will be discussed later in the dissertation, this first chapter should provide the theoretical foundation for the review, and include a discussion of the foundational literature which should connect explicitly to the dissertation's focus and rationale for the proposed study.

Chapter 2: The Current Study

The second chapter should discuss the rationale for the current systematic literature review and indicate the specific systematic literature review questions, hypotheses, or topics that will be addressed in the dissertation. This chapter should clearly highlight the gaps in the literature and justify the need to conduct the current investigation or scholarly project. As each research question, hypothesis, or topic is stated, a rationale for each should be provided as well to demonstrate the need for the current systematic literature review and to situate the current study's inquiries in the context of the current literature. This section should highlight the significance of the study or issue to professional psychology practice.

Chapter 3: Methodology

Central to a systematic literature review are the goals of remaining objective and transparent in the selection and summary of the sources. Therefore, the methodology section should

detail the inclusion and exclusion criteria for sources, explain the search strategy to find sources, and discuss how sources are selected. The methodology should also discuss how source quality was assessed and how data was extracted.

Chapter 4: Results/Findings

This fourth chapter consists of a presentation of the unique results or findings from the systematic literature review. A predefined method of analysis of the sources should be used and a sensitivity analysis should be performed, if possible. This chapter should present a comprehensive discussion of the entirety of the systematic literature review.

Chapter 5: Discussion

In this fifth chapter, the student makes sense of their systematic literature review findings for the reader and first highlights key results from the study. The student should consider how the research question is answered and the strength of the evidence. This chapter should also include a discussion of the systematic literature reviews's limitations as well as implications for counseling practice and directions for future research.

Doctoral Internship

Holy Family University Requirements

The internship is an intensive, clinically-rich experience at a hospital, clinic, or other institutional setting appropriate for the education and training of professional psychologists. The internship site must have fully qualified licensed psychologists and have facilities and clinical programs which meet licensure standards of state licensing boards and APA accreditation standards. The internship experience offers the opportunity to apply knowledge and skills with continuing supervision as students prepare to function as independent doctoral-level professionals. All students are expected to complete a full-time, full-year pre-doctoral internship, at an internship program which is a member of the Association of Psychological Postdoctoral and Internship Centers (APPIC) and is accredited by APA. It is highly recommended that each student checks with the appropriate licensing board to learn about requirements for internship. Additionally, all students will register for PSYD 906, 907 and 908 Advanced Doctoral Internship in Counseling Psychology I, II and III.

Prerequisites to obtaining faculty approval to apply for internship are:

1. satisfactory completion of all coursework
2. passing the comprehensive exam (Parts I & II)
3. an approved dissertation proposal is required prior to submitting applications for an internship
4. all practicum requirements must be satisfactorily completed before beginning internship. This includes a rating of 2 or above on all competencies on the practicum evaluation form along with at least a satisfactory rating of ethical awareness

No student may register for the APPIC Match until they have been deemed eligible by the Director of Clinical Training or designate.

Due to the competitiveness of securing an APA-accredited pre-doctoral internship position students are advised to consult the Association of Psychology Postdoctoral and Internship Centers (APPIC) website (http://www.appic.org) regarding clinical experience expectations of potential internship sites in which they may have interest, as well as APPIC's detailed instructions on recording practicum hours in preparation for their subsequent internship application early in the program. The online version of the APPIC Application for Psychology Internships (AAPI Online) contains news and instructions about how to access the service. It can be found at APPIC click on Internships/ AAPI. Additionally, students are expected to maximize their potential for matching by applying to a total of at least 10-12 sites including those outside of Pennsylvania (nationally), in addition to local sites.

Students are advised to prepare early for the application and national matching process for highly competitive psychology internships through APPIC by: (a) maintaining records throughout their clinical training consistent with the format presented in the APPIC internship application; (b) submitting well in advance of the first APPIC application deadline a draft application and personal statement for review by the program faculty and for requesting recommendation letters from faculty and externship site supervisors; and (c) consulting with and seeking support from faculty, mentors, and colleagues throughout the process. More detailed and updated information is provided each summer at the Orientation meeting. The Internship Handbook and accompanying materials can be found in our handbook and in Canvas/APPIC Information.

Internship Application Timeline

Below is a timeline, designed to orient students to the overall internship process:

Timeline	Item
Year 1 Spring	● Familiarize yourself with Association of Psychology Postdoctoral and Internship Centers (APPIC) APPIC ● Familiarize yourself with AAPI (online universal application for APPIC) ● Register for MATCH-NEWS which provides up-to-date information about the Match process
Year 2 Fall	● Submit list of potential sites /requirements with Practicum Plan ● AAPI: familiarize yourself with sections related to logging practicum hours and various activities ● Time2track: system will link to AAPI
Year 3 Fall	● Edit and revise list of potential sites /requirements with Practicum Plan

Summer- early Fall	Prepare the following: ● Determine LOR writers and provide six weeks' notice prior to deadline ● Update and finalize CV ● Cover Letters ● Essays
Year 4 September	● Independent Meetings with Director of Clinical training (DCT) for Internship
October 1	● List of internship programs become available through APPIC Match
November 1st	● Submit all materials for internship Application to DCT to verify readiness for internship (verification of MA hours if necessary, hours entered into the AAPI for DCT review)
DECEMBER 1	● ALL students must be registered for the Match through National Matching Services (NMS) website APPIC Match
November/December	● Practice Interviews
Early February (TBD)	● Rank Order Deadline
Late February (TBD)	● APPIC Internship Match Day
July 1st	● Internship Form Due

*All TBD dates will be announced via the MATCH-NEWS email list no later than August 1

Policies & Procedures

Students are expected to be fully familiar with APPIC Match Policies, as well as the application procedures for any site to which they submit an application. Students are expected to direct their training and coursework towards successful attainment of an appropriate APA accredited site. This means that each student is expected to become familiar with the APPIC MATCH process early in the program and throughout their training. Students are expected to meet with DCT throughout the program to ensure that they are directed towards their internship goals. All students will attend an information session in the summer prior to their application and are required to meet individually with the DCT to discuss plans for internship.

Preparing for Pre-doctoral internship

1. Attend Pre-doctoral preparation meeting Summer Year 3
2. Authorization by doctoral program
3. Read and become familiar with the APPIC Match Policies found at appic.org or Canvas/APPIC Information/MATCH.

4. Review list of internship programs when they become available in October at natmatch.com/psychint/
5. Register for APPIC Match via online registration process by December 1. Procedures can be found on the National Matching Services website and Canvas/APPIC Information/ MATCH
6. Complete AAPI online

Requirements

The pre-doctoral internship in counseling psychology has the following requirements:

1. A 2,000-hour internship to be completed within 24 months. Students can complete the internship on a full-time basis over a minimum of 12 months or on a reduced-time basis over a maximum period of 24 months. Students should be aware that, as of this time, there are very few reduced-time basis internships available. The Association of Psychology Postdoctoral and Internship Centers (APPIC) and APA accredited sites tend to be one-year full time internships. Each site determines vacation and sick time for interns at the site.
2. Two hours of individual supervision each week by a doctoral level licensed psychologist. This amount of supervision is required whether the internship is full or half time. Up to one half of the supervision may be delegated to a clinician in the program whose expertise is in a specific area in which the intern is working but that individual must also be a doctoral level licensed psychologist.
3. Internships may begin only after satisfactory completion of all required doctoral coursework, practicum, qualifying examinations, and successful defense of dissertation proposal.

Requirements for Internship Sites

Internships at sites other than those that are APPIC-Member or APA-accredited must be approved by the DCT of the Graduate Counseling Psychology program. Approval of non-APA or non-APPIC-member internships is done only in the event a student is not matched during Phase I and Phase II of the APPIC MATCH process and is made only on a very limited basis. The following HFU Counseling Psychology internship criteria must be met by all sites.

A site must be an organized health care delivery system that meets all of the following requirements:

1. The internship must be an integral part of the mission of the institution where it is located and be budgeted and planned for by the institution (versus an experience someone in the institution develops to accommodate a student's particular training needs.
2. The internship agency must have a minimum of two interns at the internship level of training during the applicant's training period. If this is not the case, then the internship

agency must arrange for the intern to have weekly contact with other predoctoral interns at other agencies through a live meeting, or via teleconference or videoconference.

3. There should be formal written policies and procedures regarding:
    A. intern selection
    B. prerequisites of applicant
    C. program requirements and expectations
    D. administrative and financial assistance
    E. intern performance evaluation
    F. feedback
    G. advisement
    H. retention and termination
    I. due process and grievance procedures
4. The program must have a clearly specified philosophy of training which:
    A. specifies education and training objectives in terms of competencies expected of graduates
    B. has an organized program including service delivery
    C. provides four hours of supervision each week
    D. two hours of individual supervision and two additional hours which may include: case conferences, clinical seminars, co-therapy with a staff person with discussion of the work, group supervision or additional individual supervision
    E. has an administrative structure which coordinates and directs the training activities and resources. This should include a Training Director who is licensed by the State Board of Psychology
    F. has two or more doctoral supervisors; one must be licensed
    G. makes it clear that training considerations take precedence over service delivery and revenue generation.

In the rare event that an internship site is non-APPIC, non-APA designated, the DCT and program faculty evaluates whether the site is designed to be in compliance with the above criteria.

Internship Applications

The Internship application process begins in your first semester in the program and continues until the student is successfully placed at a site. Years 1 & 2 students should be familiarizing themselves with the match process and developing training goals to help guide their placement.

The DCT conducts an information session in Year 3: summer to review the internship application process. Students will also be given access to the APPIC Canvas shell which contains a step by step guide to the Internship process. This guide contains detailed information about the APPIC MATCH internship process and should be used as a reference for the application process. Students are also expected to meet with the DCT on an ongoing basis to help prepare their materials and direct their coursework and practicum experiences towards their internship goals. Students will be expected to meet with the DCT in late summer/early fall to review their plans for internship.

Association of Psychology Postdoctoral and Internship Centers Match Program

The APPIC computer-based Matching Program is designed to enable applicants to obtain the pre-doctoral internship position of their choice, and help internship programs obtain preferred applicants. Explicit details about "the match" are available on the APPIC (www.appic.org) and National Matching Services (www.natmatch.com/psychint) websites and key points are highlighted below.

The computer matching program places applicants into positions based on the preferences stated in the Rank Order Lists (yours + the internship programs'). See the NMS website (www.natmatch.com) for a detailed description of how the matching process is carried out.

The APPIC Match Policies govern the behavior of all internship applicants and programs participating in the Match (see the APPIC and NMS web sites + your registration materials for details). Please note that APPIC Match registration is a completely separate process from the AAPI Online registration -- in other words, applicants must register separately for both the AAPI Online AND the APPIC Match.

All students participating in the APPIC Match need to register with National Matching Service Inc. (NMS) (National Matching Service) by early December. NMS will send you a registration package and an Applicant Agreement form. After they receive the signed Applicant Agreement and Match fee from you, you will be sent a Match ID Number. **You will not be registered for the APPIC Match until you have completed the online Match registration process and have received the Applicant Code Number.**

Both *applicants* and *programs* must submit their Rank Order Lists to the National Matching Services via the Internet by the predetermined deadline.

Each applicant is matched according to the most preferred program in the applicant's Rank Order List which ranks applicants with their most preferred program. Similarly, each internship program is matched with the most preferred applicants on its Rank Order List(s), up to the number of positions available, who rank the program and who do not receive positions at programs they prefer.

Both *applicants* and *programs* are notified of the results via e-mail and the internet on a predetermined release date. (MATCH DAY!). Students who don't have internet access and do not receive the result by mail can call NMS directly (416-977-3431) for their match results beginning at 10:00 a.m. EST on Match Day.

The results of the Match are absolutely binding upon all parties.*

Applicants agree to accept the internship program to which you are matched. By the same token, the internship sites are obligated to accept the applicants with whom they are matched.

If you participate in the Match you would only be able to accept a position from a non-participating internship program AFTER you have not successfully matched in Phase I and Phase II.

MATCH Policies and Background Checks

It is important to understand that most sites consider interns to be employees, which means that they have the same expectations of interns as they do of any other employee. Many sites now conduct background checks, drug testing, or other pre-employment screenings that a student must pass in order to be employed as an intern. Remember that the APPIC Match Policies allow students to be denied appointment or dismissed if you fail any pre-employment screenings. Thus, if a student has a criminal history or currently uses a controlled substance, careful attention to sites' pre-employment requirements is essential as the student decides where to apply and which programs to rank. If in doubt, ask the site for clarification. Keep in mind that, in some cases, criminal records that have been sealed or expunged may be included in these background checks.

Drug Testing

Some internship programs perform drug testing prior to and/or during the internship year. One of the most misunderstood issues in this area is with regard to the recreational and medical use of marijuana (cannabis). Some students assume that having a prescription for marijuana, or being matched to an internship program that is located in a jurisdiction that allows the recreational use of marijuana, means that their use of marijuana will be acceptable to the internship program. However, this is a very risky and potentially incorrect assumption, as some internship programs prohibit the use of marijuana in ALL circumstances, and will refuse to hire a student who tests positive for marijuana regardless of medical need, the presence of a prescription, or its legal status.

If the student uses any controlled substance, regardless of its purpose or legal status, carefully review sites' materials to ensure that application to sites that will allow use of such substances. If a site's materials are unclear, consult with sites' HR departments to get clarification of their policies. We strongly encourage you to get such a clarification in writing. While we appreciate that asking for clarification can feel difficult or risky to do, the consequences of not being clear can be devastating.

Selective Service

Male applicants should be aware that many Federal internship positions in the U.S. (including those sponsored by the Department of Veterans Affairs) require registration with the Selective Service by the age of 26. We have been told by the VA that exceptions to this policy are rarely granted. Applicants should check directly with each site to get details about their Selective Service registration requirements. For more information regarding the Doctoral Internship experience, please see the HFU Guide to Internship Application.

Student Evaluation

The overall goal of both ongoing and annual student evaluation is to ensure student growth in academic performance, scholarship, clinical skill development, professionalism, and compliance with university requirements. All students are evaluated on an annual basis each May by the Program Committee which consists of the Program Director and full time faculty. Additionally, the committee meets monthly to discuss student accomplishments and concerns during the program meeting. This ongoing comprehensive evaluation process is designed to assess and summarize students' accomplishments, as they reflect the program's aims, competencies, and milestones. It is the spirit and intention of the Program Committee to support students succeed in the program and in their professional development, and careful attention is placed on the unique growth needs of each trainee.

The Program Committee particularly reflects upon students' progress in the program relative to both profession-wide and discipline specific competencies. As such, student grades, classroom performance, professional interactions outside of the classroom, program milestones (e.g. comprehensive exam performance) and evaluations from third parties (e.g. supervisor field placement evaluation) are all reviewed to determine if profession-wide and discipline specific competencies are being met. Each year, in late spring, students formally inform the Program Committee's student evaluation process and deliberations by completing their Annual PsyD Student Self-Evaluation (Appendix O), which asks for reflection upon academic performance, professional development, attention to feedback, achievement of programmatic milestones, and goals for the upcoming academic year. At the culmination of the Program Committee's formal evaluation cycle, students receive a letter from the Program Director, denoting either successful progress in the program ('meets' or 'does not meet' expected development or performance). If the Program Committee determines that a student 'does not' meet expected developmental performance, a decision will be rendered regarding the need, format, and content of student remediation, either informal or formal.

Specifically, the program views student progress through the lens of the 5-year program and its unfolding. Below is an outline that reflects the program's expectation for student performance as it unfolds over the 5 years:

5-year Program Student Progress Overview

PsyD Program Yearly Assessment Table

Student Name:

Reviewed by: Assessment Committee

Year entered program:

YEAR	REQUIREMENTS	MINIMUM LEVEL OF ACHIEVEMENT	EVALUATIVE FORMAT	MET MLA/Requirement DATE
1	Completion of PSYD 801, 802, 803, 804, 805, 806, 811	B- or better for all designated objectives for each course Average score of 2 or better in the Foundational areas of: *Professionalism, and Relational areas*	Committee review **Format: student letter**	

2	Completion of PSYD 804, 807, 812, 813, 814 Advanced Practicum PsyD 822 & PsyD 823 Comprehensive Exam Part I: Content **(summer year 2)**	B- or better for all designated objectives for each course Average score of 2 better on all sections except: Assessment, Supervision and Consultation (not assessed) Passing score: Ethics, Growth and Lifespan Development, and Individual & Cultural Diversity Average score of 2 or better in the Foundational areas of: *Application*	Committee review Evaluation of Externship Student by Site Supervisor Student Self-Reflection regarding practicum I /II Comprehensive Exam Part I: Content Assessment coordinator **Format: student letter**	

3	Completion of PSYD 815, 817, 818, 819, 820, 830, 831	B- or better for all designated objectives for each course	Committee review	
			PsyD 819 Final Evaluation of Student by Instructor	
	Advanced Practicum PsyD 824 & PsyD 825	Average score of 2 or better on all sections		
			Evaluation of Externship Student by Site Supervisor	
			Student Self-Reflection regarding practicum III/IV	
	Comprehensive Exam Part II: Clinical	Passing Score		
		Average score of 2 or better in the Foundational areas of: *Science and Systems*	Clinical Practice Exam rubric by committee	
			Format: student letter	

4	Dissertation Proposal APPIC internship (or equivalent) **February**	Successful presentation of dissertation proposal site acquired	Committee review Proposal Site agreement (DCT)	
5	Advanced Internship Dissertation Defense	Passing scores on Internship Evaluation Successful defense of dissertation	Evaluation of Student by Supervisor form by DCT Dissertation Committee	

Remediation Process

The counseling psychology program has designed the PsyD curriculum to ensure that each of the discipline specific and program wide competences are part of the sequence of courses that each student must take. Each student is expected to meet the minimum levels of achievement (MLA's) for each course by receiving an overall grade of B- or better and meeting the MLA for each required course competency. Any student that does not receive an overall grade of B- or better or meet the MLA's for the course is expected to complete a remediation plan. The remediation plan is designed based on the individual student needs and provides an assessment upon completion to ensure that the student has demonstrated the minimum level of achievement for that area.

If a student believes these difficulties stem from an impairment that would allow them to receive an accommodation, as outlined above, it is the student's obligation to coordinate the program's receiving said accommodation with the Disabilities Office.

Academic remediation (other than violations of academic honesty/integrity) may involve students retaking courses, utilizing the services of the Center of Academic Enhancement, or other means as determined by the student's unique academic difficulty. Remediation regarding the failure to pass Comprehensive Examinations will be addressed first by the Comprehensive

Examination Coordinator in conjunction with the Program Director to determine if a retake is warranted. Clinical skill remediation will first emanate from a student's field placement site, and if not satisfactorily resolved therein, will be addressed by the Clinical Training Director in conjunction with the Program Director. Remediation related to student progress on the dissertation will first be addressed by the Dissertation Chair and/or Dissertation Coordinator, and when appropriate with the Dissertation Committee in advisement with the Program Director.

Remediation plans will include scheduled monitoring meetings with any of the following parties: academic advisor, professor(s), Program Director, and or Program Committee. In certain instances, counseling and other forms of mental health treatment, self-structured behavioral change, and/or additional field experiences may be included in the Remediation Plan. In certain cases, a leave of absence with return to program contingent on remediation of the student's impairment, consistent with university policy, may be required. Other actions as seen necessary by the Program Director, Clinical Training Director and/or Program Committee may be determined as positive facets of a student's Remediation Plan.

If after one semester, the student has not demonstrated concrete, measurable improvement as outlined on the Remediation Plan, a decision will be rendered by the Program Committee as to the merits of extending the timeframe of a student's Remediation Plan. If a student fails to participate in the outlined Remediation Plan, or fails to fully meet the expectations of the Remediation Plan, grounds for program dismissal may be determined.

Student dismissal will be based on the formal dismissal policies found in the Graduate Catalog. A student has the right to appeal and/or grieve the conclusions and/or decisions made by the Program Committee.

Formal and Informal Grievance Procedures

As outlined earlier in this document, Holy Family University provides students with a formal grievance process, in which to participate, should the need arise. As well, as outlined in the Title IX content in this Handbook, students have due process to address non-academic matters via the University process. Students are encouraged, nonetheless, to learn to resolve grievances directly, in an informal manner, prior to formalizing complaints, if this is safe for the student to do so. In so doing, students are encouraged to speak directly with the Program Committee, faculty members, supervisors, etc. about his/her/their general concerns, as well as those outlined on the Remediation Plan. Faculty members will make themselves available for discussions of this nature with students in the hopes of finding informal resolution. Clearly, if the student and the faculty member (supervisor, etc.) are unable to resolve the matter in good faith, through reexamination of the issues and negotiation, the student must then talk with the Program Director, who will attempt to collaboratively resolve the complaint between the parties. Prior to this meeting, the student must submit the grievance in writing, doing the following: state how the decision or action is unfair and harmful to the grievant; list the University policies or state or federal laws that have been violated, if known; name the respondent parties (the person(s) against whom the grievance was filed); state how the respondents are responsible for the action or decision; and state the requested remedy. If through these informal channels, the complaint is not satisfactorily resolved, a student may proceed to a formal grievance process based on standing university procedures outlined in the Holy Family University Student Handbook.

Appendix A

Assessment Laboratory Instrument Sign-Out Sheet

Note: By initialing at sign-out, and signing upon return, you are certifying that all components of the instrument kit are present.

Student Name	Instrument	Time Out/Initials	Time In	Signature

Appendix B

Consent for Student Practice in Assessment

The purpose of this document is to inform you about the voluntary assessment experience. The student examiner is a doctoral student in the Counseling Psychology program at Holy Family University. In order to best prepare the student to assess future clients, the student is practicing clinical interviewing as well as the administration, scoring and interpretation of various psychological tests. It is important to clarify that the student is only using this assessment experience for the purpose of practice. At this point in the student's training, he or she is not yet considered a qualified examiner. As a volunteer examinee, you have been asked to help this student practice his or her skills. Your assistance is greatly appreciated by the student, the instructor, and our training program.

As a volunteer examinee, you may be interviewed regarding several areas, including areas of current concern, your living and working situation, and past life experiences. You may also be asked to take one or more psychological tests, including psychodiagnostic, intelligence, personality, and/or career assessments. Your identity will be kept anonymous. The student will write a summary report of the interview and test results and turn it in to the course instructor. Although some volunteers may wish to receive a copy of the report, this is not possible because it is a training experience for the doctoral student.

If at any time you wish to withdraw from this agreement, you may do so by notifying in writing the student examiner or the Testing Coordinator. If you request it, all materials related to your assessment will be destroyed.

We thank you very much for your assistance in this important learning process. If you have any further questions, please ask the student examiner or the Testing Coordinator.

If you agree to participate in the practice assessment experience, please sign below:

_____
Student Volunteer (print name)

_____ _____
Student signature Date

_____
Student Examiner (print name)

_____ _____
Signature Date

Appendix C

Comprehensive Examination Eligibility Form – Core Content

Request for Eligibility for PsyD Comprehensive Examinations – Core Content Exam

Instructions: Complete this form and submit it to the Comprehensive Examination Coordinator for signing by the Program Director.

Date: Click or tap here to enter text.

Student Name: Click or tap here to enter text.

I am requesting approval of my eligibility for taking the PsyD Comprehensive – Core Content Examination on **August** Click or tap here to enter text. . I hereby certify that I have met all the following eligibility requirements: (Please check all that apply)

☐ I attended a comprehensive examination orientation meeting on: Click or tap here to enter text.

☐ I have completed the following required coursework:

- ☐ PSYD 801 Professional Identity & Ethical Practice
- ☐ PSYD 802 Multiculturalism & Feminism
- ☐ PSYD 803 History & Systems of Psychology
- ☐ PSYD 804 Cognitive & Affective Bases of Behavior
- ☐ PSYD 805 Advanced Developmental Psychology
- ☐ PSYD 806 Advanced Theories
- ☐ PSYD 811 Biological Bases of Behavior
- ☐ PSYD 812 Personality Theory and Assessment
- ☐ PSYD 813 Advanced Psychopathology & EBP
- ☐ PSYD 814 Intellectual Assessment
- ☐ PSYD 822 Advanced Practicum I
- ☐ PSYD 823 Advanced Practicum II
- ☐ PSYD 831 Psychopharmacology

☐ I have maintained a minimum overall graduate grade point average of 3.0.
☐ I have removed all Incomplete grades, if any, on my student record.
☐ I have read the student handbook section on the comprehensive examinations.
☐ I understand that I am responsible for the test taking fee of $95.00, which must be paid by July 31.

Signatures

Student:

Comprehensive Examination Coordinator:

Decision:

- ☐ Approved
- ☐ Approved pending completion of courses: Click or tap here to enter text.
- ☐ Not approved, because Click or tap here to enter text.

_____
Program Director Signature

Appendix D

Comprehensive Examination Eligibility Form – Clinical Practice

Request for Eligibility for PsyD Comprehensive Examinations – Clinical Practice

Instructions: Complete this form and bring it to the Comprehensive Examination Coordinator for signing by the Program Director.

Date: _____

Student Printed Name:_____

I am requesting approval of my eligibility for taking the PsyD Comprehensive – Clinical Practice Examination in Spring 20_____. I hereby certify that I have met all of the following eligibility requirements: (Please check all that apply)

□ I attended a comprehensive examination orientation meeting on _____.

□ I have completed PSYD 824 Advanced Practicum III and am currently completing PSYD 825 Advanced Practicum IV.

□ I have maintained a minimum overall graduate grade point average of 3.0.

□ I have removed all Incomplete grades, if any, on my student record.

□ I have read the student handbook section on the comprehensive examinations.

□ I successfully completed the Core Content Examination on _____(date).

Student's Signature: _____ Date:_____

Decision:

( ) Approved

( ) Approved pending completion of courses

_____

_____

_____

( ) Not approved, because

_____

_____

Appendix E

Clinical Practice Exam Evaluation Rubric

Criteria	Ratings			Points
Foundational Considerations (should be evident throughout the presentation) Theoretical Orientation There is a clearly identified theoretical orientation that is demonstrated from the beginning of the case conceptualization. It is the lens from which the student identifies the presenting problem and addresses background information. Student provides the framework for how the case is being conceptualized and is later tied to treatment goals and interventions. It is clearly tied to the literature Client/Counselor Dynamics: Counselor's emotional response to the client, including cultural considerations, is discussed, with evidence of robust self-reflection. Strengths and liabilities in the therapeutic relationship are thoroughly considered	☐ **15 pts Excellent:** all criteria met	☐ **12 pts Satisfactory:** no more than 1-2 criteria missing	☐ **9 pts Needs Improvement**	/out of 15
	Additional Comments:			
Presenting Problem & Background Information Presenting Problem: Presenting problem is clearly articulated, including the client's perception of the problem, clinician-elicited signs and symptoms, and impact on client's functioning. The reason(s) for the client's seeking treatment at this time is evident. History: History of the presenting problem and all relevant additional history (including developmental, sexual, medical, treatment, medication, educational, work, substance abuse, and family) is provided. Family dynamics (current and family of origin, as applicable) and their impact on the client are discussed. Contextual Considerations: Multicultural and other contextual considerations are identified, and specific implications for the case are discussed. Acute and chronic psychosocial stressors are identified and discussed. Support systems,	☐ **15 pts Excellent:** all criteria met	☐ **12 pts Satisfactory:** no more than 1-2 criteria missing	☐ **9 pts Needs Improvement:** Difficulty with overview of case, relevant data missing to help conceptualize case	/out of 15
	Additional Comments:			

strengths, and interests are clearly identified and integrated into case conceptualization.		
Suicide Risk Assessment All areas of suicide risk assessment are complete (including ideation, behavior, risk factors, and protective factors) and evaluation of suicide risk is discussed. If elevated risk is present, there is a discussion of protective actions taken and crisis/safety planning conducted. Safety plans and protective actions are appropriate to the client's presentation and risk level	☐ **10 pts Excellent:** all criteria met. / ☐ **8 pts Satisfactory:** No more than 1-2 minor errors / ☐ **6 pts Needs Improvement** Important areas of assessment are missing or incomplete. There is Inadequate discussion of protective actions and safety planning. Additional Comments:	/out of 10
Psychological Testing Results and Interpretation <u>Data</u> Results and interpretation of at least two appropriate psychodiagnostic, personality and/or intellectual assessments are provided. Instruments are scored accurately. <u>Interpretation</u> Accurate interpretations of results are provided and are grounded in observed data. <u>Integration</u>	☐ **10 pts Excellent:** met criteria / ☐ **8 pts Satisfactory** Minor errors with scoring, interpretations, or integration of testing results. / ☐ **6 pts Needs improvement:** Testing data is missing, incomplete, or inaccurately scored. Interpretations are missing or inaccurate.	/out of 10

Testing interpretations are well integrated with history, behavioral observations, and all other relevant/available data, including other tests administered.			Interpretations are not integrated with other available data.	
	Additional Comments:			
Diagnosis All relevant DSM-5 diagnoses are provided with clear rationale provided.	☐ **10 pts** **Excellent:** met criteria	☐ **8 pts** **Satisfactory:** no more than 1-2 minor errors	☐ **6 pts** **Needs improvement** Diagnoses are missing or inaccurate. Rationale for diagnosis(es) is not identified or is grossly incomplete. Alternative diagnoses are not considered.	/out of 10
	Additional Comments:			
Treatment Planning <u>Treatment Goals and Considerations</u> At least three goals are identified, based on understanding of the client with a rationale provided. Goals are consistent with theoretical orientation. <u>Interventions</u> At least three interventions, based on best practices (as discussed in relevant literature) are identified and discussed, with clear links to assessment, theoretical orientation, and treatment goals.	☐ **20 pts** **Excellent:** met criteria	☐ **16 pts** **Satisfactory:** minor errors	☐ **12 pts** **Needs improvement** Difficulty identifying appropriate goals that are consistent with theoretical orientation. Less than three interventions identified. Interventions are not clearly grounded in literature on best practices. Interventions not clearly linked to	/out of 20

		assessment and treatment goals

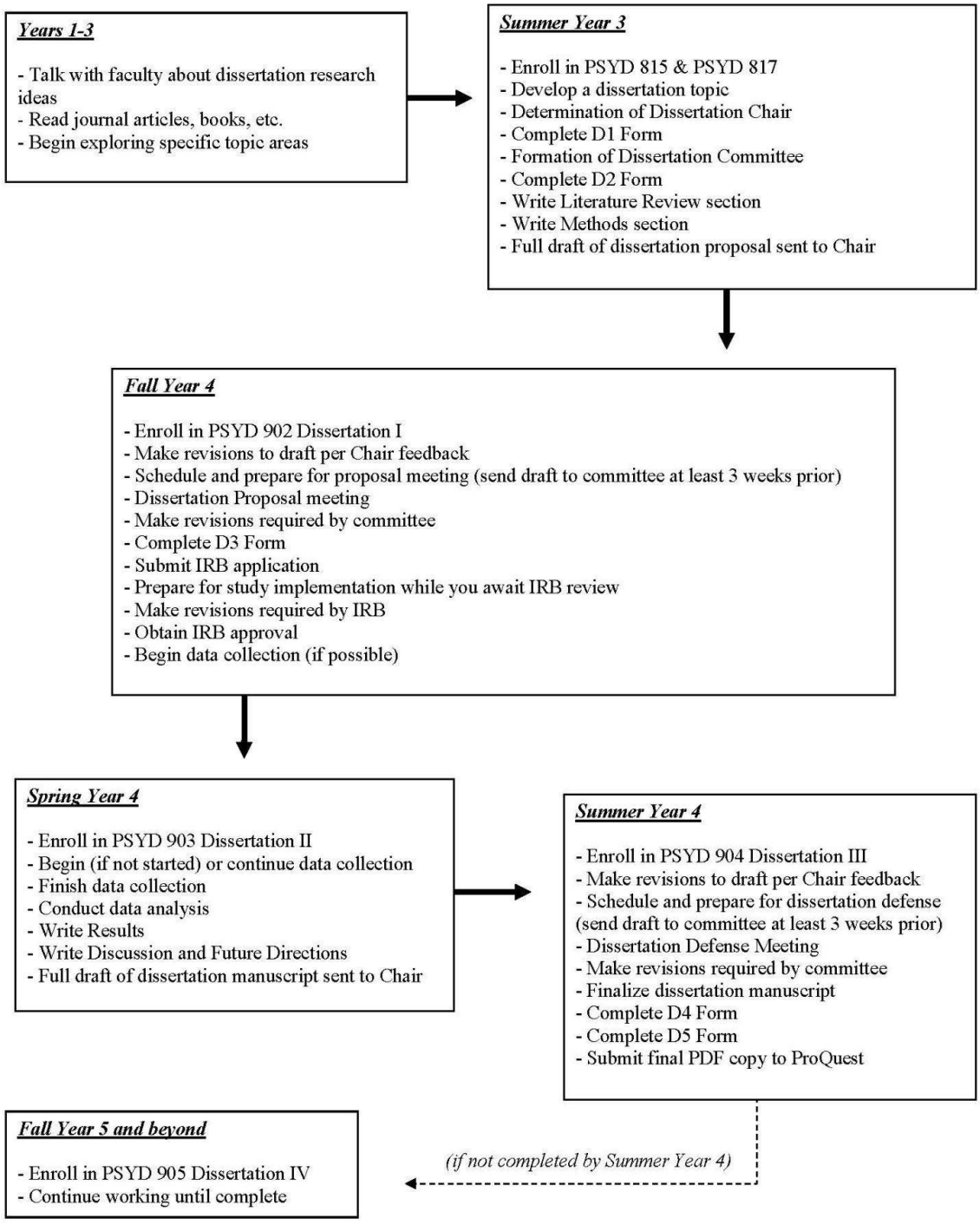
Additional Comments:

Quality of Case Presentation Professionalism: presenter maintained a respectful, positive, and cooperative environment, using appropriate language for the classroom. Bias in written and verbal communication was avoided. Presenter showed support for classmates, productively challenged others, and expressed/managed disagreement constructively. Ethical issues and professional issues, as relevant, were discussed throughout the presentation. Presenter made good use of time, held the interest of the audience, and facilitated questions and feedback from peers regarding case. References are provided.	☐ **20 pts** **Excellent:** met criteria	☐ **16 pts** **Satisfactory:** minor errors	☐ **12 pts** **Needs improvement**	/out of 20
TOTAL				/out of 100

Additional Comments:

Appendix E

Recommended Timeline for PsyD Dissertation Completion



Appendix G

Dissertation Prospectus

The dissertation prospectus is a brief summary, about 2 pages in length, describing the background, theory, questions, and goals of the dissertation. A general description of the proposed method(s) and a schedule for completion of the research project should also be included. The dissertation prospectus will be utilized in the following ways: 1) to determine Dissertation Chairperson assignments; 2) to organize the dissertation ideas and serve as the foundation for the work in Advanced Research Methods and Advanced Data Analysis courses; and 3) to provide a core document for communicating with potential committee members. The prospectus will be submitted electronically in the Dissertation Canvas shell by the deadline in Year 3.

Date of Submission:

Student Name:

Prospectus Title:

Relevant Background and Theory:

Preliminary Research Questions:

Goals of the Dissertation:

Proposed Methods *(identify if the dissertation will be quantitative, qualitative or mixed methods):*

Schedule for Completion:

Appendix H

Dissertation Topic and Chairperson Agreement Form (D1 Form)

This form documents the appointment of a Dissertation Chairperson and the determination of a dissertation topic. Due by Summer of Year 3 (submit on Dissertation Canvas shell once signed).

Date:

Student Name:

Proposed dissertation topic area:

The following faculty member has been appointed and agreed to serve as Dissertation Chairperson:

Name of Chairperson:

Academic/Professional Title:

APPROVAL SIGNATURES

Signatures indicate approval of the information above.

Date

Student

Date

Dissertation Chair

Date

PsyD Program and Clinical Training Director

Appendix I

Dissertation Committee Appointment Form (D2 Form)

This form documents the compilation of a Dissertation Committee. Due by August 1 of Year 3 (submit on Dissertation Canvas shell). The committee is formed by the student in conjunction with the Chair and must contain the Chair and 2-4 additional members. Once you receive signed approval on this form from the PsyD Program and Clinical Training Director, you may schedule your Dissertation Proposal meeting.

Date:

Student Name:

The following individuals have accepted the invitation to serve as members of this Dissertation Committee.

Name	*Academic/Professional Title*	*Email address*

APPROVAL SIGNATURES

Signatures indicate approval of the information above.

Student	Date
Dissertation Chair	Date
PsyD Program and Clinical Training Director	Date

Appendix J

Dissertation Evaluation Rubric

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Achieved Level
Chapter 1: Background and Literature Review				
Does not discuss status or gaps in current research literature Literature review does not establish a theoretical framework	Limited discussion of status and gaps in current research literature on the topic Limited establishment of theoretical framework for current research	Literature review presents status of current research on the topic under study Begins to establish a theoretical framework for the current research questions and gaps in literature	Literature review presents in an accurate and comprehensive manner the status of current research literature on the topic Literature review is synthesized into a research topic or question that has the potential to contribute to knowledge in the field/profession Identifies gaps where further research is needed Establishes a theoretical framework for investigating those gaps and questions	
Chapter 2: The Current Study				

The problem statement lacks articulation and does not describe the issue under study The problem statement mimics previous work and lacks uniqueness There are no research questions or hypotheses identified The purpose of the research is not clearly articulated	The problem statement is presented and begins to describe the topic of study Shows limited distinctiveness in the area of study The importance of the research is minimally presented Topic, question, or hypothesis is simply stated	The problem statement is presented and articulated in a clear and unique way The importance of the research is presented and relationships between concepts and/or variables under study are examined A new perspective on previous research is presented Begins to describe a research topic, question, or hypothesis that has the potential to contribute to knowledge in the field/profession	The problem statement is presented and articulated clearly and uniquely, and its importance to the profession/field is demonstrated Meaningful relationships between concepts and/or variables under study are analyzed and add a new perspective on previous research A credible argument that the study will uniquely and significantly contribute to knowledge in the field/profession is presented The research question, hypotheses, and/or purpose of the study is clearly articulated in a sophisticated and specific manner	
Chapter 3: Methodology				
Does not discuss a methodology for collection of data	Limited discussion of suitability of methodology for collection of data	Presents methodology suitable and systematic for the topic	An understanding of the methodology's suitability to the dissertation as contribution to knowledge is demonstrated Presents and assesses the suitability of the methodology to the topic	
Chapter 4: Results/Findings				

Does not present results of the data collection	Results are simply stated in an objective manner	Results are presented in an objective manner Results are described limitedly to reveal meaningful relationships that exist	Results are presented in an objective manner Results describe fully to reveal meaningful relationships that exist The results are interpreted, which allows for speculation on new/hidden relationships	
Chapter 5: Discussion				

An analysis of the results is not present Conclusions do not clearly follow from the results Does not discuss the limitations of the research methodology Does not discuss the clinical, professional, research, or academic implications Shows no awareness of place of current study in the body of knowledge	Conclusions follow from the results and are explained in terms of the data Shows lack of awareness of at least one major area of limitation in the research methodology and/or findings Addresses only one of the following areas: clinical, professional, research, or academic implications Shows limited awareness of place of current study in the body of knowledge	Results are analyzed in an objective manner, employing several different perspectives on the same data Conclusions follow from results and are explained in terms of the analysis of data, which shows methodological and conceptual rigor Discusses possible limitations of the research methodology Addresses at least two of the following areas: clinical, professional, research, or academic implications Can describe the significance of the study within the contextual history of research on the topic	Complete discussion of analysis of results from many different perspectives in a scholarly and objective manner Conclusions clearly follow from results, are accurately described in detail, and show methodological and conceptual rigor Fully describes limitations Fully accounts for the study's clinical, professional, and academic implications Understands the place of the study in history and meanings associated with other research on topic	

Appendix K

Dissertation Proposal Approval Form (D3 Form)

This form documents approval of the Dissertation Proposal. Due following the proposal meeting in fall of Year 4 (submit on Dissertation Canvas shell). If the proposal is not approved, student and Chair will work together with Dissertation Coordinator to plan next steps. If the proposal is approved with minor changes required, the Chair will ensure those are completed prior to study initiation. Once you receive signed approval on this form from the PsyD Program and Clinical Training Director, you may submit your IRB application.

Student Name:

This student has presented the dissertation proposal titled:

on this date:

The Dissertation Committee has determined that the proposal is:

Not Approved

Approved, with no changes required

Approved, with minor changes required

- **Summary of changes required:**

APPROVAL SIGNATURES
Signatures indicate approval of the information above.

Student

Dissertation Chair

Committee Member

Committee Member

Committee Member

Committee Member

PsyD Program and Clinical Training Director

Appendix L
Dissertation Approval Form (D4 Form)

This form documents a successful dissertation defense. Due following the defense meeting and the completion of any required minor revisions in the summer of Year 4 (submit on Dissertation Canvas shell). Once you receive signed approval on this form from the PsyD Program and Clinical Training Director, you may submit your completed dissertation to ProQuest in consultation with your Chair.

Student Name:

This student has successfully defended the dissertation titled:

on this date:

The Dissertation Committee has formally approved the final dissertation.

Student Name

Dissertation Chair Name

Committee Member Name

Signatures

Committee Member Name

Committee Member Name

Committee Member Name

PsyD Program and Clinical Training Director

Appendix M

Dissertation Completion Form (D5 Form)

This form documents the completion of the final dissertation, including verification that the dissertation meets formatting guidelines and that it has been submitted to ProQuest. Due following completion and submission of final dissertation (submit on Dissertation Canvas shell once signed).

Date:

Student Name:

Dissertation Title:

The dissertation meets formatting guidelines set forth by Holy Family University's Counseling Psychology Department.

The dissertation meets formatting guidelines set forth by the current American Psychological Association Publication Manual.

The dissertation has been proofread.

The dissertation contains all revisions requested by the committee (if applicable) and has been approved by the Chair in its final form.

The final dissertation has been submitted to ProQuest.

APPROVAL SIGNATURES

Signatures indicate approval of the information above.

Student

Dissertation Chair

Diane Menago, PsyD
PsyD Program and Clinical Training Director

Appendix N

Change in Dissertation Committee Form

This form documents any change in dissertation committee composition (i.e., removal or addition of committee members).

Date:

Student Name:

The following individual is being added / removed as a member of this Dissertation Committee.

Name

Academic/Professional Title

Signature

APPROVAL SIGNATURES

Signatures indicate approval of the information above.

Student

Dissertation Chair

PsyD Program and Clinical Training Director

Appendix O
Dissertation Extension Request Form

Student Name:

Email Address:

Title of Dissertation:

Dissertation Chair Name:

Original Submission Deadline:

Requested Extension Date:

Reason for Extension Request: (Please describe in detail the reason for requesting an extension. Be specific about any personal, academic, or unforeseen circumstances.)

Supporting Documentation: (Please attach any relevant documents that support your request, such as medical certificates, family emergencies, or other documentation.)

- ☐ Medical Documentation
- ☐ Personal Statement
- ☐ Other (please specify):

Acknowledgment and Agreement:

By submitting this form, I acknowledge that the university has the right to approve or deny my request. I also agree to comply with the university's guidelines and deadlines regarding extensions and understand that failure to meet the revised deadlines could result in academic penalties.

Student Signature: _____ **Date:** _____

For Office Use Only:

- **Extension Approved/Denied:**
- **New Submission Deadline:**
- **Comments/Conditions:**
- **Dissertation Coordinator Signature:**

Date: