This Doctoral Student Handbook for students seeking a Doctor of Psychology (PsyD) degree in Counseling Psychology from Holy Family University is designed 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 appraised 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:

https://www.holyfamily.edu/choosing-holy-family-u/academics/course-catalog

Holy Family University Student Handbook:

https://www.holyfamily.edu/current-students/student-resources/student-handbook
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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.

To contact the SAS Dean:
Rochelle Robbins, Ph.D.
Dean of the School of Arts and Sciences
Office: Room 323, Holy Family Hall, NEP
Phone: 267-341-3640
Email: srobbins@holyfamily.edu
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.

Violations of academic honesty and integrity include, but are not limited to, copying tests and/or laboratory reports, obtaining tests illegally, using notes during testing, or collaborating with another to obtain test information. The use of computers to obtain and/or disseminate information for dishonest purposes, as well as misrepresentations concerning the source, development, or application of computer software, also constitutes a serious violation of academic integrity. Plagiarism, that is, claiming the ideas or words of another without acknowledging one’s source and/or purchasing work to present as one’s own, is a serious breach of academic honesty. Violations of academic honesty standards will not be tolerated at Holy Family University and will be subject to serious, progressive sanctions. Initial violations of academic integrity may result in a failure of a given course and could eventuate in dismissal from a program and/or the University. Anyone who willfully assists another in the breach of academic integrity is held equally responsible and subject to the same penalties. The detailed University’s policy on academic honesty and related procedures is available for review in the Graduate Catalog at: https://www.holyfamily.edu/choosing-holy-family-u/academics/course-catalog

Disability Services and 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 Office of disAbility Services 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 Office of disAbility Services 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
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: https://www.holyfamily.edu/about-holy-family-u/general-info/consumer-info/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 course objectives as indicated in each course syllabus. If a doctoral student receives a grade of C+ or lower on either the course grade or a specific course objective a remediation plan will be developed so that the student can successfully meet the required MLA. The Holy Family University grade appeal process is described in detail in the Graduate Catalog.

Grievance Procedures: Academic Disputes and Grade Challenges

As covered in the Holy Family University Student Handbook, the appeal procedure shall act as a vehicle for communication and decision-making between student and faculty and provide a process through which an academic grievance can be resolved. Justifiable cause for an
academic grievance shall be defined as any act that is perceived as either a prejudiced or capricious action on the part of a faculty member in the evaluation of a student’s performance (e.g. challenges involving academic integrity, grades). Resolution of academic disputes involving faculty and students which are unrelated to either grade challenges/academic integrity will also be subject to due process as defined below:

1. If a student questions a decision or other academic action taken by a faculty member, the first level of appeal is to discuss the matter with the faculty member and provide in writing any additional information which may affect the faculty member's decision/action. This action is to be taken by the student within five (5) business days from the date of the incident. The faculty member will be expected to respond to the student’s appeal within three (3) business days. Mediation, defined here as discussion with the immediate persons involved with no legal representation, is optional but not required for complaints to be fully processed.

2. If the issue is not resolved to the satisfaction of all parties, the student may submit within three (3) business days a written statement that includes the facts of the case and the proposed solution to the Program Administrator/Department Chair. Within fourteen (14) business days the Program Administrator/Department Chair will conduct an investigation.

3. All aspects of the student’s complaint and the investigation will be kept confidential to the extent possible with regard to complaint filing, investigation and disposition. The investigation will be conducted in an impartial manner and will include an impartial decision-maker. If the school program designee cannot remain impartial, he/she will remove him/herself from the proceedings and assign the matter to the appropriate school Dean who will start the time frame from the date at which they received the complaint.

4. Upon completion of the investigation by either the Program Administrator or Department Chair, the student will receive within ten (10) business days a written determination which contains the outcome of the complaint and the basis for the decision rendered.

5. The student may appeal the finding of the Program Administrator/Department Chair in writing to the Dean within five (5) business days. The written appeal will be reviewed in an impartial manner and the Dean will provide a written decision to the student within ten (10) business days from the date on which the appeal was received.

6. The student may appeal the Dean’s decision to the Vice President for Academic Affairs within five (5) business days. The decision will be reviewed in an impartial manner by the Vice President and a panel representing a balanced cross section of the campus community. The Vice President for Academic Affairs will provide a written decision to the student within ten (10) business days from the date the written appeal is received. The final appeal is to the Vice President for Academic Affairs.

7. Appeals involving grades must be presented by the conclusion of the semester following receipt of the grade in question. (For example, if the grade being challenged was received in Fall 2013, the grade appeal must be presented by the conclusion of Spring 2014.) Once initiated, the grade appeal will follow the process and time-line outlined above. Any grade challenge older than this one-year time frame will not be considered.
8. Retaliatory conduct against any individual who has filed a complaint, who is the subject of harassment, who has provided information as a witness, or who has submitted an appeal will not be tolerated and will be grounds for discipline up to and including expulsion or termination. Further, complainants will be disciplined for filing false statements or testimony during an appeal and/or investigation.

For all non-academic grievance policies, students should refer to the Holy Family University Student Handbook, and/or contact the Title IX coordinator (see below) if the matter is a result of harassment on the basis of sex, and/or or discrimination.

Non-Discrimination Policy

The mission of Holy Family University emphasizes and affirms the dignity of the person and the oneness of the human family. This mission encourages a university community that is rich in its diversity of people and ideas. To this end, the university community dedicates its efforts to respecting individuality, valuing personal dignity, fostering civility and mutual respect. The university is an academic environment that provides a place for the sharing of ideas and values from many different traditions so to foster the awareness of one’s serious responsibility toward all humanity. The university community embraces the challenge of seeking peace and harmony in a diverse global community.

Holy Family University 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 policies, admissions policies, financial aid programs, athletic programs, and other school-administered activities and rights and privileges generally accorded or made available to students at the University. Holy Family University is dedicated to ensuring an environment free of discrimination or harassment of any kind, and promotes equal opportunity in its education programs.

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, www.holyfamily.edu/current-students/student-resources/student-handbook 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

Holy Family University complies with Title IX, which prohibits discrimination and harassment on the basis of sex in an institution’s education programs and activities. The Title IX Coordinator oversees the University’s process in regard to review, investigation, and resolution of reports of sexual misconduct, and coordinates compliance with federal, state, and local law. The Title IX Office is available to advise any individual, including a complainant, a respondent, or a third party, about the courses of action available at the University, both informally and formally, to provide assistance to any University community member regarding how to respond appropriately to reports of sexual misconduct, and to review appropriate University policy to ensure institutional compliance. The Title IX Coordinator is responsible for education and prevention efforts for the University, and coordinates the full compliance with all requirements as outlined by civil rights law. The Title IX Office is also responsible for assisting students in all reports of discrimination or harassment. Contact the Title IX Coordinator is located on main campus in the Campus Center, Room 213A, and can be reached at: titleix@holyfamily.edu or
(p) 267-341-3204. For a more detailed discussion of Title IX reporting, filing grievances, and related matters, see the Graduate Catalogue and University website: https://www.holyfamily.edu/current-students/student-life/title-ix.

**Student Services**

**Bookstore:** The University bookstore is located on the first floor of the Campus Center at the Philadelphia Campus and offers 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: https://www.holyfamily.edu/current-students/student-life/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 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: https://www.holyfamily.edu/current-students/student-resources/career-center

**Center for Academic Enhancement (CAE):** The CAE is located on the second floor of the University Library. The Center for Academic Enhancement offers diverse services designed to meet the learning needs of students at all levels of achievement, including services designed to address the needs of graduate students, including on-line writing tutoring. It is the goal of the Center to help students improve skills and achieve greater academic success, and to encourage them to take full advantage of the learning experience. The Center is located on the second floor of the University Library and in Room 135 at the Newtown campus. For more information, or to make an appointment: https://www.holyfamily.edu/current-students/student-resources/center-for-academic-enhancement

**Computer Laboratories:** General computer labs are located on the Newtown campus in Rooms 131, 132, and 133. The Counseling Psychology PsyD program has a dedicated computer lab for its students in room 131, which must be entered by using the key pad 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 the Campus Center, Rooms 202 & 204 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 crisis or emergencies as appropriate and may be reached through Public Safety at 267-341-3333. For more information: https://www.holyfamily.edu/current-students/student-resources/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: https://www.holyfamily.edu/choosing-holy-family-u/financial-aid/applying-for-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, https://www.holyfamily.edu/current-students/student-resources/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: https://www.holyfamily.edu/current-students/student-resources/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. The Philadelphia Campus Library works in tandem with the Newtown Learning Resource Center (LRC). Materials at either location may be borrowed by any student and may be returned to either facility. 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: www.holyfamily.edu/library.

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 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 advanced 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 3:00-3:45pm. 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 program develops psychologists who will make a difference in the communities in which they work through scholarship, teaching, activism and research, and promote psychological wellness for individuals, couples, families, groups and diverse social systems. The training experience is thoroughly informed by the values of social justice, feminism, and multiculturalism, with an emphasis on training students who are socially conscious advocates, well-versed in working with diverse identities.

Program Aims and Competencies

The PsyD Program is designed to ensure that each student meets the competencies and related benchmarks essential for achieving programmatic aims outlined below:
Aim #1: To develop graduates with knowledge of the fundamental theories and scientific foundations of psychology

1. Objective 1.1 Students demonstrate the ability to implement appropriate methodologies to evaluate clinical practice and outcome.

2. Objective 1.2 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.

3. Objective 1.3 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

1. Objective 2.1 Students demonstrate understanding and applicability of pertinent ethical codes and legal principles.

2. Objective 2.2 Students demonstrate proficiency of the theory and practice of psychotherapy.

3. Objective 2.3 Students demonstrate proficiency of practice-informed and evidence-based approaches to psychotherapy.

4. Objective 2.4 Students demonstrate proficiency in providing psychological assessment and interpreting assessment procedures.

5. 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

1. Objective 3.1 Students demonstrate proficiency in providing supervision and consultation for psychotherapy.

2. Objective 3.2 Students demonstrate proficiency in the teaching of psychology.

3. Objective 3.3 Students demonstrate understanding of, and proficiency in, emerging and expanding roles for the professional psychologist.

4. Objective 3.4 Students will demonstrate proficiency in scholarly utilization of the cannon of discipline knowledge to contribute to the ongoing development of psychology.
Program Competencies

Competency 1: Research
Students will demonstrate the ability to:

1. Independently formulate and conduct research and scholarly activities (such as critical literature reviews, program development/evaluation, clinical case studies, efficacy studies, theoretical papers, dissertation research).
2. Evaluate scientific research in the selection and implementation of clinical interventions.
3. Utilize clinical data to inform diagnostic formulations and treatment plans.

Competency 2: Ethical and Legal Standards
Students will demonstrate the ability to:

1. Act in accordance with and resolve ethical dilemmas in accordance to current APA Ethical Principles of Psychologists and Code of Conduct, relevant laws governing health service psychologists, and appropriate professional standards and guidelines.
2. Conduct oneself in an ethical manner in all professional activities.

Competency 3: Professional Values, Attitudes and Behaviors
Students will demonstrate the ability to:

1. Behave in ways that reflect the values and attitudes of the profession of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
2. Engage in self-reflection regarding personal and professional functioning.
3. Engage in activities to maintain and improve well-being and professional effectiveness.
4. Actively seek supervision and demonstrate openness and responsiveness to feedback.
5. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Competency 4: Individual and Cultural Diversity
Students will demonstrate the ability to:

1. Understand how their cultural history, attitudes, and biases affect how they view and interact with people of diverse backgrounds.
2. Know the current theoretical and empirical knowledge base as it relates to addressing
diversity in all professional activities including research, training,
supervision/consultation, and service.

3. Identify how individual differences and diversity impact psychological distress, diagnosis
and treatment.

**Competency 5: Communication and Interpersonal Skills**

*Students will demonstrate the ability to:*

1. Develop and maintain a wide range of effective relationships with colleagues,
communities, organizations, supervisors, supervisees, and those receiving professional
services.

**Competency 6: Assessment**

*Students will demonstrate the ability to:*

2. Apply an understanding of client strengths, cultural and individual differences, and
psychopathology to the assessment process.

3. Select and apply assessment methods from the best practices empirical psychometric
literature.

4. Collect relevant culturally sensitive assessment data using multiple sources and
methods appropriate to the identified goals and questions of the assessment.

5. Interpret assessment results following current research and professional standards and
guidelines to inform case conceptualization, classification, and treatment
recommendations.

6. Interpret assessment results with an awareness of their decision-making biases.

7. Communicate the assessment findings both orally and in writing in a manner that is
accessible to a wide range of audiences.

**Competency 7: Intervention**

*Students will demonstrate the ability to:*

1. Develop evidence-based intervention plans specific to service delivery goals.

2. Implement interventions informed by the current scientific literature, assessment
findings, client diversity characteristics, and socio-political contextual variables.

3. Evaluate case conceptualization and intervention effectiveness to improve intervention
goals and methods consistent with ongoing evaluation.

**Competency 8: Supervision**

*Students will demonstrate the ability to:*

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1. Understand and apply supervision models and practices.
2. Employ theories of clinical supervision.

**Competency 9: Consultation & Interprofessional/Interdisciplinary Skills**

*Students will demonstrate the ability to:*

1. Be informed of and respect for the roles and perspectives of multi-disciplinary professions.
2. Be informed of consultation models and practices.
3. Function in a consultation role as part of a multidisciplinary team.

**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**

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 entering the program in the same year 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.

Micro-aggression Statement

Micro-aggressions 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 aggred 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.

**Transfer of Credits**

The PsyD program, the Program Director, in conjunction with the Dean of the School of Arts & Sciences, will only consider the transfer of doctoral credits on a case-by-case basis. A student may present up to six equivalent doctoral credits from an accredited college or university that were completed within the last seven years and not applied toward completion of a degree for evaluation. A student should submit the course syllabi to the Director of the Doctoral Program for a formal review. Acceptance of such credits will depend upon whether or not the courses are related to the program, whether the student has obtained a grade of B or higher in the course(s), and whether or not the college giving credit for the course would consider the course as acceptable for application to their doctoral degree program. Transfer credits are not posted on a student's record until the student successfully earns six doctoral credits at Holy Family University.

**Waiver of Courses**

Doctoral students who have reached the maximum number of six graduate transfer credits can request that additional graduate courses be waived. Such waivers may occur if the graduate courses completed at another college or university are very similar in content to individual courses required within the doctoral program and students have received a letter grade of B or higher as demonstrated on their official graduate transcript. Students who seek waivers for certain courses should provide course syllabi to the Director of the Doctoral Program who, along with the doctoral program faculty, will formally review the information. If a particular required doctoral course is waived, students will replace the course with a suitable doctoral level alternative.

**Application for Graduation**

The candidate must file an application for graduation via Web Advisor and pay the necessary graduation fees during the final semester or before the published deadline for doctoral students to petition to graduate. 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.

**Contact PsyD Program Leadership:**

Diane Menago, Psy.D  
Program and Clinical Training Director, Counseling Psychology  
Associate Professor of Counseling Psychology  
Office: Room 209, Newtown, NEC  
Phone: 267-341-4067  
Email: dmenago@holyfamily.edu
Doctoral Curriculum

The PsyD program is a 5-year, post-masters, 90-credit program that 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 PsyD program curriculum requires 54 academic credits, 12 practica clinical training credits, 6 higher education teaching training credits, 9 dissertation credits, and 9 internship clinical training credits. 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 – Fall Semester

PSYD 801  Professional Identity & Ethical Practice in Counseling Psychology
PSYD 802  Multiculturalism & Feminism in Counseling Psychology
PSYD 803  History & Systems of Psychology

YEAR 1 – Spring Semester

PSYD 804  Cognitive & Affective Bases of Behavior
PSYD 805  Advanced Developmental Psychology
PSYD 811  Biological Bases of Behavior

YEAR 1 – Summer 1 Semester

PSYD 806  Advanced Theories
PSYD 809  Teaching Psychology I: Classroom Based Formats

YEAR 1 – Summer 2 Semester

PSYD 808  Career Psychology
PSYD 810  Teaching Psychology II: Alternative Formats

YEAR 2 - Fall Semester

PSYD 813  Advanced Psychopathology & Evidence Based Practice
PSYD 831  Advanced Psychopharmacology
PSYD 822  Advanced Practicum I

YEAR 2 – Spring Semester

PSYD 812  Personality Theory & Assessment
PSYD 814  Intellectual Assessment
PSYD 823  Advanced Practicum II

YEAR 2 – Summer 2 Semester

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 818  Advanced Cognitive Behavior Therapies
PSYD 820  Social Justice & Advocacy in Counseling Psychology
PSYD 825  Advanced Practicum IV

YEAR 3 - SUMMER 1 Semester
PSYD 815  Advanced Research Design

YEAR 3 - SUMMER 2 Semester
PSYD 817  Advanced Data Analysis

Year 4
PSYD 901  Dissertation I (Fall Semester)
PSYD 902  Dissertation II (Spring Semester)
PSYD 903  Dissertation III (Summer 3 Semester)

Year 5 – Fall/Spring/Summer
PSYD 906  Advanced Internship I (Fall Semester)
PSYD 907  Advanced Internship II (Spring Semester)
PSYD 908  Advanced Internship III (Summer Semester)

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)
Pre-Requisite: 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)
Pre-requisite: 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)
Pre-requisites: 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)**
*Pre-requisite: 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)**
*Pre-requisite: 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)
*Pre-requisites: 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 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 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 810 Teaching Psychology: Alternative Formats and PSYD 810 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.

Forums
Every fall and spring, the program holds public forums to allow doctoral students to gain confidence and mastery in public speaking, hosting events, and community outreach.

Each fall, the program holds the Fall Ethics Forum, which is designed as a required component of the PSYD 801 Professional Identity and Ethical Practice course. The event consists of a poster session with doctoral students serving as mentors for our MS in Counseling Psychology students as they prepare and present posters for the first time. Following the poster session, the doctoral students present on a topic of their choosing regarding an issue relating to ethics in the field of counseling psychology. The Ethics Forum is the first time our doctoral students are called to share their expertise with the greater Holy Family community and to serve as guides to the students in our MS program.

Each spring, the program holds the annual Social Justice and Diversity forum which is designed to bring attention to a current societal issue. This forum is developed by the PsyD student body in conjunction with faculty and held for the campus and local communities.

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 psycho-diagnostic, 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 and can be accessed in in the program’s designated computer lab in Room 131, Newtown campus.
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 purpose. 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). In addition, students may only access web-based test materials from the Assessment Lab or Computer Lab.

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
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) to the Comprehensive Examination Coordinator. Upon successful completion of coursework and all practica field placements (with a grade point average of 3.0 or higher), students will submit the Comprehensive Examination Eligibility Form – Clinical Practice (Appendix D). The Doctoral Program Committee will meet to review each student’s eligibility and the Program Director will sign the form if approved.

**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 September for the following August test administration. Every January, 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 at Holy Family University. 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. The passing score for the exam will be announced at the Comprehensive Examination Orientation meeting in January.

Test Preparation
Two sets of six comprehensive 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 at a time determined by the Doctoral Program Committee. If the student does not earn a passing score on the second attempt, a remediation plan will be developed as outlined in this handbook (see Remediation Process page 57-58, Remediation Plan-Appendix P). If the student successfully meets the terms of the remediation plan, the Doctoral Program Committee may approve a third attempt at taking the exam.

Students who have not passed the Core Content Exam will neither 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) nor commence in any way toward the proposal of their dissertation. 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 90-minute power point 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 three 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:

**Background Information**

1. Identifying data: Age, gender, ethnicity, relationship status
2. Presenting problem: reason the client came for intervention now
3. Treatment history/Referral source
4. 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?
5. Developmental history
6. History of sexual development
7. Multicultural considerations
8. Other contextual considerations
9. Contributing medical history
10. Educational history (e.g., highest grade completed, type of educational services received)
11. Work history
12. Substance abuse history
13. Psychosocial stressors (chronic and acute)
14. Strengths
   A. Support systems: What natural and/or community supports are available?
   B. Client strengths
   C. Client interests

**Ethical and Professional Issues**

1. Client/counselor dynamics
   A. 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?
B. Counselor’s experience of the client: Counselor’s emotional response to the client – how does your culture influence your work with this client?

C. 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?

2. What ethical, legal, or other professional issues are presented by the case?

Testing Results and Interpretation

1. Provide the results and interpretation of at least two appropriate psychodiagnostic, personality and/or intellectual assessments.

2. Base inferences on the integration of test data with behavioral observations, relevant history, and all other relevant/available data.

Assessment and Development of Treatment goals

1. Diagnosis
   
   A. 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).

   B. Support your diagnosis(es) by identifying the client’s symptoms and explaining how the client’s symptoms meet the criteria indicated in the DSM -5.

   C. Identify other diagnoses, if any, that were considered and ruled out (and rationale).

   D. Identify other diagnoses, if any, that may need to be considered/reviewed (pending additional information) in order to make a more accurate diagnosis.

2. Suicide risk assessment (include ideation, behavior, risk factors, and protective factors)

3. Crisis/safety plan: if necessary

4. Stage of change/Motivation for treatment

5. Treatment goals

6. Community resources accessed or resources that could be used in the future (include at least three)

Treatment Considerations and Interventions

1. Best practices in the literature for treatment goals

2. Planned interventions based on best practices and your theoretical orientation

3. Questions you have regarding treatment – What input would you like from your classmates?
Scoring
The case presentation will be attended and scored by at least three 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. Passing scores for the case presentation will be announced at the Comprehensive Examination Orientation meeting in January.

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.

Retaking the Exam
If a student does not pass the Clinical Practice Exam by the end of Advanced Practicum IV, a remediation plan will be developed as outlined in this handbook (see Remediation Process page 57-58, Remediation Plan-Appendix P). 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.

Students must request written permission from the Doctoral Program Committee to re-take either part of the Comprehensive Examination (the Core Content Exam or the Clinical Practice Exam). Each request will be considered on a case-by-case basis.

Doctoral Practica

The Advanced Practicum (externship) is an important and required two-year experience of the Doctorate of Psychology in Counseling Psychology education. The Advanced Practicum 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.


Consistent with our reflective scientist-practitioner 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 Practica Handbook with the corresponding materials located in our Canvas Learning Management System (LMS), Applications PSYD Practica. 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.

**Practicum 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 (GCPP) 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 Practicum

Materials to apply for practicum can be found by using the link: Canvas/Applications PSYD or the Advanced Practica Handbook. All required practicum materials are to be submitted through Canvas. All students are required to attend a Practicum Orientation Meeting in the first year of practicum training that will occur in the first week of October. Each student is required to complete the Counseling and Clinical Experience Questionnaire and submit it via Canvas to the DCT by October 15. Individual practicum meetings will be held with the student to discuss the questionnaire and potential interest in specific sites will occur in the last week of October.

The Practicum Setting

HFU maintains a list of approved sites in the Canvas community entitled Approved Sites/PsyD Practica. If a student or site wishes to propose a new site, they must submit a Site Proposal form to the DCT. The DCT reviews materials submitted by students and sites for approval for use by the Holy Family University practica students. Approval of a new site is contingent on the fulfillment of the criteria as outlined in the Site Placement Checklist. Typically, when a site is
proposed, the DCT makes a site visit and ascertains that all necessary requirements are met. When the site has been approved, descriptive information is added to the PsyD Approved Practica Canvas shell.

The setting should provide the student with the opportunity to counsel clients regarding personal and/or career issues, and/or to administer standard psychological tests, to interpret the results, and to write integrated psychological reports. A sufficient number of psychotherapy client contact hours must be available to students so they can meet the qualifying examination requirement for case illustration of their theoretical perspective and for taping. The setting should also provide students with training opportunities in consultation and supervision and the other NCSPP competencies defined in the Doctoral Practicum Placement Checklist.

**PENNDELDOT Match Process**

HFU students may also 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 Practica Handbook.

**The Process of Practica Selection**

Preliminary information about practica 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 schedule an individual appointment with the DCT to discuss the CCEQ form and 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/Practica shell. For information in greater detail about the PENNDELDOT application procedure, students are directed to the Advanced Practica 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 Practicum Plan
The student and on-site supervisor jointly construct the Practicum 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 practicum 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 practicum 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 practicum 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 Practica syllabi for specific information regarding the practicum plan.

Practica 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 (www.appic.org) and APPIC Internship Matching Program (https://natmatch.com/psychint) for relevant internship information early in the program.
Students in advanced practice are required to register concurrently for Practicum I & II: PSY 822 & 823 or in year 2 Practicum 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 35% of hours will be spent in direct service activities. Ideally, students will be provided with the opportunity to complete a variety of assessment batteries (Practicum I: 3-4, Practicum II: 5-6). 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 16-20 hours per week at their practicum sites. Students should plan on at least 15 hours per week to remain competitive for internship sites through the APPIC match process.

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 Practica

1. The student will develop and submit (to the site supervisor and the faculty supervisor) a practicum 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 (Practicum I: a minimum of 3-4, Practicum II 5-6).

3. The student will participate in one hour of formally scheduled individual supervision with a doctoral level licensed psychologist employed by the practicum site.

4. The student will attend weekly and participate actively in doctoral practicum seminar 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 NCSPPP 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 Practicum 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 the practica. 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 change 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.

**Practica Evaluation**

The practicum experience is designed to help address the educational aims identified in the program’s curriculum plan as outlined below. The practicum 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 2 or better on each of the competencies required for their year in the program (Practicum I/II: all sections except Supervision and Consultation; Practicum 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 practicum. 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 practicum 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 practicum 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:

1. 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.

2. 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.

3. Students are expected to turn in Time2Track hours to the DCT every 3 months. These hours must be approved by the site supervisor.

4. 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. Time spent in the same practicum setting after the official practicum has ended
5. Early beginning of a practicum experience (for 824, not for 822).
6. Experience with sites on GCPs approved list of practicum sites that are not completed during Advanced Practicum I or II
7. Site that provides assessment specific opportunities
8. 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.

For more information regarding the PsyD Practica experience, please see the Advanced Practica Handbook.

**Doctoral Dissertation**

The Holy Family University Counseling Psychology PsyD program requires students to complete independent scholarly work in the form of a doctoral dissertation. The dissertation guidelines to follow outline the process for completing the dissertation. It is important to note that the dissertation is a scholarly project that unfolds over time.

**Roles and Responsibilities**

**Student Role:** 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 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.

**Faculty Chairperson Role:** The Faculty Chairperson (i.e., Chair) is responsible for helping students through the dissertation process by providing guidance and encouragement. The Chair will help students identify and shape their research ideas into interesting, important, and answerable questions. 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 Doctoral Dissertation Committee and helps the student identify Committee members.

**Doctoral Dissertation Committee:** The Doctoral Dissertation 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 not involved in the project to the degree that the Chair is involved in the development and implementation of the project.

**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.

**Overview of Dissertation Chapters**

All dissertations will consist of the following chapters and be named accordingly:
Chapter 1: Introduction
A dissertation introduction should (a) describe a statement of the problem, (b) briefly, yet thoroughly, review specific relevant literature on the topic, and (c) describe the rationale for the dissertation study. This chapter also includes the dissertation research questions and/or hypotheses.

Chapter 2: Literature Review
This chapter consists of a detailed critical review of the scholarly literature of the dissertation topic. The literature reviewed should connect explicitly to the dissertation’s focus and rationale for the proposed study. This review should include both theoretical and empirical literature related to the topic, seminal and recent writings on the topic, and the student’s critique of the literature they are covering including methodological and conceptual limitations and advances. The literature review should also provide an explicit summary of ethical and diversity issues in the topic. The following questions should be addressed in the literature review: (a) What have previous researchers discussed with respect to ethical and diversity factors related to this topic? (b) What are the strengths and limitations of previous research efforts on the topic, and (c) How will the current dissertation add to contemporary understandings of ethical and cultural factors in this area?

Chapter 3: Methodology
This chapter includes a description of the methodology the student will use to engage in critical inquiry related to the topic. This should 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). This chapter should include a description of the research design, sample, recruitment, instruments (e.g., measures for quantitative research, interview protocol for qualitative research), ethical considerations, reliability, validity/trustworthiness information, and data analyses.

Chapter 4: Results/Findings
This 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 chapter, the student makes sense of their dissertation findings for the reader and first highlights key results from the study. Also, in the discussion, 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. Last, the discussion chapter should include a discussion of the study’s limitations.

Chapter 6: Implications for Future Research

The final chapter of the dissertation should provide the reader with the student’s suggestions for future research and implications for clinical practice. For example, the student should ask, “What is now known that was not known before the current study was conducted?” This section should also re-visit ethical and diversity issues that were introduced in the Literature Review chapter. In addition, the student should indicate for whom study findings are most or least relevant.

Dissertation Project Overview

There are specific courses the students must be enrolled in while they complete their dissertations. There are also related tasks and forms to be completed as the dissertation unfolds. It is important to set deadlines for each step in the dissertation process. See recommended guidelines for the dissertation process in the Dissertation Overview Table (Appendix F). A detailed explanation of each step is included below.

Determination of Dissertation Topic and Identification of a Dissertation Chairperson - Ideally, at the end of July/Year 3, students will have determined their dissertation topic and identified a Dissertation Faculty Chairperson (i.e., “Chair”).

A. Determining 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 through independent, significant, scholarly work. Students should synthesize and refine their scholarship as they progress through the program so that ideally by the end of July/Year 3, they have a well-developed and clearly defined research question that will constitute their dissertation topic. As this topic is finalized, a Chair who will oversee and support their dissertation process will be identified.

B. Identification of A Chair - Students should consider their dissertation topic in light of faculty expertise and availability when considering a good fit for who could Chair their dissertation committee. Full-time faculty members who teach in the Counseling Psychology Program are eligible to serve as Chairs. Other faculty in the School of Arts & Sciences may be eligible to serve as Chairs on a case-by-case basis. Once all requirements prior to the dissertation process have been met, the doctoral program faculty will review student interests, preferred Chair nominees, faculty expertise, and availability and identify appropriate Chairperson assignments. Students and faculty will meet so students can share the dissertation topic they have determined. In agreeing to serve as Chair, faculty are thereby approving of the general topic. This process is documented by the Chair and Program Director signing the Dissertation Topic and Chairperson Agreement Form (Appendix G) ideally in the Summer/Year 3.
Formation of Dissertation Committee

The Dissertation 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 Dissertation 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 Dissertation Committee is composed of a minimum of three members and no more than five. In addition to the Chair, Committee 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 the highest degree offered in their field, with approval by the Chair. Students may also include Committee members who have specialized expertise as the Chair deems necessary (e.g., statistician). When Committee members agree to serve on a student’s Committee, they will sign the Dissertation Committee Appointment Form (Appendix H). The student, Chair, and the Program Director also sign this form, ideally in August/Year 3.

Dissertation Proposal, Proposal Meeting and Proposal Approval

1. Writing the Proposal - The dissertation proposal is an overview of a comprehensive investigation of a research problem. It is the first step toward completion of the dissertation, which is an original contribution to one’s field of interest. Students must write a formal proposal of the dissertation, which includes a completed literature review and methods section. The proposal must be formatted according to the latest edition of the American Psychological Association Publication Manual. The proposal is written in consultation with the Chair and Dissertation Committee. The student will submit drafts to the Chair who will provide feedback on a periodic basis, and students should use the Dissertation Development Checklist (Appendix I) as a guide. The writing of the dissertation proposal should ideally be completed by Summer/Year 3 to ensure that students will be ready for their proposal meeting ideally held by Fall Semester/Year 4.

2. Proposal Meeting - The Chair, in consultation with the Dissertation Committee, will determine when a student is ready for the proposal meeting. With the Chair’s approval, students should request a formal meeting of the full Dissertation Committee during which they will present and discuss their proposal. The final dissertation proposal must be distributed to the Dissertation Committee at least 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.

   A. The formal proposal meeting should be scheduled for at least 90 minutes. The proposal meeting will begin with the student giving a presentation lasting around 30 minutes. Next, the committee will engage in a discussion with the student about the proposal. Last, without the student present, the Committee will deliberate to determine the status of the proposal. After the Committee members deliberate they will elect to either approve or disapprove of the proposal. If the committee approves of the proposal but requires minor changes before the study
may commence, it will discuss the concerns that must be addressed in the proposal to move forward. The approved dissertation proposal thus constitutes a contract for the commencement of the dissertation research; the Committee and the student must come to an agreement about the conditions of approval. If the Committee determines that the concerns of the dissertation are too significant to approve with conditions moving forward, the Committee will provide feedback to the student and the Committee will be reconvened for a second meeting once the substantial edits are completed.

B. Approval of proposal - Upon Dissertation Committee approval of the proposal, the active research phase can formally begin. This approval is documented by completion of the Dissertation Proposal Approval Form (Appendix K). This form is to be signed by the student, Chair, Dissertation Committee Members, and Program Director. All dissertation proposals are ideally approved by the Fall Semester/Year 4.

Institutional Review Board Submission and Approval

No data collection may begin on the dissertation until the proposal 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 and the Dissertation Committee. The IRB process at Holy Family University consists of completing the IRB application and proposal that can be found on the IRB Canvas page and IRB website (https://www.holyfamily.edu/about-holy-family-u/our-campuses-in-philadelphia/research-irb). The IRB application and proposal should be submitted to the IRB School Representative for the School of Arts and Sciences. Once approved by the IRB School Representative, the application and proposal may then proceed to the Dean of the School of Arts and Sciences for an official signature. Upon receipt of this signature, the application may be submitted to the IRB via the IRB Canvas page. Students should not email the proposal or submit a hard copy. Once the proposal is submitted, email the IRB chairperson to alert him/her to the submission.

Active Phase of Research Study

Upon receipt of IRB approval, the active phase of the research study may commence. Students will update their Chair and Committee as needed as they progress through their research and should continue to utilize their Dissertation Development Checklist (Appendix I).

Dissertation Defense Manuscript, Defense Meeting, and Dissertation Approval

1. Writing the manuscript - Upon completion of the active phase of the research study, students should begin to draft their final dissertation manuscript. The manuscript should contain the sections presented at the proposal meeting (Chapters 1-3), with any relevant updates to literature as appropriate. In addition, the manuscript will contain new sections describing and discussing the results and implications (Chapters 4-6). The student must produce the dissertation in near final form and, with permission from the Chair, call a formal defense meeting with the Committee. The final dissertation must be
distributed to the Dissertation Committee at least 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.

2. **Defense meeting** - 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 30 minutes long wherein the student provides an overview of the research with a focus on the results and implications. The committee will then engage in discussion with the student about the study and ask questions regarding the findings. Finally, the committee members will deliberate without the student present to determine the status of the dissertation, using the Dissertation Evaluation Rubric (Appendix J). At the defense meeting, the Committee will elect to approve or not approve the dissertation, and the results of the dissertation defense will be ‘Pass’, ‘Pass with Revisions’, or ‘Fail.’ If a dissertation defense is ‘Passed,’ each committee member will sign the Dissertation Approval Form (Appendix L). The student and the Program Director will also sign this form. However, it is very common that there are revisions required by the Committee after the defense (i.e. ‘Pass with Revisions’). In this case, the Dissertation Approval Form will be signed when the final written form of the dissertation addresses the revisions needed. The student, in conjunction with the Chair, will be responsible for ensuring that these revisions are made prior to redistributing the manuscript to the Committee for their final review and approval. If the Committee determines that the concerns of the dissertation are too significant to ‘Pass’ or ‘Pass with Revisions’, the dissertation defense will ‘Fail.’ In this case, a formal student remediation plan will be developed by the Chair, Program Director, and Director of Clinical Training, and the Committee will be reconvened again once the conditions of the remediation plan are met.

3. **Approval of dissertation** - The Dissertation Committee’s approval is documented by completion of the Dissertation Approval Form (Appendix L). This form is to be signed by the student, Chair, Dissertation Committee Members, and Program Director. All dissertations must be approved before the student may graduate from the doctoral program.

**Monitoring Progress Towards Dissertation Completion**

As students progress through the dissertation process outlined above, they will be assessed by their Chair in consultation with the Dissertation Committee and doctoral program faculty. The following grading scheme will be used throughout the dissertation course sequence to monitor progress towards dissertation completion based upon the timeline and tasks in the Dissertation Overview Table (Appendix F).

**Dissertation Grading Scheme**

- **A - Satisfactory.** Sufficient progress has been made.

- **B - Limited Progress.** A dissertation or thesis course milestone or signature assignment has not been completed. Once the milestone has been reached, the Limited
Progress grade can be changed to a Satisfactory. The Limited Progress grade will not automatically roll over to a No Credit. The Limited Progress grade will automatically become a Pass once the dissertation or thesis is successfully defended.

**F - No Credit.** The course was failed and must be repeated (e.g., the student could not be reached, little to no work was produced by the student, etc.)

**Final Copy of Dissertation and ProQuest Submission**
Following approval of the dissertation, it is the responsibility of the student to send a final PDF copy of the dissertation to ProQuest (www.proquest.com). Students are not required by Holy Family University to produce a bound copy of their dissertation. It is the policy of Holy Family University to make all dissertations available to the public through ProQuest. It is the student’s responsibility to know and adhere to the established process and deadlines for the submission of final copies of the dissertation to ProQuest by reviewing the information on the ProQuest website. For most authors, there is no charge to disseminate and archive dissertations via ProQuest. There are nominal fees for dissertations when supplied in paper form (instead of PDF) or when the author requests Open Access publishing, that allows the full text work to be made discoverable and accessible through additional channels. Students will document the completion of the dissertation process using the Dissertation Development Checklist (Appendix I). Students should also utilize the APA Compliance Checklist (Appendix M) to ensure that their dissertation is appropriately formatted prior to submitting to ProQuest.

**Extended Time-frame for Dissertation Completion**
Ideally, students formally begin the dissertation process in the summer of Year 3 in the program by taking the Research Methods and Data Analysis classes. If students return from Internship and the dissertation has not been defended, they may enroll in the Dissertation Continuation class. It is always the students' responsibility to track where they stand relative to the official 7-year overall time to completion of the PsyD program.

**Changes in 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.

**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 http://www.appic.org, 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. General guidelines for evaluation of the intern’s counseling skills and professional development are outlined in our handbook and in Canvas/APPIC Information at:
https://www.psychologytraining.va.gov/eligibility.asp (please note that eligibility requirements for other Federal positions in the U.S. may differ).

**Internship Application Timeline**
Below is a timeline, designed to orient students to the overall internship process:

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Item</th>
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| **Year 1 Spring** | • Familiarize yourself with Association of Psychology Postdoctoral and Internship Centers (APPIC) [www.appic.org](http://www.appic.org)  
• 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 [https://natmatch.com/psychint](https://natmatch.com/psychint) |
| **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 https://natmatch.com/psychint

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 e-mail 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 pre-doctoral 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) (www.natmatch.com) 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 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

Year 1: In early May, the Program Committee observes students’ academic performance and professionalism to determine readiness for undergraduate teaching, and year 2 in the program. Earlier in the year, readiness for advanced practica is determined by the Director of Clinical Training.

In so doing faculty will consider:

1. Successful completion of PSYD 801, 802, 803, 804, 805, 806, 811 (with a B or better - ‘minimum level of achievement’ in the class and on each course objective consistent with Profession-wide Competencies and Discipline Specific Knowledge.)

2. Demonstration of Professional Competencies

   A. Behave in ways that reflect the values and attitudes of the profession of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

   B. Engage in self-reflection regarding personal and professional functioning.

   C. Engage in activities to maintain and improve well-being and professional effectiveness.

   D. Actively seek supervision and demonstrate openness and responsiveness to feedback.

   E. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

3. Student Self-Reflection: (on program aims & competencies covered in the Annual PsyD Student Self-Evaluation)

   Format: Student Letter
Year 2: In early May determine readiness for Comprehensive Examination I, and Year 3 in the program. Earlier in the year, readiness for advanced practica is determined by the Director of Clinical Training.

1. In so doing faculty will consider:
2. Practicum I & II Supervisor Evaluation Forms (with an average supervisor rating of 3 or higher)
3. Successful completion of PSYD 807, 808, 809, 810, 812, 814, 813, 822, 823, 831 (with a B or better - ‘minimum level of achievement’ in the class and on each course objective consistent with Profession-wide Competencies and Discipline Specific Knowledge.)
4. Student Self-Reflection: (on program aims & competencies in the Annual PsyD Student Self-Evaluation)

*Format: Student Letter*

Year 3: The first week of May determine readiness for Dissertation Year 4

In so doing faculty will consider:
1. Content Comprehensive Exam (attains cut off score)
2. Clinical Comprehensive Exam (attains cut off score/average ratings)
3. Practicum Evaluation Forms (year 2) (with an average supervisor rating of 3 or higher)
4. Successful completion of PSYD 818, 819, 820, 824, 825, 830 (with a B or better - ‘minimum level of achievement’ in the class and on each course objective consistent with Profession-wide Competencies and Discipline Specific Knowledge.)
5. Student Reflection (on aims/competencies) (demonstrates/does not demonstrate)

*Format: Student Letter*

Year 4: Program Committee determines readiness for Internship.

1. In so doing faculty will consider:
2. Successfully defended dissertation proposal (Y/N)
3. Successful securing of IRB approval, literature review compiled and data collected (Y/N)
4. Successful securing of APA placement through APPIC process or University approved site (Y/N)
5. Student Self-Reflection: (on program aims & competencies in the Annual PsyD Student Self-Evaluation)

Year 5: Program Committee determines readiness to graduate.

In so doing faculty will consider:
1. Successful dissertation defense (Y/N)
2. Successful completion of internship (Y/N)
3. Successful completion of dissertation (if not defended prior) (Y/N)
4. Student Self-Reflection: (on program aims & competencies in the Annual PsyD Student Self-Evaluation)

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.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Instrument</th>
<th>Time Out/Initials</th>
<th>Time In</th>
<th>Signature</th>
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<tbody>
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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, Dr. Melinda Cummings. 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 Dr. Melinda Cummings at mcummings@holyfamily.edu or 267-341-4015.

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 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 – Core Content Examination in August 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 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 809 Teaching of Psychology I
☐ PSYD 810 Teaching of Psychology II
☐ PSYD 811 Biological Bases of Behavior
☐ PSYD 812 Advanced Personality Theory & Assessment
☐ PSYD 813 Advanced Psychopathology & EBP
☐ PSYD 814 Intellectual Assessment
☐ PSYD 820 Social Justice & Advocacy
☐ 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 ________________.

Student’s Signature: ________________________________ Date: ____________

Decision:

( ) Approved

( ) Approved pending completion of courses ________________________________

___________________________________________________

( ) Not approved, because _____________________________________________

___________________________________________________

___________________________________________________

Signature of Program Director Date
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 ________________________________________________

__________________________________________ ________________________________

Signature of Program Director Date
### Appendix E

#### Clinical Practice Exam Evaluation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presenting Problem and Background Information</strong></td>
<td><strong>14-15 points</strong></td>
<td><strong>12-13 points</strong></td>
<td>11 or fewer</td>
<td>15</td>
</tr>
<tr>
<td>Presenting Problem:</td>
<td>All criteria met</td>
<td>No more than 1-2 criteria missing</td>
<td>Difficulty with overview of case, relevant data missing to help conceptualize case</td>
<td></td>
</tr>
<tr>
<td>History:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
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</tr>
<tr>
<td>Contextual Considerations:</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>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, strengths, and interests are clearly identified and integrated into case conceptualization.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ethical and Professional Issues</strong></td>
<td><strong>14-15 points</strong></td>
<td><strong>12-13 points</strong></td>
<td>11 or fewer</td>
<td>15</td>
</tr>
<tr>
<td>Client/Counselor Dynamics:</td>
<td>All criteria met</td>
<td>No more than 1-2 criteria missing</td>
<td>Significant information in this area is missing or incomplete.</td>
<td></td>
</tr>
</tbody>
</table>
evidence of robust self-reflection. Strengths and liabilities in the therapeutic relationship are thoroughly considered.

Ethics and Professional Issues:
Ethical, legal, and/or professional issues presented by the case are identified. Management of these issues is discussed.

**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.

<table>
<thead>
<tr>
<th></th>
<th>10 points</th>
<th>8-9 points</th>
<th>7 or fewer</th>
</tr>
</thead>
<tbody>
<tr>
<td>All criteria met</td>
<td></td>
<td>No more than 1-2 minor errors</td>
<td>Important areas of assessment are missing/ incomplete. There is inadequate discussion of protective actions and safety planning.</td>
</tr>
</tbody>
</table>

**Identification & Application of Theoretical Orientation**
There is a clearly identified theoretical orientation that is providing the framework for how the case is being conceptualized and is tied to treatment goals and interventions. It is clearly tied to the literature.

<table>
<thead>
<tr>
<th></th>
<th>10 points</th>
<th>8-9 points</th>
<th>7 or fewer</th>
</tr>
</thead>
<tbody>
<tr>
<td>All criteria met</td>
<td></td>
<td>No more than 1-2 minor errors</td>
<td>Difficulty understanding how to conceptualize case</td>
</tr>
</tbody>
</table>

**Diagnosis**
All relevant DSM-5 diagnoses are provided. Rationale is clearly identified – how the client meets DSM-5 criteria for each diagnosis is explained. Other diagnoses are considered and ruled out, and/or other diagnoses that may need to be further assessed are considered.

<table>
<thead>
<tr>
<th></th>
<th>10 points</th>
<th>8-9 points</th>
<th>7 or fewer</th>
</tr>
</thead>
<tbody>
<tr>
<td>All criteria met</td>
<td></td>
<td>No more than 1-2 minor errors</td>
<td>Diagnoses are missing or inaccurate. Rationale for diagnosis(es) is not identified or is grossly incomplete. Alternative diagnoses are not considered.</td>
</tr>
</tbody>
</table>

**Psychological Testing**
Data:

<table>
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<tr>
<th></th>
<th>10 points</th>
<th>8-9 points</th>
<th>7 or fewer</th>
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<tbody>
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<td>10</td>
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</table>
Results (scores) of at least two assessment instruments are provided. Instruments are scored accurately.

Interpretation:
Accurate interpretations of results are provided and are grounded in observed data.

Integration:
Testing interpretations are well integrated with history, behavioral observations, and all other relevant/available data, including other tests administered.

<table>
<thead>
<tr>
<th>Results (scores) of at least two assessment instruments are provided. Instruments are scored accurately.</th>
<th>All criteria met</th>
<th>Minor errors with scoring, interpretations, or integration of testing results.</th>
<th>Testing data is missing, incomplete, or inaccurately scored. Interpretations are missing or inaccurate. Interpretations are not integrated with other available data.</th>
</tr>
</thead>
</table>

**Treatment Goals**
At least three goals are identified, based on understanding of the client, with a rationale provided. Goals are consistent with theoretical orientation.

<table>
<thead>
<tr>
<th>Treatment Goals</th>
<th>10 points</th>
<th>8-9 points</th>
<th>7 or fewer</th>
</tr>
</thead>
</table>

**Interventions**
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.

<table>
<thead>
<tr>
<th>Interventions</th>
<th>10 points</th>
<th>8-9 points</th>
<th>7 or fewer</th>
</tr>
</thead>
</table>

**Quality of Case Presentation**
Presentation was approximately 90 minutes in length. Case presentation was professional and informative. Presenter made good use of time, held the interest of the audience and facilitated questions and feedback from peers regarding case. References are provided.

<table>
<thead>
<tr>
<th>Quality of Case Presentation</th>
<th>10 points</th>
<th>8-9 points</th>
<th>7 or fewer</th>
</tr>
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</table>

Total Points: 100
## Appendix F

### Dissertation Overview Table

<table>
<thead>
<tr>
<th>Courses</th>
<th>Tasks</th>
<th>Forms</th>
<th>Deadlines</th>
<th>Task Completion Date*</th>
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<tbody>
<tr>
<td>Identify Topic</td>
<td>Commence Literature Review</td>
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<td>Ongoing</td>
<td></td>
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<tr>
<td>Selection of Dissertation Chair</td>
<td></td>
<td>Dissertation Topic and Chairperson Agreement Form (Appendix B)</td>
<td>July/Year 3</td>
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</tr>
<tr>
<td>Formation of Dissertation Committee</td>
<td></td>
<td>Dissertation Committee Appointment Form (Appendix C)</td>
<td>August/Year 3</td>
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</tr>
<tr>
<td>PSYD 815 Advanced Research Design</td>
<td>Method Selected/Method Section Outlined</td>
<td>Dissertation Development Checklist (Appendix D)</td>
<td>Summer Session 1/Year 3</td>
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<tr>
<td></td>
<td>Literature Review Continued</td>
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<tr>
<td></td>
<td>Chair Approval of Literature Review &amp; Method Section</td>
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<tr>
<td>PSYD 817 Advanced Data Analysis</td>
<td>Data Analysis Plan Outlined</td>
<td>Dissertation Development Checklist (Appendix D)</td>
<td>Summer Session 2/Year 3</td>
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<td></td>
<td>Chair Approval of Data Analysis Plan</td>
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<tr>
<td>PSYD 902 Dissertation I</td>
<td>Proposal Meeting Held</td>
<td>Dissertation Evaluation Rubric (Appendix E)</td>
<td>Early Fall Semester/Year 4</td>
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<td></td>
<td>Chair &amp; Committee Approve Proposal</td>
<td>Dissertation Proposal Approval Form (Appendix F)</td>
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<td></td>
<td>IRB Submitted &amp; Approved &amp; Certificate Sent to Chair</td>
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<td>Data Collection Commences</td>
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<td>PSYD 903 Dissertation II</td>
<td>Data Collection Continues</td>
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<td>Spring Semester/Year 4</td>
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<td>Course Code</td>
<td>Task Description</td>
<td>Checklist/Approval Form</td>
<td>Term</td>
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<td>PSYD 904</td>
<td>Data Analysis Commences</td>
<td>Dissertation Development Checklist (Appendix D)</td>
<td>Spring &amp; Summer Semesters/Year 4</td>
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<td>Data Analysis Completed</td>
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<td>Manuscript Compiled</td>
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<td>Manuscript Submitted to Chair for Approval to Hold Defense</td>
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*To be filled in by student upon task completion*
Appendix G

Dissertation Topic and Chairperson Agreement Form

Date: ____________

Student Printed Name: ________________________________

The above named student is proposing to complete a dissertation project in the topic area of:

________________________________________________________________________

________________________________________________________________________

The following faculty member has agreed to serve as Dissertation Chairperson for the above named student’s dissertation project in the Counseling Psychology PsyD Program at Holy Family University.

Printed Name: Signature: Date:

_________________________ ___________________________ ________

APPROVAL SIGNATURES:

_________________________ ___________________________ ________
(Student)

_________________________ ___________________________ ________
(Chair)

_________________________ ___________________________ ________
(Program Director)
Appendix H

Dissertation Committee Appointment Form

Date: __________

Student Printed Name: __________________________

The following individuals have agreed to serve as members of the above named student’s Dissertation Committee in the Counseling Psychology PsyD Program at Holy Family University.

<table>
<thead>
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<th>Printed Name</th>
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APPROVAL SIGNATURES:

(Student) ___________________________________ __________

(Chair) ___________________________________ __________

(Program Director) ___________________________ __________
Appendix I

Dissertation Development Checklist

Student Printed Name: ________________________________

Dissertation Chair Printed Name: ________________________________

This checklist should be utilized by the above named student and Chair to document progress towards dissertation development and completion.

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<th>Completion Date</th>
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<td>Identification of committee members and extension of formal invitation to participate</td>
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<td>Summer/Year3</td>
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# Appendix J

## Dissertation Evaluation Rubric

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<td><strong>Chapter 1: Introduction</strong></td>
<td><strong>Chapter 1: Introduction</strong></td>
<td><strong>Chapter 1: Introduction</strong></td>
<td><strong>Chapter 1: Introduction</strong></td>
</tr>
<tr>
<td>The problem statement lacks articulation and does not describe the issue under study</td>
<td>The problem statement is presented and begins to describe the topic of study</td>
<td>The problem statement is presented and articulated in a clear and unique way</td>
<td>The problem statement is presented and articulated clearly and uniquely, and its importance to the profession/field is demonstrated</td>
<td>The problem statement is presented and articulated clearly and uniquely, and its importance to the profession/field is demonstrated</td>
</tr>
<tr>
<td>The problem statement mimics previous work and lacks uniqueness</td>
<td>Shows limited distinctiveness in the area of study</td>
<td>The importance of the research is presented and articulated in a clear and unique way</td>
<td>Meaningful relationships between concepts and/or variables under study are examined</td>
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<tr>
<td></td>
<td>The importance of the research is minimally presented</td>
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<td>A new perspective on previous research is presented</td>
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<td></td>
<td>Identifies gaps where further research is needed</td>
<td></td>
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<td></td>
<td>Meaningful relationships between concepts and/or variables under study are analyzed and add a new perspective on previous research</td>
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<td></td>
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<td>A credible argument that the study will uniquely and significantly contribute to knowledge in the field/profession is presented</td>
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<td><strong>Chapter 2: Literature Review</strong></td>
<td><strong>Chapter 2: Literature Review</strong></td>
<td><strong>Chapter 2: Literature Review</strong></td>
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<tr>
<td>Does not discuss status or gaps in current research literature</td>
<td>Limited discussion of status and gaps in current research literature on the topic</td>
<td>Literature review presents status of current research on the topic under study</td>
<td>Literature review presents in an accurate and comprehensive manner the status of current research literature on the topic</td>
<td>Literature review is synthesized into a research topic or question that has the potential to contribute to knowledge in the field/profession</td>
</tr>
<tr>
<td>Literature review does not establish a theoretical framework</td>
<td>Limited establishment of theoretical framework for current research</td>
<td>Begins to describe a research topic, question, or hypothesis that has the potential to contribute to knowledge in the field/profession</td>
<td>Begins to establish a theoretical framework for the current research questions and gaps in literature</td>
<td>Identifies gaps where further research is needed</td>
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<tr>
<td>Chapter 3: Methodology</td>
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<td>Establishes a theoretical framework for investigating those gaps and questions</td>
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</tr>
<tr>
<td>Does not discuss a methodology for collection of data</td>
<td>Limited discussion of suitability of methodology for collection of data</td>
<td>Presents methodology suitable and systematic for the topic</td>
<td>An understanding of the methodology’s suitability to the dissertation as contribution to knowledge is demonstrated</td>
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<td>Presents and assesses the suitability of the methodology to the topic</td>
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<table>
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<tr>
<th>Chapter 4: Results/Findings</th>
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<td>An analysis of the results is not present</td>
<td>Conclusions follow from the results and are explained in terms of the data</td>
<td>Results are analyzed in an objective manner, employing several different perspectives on the same data</td>
<td>Complete discussion of analysis of results from many different perspectives in a scholarly and objective manner</td>
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<tr>
<td>Conclusions do not clearly follow from the results</td>
<td>Shows lack of awareness of at least one major area of limitation in the research methodology and/or findings</td>
<td>Conclusions follow from results and are explained in terms of the analysis of data, which shows methodological and conceptual rigor</td>
<td>Conclusions clearly follow from results, are accurately described in detail, and show methodological and conceptual rigor</td>
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<tr>
<td>Does not discuss the limitations of the research methodology</td>
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<td>Discusses possible limitations of the research methodology</td>
<td>Fully describes limitations</td>
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<th>Chapter 6: Implications for Future Research</th>
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<tr>
<td>Does not discuss the clinical, professional, research, or academic implications</td>
<td>Addresses only one of the following areas: clinical, professional, research, or academic implications</td>
<td>Addresses at least two of the following areas: clinical, professional, research, or academic implications</td>
<td>Fully accounts for the study’s clinical, professional, and academic implications</td>
</tr>
<tr>
<td>Shows no awareness of place of current study in the body of knowledge</td>
<td>Shows limited awareness of place of current study in the body of knowledge</td>
<td>Can describe the significance of the study within the contextual history of topic</td>
<td>Understands the place of the study in history and meanings associated with other research on topic</td>
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## Appendix K

### Dissertation Proposal Approval Form

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<td>Student Printed Name:</td>
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<tr>
<td>The above named student has presented the dissertation proposal titled:</td>
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<tr>
<td>on the following date:</td>
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<tr>
<td>The Dissertation Committee has approved the proposal.</td>
<td></td>
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</tr>
<tr>
<td>Printed Name:</td>
<td>Signature:</td>
<td>Date:</td>
</tr>
<tr>
<td>(Dissertation Committee Chair)</td>
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<tr>
<td>(Dissertation Committee Member)</td>
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<td>APPROVAL SIGNATURES:</td>
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Appendix L

Dissertation Approval Form

Date: ________________

Student Printed Name: __________________________________________

The above named student has defended the dissertation titled:
_________________________________________________________________
_________________________________________________________________

on the following date: ________________

The Dissertation Committee has formally approved the final dissertation.

Printed Name: ___________________________ Signature: ___________________________ Date: ________________

(Dissertation Committee Chair) ___________________________________________ ___________________________ ________________

(Dissertation Committee Member) ___________________________________________ ___________________________ ________________

(Dissertation Committee Member) ___________________________________________ ___________________________ ________________

(Dissertation Committee Member) ___________________________________________ ___________________________ ________________

(Dissertation Committee Member) ___________________________________________ ___________________________ ________________

APPROVAL SIGNATURES:

(Student) ___________________________________________ ___________________________ ________________

(Program Director) ___________________________________________ ___________________________ ________________
Appendix M

APA Compliance Checklist

Date of Compliance Review: ________________

Student Printed Name: ____________________________

Prior to submitting your dissertation to ProQuest, please utilize this checklist to confirm that all elements of your dissertation confirm to appropriate APA formatting.

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APPROVAL SIGNATURES:

__________________________________________________________
(Student)

__________________________________________________________
(Chair)

__________________________________________________________
(Program Director)
Appendix N

Change in Dissertation Committee Form

Date:______________

Student Printed Name: ________________________________________

The following changes are proposed to the above named student’s Dissertation Committee in the Counseling Psychology PsyD Program at Holy Family University.

Individuals to be Removed from Committee:

Printed Name: __________________________ Signature: __________________________ Date: __________

________________________

Individuals to be Added to Committee:

Printed Name: __________________________ Signature: __________________________ Date: __________

________________________

APPROVAL SIGNATURES:

________________________
(Student)

________________________
(Chair)

________________________
(Program Director)
APPENDIX O

Annual PsyD Student Self-Evaluation

In light of the Program’s Aims & Competencies please answer the questions below:

Program 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

Program Competency Areas

- Research
- Ethical and Legal Standards
- Professional Values, Attitudes and Behaviors
- Individual and Cultural Diversity
- Communication and Interpersonal Skills
- Assessment
- Intervention
- Supervision/Consultation & Inter-professional/Interdisciplinary Skills

(max 3 pages)

1. Describe 3 significant areas of your personal/professional development in which you have grown during the last year and/or since your last review.
2. Describe the feedback that you have received from your faculty, peers, and supervisors. How have you integrated this feedback?
3. Discuss any progress you have made on programmatic milestones: (securing a site, comprehensive exam results, teaching feedback, dissertation steps, securing an internship, etc.
4. Identify and describe 3 areas, in which you need to develop during the 2019-2020 academic year.
**APPENDIX P**

**Remediation Plan**

This remediation plan reflects the expected student progress detailed in the 5-year Program Student Progress Overview above.

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<td>Demonstration of Professional Competencies</td>
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**Year 2**

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**Year 3**

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