

California Lutheran University

PSYD PROGRAM IN CLINICAL PSYCHOLOGY

STUDENT HANDBOOK

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WELCOME

Welcome to the PsyD Program in Clinical Psychology at California Lutheran University. We are very pleased that you have chosen to join us and are looking forward to being part of your personal and professional development in the coming years.

This handbook specifies and articulates the program's policies and procedures and is designed to assist you in successfully completing the program. The content here will tell you about the program requirements, help you understand what to expect in your training, and provide the rationale for how the program components are designed to prepare you for a career in professional psychology. Additionally, this handbook should help you understand how you are evaluated, identify the processes and procedures that you need to know and follow, and clarify the expectations of you as a student.

ADDITIONAL REFERENCES OF RELEVANCE FOR STUDENTS IN THE PSYD PROGRAM

This handbook outlines the basic policies and procedures pertaining to the PsyD program including but not limited to the program requirements, the expectations of students, practices around advising, and how student evaluation is conducted.

There are a few other sources that will outline certain program requirements and policies in more detail. These include:

- *Clinical Training Manual* – this manual articulates the policies and procedures around your clinical training requirements, including practicum and internship.
- *Dissertation Handbook* – outlines the requirements for the dissertation.
- *Policies and Procedures Manual* of the Community Counseling and Parent-Child Study Center (CCPSCS) – this manual outlines the basic operational policies and procedures relevant to CLU's training clinic. All PsyD students will complete their first practicum experience in the CCPSCS.
- *Clinical Competency Exam Handbook* – this handbook provides important information regarding the specific format and evaluation methods of the Clinical Competency Exam.
- *CLU Student Handbook* – this handbook is the university-wide guide for student resources, policies, and standards of conduct at CLU. Unless otherwise noted, these policies and procedures apply to all students in the PsyD program. In some cases, the policies outlined here or in other PsyD-specific manuals will be more restrictive than their counterparts in the CLU Student Handbook and will supersede them. The full handbook can be found online at: http://www.callutheran.edu/student_life/student_handbook/
- *Graduate Catalog* – this catalog outlines the academic, fiscal, and other policies of the university and can be found online at: <http://catalog.callutheran.edu/grad/>

All students are expected to read and understand the materials in these references. Students may request hard copies of these references by contacting the Program Specialist. Students may also ask for clarification of any policies or procedures that they do not understand.

ACCREDITATION

The PsyD Program in Clinical Psychology at California Lutheran University was awarded full accreditation by the American Psychological Association on April 21, 2015. Our next regularly-scheduled accreditation review and site visit will occur in 2022.

California Lutheran University is regionally accredited by the Western Association of Schools and Colleges (WASC).

DESIGNATION

This program meets the Association of State & Provincial Psychology Boards/National Register of Health Service Psychologists “Guidelines for Defining ‘Doctoral Degree in Psychology.’” Therefore, graduates of this designated program who decide to apply for licensing as a psychologist typically will meet the educational requirements for licensing in the United States and Canada. However, in each jurisdiction there are additional requirements that must be satisfied. For exact information, please contact the state, provincial, or territorial licensing board in the jurisdiction in which you plan to apply.

The National Register and the Association of State and Provincial Psychology Boards have jointly created the designation project to compare doctoral programs in psychology against the credential standards developed during their 1977 conference on Education and Credentialing in Psychology. The goal of this process was to ensure the quality of doctoral training by subjecting it to external review and approval. The program has applied for National Register Designation in 2014. Designation was awarded effective May 5, 2014. For more information, please visit: <http://www.nationalregister.org/resources-links/doctoral-programs/designation-project/>

PSYD PROGRAM PHILOSOPHY

The educational model of the PsyD Program in Clinical Psychology at CLU is based on the practitioner-scholar model, which was developed for schools who were focused on training clinicians and awarded the PsyD degree (Korman, 1974; Peterson et al., 2009). This training model places particular emphasis on the clinical aspects of professional work while retaining the rigorous and prudent standards for knowing and utilizing the extant research. In addition to maintaining the standards of the practitioner-scholar model, our program is unique in that we place further emphasis on and training in research.

The foundation of CLU’s PsyD Program in Clinical Psychology is built upon the deliberate integration of research and clinical practice. As a university, CLU has adopted three Core Commitments that guide its mission, which consequently manifest in our program’s vision for advanced training in clinical psychology. *Liberal Learning* encompasses the critical thinking that is essential for psychologists to be effective in all domains of their work while preparing for life-long learning. *Professional Preparation* is exemplified by integrating the theoretical, research, and practical frameworks for students to excel as skillful clinicians. Finally, students who will become exceptional citizens and leaders of their communities for psychological good through their work with the underserved will understand the university’s focus on *Character and Leadership Development*. The PsyD Program in Clinical Psychology will prepare students to become licensed

clinical psychologists and will have a distinctive emphasis in understanding how research contributes to and informs clinical practice.

To these ends, the PsyD program has three goals:

1. To develop clinical skills that are founded on the integration of practice and research
2. To develop competence in research and scholarship
3. To instill an appreciation of human diversity by serving the underserved

This approach to clinical training demonstrates the program's emphasis beyond the broad and general foundations of psychology to embrace the fundamental characteristic of evidence-based clinical practice: integration. We aim to ensure that our students are sufficiently knowledgeable about different approaches and change principles so that they can make informed judgments regarding which approach is effective for particular sets of problems with certain clinical populations having specific cultural characteristics. That is, clinicians must be *flexible*, knowing what works for whom through an integration of the best available research, the client's contextual background and preferences, and clinical judgment. The PsyD Program at California Lutheran University is proud to offer a contemporary, integrated model of professional psychology designed to further the science of behavior and uplift the human condition.

PROGRAM GOALS AND OBJECTIVES

1. To develop clinical skills that are founded on the integration of practice and research
 - a. Students will understand the scientific research behind psychological assessment and develop skills in assessment
 - b. Students will develop skills in diagnosis and clinical conceptualization
 - c. Students will understand and apply evidence-based practices for a wide range of psychological problems
 - d. Students will exemplify professional values, attitudes, and behavior including reflective practice
 - e. Students will gain knowledge of and skills in applying ethical and legal issues in the practice of psychology
 - f. Students will learn proficiency in relationships
2. To develop competence in research and scholarship
 - a. Students will understand the scientific foundations of the broad and general areas of psychology
 - b. Students will appreciate and develop skills in science and research
3. To instill an appreciation of human diversity by serving the underserved
 - a. Students will gain competency in cross-cultural psychology, including personal awareness, knowledge of cultural factors, and skills in culturally-sensitive psychological services
 - b. Students will build skills in client advocacy

THE COMPETENCIES PARADIGM IN DOCTORAL EDUCATION

Educational models built around competencies emphasize a set of expected knowledge, skills, attitudes, and behaviors that are indicative of the ideal professional for that field. As such, the training that one undertakes in our program extends far beyond the classes that one is required to complete because a competency includes much more than mere knowledge; it is a more global representation of what the field has agreed are the ideal standards for professional performance.

The PsyD Program at CLU measures the competencies articulated in the American Psychological Association's Standards of Accreditation, namely, the "Profession-Wide Competencies." We directly assesses them in a variety of program activities including your coursework, your clinical training in practicum and internship, your research training for your dissertation, and in your clinical competency exam.

The training of these competencies are graded in complexity and sequenced deliberately throughout the program so that you will attain the competencies in a gradual and cumulative fashion. Indeed, there will be varying levels of expectations regarding these competencies based on your level in the program (i.e., what year of the program you are in). For example, you will find that the clinical competencies expected of you as you begin your first training experience will be rather fundamental, reflecting the basic social and interpersonal skills that are requisite for the type of psychological counseling that you will be doing in your internal practicum. Similarly, before you apply for internship (which is typically your final year in the program), the faculty will be looking at whether or not you have achieved more advanced levels of the clinical competencies. This is also true of your research training when comparing the standards expected for your research proposal and those expected for your finished dissertation.

The competencies adopted by the PsyD program are listed at the end of this document in Appendix A. Additionally, you may find the specific competencies that are assessed in the curriculum by viewing the Curriculum Map in Appendix B. You will also find the specific competencies assessed in each course on the respective syllabi and by reviewing the evaluations that are used in your clinical training (which are available in the "PsyD Clinical Training" tab on Blackboard).

PROGRAM REQUIREMENTS

Curriculum

You are required to complete a minimum of 114 credit hours of curriculum. This includes 102 credits from required coursework and 12 advanced-topic elective credits. The current list of required courses is provided below in the section titled "Course Sequence." The advanced-topic courses generally stem from faculty expertise in specialty areas and can include various topics. While no set of advanced topic courses can be assumed to be regularly available each year, courses have been offered in areas such as dialectical behavior therapy, intimate partner violence, attachment theory and research, forensic psychology, and neuropsychology.

Practicum

You will complete a minimum total of 1200 hours of practicum experience in both internal and external assignments under the licenses of qualified professionals. This is the program's requirement for internship eligibility. More information can be found in the Clinical Training Manual.

Internship

You will be required to complete an internship that is a member of either the Association of Psychology Postdoctoral and Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC) in order to graduate from the program. More information can be found in the Clinical Training Manual.

Clinical Competency Exam

In your third year in the program, you will be required to take and pass all of the components of the Clinical Competency Exam. The exam itself includes a 225-item multiple choice exam and a vignette-based exam. Students who do not pass the Clinical Competency Exam may be required to either complete remediation or take it the following year. Students who fail the exam a second time may be dismissed from the program. Students may face dismissal if failing the multiple choice exam three times. More information can be found in the Clinical Competency Exam Handbook, which will be distributed to you during the year that you are registered to take the exam.

Dissertation Proposal

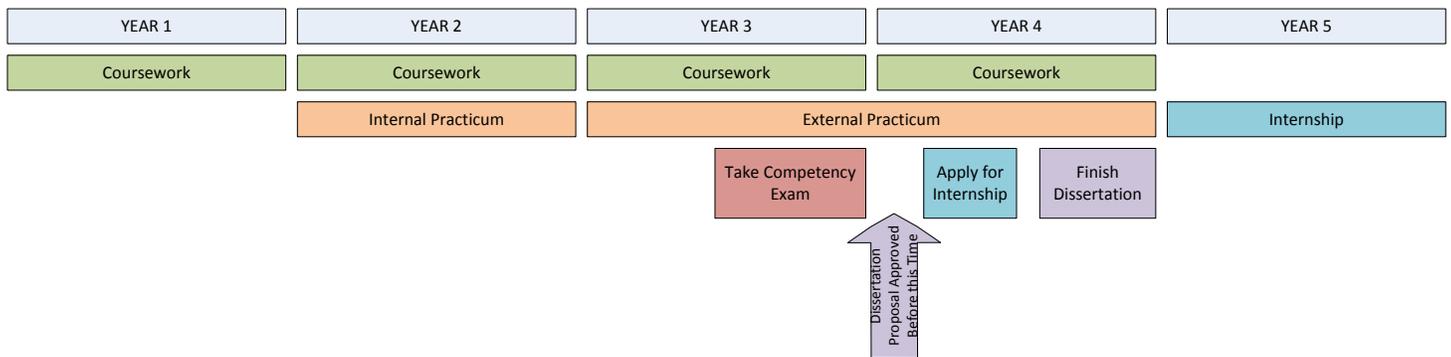
The dissertation proposal ought to be completed at the end of your second year in the program and will assess several specific research competencies. Research Seminars 1 through 4 are provided to aid you in developing your proposal with the direct oversight and guidance of a research advisor. Students are required to pass all competencies in the research proposal before being allowed to continue with the Dissertation Research Seminars. Also, the successful defense of your dissertation proposal is required to apply for internship.

Dissertation

You will complete and defend a doctoral dissertation prior to graduation. Dissertation Seminars 1 through 4 are provided to aid you in completing your dissertation with the direct oversight and guidance of your research advisor or dissertation chair. Please see the *Dissertation Handbook* for more information.

Program Timeline

The following timeline will give you an idea of how the program requirements are spread across the five years of the program. This timeline represents what may be typical for a student progressing at the expected pace for the program requirements:



PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Throughout your time in the program you will have many opportunities for professional development. Indeed, a large component of your preparation for entering the field of psychology is building your professional identity and this can happen through many different venues. Below are some recommendations for students as they begin to develop their professional careers.

Please note that these activities, and any other activities that are not being completed to satisfy program requirements, are the sole responsibility of the student. Neither the program nor the university are responsible for consequences incurred when students are participating in events and activities outside of the auspices of the program.

Professional Membership and Networking

One of the easiest and most beneficial ways to develop a professional identity is to begin associating with other professionals. You are encouraged to take advantage of the fact that students can join many different professional organizations at largely discounted rates. Professional membership often allows you to join professional networks that may be social in nature and/or attend meetings to learn about the current trends of the field. It is highly encouraged that you become involved in leadership opportunities as they arise; these experiences are invaluable to your learning and often lead to other opportunities in the future (not to mention the fact that they look very good on your CV).

While the options for professional membership are quite vast considering the great diversity that exists within the field of psychology, we can recommend a few professional organizations that may be good to start with:

- *The American Psychological Association* – itself the largest professional organization representing psychologists with 54 divisions that focus on specific topical interests within psychology. www.apa.org
- *The California Psychological Association* – representing the psychologists of California and lobbying for important legislative action at the state level. www.cpapsych.org
- *The Ventura County Psychological Association* – composed of local psychologists from a variety of backgrounds and work settings. www.venturacountypsych.org

Additionally, you may consider joining a professional organization that is specific to your own theoretical interests, such as *The Association of Behavioral and Cognitive Therapies* or *The American Psychoanalytic Association*.

Conferences and Events

Students also develop professionally by attending conferences, workshops, trainings, or events that are relevant to the field of psychology. These are also quite vast and cover a very large range of topics. Conferences and events provide additional opportunities for networking and learning about areas of psychology that may not be directly taught through the curriculum or the program.

A note about certifications: Many organizations and individuals sell training that leads to a “certification.” Examples of this include certification for biofeedback, eye movement desensitization and reprocessing (EMDR), hypnotherapy, and addiction counseling. It should be noted that certifications are not equivalent to licensure and in and of themselves do not give you permission to practice psychotherapy independently. Also, it should be noted that certifications are not necessary for practicing psychotherapy before or after licensure. Certifications guide the basic, suggested qualifications that are expected for certain subspecialties, though not all certifications carry the same level of credibility. Some employers, though, may list certain certifications as part of their job requirements. As such, as you refine your career interests during the program you are encouraged to research the employment in your specific interest areas to determine if certification is necessary or warranted. It will also be beneficial for you to confer with your advisor on issues or questions related to certification.

The certification that has the most credibility and recognition in professional psychology is board certification provided by the American Board of Professional Psychology. This is a “tertiary credential” that denotes psychologists who have been vetted by experts in specific subfields of psychology. More information can be found at www.abpp.org.

Scholarship

It is also known that professional development occurs through participation in the scholarship of the field. Scholarship here is defined as contributing to the knowledge base and typically occurs in written or oral form. Examples include writing and publishing articles in peer-reviewed journals and giving presentations at conferences.

You are strongly encouraged to participate in scholarship while in the program and there will be a few times where it will be required as part of the coursework, such as during the Festival of Scholars which occurs at CLU every spring. While we like to see students publishing or presenting in peer-reviewed venues, you should also keep in mind that more informal participation in scholarship is also looked upon favorably and can still contribute greatly to your development as a psychologist-in-training. Examples of these more informal venues could include giving presentations or trainings to others at your practicum sites, writing an article for a newsletter, and doing psycho-educational outreach in the community.

THE CORE FACULTY

The following is a list of the current core faculty and their research interests and areas of expertise.

Rachel Casas PhD Clinical Psychology BA Psychology	<ul style="list-style-type: none"> • Clinical neuropsychology • Neuropsychological Assessment • Psychometrics/test construction/design • Cultural competence • Mental health disparities
Morris Eagle PhD Clinical Psychology MA Clinical Psychology BA Psychology	<ul style="list-style-type: none"> • Attachment theory and research; attachment and sexuality • Infant-mother interactions and interventions • Psychoanalytic research, theory, and treatment • Implicit cognitive activity
Michael Gerson PhD Psychology and Psychoanalysis MA Applied Behavioral Science BA Psychology	<ul style="list-style-type: none"> • Clinical psycholinguistics • Lacanian Psychoanalysis • Neuroscientific implications for psychoanalytic theory • Child and adolescent psychotherapy • Child abuse and domestic violence • Magic theory and imagination
Mindy Puopolo PsyD Clinical Psychology MEd Counseling and Rehabilitative Services BS English Education	<ul style="list-style-type: none"> • Attachment theory, research, and practice • Intimate partner violence • Peace psychology • Psychological assessment
Ryan Sharma PsyD Clinical Psychology MA Clinical Psychology with Emphasis in Marriage and Family Therapy BA Psychology; Religious Studies	<ul style="list-style-type: none"> • Ethnic and racial identity development • Buddhism and identity • Clinical outcome studies; treatment effectiveness and efficacy • Program evaluation; practice-based participatory research • Contemporary behavioral philosophy and science; radical behaviorism • Behavioral treatments for anxiety disorders
Jennifer Twyford PhD Counseling, Clinical, & School Psychology EdS and MS in Education Psychology with Emphasis in School Psychology BS Social Science, Minor Psychology with Emphasis in Child Development	<ul style="list-style-type: none"> • Identification and prevention of disruptive behavioral problems in children and adolescents • School and juvenile justice system response to youth's mental health needs • School violence prevention • Youth involved in the juvenile justice system • Positive psychology

STUDENT EXPECTATIONS

Residency

The PsyD Program in Clinical Psychology is a full-time program. Students are required to be enrolled in the program a minimum of five years, which includes one year of internship. While the courses may be centralized on several days during the week, you are expected to be available for program-related activities, events, and requirements at all times during the week. Indeed, part of your training includes being socialized into the profession and this occurs when you maintain regular and ongoing contact with your peers, supervisors, faculty, and advisors. It is highly inadvisable for students to attempt to maintain outside work while in the program.

Student Rights

The PsyD Program strongly upholds the rights of students to fair and respectful treatment regardless of race, ethnicity, culture, gender (including gender identity and gender expression), sex (including breastfeeding and medical conditions related to breastfeeding), genetic characteristics, sexual orientation, age, religion, physical disability, mental disability, medical condition, marital status, national origin, and military or veteran status. These include:

- The right to be treated with dignity and respect, not only by faculty and staff but also peers and colleagues
- The right to fair treatment in grading and programmatic decisions
- The right to learn in a discrimination- and harassment-free environment.

More information on due process and grievance procedures can be found below. Rights pertaining to student conduct procedures can be found in the University's Student Handbook at http://www.callutheran.edu/student_life/student_handbook/section_04.php.

It must be understood that as these rights are extended to you, it is your responsibility to also extend these rights to others.

Student Roles and Responsibilities

You must understand that the expectations around behavior and conduct are inextricably linked to the ethics and standards set forth by the professional psychology community. That is, by entering a doctoral program in professional psychology, you must abide by a higher standard of conduct than what may typically be expected of a college student. This includes being mindful of your demeanor with your peers, supervisors, and faculty, both inside and outside of class. Professional behavior in these contexts is described as polite, respectful, and conducive to a positive learning environment. Differences will invariably arise and *how* those differences are handled and negotiated will speak to your professional readiness. As relationship skills are one area of expertise that the ideal psychologist will have, your ability to demonstrate mastery of handling interpersonal differences or conflicts will attest to your clinical and professional development.

Please note that the section below titled "Statement of Comprehensive Evaluation of Professional Competencies" applies to these issues and has relevance for how these expectations become part of your evaluation as a student in the program.

You are also expected to be proactive about your education and training. As developing professionals, you will be expected to demonstrate initiative, leadership, and integrity in all aspects of your education and training. Psychologists need to assume positions of authority and responsibility with a willingness to accept accountability for their decisions. Being passive about deadlines or requirements and expecting others to constantly tell you what to do will not be conducive to a successful professional career once you graduate; it is best that you build your skills in seizing opportunities while you are in the program. Also, students who are more active in pursuing their interests and participating in professional activities will find themselves more competitive for internships and jobs.

Examples of proactive behavior within the PsyD program can include but are not limited to:

- Approaching the faculty with questions, concerns, or advice
- Knowing and meeting the deadlines and requirements for program activities, such as required paperwork
- Assuming responsibility for class content when missing class by approaching the instructor for guidance or recommendations; planning ahead for planned absences
- Reading and understanding the course syllabi and asking the instructor for any clarifications needed
- Arriving to class on time and prepared
- Approaching your research advisor when struggling with your dissertation

All students in the PsyD program are required to abide by:

- The American Psychological Association's *Ethical Principles of Psychologists and Code of Conduct*. The most recent version can be obtained from <http://www.apa.org/ethics/code/index.aspx>. A copy of the code is also included at the end of this manual in Appendix C.
- California Lutheran University's *Standards of Conduct*, as published in the student handbook available: http://www.callutheran.edu/student_life/student_handbook/section_03.php
- All applicable local, state, and federal laws.

The Various Challenges of Being in a Doctoral Clinical Psychology Program

It is not uncommon for students to experience a wide range of challenges while in this program. For example, you may find that you are challenged with time as you respond to the requirements of a full load of doctoral classes. You may also find yourself challenged intellectually as the academic rigor increases with each successive year. It could also be the case that you are challenged physically as you begin to cut back on your exercise and dietary habits to make time for completing homework. The time commitments can also challenge you socially as you find yourself spending less time with friends and family and more time with peers and supervisors (or just alone to work on assignments). It can hardly be overlooked that being in a graduate program may challenge you financially. It will also likely be the case that you find yourself challenged interpersonally as you take four years of classes with the same people in your cohort. And perhaps most importantly, a doctoral program in clinical psychology will challenge you emotionally; you will be learning how to help clients who have been struggling and suffering for long periods of time and who may tell you about some very painful and scary experiences that they have had. On top of that, you will be learning about yourself and developing some intimate self-knowledge that may or may not be comfortable.

Conversely (and often simultaneously), we have very profound and rewarding experiences that come with many helping professions. We may see that what we do professionally can actually have a very real and positive impact on another human being. Similarly, what we learn about ourselves can be truly enlightening and open up new ways of being in the world that we did not previously know existed.

Please keep in mind that these experiences are common and expected for students who enter this field. In fact, in some ways these experiences contribute to not only our professional development but also our clinical effectiveness. In many ways, becoming a psychologist is a very sacred calling in that it is one of very few professions where you are expected to continue growing and developing as a person. As you will learn in both the class exercises and the clinical training experiences, we always have ways of learning about ourselves while we are simultaneously helping others. This is a true gift of the profession and—to treat it as such—we would allow ourselves to embrace these challenges, to push us out of our current understandings so that we can experience and grow from our contact with the new.

In addition to that, it is also important for us as clinicians to recognize and protect against burn out. It will be important for you to balance the demands of the program with the activities in your life that bring your pleasure. A regular self-care routine is essential for enduring the marathon that could describe the five or more years that you spend in the program. Good self-care routines replenish you on a number of levels, such as physically, socially, emotionally, and spiritually. Some examples of good self-care activities could include but are not limited to:

- Proper diet and exercise; sports
- Meditation or mindfulness activities
- Spending time with friends, family, or pets
- Seeking personal therapy
- Maintaining religious or spiritual practices
- Hobbies and creative projects
- Going to the beach; hiking
- Getting a massage
- Shopping

Program Communication

All students in the PsyD program are required to use their CLU email addresses and check them on a daily basis. Email is considered official communication from the department. You may arrange your CLU email address to automatically forward messages to a preferred email account if you choose. However, faculty and staff will not return emails that are sent from non-CLU accounts but will send emails to your CLU account only. Please contact ISS for more information or assistance in setting up automatic forwarding.

You are also required to keep updated contact information with the program at all times, including mailing address and phone number.

A Note about Advertising Yourself

Students are often very excited to begin identifying themselves as more advanced students and usually begin doing this through the signatures that are attached to emails, reports, or business cards. While this is an acceptable practice, please note the following excerpt from the APA Ethics Code:

5.01 Avoidance of False or Deceptive Statements

(a) Public statements include but are not limited to paid or unpaid advertising, product endorsements, grant applications, licensing applications, other credentialing applications, brochures, printed matter, directory listings, personal resumes or curricula vitae or comments for use in media such as print or electronic transmission, statements in legal proceedings, lectures and public oral presentations and published materials. Psychologists do not knowingly make public statements that are false, deceptive or fraudulent concerning their research, practice or other work activities or those of persons or organizations with which they are affiliated.

(b) Psychologists do not make false, deceptive or fraudulent statements concerning (1) their training, experience or competence; (2) their academic degrees; (3) their credentials; (4) their institutional or association affiliations; (5) their services; (6) the scientific or clinical basis for or results or degree of success of, their services; (7) their fees; or (8) their publications or research findings.

When considering ethical obligations, it is important to remember that *you bear the burden of proof and that you yourself are responsible for any misunderstanding by others.* In other words, you must ensure that what you present is not misunderstood. As such, use the following examples for guidance on how to address this issue.

John Smith, PsyD Trainee

Not preferred

Placed after the name, the title appears to be the designated degree earned. An observer may not necessarily understand that “trainee” here modifies the “PsyD”

**John Smith, M.A.
Therapist Trainee**

Preferred

In this example, the title is underneath the name and does not lead one to think that the person has a doctorate.

Other notes on titles:

Psychologist	Is reserved only for those licensed as a psychologist (in most cases at the doctoral level)
Psychological Assistant	A specific title for those registered with the licensing board but not yet licensed
Intern	Used only for students on internship
Candidate	Used only for students who have been advanced to candidacy. We do not use candidacy in our program.
Trainee	Used for students training at the practicum level

EVALUATION IN THE PSYD PROGRAM

Course Evaluations

You will receive letter grades for all courses except those that are pass/no credit. In addition to letter grades, the faculty assesses your performance on the program-adopted competencies mentioned above. These ratings will mirror the evaluations that you receive on the assignment rubrics, and thus will not be returned to you. However, feedback from the End of Course Evaluations will be compiled for feedback during your annual review (see below).

Research Evaluations

While the Research and Dissertation Seminars are designed to help you along with your research proposal and dissertation, both of these work products will be evaluated independently.

Evaluations Related to Clinical Training

While in practicum and internship, you are evaluated in a number of ways, both formally and informally. Formal evaluations come directly from your clinical supervisors and occur twice per year at roughly the mid-point and end-point of your training experience. This is true for both practicum experiences and the internship.

At several points during the program, you will be evaluated by the Director of Clinical Training on your readiness to advance to higher levels of clinical training. These are referred to as “readiness evaluations” and will occur before beginning 1.) internal practicum, 2.) external practicum, and 3.) internship. The readiness evaluations are designed to be collaborative and to assist you in developing a specialized training plan unique to your own training needs. The content for the readiness evaluations can include multiple sources on your professional performance including but not limited to your course evaluations, observed behavior inside and outside of classes by faculty or supervisors, and other professional indicators such as attendance and participation, responsiveness to faculty inquiry and feedback, and perceived emotional maturity. More information on these evaluations can be found in the Clinical Training Manual.

Annual Reviews

Faculty meet annually to discuss your global performance based on a number of formal and informal evaluative mechanisms. You will be given a letter regarding your performance for the past year which will outline both strengths and growth areas as evident in your evaluations or impressions by faculty members, supervisors, or other program personnel. The letter accompanies a face-to-face meeting with your advisor who will help you contextualize the feedback relevant to your own personal and professional goals.

Statement of Comprehensive Evaluation of Professional Competencies

It is important to note that the PsyD Program in Clinical Psychology at California Lutheran University has adopted in whole the resolution and model policy written by the Council of

Chairs of Training Councils that guide the comprehensive evaluation of student-trainee competence in professional psychology:

Students and trainees in professional psychology programs (at the doctoral, internship, or postdoctoral level) should know—prior to program entry, and at the outset of training—that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

Although the purpose of this policy is to inform students and trainees that evaluation will occur in these areas, it should also be emphasized that a program's evaluation processes and content should typically include: (a) information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable); (b) information regarding the primary purpose of evaluation (e.g., to facilitate student or trainee development; to enhance self-awareness, self-reflection, and self-assessment; to emphasize strengths as well as areas for improvement; to assist in the development of remediation plans when necessary); (c) more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and (d) opportunities for remediation, provided that faculty, training staff, or supervisors conclude that satisfactory remediation is possible for a given student-trainee. Finally, the criteria, methods, and processes through which student-trainees will be evaluated should be clearly specified in a program's handbook, which should also

include information regarding due process policies and procedures (e.g., including, but not limited to, review of a program's evaluation processes and decisions).¹

Student Responses to Evaluation

In some cases, you may feel uncomfortable receiving feedback about your performance if it is inconsistent with your self-perception. It may also be the case that you do not agree with the validity of the evaluation. In the latter case, you have the opportunity to pursue clarification or appeal if the evaluation resulted in a specific consequence (Please see “Grievance and Due Process” below). In both cases, it is important to note that *how you respond to feedback is just as important—if not more important—than the content of the feedback itself*. Approaching these kinds of challenging situations with openness and a desire to improve is a hallmark of professionalism and is seen as such by the faculty. Similarly, if you disagree with the feedback and wish to appeal any decisions, behaving in a respectful and professional manner will not only be more effective but will also reflect a more advanced professional demeanor.

ADVISING

Advising in the PsyD program is divided according to the type of activity that you are involved in. This ensures that you are getting accurate information that will help you be successful in your graduate studies and career planning.

Academic Advising

You will be assigned an Academic Advisor when you enter the program. The Academic Advisor will assist you with general programmatic and curricular issues and will be the person meeting with you to discuss your Annual Review. You would typically approach your academic advisor for issues such as selecting electives, reviewing your progress towards program requirements, and addressing any other administrative kinds of issues related to being a student in the program.

Research Advising

You will have the opportunity to select a research advisor at the time you register for Research Seminar 1. You are encouraged to browse their research interests provided below, which will help you find someone with interests similar to your own. Your research advisor will typically stay with you throughout your time in the program and help you develop your research proposal and dissertation. Students do have the option of switching research advisors at the completion of the research proposal (typically at the end of the second year), though most students choose to stay with their current Research Advisors for consistency.

¹ Council of Chairs of Training Councils (2004). The comprehensive evaluation of student-trainee competence in professional psychology programs. Retrieved from <http://www.psychtrainingcouncils.org/NCSP-20CCTC%20model%20Student%20Competency.pdf>

Clinical Advising

You will receive clinical advising from the Director of Clinical Training, who will oversee you in practicum and internship. The Director of Clinical Training will help you develop a training plan that is fitted to your needs and is available for any questions regarding practicum and internship requirements.

STUDENT GOVERNANCE

Student Government

The program encourages all students to be active in the student government and consider serving as a student representative or officer. The Student Government functions as both a communications conduit and venue for student voice in programmatic planning. Representatives and officers from the Student Government are invited to meet with the full core faculty monthly during the academic year.

Student Evaluations of Faculty

You will evaluate all of your instructors at the end of every course and will have the opportunity to provide anonymous feedback that can be used to improve the classes. The results from these evaluations are only released to the faculty two weeks following their deadline for grade submissions. As always, honest and objective feedback is most helpful.

Student Evaluation of Program and Program Components

You will have ample opportunities to provide feedback about other program components. As part of university policy, you will complete the Noel-Levitz survey every two years to provide feedback on general satisfaction with the university experience. This information is compiled for the PsyD program in comparison to 1.) other programs at the university, and 2.) other universities who also use the Noel-Levitz. Thus, this particular tool allows the program to gauge student satisfaction with a more objective metric.

You will also complete evaluations on your practicum and internship placements. You will be asked to rate your training program and supervisor on a number of items as well as having the opportunity to provide written feedback. These evaluations are used to ensure a high-quality clinical training experience and may be shared with our training partners in aggregate, anonymous form.

You will also have opportunities to evaluate the program both during residency and after graduation. You will complete a Student Satisfaction Survey annually that will gauge student perception of program components such as the overall quality of instruction, the program's attentiveness to student concerns, and the social and academic climate of the program. Following graduation, you will be asked to complete an Alumni Survey. The Alumni Survey will provide the program with important distal data related to the programs goals and objectives (e.g., how our students are doing professionally, the kinds of activities they are engaged in, licensure and job placement rates, etc.).

Feedback Exhaustion

As a student-centered program, we greatly value your input on the various aspects of the program. Additionally, for accreditation we are required to report on multiple program outcomes stemming from both your performance and your voice. While it may seem like we are constantly asking you to complete surveys or respond with information, please understand that this information is vital to our operation. Also, please understand that we use the feedback in meaningful ways; we do not perceive this as an empty, bureaucratic exercise. We appreciate your timely compliance with surveys, evaluations, and requests for information.

ACADEMIC POLICIES

Course Transfers

Students are permitted to transfer up to nine (9) credits into the doctoral program if those credits were taken in clinical psychology at the graduate level.* Transferring a course will import the credits earned to be applied towards the 114 that are required for the program. Transferred credits are not calculated into your GPA. All requests for course transfers must be made by the end of your first semester in the program and submitted to the Program Assistant. Transfer work must be:

1. Graduate level (applicable to a graduate degree at the institution granting credit)
2. Completed within seven years and taken prior to enrolling in the CLU PsyD program
3. Completed with a grade of “B” or higher
4. Documented by official transcripts from the institution
5. Listed on a “Petition for the Transfer of Credit” form (available from the CLU Registrar)
6. Approved by the program director.
7. On file with the University Registrar.

Course Waivers

You may waive an additional fifteen (15) units beyond the coursework that has been transferred in the PsyD program if you have taken commensurate courses at the graduate level.* Only required courses may be waived. When a course is waived, it means that you are not required to take it again but the credits from the course are not imported and do not count towards the program requirement. For example, a student waiving a 3-unit course will be required to take three units of electives in addition to the number of electives required to reach 114 total program credits. All requests for course waivers must be made by the end of your first semester in the program and submitted to the Program Assistant. The following requirements must be met for course waivers to be approved.

1. Courses must have been taken within the past seven years and prior to enrollment in the CLU PsyD program
2. You must have successfully passed the course with a grade of “B” or higher
3. You must have an official transcript on file that lists the course
4. You complete the “Request for Course Waiver” form (available from the PsyD Program)

5. You must submit both the Request for Course Waiver form and the course syllabus for the time that you took the class to the CLU instructor teaching the class that you desire to waive. The CLU professor has full discretion in determining if the previous course is sufficient for waiver.
6. The academic advisor or program director must also approve the waiver.
7. On file with the University Registrar.

* *Courses ineligible for Transfer or Waiver.* Transfer of credit or course waivers are not granted for practica, internships, theses, dissertation, or elective courses. We consider these courses fundamental to the program's character and must certify that students have received training according to those standards. Additionally, some topics in clinical psychology require ongoing training and development throughout our professional careers. These include ethics and cultural competency. As such, course transfers and waivers are not accepted for *PSYD 763 – Ethics* and *PSYD 782 – Multicultural Psychology*.

Pathway Masters Degree

Students who complete all of the coursework from the first year in the program and all courses from Fall of year 2 will be eligible to complete a Masters level comprehensive exam. Once the comprehensive exam has been passed, students are eligible to receive a Master of Science in Clinical Psychology. Students who have been previously awarded a masters degree from CLU are not eligible to receive a second masters degree.

Minimum Passing Threshold in the PsyD Program

Course grades of B- or higher are required for course credit. Any grade below a B- is considered failing and must be repeated. Students are not permitted to repeat courses using independent study or tutorial and must re-enroll for the course when it is offered.

Policy on Incompletes

A grade of IN (Incomplete) may be assigned only in the case of a student who, for illness or other circumstances beyond his/her control, has missed a final examination or major piece of work. A student may not make up the Incomplete by repeating the course. Make up work must be reviewed by the instructor who assigned the original grade of Incomplete. An IN, if not made up within one year, automatically becomes an "NC", or "no credit." A student may petition in writing to extend an "IN" beyond one year if there are extenuating circumstances

Academic Limits

Students have seven years to complete the PsyD Program after initial registration for courses. Under special circumstances, prior to the end of the seven-year period, students may petition for an extension of time. A student is considered to not have been continuously enrolled if she or he does not register for classes for one calendar year. Continuous enrollment or re-entry into a program requires normal progress toward a degree. Students who do not enroll continuously

must meet with a university adviser prior to subsequent enrollments to determine if changes in the program have occurred. These students must also complete, with their adviser, a new program advisement form and admission application. Such students are subject to new program requirements and a review of course recency and transfer credit.

Policy for Participating in the May Graduation Ceremony

For students wishing to walk in the ceremony for the *master's degree*, students must have successfully completed all Year 1 coursework (fall, spring, and summer) and the Year 2 fall coursework, is on schedule to complete the PsyD Master's Competency Exam, and is enrolled in Year 2 spring semester courses.

Students may walk in the ceremony for the *doctoral degree* if by March 15 the student has (1) enrolled in or completed internship, (2) passed PSYD 733 Dissertation Research Seminar 3, and (3) a statement by their dissertation chair that the student is highly likely to defend the dissertation by August or has already successfully defended the dissertation.

Americans with Disabilities Act Policies

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Accessibility Resource Coordinator, Wendy Perkins, for the facilitation and verification of need. The Accessibility Resource Coordinator is located in the Center for Academic and Accessibility Resources (CAAR) Office in the Pederson Administration building, and can be contacted by calling 805.493.3878 or emailing wperkins@callutheran.edu

Additional academic policies can be found in the Graduate Catalog located at: <http://catalog.callutheran.edu/grad/academicpolicies/>

Sexual Misconduct

California Lutheran University does not tolerate any degree of sexual misconduct on or off-campus. We encourage you to report if you know of, or have been the victim of, sexual harassment, misconduct, and/or assault. If you report this to a faculty member, she or he must notify Cal Lutheran's Title IX Coordinator about the basic facts of the incident. More information about your options for reporting can be found at: <http://www.callutheran.edu/title-ix/>

Registration Policies for Internship and Dissertation

The following policies outline the procedures for you to use when registering for dissertation and internship work. Which courses you will register for will depend on the status of your dissertation, which semesters you are on internship, and whether or not you wish to be enrolled at half-time status for financial aid reasons. Please note that the numbers below refer to these respective courses:

- 734 – *Dissertation Research Seminar 4* (1 credit)
- 797 – *Dissertation Continuation* (1 -3 credits)
- 7XD – *Dissertation* (0 credits)
- 798 – *Internship* (0-3 credits)

General Requirements:

Internship – You are required to have a total of 2 credits of 798 - *Internship* in order to graduate. Credits for the course range from 0-3 so that those who wish to draw financial aid during internship may register at half-time status. You can also register for “0” credits during any semester after reaching the minimum of 2 credits so as to not accrue additional tuition costs. Please note, however, that all students are required to be enrolled in 798 – *Internship* during all semesters that they are on internship (fall, spring, and summer).

Dissertation – Students are required to take and pass 734 – *Dissertation Research Seminar 4*, which is only passed when students successfully defend their dissertation. *PSYD 7XD – Dissertation* is only marked “pass” when the student has finished all revisions and provides receipt that the dissertation has been uploaded to ProQuest. Students who do not have a pass entered for *PSYD 7XD* will not graduate. Students not finishing their dissertation by Year 4 must enroll in 797 – *Dissertation Continuation* for each semester until 734 is passed. Student must enroll in 1-3 credits of 797 each semester after Year 4 and before the completion of internship. Students must enroll in 3 credits each semester for 797 following internship.

Example Scenarios:

1. Students On Track

	<u>Year 4</u>	<u>Year 5</u>
Courses	Enrolled	
Dissertation	Passes 734 with completion of dissertation defense	Passes 7XD with dissertation upload
Internship	Applies	Enrolls in 798 (0-3 credits) each semester while on internship (e.g., fall, spring, summer)

2. Students not Finished with Dissertation Prior to Leaving for Internship

	<u>Year 4</u>	<u>Year 5</u>
Courses	Enrolled	
Dissertation	In Progress for 734	<ul style="list-style-type: none"> • Enrolls in 797 (1-3 credits) each semester until 734 is passed • Passes 734 with completion of dissertation defense • Passes 7XD with dissertation upload
Internship	Applies	Enrolls in 798 (0-3 credits) each semester while on internship (e.g., fall, spring, summer)

3. Students Deferring Internship and Not Completing Dissertation by Year 4

	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Courses	Enrolled	May enroll in courses	
Dissertation	In Progress for 734	<ul style="list-style-type: none"> Enrolls in 797 (1-3 credits) each semester until 734 is passed Passes 734 with completion of dissertation defense Passes 7XD with dissertation upload 	
Internship		Applies	Enrolls in 798 (0-3 credits) each semester while on internship (e.g., fall, spring, summer)

4. Students on Half-time Internship

	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Courses	Enrolled		
Dissertation	Passes 734 with completion of dissertation defense	Passes 7XD with dissertation upload	
Internship	Applies	<ul style="list-style-type: none"> Enrolls in 798 (0-3 credits) each semester while on internship (e.g., fall, spring, summer) If in Half-time one year internship, applies for second year 	<ul style="list-style-type: none"> Enrolls in 798 (0-3 credits) each semester while on internship (e.g., fall, spring, summer)

5. Students ABD (all but dissertation)

	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Courses	Enrolled		
Dissertation	In Progress for 734	<ul style="list-style-type: none"> Re-enrolls for 734 Enrolls in 797 (1-3 credits) each semester 	<ul style="list-style-type: none"> Enrolls in 797 each semester until 734 is passed (must be 3 credits each semester) Passes 734 with completion of dissertation defense Passes 7XD with dissertation upload
Internship	Applies	Enrolls in 798 (0-3 credits) each semester while on internship (e.g., fall, spring, summer)	

POLICY OF ACADEMIC HONESTY

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of CLU's dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship on campus. Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions, including a grade of "F" in a course, suspension, or dismissal from the University.

Definition of Academic Dishonesty

A general definition of academic dishonesty is "any behavior or act that implies an intent to make someone believe what is not true, as by giving a false appearance." Since intellectual honesty is central to the academic enterprise, students and faculty must accept and respect the principle of acknowledging information, ideas and language that have been borrowed from someone else. Plagiarism (any failure to document sources), cheating, unethical computer use, and facilitation of academic dishonesty are examples of behavior which will result in strict disciplinary sanctions.

Plagiarism

Plagiarism occurs whenever a source of any kind has not been acknowledged. Every student must understand the correct procedures for acknowledging and identifying sources of borrowed material. The basic rule is this: Give credit where credit is due. In other words, if you include any material which is beyond your firsthand experience, and which is not common knowledge of scholars in your field, you must cite your source in a way that your reader can:

1. find the source from the information in your reference and
2. immediately determine which information is your source's contribution to scholarship and which is yours.

Specifically:

- a) If you quote directly, even if you use no more than a word or phrase, you must place quotation marks around the quoted material.
- b) If you paraphrase (rephrase in your own words), you must still cite your source, including a full documentation of reference; the best procedure is to acknowledge that you are paraphrasing.
- c) If you present material that may be common knowledge, but your arrangement or discussion of that material is borrowed, you must cite that source in a reference.
- d) If you have any questions about proper ways of documenting sources in footnotes or bibliography, consult the department in which the course is taught. Departmental assistants, the Learning Resource Center and the Writing Center are prepared to assist students in proper documentation forms.

Plagiarism is a particularly egregious offense and is not tolerated in the PsyD Program. As defined in the APA Ethics Code (8.11), Plagiarism is “presenting portions of another’s work or data as their own, even if the other work or data source is cited occasionally.” Students are reminded that it is their responsibility to submit original work and cite appropriately. Plagiarism includes, but is not limited to:

- word for word copying without using quotation marks or presenting the work as yours
- using the ideas or work of others without acknowledgement
- not citing quoted material. Students must cite sources for any information that is not either the result of original research or common knowledge.

Students plagiarizing any work are subject to disciplinary action including but not limited to failing the class and being placed on academic probation. Students discovered to have plagiarized more than one time will be dismissed from the program.

Please note that many instructors use Turn-it-In, a software program that detects plagiarism on assignments.

Additional Forms of Academic Dishonesty

Please note that academic dishonesty can come in many forms, including cheating, academic bribery, deception, fabrication, identity fraud, multiple submissions, using or contributing to paper mills, sabotage, unethical computer use, and even facilitating the academic dishonesty of others. Further discussion and definitions of these forms of academic dishonesty can be found in the graduate catalog at <http://catalog.callutheran.edu/grad/academicpolicies/>.

Procedure for Disciplining Student Dishonesty

Whenever a member of the faculty or other university official has reason to believe that a student has committed a breach of academic honesty, the faculty member or official will confront the student, allowing the student an opportunity to speak on his or her behalf. If, in the opinion of the faculty member, a breach of academic honesty as defined above has clearly occurred, the faculty member or official must file a Report of Academic Dishonesty form with the Vice President for Academic Affairs. The form will be placed on file. This procedure should be completed as soon as is reasonably possible. In the PsyD program, any student who commits academic dishonesty will be immediately placed on academic probation.

Due to the serious nature of such an offense and the resulting questions regarding student ethics, doctoral programs may assign sanctions including academic probation, suspension from the university or dismissal from the university after a first offense with the approval of the Department Chair/Program Director, the Dean and the Vice President for Academic Affairs. Sanctions will be determined by reviewing each specific breach of academic honesty, the context of the breach and the nature of the breach.

DISCIPLINARY ACTION

Academic Probation

Academic probation occurs when there are concerns about a student's academic performance. Students are automatically placed on academic probation anytime that they earn a non-passing grade or "no credit" in a course (C+ or lower). Students who are placed on academic probation will be referred to the Student Support Services office for additional advising. This service is designed to ensure that students are on a path that will help them be successful in the program. Students earning a non-passing grade in more than one course may be reviewed for dismissal.

Please also note that any form of academic dishonesty will automatically place a student on academic probation if not dismissal. Please see the section "Procedure for Disciplining Student Dishonesty" above.

Program Probation

Program probation occurs when the student incurs concerns about professional performance or otherwise shows deficiencies in the stated program competencies (please see the section titled, "Competencies Paradigm in Doctoral Education" above). Prior to being placed on program probation, students will be reviewed by the core faculty of the PsyD program, who will determine an appropriate remediation plan in consultation with appropriate administrators. The remediation plan for the student will identify the specific program competency or competencies that need improvement and will articulate a path forward that will help the student be successful. The plan will include a.) a description of the problem and means by which it was communicated to the student, b.) the stated duration of the probationary period, c.) the responsibilities of the student, d.) the responsibilities of the program, and e.) the method of evaluation at the end of the probationary period. Students who are unable or unwilling to follow their remediation plan may be dismissed from the program.

While program probation can occur whenever there is a concern about student readiness for the profession (please see "Statement of Comprehensive Evaluation of Professional Competencies" above), the following is a non-exhaustive list of circumstances that may automatically trigger program probation:

- The student fails the multiple choice portion of the Clinical Competency Exam twice
- Academic, professional, or clinical deficiencies in any of the program competencies as noted by the faculty, staff, or supervisors.
- The student engages in behavior that violates any of the rules or guidelines of the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct or California Lutheran University's Standards of Conduct (see links above under "Student Roles and Responsibilities"; the perceived severity of the offense is at the discretion of the faculty and associated university administrators and can determine whether the student receives probation or dismissal).

Academic Disqualification (Dismissal).

Academic Disqualification (or “dismissal”) may occur depending on the nature of the concerns leading to dismissal. In all cases, only the Provost and Vice President of Academic Affairs has the authority to dismiss a student from the university. Faculty and the dean provide advisory roles in cases that may lead to dismissal.

Dismissal from Academic Probation

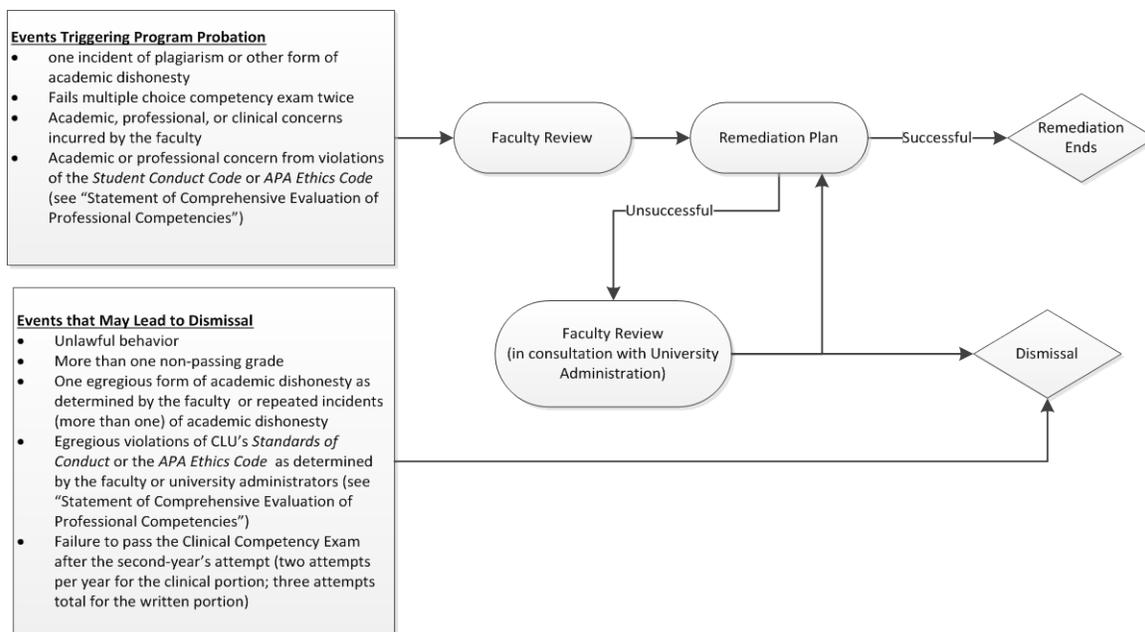
As stated above, students who receive more than one grade below B- or “no credit” may be reviewed for dismissal. Please see the section “Academic Probation and Disqualification” in the Graduate Catalog: <http://catalog.callutheran.edu/grad/academicpolicies/>

Students who engage in any form of academic dishonesty may be reviewed for dismissal. Please see the section “Academic Dishonesty” in the Graduate Catalog: <http://catalog.callutheran.edu/grad/academicpolicies/>

Dismissal from Program Probation

Similar to the policies around program probation, academic disqualification (or “dismissal”) can occur whenever the student incurs serious or repeated concerns regarding their fitness for the profession. Some examples of circumstances that can result in dismissal from the program include but are not limited to:

- The student does not pass the Clinical Competency Exam after two attempts (in second year of attempts).
- The student does not pass the Written Competency Exam after three attempts.
- The student is unable or unwilling to follow a remediation plan, or is unable to demonstrate sufficient improvement on a remediation plan.
- The student engages in unlawful behavior or violates any of the rules or guidelines of the American Psychological Association’s *Ethical Principles of Psychologists and Code of Conduct* or California Lutheran University’s *Standards of Conduct* (see links above under “Student Roles and Responsibilities”; the perceived severity of the offense is at the discretion of the faculty and associated university administrators and can determine whether the student receives probation or dismissal). All issues and decisions related to student misconduct as defined by the *CLU Student Handbook* or other unlawful behavior is handled by the CLU Student Conduct System under the auspices of Student Life. The full description of the definitions, processes, and potential outcomes can be found at: <http://www.callutheran.edu/students/student-conduct/student-handbook.html>



GRIEVANCE POLICY AND DUE PROCESS

The following process for filing grievances and entering due process procedures is the same for any complaint related to the operation and implementation of program policies affecting individual students. As such, any decision by the faculty or program staff seen as unfair or deviating from standard practice can be appealed utilizing the following protocol.

Grade Review

Assigning a grade for work in each course is one of the fundamental responsibilities of each faculty member. Faculty members have flexibility in grading; the numerical equivalent of letter grades may vary from instructor to instructor. The course syllabus distributed during the first required week of class should specify the assignments and how final grades will be computed. Having specified grading standards for the course, faculty must employ them fairly. Though the assignment of a grade inevitably involves issues of professional judgment, the grade assigned should reflect the student's performance in a way that can be validated by others in the discipline. Also, faculty members are guided by rubrics for capstone projects and all assigned work.

Academic issues, such as grades, are rightly the purview of the individual faculty member and are not subject to alteration except in unusual circumstances, based upon peer review. One of the fundamental responsibilities of each student is to know how the grades for each course are assigned. The course syllabus distributed during the first week of class should describe specifically how the course is graded and how grades are computed. It is the student's responsibility to understand the standards in each class.

A student has a right to an explanation of her or his grade in a course. If the student is not satisfied with the grade received, the student should be able to meet with the instructor and

discuss the rationale for the grade assigned. Instructors have a responsibility to be available to students for such discussion on a reasonable schedule. If a faculty member does not expect to be available, he or she should make arrangements for other methods of providing students with an explanation of their grades.

Students wishing to challenge the grade given by the instructor are directed to the Grade Challenge policies outlined in the CLU Graduate Catalog:
<http://catalog.callutheran.edu/grad/academicpolicies/>

Appeals of Program Decisions

Students may wish to appeal other programmatic decisions that create direct impact such as the evaluation of one's dissertation or clinical competency exam, a decision to restrict clinical training activities, or one's placement on probation. It should be noted that it is inappropriate to utilize the grievance and due process procedures simply because you are unhappy with the results of an evaluation or program decision. Rather, this process is best suited for addressing disparities or fairness in evaluation. Students are reminded that the manner in which they seek resolution to disputes about program decisions is itself an indicator of professional readiness. As such, students are expected to engage in grievance and due process procedures in a professional and respectful manner. Please see the section titled "Student Responses to Evaluation" above for more information.

Informal Resolution

Students and faculty members are entitled to a fair, prompt resolution of matters related to grades and program decisions. A beginning step in the process is for the student to meet with the professor or other individual(s) and discuss the rationale for the decision. In most cases, it is expected that this informal procedure will suffice and is often the best outcome for all involved. Indeed, developing the skill to address problems directly is essential to broader relationship skills that are expected of psychologists. Informal resolution provides an opportunity for both parties to gain a better understanding of the situation and why the misunderstanding occurred in the first place.

Filing a Grievance

Copies of the Grievance Form can be found online in the Graduate Psychology Community Blackboard page or by requesting a copy from the program coordinator.

1. If informal resolution does not resolve the issue, the student may proceed to file a formal grievance using the program's "Grievance Form," which is then submitted to either the Program Director or the person's immediate supervisor (e.g., if the grievance involves the Program Director, the grievance should be filed with the Dean of the Graduate School of Psychology). The student is free to attach any additional documents in support of the grievance or to clarify the context of the grievance. In most cases, grievances involving decisions made within the PsyD Program will go to the Program Director, who will have the discretion for determining the most appropriate method for

resolving the issue. Options available to the Program Director include but are not limited to:

- Acting as a mediator in a discussion involving the student and the individual named in the grievance.
- Offering an independent ruling on the decision.
- Appointing another faculty member to offer an independent ruling on the decision.
- Convening the Faculty Review Committee to review the complaint and offer an independent ruling on the decision.

The Program Director must state the option that was utilized and the outcome to the student within 30 days of receipt of the Grievance Form. This can be communicated in either written or verbal form.

2. If the program-level intervention is unsuccessful in resolving the issue, the student has the right to appeal the decision to the Dean of the Graduate School of Psychology by submitting a new Grievance Form within 10 days of receipt of the previous decision. The Dean retains full discretion for determining the appropriate method for resolving the issue, including but not limited to:
 - Acting as a mediator in a discussion involving the student and the individual named in the grievance.
 - Offering an independent ruling on the decision.
 - Appointing another faculty member or administrator to offer an independent ruling on the decision.
 - Convening an ad-hoc committee to review the complaint and offer an independent ruling on the decision.

The Dean must state the option that was utilized and the outcome to the student within 30 days of receipt of the Grievance Form.

3. If the decision by the Dean is still unsatisfactory, the student has the right to appeal to the Vice President of Academic Affairs (VPAA) within 10 days of receipt of the previous decision. Please note that this policy is articulated in the graduate catalog and can be found at <http://catalog.callutheran.edu/grad/studentgrievance/>.

Issues or Decisions Related to Breaches of the CLU Student Conduct Code or Unlawful Behavior

All issues and decisions related to student misconduct as defined by the CLU Student Handbook or other unlawful behavior is handled by the CLU Student Conduct System under the auspices of Student Life. The full description of the definitions, processes, and potential outcomes can be found at: http://www.callutheran.edu/student_life/student_handbook/section_04.php

LIST OF COURSES AND COURSE DESCRIPTIONS

The current list of courses and their descriptions can be found online at:
<http://www.callutheran.edu/graduate-psychology/programs/psyd/courses.php>

COURSE SEQUENCE

Students are required to complete 102 credits of required courses and 12 credits of electives for the program.

Fall Year 1
PSYD-705 History & Systems (3)
PSYD-780 Research Methods 1 (3)
PSYD-741 Basic Attending Skills (2)
PSYD-711 Colloquia 1 (1)
PSYD-716 Biological Aspects of Behavior (3)
PSYD-701 Research Seminar 1 (1)

13 Credits

Spring Year 1
PSYD-763 Ethics (3)
PSYD-706 Research Methods 2 (3)
PSYD-745 ABA and CBT Interventions (3)
PSYD-712 Colloquia 2 (1)
PSYD-702 Research Seminar 2 (1)

11 Credits

Summer Session 1 Year 1
PSYD-762 Test & Measures (3)
PSYD-740 Diagnostic Interviewing (2)

5 Credits

Fall Year 2
PSYD-717 Human Development (3)
PSYD-721 Practicum 1 (2)
PSYD-750 Child & Adolescent Disorders (3)
PSYD-770 Assessment: Cognitive (3)
PSYD-713 Colloquia 3 (1)
PSCY-703 Research Seminar 3 (1)
PSYD-728 Case Conference (1)

14 Credits

Spring Year 2
PSYD-771 Assessment: Personality (3)
PSYD-722 Practicum 2 (2)
PSYD-751 Personality & Dissociative Disorders (3)
PSYD-718 Cognitive-Affective Aspects of Behavior (3)
PSYD-714 Colloquia 4 (1)
PSYD-704 Research Seminar 4 (1)
PSYD-729 Case Conference 2 (1)
PSYD-7XP Second Year Project OR PSYD 7CM Master's Level Exam
14 Credits

Summer Session 1 Year 2
PSYD-743 Child & Adolescent Interventions (2)
PSYD-746 Couples & Family Therapy (2)
4 Credits

Fall Year 3
PSYD-782 Cultural Theory & Research (3)
PSYD-752 Mood and Anxiety Disorders (3)
PSYD-719 Social Psychology (3)
PSYD-723 Practicum 3 (2)
PSYD-731 Dissertation Research Seminar 1 (1)
12 Credits

Spring Year 3
PSYD-781 Consultation & Supervision (3)
PSYD-744 Principles of Psychodynamic Psychotherapy (3)
PSYD-724 Practicum 4 (2)
PSYD-732 Dissertation Research Seminar 2 (1)
PSYD-792 Advanced Topic 1 (3)
PSYD-7CO Oral Clinical Competency Exam
12 Credits

Summer Session 1 Year 3
PSYD-761 Professional Seminar (2)
PSYD-753 Sexual Disorders (2)
PSYD-7CW Written Clinical Competency Exam
4 Credits

Fall Year 4
PSYD-791 Psychopharmacology (2)
PSYD-754 Substance Abuse (2)
PSYD-747 Group Psychotherapy (2)
PSYD-725 Practicum 5 (2)
PSYD-733 Dissertation Research Seminar 3 (1)
PSYD-792 Advanced Topic 2 (3)

12 Credits

Spring Year 4
PSYD-755 Schizophrenia & Other Cognitive Disorders (2)
PSYD-726 Practicum 6 (2)
PSYD-734 Dissertation Research Seminar 4 (1)
PSYD-792 Advanced Topic 3 (3)
PSYD-792 Advanced Topic 4 (3)

11 Credits

Fall and Spring Year 5
PSYD-798 Internship (0-3)

Note: Students are required to complete 12 credit hours of electives as indicated above by the courses *PSYD-792 Advanced Topics* 1-4. Students enroll in *PSYD-798 Internship* for each semester of internship, typically enrolling in 1 credit hour for Fall, 1 credit hour for Spring, and 0 credit hours for Summer. However, students needing to draw financial aid may enroll for up to 3 credits per semester. Two credits of *PSYD 798* are required for the degree.

UNIVERSITY RESOURCES

California Lutheran University is fortunate to have a number of campus services, clubs, and fringe benefits available to students enrolled in classes. The full list of descriptions for these amenities can be found in the *Student Handbook* at:

http://www.callutheran.edu/student_life/student_handbook/section_01.php

A brief listing of services and amenities found at the above link is provided here:

- Alumni Relations Office
- Center for Academic and Accessibility Resources (CAAR)
- Student Support Services (SSS)
- The California Lutheran University Bookstore (CLUB)
- Campus Ministry, Samuelson Chapel
- Campus Safety
- Career Services, Commons
- Community Service Center (CSC)
- Office of Financial Aid

- Forrest Fitness Center and Club Sports
- Intramural and Recreation Sports
- Student Counseling Services
- Health Services
- Information Systems and Services
- Multicultural Program and International Student Services
- Media Services
- Printing & Copy Services Center
- Registrar's Office
- Student Accounts Office
- Student Affairs Division
- Student Leadership and Programs Office
- Wellness Programs

APPENDIXES

Appendix A: List of Program Competencies

Appendix B: Curriculum Map

Appendix C: APA Ethics Code