



College of Education

DOCTORAL STUDENT HANDBOOK
COLLEGE OF EDUCATION
DEPARTMENT OF CLINICAL PSYCHOLOGY (PSY.D.)

2025-2026

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PREFACE

This document is intended to serve as a guide for program advisors and students enrolled in the Clinical Psy.D. Program. These guidelines and policy statements establish procedures that are current. When followed, these procedures will result in an orderly progression toward degree completion. However, progression through the program will depend on the background, education, and professional experience of the individual student. Policies and procedures can and will change, and your program advisor is the best source of information for these changes. Students will be given reasonable notice of any policy or procedure changes.

The Clinical Psychology Psy.D. Doctoral Student Handbook may be modified as a result of changes that occur in our state, our institution, and our profession. The faculty reserves the right to make revisions and additions to this Doctoral Student Handbook in order to better meet the needs of our students in the program. Students are responsible for keeping up to date with any periodic changes that are made to the Student Handbook, which is available online on the program webpage. Students will be notified via email if significant changes occur that may impact their progression through the program. The doctoral student representative that serves as student representative to the core faculty will also keep students apprised of significant changes. Any questions about modifications to the handbook should be directed to the Clinical Psychology Department Chair.

In conjunction with the material found in this Clinical Psychology Doctoral Student Handbook, the section of the University Academic Catalog pertaining to regulations and requirements for graduate degrees and certification programs offered should be reviewed and followed. Any pertinent changes in university policies will be included in the latest issue of the NAU Graduate Catalog, which can be accessed online at <http://catalog.nau.edu/>

INTRODUCTION

The Clinical Psychology Psy.D. Program is housed within the Clinical Psychology Department in the College of Education (COE) at Northern Arizona University (NAU) North Valley Campus. NAU is a comprehensive public university accredited by the Higher Learning Commission (HLC). The HLC is one of six regional associations recognized by the U.S. Department of Education that accredited institutions of higher education. NAU's HLC accreditation is valid through 2028.

The Main Campus is located in Flagstaff, with instructional sites throughout the state and an off-campus center in Yuma. Serving more than 31,000 full-time students, approximately 23,000 of whom are enrolled at the Flagstaff campus, the University emphasizes undergraduate education while offering graduate programs leading to masters and doctoral degrees in selected fields.

NAU's mission is "Our academic programs, research, public service, and creative endeavors enrich lives and create opportunities in Arizona and beyond. We develop solutions to challenge and drive and drive innovation in a supportive, and diverse environment." The specific goals for the University include; 1) Student Success, 2) Nationally Recognized Research Excellence, 3) Global Engagement, 4) Diversity, Civic Engagement and Community Building, 5) Commitment to Native Americans, and 6) Sustainability and Effectiveness. The Clinical Psychology Psy.D. Program is inextricably linked to Goal 1: promoting student success, Goal 2: through its commitment to the science and practice of psychology, and Goal 4: in its recognition of the importance of diversity and call to action in the training of health service psychologists.

The College of Education (COE) at Northern Arizona University prepares compassionate and competent professionals who are equipped with the knowledge and the skills to make positive differences for children, students, and adults in educational, behavioral health service settings, and communities who are committed to building empathetic, inclusive, and just environments. The College has 129 full-time faculty who serve approximately 3,207 students (Fall 2024, 21 day census data) with a student-to-faculty ratio of 19. The College offers approximately 11 undergraduate degrees or certificates and 34 graduate degrees or certificates, and five doctoral programs. Each year, the College awards more than \$375,000 in scholarship funding and currently manages more than 8 million dollars in externally funded research projects.

The Clinical Psychology Department is one of seven academic departments in the College of Education. In addition, the college offers additional mental health programs through the Educational Psychology department which serves approximately 476 students, including master's degrees in clinical mental health counseling, school counseling, human relations, student affairs and counseling, an Ed.S. degree in school psychology, and an APA-approved PhD program in Combined Counseling/School Psychology.

The mission of the Clinical Psychology Department is the same as the College mission and its objectives are to give students hands-on experience in supervised clinical settings; provide students with a curriculum based on a developmental, experiential training model that includes understanding theory, assessment, intervention, and evaluation skills; prepare students to work with individuals, families, groups, schools, organizations, and agencies; and offer courses delivered through a combination of in-person, online, hybrid, and supervised practice. The Clinical Psychology Psy.D. Program prepares students to function as well-rounded generalists with a strong foundation in clinical psychology. The Clinical Psychology Psy.D. faculty and graduate students actively engage in teaching and service consistent with the missions and objectives of the department, college, and university.

Our doctoral curriculum includes coursework in psychological foundation, profession-wide competencies, discipline-specific knowledge, and research and statistics. Our low doctoral student-advisor ratio allows students to receive significant individual supervision in assessment, interventions, and research training. A brief overview of the Clinical Psychology Psy.D. Program faculty is on the following pages. Complete information regarding faculty research and teaching interests is available on the departmental website at [NAU Directory](#)

This program was intentionally designed to lead to licensure or certification in the state of Arizona. For information regarding how the curricular requirements for this degree program align with licensure or certification requirements in other states, see <https://nau.edu/compliance-and-authorization/>). Licensure is not guaranteed by the program and the application process for licensure is directly with the Arizona Board of Psychologists Examiners (<https://psychboard.az.gov/>)

Clinical Psychology Psy.D. Program is earned the status of Accredited-on-contingency by the Commission on Accreditation of the American Psychological Association (APA). "Accredited, on contingency" is granted if a program meets all standards except for the inclusion of all required outcome data on students in the program and after program completion. To move from "Accredited, on contingency" status to fully accredited, the program must provide the required data within three (3) years of receiving "Accredited, on contingency" status. The program is currently submitting its self-study for accreditation review.

Questions related to the program's accreditation status should be directed to the APA Commission on Accreditation:

The American Psychological Association
Office of Program Consultation and Accreditation
750 First Street, NE
Washington, D.C. 20002-4242
202.336.5979

ADMINISTRATIVE LEADERSHIP		
Shadow Armfield, College of Education Associate Dean Professor, Educational Specialties	Ed.D.	Curriculum and Instruction Northern Arizona University
Ramona Mellot, College of Education Dean Professor Arizona Licensed Psychologist	PhD, 1991	Counseling Psychology University of Southern Mississippi, Hattiesburg
Marie-Christine Goodworth Chair, Department of Clinical Psychology Teaching Professor Arizona Licensed Psychologist	PhD, 2008	Counseling Psychology Arizona State University

PROGRAM PHILOSOPHY AND MODEL

The Clinical Psychology Psy.D. Program prepares students to function as well-rounded generalists with a strong foundation in clinical psychology.

The Doctor of Psychology (Psy.D.) in Clinical Psychology degree program aims to train prospective psychologists in the delivery of ethical, culturally competent, and evidence-based diagnostic, intervention, and assessment services that effectively meet the needs of diverse populations in diverse settings. The Clinical Psychology Psy.D. Program at Northern Arizona University is a multicultural community of diverse racial, ethnic, and class backgrounds, representative of many religious, spiritual, political, affiliations, abilities, ages, national origins, gender, gender identities, languages, and sexual orientations. We recognize that people are not completely free from all forms of bias and prejudice, and we expect that our training community will evidence a range of attitudes, beliefs, and behaviors.

The program realizes this aim through a curriculum that is anchored in the practitioner-scholar model of professional training and that supports the meaningful integration of theory, training, and practice. The Psy.D. in Clinical Psychology degree program at Northern Arizona University is designed to emphasize the development of attitudes, knowledge, and skills essential to the training of clinical psychologists who are committed to the ethical provision of quality services to diverse populations.

The practitioner-scholar training approach promotes the optimal development of individuals, families, groups, and environmental systems using empirically supported, culturally sensitive interventions that include assessment and diagnosis, interdisciplinary teamwork, prevention, consultation, outcome evaluation, and ethical decision-making, in a broad array of settings including schools, universities, integrated healthcare, hospitals/medical centers, community mental health, correctional facilities, and independent practice.

NAU's practitioner-scholar training and education model is informed by the APA Competency Benchmarks (Kaslow, Grus, Campbell, Fouad, Hatch, & Rodolfa, 2009), the National Council of School of Professional Psychology Competencies (Kenkel & Peterson, 2010; DALs) and the Standards of Accreditation. Consistent with these frameworks, faculty endorse the integration of theory, psychological science, and scholarship with practice in the context of diversity and ethical issues throughout the curriculum and training sequence. Students are exposed to scientific foundations in a graded fashion through: (i) seminal works and current empirical literature in course assignments, (ii) exposure to the relevant literature in evidence-based practice, (iii) coursework in the broad and general areas of scientific psychology, (iv) courses in research design and techniques of statistical analysis, and (v) by completing an independent doctoral research project. Faculty provide training for all students to inform their practice using evidence-based strategies and methods. Basic and applied research and scientific foundations of psychology are integral to the curriculum. Students are

required to read primary source articles to reinforce the integration of research and evidence-based practice. Throughout the program, and through their coursework, practica, and research activities, students are supported to acquire a deeper knowledge and understanding of how science informs best practice and informs scientific endeavors.

The program is organized to emphasize general preparation as clinical psychologists through

- Integration of theory, research, and practice of health service (clinical) psychology
- Ethical decision making and commitment to a professional standard of practice
- Multicultural awareness, sensitivity, knowledge, and skills
- Application of health service psychology theory, research, and practice concepts in training, supervision, and consultation

Our doctoral curriculum includes coursework in psychological foundations, profession-wide competencies, and discipline-specific knowledge, research, and statistics. Our doctoral student-advisor ratio affords the opportunity to receive significant individual supervision in assessment, intervention, and research training.

Integration of theory, research, and practice comprise the core of the Clinical Psychology Doctoral Training Program at Northern Arizona University. We believe that this core is best realized using a practitioner-scholar training model that includes a systematic analysis of human behavior, careful applications of best practices, and a methodical evaluation of the effectiveness of these applications.

DEVELOPMENT OF KNOWLEDGE AND SKILLS TO WORK WITH DIVERSE POPULATIONS

The Clinical Psychology Psy.D. Program is strongly committed to promoting appreciation for and skills in working with cultural and individual diversity. The program's emphasis on diversity and integrated healthcare, trains students to consider the role of culture and environment in mental and emotional health in assessment and intervention.

Northern Arizona University promotes global engagement, and the College of Education and Department of Educational Psychology collaborate with the University Center for International Education to develop graduate experiences in global cultures and host international faculty and graduate students. Recent foci of the international programs have included China, Italy, and Western Europe.

The program's commitment to diversity and international engagement is incorporated into the Psy.D. curriculum in terms of class readings, assignments, and clinical training across courses at various levels of knowledge and skill development. Diversity issues are infused throughout the courses in the curriculum; the syllabi document coverage of this topic within courses. Comprehensive coverage of this issue is provided in the diversity course (CPP 740; elements iii-a, iii-b, iii-c, iii-d). Issues in the Assessment and Treatment of Diverse Populations (CPP 740) provide an in-depth review and reinforcement of how personal history/biases affect relations with others and require that students integrate this understanding into professional roles (element iii-a). CPP 7340 also offers a comprehensive and detailed study of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service (element iii-b). In the practicum seminars, relevant diversity issues are discussed in the presentation of clinical cases (iii-c). Intervention and Assessment courses require students to account for and integrate diversity knowledge and skill in developing and treating individuals and interpreting their test results (iii-c). Practicum and internship supervisors rate students' diversity competence (iii-c, iii-d) in applied clinical work. The practicum training component of the program offers a range of opportunities through which students become prepared to work with diverse populations. This majority of practicum sites predominantly serve clients who represent diversity. All students complete practicum which involves providing psychological services to underserved and underrepresented populations. Competency examinations (CASE, CCE) require students to address diversity variables in their clinical work samples (iii-c). All comprehensive examinations require students to address diverse variables that may be relevant to the particular case formulation as well as the individual client context. Students are required to demonstrate theoretical and

empirical knowledge of relevant diversity issues and integrate them with the clinical material. CRPs address diversity issues in research.

NAU has implemented a coherent plan to ensure that all students are educated about diversity issues and their relationship to the practice of professional psychology. The curriculum, as outlined, strives to enhance awareness and sensitivity among all students with respect to diversity, providing students with the necessary theoretical and conceptual underpinnings that can later be integrated into their experiences with diverse groups. The program ingrains coverage of diversity across the curriculum so that students are taught the necessary skills and competencies with an emphasis on valuing diversity and exploring the cultural context of behavior in most courses. Specifically, the following diversity objectives are integrated in most courses across the curriculum: a) Self-awareness and sensitivity to the diversity of others; b) Acquisition of knowledge about diversity including but not limited to racial/ethnic, socio-cultural/socioeconomic, gender, national origin/immigrant status, affectional orientation, religious/spiritual, and physical ability groups; c) Development of inquiry skills and methods of understanding diversity issues within their socio-historical contexts; d) Student consideration and evaluation of the limitations and applicability of different theoretical orientations as they pertain to diverse groups; e) Development of treatment approaches that are culturally responsive and incorporate the clients' worldview; and f) Awareness of applicability and limitations of standardized testing instruments with diverse groups.

Integration of diversity and ethics: Both diversity issues and ethics are addressed within courses that specifically focus on these areas (CPP 740: Issues in the Assessment and Treatment of Diverse Populations, and CPP 670: Professional Issues: Ethics, Conduct, and Law). However, our faculty felt that sensitivity to diversity issues and an awareness of ethical conduct are of such importance that they need to be addressed and included within every course in the curriculum. The Academic Affairs Committee/Program Director reviews all course syllabi to ensure that diversity and ethics are part of a course's objective and content.

Specifically, the appreciation of the significance of diversity for the effective functioning of professional psychologists is such that there is a commitment to integrate it throughout the curriculum of NAU. The fundamental need to explore and become sensitive to diversity issues is discussed in virtually every course and seminar. Required coursework and seminars provide opportunities for students to explore cultural and individual differences and to examine their personal assumptions and attitudes. For example, in the 1st year of Adult Psychopathology (CPP 680) students are instructed as to the manner in which both symptoms and perception of psychopathology are affected by diverse characteristics such as race, gender, age, and cultural background. Practicum training in multicultural settings and with underserved populations enhances the trainees' skills and attitudes in these areas and encourages further self-exploration. Our students may also choose to complete a concentration in the area of diversity.

Issues related to the ethical professional practice of psychology permeate courses and experiences in the program. The ethical issues explored are tailored to match the content of the specific courses. Additionally, most of the issues discussed within the practicum seminars deal with the standards of practice and their ethical implications. The two-semester sequence of Statistics and Research Methods (CPP 627 and CPP 727) provides knowledge and direction in the relevant ethical and professional standards for human research and scholarly inquiry. Within the assessment course, there is coverage of assessment-related ethical issues (e.g., the release of data and test stimuli, informed consent, obsolete instruments). Coupled with the infusion of ethics, there are two places where our profession's ethical code and practice standards are formally presented to our students. The first occurs during the initial semester of the Professionalization Group (CPP 711), and the second occurs during the 2nd year in the Professional Issues: Ethics, Conduct, and Law (CPP 670) course. These two courses in some ways bookend our students' experiences, with the first providing an introduction to the area needed to begin the training required of clinical psychologists and the second a broad and in-depth coverage of the area needed for future practice. Students' attainment of the necessary level of competency in this area is measured on the competency exams and from the reports of site supervisors.

Upon program completion, trainees will be able to effectively intervene in educational, emotional, and behavioral arenas with individuals, families, groups, and organizations.

Graduates will be able to pursue one of these paths in a variety of clinical and medical settings:

- Licensed psychologist
- School of professional psychology professor in Clinical Psychology

Non-Discrimination

It is the official policy of Northern Arizona University to prohibit discrimination, to inform individuals of their right to be free from such behaviors and to promote the safety of all individuals at university sites and activities. For more information, please read the Non-Discrimination and Anti-Harrassment Policy at: [Nondiscrimination and Anti-Harassment | University Policy Library](#)

PROGRAM GOALS, OBJECTIVES, AND COMPETENCIES

PROGRAM GOALS AND OBJECTIVES

The Clinical Psychology Psy.D. Program's aim is to train prospective psychologists in the delivery of ethical, culturally competent, and evidence-based diagnostic, intervention, and assessment services that effectively meet the needs of diverse populations in diverse settings. To ensure that students are adequately prepared, the curriculum is designed to provide for meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at NAU is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence-based services to diverse populations and able to apply multiple theoretical perspectives to clinical issues.

This one overarching program aim is realized by supporting students in developing nine profession-wide competencies that are operationalized through one or more specific course objectives reflecting specific knowledge, skills, and attitudes. These competencies and related course objectives are regularly assessed and are consistent with the programs' mission and goals of providing quality education in the practitioner-scholar model. The relationship between the competencies and outcomes is further operationalized through the application of specific tasks measuring foundational skills necessary for competent practice. NAU's clinical psychology doctoral program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:

1. Students will demonstrate competency in research, including knowledge of research and quantitative methods as well as psychometrics.
2. Students will demonstrate knowledge of ethical and legal standards and conduct themselves in an ethical manner.
3. Students will demonstrate competency in individuals and cultural diversity, including the knowledge of the theoretical and empirical knowledge base and the ability to apply it.
4. Students will demonstrate knowledge of professional values and attitudes as well as self-reflective practice and openness to supervision and feedback.
5. Students will evidence both communication and interpersonal skills, including producing clear, informative, well-integrated communication and effective interpersonal skills in professional interactions.
6. Students will demonstrate competency in assessment, including the ability to administer and interpret psychological tests and apply knowledge of strengths and psychopathology to the assessment process.
7. Students will demonstrate competency in intervention, including developing and applying evidence-based treatment plans and evaluating treatment effectiveness.
8. Students will evidence knowledge of supervision models and practices.

9. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional/interdisciplinary skills.
10. Students will have knowledge of basic areas in scientific psychology, including affective, biological, cognitive, developmental, and social aspects of behavior; and the history and system of psychology.
11. Students will demonstrate advanced skills in integrating knowledge in scientific psychology.

To further advance the program's and the practitioner-scholar philosophy, NAU Clinical Psychology program faculty members are professional psychologists who model the integration of knowledge and skills with the ethics and professional attitudes required of clinical psychologists. Students earning this degree are well versed in ethical and legal standards for practice in diverse communities. They can translate research into practice and inform their research with knowledge of practice. The practitioner-scholar develops skills for working with individuals, families, groups, and environmental systems using empirically-supported, culturally sensitive interventions. These interventions include assessment and diagnosis, interdisciplinary teamwork, intervention approaches, prevention, consultation, outcome evaluation, and ethical decision-making. Additionally, a broad array of settings is addressed including universities, integrated healthcare, community mental health, medical and rehabilitation centers, correctional facilities, substance abuse treatment centers, and independent practice. Upon program completion of the clinical degree, trainees will be able to effectively intervene in emotional and behavioral arenas with individuals, families, groups, and organizations. Graduates will be able to pursue one of these paths in a variety of communities; licensed psychologists, and professors in Clinical Psychology.

Students are expected to gain essential skills in assessment and intervention by taking courses that reflect common knowledge across both areas and by taking courses that train specific aspects of clinical psychology. Students earning this degree are well versed in ethical and legal standards for practice in diverse communities. They are able to translate research into practice and inform their research with knowledge of practice.

The program's aims and competencies are directly consistent with health service psychology in that:

1. The program's commitment to actions that indicate respect for and understanding of cultural and individual differences and diversity, through training in ethical approaches that celebrate the richness and strength of diverse backgrounds and experiences as well as the application of effective methods to advance social justice.
2. The program recognizes the importance of cultural and individual differences and diversity in the training of psychologists. The Commission on Accreditation defines cultural and individual differences and diversity as including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. The program has made systemic, coherent, and long-term efforts to attract and retain students and faculty from diverse backgrounds into the program. Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment appropriate for the training of individuals who are diverse and the provision of training opportunities for a broad spectrum of individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training, either directly or by imposing significant and disproportionate burdens based on personal and demographic characteristics outlined in the definition of cultural diversity. The Clinical Psychology Psy.D. Program's diversity values are rooted in the College of Education, and University values for fostering diversity and inclusion. The Clinical Psychology Program at Northern Arizona University is a multicultural community of diverse racial, ethnic, and class backgrounds, representative of many empirically supported political beliefs, abilities, ages, national origins, gender, gender identities, languages, and sexual orientations. Valuing diversity is explicitly reflected in the profession-wide competencies and the program's aim; diversity is integrated throughout the curriculum.
3. The program reflects a commitment to preparing students for entry-level practice or additional postdoctoral training by way of a curriculum that is sequential, cumulative, and faded in complexity for both clinical application and research skills enabling the practice to be informed by the evidence base.

Students are expected to gain essential skills in both assessment and interventions by taking courses that reflect common knowledge across both areas and by taking courses that train specific aspects of clinical psychology. This also reflects the program's commitment to guiding students toward the development of strong professional identity as health service psychologists who think critically about key issues of the profession and engage in practice, advocacy, scholarship, and conferences that advance the profession.

4. The program guides students to function as well-rounded generalists with a strong foundation in clinical psychology. Our program adheres to the practitioner-scholar model, emphasizing applied practice driven by empirical research. Students engage in substantive training utilizing a practitioner-scholar model integrating psychological theory, practice, and research. Likewise, students are required to consider applications for practice issues when designing and implementing qualifying research projects and CRPs.

PROFESSION-WIDE AND DISCIPLINE-SPECIFIC COMPETENCIES

The Clinical Psychology Psy.D. Program is designed to develop profession-wide competencies and discipline-specific knowledge consistent with the American Psychological Association's Standards of Accreditation. As such, our program is committed to developing and assessing students in these areas.

PROFESSION-WIDE COMPETENCIES

Profession-wide competencies include the following areas: 1) research; 2) ethical and legal standards; 3) individual and cultural diversity; 4) professional values, attitudes, and behaviors; 5) communications and interpersonal skills; 6) assessment; 7) intervention; 8) supervision; and 9) consultation and interprofessional/interdisciplinary skills. The opportunities provided for all students to achieve and demonstrate each profession-wide competency are as follows:

I. Research

Research training begins in Statistics and Research Methodology courses (CPP 627 and CPP 727) in the third semester of the first year and the first semester of the second year where students begin to develop competency through activities covering all three elements: (i-a), (i-b), and (i-c). In CPP 627, students are required to develop and demonstrate a strong understanding of research methods and statistical techniques used in psychology, become proficient in using basic and intermediate functions of SPSS, and effectively evaluate and critique the scientific psychological literature element (element i-a). Students research and develop a concept paper for their Clinical Research Project (CRP). The concept paper includes reviews of current literature and a research method plan for their project. Successful completion of CPP 627 is a prerequisite for students to enroll in Statistics and Research Methods II (CPP 727). In CPP 727, students further develop skills in understanding the science of psychological research, methodologies, and how science inform practice. Students in this course continue to develop their CRP idea with the culmination of the first draft of their CRP proposal. Through this capstone assignment, students write and present a first draft of their CRP proposal with introduction of the problems, development of the background (literature review), introduction of key constructs and concepts, linkages to relevant theories and current trends, purpose of the study, the purpose and rationale (importance/significance of the study), and research hypotheses.

In the Professionalization Seminar (CPP 711 and CPP 712), students are exposed to the literature on evidence-based practice. Similarly, in the Adult Psychopathology (CPP 680) course (offered in the second semester of the first year) students are also required to examine and critique research articles in terms of both types of analysis used as well as the research methodology, reinforcing the research

competency. Intervention classes (CPP 609, CPP 621, CPP 604, and CPP 603) also require and reinforce review of primary source research articles regarding the evidence base for practice along with current issues found trending in the theoretical and empirical literature. In practicum seminars (CPP 701, CPP 702, CPP 703, CPP 704), research articles related to the efficacy of interventions are presented and reviewed (element i-b). Students work with faculty members to apply this knowledge to the clinical research project (CRP; element i-a; i-b). The CRP proposal requires students to review and critique the literature, articulate research hypotheses, and design a methodology to collect and analyze data. An oral defense of the CRP proposal and CRP must be successfully completed as well (element i-c). The University community is invited to attend the defense so as to allow students the opportunity to disseminate the results of their research. Students are also required to present their CRP at the annual Graduate Student Research poster event for dissemination and public review. Students are expected to demonstrate mastery of research skills through completion of this project. Additional support in designing and preparing to conduct research is available through the CRP proposal development course (CPP 599). In practicum and on internship, students are expected to systematically evaluate the outcomes of their interventions using sound statistical and quantitative/qualitative methodology.

II. Ethical and Legal Standards

Professional ethics and standards are introduced in the required professionalization groups (CPP 711 and CPP 712; element ii-a). The current version of the APA Ethical Code of Psychologists and Code of Conduct is reviewed in these professionalization groups. Professional ethics is infused and integrated into all of the courses as evident by specific references to these issues in all syllabi. Ethics are reviewed/reinforced in Basic Assessment and Interventions Skills (CPP 700) class as a prerequisite for practicum where students are required to demonstrate developmentally appropriate ethical knowledge, skills, and attitudes in the capstone project for this class. Additionally, ethics and legal standards are reviewed in practicum seminars (CPP 701, CPP 702, CPP 703, CPP 704); professional standards and ethics are assessed with actual clinical material both in clinical case presentations and in discussing issues arising on training sites with supervisors and in practicum seminar (under the leadership of core faculty) that require ethical decision-making processes and consultation. Practicum site supervisors consistently monitor and evaluate professional behavior and compliance with ethical and legal standards (elements ii-b, ii-c); students thus demonstrate the ability to conduct themselves in an ethical manner in their service roles and to make ethical decisions (element ii-b, ii-c). Assignments specifically reflect understanding and application of ethical and legal standards for Assessment (CPP 673, CPP 737, CPP 738, CPP 739) and Intervention Courses (CPP 621, CPP 605) to evaluate students' ability in ethical decision making and apply ethical standards in clinical case material (element II-a, ii-b). A comprehensive coverage occurs in the Professional Ethics course (CPP 670; element ii-a, ii-b, ii-c). The APA Ethical Code, laws and rules, and ethical decision making, is a primary focus of this course. Students are also required to articulate and apply ethical and legal standards that arise in clinical materials (diagnostic or interventions case presented to faculty) required for their Competency Exams (CASE and CCE; element ii-b) in the second and third year of the program. Students are required to demonstrate mastery in applying ethical knowledge to clinical case materials. They are required to recognize ethical dilemmas and apply ethical decision-making processes to resolve dilemmas in their diagnostic and intervention competency examinations (element ii-b). Evaluations of this presentation are completed by core faculty assessing the knowledge, skills and attitude, and ability of students to apply ethical decision-making to clinical cases. Students are required to attend one or more State Board of Psychologist Examiners meetings to observe the application of ethics in disciplinary actions involving misconduct and to recognize the interface of ethics and law (element ii-a). Competence in ethics and legal standards is assessed through a variety of direct and indirect, internal and external measures. Students are required to pass the courses to progress in the program. Students' behavior, ethical knowledge, skill, attitude, and ability to demonstrate this knowledge in practice are monitored both in classroom settings and at training sites. Clinical Competency Examinations (CASE and CCE) evaluate the application of ethical and professional standards to clinical cases including a student's ability to

accurately self-reflect and take corrective action. Practicum and internship supervisors rate students' ethical and legal knowledge, skills, and attitudes, and rate their performance.

III. Individual and Cultural Diversity

Diversity issues are infused throughout the courses in the curriculum; the syllabi document coverage of this topic within courses. Comprehensive coverage of this issue is provided in the diversity course (CPP 740; elements iii-a, iii-b, iii-c, iii-d). Issues in the Assessment and Treatment of Diverse Populations (CPP 740) provide an in-depth review and reinforcement of how personal history/biases affect relations with others and require that students integrate this understanding into professional roles (element iii-a). CPP 740 also offers a comprehensive and detailed study of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service (element iii-b). In the practicum seminars, relevant diversity issues are discussed in the presentation of clinical cases (iii-c). Intervention and Assessment courses require students to account for and integrate diversity knowledge and skill in developing and treating individuals and interpreting their test results (iii-c). Practicum and internship supervisors rate students' diversity competence (iii-c, iii-d) in applied clinical work. The practicum training component of the program offers a range of opportunities through which students become prepared to work with diverse populations. The majority of practicum sites predominantly serve clients who represent diversity. All students complete practicum which involves providing psychological services to underserved and underrepresented populations. Competency examination (CASE, CCE) requires students to address diverse variables that may be relevant to the particular case formulation as well as the individual client context. Students are required to demonstrate theoretical and empirical knowledge of relevant diversity issues and integrate them with the clinical material. CRPs address diversity issues in research.

NAU has implemented a coherent plan to ensure that all students are educated about diversity issues and their relationship to the practice of professional psychology. The curriculum, as outlined, strives to enhance awareness and sensitivity among all students with respect to diversity, providing students with the necessary theoretical and conceptual underpinnings that can later be integrated into their experiences with diverse groups. The program ingrains coverage of diversity across the curriculum so that students are taught the necessary skills and competencies with an emphasis on valuing diversity and exploring the cultural context of behavior in most courses. Specifically, the following diversity objectives are integrated in most courses across the curriculum: a) Self-awareness and sensitivity to the diversity of others; b) Acquisition of knowledge about diversity including but not limited to racial/ethnic, socio-cultural/socioeconomic, gender, national, origin/immigrant status, affectional orientation, religious/spiritual, and physical ability groups; c) Development of inquiry skills and methods of understanding diversity issues within their socio-historical contexts; d) Student consideration and evaluation of the limitations and applicability of different theoretical orientations as they pertain to diverse groups; e) Development of treatment approaches that are culturally responsive and incorporate the clients' worldview; and f) Awareness of applicability and limitations of standardized testing instruments with diverse groups.

Across the different internal and external measures, the data monitors students' achievement in this competency (e.g., practicum supervisors rate our students as satisfactory to exceptional in this area; internship supervisors rate our students as satisfactory to exceptional in this area). In addition, the program monitors its faculty's adequacy of addressing this area via course evaluations and assesses practicum supervisors' incorporation of issues of culture and individual differences within student training.

IV. Professional values attitudes and behaviors

The need and desirability of engaging in lifelong learning to maintain one's competence is introduced in the professionalization groups (CPP 711, CPP 712) and the professional ethics course (CPP 670). This attitude is modeled by faculty in continuing education courses, activities faculty participate in to maintain their competence in modeling lifelong learning and scholarly activity. Professional values,

attitudes, and behavior as well as ethics and standards are introduced in the required professionalization group (CPP 711 and CPP 712). These courses introduce students to the profession and initiate the process of developing students' identity as professional psychologists as well as educate them on the professional roles and conduct evidence. The APA Ethical Code of Psychologists and Code of Conduct along with legal standards/relevant law, professional conduct, and ethical decision-making process is the primary focus of the comprehensive course in ethics (CPP 670; Professional Issues: Ethics, Law, and Conduct). Professional values are also infused and integrated into courses as evident by specific reference to these issues in syllabi. Professional conduct, attitudes, and values are reviewed in the Basic Assessment and Interventions Skills classes as a prerequisite and preparation for the practicum. In practicum seminars (CPP 701, 702, 703, and 704) and on practicum as well as internship, professional conduct, standards, and ethical decision-making are applied to clinical material. Supervisors rate students' professional behavior, values, and attitudes as they function clinically. Students must evidence appropriate professional behavior and attitudes towards the diverse individuals they serve. Students are required to engage in self-reflection and accurate self-evaluation with particular attention paid to relational competencies as necessary and evidenced-based components of clinical functioning. In the Diversity course (CPP 740) students are taught the importance of self-reflection and awareness of the impact of diversity values on their professional practice and lives. Values regarding openness are assessed by practicum and internship supervisors as students face increasingly complex clinical and professional situations. Supervisors also evaluate students' responsiveness to feedback and supervision on field placements. Faculty evaluate students' receptivity to and ability to integrate feedback in practicum seminars as well as at bi-annual student reviews (Appendix C; Annual Continuing Student Evaluation Form).

V. Communication and interpersonal skills

Communication/Interpersonal skills are monitored in-class interactions in the Professionalization Group (CPP 711 and CPP 712) as beginning students interact with other students and faculty. Students learn relationship skills by reviewing the evidence base for therapeutic relationship development and management and by practicing the ability to effectively develop and manage therapeutic relationship skills in a required therapy class, (CPP 602) Person-Centered and Experiential Psychotherapy. The capstone assignment requires submission of a videotaped role-play therapeutic session which is formally evaluated by faculty assessing the development of relationship skills. These skills are further developed during training in Basic Assessment and Intervention Skills (CPP 700). This course focuses on developing and maintaining effective relationships with a wide range of individuals, groups, peers, and teams including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. These skills are reinforced and expanded upon in the Issues Assessment and Treatment of Diverse Populations course (CPP 740). Additionally, communication and interpersonal skills are evaluated as part of annual student reviews. Early courses (particularly CPP 602 and CPP 700) introduce writing skills, require formal presentations, monitor peer interaction, and evaluate interpersonal skill proficiency in role-play teams. Assessment courses (CPP 673, CPP 737, CPP 738, and CPP 739) require students to produce and comprehend oral, nonverbal, and written communication that is informative and well-integrated as well as demonstrates a thorough grasp of professional language and concepts. During case presentations in Practicum Seminar (CPP 701, CPP 702, CPP 703, and CPP 704) students demonstrate and receive feedback on the effectiveness of their professional communications about diagnostic conceptualizations, treatment plans, and interventions, increasingly complex clinical situations requiring increasingly sophisticated communication. The effectiveness of these communications is monitored and further developed through supervision provided by practicum and internship supervisors during the second, third, and fifth years of the program. Practicum and internship supervisors formally evaluate professional communication and interpersonal skills at mid-year and end of the training year. All students are required to pass an oral Clinical Competency Examination and an oral defense of their Clinical Research Project; rubrics evaluating the sophistication of their presentations and professional communication evaluate the competency of their skills.

VI. Assessment

Assessment theories and methods are covered in the assessment course sequence starting with the Test and Measurements (CPP664) and Cognitive Assessment course (CPP 673) and later in the Basic Assessment course (CPP 700). The Cognitive Assessment course (CPP 673) serves as a prerequisite for the two personality assessment courses (CPP 737, CPP 738) and all three are foundations for Integrative Assessment (CPP 737). In the primary assessment courses (CPP 673, CPP 737, CPP 738, and CPP 739) there are final exams that require students to demonstrate the ability to accurately administer, score, and interpret tests. In the integrative course, students write a comprehensive, technical, and integrated report which serves as the major component of the assessment competency examination (ACE). Failure to successfully pass this exam delays progress in the program requiring that the course be repeated until competence is achieved. Students must integrate information and data from multiple sources and account for diverse variables influencing test interpretation to provide a useful, culturally competent professional report covering diagnostic both in written and verbal communications taking individual differences into account. Similarly, in intervention courses (CPP 602, CPP 603, CPP 604, CPP 605, and CPP 621) students apply theory to conceptualize cases and develop treatment plans. In practicum seminars (CPP 701, CPP 702, CPP 703, and CPP 704), students integrate the information learned in courses with clinical material. Through clinical case presentations in practicum seminars, students communicate orally on professional findings, diagnostic processes, and assessments that serve as a basis for interventions. Competency examinations at the end of the first practicum are used to assess students' ability to complete culturally sensitive and empirically-based diagnostic assessments. These examinations require that students accurately present and support diagnostic hypotheses and conceptualize a case based on a diagnostic interview. Students are required to demonstrate the development of a culturally relevant treatment plan based on the diagnostic information gleaned from the assessment. Students need to successfully pass this exam to move onto the second-year practicum. Under the supervision of licensed psychologists, students also provide assessment services, interpret results, and communicate them professionally, orally and in written reports. This includes culturally competent case conceptualization and the application of evidence-based interventions. External measures include practicum and internship supervisors' ratings of this area.

VII. Intervention

In the Professionalization Seminar (CPP 711 and CPP 712), students are introduced to the concept of and literature on evidence-based practice. The statistics and research courses (CPP 627 and CPP 727) introduce and teach students how to evaluate the literature on treatment efficacy as well as how to evaluate the efficacy of their own evaluations. Initial relationship and intervention skills are evaluated during the Person-Centered and Experiential Psychotherapy class (CPP 602) and the Basic Assessment and Intervention Skills class (CPP 700) both taken in the first year of the program and expanded upon by four intervention courses (CPP 603, CPP 604, CPP 605, and CPP 621) taken in both the second and third years. In these courses, students are exposed to theoretical knowledge informed by current scientific literature and participate in activities that help develop the necessary skills to effectively deliver evidence-based interventions. We endorse the NSCPP definition of relationship as "the capacity to develop and maintain a constructive working alliance with clients" (McHolland, 1992, p.162). The role of the therapeutic relationship is an integral part of each intervention course and is especially emphasized within Person-Centered and Experiential Psychotherapy (CPP 602) and Basic Assessment and Intervention Skills (CPP 700). Intervention and relationship skills are major focuses of the 2-year practicum and practicum seminar sequence. Competence in these areas is evaluated through the courses, practicum supervisor and practicum seminar leader ratings and evaluations, and the comprehensive examination (CCE).

Issues related to, but not limited to, age, color, disability and health, ethnicity, gender, language, national origin, race, religion/spirituality, sexual orientation, and socioeconomic status, as well as the intersection of these multiple identities and multiple statuses are addressed in each of the intervention courses and a separate course highlights issues with diverse populations. The required Clinical Competency Examination encourages students to begin to develop a meta-theoretical perspective based on the emerging theoretical and empirical models of integration in the field and consistent with

their own evaluation and worldview. In these intervention courses, reading primary source articles incorporating the evidence base on interventions is required. Exams assess students' knowledge of treatment efficacy, requiring information about treatment evidence base. Competency examinations in practicum require students to demonstrate efficacy in evaluating treatment efficacy. During practicum seminars (CPP 701, CPP 702, CPP 703, and CPP 704), skills in case formulation are refined and students design treatment plans delivering evidence-based interventions are presented and critically evaluated. Students are taught to evaluate the outcomes of their interventions and to modify interventions based on their evaluations. This competency is assessed by rubrics evaluating the Clinical Competency Examination (CCE) administered at the end of the second practicum year. Failure to successfully pass this examination requires that the practicum year be repeated, and the examination successfully passed on the second attempt. On practicum, students use intervention skills focused on evidence-based practice in the treatment of patients. Clinical decision-making, based on solid empirical support for interventions, is monitored and evaluated by practicum supervisors. Practicum supervisors evaluate students' competencies in relationship, assessment, and intervention skills twice during the practicum year completing rubrics based on live observation or videotaped review of psychotherapy sessions. Evaluations also include students' compliance with professional standards of care. The competency exam in the practicum assesses students' skills in establishing therapeutic relationships. The competency exam must be passed prior to applying for internship. The internship represents the final required training activity where students develop intervention skills. External measures include practicum and internship supervisors' rating of students' competency in this area.

VIII. Supervision

The supervision competency involves students providing structured supervision to students at more junior levels in the program. Specifically, in practicum seminars (CPP 701, CPP 702, CPP 703, CPP 704), students learn to provide peer supervision to other students under the auspices of core faculty. The consultation and supervision course (CPP 735) provides a comprehensive overview of the area, including introducing students to various models of supervision. This course (CPP 735) is a capstone project to assess students' competency project to assess students' competency in this area. The project requires that they provide structured mentoring supervision to students in an earlier stage of the program and their integration of supervision models and practices. This supervision does not replace the clinical supervision in the case that is provided by licensed practicum supervisors but allows students to experience some of the issues related to providing supervision under the guidance of faculty, practice the skills necessary to provide effective supervision and demonstrate an understanding of the relevant development models and theoretical orientations to providing supervision. Practicum and internship supervisors also independently rate student competency levels on these essential clinical skills as direct external proximal measures of the competence. (See Supervisor Evaluation of Student- Practicum in Clinical Training Manual and Supervisor Evaluation of Student- Internship in Internship Manual).

IX. Consultation and interprofessional/interdisciplinary skills

Assessment of these competencies is located in the Consultation and Supervision course (CPP 735) as well as on practicum (CPP 701, CPP 702, CPP 703, and CPP 704) and internship. Students learn to provide feedback and consultation to their peers. During practicum and internship, students provide consultation to other professionals. Students' skills at providing consultative service as evaluated by their practicum and internship supervisors. The consultation and supervision course (CPP 735) provides a comprehensive overview of the area, including introducing students to various models of consultation. Assessment of these competencies is located in the Consultation and Supervision course (CPP 735). Students demonstrate through consultation both the knowledge of the relevant theories of consultation as well as the skill to assess and provide such services. Within the consultation course (CPP735) is a project to assess students in this area where they develop a consultation proposal with empirical support and rationale and prepare to implement the proposal (though implementation is not required, several students do so).

DISCIPLINE-SPECIFIC COMPETENCIES

Discipline-specific knowledge is attained in the following areas: 1) history and systems of psychology; 2) affective bases of behavior; 3) cognitive bases of behavior; 4) biological aspects of behavior; 5) developmental aspects of behavior; 6) social aspects of behavior; 7) research methods; 8) quantitative methods; and 9) psychometrics.

Competency in each area listed above is developed through coursework specific to these areas and through other program experiences across the duration of the program. The program has established benchmarks to help students and faculty assess competencies for each of the areas above. Assessments include specific course grades, and/or formal examinations, faculty ratings, and student projects. Students demonstrate these discipline-specific knowledge areas by earning grades of “B” or better (or “P”) in these graduate courses completed in the Clinical Psychology Psy.D. Program at NAU. Profession-wide competencies, associated coursework, benchmarks, and benchmark criteria are presented in Appendix F. highlighted as needs to be updated Discipline-Specific Knowledge, associated coursework, benchmarks, and benchmark criteria established by the program are also presented in Table 1. The NAU doctoral clinical psychology program engages in continuous efforts to ensure that, consistent with our program aim and philosophy, all students acquire a general knowledge base in psychology foundational to successful professional practice. In the following subsections, the approach employed by the program to ensure that students achieve discipline specific knowledge is reviewed.

History and Systems of Psychology:

The initial discussion of History and Systems occurs in the first semester’s Professionalization course (CPP 711); information presented in the Professionalization Group course (CPP 711) orients the student to the profession of psychology as well as the historical basis and evolution of critical issues facing psychologists. The two psychopathology courses (CPP 680 and CPP 683) review major theoretical models of abnormal behavior introducing the theoretical, clinical, and empirical knowledge and history of psychopathology and classification of mental disorders. All of the intervention courses (CPP 602, CPP 603, CPP 604, CPP 606, and CPP 621) are grounded in the larger field of the history of psychology (e.g., within CBT a discussion of the larger philosophical/historical questions about the nature of mind and free will provides an important backdrop). A particular focus of these courses is the theoretical foundations of each theory tracing the development of evidence-based practice in each domain. A comprehensive, broad, and general, coverage of the history and various systems of psychology occur in the formal capstone courses in this area, History, and Systems of Psychology (CPP 706). Knowledge is primarily assessed through students’ performance in the CPP 706 course.

Scientific Bases of Psychology: Coverage of Biological Basis of Behavior is introduced in the first semester of the curriculum in Lifespan Development (CPP 601) which examines the biological aspects of human development and its relationship to psychological, social, cognitive, sexual, and linguistic issues as well as moral and spiritual aspects of human development from before birth through old age. Courses in Adult and Child/Adolescent Psychopathology (CPP 680 and CPP 683) examine the physiological underpinnings as well as the etiology of disordered behavior. The capstone course Biological Bases of Behavior (CPP 606) provides a comprehensive overview of brain-behavior relationships and the systemic function of the nervous system. Students are required to demonstrate a working knowledge of neuroanatomy relative to behavior, perception, and pathology and apply this knowledge base to clinically relevant issues. This is assessed through competency assignments evaluating the adequacy of students’ research, professionally writing, and disseminating the results of their research through a formal class presentation on the physiological contributions to the psychological phenomenon under study. Knowledge and competence in the physiological bases of disordered behaviors and their application to clinically relevant issues is assessed through a variety of direct and indirect, internal and external measures. The Competency Examinations (CASE and CCE) associated with each of two yearlong practica require the demonstration of adequate knowledge of the biological bases underlying and explaining clinical cases.

Lifespan Development (CPP 601) introduces and reviews cognitive and emotional processes in the context of human development and primary course assignments require students to integrate these factors in their clinical observations of children and adolescents, as well as explain their role in the psychological development of an adult. The capstone course in Cognitive/Affective Basis of Behavior (CPP 609) focuses on developing a working knowledge of the current research and theoretical base in cognitive science focusing on integrating both cognitive and affective processes. Primary source articles required for the course emphasize how cognitive and affective processes interact in moderating human behavior. Review of relevant content also occurs in Practicum Seminars (CPP 701, CPP 702, CPP 703, and CPP 704) as clinical cases are discussed and presented as students are prepared for their competency examinations. Integration of cognitive and affective processes occurs in clinical case presentations in practicum seminars and is externally evaluated by practicum supervisors as students apply this basic knowledge to the clients they are treating under supervision. An understanding of cognitive and affective processes is also monitored by supervisors in practicum. The competency examinations (CASE, CCE) also require knowledge and integration of cognitive/affective processes applied to a clinical case. The competency examination is evaluated by rubrics completed by faculty who review written and oral case presentations. Competency Examinations require the student to demonstrate the application of this basic content to clinical cases, accounting for such variables in their conceptualization of the case as well as their treatment planning and diagnosis.

Knowledge of social aspects of behavior is addressed in multiple courses. Social development and cross-cultural perspectives are initially presented and emphasized in Lifespan Development (CPP 601) with reference to application to clinical practice and Social Bases of Behavior (CPP 708). Competence is further assessed using assignments requiring students to demonstrate knowledge and application of these principles. Competency in this area is also addressed in the diversity course (Assessment and Treatment of Diverse Population, (CPP 740)) where social psychological principles are applied clinically to individuals of different cultural backgrounds and individuals impact and are impacted by their social, cultural, economic, and political environments. This course focuses particularly on the application of social psychological principles, theory, and research to a clinical context. In addition to course grades, assignments assessing developmentally appropriate competency in this content area measure not only student knowledge of key theories and research in social psychology but also how students apply social psychological theories and concepts to clinical settings. Externally, practicum and internship supervisors rate students' preparation in this area.

Comprehensive coverage of human development occurs in the Lifespan Development course (CPP 601). Presentation of human development also occurs within the psychopathology courses (CPP 680, CPP 683). Further coverage of this area occurs in the Families and Couples Therapy course (CPP 621) with additional coverage in electives. In practicum seminars (CPP 701, CPP 702, CPP 703, CPP 704), the developmental aspects of behavior are integrated with case material. Students are required to pass the Lifespan Development course to progress to practicum. Students demonstrate an adequate understanding of developmental issues on competency examinations integrating these issues in clinical diagnosis and intervention cases. Practicum and internship supervisors evaluate students' preparation in this area.

Research and Quantitative Methods:

Scientific inquiry is basic for all courses, and it is expected that students will be reading and critiquing primary source research articles in each class. In the Professionalization Seminar (CPP 711), students are introduced to the literature on evidence-based practice. Two required statistics and research methods courses (CPP 627, CPP 727) in the 1st and 2nd year prepare students in research methodology requiring them to critically evaluate primary source articles that are required readings in each required course. These statistics and research methodology courses also teach students how to evaluate the literature on intervention efficacy. Students must successfully pass Statistics and Research method classes which assess their ability to review research and critically analyze it. Competencies required by capstone assignments evaluate students' achievement in learning this knowledge base. Successfully completing CPP 627 is required to begin work on the CRP. Students must complete the CRP prior to applying for the internship. The completed CRP is evaluated, via formal rubrics, by core faculty. In the psychopathology course, students examine and critique research articles in terms of both the types of analysis used as well as the research methodology. This is followed by the

intervention courses (CPP 602, CPP 603, CPP 604, CPP 605, and CPPY 621), where the evidence bases of the intervention is addressed. In practicum seminars (CPP 701, CPP 702, CPP 703, CPP 704), research articles related to the efficacy of diagnostic processes, interventions, outcomes, and program measurement are presented and applied in case presentation. Students work with faculty mentors to apply this knowledge to the clinical research project (CRP). Additional support in designing and preparing to conduct research is available through a CRP proposal development course (CPP 599). In practicum and on internship students are expected to systematically evaluate the outcomes of their interventions using sound statistical and quantitative/qualitative methodology. Rubrics have been developed to evaluate competency in applying research skills in practicum settings, specifically in systematically evaluating the outcomes of their interventions. Practicum and internship supervisors rate students on their knowledge of interventions including using research/scientific knowledge and skills to plan treatment and evaluate treatment efficacy.

Initial coverage of psychometric principles occurs Test and Measurement 9CPP 664) and the two statistics and research method courses (CPP 627, CPP 727). Psychometric theory and psychological measurement are also covered in assessment courses (CPP 673, CPP 737, CPP 738, and CPP 739). As part of the first assessment course (CPP 672; Cognitive Assessment) all students must take and pass a Psychometric Competency Examination demonstrating knowledge, understanding, and application of principles of measurement. The capstone course (Integrative Assessment; CPP 739) has an Assessment Competency Examination (ACE) which students must pass. The ACE requires students to use their knowledge of psychological measurement to interpret and integrate multiple sources of psychological assessment and other data to create a professional quality psychological report. Practicum and internship supervisors evaluate students' facilities with psychological assessment and measurement overseeing test selection and interpretation as well as the adequacy of their knowledge of measurement principles.

Advanced integrative knowledge of scientific bases: There are multiple areas throughout the curriculum where integration of the knowledge of scientific bases is required. For example, the capstone course in Cognitive/Affective Basis of Behavior (CPP 609) focuses on developing a working knowledge of the current research, and the theoretical base in cognitive science focuses on integrating both cognitive and affective processes. Primary sources articles required for the course emphasize how cognitive and affective processes interact in moderating human behavior. Similarly, Lifespan Development (CPP 601) reviews biological, cognitive, and emotional processes, social, linguistic, spiritual, and moral processes in the context of human development. Primary course assignments in all capstone courses require students to integrate the knowledge of the scientific bases into their clinical observations of individuals to explain their role in psychological development and functioning. Child/Adolescent and Adult Psychopathology (CPP 680 and CPP 683) teach students to integrate this knowledge in formulating diagnostic hypotheses and treatment planning including using the knowledge of scientific bases for appropriate and adequate service delivery. Diagnostic and intervention competency exams, involve both written and oral presentations of a case that require comprehensive application and integration of the scientific knowledge base to demonstrate competency in clinical service delivery.

ADMISSION TO THE PROGRAM

This Clinical Psychology Psy.D. Program is only offered at Northern Arizona University's North Valley campus in Phoenix.

ADMISSION DEADLINES

Completed application files are reviewed, and admission decisions are made during one cycle each year. All application materials must be submitted to the [Office of Graduate and Professional Studies online application](#) by April 1st to be reviewed for entrance in the subsequent academic year.

Admission decisions are made by the 15th of May, and students receive notification of this decision electronically. It is the student's responsibility to ensure that their application file is complete. Incomplete files are not reviewed.

ADMISSION APPLICATION REQUIREMENTS

[NAU Graduate Online Application](#) is required for all programs. Details on admission requirements are included in the online application. For details on graduate admission policies, please visit the Graduate Admission Policy.

Completion of a bachelor's degree from a regionally accredited institution in psychology, education, or closely related field*; or a Master's degree in Psychology

- Transcripts
- Undergraduate Grade Point Average (GPA) of 3.00 (scale is 4.00= "A"), or the equivalent. Graduate GPA from a completed Master's degree of 3.25.
- 3 letters of recommendation with at least two from faculty
- Responses to specific essay questions
- Interview
- Note: The Clinical Psychology Psy.D. program at Northern Arizona University requires applicants to successfully complete, with a "B" or better, five undergraduate courses that serve as a basic foundation for course work in clinical psychology. Several of these courses serve as direct prerequisites to the Clinical Psychology courses. The following three courses are required:
 - * Introduction to psychology or general psychology
 - Abnormal, psychopathology, or maladaptive behavior
 - Statistics or research methods
 - Two additional courses in the field of psychology must also be completed.

Students must complete foundation courses before they matriculate in the Psy.D. in Clinical Psychology degree program.

*This course may be waived if the applicant has completed a Bachelor's or Master's degree in Psychology.

The Clinical Psychology program follows academic degree and admission policies, including general recruitment/admission and recruitment of students who are diverse. The following university policies are adhered to by the program.

- Graduate Admission Policy: [NAU Graduate Admissions | NAU Graduate College](#)
- Eligibility for Graduate Study at NAU: [NAU Graduate Admissions | NAU Graduate College](#)
- Graduate Recruitment at NAU: [Graduate College Resources And Information | Grad School, Elevated](#)

APPLICATION REVIEW PROCESS

The materials in the applicant file is evaluated by faculty using an objective, multi-criteria system. Points are assigned for each application using the following weighted percentage associated with each criterion:

- 40% Academic Aptitude for Graduate Study (GPA)
- 10% Essay Response (autobiographical and professional interest questions*)
- 10% Work-Related Experiences (relevant paid and volunteer work)
- 10% Potential to Contribute to Profession and Program (professional activities and letters of recommendation)
- 30% Goodness of Fit to the Program (areas of focus congruence, fit to College of Education mission, and professional Characteristics)

*Essay Question/Personal Statement

1. What are your long-term professional career goals? *Please be sure to address the following components in your response.*

- a. How will this Clinical Psychology program, which trains students to address behavioral health needs through the application of research and practice, help you to achieve those goals?
 - b. How have your background and experiences shaped your long-term goals?
 - c. What got you interested in a career in psychology to begin with?
 - d. Describe yourself indicating your strengths and areas that you want to further develop.
2. Describe your experiences with diversity and how these experiences may have impacted you as a person and your decision to pursue this program at NAU.
 3. Describe your theoretical and research interests.

Each applicant is ranked within the applicant pool after points have been assigned. *Highly-ranked candidates will be invited to participate in interviews.* Interviews will generally be held shortly after the completed application.

All applicants will be informed approximately two weeks in advance of the interview date. In-person interviews are preferred though applicants who are out of state may be done through video conferencing or telephone calls. In-person interviews are extensive being 4-6 hours duration and involve an overview of the program, interviews by faculty, participating in a group interview led by two additional faculty, a meeting with students, attendance at a colloquium on a topic relevant to clinical psychology or diversity and a wrap-up to answer any remaining questions about the program.

REQUIREMENTS FOR ADMITTED STUDENTS

Individuals who are offered admission and accept the program offer must begin the program during the subsequent fall semester. In general, individuals unable to begin at this time must re-apply to the program. Deferred enrollment is offered in rare circumstances. The core faculty will consider each request for deferred enrollment individually.

Arizona state law requires that persons who engage with minors or vulnerable adult populations have an IVP Fingerprint Clearance Card from the Arizona Department of Public Safety. That requirement applies to graduate students in practical psychology experiences as well. Admitted students will need the Identity Verified Fingerprint Clearance Card (IVP card) by the state of the fall semester. The link to the agency that provides the fingerprint clearance is: <https://www.azdps.gov/services/public/fingerprint>

TIME EXPECTATION AND LIMITS

The time limits and residency is articulated in the Office of Graduate and Professional Studies Policy REQUIREMENTS FOR DOCTORAL DEGREE: PSY.D. [Requirements for the Doctoral Degree, Clinical Psychology, PsyD](#) (Policy 200344)

The doctoral degree requires a minimum of four full-time academic years of graduate study plus a fifth year of internship prior to receiving the doctoral degree. Students complete the four academic training years within the NAU program. Most students are expected to complete the program within five years of matriculation.

After admission to the program, all degree requirements must be completed within seven years for those entering with either a bachelor's or master's degree. Students requested for extending this deadline must be submitted to the CRP chair and the department faculty for their consideration. The Office of Graduate and Professional Studies then makes final decisions regarding such extension.

RESIDENCY REQUIREMENTS

The purpose of the residence requirements is to provide the doctoral student with an intensive academic experience including opportunities for interaction with the resident faculty as well as other graduate students. This time should be devoted to scholarly study, development of clinical skills, research, writing, and professional activities, which advance each individual's academic program. Residency promoted student development of the

attitudes, values, vocabulary, and comportment expected for the role of a psychologist through professional socialization. Residency allows program faculty to provide mentorship and evaluate competencies and comportment expected of doctoral students.

The purpose of doctoral residency requirements is to provide students with opportunities to attend on-campus conferences, presentations, and seminars, and to personally interact with resident faculty and other graduate students. If you work full-time, you cannot satisfy this residency requirement.

To make this possible, students must agree to remain free from outside activities that would detract from their scholarly study, clinical development, and other kinds of professional activities that further the program of study.

Students in the clinical psychology doctoral program must satisfy the residency requirement by completing a minimum of two consecutive semesters (1 year continuous) of full-time residency. **The residency requirement must be met by attending during the fall and spring semesters.** The departmental resident requirements are more specific than the Office of Graduate and Professional Studies Policy REQUIREMENTS FOR DOCTORAL DEGREE: PHD ([Requirements for the Doctoral Degree, PhD](#) Policy Number 100805).

The doctoral program in clinical psychology at NAU is designed to enable full-time students to complete the program in five years. Full-time enrolled students attend for three full-time academic years that are dedicated to their graduate studies, including two years of practicum training during the second and the third academic years. The fourth academic year allows students to complete advanced elective courses, elect to take an advanced practicum, and complete a doctoral thesis, the Clinical Research Project (CRP). The fifth academic year is devoted to an internship in clinical psychology.

TRANSFER CREDIT

The Clinical Psychology Psy.D. Program conforms to the NAU Office of Graduate and Professional Studies Transfer Policy: TRANSFER CREDIT-GRADUATE STUDENTS [Transfer Credit, Graduate](#) Policy Number 100336.

“Students are permitted to request that a limited number of previously completed courses (up to 30 credit units) be transferred into the Clinical Psychology Psy.D. program at NAU. Students must still complete a minimum of 2 years (68 credits) of academic training at NAU, at least 1 year of which must be full-time residence. These students must also complete all competency assessments required by the program. Generally, students requesting transfer of a course must present to their advisor the transcript and syllabi for the course they wish to have considered for transfer. These documents are forwarded to the Program Director who presents them to the core faculty member who teaches the course(s) to recommend approval of the transfer only if there is substantial equivalency evidenced by a thorough review of the syllabus and only if the course has been taken in most instances within the previous five years. The student must then follow the policy and procedure as outlined in the Office of Graduate and Professional Studies policy noted below, including completion of the Petition for Transfer Credit form that requires advisor, Department Chair/Training Director, and Office of Graduate and Professional Studies approval.”

Doctoral practica and internship, and other doctoral courses specific to the training philosophy of this program cannot be transferred from schools outside the NAU system. Students who wish to transfer foundational knowledge must take and pass a discipline specific knowledge examination to demonstrate a substantial understanding of the discipline specific knowledge area. Students who do not pass this examination must retake the course to demonstrate a minimum level of achievement in those foundation knowledge areas.

Doctoral Degrees

For Doctoral students, the transfer credit should be noted on the plan of study and communicated to the graduation coordinator in Office of Graduate and Professional Studies. Transfer credit should be completed well before the student completes their first year of the program.

CURRICULUM OVERVIEW

Our doctoral program reflects a training curriculum that is sequential, cumulative, and graded in complexity for both clinical skills and research applications. The program is designed to prepare students for culminating internship and CRP experiences. Students are expected to gain essential skills in clinical psychology by taking courses that reflect common knowledge across profession-wide competencies and discipline specific knowledge and by taking courses that train specific aspects of clinical psychology. In addition, students may also take elective courses in clinical psychology and gain additional clinical and research experience in settings related to one or both areas. The program has established one overarching program aim realized by supporting students to develop nine profession-wide competencies that are operationalized through one or more specific course objectives reflecting specific knowledge, skills, and attitudes. These competencies and related course objectives are regularly assessed and are consistent with the program's mission and goals of providing quality education in the practitioner-scholar model. The relationship between the competencies and outcomes is further operationalized through the application of specific tasks measuring foundational skills necessary for competent practice. In addition, each required course addresses and evaluates the achievement of multiple profession-wide competencies. NAU's clinical psychology doctoral program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies that drive the preparation and evaluation of students as well as support evaluation of the program. Goals and objectives are addressed across all levels of the program. Competencies are measured as specified in our curriculum and assessment maps in Appendix E.

The course sequence begins with essential foundational theoretical knowledge and skills in clinical psychology. First year courses immerse students in an orientation to the field and foundational knowledge, professional ethics, identity development, social justice advocacy, assessment, intervention, and the practitioner-scholar orientation. Courses integrate instruction with practical field experiences when appropriate so that students are guided to utilize science in practice from the outset. For example,

- Students participate in classroom learning about processes of diagnosis, assessment, and intervention and they also participate in practical lab activities to develop those applied skills under faculty supervision.
- Early courses integrate guided evidence-based intervention and assessment methods in signature assignments embedded in practica and other courses.

Assessment courses and helping skills courses build over the curriculum and sequenced experiences. This early training and experiential sequence lead to preparedness for initial practicum experiences with real clients in the second year of the program and under close supervision of licensed psychologists supervisors, and field and university faculty supervisors. As students master basic competencies, they are given more complex practical experiences and are guided to develop supervision skills in doctoral practicum in the third and fourth years.

Students are also engaged in research skills beginning in the first year. They are guided in the qualifying research project that is faculty-mentored to facilitate beginning research skills development with searching, reading, and synthesizing research to develop a comprehensive review or research proposal or to participate in research study development or analysis. The goal of the qualifying research project is for the students to move into more independent activities within a data collection research project and begin thinking about their CRP projects.

Students are assessed on both foundational knowledge and practical skills at multiple levels of the program. In addition to monitoring student progress through course grades, acquisition of foundational skills assessed through benchmark evaluations and key examinations. Students complete the Annual Continuing Student Report (Appendix B) form every year and not their achievements from that academic year to discuss with their advisor. They then are scheduled to complete the Annual Continuing Student Evaluation. The Annual Continuing Student Evaluation (see Appendix C) is completed by the advisor every year after input from faculty and the Clinical Training Committee. Students are evaluated on whether they are ready for practical engagement with real clients. Doctoral practicum allows students to work with more complex case situations as well as to learn and apply clinical supervision practices with beginning doctoral students. The end-of-year Supervisory Evaluation of Competence Evaluation Form (see Clinical Training Manual) is completed by the field supervisor for students at the doctoral practicum level and informs the Clinical Training Committee, advisor, and student of readiness for doctoral-level internship experience.

Additionally, as students successfully complete discipline-specific knowledge courses at NAU, they demonstrate discipline-specific knowledge in the areas of tests and measurement, human development, biological, cognitive, social, and affective bases of behavior, individual differences and psychopathology, and research psychometrics. Students whose courses are approved for transfer are also required to demonstrate graduate-level competence through successful completion of the Clinical Competency Examinations (ACE, CASE, and CCE) and oral defense of their CRP. Successful completion of the doctoral competency examinations and CRP qualifies a student to proceed with internship. Readiness for entry-level independent practice is evaluated using either the accredited internship site's field practice evaluation forms and/or the *Internship Supervisor Evaluation of Competence* (see Internship Manual) evaluation tool.

CURRICULUM PLAN

Please be aware that the necessary coursework for this plan is only available at Northern Arizona University-North Valley Campus. The official Program of Study form is housed on the Office of Graduate and Professional Studies site: <https://nau.edu/graduate-college/programs-of-study/>

REQUIREMENTS OF THE CLINICAL PSYCHOLOGY PSY.D. PROGRAM

Our program requirements are consistent with the Office of Graduate and Professional Studies Policy: REQUIREMENTS FOR DOCTORAL DEGREE: PHD Requirements for the Doctoral Degree, PhD Policy Number 100805. Advisors support students to adhere to the [Course Loads and Overloads, Graduate](#) Policy Number 200350.

Students enrolled in the Psy.D. in Clinical Psychology degree Northern Arizona University are required to satisfactorily complete 107 credit hours distributed as follows: assessment requirements, 15 credit hours; clinical intervention and psychotherapy requirements, 21 credit hours; consultation and supervision requirements, 3 credit hours; elective requirements, 9 credit hours; ethics and professional conduct requirements, 5 credit hours; human development requirements, 3 credit hours; psychology foundation; basic science/psychology requirements, 15 credit hours; psychopathology requirements, 9 credit hours; statistics and research methods requirements, 6 credit hours; practicum and practicum seminar requirements, 12 credit hours; and clinical research project requirements, 9 credit hours.

During the first year, students participate in weekly Professionalization Groups that focus on topics related to professional psychology. Through reading and discussion led by a faculty member, students can develop a professional identity and become familiar with current issues in clinical psychology. The groups are designed to provide a comfortable environment where students can freely exchange concerns, questions, and issues relevant to their studies and future careers. The faculty member who leads the student's Professionalization Group also serves as his/her academic advisor.

To request a change of advisor, the student must first talk with their current advisor about changing advisors. Following that conversation, the student must talk with the advisor they would like to select. Following these conversations with the current advisor and the advisor they would like to select, the student must write a simple request to the Program Chair, Marie-Christine Goodworth, Ph.D. that will be brought to the faculty for discussion and decision. Following faculty approval, the advisor will be switched, and the student will be notified.

CONTINUOUS GRADUATE REGISTRATION

Continuous Enrollment is specified by the [Office of Graduate and Professional Studies Policy 100326](#): In sum, students enrolled in a Doctoral degree program are expected to be continuously enrolled each Fall and Spring term until all requirements for the degree have been fulfilled. For details on the complete policy, please see the Office of Graduate and Professional Studies Policy: [Forms for NAU Graduate Students | NAU Office of Graduate and Professional Studies](#)

GRADUATION REQUIREMENTS

Students who are admitted into the Psy.D. in Clinical Psychology degree program will be responsible for completing the program requirements that are in effect at the time of their admission. The school retains the right to modify these requirements in accordance with the demands of the profession of psychology.

To be eligible for awarding of the Psy.D. in Clinical Psychology Degree, students must meet the following requirements:

- A total of 107 credits hours which include:
 - 2 credit hours of Professionalization Group
 - 73 credit hours of required coursework (all required courses are 3 credit hours)

- Basic Science/Psychology Foundations
- Statistics and Research Methods
- Ethics and Professional Conduct
- Psychopathology
- Assessment
- Clinical Intervention and Psychotherapy
- Consultation and Supervision
- 9 credit hours of elective coursework, including at least 3 credit hours in advanced interventions and 3 credit hours in special populations.
- 12 credit hours of practicum and practicum seminars, in the two years of required practicum.
- 9 credit hours of Clinical Research Project (CRP)
- 2 credits of Internship
- Each course is 3 units unless otherwise specified. All courses require a grade A or B or Passing (P).
- Successful completion of the Clinical Assessment Summary Evaluation
- Successful completion of the Clinical Comprehensive Examination
- Grade point average of at least 3.0 on a scale of 4.0, and a grade of “B” or better in all required courses
- Completion of the Clinical Research Project
- Successful completion of full year internship
- Completion of all degree requirements within a maximum time frame of seven years, with all coursework and practicum completed by the end of the fifth year
- A completed Petition to Graduate submitted to campus administration
- To reference the Program of Study for the catalog year please see: <https://nau.edu/graduate-professional-studies/degree-tracking/>

RECOMMENDED SEQUENCE OF COURSES

YEAR ONE

Fall	Spring	Summer
CPP 673 Cognitive and Intellectual Assessment (3)	CPP 602 Person-Centered and Experimental Theory and Therapy (3)	CPP 700 Basic Assessment and Intervention Skills (3)
CPP 680 Psychopathology and Diagnosis (3)	CPP 683 Child and Adolescent Psychopathology (3)	CPP 706 History and Systems (3)
CPP 711 Professionalization Group (1)	CPP 737 Objective Personality Assessment (3)	
CPP 664 Test and Measurements (3)	CPP 627 Statistics and Research Methods I (3)	
CPP 601 Lifespan Development (3)	CPP 712 Professionalization Group (1)	

YEAR TWO

Fall	Spring	Summer
CPP 670 Professional Issues: Ethics, Conduct and Law (3)	CPP 603 Cognitive Behavioral Theory and Therapy (3)	CPP 605 Group Psychotherapy (3)
CPP 727 Statistics and Research Methods II (3)	CPP 739 Integrative Assessment (3)	CPP 599 Clinical Elective 1 (3)
CPP 738 Projective Personality Assessment (3)	CPP 789 Clinical Research Project (3) CPP 621 Marriage, Couple and Family Counseling (3)	
CPP 701 Practicum I (3)	CPP 702 Practicum II (3)	

YEAR THREE

Fall	Spring	Summer
CPP 789 Clinical Research Project (3)	CPP 609 Cognitive and Affective Processes (3)	
CPP 740 Issues in the Assessment and Treatment of Diverse Populations (3)	CPP 604 Psychodynamic Psychotherapy (3)	
CPP Clinical Elective 2 (3)	CPP 789 Clinical Research Project (3)	
CPP 703 Practicum III (3)	CPP 704 Practicum IV (3)	

YEAR FOUR

Fall	Spring	Summer
CPP 606 Physiological Psychology (3)	CPP 736 Clinical Psychopharmacology (3)	
CPP Clinical Elective 3 (3)	CPP 735 Consultation and Supervision (3)	
	CPP 708 Social Bases of Behavior (3)	

YEAR FIVE

Fall	Spring	Summer
CPP 769 Internship	CPP 769 Internship	

CLINICAL TRAINING

PRACTICUM

Doctoral students engage in two-year-long practica that include a diverse array of clients with ages ranging from birth to 90 years of age. All practicum experiences are supervised professional experiences that are faculty-directed, organized, sequential series of supervised experiences that increase in complexity, followed required coursework for each experience, and ultimately prepare a student for internship.

The practice is designed to provide opportunities for students to gain clinical field training by working under supervision provided by a licensed psychologist with a clinical population in a behavioral health delivery system. Practica is an essential part of clinical training, and all students are required to participate in two years of practicum experience, typically during their second and third years of study. During each year of practicum, students participate in a practicum seminar.

Psy.D. in Clinical Psychology degree program students are usually assigned to interview at a practicum site the year prior to undertaking the experience. Site supervisors decide who they accept. Each practicum requires a minimum of 500 hours (approximately 16-20 hours per week) of clinical training. One-half of the practicum hours should be in direct client contact. The practicum/practicum seminar carries 1-3 credit hours per semester, or 6 credit hours per academic year (see course listing above).

Practicum sites require placement for approximately twelve months. All Clinical Psychology students at Northern Arizona University enrolled in practicum meet in a weekly, ninety-minute, year-long practicum seminar led by a core faculty member. A practicum may not be done in a student's place of employment, nor are practica requirements waived.

All students placed on practicum are covered by professional liability insurance, purchased through the school. This coverage is mandatory even if the student is otherwise insured. Students are strongly encouraged to purchase their own professional liability insurance in addition to the school policy. Student rates are extremely affordable.

Students are expected to demonstrate mastery of the necessary psychological knowledge base, learn basic clinical assessment and intervention skills, and demonstrate appropriate professional attitudes throughout the practicum. Evaluation of student progress will be based on these domains.

Students may not register for two practica simultaneously. Students may not repeat any practicum site for a second year, except as advanced practicum, in which case, it cannot be substituted for an elective course. Students may not register for practicum seminars for a second year with the same practicum seminar instructor.

PRACTICUM ELIGIBILITY REQUIREMENTS

All students who enter the practicum application process must be in good academic standing, be enrolled in the doctoral program, have a minimum GPA of 3.0 (on a scale of 4.0) and have completed all of the practicum prerequisite courses. Students must demonstrate the readiness to assume professional roles and interact appropriately with clients. Personal adjustment issues, interpersonal difficulties, poor communication skills, or other behavioral problems may reflect on a student's ability to interact with clients in a competent and ethical manner. Students on probation are not eligible to make applications to practicum or to begin practicum. Students placed on probation during practicum must petition the Director of Clinical Training regarding their eligibility to continue practicum. Students may be evaluated for practicum readiness by faculty and/or the Clinical Training Committee (CTC) using a variety of methods, for example, a practicum readiness exam, and/or a formal student review process. If a student is deemed not ready for Practicum, the CTC will develop a remediation plan in conjunction with the student-focused on preparing the student for practicum readiness.

To be eligible for Practicum I, a student must have successfully completed (or transferred, if applicable) the following courses:

PRACTICUM PREREQUISITES

- Lifespan Development
- Professionalization Group
- Child and Adolescent Psychopathology
- Cognitive Assessment
- Objective Personality Assessment
- Adult Psychopathology
- Person-Centered and Experiential Theory and Therapy
- Basic Assessment and Intervention Skills

To be eligible for Practicum III, the second year of practicum, students must have fulfilled the following requirements:

- Successful completion of the CASE
- Successful completion of Practicum I and Practicum II
- Be in good academic standing

The first two practica, CPP 701 Practicum I and CPP 702 Practicum II, occur during the second year of training for students entering the program. The second two practica experiences, CPP 703 Practicum III and CPP 704 Practicum IV may be taken following successful completion of the first year of practica and completion of the Clinical Assessment Summary Evaluation.

In preparation for their first practicum, students complete at least six courses and two semesters of Professionalization Group. The Professionalization Group orients students to professional issues (including ethical and legal issues necessary for students' training experiences) and exposes students to the importance of the integration of assessment and intervention, evidence-based practice, and accountability of treatment. During the seminar, students receive an orientation to practicum requirements, policies, and procedures from the training department as well as a copy of the *Clinical Training Manual*. The eighth courses required prior to practicum include Professionalization Group, two courses in psychopathology (Adult Psychopathology CPP 680 and Child and Adolescent Psychopathology CPP 683), two courses in the assessment sequence (Cognitive Assessment CPP 673 and Objective Personality Assessment CPP 737) as well as Lifespan Development (CPP 601), a therapy course that covers the evidence base for basic therapeutic intervention (Person-Centered and Experiential Theory and Therapy; CPP 602), and a course providing a pre-practicum review of necessary foundational skills needed for successful performance on practicum (Basic Assessment and Intervention Skills CPP 700). These courses address the knowledge base and competencies in assessment, intervention and relationship, and foundations of clinical psychology needed for students to work effectively with clinical populations in their first practicum.

During the first practicum, students further develop skills in diagnostic interviewing, case formulation, integration of assessment and intervention, and evaluation of the effectiveness of interventions. Two courses in scientific inquiry emphasize strategies for clinical research and the evaluation of relevant empirical literature. The second-year curriculum includes two-course in theory and intervention from additional theoretical orientations; the students also complete an additional course in professional ethics and conduct. Students must pass the Clinical Assessment Summary Evaluation to advance in the program towards the end of the first practicum year.

The second practicum further refines assessment, intervention, and relationship skills for diverse populations. The third-year curriculum includes courses in the assessment and treatment of ethnically and racially diverse

populations (CPP 740) and two additional courses in theory and intervention from additional theoretical orientations. Courses in the Foundation of Scientific Psychology (Physiological Psychology that addresses biological bases of behavior (CPP 606)); Clinical Psychopharmacology, (CPP 736), and Social Psychology (CPP 708) are added in the fourth year of the curriculum. To successfully complete the second practicum students must pass the Clinical Competency Examination (CCE), an examination based on students demonstrating competence in therapeutic intervention. This examination includes an oral defense and examination by two core faculty members (See Competency Exam Manuals – CASE and CCE). Practicum seminars are comprised of six students and are a forum for discussion of the practicum experience. Seminars meet weekly throughout the academic year for 1.5 hours. All seminars are led by licensed core faculty members on campus who meet with each student's practicum site supervisor twice during the year to evaluate student progress and site compliance with NAU clinical psychology program training criteria. Each training year, seminar instructors are provided with information about the training activities in which their students will be involved. The seminar facilitates the development of students' clinical knowledge, skills, and attitudes, and monitors the quality of training the students are receiving. The DCT monitors the integration of seminars and field-based training by communicating with seminar leaders and practicum site supervisors individually and as a group throughout the year.

Sequence, Duration, Nature, and Content of Practicum:

Practicum site supervisors conduct formal evaluations of students twice a year; the DCT reviews these evaluations and uses them to assist supervisors and seminar instructors in guiding student development. Each practicum seminar instructor evaluates the students in his or her seminary every semester. Twice annually, during the fall and spring semesters, the DCT and/or practicum seminar leaders contact the site supervisor directly regarding student progress. During these visits, faculty inquire what knowledge, skills, and abilities supervisors have directly observed of the student when providing clinical services as part of their evaluation of students' provision of services. Twice during the practicum, practicum supervisors attest in written form that they have directly observed the student providing services to ensure that their evaluation of student competence is based on direct observation. Ongoing evaluation and communication allow for early identification of difficulties that may be experienced by a student. Specific remediation, if indicated, is instituted in a collaborative manner between the student, practicum seminar leader, the site supervisor, the DCT, and, where necessary, the faculty Clinical Training Committee.

Sequence of Practicum in Preparation for Internship:

The DCT oversees practicum placement for all students. The fit between the student and practicum site in an NAU clinical psychology program priority. An effort is made to match students' training needs, experiences, and interests with the experiences available and the requirements of the site. Ongoing site development is conducted to make the broadest possible range of sites available for NAU clinical psychology students. The student, NAU, and the training site enter into a contractual relationship regarding the parameters of training. A practicum placement lasts 10 or 12 months and requires a commitment of between 16 and 20 hours per week. Although the minimum for practicum hours is 500 per year (for a total of 1,000 across the 2 required practicum years), students average closer to 800 on-site practicums per year (for an average total of 1,600 practicum hours across both years). Students are expected to spend 8 to 10 hours per week in direct service. The remaining at the practicum site is spent in supervision, other educational activities, participation in administrative and program meetings, and support services. Practicum students receive at least 2 hours of supervision per week during their training. A minimum of 1 hour per week must be individual face-to-face supervision with a licensed psychologist. The DCT screens all practicum sites and supervisors.

PRACTICUM SEMINAR REQUIREMENTS

All students enrolled in a practicum must also attend a practicum seminar. The seminar meets weekly throughout the academic year and allows the student to reflect on practicum experiences and acquire additional skills and attitudes useful in-field training. The specific content and emphasis of the seminar vary according to the practicum setting and focus of the enrolled students and the professional expertise of the faculty member.

PRACTICUM EXPERIENCE

Students are required to complete two years of practicum (see course listing above) in which they focus on the acquisition of diagnostic/assessment and intervention skills. Accurate diagnostic assessment procedures are fundamental to the practice of professional psychology. Psychological assessment will include diagnostic interviewing of the identified client, diagnostic intervening of collateral informants, psychological testing, scoring, and interpretation of test data, integration of test data, and recommendations for treatment and case management.

At the completion of the practicum, the student should be able to:

- Provide diagnosis and recommendation supported by specific and relevant data
- Formulate a case summary that is theoretically consistent and well organized
- Write a psychological report integrating background information, behavioral observation, test results, collateral information, and cultural context in a style that can be understood by non-psychologists
- Administer, score, and interpret several psychological tests
- Practice in an ethical manner under supervision
- Demonstrate cultural competence

It is expected that students will complete a minimum of five complete psychological evaluations during their two years of practicum. An evaluation is a culturally relevant assessment utilizing individualized standardized psychological tests appropriate to the circumstances of the client. It may include the traditional tests such as intellectual, cognitive, and personality measures. Comprehensive batteries, such as psycho-educational or neuropsychological assessments, are strongly encouraged. Some sites administer psychological tests specific to a given treatment population; students should have the opportunity to learn these test instruments as well.

Practicums are also designed to emphasize therapy and therapeutic intervention skills. Clinical orientations, specific treatment options, opportunities, and client populations vary across training settings. The Clinical Psychology program at Northern Arizona University does not favor a specific treatment orientation but encourages students to explore a variety of evidence-based treatment perspectives with individuals, couples, families and groups, children, adolescents, and adults.

Students are expected to adjust to and work in an established program in a way that is mutually beneficial to the training site and the student's professional growth. Students are to conduct no less than 250 hours of direct face-to-face client contact during each practicum. Students need to provide services to different populations and in different settings over the two years of practicum. Obviously, the two years do not allow for every population and setting to be experienced.

ADVANCED PRACTICUM REQUIREMENTS

A number of students opt to complete a practicum beyond the required two years of practicum. Advanced Practicum students spend between 16 to 20 hours per week in an agency or program, which is formally approved by the Clinical Training Department. Students are expected to provide services consistent with those provided by professional psychologists in clinical settings, including assessment, interventions, consultations, research, program development and evaluation, and outreach/educational services.

The requirements for Advanced Practicum are the same as those for the first two years of clinical practicum in the Doctoral of Psychology in Clinical Psychology degree program (see course listing above). To count as an elective, the advanced practicum placement should be in a different site than the two years of required practica and the advanced practicum student must have a different supervisor. To be eligible for advanced practicum, students must be in good academic standing, have completed two years of required practicum, and successfully complete the CCE.

PRACTICUM EVALUATION

Student progress in practicum training is tracked by supervisor evaluation forms. Forms are forwarded to each site supervisor and to seminar faculty by the practicum training director each semester. On the evaluation form, the supervisor assesses student progress in three basic areas of clinical functioning:

- Theoretical knowledge
- Clinical skills
- Professional attitudes

It is expected supervisors will review the written evaluation form with the student and provide direct feedback regarding the student's clinical strengths and weaknesses. Supervisors are responsible for returning this form to the Director of Clinical Training on a timely basis. Seminar leaders will maintain primary responsibility for monitoring student progress and will evaluate student progress each semester. The seminar leader will discuss each student's progress in site visits with the site supervisor. If students are having difficulty with any kind of practice, they are encouraged and expected to consult with their seminar leader and the Director of Clinical Training. Supervisors are advised to contact the Director of Clinical training with concerns as they arise. Based on the site and faculty evaluations, the Director of Clinical Training with concerns as they arise. Based on the site and faculty evaluations, the Director of Clinical Training assigns a grade of "Credit/No Credit" for the practicum and practicum seminar.

CLINICAL ASSESSMENT SUMMARY EVALUATION (CASE) REQUIREMENTS

The Clinical Assessment Summary Evaluation (CASE) requires each student to present a diagnosis interview and conceptual analysis in writing resulting in a case formulation, diagnostic formulation, and recommendations for treatment relevant to the case conceptualization. The purpose of the CASE is to monitor the growth and development of the student consistent with the program's standard for clinical competency.

The CASE ensures that students are prepared to demonstrate their conceptual abilities, theoretical knowledge, and applied clinical skills in class and in supervised clinical field training. Faculty evaluators assess the student's fund of knowledge regarding the foundations of clinical psychology, the student's ability to manage a clinical interview, and the student's ability to arrive at an accurate diagnostic and case formulation. Students are also evaluated on their ability to make appropriate and individualized treatment recommendations based on their case formulation and evidence-based practice. Students will also be evaluated on their ability to systematically evaluate the outcome of their interventions. Students must pass the CASE prior to beginning the second year of practicum. The CASE is due during the summer semester of the student's first practicum year.

Students should refer to the *Clinical Assessment Summary Evaluation Manual* for complete information concerning the requirements and process for completing the CASE.

CLINICAL COMPREHENSIVE EXAMINATION (CCE) REQUIREMENTS

The Clinical Comprehensive Examination (CCE) requires each student to present a treatment summary, case presentation, and case analysis in writing. Following successful passage of the written analysis and work sample, the student schedules an oral defense with two faculty members. During the oral defense, the student answers questions based, in part, upon the CCE materials. Additionally, the student's fund of knowledge regarding foundations in clinical psychology will be assessed. The format is designed to provide an assessment of the student's clinical reasoning within diverse conceptual frames, specifically with regard to the ability to gather and use clinical data; devise a treatment plan; direct interventions appropriately and in accordance with this plan and evidence-based practices. Students will also be evaluated on their ability to systematically evaluate the outcomes of their interventions. The CCE also prepares students to engage in professional case dialogue with other licensed mental health professionals, preparing students for interviews with training directors when applying for internship.

The CCE requirement is met by submitting a tape and transcript or other approved sample of psychotherapy interview that the student has conducted with a client and a case formulation report, including a self-critique. This tape cannot have been submitted either in the school or outside of it for review, supervision, or critique. The CCE is due during the summer semester of the second practicum.

A student is ineligible for internship until they have passed the CCE. In the event of a failure, the examination may be re-taken. A review of the examination by the Clinical Training Committee may result in the development of a plan to remediate skill deficits or facilitate the students' development of clinical skills. Students should refer to the Clinical Comprehensive Examination document for complete information concerning the requirements and process for completing the CCE.

Students should refer to the *Clinical Competency Examination Manual* for complete information concerning the requirements and process for completing the CCE.

Students in all settings maintain an hourly log that is reviewed and signed each month by the student and supervisor. Students are evaluated by their clinical supervisor at the mid-term and final points in the semester using the corresponding forms. Students are expected to score at the adequate/satisfactory level on rated skill items.

A minimum of two hours of contemporaneous supervision is required for every 20 hours of supervised experience. One of the supervised hours may be group supervision. At least two hours of live observation are required for live video streaming, or video recording (audio recording alone is not sufficient). The written contract must include goals, objectives, activities, supervision plan, and evaluation methods, along with the number of hours expected for each activity.

INTERNSHIP

INTERNSHIP REQUIREMENTS

All doctoral degree programs students are required to complete a 2,000-hour internship that is either accredited by the American Psychological Association (APA) or a member of the Association Psychology Postdoctoral and Internship Centers (APPIC) as a condition for graduation. This intensive and supervised contact with clients is essential for giving greater breadth and depth to the student's overall clinical experience. Typically, full-time students will begin the internship during their fifth year of enrollment. Monthly meetings held each spring semester provide a comprehensive overview of the policies, procedures, and requirements of the internship. To be eligible to begin internship, students must be in good standing and must have completed all program requirements, including:

- Successful completion of the Clinical Assessment Summary Evaluation (CASE)
- Successful completion of the Clinical Comprehensive Examination (CCE)
- Successful completion of all coursework, with no "Incomplete" grades
- Successful completion of the Clinical Research Project (CRP)

Students should refer to the Internship Handbook for complete information (see Internship Handbook).

INTERNSHIP APPLICATION PROCEDURES

The Clinical Training Department actively provides guidance and support for students throughout the internship search process- in both group and individual formats. The following are the general steps in the process:

1. Students are required to complete an APA accredited or APPIC-member internship.
2. The student arranges to have Clinical Psychology faculty members at Northern Arizona University and practicum supervisors write letters of recommendation on their behalf.

3. The student meets with the Director of Clinical Training to review the student's eligibility and to discuss procedures related to the internship application process.
4. The student researches a range of internship sites both in the Phoenix area and nationally. Various resources are available to conduct this research, such as the APPIC directory, the Web sites of APPIC, internship sites, and files available in the Clinical Training Department office.
5. The student submits a list of internship sites that they are requesting approval to apply to. The Clinical Training Department carefully reviews all applicants' requests and decides which site to approve based on compatibility and site application limits.
6. The student sends application materials directly to their approved sites. The Clinical Training Department will coordinate the processing and sending of letters of recommendations as well as other necessary documents (e.g. APPIC verification of the applicant's eligibility and readiness).
7. The students arrange to meet with internship personnel at those sites where they are offered interviews.
8. The Clinical Training Department assists the student in preparing for Uniform Notification Day in February when students will receive their match results online through the National Matching Service Website.
9. In the event a student does not receive an internship on Uniform Notification Day, the Clinical Training Department provides guidance and assistance to them in continuing the search process.
10. Students will be permitted to begin their internship if they are in good academic standing, have completed all Psy.D. in Clinical Psychology academic requirements (including any course incomplete), and have successfully completed the CASE, CCE, and CRP.

INTERNSHIP EVALUATION AND REMEDIATION

Internship supervisors complete a mid-year and final internship progress report. These forms provide an evaluation of the student's progress, competence, and performance relative to the learning objectives as well as other factors of importance to the internship site program. These forms are carefully reviewed by the Clinical Training Department to make sure that the student is making satisfactory progress.

The Clinical Training Department actively works to address areas of significant difficulties, and, as necessary, coordinates a remediation plan in collaboration with the internship site supervisor. If, at any point during the internship process, a student is in need of remediation, the Clinical Training Committee at Northern Arizona University Clinical Psychology Psy.D. program will work with the internship site to develop and/or implement a remediation plan. At the completion of the internship year, the Clinical Training Committee makes the final determination regarding the satisfactory completion of internship requirements. If post-internship remedial work is required, the student, the Clinical Training Department, and the internship site director will develop a written contract specifying the clinical area needing improvement, methods by which such improvement will be achieved, and criteria by which improvement will be measured. Following this collaboration, the Clinical Training Department will continue its oversight of the student's training and remediation, and when criteria for improvement have been met, will issue final approval regarding internship completion. Both the process and outcome of internship remediation are subject to student appeal and hearing by the Appeals Board.

NON-APPIC/ NON-APA INTERNSHIPS

The Clinical Training Committee **must** approve any exceptions to the program policy to apply to non-APA-Approved and non-APPIC internship sites in advance. Such exceptions are rare. Whenever possible, the student's advisor and the university supervisor for internship will assist in the identification of appropriate sites. The Doctoral Training Director must approve agreements. It is best to use a form provided by the Clinical Psychology program. However, a comparable internship agreement required by the site may be used but must follow all requirements of Arizona State Law (see links below) and include, at a minimum:

1. Beginning and end dates for the contract
2. The amount of any stipend and verification that the intern's stipend is independent of the supervisor's or agency's billings or collections and is not based on a percentage of billings or collections. The

psychology intern will not receive fees from any client, on behalf of any client, or from any third-party payer.

3. The nature and appropriateness of the training activities
4. Frequency and quality of supervision
5. Credentials of the supervisors
6. How the internship evaluates student performance
7. How interns demonstrate competency at the appropriate level
8. Documentation of the evaluation of its students in its student files

Activity logs, mid-term and final evaluations, and a certificate or letter indicating successful completion must be submitted to the Doctoral Training Director.

GRADING

Internship sites vary with regard to schedules of communication with programs. Ideally, the Program's Doctoral Training Director will have a telephone conference with the Internship Training Director at one or more points during the internship year. Sites send evaluations of the mid and end of year and a certificate or letter verifying successful completion of internship. *Occasionally, internship sites are not prompt in providing feedback to academic programs.* Students must take primary responsibility for prompting the internship site to provide a midterm and final performance evaluation to the Doctoral Training Director. All internship grades are recorded as "In Progress" (IP) until the Internship Training Director or major rotation supervisor sends a final evaluation and a certificate or letter of completion stating that the student has satisfactorily completed the internship. Students cannot be cleared for graduation until IP grades are removed from their transcripts. In addition, the APA Committee on Accreditation rules states that all program requirements, including the internship, must be completed prior to awarding the doctoral degree.

LICENSURE REQUIREMENTS

Licensure requirements vary by state. Students are encouraged to review credentialing requirements in the state where they plan to reside. The Arizona Board of Psychologist Examiners has specific requirements for both practicum, internship, and postdoctoral training. Their website and that of the Association of State and Provincial Psychology outline steps to licensure.

- Arizona: [State of Arizona Board of Psychologists Examiners](#)
- Other State and General Licensing Information: [The Association of State and Provincial Psychology Boards](#)

RESEARCH

CRP Guidelines

As articulated by the NAU Office of Graduate and Professional Studies, *the purpose of preparing a doctoral Clinical Research Project (CRP) is to give graduate students experience in carrying out the kind of research they can expect to do throughout their professional careers. Through this process, students are expected to demonstrate an ability to work independently on a problem to document familiarity with the literature in their field of study, command of the techniques and principles of research, and ability to form defensible conclusions from the data. The CRP is doctoral level dissertation demonstrating students' skills in consuming research and conducting scientific research.*

CRP Overview

As a doctoral level research project, The CRP is demonstration of the culmination of scientific knowledge and practice which requires multi-semesters to complete. The CRP is not like other program requirements. Students are expected to work more independently in the learning process. Students will need to demonstrate self-initiative and a capacity to monitor their needs, so they may be able to work proactively to acquire resources, knowledge, and assistance necessary for successful completion of their research project. Achieving success will require the ability to problem-solve ways to procure potential subjects and learn how to negotiate among

various professionals in the field, as well as the ability to attend to the exigencies of time and resources and be aware of personal strengths and areas for growth.

The CRP is an original work that involves data collection and an analysis of the data collected according to a well-established process. It is expected that students have learned enough through their coursework to know how to proceed toward further learning outside of the level of guidance and instruction received in a classroom. Consistent with the Graduate Academic Catalog, students are expected to follow guidelines related to honesty and integrity. This includes avoiding plagiarism and AI generated content– at this point in the students’ academic career, flagrant violations will be considered egregious, likely resulting in dismissal from the program.

Students start the CRP process in the second semester of their first year in CPP 627 (Statistics and Research Methods I) by developing a topic and initial research plan. In the first semester of their second year, students will complete the first draft of their CRP proposal in CPP 727 (Statistics and Research Methods II). Students formally start their CRP (CPP 789) in the second semester of their second year. In CPP 727, students are expected to identify and secure a Chair for their CRP. Students are expected to work closely with their chair in developing their project. This expectation includes formally specifying their semester plan at the beginning of each semester. Students are expected to complete their CRP within three semesters from the time they signed up for CPP 789. Extensions for additional semester to complete may be requested but students must successfully defend their CRP by Dec 1st of the Fall semester of their fourth year to be eligible to apply for internship. More detailed information on CRP can be found on the CRP Manual.

PROGRAM POLICIES AND PROCEDURES

Upon admission to the program, students are provided a Clinical Psychology Doctoral Student Handbook to assure a clear understanding of the format of written policies and procedures. The student handbook will also be an available outline to any interested party. The Clinical Doctoral Student Handbook provides students with written policies and procedures regarding program and institution requirements and expectations regarding students’ performance and continuance in the program and procedures for the termination of students. The Student Handbook is reviewed in Professionalization Group I and II.

PROFESSIONAL STANDARDS

Ethical Standards/Professional Behavior

The program adheres to the American Psychological Association’s (APA; 2010) [Ethical Principles of Psychologists and Code of Conduct](#). In addition, we are bound by the legal statutes and rules of the [State of Arizona Board of Psychologists Examiners](#). Any breach of any part of ethical principles and conduct or state law is grounds for dismissal from the program without further qualification regardless of course work, research, or other academic achievements.

Each student review the APA Ethical Principles in Professional Group and again in Professional Ethics, Legal Standards, and Responsibilities. Legal statutes and rules for the State of Arizona are also addressed in these courses. Ethics and professional standards are pervasive components of most courses. For example, ethics and professional standards are addressed when teaching evidence-based interventions, research methodologies, the use of statistics, multicultural competence, skills training courses (e.g., Group Processes), and clinical training during practicum classes. Ethics issues are addressed in preliminary and comprehensive examinations.

Students are required to act in accordance with the American Psychological Association’s ethical principles and standards for providers of psychological services.

Student Code of Conduct

In general, the NAU Student Code outlines student rights and responsibilities, university regulations, and discipline and grievance procedures. Students are referred to the document to answer questions related to procedure [NAU Student Handbook](#)

For professional development, the Clinical Psychology Doctoral Student Handbook, the Clinical Training Manual as well as the Internship Preparation manual have information and guidelines related to professionalism, dress, language, etc.

Academic Integrity

Academic Integrity is a key aspect of professional ethics at NAU. Students in the Clinical Psychology Psy.D. Program discusses issues of academic integrity during orientation, in ethics courses, and in most courses that require a term paper.

The University Academic Integrity Policy, [Academic Integrity Policy](#) (Policy Number 100601) is followed by the Department of Clinical Psychology. NAU regards acts of academic dishonesty as very serious offenses, these acts include but are not limited to, plagiarism, forging an instructor's signature, stealing tests, copying from other students, or using "crib notes." If you are charged with academic dishonesty, you are subject to the Arizona Board of Regents Code of Conduct and procedures established by NAU.

Academic integrity means honest and ethical conduct in all aspects of academic life. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded in honesty with respect to all intellectual efforts of oneself and others. Integrity is expected of every student within the NAU community in all academic undertakings, regardless of venue (including but not limited to: classroom, laboratory, internship/externships, clinical practicum, clinics, paid positions, etc.) or medium (including but not limited to: assignments, written work, data gathering, oral presentations, etc.). Academic integrity is expected not only in formal coursework settings but also in all University relationships and interactions connected to the educational process, including the use of University resources. The reputation of the University and the value of the intellectual contributions of faculty, staff, and students depend on the assurance that every member of the academic community adheres to the very highest standards of ethical behavior. For details on the policy and procedures, please see the policy at the link provided above.

Research Integrity

Research Integrity is an aspect of ethical behavior important to psychology doctoral students in scientist-practitioner-oriented programs. Research integrity may be defined as active adherence to the ethical principles and professional standards essential for the responsible practice of research. Research integrity involves examining the data with objectivity and being guided by the results rather than by preconceived notions. Research often crosses physical, social, and cultural boundaries, and as we engage in this global research environment, we need to understand these different contexts. Understanding the cultural norms and practices of other researchers and participants will allow you to conduct your research in a culturally sensitive manner as you enter these international collaborative contexts.

Responsible Conduct of Research (RCR)

RCR is the practice of scientific investigation with integrity. It involves the awareness and application of established professional norms and ethical principles in the performance of all activities related to scientific research. RCR is broadly defined as the ethical and responsible practice of research in the following areas:

- Collaborative Research
- Conflicts of Interest
- Intellectual Property
- Publication Practices and Responsible Authorship
- Data Acquisition, Management, Sharing, and Ownership
- Human Subjects

- Animal Welfare
- Mentor/Trainee Responsibilities

Research Misconduct

Research Misconduct is the fabrication, falsification, or plagiarism in proposing, performing, or reviewing research or in reporting research results. It does not include honest errors or honest differences in interpretations or judgments of the data.

For additional information and resources regarding the subject above, see the [Office of Graduate and Professional Studies website on research integrity](#).

Accommodations are available for many reasons including accessible houses, note-taking, print matter, test taking, faculty, student support, etc. please refer to the handbook published by DR for additional details.

STUDENT EVALUATION

Grading and Evaluation of Student Progress and Competency

In addition to reviewing progress in courses and monitoring course sequence, and GPA, students who enter the program will be evaluated during the first year of the program using the *Annual Continuing Student Evaluation Form* (Appendix C). This serves as a formative evaluation at the end of the first semester of study and as a summative evaluation at the end of the first year of study. Students must achieve average ratings of 3.0 in all categories in order to be eligible to begin practicum.

Students will be assessed during the *Practicum Supervisor Evaluation of Competence* evaluations once they have entered their first practicum. Students must achieve average ratings of 3.0s in all areas on the *Practicum Supervisor Evaluation of Competence* and maintain average ratings of 3.0s in all areas in order to move forward to the second year of Doctoral Practicum. Students must achieve minimum average ratings of 3.0s on both to move forward to internship.

Students will be assessed using internship supervisor ratings for the internship or the *Internship Supervisor Evaluation of Competence* evaluations once they have entered and completed their doctoral internship training. Students are expected to achieve minimum average ratings of 3.0 on both to move forward to graduation.

The requirements for at least two hours of direct observation via in-person observation, live video-streaming, or video recording is written into practicum training contracts and are verified by the faculty supervisor. Evaluation forms clearly specify this requirement under the Supervision section. Supervisors also verify this requirement during midpoint and final evaluation meetings.

Grade Point Average, C Grades, and F in P/F Courses

The department of Clinical Psychology adheres to the grade point average guidelines established through the NAU Office of Graduate and Professional Studies. If you are working toward a degree, you must maintain a 3.0 or higher grade point average for all courses taken and for all courses required in your plan. All courses in the Clinical Psychology Psy.D. Program of Studies must be completed with A or B or Passing (P) grades. Earning a grade below B (or an F in P/F class) in any of the program courses will require the student to retake the course. A grade below C does not earn graduate credit. See GPA (GRADE POINT AVERAGE) REQUIREMENTS FOR GRADUATE STUDENTS Policy Number 100407 [GPA \(Grade Point Average\) Requirements, Graduate](#).

Students who earn a grade below a B meet with their advisors to develop a remediation plan and create an Academic Improvement Plan address the situation. If a course repeat is required, students may not continue to enroll in more advanced courses until they have satisfactorily repeated/remediated the course. The following NAU policy will be helpful: Policy Number 100318 Office of Graduate and Professional Studies Policies COURSE REPEAT, GRADUATE [Course Repeat, Graduate](#)

Admission to a program may be denied or revoked for any graduate student who received unsatisfactory grades. If a student has more than six units of graduate work with a grade of C or any grade D or F, they cannot continue in their doctoral plan, regardless of their grade point average (Policy 100407 [GPA \(Grade Point Average\) Requirements, Graduate](#)). They may be recommended for dismissal (Policy 100319 [Academic Continuation, Probation, Dismissal, and Readmission, Graduate](#))

Comprehensive Evaluation of Students

The Clinical Program Policies on student performance evaluation, feedback, advisement, retention, and termination decisions align with the Office of Graduate and Professional Studies Policy on Academic Continuation, Probation, Dismissal, and Readmission:

<https://www5.nau.edu/policies/client/Details/520?whosLooking=Students&pertainsTo=All>

All students complete the required courses and/or demonstrate competence through competency benchmarks established in the program. Students who do not meet the required course grade have to retake the course to remediate targeted knowledge or skills. This may include an independent study and repetition of assignments to criterion, additional casework to demonstrate competence, or retaking the course. The advisor, in consultation with the Core faculty Committee, reviews students' academic progress annually. The Competency Examinations may be repeated as described in the program policy about these examinations. The next section details the information that is used for the comprehensive evaluation and the process by which students receive feedback regarding their academic and professional progress.

Review of Student's Academic and Professional Progress

This policy applies to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision). However, irrespective of settings or context, when a student trainee 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, the Core Faculty Committee may review such conduct within the context of the program's evaluation processes.

Student evaluation will occur near the end of each academic year within the Core Faculty. Continuing student evaluations will be executed within a developmental framework. Faculty, training staff, and supervisors will evaluate student/trainee competence in a variety of activities/settings including coursework, seminars, scholarship, competency examinations, practica, and related program requirements associated with the program's goals and objectives. Rating forms and evaluations from non-faculty field supervisors will be used to inform the committee ratings of individual students on the form level based on the student's year/progress in the program.

The spring semester process begins with students completing a self-evaluation regarding their progress in the program (*Annual Continuing Student Report* in Appendix B). This information is included in the review process once per year, as students generally need more time to gather these experiences. Program faculty will review each student's progress toward completing program requirements and professional development. Students will receive written feedback on their progress every year. The evaluation and feedback are intended to promote and facilitate student progress through the program, as well as monitor said progress. At the end of each academic year of study, faculty complete an *Annual Continuing Student Evaluation Form* (see Appendix C) on each student in the Clinical Psychology Psy.D. Program.

The Core Faculty Committee, along with any other individuals identified as relevant (e.g., a committee member who is not in the Clinical Program) meet to discuss each student. During this meeting, the faculty evaluate the student's progress in the following domains using the appropriate form for the level that the student is within the training program:

- Clinical competence in assessment, intervention, consultation, ethical and legal behavior

- Integrating theory, research, and practice
- Competence in work with cultural and individual differences
- Professional identity as a psychologist
- Interpersonal and Professional behavior and disposition including:
 - Receiving and implementing feedback
 - Interpersonal skills
 - Responding effectively to legal and ethical dilemmas
 - Classroom behavior
 - Timely work completion and work responsibility
- Collaborating with other professionals
- Overall academic performance
- Research skills
- Research involvement and progress

Students are evaluated with reference to their professional development and progress on two rating forms each academic year, based on their level in the program. The criteria at each level are specified on Table 1: Professional-Wide Competencies Curriculum and Assessment Map in Appendix F. At the Readiness for Practicum level, students must achieve average ratings of 3 or better to be eligible to move into the first practicum experience. *Practicum/Internship Supervisor Evaluation of Student Competence Rating Forms* ratings should meet a criterion on an average of 3 or higher in the identified areas in the assessment plan. In addition to these specific rating forms, the Core Faculty Committee also evaluates students' Interpersonal and Professional Relationships skills in depth annually on the appropriate level form to match the student's level in the program. Students should consistently achieve an average of 3 after their first year and in subsequent evaluations.

Annually, students formally meet with advisors to discuss their progress in the program. At that meeting, the student reviews the rating form and comments related to their progress in the areas of didactic coursework, research skills and progress, clinical skills and progress, assistantship performance, interpersonal skills and professionalism, self-awareness, self-evaluation, and critical thinking skills, other accomplishments and/or concerns, and status on graduation requirements. Students are encouraged to discuss all feedback and any other questions they have with their advisors and if they disagree with the evaluation, students have the option to follow the Appeal and Grievance Processes found in the Clinical Psychology Doctoral Student Handbook.

Student progress evaluations result in one of the several potential outcomes that are shared with the student in written documentation with the evaluation materials:

- 1) Continuation with commendation
- 2) Continuation, satisfactory progress
- 3) Continuation with recommendations for improvement
- 4) Continuation on probation with Professional Growth Plan
- 5) Consideration for dismissal

Students Determined Unable to Meet Minimal Professional Standards

The Clinical Psy.D. Program considers all program requirements to be academic requirements. These academic requirements include performance in all areas of the program, i.e., in class, in research, and clinically supervised work. Students may not continue in the program when the competency to perform in the program or post-graduation professional activities are or could reasonably be expected to be affected detrimentally due to an apparent mental, emotional, physiological, pharmacological, or substance abuse condition.

If a program faculty member or clinical supervisor (e.g., practicum supervisor) suspects that a student may have one or more conditions that are interfering with academic work or practicum placement responsibilities, the following steps will be taken.

1. The faculty member will meet first with the Clinical Psychology Doctoral Training Director to discuss the matter. The Clinical Psychology Doctoral Training Director will call a meeting of the student, the student's advisor, and/or the Department Chair, and any other faculty member (e.g., practicum supervisor) to discuss the matter.
2. If warranted and depending on the condition that is interfering with the student's work (i.e. either academic, practicum and/or behavioral ethical) the student will either meet with their advisor, the clinical training committee or the doctoral steering committee (see Appendix E).
3. The steps outlined in the section on Continuation on probation with an Academic Improvement Plan will be followed, which include the development of an Academic Improvement Plan, a copy of which will be sent to the Office of Graduate and Professional Studies, of specific failures leading to the recommendation of probation (see Academic Continuation, Probation, Dismissal, and Readmission- [Policy Number 100319 Academic Continuation, Probation, Dismissal, and Readmission, Graduate](#)).
4. If the student fails to meet the requirements of the AIP, the steps outlined in Consideration for Dismissal from the Clinical Psychology, Psy.D. program will be followed.

REMIEDIATION

Continuation on Probation with an Academic Improvement Plan

If the Core Faculty Committee determines that the student requires a remediation plan, the student's advisor, and the student, in consultation with the Clinical Psychology Doctoral training Director and Department Chair, will develop a remediation plan using the Academic Improvement Plan (AIP, see Appendix D) to remediate any identified weaknesses. The AIP specifies objectives and criteria for determining that objectives are successfully completed. The student, the advisor, the Department Chair sign the AIP and a copy is sent to the Office of Graduate and Professional Studies. The student along with the faculty notes the specific failures leading to the recommendation of probation (see Academic Continuation, Probation, Dismissal, and Readmission- [Academic Continuation, Probation, Dismissal, and Readmission, Graduate](#) Policy 100319).

Once the timeline for completing the remediation objectives has passed, the advisor will meet with the student to evaluate whether the objectives were successfully met, record the progress on the Academic Improvement Plan, and bring the plan to the Clinical Psychology Doctoral Training Director, the Department, and/or the Core Faculty Committee. If the Advisor and the Clinical Psychology Doctoral Training Director and/or Department Chair and/or the Clinical Psychology Doctoral Steering Committee verify that the student has met the objectives, activities, and timelines of the AIP and may continue in the program, the finding will be recorded.

If the student has not completed the AIP objectives, activities, and timelines successfully, the advisor will record this finding and report to the Clinical Psychology Doctoral Training Director, the Department Chair, and/or the Doctoral Steering Committee who will then review and decide whether the student has failed to meet the requirements of the AIP. If the Advisor, the Doctoral Training Director and/or the Department, and the Clinical Psychology Doctoral Steering Committee determine that the student has not met the objectives, activities, and timelines of the AIP, the student may be recommended for dismissal from the program. The Office of Graduate and Professional Studies will be notified in writing of the intent of the program to recommend dismissal [Academic Continuation, Probation, Dismissal, and Readmission, Graduate](#) (Policy 100319).

DISMISSAL

Consideration for Dismissal from the Clinical Psychology Psy.D. Program

Graduate students are expected to maintain: 1) high academic standards of achievement; 2) consistent and timely progress towards the completion of degree requirements, and 3) high standards of personal conduct and behavior. To maintain such standards, any one or more of the factors listed below (and not limited to) will result in a student being recommended to the Office of Graduate and Professional Studies for dismissal from the program:

1. Possessing a grade point average of less than 3.0 in NAU graduate courses or unacceptably low grades in content courses as specified in the profession-wide, program-specific, and discipline-specific competencies.
2. Possessing 2 C grades*.
3. Failure to make adequate progress on program requirements including failure to meet the objectives and timeline outlined in the Academic Improvement Plan (e.g., excessive delay in completing research requirements, Discipline Specific Knowledge, Competency Examinations, Practica, Clinical Research Project, Poor ratings on Annual Continuing Student Evaluation) commensurate with program and university expectations.
4. Any of the following: 1) any characteristics which would, in the judgment of the faculty, make the student unsuitable to engage in a career in psychology; 2) conduct unbecoming of a professional psychologist (e.g., APA guidelines); or 3) failure to comply with departmental, college, and university regulations or procedures.
5. Academic dishonesty or research misconduct including cheating, falsification of information, and plagiarism.

* All courses in the plan must be completed with A or B of Passing (P) grades.

In addition to dismissal for poor academic performance, certain infractions may warrant the imposition of serious disciplinary measures, including dismissal, without prior discipline having been imposed. Such measures often, but not always, are determined in collaboration with the Office of Student Life, the Office of the Vice President for Research, the Office of Equity and Access, the Office of Graduate and Professional Studies, or any other applicable unit on campus.

University Procedures for Dismissing a Student from a Graduate Program [University Policy 100319](#))

A student may be recommended for dismissal by an academic unit for one or more of the following:

- Failure to meet academic requirements outlined in this policy or within the academic unit;
- Failure to meet requirements for continuation within an academic program; or
- Any academic reason not addressed by other university policies or procedures

APPEALS AND GRIEVANCES

There are three appeal processes described below: department-level appeals for issues besides grade appeals and university-level appeals.

Department of Clinical Psychology Appeal Procedures

For disagreement, complaints, misunderstandings, and grievances within the Clinical Psychology Department that do not rise to University appeal are not addressed by the University appeal process, please follow the Clinical Psychology Grievance Process noted below. This appeal process is to be used by graduate students in Clinical Psychology in the case of an academic matter related to policies and procedures of the Clinical Psychology department, other than a grade appeal.

Students who believe they have grounds for an appeal, or a grievance related to policies and procedures of the Clinical Psychology department, other than a grade appeal, must first utilize the steps outlined below. Appeals/grievances will only be considered in the Fall or Spring semester. A grievance/appeal through the formal process must be initiated within the academic semester when the concern was raised.

The following procedures outline the steps of the departmental appeals/grievance process. It is expected that all parties involved in these steps make a good faith effort to resolve this issue before advancing to a University appeal process.

Please note that most appeals begin with Step 1 below. However, some decisions that a student wishes to appeal may occur at the program committee level (e.g., appeals that do not involve a specific faculty member

or that would require an expectation to departmental policy), in which case the appeal process will begin with Step 2.

1. The student who has a specific problem or grievance should first discuss the problem or grievance with the faculty member/faculty advisor where the problem originated.
 - a. Once the student has identified the issue(s) giving rise to the grievance/appeal, new issues may not be introduced at a later stage unless the student can demonstrate that:
 - i. They could not reasonably have known about the new issue(s);
 - ii. The new issue(s) have direct and pertinent bearing on the grievance/appeal, highlighting aspects that would otherwise be unclear.
 - b. The faculty member/faculty advisor must be prepared to defend the decision or action-based on departmental policy, professional standards, or sound professional judgment.
2. If the student believes that the issue was not resolved at the level described in Step 1, the student shall submit a written request to the Department Chair of the appointed committee composed of designee(s) from Core Faculty.
 - a. The written request must detail;
 - i. Identification of the issue involved;
 - ii. A description of the appeal or grievance; and
 - iii. A description of the action(s) taken by the student and the faculty member/faculty advisor;
 - iv. An explanation for why the previous decision was not satisfactory and requires additional level of appeal.
 - b. The Committee will be provided a copy of the student's written request to the committee and responses from previous appeal levels. Other involved parties (if applicable) will be given an opportunity to submit a written statement. If the other parties (if applicable) make no written response within fourteen (14) days, the process will proceed.
 - c. The Committee will render a decision in writing no later than 30 days during the academic year after receiving the appeal. The decision will include a justification for and reasons for the decisions. Copies of the written decision shall be provided to the student and others who have been involved in the appeal process.
3. If a satisfactory resolution with the Committee is not achieved or if the issue involved appeal of a departmental policy, the student may appeal to the Clinical Psychology Department Chair, who will attempt to reconcile the differences between the student and the faculty member/faculty advisor and/or the Committee or applicable Program Committee within two weeks if the issue being raised. The Clinical Psychology Department Chair shall send a letter to the student and the instructor documenting that the meeting occurred and confirming the decision that was made.
4. If the decision rendered by the Department Chair does not resolve the complaint, the student may request in writing that the dean (or dean's designee) will convene an ad hoc committee composed of the persons listed below. The faculty member/program committee representative and the student will be given full opportunity to present their positions to this committee. The ad hoc committee shall consist of:
 - a. Dean (or dean's designee) who serves as the nonvoting chair of the committee;
 - b. One faculty member from the program involved;
 - c. One faculty member from the College of Education
 - d. A student representative from the College of Education

A summary of the hearing shall be kept in the office of the dean/dean's designee. A letter shall be sent to the student and involved parties indicating the decision of the committee. The decision shall be final and end any further College of Education involvement.

Students also have the option following the Program/Department Appeal Policy to bring their appeal/grievance to the University Office of Graduate and Professional Studies.

Grade Appeals

Grade Appeals for all students are explained in [Grade Appeals, All Students](#) (Policy Number 100105).

The procedure applies to a situation where a student initiates a grade appeal request. Only the faculty member who assigned the original grade has the authority to change the grade unless the grade is appealed, and the appeal is successful. If the faculty member is no longer with the university, the authority to change the grade, including the authority to make up an incomplete, is delegated to the academic unit's Chair, Director, or Dean.

A grade assigned by an instructor may be appealed only by following the procedures defined below. In every case, the burden of proof rests upon the student to show reason why the grade should be changed. A grade change should be granted only in instances where the instructor deviated substantially from the accepted and specified standards of proficiency of the University and/or academic department as established by the Faculty Handbook and/or College/Department Academic Policy Manual. Generally, such deviations are evidenced by a departure from the course syllabus, alleged preferential treatment of another student, or classroom policies applied unevenly across students enrolled in the class, in all instances, the instructor(s) involved must be given full opportunity to present their position before an action is taken.

If the grade appeal is based on an allegation or finding of an academic integrity violation, then the appeal must follow the Academic Integrity Policy procedures and is not considered a grade appeal.

The student must initiate the appeal process within the next regular term following the term in which the coursework was completed. For example, appeal of a course grade received for a fall or winter intersession term must be initiated during the following spring term; a spring or summer term grade must be initiated during the following Fall term.

The Grade Appeals, All Students, [Grade Appeals, All Students](#) Policy 100105 specifies the five steps of the appeals procedure for students to follow.

NAU Procedures for Appeals or Grievances

A student may bring an appeal/grievance in case of admission decisions, issues of professional conduct evaluation, program of studies issues, and other department-related matters. In every appeal, the burden of proof rests on the students to show reason why an appeal should be heard. Please see the full Academic Appeal Policy, Graduate Policy Number 100103 <https://www9.nau.edu/policies/Client/Details/1353> located in the Academic Catalog.

Student Complaint Collection and Retention

Effective Date: 4/18/2017

Purpose

This policy provides guidelines for the collection and record retention of written and signed student complaints submitted to an institutional officer of Northern Arizona University. The purpose of this policy is to provide a mechanism for tracking the timeliness of responses to complaints as well as the outcome of complaints. In addition, this policy provides a mechanism for identifying patterns or systemic problems with institutional quality or with factors related to the General Institutional Requirements or Criteria for Accreditation.

Definitions

Complaint Log - a confidential record of student complaints which identifies the persons involved with individual complaints and the outcomes of the complaints. Student complaint - focused principally on complaints made formally in writing, signed by a student, and addressed to and submitted to an institutional officer with the responsibility to handle the complaint.

Institutional Officer – a vice president, dean, department chair or anyone in an administrative role who has the responsibility to handle the complaint.

Applicability

This policy applies to institutional officers with responsibility to handle student complaints. The following offices are responsible for record retention of student complaints for Northern Arizona University:

- The [Office of the Provost and Vice President for Academic Affairs](#)
- The [Office of Enrollment Management and Student Affairs](#)

The Office of the President and Vice Presidents should route student complaints (as defined below) to one of the institutional officers listed above.

Procedure

The Office of the Provost and Vice President for Academic Affairs maintains records of student complaint logs which are collected from the colleges by the Office of the Provost beginning in May 2007 and continuing each year at the end of the spring semester. The Office of Enrollment Management and Student Affairs maintains records of student complaint logs which are collected from the division at the end of the fiscal year beginning in 2016.

The Vice President for Enrollment Management and Student Affairs (VPEMSA), or its designee, will annually collect information from complaints filed using the Formal Complaint Process for NAU Students and compile an Annual Institutional Summary of Student Complaints at the end of fiscal year beginning in 2017. The VPEMSA office will also conduct a review of the data to identify any trends/issues that warrant further investigation, revision to existing policies, etc. Information on these issues shall be shared with the appropriate university office(s) for action.

The information tracked will be made available to regulatory agencies and accrediting bodies, including the Higher Learning Commission as required in accordance with applicable laws, regulations and policies.

Units across campus are encouraged to use this process to maintain complaint logs for their area in an effort to be aware of major complaints or categories of student concerns.

- Complaints must be dealt with in a timely manner and in a way that demonstrates fairness to students. Complaint logs must be reviewed by the officers of the institution or their designees to assess patterns to the complaints that might suggest problems with institutional quality or with factors related to the General Institutional Requirements or Criteria for Accreditation.
- Complaint logs must be used to record receipt of a student complaint and at a minimum must contain the date of receipt, persons involved and the resolution of the complaint. The amount of detail provided may vary according to the complaint but should be sufficiently documented to provide the issues and resolutions.
- Complaints from parents, employers, community residents, or former students or alums do not need to be recorded although they may be tracked if a unit wishes to do so. Trivial or minor complaints do not need to be recorded on the complaint log. However, the complaint log should include complaints that are of a non-academic as well as an academic nature, provided these complaints are from current or recent students.
- The privacy of students as well as the privacy of other parties must be enforced. Do not share complaint logs with anyone if the logs contain student and/or other names on it. Electronic copies of student complaint logs must be password protected.

University Ombuds Program

As many of the situations listed above may be stressful, As a graduate student, you may consider contacting the Ombuds office if you would like guidance on how best to communicate in a conflict or stressful communication. The Northern Arizona Office of the University Ombuds serves as a confidential, independent, impartial and

informal resources available to faculty, staff and graduate students. Please see <https://in.nau.edu/university-ombuds-program/>.

RECORDS RETENTION SCHEDULE

The Arizona State Library, Archive and Public Records has the sole authority to set retention periods, including the authority to modify, extend or decrease records retention period. The full policy is available at the following link: https://apps.azlibrary.gov/records/general_rs/GS-1049.pdf through the Cline Library webpages at <https://nau.edu/library/records-management/>. Although records for credentialing purposes are not specifically addressed under the state's public records policy, the program has adopted the policy for regional accreditation reports that requires maintenance of records for 10 years beyond the degree conferral date on students' transcripts. For more information regarding your academic record, please contact the academic department at eps@nau.edu. Please be sure to retain copies of all syllabi, practicum forms, signed logs and evaluations as you may need these documents throughout your professional career.

STUDENT EXPECTATIONS

Psychological Services and Remuneration

Students are, at no time while in the program, permitted to offer testing, therapy, consultation, or other psychological services for private pay except where permissible such as under licensure of certificates held by the student (i.e., Licensed Professional Counselor, Licensed Rehabilitation Counselor, Certified School Psychologist). It is illegal and unethical for any person to offer services as a psychologist or to advertise or in any way profess to be a psychologist until licensed as such by a state psychology licensing body. The expectation to use the term is the Certified School Psychologist, who is eligible for school-based service provision only.

Survey of Program Graduates

Our Program graduates are surveyed every year in order to provide data on how the Program prepared students in each profession-wide and program-specific competency. The goal of the survey is to:

- Identify current employment setting,
- Professional activities on the job,
- Job title,
- Percent of time spent in key activities in current employment,
- Career satisfaction,
- Licensure status,
- Scholarship activities including publication and presentation in professional psychology,
- Specialized training received and certifications held,
- Other professional achievements,
- Engagement in continuing education,
- Engagement in professional organizations,
- Perception of the quality of the doctoral training program,
- Ratings on experiences in the program in several areas including:
 - Academic challenge
 - CRP support
 - Research training
 - Practica experiences
 - Responsiveness of program director
 - Respect from faculty
 - Student-faculty relationship
 - Training in multicultural issues
 - Profession-wide competencies
 - Overall preparation for entry-level practice
- Debt incurred for doctoral training
- Rating on quality of training to achieve each objective of the program

Aggregate survey data is to help understand the long-term outcomes of the program training.

Clinical Psychology Department Statement on Electronic Information

Electronic sources of information are an important consideration for training programs and graduate students in health service psychology. Negative incidents have been reported in training programs and at universities in which graduate students have been adversely impacted by material posted on websites, emails, and answering machine/voice messages. APA Social Media/ Forum Policy (<https://www.apa.org/about/social-media-policy>) provides useful guidelines regarding electronic postings. It is important to note that “some issues may include online harassment, cyber-bullying, defamation of students, faculty, or supervisors, reports of illegal behavior (i.e., drug use), reports of unethical behaviors such as multiple relationships, or disclosures of confidential student information.”

When trainees post sensitive, personal, or unprofessional information on websites, email signatures, and answering machine/voice messages they need to be aware of the potential implications including:

1. Internship programs and employers report conducting web searches on applicants’ names before inviting applications for interviews and making offers.
2. Clients conduct web-based searches on trainees’ names and find information about them and make decisions about seeking psychological services based on what they find.
3. Legal authorities are looking at websites for evidence of illegal activities.
4. Postings to list services or social media sites might reflect poorly on students and the program.

If students identify themselves as a graduate student in the NAU Clinical Psychology Programs are expected to follow these guidelines:

- When using cell phone or home telephone even occasionally, for professional purposes (research, teaching, or clinical activities), the greeting must be appropriate and professional in demeanor and content.
- Students should evaluate all postings and messages before posting to consider the effect the post/message may have on the student’s reputation, program reputation, and potential clients. Information that is meant to be “fun” might reflect poorly on the program and the student. Internet postings, emails, or answering machine and voicemail messages that are viewed as “private” self-disclosure among friends may actually be very public. Additionally, online posts are permanent as they may be accessed many years later even when the user believes they have “deleted” the posts. It is never appropriate to post messages on social media about clinical experiences.
- Students are advised to be concerned about and manage professional demeanor and presentations in blogs, personal pages, and posts in social networking media and other internet activity.

Student Membership in Professional Organization and Affiliations

All doctoral students in Educational Psychology are expected by the faculty and by ethical standards of the profession to participate in at least one professional organization related to their area of emphasis. Student membership offers several advantages, which may include:

1. Reduced membership fees
2. Professional liability insurance coverage
3. Journal subscriptions
4. Reduced conference fees
5. Excellent addition to your professional vita or resume

The primary suggested affiliation with the American Psychological Association. Given the rural population of the Southwest and the social justice advocacy foci of the program, students are encouraged to join APA Division 45: Society for the Psychological Study of Culture, Ethnicity and Race and APA Division 44: Society for the Psychological Study of Lesbian, Gay, Bisexual and Transgender Issues, the Society of Indian Psychologists, the National Latina/o Psychological Association, as well as other applicable associations.

<u>Organization</u>	<u>Abbrev</u>	<u>Website</u>
American Psychological Association	APA	www.apa.org
Arizona Psychological Association	AzPA	www.azpa.org
Society of Indian Psychologists	SIP	www.aiansip.org
National Latino/a Psychological Association	NLPA	www.nlpa.ws

Membership in certain organizations (e.g., APA) may also include membership in a relevant division. Student Affiliate Status in APA also means that you are a member of the Graduate Student Organization of APA (APAGS). This information is available with the membership application. Note that student membership in most professional organizations requires verification of student status by the signature of a faculty member who is also a member of that organization. Students will share membership information with the program annually via the *Annual Continuing Student Report* (Appendix B).

Registration and Contact Information

Students need to become familiar with the NAU LOUIE system and PeopleSoft. All updates to addresses and telephone numbers can be made directly by the student on this system through Student Account self-service when logged into LOUIE. Course catalog information and schedule of classes are also available in LOUIE. Registration can be done directly by the student as well.

In order to ensure that students are accepted into required classes, pre-registration is highly recommended. Students are encouraged to pay particular attention to course prerequisites to ensure proper course sequence and to note that certain courses are only offered in the fall or spring semester.

Email

It is important for students to check their email through the NAU email account provided by NAU. All official email from NAU and their faculty will be through their NAU email account. Google Apps for Education is the official student email system at Northern Arizona University. Google Apps gives students access to many exciting features that can be used to better facilitate your educational experience at NAU. Some of these apps include a fully featured, web-based office suite, a robust calendaring system, and a website development toolset.

Students will need their user ID and password in order to log into their NAU Google account. If a student is a current NAU student, faculty, or staff member or has received a grade in at least one NAU course, they are eligible for an NAU Google account (including NAU Gmail). If a student has never had access to an NAU Google account, they can log into it after retrieving their NAU user ID and password. If a student is a NAU alumnus and does not already have a NAU Google account, they can request one. Keep in mind that if they have attended NAU from 2009-present they will already have an NAU Google account.

Go to the following Information Technology Services webpage to learn more about establishing your NAU email account. <https://in.nau.edu/its/google/>

Emails from faculty will generally be sent to a student's NAU email account. If a student has another email account and check that more regularly, please forward all email from your NAU email account to this account.

Use of Clinical Psychology Department Facilities and Supplies

Faculty and students may use the Department's research and clinical training facilities; however, students should follow all applicable scheduling guidelines noted in the Clinical Psychology *Doctoral Clinical Training Manual*. The computer lab is equipped with computers for student use. Students should not print personal documents (including class papers and CRPs) using university-supplied materials. In addition, the department does not provide letterhead, postage, or mailing supplies for students' personal use. Further, the cost of exchanging CRP between students and faculty via mail or FedEx, etc. is the student's responsibility.

Computer Labs for general student use are located in the North Valley building. The computer lab generally allows printing and charging to the student's university bursar account.

STUDENT SERVICES

LOUIE

LOUIE uses the "single sign-on" Central Authentication Service (CAS) for logging in. This allows students to access a variety of NAU websites that require authentication, without having to re-type their user ID and password every time.

This also means that logging out of LOUIE will NOT log you out of all NAU websites! If you are at a public computer (in a computer lab, a library, a cybercafe, etc) or even at your home computer that other family members or roommates use, you should close all web browser windows before you leave the computer. Forgetting to close all your web browser windows could allow someone else to access your personal information, and they could (accidentally or maliciously) change or damage your personal information.

Update your address, phone, email, etc. by following this path on LOUIE: Home> Student Accounts Self> Service> Personal Portfolio> Task. Verify your social security number by clicking on demographic information. If your social security number is incorrect, please contact the Bursar Office Tax Coordinator at 928.523.9485.

STUDENT RESPONSIBILITIES AND REPRESENTATION

The program assumes that all graduate students are responsible for progress in their graduate programs. Faculty expects them to show initiative and independence in all aspects of their programs. The major function of the program is to produce a competent professional psychologist who can work in applied settings as well as in research and academic settings. The curriculum, advising, program requirements, and student evaluation are all designed to ensure that their major function is achieved.

All students in the program are expected to maintain the ethical standards adopted by the American Psychological Association. Students are also expected to comply with program, departmental, college, and university policies and procedures. Failure to do so constitutes grounds for dismissal from the program.

Graduate students are also provided an opportunity to participate in setting and reviewing departmental policies and procedures through representation on the Core Faculty. In addition, elected graduate student representatives are invited to attend (and vote) in departmental faculty meetings.

For many of the program requirements described previously in this manual, such as the intention to sit for examinations, there is a form, which must be signed by the advisor or other faculty members. There are also forms that are completed when the student meets program requirements such as the qualifying research project and CRP prospectus defense. It is the graduate student's responsibility to see that these signed forms are placed in their files in the Clinical Psychology Department office as soon as the requirement has been met. Students may review their official Clinical Psychology Department file at any time by scheduling this with the Clinical Psychology Department Administrative Assistant. Reviews will take place in the Clinical Psychology office, as files may not be checked out.

STUDENT REPRESENTATIVES

Two students are elected annually by their clinical program doctoral student peers to represent graduate students at Core faculty meetings. The student representatives are allocated one vote on program decisions. Student representatives will not be present for committee discussions of student performance and Professional Growth plan needs regarding individual students. Students are encouraged to contribute ideas and raise concerns relative to the graduate training program through their appropriate student representative.

UNIVERSITY SERVICES

The university offers many student services to support student life on campus. Some of these services include medical health and wellness, counseling, recreation, disability services, parking and campus shuttles, multicultural and inclusion services, library, and student learning centers. Campus medical services offer an on-campus clinic that provides students, faculty, and staff with convenient and quality healthcare. Medical Services offers both primary and urgent care. A pharmacy, radiology, and labs are available onsite as well. Campus Recreation offers indoor and outdoor recreation facilities as well as outdoor adventure courses and outdoor equipment rental.

- [Student Learning Center](#)
- [Campus Medical Services](#)
- [Campus Counseling Services](#)
- [Inclusion and Multicultural Services](#)
- [Lesbian, Gay, Bisexual, Transgender, Questioning, and Allies Services](#)
- [Campus Recreation Services](#)
- [Disability Resources Services](#)

CLINE LIBRARY SERVICE INFORMATION

Campus Library Services can be explored here: <https://nau.edu/library>

Cline Library is committed to:

- Providing a physical environment for intellectual discovery, collaborative research projects, and computing, and an equally rich online learning environment that is fully accessible to students, faculty and staff regardless of location.
- Aligning its efforts to institutional and college initiatives and priorities while responding to the rapidly changing expectations of students and faculty.
- Providing what students need to successfully meet a variety of learning experiences and coursework requirements and exceed the expectations that move them forward to graduation.

Resources

- The Library has more than 900,000 volumes, including over 460,000 books and over 180,000 e-books. Other formats include government documents, maps, microforms, sound recordings, films, and other media, and bound periodical volumes.
- Access to over 135 databases and to the articles on over 63,000 e-journals and newspapers including those that are key databases in professional psychology and health service professions.
- [Special Collections and Archives](#) holds 20 million unique items focused on the Colorado Plateau and Northern Arizona. Over 110,000 are accessible in the online [Colorado Plateau Archives](#), which includes digital content from partners such as the Arizona Historical Society/Flagstaff, Hopi Cultural Preservation Office, and Navajo Museum.
- The [Cline Library website](#) provides access to library materials, services, and information about the building.
- [OpenKnowledge@NAU](#), an institutional repository, will gather NAU teaching, research, and creative output in a central, open location

Services

- Library services for students and faculty of
 - NAU's mountain Campus and Extended Campus
 - The Phoenix Biomedical Campus, where NAU and the University of Arizona jointly operate a library whose staff includes an NAU librarian.
- [Document Delivery Services](#) (free to NAU users) borrow or obtain items, not in our collections.
- Research assistance and consultations via text, live chat, email, phone, or in person.
- Borrow [Laptops and Equipment](#) (including digital camera, audio recorders, external hard drives, camcorders, external DVD drives, headphones, and energy meters) available for student checkout.

Facility

- Open 116.5 hours per week, including until 2 a.m. five nights a week for Fall and Spring semesters and extended hours (including 24-hour days) during End of Term and Finals week.
- Largest computing lab on campus
 - Robust wireless network available to NAU and public users throughout the building.
 - Seven technology-rich media studios for production, practice, viewing, assistive technology, and more in a larger open iMac studio.
 - A variety of computing options are available to NAU users, including energy-saving virtual desktop computers, Mac desktop computers, PC desktop computers, and lending laptops. In addition, PC desktops are available to community users.
 - Assistive technology equipment.
 - Six scanning stations that export scanned images from books, microforms, and more directly to email, printers, USB and home drives, and other options.
 - Printers (color and black and white) connected to the campus-wide ITS Printing service.
- Some furnishings feature wood and granite salvaged during library projects for library reuse.
- Energy-saving features include a plumbing system with low-flow faucets and toilets to reduce water use, an optimized heating and cooling system, and an energy-reducing lighting system.

Spaces

- Study rooms: 17 group and 10 individual study rooms available for student checkout. Limited number of careers available to graduate students and faculty.
- Designated spaces for quiet study, quiet computing, and silent study.
 - *Quiet study*: 20 quiet study desks, including 10 with computers, on the second floor, and an additional 50 quiet study seats at tables on the third floor.
 - *Silent study*: 36 desks and 16 seats at tables, all on the third floor,
- First-floor computing area with seating for 122 and 56 adjustable height workstations.
- Open media lab with seating for 58 users, 25 adjustable height workstations, and an integrated help desk.
- 400-seat [Assembly Hall](#) for classes and events.
- Advanced technology 70-seat [Learning Studio](#) designed to increase engagement and learning for students while supporting “flipped classroom” and other teaching methods for faculty.
- Scholars' Corner Cafe offers beverages and light snacks during the academic year.

FINANCIAL ASSISTANCE

We have two broad categories of financial assistance available to graduate students at NAU. The first is awarded on the basis of academic merit or your ability to perform specific services; you apply for these assistantships and waivers through your department of study. The second is based on your demonstrated financial need, and you apply through the Office of Student Financial Aid.

The following links are also helpful for understanding and applying for financial aid:

- [University resources for Graduate Students](#)
- [Financing Graduate Education](#)
- [Information on Presidential Fellowship Program](#)

- [Child Care Voucher Program](#)
- [NAU College Scholarships](#)
- [Information on specific scholarships for Graduate Students in the College of Education](#)

Other Financial Assistance

This section describes the kinds of financial assistance available through the Office of Student Financial Aid:

- [Scholarships](#)
- [Grants](#)
- [Employment programs](#)
- [Loan programs](#)
- [Veteran educational benefits](#)

To be considered for federal or state aid, including loans and other need-based programs, you must be considered a degree-seeking student by NAU's Office of Graduate and Professional Studies and

- Submit the FAFSA (Free Application for Federal Student Aid available online at [FAFSA® Application | Federal Student Aid](#)) to the federal processor.
- Have a completed and verified financial aid with NAU's Office of Student Financial Aid; check your financial aid status online at www.nau.edu/louie
- Follow satisfactory academic progress credit-hour limits and deficient-hour guidelines, as outlined in the brochure describing satisfactory academic progress, in your award packet, or at: <https://nau.edu/office-of-scholarships-and-financial-aid/satisfactory-academic-progress/>

For more information about need-based financial aid, employment programs, or to obtain FAFSA applications, please contact any of these Office of Student Financial Aid locations: NAU Flagstaff (main office) Gammage Administration Building, third floor, 1.855.628.6333 toll free.

You can also visit our website at www.nau.edu/FinAid or send an email to financial.aid@nau.edu or send faxes at 928.523.1551.

SCHOLARSHIPS, GRANTS, EMPLOYMENT, LOANS, AND VETERANS BENEFITS

Scholarships

A limited number of scholarships are available through the Office of Student Financial Aid. Whether you are a new or continuing student, we encourage you to fill out our Scholarship Interest Form, which is available at www.nau.edu/finaid/scholarhsip. This is not an application form but allows NAU's Office of Student Financial Aid to search for additional scholarships for you. This form is in effect throughout your attendance at NAU, and you can update it at any time.

While there is no deadline for doing so, we recommend that you complete or update this form by March each year because most scholarships are awarded in the spring of the following year. Additionally, some NAU departments use the Scholarship Interest Form as their official application for scholarships offered.

Because some scholarships are need-based, you should file a Free Application for Federal Student Aid (FAFSA) as well.

Students also can apply for COE and EPS scholarships during early spring. There are two ways to find out about scholarships. You will receive an email announcement when the applications open for COE and EPS scholarships. One application is completed for all available scholarships and is submitted online. Please check the COE (coe.nau.edu) website for deadlines and application forms and current listings of all available scholarships.

Scholarships that are available to doctoral students within the college include (please check website for full and new listings):

- Clarence E. Fishburn Scholarship
- Craig W. Sidles Educational Psychology Scholarship
- Ida Belle McFill Memorial Scholarship
- Jerry Petersen Doctoral Student CRP Scholarship
- Lawrence V. Grinnell Educational Psychology Memorial Scholarship
- Persis Fuller Educational Psychology Scholarship

Grants

Grants may be awarded to Arizona residents who are full-time students. Priority is given to students who demonstrate high financial need, based on FAFSA results. The Free Application for Federal Student Aid is the standard financial aid application and is available online at www.fafsa.edu.gov or through NAU's Office of Student Financial Aid locations.

Employment

Employment opportunities are offered at NAU and elsewhere for students wishing to meet a portion of their educational expenses through working, which may provide invaluable work experience as well as income. We encourage you to pursue employment opportunities on your own and through NAU- contracted employers.

Student wage positions are available campus-wide in Flagstaff for NAU students enrolled at least half-time, regardless of financial need. Prospective employers have the necessary employment applications.

The Federal Work-Study Program is a need-based employment program for full-time students. NAU lists employment opportunities available on the Flagstaff campus and arranges jobs in qualifying agencies such as the Museum of Northern Arizona and Coconino National Forest.

Loans

You may also want to consider the following loan programs.

Federal Direct Student Loans are low-interest, need-based, and non-need-based loans offered by the federal government. The interest rates are variable and are adjusted each July 1.

To accept and receive a student loan, you must sign a master promissory note, which is a legal document of considerable significance. Just one master promissory note is in effect for ten years, regardless of what institution(s) you attend. If you have signed a master promissory note previously, either at NAU or at another school, you do not have to sign another one for student loans for ten years. The onus lies with you to keep track of how much you have borrowed each year. If you have not previously signed a master promissory note, NAU's Office of Student Financial Aid mails one to you with instructions about how to accept, reduce, or decline the loan. You can find additional information at www.nau.edu/finaid/loans.

If you have questions about these loans, contact NAU's Office of Student Financial Aid at 928.523.LOAN (523.5626), or you may call the U.S. Department of Education's Federal Direct Loan customer service line at 800.848.0979. Remember that you may not borrow more than NAU's annual cost of attendance minus other financial aid and resources, please consider employment and only borrow what you need.

The Federal Perkins Loan is a low-interest (five percent), need-based educational loan with limited availability. The Office of Student Financial Aid determines eligibility and awards the loans as funds become available. For award information, contact the Office of Student Financial Aid. For questions about Perkins loan repayment or general information, please contact NAU's Bursar's Office (928.523.3122)

Veterans Benefits

If you are eligible or wish to find out if you are eligible for veteran benefits, contact NAU's Office of Veteran Services (Gammage Administration Building in Flagstaff). You can write to us at the Office of Veteran Services, NAU, PO Box 4110, Flagstaff, AZ 86011-4110. You can also call us to 928.523.4931, email veterans.services@nau.edu, or visit our website at www.nau.edu/finaid/vets/

Services include assistance in applying for all veteran education benefits, educational counseling, tutorial assistance, and various referral services.

Support to attend professional conferences and present research

Generally, four sources of funding to support attendance to professional conferences such as APA, etc., include Professional Development Awards from the Dean's Graduate Research Travel Grants (COE), Graduate Student Government Travel Awards, and the Office of the Provost- University College Student Travel Awards.

Professional development awards are available to admitted and currently enrolled graduate students in Clinical Psychology programs contingent upon the availability of funds. Applications forms are available at <https://nau.edu/ed-psych/forms-checklists-manuals/>

Dean's Graduate Research Travel Grants (COE) applications must be submitted at least one month prior to the conference travel and must be for the purpose of presenting at a professional convention. The application can be found here: <https://nau.edu/coe/travel-research-grants/>

Graduate Student Government Travel Awards range from \$75 to \$200 dollars per award. Details and application procedures can be found here: <https://nau.edu/graduate-college/travel-research-grants/>

The Office of the Provost-University College Student Travel Award allows for reimbursement of travel, lodging, and conference registration as specified on the website: <https://nau.edu/graduate-college/travel-research-grants/>

College of Education

APPENDIX A: USEFUL WEBLINKS

- NAU Graduate Catalog can be accessed online at <http://catalog.nau.edu>
- [Clinical Psychology, Psy.D. Academic Catalog Listing](#)- provides a list of required courses with links to course descriptions
- [Academic Catalog Policies](#)- transfer credit, timelines, doctoral requirements, residency, etc.
- Program of Study is housed on the Office of Graduate and Professional Studies site: <https://nau.edu/graduate-college/programs-of-study/>

Academic recruitment and admissions, including general recruitments, residency, and recruitment of students who are diverse

- [Graduate Admissions Policy](#)
- [Eligibility for Graduate Study at NAU](#)
- [Graduate Recruitment at NAU](#)

Administrative and financial assistance

- [University resources for Graduate Students](#)
- [Financing Graduate Education](#)
- [Information on Presidential Fellowship Program](#)
- [Child Care Voucher Program](#)
- [NAU College Scholarships](#)
- Information on specific scholarships for Graduate Students in the College of Education: <https://nau.edu/coe/scholarships/>

Student Services:

- [Student Learning Center](#)
- [Campus Medical Services](#)
- [Campus Counseling Services](#)
- [Inclusion and Multicultural Services](#)
- [Lesbian, Gay, Bisexual, Transgender, Questioning, and Allies Services](#)
- [Campus Recreation Services](#)
- [Campus Housing and Housing Partnership Information](#)
- [Disability Resources Services](#)
- [Parking and Campus Shuttle Information](#)

Student performance evaluation, feedback, advisement, retention, and termination decisions

- [Academic Continuation, Probation, Dismissal, and Readmission, Graduate](#)

University due process and grievance procedures

- [NAU Student Handbook](#)
- [Academic Appeal Policy and University Graduate Committee Hearing Panel \(UGCHP\), Graduate](#)
- [Grade Appeals, All Students](#)
- [Academic integrity | Office of the Provost](#)

APPENDIX B: ANNUAL CONTINUING STUDENT REPORT

2025 Report (Annual Continuing Student Report Form)

At the end of each academic year of study following a student’s admission to the Clinical Psychology Psy.D. program, students complete the Annual Continuing Student Report Form and meet with their advisor to complete of the Annual Continuing Student Evaluation Form. Students are encouraged to discuss all feedback and any other questions they have with their advisors, and if they disagree with the evaluation, students have the option to follow the Appeal and Grievance Processes found in the Doctoral Student Handbook.

Student Information

- Student Last Name _____
- Student First Name _____
- Student Email _____

Advisor Data

	Name	E-mail
Advisor	▼ Burrell ... Stafford	▼ Evelyn.Burrell@nau.edu ... Neil.Stafford@nau.edu

Are you on target with your program of studies (find your program of study for the year you entered the program here <https://nau.edu/graduate-professional-studies/degree-tracking/> and make sure you are on track)?

Yes

No

Benchmark	<input type="radio"/> Yes	<input type="radio"/> No	Comments
<p>1. For ARO: Member of a Professional/Research Sociate - Became Professionally Active-Joining a professional psychology association (e.g., APA, NASP - list organization)</p>	<input type="radio"/>	<input type="radio"/>	
<p>2. For ARO - Scientific Publications (number of books, book chapters, or articles in peer-reviewed professional/scientific journals of which a student was an author or co-author. Publications "in press", "under review", or "submitted" should not be counted here) please indicate number in comments column.</p>	<input type="radio"/>	<input type="radio"/>	
<p>2a. Participated in independent research (list research topic and research mentor)</p>	<input type="radio"/>	<input type="radio"/>	
<p>2b. CRP Chair chosen (list CRP chair)</p>	<input type="radio"/>	<input type="radio"/>	

2c. CRP Committee chosen (list committee member)	<input type="radio"/>	<input type="radio"/>	
2d. CRP Proposal Defense completed	<input type="radio"/>	<input type="radio"/>	
2e. CRP defense completed	<input type="radio"/>	<input type="radio"/>	
3. For ARO: Scientific Presentations (Number of workshops, oral presentations and/or poster presentations at professional meetings of which a student was an author or co-author)	<input type="radio"/>	<input type="radio"/>	
3a. Submitted research for publication/presentation at conference (list journal or conference submitted to)	<input type="radio"/>	<input type="radio"/>	
4. For ARO: Involved in leadership roles/activities professional organizations (e.g. Roles in local, state/provincial, regional, or national organizations)	<input type="radio"/>	<input type="radio"/>	

4a. Became an active member of the Clinical Psychology Doctoral Student Organization	<input type="radio"/>	<input type="radio"/>	
4b. Participated in Diversity Forum	<input type="radio"/>	<input type="radio"/>	
5. For ARO: Presented a psychological topic to lay or community audience	<input type="radio"/>	<input type="radio"/>	
6a. Passed Competency Examination- CASE	<input type="radio"/>	<input type="radio"/>	
6b. Passed Competency Examination- CCE	<input type="radio"/>	<input type="radio"/>	
7. Teaching experience (list courses for which you were TA)	<input type="radio"/>	<input type="radio"/>	
8. Awards (list awards received, from whom)	<input type="radio"/>	<input type="radio"/>	

For ARO: Indicate if you sought or applied for a doctoral internship that begins during the next academic year (2025-2026)

- Yes, applied for internship
- No, did not apply for internship
- Yes, applied for second 1-year part-time internship (already completed a 1 year-part-time program)
- No, student still enrolled in a 2-year part-time internship
- No, student previously completed the full internship requirement (1 year full-time or equivalent)

For ARO: Indicate if you obtained an internship that begins next academic year (2025-2026)

- Yes
- No

For ARO: If you obtained an internship please indicate expected date (Month/Date/Year)

For ARO: If you obtained an internship please indicate expected date (Month/Date/Year)

For ARO: Indicate if internship is APA/CPA-accredited

- Yes
- No
-

For ARO: Indicate if internship is affiliated with another membership organization (please select one):

- APPIC
- CAPIC
- CDSPP
- Other
-

For ARO: Indicate if internship is

- One year
- Two years
-

For ARO: Indicate if internship is

- Full Time
- Part Time
-

Grades Earned	<input type="radio"/> Yes	<input type="radio"/> No	Comments
A "3.0" average maintained?	<input type="radio"/>	<input type="radio"/>	
Any "B" or lower coursework?	<input type="radio"/>	<input type="radio"/>	
Current remediation plan (ie. Academic Improvement Plan)	<input type="radio"/>	<input type="radio"/>	

Practicum Placement Data 2024-2025

- Name of practicum site this year _____
- Name of supervisor this year _____
- Dates of practicum _____
- Current number of direct hours _____
- Current number of indirect hours _____
-

If applicable, Second Practicum Placement Data 2024-2025

Name of practicum site this year _____

Name of supervisor this year _____

Dates of practicum _____

Current number of direct hours _____

Current number of indirect hours _____

Please inform your advisor here if there are additional topics you would like to address during your meeting

Thank you for participating in this survey. Please note any comments below as needed.

APPENDIX C: ANNUAL CONTINUING STUDENT EVALUATION

2025 Evaluation (Annual Continuing Student Evaluation Form)

Annual Continuing Student Evaluation Form 2024-2025

At the end of each academic year of study following a student's admission to the Clinical Psychology Psy.D. program, the faculty advisor will evaluate the student's progress in the program based on criteria identified below. The advisor will combine input from the student through the Annual Continuing Student Report Form, the Clinical Training Committee, practicum seminar instructor, other faculty and the practicum supervisor's evaluation. Additional evaluations may be conducted as necessary. Student progress evaluations result in one of several outcomes that are shared with the student in written documentation with the evaluation materials. Depending on the level of training, this Annual Continuing Student Evaluation Form can be used to guide the evaluation of doctoral students in clinical psychology prior to going into practicum placements and/or as a summative evaluation at the end of the practicum training year. For more information, consult the Doctoral Student Handbook. Students are encouraged to discuss all feedback and any other questions they have with their advisors, and if they disagree with the evaluation, students have the option to follow the Appeal and Grievance Processes found in the Doctoral Student Handbook.

This form is adapted from the Benchmark Evaluation System published by the American Psychological Association (2011 and revised in 2012) here:

<https://www.apa.org/ed/graduate/benchmarks-evaluation-system>

Demographics

- Student Last Name _____
- Student First Name _____
- Student NAU email address _____
- Date of Evaluation Completed (mm/dd/yyyy) _____
- Dates of Training Experience this Review Covers

- Name of Person Completing Form _____
- Name of Practicum Placement(s) this year _____
- Name of Supervisor this year _____

Advisor

	Name	E-mail
Advisor (1)	▼ Burrell (1 ... Stafford (12)	▼ Evelyn.Burrell@nau.edu (1 ... Neil.Stafford@nau.edu (12)

Training Level of Person Being Assessed
Year in Doctoral Program:

- Pre-Practicum
- Practicum I/II
- Practicum III/IV
- Advanced Practicum/Pre-Intern
- Intern

Complete based on Annual Continuing Student Report Form

	Check all that apply	Details (date, name of organization etc.)	Comments
	Yes (1)	Information (1)	Comments (1)

Professional Activity: Joined a professional psychology organization (APA, AZPA)	<input type="checkbox"/>		
Program engagement: Became member of clinical psychology doctoral student organization, joined a student interest group	<input type="checkbox"/>		
CRP Chair selected	<input type="checkbox"/>		
CRP Proposal	<input type="checkbox"/>		
CRP Defense	<input type="checkbox"/>		
CEC Passed	<input type="checkbox"/>		
CCE Passed	<input type="checkbox"/>		

Submitted research for publication/presentation	<input type="checkbox"/>		
Attended professional conference	<input type="checkbox"/>		
Applied for Internship	<input type="checkbox"/>		

Grades Earned

	Answer		AIP?		Comments
	Yes (1)	No (2)	Yes (1)	No (2)	
A "3.0" average maintained? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
C or lower coursework? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Student remediation: Is student in a remediation process? If yes, please attach the student's remediation plan/AIP

- Yes (1)
- No (2)
- To be scheduled (3)
-

Please attach student remediation plan (i.e. AIP)

Rate each item by responding to the following question using the scale below:

How characteristic of the trainee's behavior is this competency description?

- 1 - Insufficient Skill
2 - Developing Competence
3 - Competence
4 - Advanced Skill Development/Competence

If you have not had the opportunity to observe a behavior in question, please indicate by selecting "No Opportunity to Observe" [N/O]

Near the end of the rating form, you will have the opportunity to provide a narrative evaluation of the trainee's current level of competence.

I. PROFESSIONALISM For the following questions, select the appropriate level of training for the student. If the student is going on practicum, select readiness for practicum. If the student is going on internship, select readiness for internship. Click N/A if the readiness for internship level does not apply.

1. Professional Values and Attitudes: as evidenced in behavior and comporment that reflect the values and attitudes of psychology.	1	2	3	4	N/O or N/A
Readiness for Practicum: Understands how to conduct oneself in a professional manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Internship: Communication and physical conduct (including attire) is professionally appropriate across different settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Practicum: Accountable and reliable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Internship: Accepts responsibility for own actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Practicum: Demonstrates awareness of the need to uphold and protect the welfare of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Readiness for Internship: Acts to understand the welfare of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Comments for Professional Values and Attitudes if needed

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

	1	2	3	4	[N/O]
Readiness for Practicum: Demonstrates knowledge, awareness, and understanding of dimensions of diversity and attitudes towards diverse others (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Internship: Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Practicum: Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Internship: Applies knowledge of others as cultural beings in assessment, treatment and consultation (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Readiness for Practicum: Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others (3)	○	○	○	○	○
Readiness for Internship: Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others (7)	○	○	○	○	○

Q11 Comments for Individual and Cultural Diversity if needed

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

	1	2	3	4	[N/O]
<p>Readiness for Practicum: Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct [ethical practice and basic skills in ethical decision making]; demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Readiness for Internship: Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards, guidelines, laws, statutes, rules, and regulations</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Readiness for Practicum: Demonstrates awareness of the importance of applying an ethical decision model to practice</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Readiness for Internship: Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Practicum: Display ethical attitudes and values in clinical work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Internship: Integrates own moral principles/ethical values in professional conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All levels: Demonstrates academic integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments for Ethical Legal Standards and Policy

4. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.

	1	2	3	4	[N/O]
Readiness of Practicum: Understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods, attends to self-care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Internship: Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Practicum: Demonstrates straightforward, truthful, and respectful communication in supervisory relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Internship: Effectively participates in supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments for Reflective Practice/Self-Assessment/Self-Care if needed

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

	1	2	3	4	[N/O]
Readiness for Practicum: Displays critical scientific thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Internship: Values and applies scientific methods to professional practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Practicum: Understands the scientific foundation of professional practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Internship: Demonstrates knowledge, understanding, and application of the concept of evidence-based practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All levels: Cites work appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Scientific Knowledge and Methods if needed

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

	1	2	3	4	[N/O]
Readiness for Practicum: Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Internship: Demonstrates awareness of the strengths and limitations of administration, scoring, and interpretation of traditional assessment measures as well as related technological advances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Practicum: Demonstrates basic knowledge of formulating diagnosis and case conceptualization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Internship: Utilizes systematic approaches of gathering data to inform clinical decision-making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Assessment if needed

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

	1	2	3	4	[N/O]
Readiness for Practicum: Displays basic understanding of the relationship between assessment and intervention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Internship: Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Practicum: Demonstrates basic knowledge of intervention strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Internship: Implements evidence-based interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Practicum: Demonstrates basic knowledge of the assessment of intervention progress and outcome	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Readiness for Internship: Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Comments for Intervention if needed

8. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.

	1	2	3	4	[N/O]
Readiness for Practicum: Demonstrates basic knowledge of expectations for supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Internship: Demonstrates knowledge of, purpose for, and roles in supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Practicum: Displays interpersonal skills of communication and openness to feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Internship: Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment on Supervision if needed

9. **Advocacy:** Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.

	1	2	3	4	[N/O]
Readiness for Practicum: Demonstrates awareness of social, political, economic, and cultural factors that impact individuals, institutions and systems, in addition to other factors that may lead them to see intervention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Internship: Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Practicum: Understands the differences between individual and institutional level of interventions and system's level of change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Readiness for Internship: Promotes change to enhance the functioning of individuals.	○	○	○	○	○
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Comment on Advocacy if needed

II. Interpersonal Professional Relationship Competency

Empathy, Compassion, and Desire to be Helpful

	1	2	3	4	[N/A] or [N/O]
Readiness for Practicum: Demonstrates compassion (awareness of suffering and the wish to relieve it) for others who are similar to oneself	○	○	○	○	○
Readiness for Internship: Demonstrates compassion for others who are dissimilar from oneself	○	○	○	○	○

Experience and Use of Affect

	1	2	3	4	[N/A] or [N/O]
Readiness for Practicum Demonstrates awareness of inner emotional experience (example: notices and expresses feelings)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Internship: Attends to own emotional reactions/clinical intuition to guide actions in interpersonal relationships in routine practice and professional relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Tolerates Affect

	1	2	3	4	[N/A] or [N/O]
Readiness for Practicum: Demonstrates general capacity for affect tolerance, including effectively managing own affect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Internship: Demonstrates affect tolerance in professional relationships, equilibrium and focus on therapeutic task in face of client distress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Effective Boundary Management

	1	2	3	4	[N/A] or [N/O]
Readiness for Practicum: Demonstrates understanding of appropriate boundaries and displays general ability to manage boundaries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Internship: Establishes and maintains appropriate professional boundaries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Recognize Effects of Self on Others

	1	2	3	4	[N/A] or [N/O]
Readiness for Practicum: Demonstrates sensitivity to the effect of own identities, behaviors, affects, attitudes, values and beliefs on others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Internship: Demonstrates awareness of the effects of own identities, behaviors, affects, attitudes, values, and beliefs on others in professional situations and contexts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Respectful Interactions with Others [Across Differences]

	1	2	3	4	[N/A] or [N/O]
Readiness for Practicum: Respects and shows interest in others' cultures, experiences, values, points of view, goals, desires, fears etc. even when inconsistent with personal and/or professional beliefs, experience, values etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Internship: Demonstrates respectful, open engagement with diverse others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Demonstrates Effective Interpersonal Skills in Challenging Situations

	1	2	3	4	[N/A] or [N/O]
Readiness for Practicum: Tolerates interpersonal conflict	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Internship: Demonstrates understanding of different viewpoints in challenging interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Open to Providing and Receiving Feedback

	1	2	3	4	[N/A] or [N/O]
Readiness for Practicum: Listens to and acknowledges feedback from others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Internship: Accepts and implements feedback from others in non-defensive manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Cooperation and Collaboration

	1	2	3	4	[N/A] or [N/O]
Readiness for Practicum: Demonstrates ability to cooperate with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Internship: Consults with and collaborates with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Expressive Skills

	1	2	3	4	[N/A] or [N/O]
Readiness for Practicum: Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for Internship: Communicates clearly using verbal, nonverbal, and written skills in a professional context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Interpersonal Professional Relationship Competency

Overall strengths based on all evaluation measures

Overall areas in need of improvement based on all evaluation measures

Disposition of this Review

- Results of this evaluation, completed on this day, suggest that the student is on track with the competencies/skills/activities at this point in the training program. Recommend continuation and readiness to move to the next level of training if applicable for the student at this time.(1)
- Results of this evaluation, completed on this day, suggest that the student requires remediation of competencies/skills/activities at this point in the training program. Recommend continuation pending completion of student's plan to bring competencies/skills/activities back to satisfactory progress. (2)
- Results of this evaluation, completed on this day, suggest that the student is not satisfactorily on track with the competencies/skills/activities at this point in the training program. Recommend dismissal from the program at this time. (3)
- Results of this evaluation, completed on this day, suggest that the student is on track with the competencies/skills/ activities at this point in the training program, and has some growth areas that the student should be mindful of this coming year. Recommend continuation and readiness to move to the next level of training if applicable for the student at this time and recommend that the student address their progress with these concerns in the next evaluation. (4)

Verification that the student has reviewed this document with advisor.

- Student completed evaluation in person with advisor
- Student completed evaluation online with advisor
- Student was not available to participate in evaluation

AdSig Advisor Signature_____

StuSig Student Signature_____ Student Comments_____



Office of Graduate & Professional Studies

APPENDIX D: ACADEMIC IMPROVEMENT PLAN

Name:	NAU ID:	NAU Email:
Advisor/Faculty Mentor:		Program (ex. Biology, MS):

To be completed by the student:

Please provide an explanation of the circumstances that led to the low grade(s) earned (i.e. explain what the low grade is, what semester and course, or what situation occurred that is leading to the remediation plan, and what are the circumstances surrounding the event).

Describe the course of action taken to bring you back into good academic standing and the tangible changes you have made to ensure you only earn grades of A and B for the remainder of your degree. Please also note how you plan to utilize program and university support resources. (i.e. These are action items that will help you have the best opportunity for success. They can include meeting with faculty member regularly, getting tutoring, attending a training on the clinical issue addressed. Describe the remediation plan in detail, what resources you will use to succeed, what additional coursework or instruction you will attend, what additional advising meetings you will set up, etc...)

Graduate students must meet the requirements of [Good Academic Standing](#) in order to be eligible to continue in or to return to the University. Good Academic Standing is demonstrated by:

- a 3.00 grade point average (GPA) for all courses taken including those required in the program of study,
- no more than 6 units of "C" course grades for a master's or doctoral degree (OTD, and MPAS programs allow up to 11 units of "C" grades) and no more than 3 units of "C" course grades for graduate certificates,
- Doctor of Physical Therapy (DPT) does not allow any "C" grades,
- no course grades of "D" or "F."

For students who have earned a D, F, or exceeded the maximum amount of C grades, **please indicate which course(s) you will retake, including the term and year you expect to complete them** (ex. ABC 123, Spring 2025). If your advisor has approved a substitution for one (or more) of these courses, indicate those specific course details here. (Students who have only met, but not exceeded, the maximum amount of C grades, may disregard this section.)

PsyD Students: please express an understanding of the expectations to be met and the outcomes if the expectations are not met. Include exact expectations (i.e. retake the course, timelines (i.e. what semester and year the course will be taken and include if this will delay the timeline of the graduate program by a year) and earn an A or B, and outcomes if these are not met (i.e. dismissal etc...). Please refer to the page in the Doctoral Student Handbook that is relevant to this plan.

For students who currently hold or expect to be granted a graduate assistantship, please describe how you will continue to meet the demands of your coursework and the responsibilities of your graduate assistantship. (This section is not required for students without a graduate assistantship.)

Additional comments (optional):

Student Acknowledgement:

- My signature below indicates that I have met with my advisor/faculty mentor to discuss and review the terms of my Academic Improvement Plan.
- I understand that I must have a 3.00 cumulative grade point average (GPA) for all courses, as well as a 3.00 GPA for the courses required on the [Program of Study](#), in order to be in good academic standing and be eligible for graduation.
- I understand that no grades of D or F may be used towards my degree requirements.
- I understand that, if I retake a letter-graded course, both grades will remain on the official transcript, though only the highest grade will be used in the GPA calculation if the grade replacement form is submitted & approved. **Please note, NOT all programs allow for repeats.**
- Please refer to the policy for details: [#100318](#).**

If I fail to meet these conditions, I understand that I may be dismissed from the degree program, per the [Office of Graduate and Professional Studies Academic Continuation and Dismissal](#) policy.

Name (printed)

Signature*

Date

Advisor/Faculty Mentor Acknowledgment:

- I have met with this student and discussed the different aspects of this plan. The student has been informed of the specific details regarding any courses that must be retaken, if applicable.

Advisor/Faculty Mentor Name

Advisor/Faculty Mentor Signature *

Date

Department Chair Name

Department Chair Signature *

Date

Fully signed/approved Academic Improvement Plans may be sent by the academic unit to GradSuccess@nau.edu for final review and approval by the Graduate College.

* Physical or electronic signatures may be accepted. Electronic approvals must be sent via email from an official NAU email address stating that the Academic Improvement Plan is approved for the individual student.

APPENDIX E: CLINICAL PSYCHOLOGY DOCTORAL STEERING COMMITTEE

The Clinical Psychology Doctoral Steering Committee (DSC) is a standing academic committee responsible for monitoring the academic progress, professional competence and behavior of students enrolled in the Northern Arizona University Doctor of Psychology (PsyD) program. Students who do not meet the academic standards of the PsyD program or whose behaviors raise concerns about professional competence shall be subject to referral to the DSC. The primary function of the DSC is to guide students who are referred to the committee in improving their academic performance and developing the professional competencies required by their profession. The DSC can hold hearings on student issues specific to respective professional and academic requirements and recommend remediation actions to students where warranted. If remediation actions are not satisfied by the student, the DSC may impose probationary conditions with explicit requirements and a timeline for removal from probation. The committee includes any consequences that will result in the event of noncompliance with academic probation requirements..

For institutional, college, or program minimum requirements for maintaining satisfactory academic progress, refer to the Academic Catalog. Failure to meet the minimum standards for satisfactory academic progress outlined in the Academic Catalog will result in automatic academic probation. If academic progress is not achieved during the probationary period as defined in the Academic Catalog, the student will be dismissed from the program.

Clinical Psychology Doctoral Steering Committee Policies and Procedures

I. Purpose and Scope

Program faculty share the role of student academic and professional performance evaluation. Faculty evaluate student academic performance in the classroom and monitor student interactions and behaviors with faculty members, staff, practicum and internship supervisors and peers. Faculty members are strongly encouraged to discuss concerns about academic, professional, or interpersonal performance directly with students. Through these discussions, faculty assess how a student accepts supervision and feedback.

If concerns remain, the faculty member may first seek out the student's advisor for further discussion. If the identified problems are not resolved or are serious enough to raise ongoing concerns about professional competence, including 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/legal nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, the faculty member and/or advisor may then refer the student to the DSC.

The scope of the DSC is typically related to monitoring academic progress and/or professional competence and conduct, but it is not limited to those areas.

1. Monitoring Academic Progress

- All students are expected to be in good academic standing.

- Earning unsatisfactory grades or GPA could warrant not only an Academic Improvement Plan per Office of Graduate and Professional Studies policies, but also a referral to the DSC.
- Other possible reasons for a referral to the DSC to monitor academic program could be
 - A student and advisor are unable to come up with a mutually acceptable remediation plan.
 - If a student is unable to complete a remediation plan.
 - The occurrence of a single event or a continuing pattern exists suggesting the possibility of academic, professional or ethical unsuitability in the program and/or the need for major remediation.

2. Monitoring Professional Competence and Conduct

All students are expected to demonstrate professional behavior that conforms to the standard codes of conduct of their respective disciplines. It is the job of all faculty members to evaluate students for clinical and/or professional competence during their entire course of study.

Faculty teaching in the PsyD program are asked to evaluate each student in the following competency areas:

- a. Interpersonal and professional competence; examples of which include:
 - Respectful interactions with peers and faculty
 - Respect for the ideas and integrity of others
 - Maturity in interactions with others
 - Ability to interact respectfully with people of diverse backgrounds
 - Ability to react with appropriate empathy and sensitivity

Sample student behaviors that could result in referral to the committee are:

- Using insulting or profane words
- Using intimidating tactics
- Inability to tolerate cultural or lifestyle differences
- Dishonest or unethical behavior

- b. Self-awareness, self-reflection, and self-evaluation; examples of which include:
 - Ability to formulate and express observations/impressions
 - Interpersonal interactions provide evidence that student understands how their behavior affects relationships with others

Sample student behaviors that could result in referral to the committee are:

- Lack of awareness or inability to manage own limitations and responsibilities (e.g., does not allow enough time to study, turns assignments in late with some regularity, avoids responsibility for situations by blaming others)

- c. Openness to the process of supervision; examples of which include the following:
 - Uses professional language to communicate even when agitated, uses the appropriate chain of command, etc.
 - Subsequent clinical work samples and/or interpersonal interactions reveal evidence that student has understood and applied supervisory feedback

Sample student behaviors that could result in referral to the committee are:

- Student demonstrates overt hostile reaction to supervision or refuses or is unable to adjust behavior in response to clearly communicated feedback
- d. Resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner; examples of which include the following:
- Demonstrates ability to respond constructively to feedback from supervisors or program faculty with minimal defensiveness
 - Is able to acknowledge own role in creating problems such as contributions to or exacerbation of a situation
 - Offers appropriate responses given a situation
 - Demonstrates ability to act constructively to prevent and resolve issues, and openness to solutions proposed by others
 - Demonstrates tolerance for the shortcomings and mistakes of others

Sample student behaviors that could result in referral to the committee are:

- Student consistently fails to give appropriate credit to others
- Student demonstrates pattern of overreaction to a small slight
- Student demonstrates inability or refusal to accept academic inquiry or disagreement, or to work collaboratively in a professional or academic environment

II. Procedures

a. Referral Procedure

Any member of the academic community who wishes to bring a student concern before the DSC must submit a formal letter of referral addressed to the chair of the committee. The letter should include specific descriptions of academic insufficiencies and subsequent attempts at remediation by faculty, and/or descriptions of behaviors that raise concerns about clinical competence and/or professional conduct.

If a student serving an internship, practicum, or clinical placement is dismissed by the internship site or asked not to return, the student will typically be referred to the Clinical Training Committee and/or the DSC for an investigation of the circumstances with the internship, practicum or clinical training supervisor(s) and/or director. The focus of the investigation will be to determine what happened at the site and whether any remediation may be needed, both with the site and with the student.

The DCS will evaluate any written referral and respond in one of the following ways:

- a. Reject the referral
- b. Request additional information
- c. Refer the student back to their advisor or faculty member with instructions
- d. Refer the complaint to the program's Clinical Training Committee, or
- e. Accept the referral. Once a referral is accepted, a meeting date is determined and the student in question is notified in writing of the meeting date and the concerns brought before the committee. The committee may request additional information from any source available to it.

b. Committee Procedures

The following procedures govern the actions of the DSC:

- The student should be notified in writing of the requirement to meet with the DSC, the date and time of the meeting and the reasons for the referral. The meeting should be held within 30 days of the date of receipt of the complaint.
- In advance of the meeting date, the committee may request additional information or documentation pertinent to the referral. Where third party witnesses are available, the committee may consider meeting with the witnesses in advance of the meeting.
- The student may submit written information relevant to the situation to the Chair of the DSC within 48 hours prior to the meeting. All written documentation to be considered by the committee should be made available for review by the student in advance of the meeting.
- If a student does not attend a duly noticed meeting, the DSC may continue its action and render a decision.
- The student is permitted to have a support person for example, another student, faculty, staff member, friend or family present during the meeting. The support person **must not** act as an attorney or an advocate. Students are expected to speak on their own behalf.
- The student is not permitted to bring legal counsel to committee meetings.
- Verbatim transcription or electronic recording of the meeting is not normally permitted, and never without the consent of all parties in the room.
- The committee should assure that the student has had a fair opportunity to understand the concerns brought forth and that the student has had an opportunity to respond.
- After the meeting DSC members shall render a decision on what course of action, if any, is required. Outcomes may include, but are not limited:
 - No action required
 - Letter of concern for the student's file
 - Individual consultation with the faculty member recommended by the committee
 - Tutorial assistance
 - Referral to the student's advisor, Director of Clinical Training, or the Clinical Training Committee for remediation
 - Recommendation for referral to outside resources
 - Academic or behavioral remediation; any remediation should include specified desired outcomes and consequences and a process for monitoring (Academic Improvement Plan)
 - Structured monitoring of progress with specific and structured remediation actions required
 - The committee should also consider whether any follow up action is required by an internship or practicum site or with an instructor or with another student
 - Academic probation with explicit requirements and a timeline for removal from probation. The committee should include any consequences for noncompliance with probation requirements

The committee shall inform the student and appropriate faculty of its decision and any remediation requirements in writing within 30 business days of the date of the meeting. In all cases, the faculty should describe the problems and the recommended solutions in specific detail.

The remediation plan should (1) communicate specific desired improvements and (2) identify real consequences for failing to reach the desired goals. The remediation plan is returned to the committee and a copy is placed in the student's file. The DSC and/or the student's advisor is responsible for monitoring the remediation plan with the student, communicating with the student that the student is failing or has failed to reach desired improvements and for imposing the specific consequences identified in the plan.

If a student successfully remediates, a letter from the DSC indicating remediation has been met is kept in the student file.

If a student fails to successfully complete the objectives, activities, and timelines as delineated in their Academic Improvement plan, the Doctoral Steering Committee will inform the advisor, Clinical Psychology Director of Clinical Training, Department Chair. The student may be recommended for dismissal from the program (see section in Doctoral Student Handbook related to Dismissal).

Documentation: The letter of referral to the DSC, the Remediation Plan (AIP) and the Final letter indicating the remediation plan has been completed or that further action is noted (i.e. dismissal) will be kept in the student file.

c. Requesting Additional Evaluation by Professionals

When a student claims a disability, the DSC should refer the student to NAU's Disability Resources Center to determine if the student needs accommodations for committee proceedings. All students with or without a documented disability must perform to the standards of conduct and academic achievement required by the PsyD program and NAU. Accommodations are not retroactive and failure to request accommodations does not forgive past difficulties. Referral for mandatory evaluation is the purview of the DSC. The DCS may require a student to submit to an evaluation by a health care professional in limited circumstances (such as where violence or suicide is threatened and/or where drug or alcohol use is suspected). In such cases, the evaluation is to determine the health and safety of the student and the University. In the event of a crisis situation where the health and safety of the student or anyone on campus is threatened, the faculty will contact the proper authorities.

d. Appeal Process

Students may appeal the decision of the DSC (see Appeal processes in Doctoral Student Handbook). Any result of the DSC proceedings will remain in place until the appeals committee renders a decision otherwise. The student must obey the terms of the decision pending the outcome of the appeal.

III. Committee Membership

The DSC consists of at least three faculty who are voting members and selected for service by the PsyD program chair. A student appearing before the DSC may request that another student from the program, selected by faculty, be added as a student representative of the program and as a fourth committee member. The committee will determine whether or not student members are voting members. If requesting a student member, the student before the committee should also sign a form giving the school permission to share educational and other records with the student committee member. The student committee member should sign acknowledging that the student will not further

disclose educational and other student records beyond any disclosures required by the student's committee duties or otherwise necessary to investigate issues before the committee.

In the event that a member of the committee has made the referral under review or has other potential conflicts of interest, that member will be excused and another will be recruited by the DCS chair as a temporary replacement.

APPENDIX F: CURRICULUM AND ASSESSMENT MAPPING TABLES

This document provides:

1. An Overview of the Curriculum Map and Progression
2. A Detailed View of Discipline Specific Knowledge Linked Courses and Program Assessment Plan from APA CoA Self-Study TABLE 2 – All appendices referenced are in the program’s self-study submitted July 1 2025
3. A Detailed Map of Program Goals/Objectives, Curriculum, APA Profession-Wide Competencies, and APA Discipline Specific Knowledge from APA CoA Self-Study TABLE 3 – All appendices referenced are in the program’s self-study submitted July 1 2025

Table 2: Discipline-Specific Knowledge:

Complete the table for each discipline-specific knowledge area outlined in Implementing Regulation (IR) C-7 D.

The program should also use this table as it collects proximal data consistent with the requirements of IR C-18 D. According to the IR, programs must, “provide data to CoA that document that by the time of graduation, all students have attained the required minimum levels of achievement for each required area of discipline-specific knowledge.” The IR also states that, “Because discipline-specific knowledge serves as the foundation to further training in health service psychology, data regarding [these areas] need only be presented at the proximal level; distal data are not required for discipline-specific knowledge.”

NOTE: When evaluation forms/surveys are used to evaluate knowledge, please identify the specific items/sections of the form that are relevant to each DSK area. Also, if one course provides coverage in multiple DSK areas, or a DSK area is only reflected in a limited section of the course, the program should describe how the reported minimum level of achievement [MLA] assures knowledge attainment in each specific DSK area. Because overall course grades often reflect performance aggregated across all course components, course grades may not be sufficiently sensitive to knowledge in specific DSK components, unless, for example, provisions are made in the syllabus for DSK MLA attainment as a condition of earning an overall course grade.

Provide information below to illustrate how the program ensures that students <i>possess</i> knowledge in:		
Knowledge Area:	<i>History and Systems of Psychology</i>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> The capstone course in History and Systems of Psychology (CPP706) exposes students to detailed study of the origins and development of major ideas in the discipline of psychology. 	
How does the program assess students’ knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> Successful completion of course History and Systems CPP706 	Evaluation tool and location: <ul style="list-style-type: none"> Syllabus for CPP706, Appendix II.B.2.1.1
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> Grades of B or better in History and Systems of Psychology CPP706 	
<hr/>		
Knowledge Area:	<i>Affective Aspects of Behavior</i>	
How does the program ensure	<ul style="list-style-type: none"> The capstone course in Cognition and Affect (CPP609) focuses on developing a working 	

that students possess knowledge?	knowledge of the current research and theoretical base in cognitive science focusing on integrating both cognitive and affective processes.	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> • Successful completion of course Cognition and Affect CPP609 • Successful passing of Affective Competency Examination 	Evaluation tool and location: <ul style="list-style-type: none"> • Syllabus for CPP609, Appendix II.B.2.1.1
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> • Grades of B or better in Cognition and Affect CPP609 • Grade B or better (80%) on Affective Competency Examination the Cognition and Affect CPP 609 class 	
Knowledge Area:	<i>Biological Aspects of Behavior</i>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> • Physiological Psychology (CPP606) provides comprehensive coverage of biological bases of behavior, brain-behavior relationships and systemic function of the nervous system. • Clinical Psychopharmacology (CPP736) provides an overview of psychotropic medication, their neurochemical basis, their mechanism of action and their clinical application. 	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> • Successful completion of course Physiological Psychology CPP606 • Successful completion of course Clinical Psychopharmacology CPP736 	Evaluation tool and location: <ul style="list-style-type: none"> • Syllabus for CPP606, Appendix II.B.2.1.1 • Syllabus for CPP736 Appendix II.B.2.1.1
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> • Grades of B or better in Physiological Psychology CPP606 • Grades of B or better (80%) in Clinical Psychopharmacology CPP736 	
Knowledge Area:	<i>Cognitive Aspects of Behavior</i>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> • The capstone course in Cognition and Affect (CPP609) focuses on developing a working knowledge of the current research and theoretical base in cognitive science focusing on integrating both cognitive and affective processes. 	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> • Successful completion of course Cognition and Affect CPP609 • Successful completion of Cognitive 	Evaluation tool and location: <ul style="list-style-type: none"> • Syllabus for CPP609; Appendix II.B.2.1.1

	Competency Examination	
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> Grades of B or better in Cognition and Affect CPP609 Grade B or better (80%) in Cognition Competency Examination 	
Knowledge Area:	<i>Developmental Aspects of Behavior</i>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> Lifespan Development (CPP601) reviews cognitive and emotional processes in the context of human development and primary course assignments require students to integrate these factors into their clinical observations of children and adolescents as well as explain their role in the psychological development of an adult. Presentation of human development also occurs within the psychopathology courses (CPP680, CPP683). 	
How does the program assess students' knowledge in this area?	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> Successful completion of course Lifespan Development CPP601 Successful completion of courses Psychopathology/Diagnosis and Child/Adolescent Psychopathology CPP680 and CPP683 	<p>Evaluation tool and location:</p> <ul style="list-style-type: none"> Syllabus for CPP601 Appendix II.B.2.1.1 Syllabus for CPP680 and CPP683 Appendix II.B.2.1.1
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> Grades of B or better in Lifespan Development CPP601; Grades of B or better in Psychopathology/Diagnosis and Child/Adolescent Psychopathology CPP680 and CPP683 	
Knowledge Area:	<i>Social Aspects of Behavior</i>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> Social Psychology (CPP708) examines how individuals impact and are impacted by their social, cultural, economic, and political environments. This course focuses particularly on the application of social psychological principles, theory, and research to a clinical context. 	
How does the program assess students' knowledge in this area?	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> Successful completion of course Social Psychology CPP708 	<p>Evaluation tool and location:</p> <ul style="list-style-type: none"> Syllabus for CPP708, Appendix II.B.2.1.1
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> Grades of B or better in Social Psychology CPP708 	

Knowledge Area:		
Knowledge Area:	<i>Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas (excluding History and Systems)</i>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> The Cognition and Affect course (CPP 609) prepares students to integrate the knowledge in the domains of affective and cognitive aspects of behavior by preparing them with a final Integrative Assignment. The capstone course (Integrative Assessment (CPP739) has an Assessment Competency Examination (ACE) which students must pass to pass the course. The ACE requires students to use their knowledge of psychological measurement and basic discipline specific content areas to interpret and integrate multiple sources of psychosocial, developmental, biological and psychological assessment data to create a professional quality psychological report. 	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> Successful completion of the Integrative Assignment in CPP 609 Successful completion of ACE 	Evaluation tool and location: <ul style="list-style-type: none"> Syllabus Cognition and Affect Course CPP 609 Appendix II.B.2.1.1 Rubric evaluating ACE performance Appendix I.D.1.a.3.1
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> B or better on the Integrative Assignment in CPP 609 Ratings on rubrics for ACE of 3 (Competence) or better on a 4 (advanced skill development/competence) point scale 	
Knowledge Area:		
Knowledge Area:	<i>Research Methods</i>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> Two required statistics and research methods courses (CPP627, CPP727) in the 1st and 2nd year prepare students in research methodology requiring them to critically evaluate primary source articles that are required readings in each required course. The Clinical Research Project (CRP) prepares students in research methods. 	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> Successful completion of course Statistics and Research Methods I CPP627 Successful completion of course Statistics and Research Methods II CPP727 Successful completion of CRP 	Evaluation tool and location: <ul style="list-style-type: none"> Syllabus for CPP627 Appendix II.B.2.1.1 Syllabus for CPP727 Appendix II.B.2.1.1 CRP Manual Appendix II.D.1.a.3.8
For each outcome above, what minimum level of achievement	<ul style="list-style-type: none"> Grades of B or better in Statistics and Research Methods I CPP627 Grades of B or better in Statistics and Research Methods II CPP727 	

(MLA) must be met?	<ul style="list-style-type: none"> Pass CRP Proposal and CRP Defense 	
Knowledge Area:	<i>Statistical Analysis</i>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> Initial coverage of principles of psychological measurement occurs in the two statistics and research methods courses (CPP627, CPP727) 	
How does the program assess students' knowledge in this area?	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> Successful completion of course Statistics and Research Methods I CPP627 Successful completion of course Statistics and Research Methods II CPP727 Successful completion of CRP 	<p>Evaluation tool and location:</p> <ul style="list-style-type: none"> Syllabus for CPP627, Appendix II.B.2.1.1 Syllabus for CPP727, Appendix II.B.2.1.1 CRP Manual Appendix II.D.1.a.3.9
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> Grades of B or better in Statistics and Research Methods I CPP627 Grades of B or better in Statistics and Research Methods II CPP727 Pass CRP Proposal and CRP Defense 	
Knowledge Area:	<i>Psychometrics</i>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> Psychometric theory and the principles of psychological measurement are taught in CPP 664 Tests and Measurements. 	
How does the program assess students' knowledge in this area?	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> Successful Completion of Tests and Measurement CPP 664 	<p>Evaluation tool and location:</p> <ul style="list-style-type: none"> Syllabus for CPP 664, Appendix II.B.2.1.1
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> Grade B or better in Tests and Measurement CPP 664 	

Table 3: Profession-Wide Competencies: Complete the table for each of the profession-wide competencies (see IR C-8 D) to demonstrate how each required competency is covered. This table should include only *evaluated* training experiences that are required of all students. Optional training experiences or participation in activities that are not formally evaluated should not be included.

The program should also use this table as it prepares proximal data consistent with the requirements of Implementing Regulation (IR) C-18 D. Proximal data must be *collected* at the element level and *presented* at the competency level; distal data may be collected and presented at the competency level. IR C-18 D states that, “Accredited programs are required to operationalize competencies in terms of multiple elements. At a minimum, those elements must reflect the content description of each PWC defined in IR C-8 D, including the bulleted content, and must be consistent with the program aim(s).” The table below has been pre-populated with the required elements from IR C-8 D, and programs must ensure that multiple elements are listed in Table 3 and assessed for each competency.

Provide information below to illustrate how the program ensures that ALL students can acquire and demonstrate substantial understanding of and competence in:	
Competency:	<i>(i) Research</i>
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> • Demonstrate the substantially independent ability to conduct research or other scholarly activities that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base. • Critically evaluate and disseminate research or other scholarly activity via professional publication or presentation at the local (including the host institution), regional, or national level.
Program-defined elements associated with this competency (if applicable; see table description above)	<ul style="list-style-type: none"> • None
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	<p>Research training begins in the Statistics and Research Methodology courses (CPP627 and CPP727) in the Spring semester of first year and the second semester of second year where students begin to develop competency through activities covering all elements for competency in research. In CPP627, students are required to develop and demonstrate a strong understanding of research methods and statistical techniques used in psychology, become proficient in using basic and intermediate functions of SPSS and effectively evaluate and critique the scientific psychological literature element. Students create a research project of their choice, collect and analyze data for that project, write a research paper summarizing the current literature as well as their analysis and results, and present it to the class. Successful completion of CPP627 is a prerequisite for students to start their Clinical Research Project (CRP). Statistics and Research Methods II further develops students' skills in these areas requiring the achievement of a strong understanding of advanced research methods and statistical techniques used in psychology. Through a capstone assignment student write and present a paper summarizing the application of a statistical technique, articulating hypotheses, a method and results section describing data collection and analysis, and a discussion of the clinical implications of the findings from this analysis. In the Adult Psychopathology (CPP680) course students are also required to examine and critique research articles in terms of the both the types of analysis used as well as the research methodology, reinforcing the research competency. Similarly, in the Professionalization Seminar (CPP712), students are exposed to the literature on evidence-based practice. Intervention classes (CPP602, CPP604, CPP621, CPP605) also require and reinforce review of primary source research articles regarding the evidence base for practice along with current issues found trending in the theoretical and empirical literature. In practicum seminars (CPP701, CPP702, CPP703, CPP704), research articles related to the efficacy of interventions are presented and reviewed. Students work with faculty mentors to apply this knowledge to</p>

	<p>the clinical research project (CRP). The CRP proposal requires students to review and critique the literature, articulate research hypotheses, and design a methodology to collect and analyze data. An oral defense of the CRP proposal and CRP must be successfully completed as well. The University community is invited to attend the defense so as to allow students opportunity to disseminate the results of their research. Students must submit bound copies of the CRP to the library where they are available for dissemination and public review. Students are expected to demonstrate mastery of research skills through completion of this project. Additional support in designing and preparing to conduct research is available through a CRP proposal development course (CPP789). In practicum and on internship students are expected to systematically evaluate the outcomes of their interventions using sound statistical and quantitative/qualitative methodology.</p>	
<p>How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.</p>	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • Successful completion of CPP627 as measured by grades • Successful completion of CPP727 as measured by grades • Successful completion of CRP Proposal and Defense 	<p>Evaluation tool and self-study location:</p> <ul style="list-style-type: none"> • Syllabus for Statistics and Research Methods I (CPP627) Appendix II.B.2.1.1 • Syllabus for Statistics and Research Methods II (CPP727) Appendix II.B.2.1.1 • CRP Outcomes Appendix II.D.1.a.3.8
<p>Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.</p>	<ul style="list-style-type: none"> • Students must achieve grades of B or better in the Statistics and Research Methods class CPP627 • Students must achieve grades of B or better in the Statistics and Research Methods class CPP727. • Students must pass CRP proposal and CRP defense 	

Competency:	<i>(ii) Ethical and legal standards</i>
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> • Be knowledgeable of and act in accordance with each of the following: <ul style="list-style-type: none"> ○ the current version of the APA Ethical Principles of Psychologists and Code of Conduct; ○ Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and ○ Relevant professional standards and guidelines. • Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas. • Conduct self in an ethical manner in all professional activities.
Program-defined elements associated with this competency (if applicable)	<ul style="list-style-type: none"> • None
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	<p>Professional ethics and standards are introduced in the required professionalization group (CPP711). Professional ethics is infused and integrated into all of the courses as evident by specific reference to these issues in all syllabi. Ethics are reviewed/reinforced in Basic Assessment and Interventions Skills (CPP700) classes as a prerequisite for practicum. Additionally, ethics and legal standards in practicum seminars (CPP701, CPP702, CPP703, and CPP704), professional standards and ethics are applied with clinical material. Practicum site supervisors consistently monitor and evaluate professional behavior and compliance with ethical and legal standards; students thus demonstrate the ability to conduct themselves in an ethical manner in their service roles and to make ethical decisions. Rubrics specifically measuring understanding and application of ethical and legal standards for Assessment (CPP673, CPP737, CPP738, CPP739) and Intervention Courses (CPP621, CPP605) evaluate students' ability to apply ethical standards in clinical case material. A comprehensive coverage occurs in the Professional Ethics course (CPP670). Students are also required to articulate and apply ethical and legal standards that arise in clinical materials required for their Competency Exams (CASE and CCE), demonstrating mastery in applying ethical knowledge to clinical case materials. They are required to recognize ethical dilemmas and apply ethical decision-making processes to resolve dilemmas in these diagnostic and intervention competency examinations. Students are required to attend one or more State Board of Psychologist Examiners meetings to observe the application of ethics in disciplinary actions involving misconduct.</p>

<p>How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.</p>	<ul style="list-style-type: none"> • How outcomes are measured: • Successful completion of CPP670 as measured by grades • Successful completion of Competency Examination (CASE) • Successful completion of Competency Examination (CCE) 	<p>Evaluation tool and self-study location:</p> <ul style="list-style-type: none"> • Syllabus for CPP670 Appendix II.B.2.1.1 Course Syllabi • CASE Manuals: rubrics on rating forms for competency, Appendix II.D.1.a.3.4 and Appendix II.D.1.a.3.5 • CCE Manual: rubrics on rating forms for competency Appendix II.D.1.a.3.6 and Appendix II.D.1.a.3.7
<p>Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.</p>	<ul style="list-style-type: none"> • Grade of B or better in CPP670 Professional Issues: Ethics, Conduct and Law • Ratings of 3 (Competence) or greater on a 4-point (Advanced skill development/competence) scale on Competency Examination (CASE) rubrics evaluating application of ethics to clinical material • Ratings of 3 (Competence) or greater on a 4-point (Advanced skill development/competence) scale on Competency Examination (CCE) rubrics evaluating application of ethics to clinical material 	

Competency:	<i>(iii) Individual and cultural diversity</i>	
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> • Demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. • Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. • Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences, including intersectionality, in articulating an approach to working effectively with diverse individuals and groups. • Demonstrate the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews differ with their own. 	
Program-defined elements associated with this competency (if applicable)	<ul style="list-style-type: none"> • None 	
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	Diversity issues are infused throughout the courses in the curriculum; the syllabi document coverage of this topic within courses. Comprehensive coverage of this issue is provided in the diversity course (CPP740). CPP740 provides an in-depth review and reinforcement of how personal history/biases affect relations with others and requires that students integrate this understanding into professional roles. In the practicum seminars, relevant diversity issues are discussed in the presentation of clinical cases. Intervention and Assessment courses require students to account for and integrate diversity knowledge and skill in developing and treating individuals and interpreting their test results. Practicum and internship supervisors rate students' diversity competence in applied clinical work. Competency examinations (CASE, CCE) require students to address diversity variables in their clinical work samples. CRPs address diversity issues in research.	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: <ul style="list-style-type: none"> • Successful completion of CPP740 as measured by grades • Successful completion of CASE 	Evaluation tool and self-study location: <ul style="list-style-type: none"> • Syllabus for CPP740, Appendix II.B.2.1.1 • CASE Rubric Appendix II.D.1.a.3.4 • CCE Rubric Appendix II.D.1.a.3.6

	<ul style="list-style-type: none"> • Successful completion of CCE 	
<p>Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.</p>	<ul style="list-style-type: none"> • Grade of B or better in CPP740 Issues in the Assessment and Treatment of Diverse Populations course • Ratings of 3 (Competence) or greater on a 4-point (Advanced skill development/competence) scale on Competency Examination (CASE) rubrics evaluating application of individual and cultural diversity to clinical material • Ratings of 3 (Competence) or greater on a 4-point (Advanced skill development/competence) scale on Competency Examination (CCE) rubrics evaluating application of individual and cultural diversity to clinical material 	

Competency:	<i>(iv) Professional values, attitudes, and behaviors</i>
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> • Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, the integration of science and practice, professional identity, accountability, and concern for the welfare of others • Engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. • Actively seek and demonstrate openness and responsiveness to feedback and supervision.
Program-defined elements associated with this competency (if applicable)	<ul style="list-style-type: none"> • None
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	<p>Throughout the curriculum the focus is on using primary research to inform practice and encourages a flexible, multidisciplinary approach to work in diverse settings. Statistics and research courses (CPP627, CPP727) develop skills to critically evaluate literature to inform their future practice, building core values of the profession emphasizing evidence-based practice. The need and desirability of engaging in lifelong learning to maintain one’s competence is introduced in the professionalization groups (CPP711, CPP712): professional values, attitudes and behaviors are introduced and reinforced throughout this 2-semester seminar focusing on self–reflection and evaluation of the impact of one’s behaviors on others. These courses introduce students to the profession and initiate the process of developing students’ identity as a health service psychologist. This attitude is modeled by faculty in continuing education courses, activities faculty participate in to maintain their competence modeling lifelong learning, interdisciplinary and scholarly activity. The APA Ethical Code of Psychologists and Code of Conduct along with legal standards/relevant laws and ethical decision-making processes are the primary focus of comprehensive course in ethics (CPP670 Professional Issues: Ethics, Law and Conduct). Professional values are also infused, reinforced, and integrated into all of the courses as evident by specific reference to these issues in all syllabi. Ethics are reviewed in the Basic Assessment and Interventions Skills classes as a prerequisite for practicum. In practicum seminars (CPP701, 702, 703, and 704) and on practicum as well as internship, professional standards and ethical decision making are applied with clinical material. Students are required to engage in self-reflection and self-evaluation with particular attention paid to relational competencies as a necessary and evidenced based component of clinical functioning. In the Diversity course (CPP740) students are taught the importance of self-reflection and awareness of the impact of diversity values on their professional practice and lives. Values regarding openness are assessed by</p>

	<p>practicum and internship supervisors as students face increasingly complex clinical and professional situations. Supervisors also evaluate students' responsiveness to feedback and supervision on field placements; faculty evaluate students' receptivity to feedback in practicum seminar. Clinical Competency Examinations at the end of the second and third year of the program require a review and application of ethical and professional standards to a clinical diagnostic or intervention case presented to faculty by the student. Rubrics to evaluate this presentation are completed by core faculty assessing the knowledge and ability of students to apply ethical decision making to clinical cases.</p>	
<p>How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.</p>	<ul style="list-style-type: none"> • How outcomes are measured: • Successful completion of Professionalization Seminars as measured grade of Pass (CPP711, CPP712) • Outcome evaluations for practicum based on end of year supervisor ratings using detailed definitions/behavioral anchors on a 4-point (Advanced skill development/competence) scale • Successful completion of Internship • Successful completion of CASE • Successful completion of CCE 	<ul style="list-style-type: none"> • Evaluation tool and self-study location: • Syllabus for CPP711 and CPP712 Appendix II.B.2.1.1 • Practicum Supervisor Evaluation of Student Competence rating form, Appendix Appendix II.D.1.a.3.2 • Internship Supervisor Evaluation of Student competence rating form, Appendix Appendix II.D.1.a.3.3 • CASE Manual; rubric evaluating the sophistication of their presentations and professional communication and assessing the knowledge and ability of students to apply ethical decision making to clinical cases, Appendix II.D.1.a.3.5 • CCE Manual; rubric evaluating the sophistication of their presentations and professional communication and assessing the knowledge and ability of students to apply ethical decision making to clinical cases, Appendix II.D.1.a.3.7

<p>Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.</p>	<ul style="list-style-type: none">• Successful completion (Grade of Pass) in courses CPP711 and CPP712• Ratings of 3 (Competence) or greater on a 4-point (Advanced skill development/competence scale from Practicum supervisors on rubrics evaluating professional values, attitudes and behavior• Satisfactory ratings from internship supervisors and/or passing CPP 796 Internship• Ratings of 3 (Competence) or greater on a 4-point (Advanced skill development/competence) scale from Competency Examination (CASE) rubrics evaluating professional values attitudes and behaviors (professional communication)• Ratings of 3 (Competence) or greater on a 4-point (Advanced skill development/competence) scale from Competency Examination (CCE) rubrics evaluating professional values attitudes and behaviors (professional communication)
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Competency:	<i>(v) Communications and interpersonal skills</i>
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> • Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. • Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. • Manage difficult communication well.
Program-defined elements associated with this competency (if applicable)	<ul style="list-style-type: none"> • None
<p>Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.</p>	<p>Students initially learn relationship skills demonstrating the ability to effectively develop and manage therapeutic relationships through a required first year therapy class, CPP602 Person Centered and Experiential Psychotherapy. The capstone assignment requires submission of a videotaped “role play” therapeutic session which is formally evaluated through rubrics designed to assess the development of relationship skills. Communication/Interpersonal skills are also monitored in class interactions in Professionalization Group CPP711 and CPP712 as beginning students interact with other students and faculty. These skills are further groomed during training in CPP700 Basic Assessment and Intervention Skills a course focusing on developing and maintaining effective relationships with a wide range of individuals, including interdisciplinary colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. Assessment courses CPP673, CPP737, CPP738 and CPP739 require students to produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated as well as demonstrate a thorough grasp of professional language and concepts. During case presentations in Practicum Seminar (CPP701, CPP702, CPP703 and CPP704) students demonstrate and receive feedback on the effectiveness of their professional communications about diagnostic conceptualizations, treatment plans and interventions, increasingly complex clinical situations requiring increasingly sophisticated communication. The effectiveness of these communications is monitored and further developed through supervision provided by practicum and internship supervisors during the second, third, fourth (advance practicum, an elective a number of students complete) and fifth years of the program. Practicum and internship supervisors formally evaluate professional communication and interpersonal skills at mid-year and end of training year. All students are required to pass an oral Clinical Competency Examination and an oral defense of their</p>

	<p>Clinical Research Project; rubrics evaluating the sophistication of their presentations and professional communication evaluate the competency of their in this competency area.</p>	
<p>How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.</p>	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • Successful completion of Person Centered and Experiential Psychotherapy (CPP602) as measured by grades • Successful completion of Professionalization Seminars as measured grade of Pass (CPP711, CPP712) • Successful completion of Basic Assessment and Intervention Skills (CPP700) as measured by grades • Outcome evaluations for practicum based on end of year supervisor ratings using detailed definitions/behavioral anchors on a 4-point (Advanced skill development/competence) scale • Outcome evaluations for internship based on end of year supervisor ratings 	<p>Evaluation tool and self-study location:</p> <ul style="list-style-type: none"> • Syllabus for CPP 602, CPP711 and CPP712 and CPP 700 Appendix II.B.2.1.1 • Practicum Supervisor Evaluation of Student Competence rating form, Appendix II.D.1.a.3.2 • Internship Supervisor Evaluation of Student competence rating form, Appendix II.D.1.a.3.3
<p>Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.</p>	<ul style="list-style-type: none"> • Grades of B or better in Person Centered and Experiential Psychotherapy (CPP602) • Successful completion (Grade of Pass) in courses Professionalization Group CPP711 and CPP712 • Successful completion (Grade of Pass) in courses BAIS CPP700 • Ratings of 3 (Competence) or greater on a 4-point (Advanced skill development/competence scale from Practicum supervisors on rubrics evaluating professional values, attitudes and behavior • Satisfactory ratings from internship supervisors 	

Competency:	<i>(vi) Assessment</i>
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> • Demonstrate current knowledge and application of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology. • Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics and contextual influences (e.g., family, social, societal, and cultural) of the service recipient. • Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. • Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
Program-defined elements associated with this competency (if applicable)	<ul style="list-style-type: none"> • None
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	Students initially acquire current knowledge of diagnostic classification systems , functional/dysfunctional behavior including consideration of strengths and psychopathology in the first year of the curriculum in CPP680 Adult Psychopathology and CPP683 Child and Adolescent Psychopathology and are introduced to contextual variables in these courses (element vi-b). These contextual variables are later and comprehensively reviewed in CPP740 Assessment and Treatment of Diverse Populations. Assessment theories and methods are initially covered in the Cognitive Assessment course (CPP673) and reviewed later in the Basic Assessment and Intervention Skills course (CPP700). A Psychometric Examination is administered during cognitive assessment to assure that students possess the foundational knowledge of the psychometrics underlying psychological testing (element vi-d). The Cognitive Assessment course (CPP673) serves as a prerequisite for the 2 personality assessment courses (CPP737, CPP738) and all three are integrated into the Integrative Assessment course (CPP739). Comprehensive coverage of test administration, scoring, interpretation, and professional report writing occurs throughout these assessment courses with mastery being demonstrated on an Assessment Competency Examination (ACE)

	<p>during the capstone Integrative Assessment course. Students are required to integrate multiple sources of data to conceptualize the case, render a diagnostic impression, formulate treatment recommendations and answer referral questions and communicate those results effectively in writing. Failure to successfully pass the ACE exam delays practicum requiring repeating the course. Students' ability to gather required information for a diagnostic interview and diagnostic impression and conceptualize a clinical case is assessed in the Competency Exams (CEC, CCE Manual). Students need to successfully pass this exam to move onto the second-year practicum. Issues related to assessment and diagnoses are also covered in the psychopathology courses and intervention courses. In practicum seminar (CPP701, CPP702), students integrate the knowledge from courses with clinical material. On practicum, students are required to complete a minimum number (5) of comprehensive batteries, which includes the selection, administration, scoring, interpretation, and write-up of the appropriate standardized psychological tests. Practicum and Internship supervisors rate student competence in Assessment and Diagnosis.</p>	
<p>How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.</p>	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • Successful completion of Assessment Courses (CPP673, 737, 738, 739) as measured by grades • Successful completion of the Assessment Competency Examination (ACE) • Successful completion of the CASE • Successful completion of the CCE 	<p>Evaluation tool and self-study location:</p> <ul style="list-style-type: none"> • Syllabus for CPP673, 737, 738, and 739 Appendix II.B.2.1.1 • Syllabus for CPP739; rubrics evaluating ACE Appendix II.B.2.1.1 • CASE Manual; rubric evaluating assessment competency, Appendix II.D.1.a.3.5 • CCE Manual; rubric evaluating assessment competency Appendix II.D.1.a.3.7
<p>Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.</p>	<ul style="list-style-type: none"> • Grades of B or better in Assessment Courses (CPP673, 737, 738, 739); • Ratings of 3 (Competence) or better on a 4-point (Advanced skill development/competence) scale evaluating assessment competency on the ACE. • Ratings of 3 (Competence) or greater on a 4-point (Advanced skill development/competence) scale on Competency Examination (CASE) rubrics evaluating Assessment competency • Ratings of 3 (Competence) or greater on a 4-point (Advanced skill development/competence) scale on Competency Examination (CCE) rubrics evaluating Assessment competency 	

Competency:	<i>(vii) Intervention</i>
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> • Establish and maintain effective relationships with the recipients of psychological services. • Develop and implement evidence-based intervention plans specific to the service delivery goals informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. This includes the ability to modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking. • Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing progress evaluation.
Program-defined elements associated with this competency (if applicable)	<ul style="list-style-type: none"> • None
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	<p>In the Professionalization Seminar (CPP711), students are introduced to the literature on evidence-based practice. This is followed by the (CPP603, CPP602, CPP604, CPP621, CPP605), where courses address the evidence bases of the interventions. In practicum seminars (CPP701, CPP702, CPP703, CPP704), research articles related to the efficacy of interventions are presented with discussions focused on the appropriateness of intervention to service goals and applying the relevant literature to clinical decision making. The statistics and research courses (CPP627, CPP727) introduce teach students how to evaluate the literature on treatment efficacy as well as how to evaluate intervention effectiveness. Initial relationship and intervention skills are learned during the Person Centered and Experiential Psychotherapy class (CPP602) taken in the first semester of the first year, reviewed/reinforced in Basic Assessment and Intervention skills (CPP700) and expanded upon by four intervention courses (CPP603, CPP604, CPP621, CPP605) taken in both the second and third years. In these courses, students are exposed to theoretical knowledge and participate in activities that help develop the necessary skills to effectively deliver interventions to diverse populations. During practicum seminars (CPP701, CPP702, CPP703, CPP704), skills in case formulation are used to designing treatment plans. Practicum supervisors ensure the students apply evidence-based intervention plans in clinical cases, applying relevant research literature to clinical decision making, modify approaches when evidence base is lacking and evaluate the effectiveness of their interventions. The competency examination at the end of the third year of the program (CCE) requires the student to demonstrate mastery of these elements. The internship represents the final required training activity where students refine intervention skills and demonstrate competence to practice at more independent levels.</p>

<p>How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.</p>	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • Successful completion of Intervention courses (CPP602, CPP603, CPP604, CPP605, and CPP621) as measured by grades • Successful completion of CCE 	<p>Evaluation tool and self-study location:</p> <ul style="list-style-type: none"> • Syllabi for Intervention courses (CPP602, CPP603, CPP604, CPP605, and CPP621). Appendix II.B.2.1.1 • CCE Manual; rubrics evaluating intervention competency, Appendix II.D.1.a.3.7
<p>Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.</p>	<ul style="list-style-type: none"> • Grades of B or better in Intervention Courses (CPP602, CPP603, CPP604, CPP605, and CPP621) • Ratings of 3 (Competence) or greater on a 4-point (Advanced skill development/competence) scale on Competency Examination (CCE) rubrics evaluating Intervention competency 	
<p>Competency:</p>	<p><i>(viii) Supervision</i></p>	
<p>Elements associated with this competency from IR C-8 D</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of supervision models and practices. • Demonstrate knowledge of contemporary evidence-based supervision literature. 	
<p>Program-defined elements associated with this competency (if applicable)</p>	<ul style="list-style-type: none"> • None 	
<p>Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.</p>	<p>The supervision competency involves students providing supervision to students at more junior levels in the program. Core faculty teaching the course complete rubrics evaluating competency on capstone assignments both in knowledge and application of supervision models and practices. In practicum seminars (CPP701, CPP702, CPP703, CPP704), students learn to provide peer supervision to other students under the auspices of core faculty. The Consultation and Supervision course (CPP735) provides a comprehensive overview of the area, including introducing students to various models of supervision. Within this course (CPP735) is a project that assesses how students apply supervision models in this area. The project requires that they provide supervision to students in an earlier stage of the program. The supervision does not replace the clinical supervision in the case but allows students to experience some of the issues related to providing supervision under the guidance of faculty, practice the skills necessary to provide effective supervision, and demonstrate an understanding of the relevant development models and theoretical orientations to providing supervision including understanding the importance of cultural sensitivity in supervision practices.</p>	

<p>How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.</p>	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • Successful completion of the Consultation and Supervision course (CPP735) as measured by grades of B or higher • Successful passing of exam on Supervision in CPP 735 	<p>Evaluation tool and self-study location:</p> <ul style="list-style-type: none"> • Syllabus for CPP735, Appendix II.B.2.1.1
<p>Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.</p>	<ul style="list-style-type: none"> • Grade of B or better in Consultation and Supervision (CPP735) • Grade of B or better on Supervision exam in CPP 735 	

Competency:	<i>(ix) Consultation and interprofessional/interdisciplinary skills</i>	
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> • Demonstrate knowledge and respect for the roles and perspectives of other professions. • Demonstrates knowledge of consultation models and practices. 	
Program-defined elements associated with this competency (if applicable)	<ul style="list-style-type: none"> • None 	
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	<p>Assessment of these competencies is located in the Consultation and Supervision course (CPP735) as well as on practicum, during practicum seminar (CPP701, CPP702, CPP703, and CPP704) and internship. Students learn to provide feedback and consultation to their peers in practicum seminars. On practicum and internship, students provide consultation to health service professionals, learning about the roles/perspectives of other professions and their interface with health service psychology. Under supervision, students and interns function as members of interdisciplinary teams. The Consultation and Supervision course (CPP735) provides a comprehensive overview of the area, including introducing students to various models and practices of consultation. Students demonstrate through consultation capstone assignments both the knowledge of the relevant theories of consultation as well as the skill to assess and provide such services. Additionally, supervisors rate students' knowledge of this area and their ability to apply it in clinical situations.</p>	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • Successful completion of the Consultation and Supervision course (CPP735) as measured by grades of B or higher • Successful passing of exam on Consultation in CPP 735 	<p>Evaluation tool and self-study location:</p> <ul style="list-style-type: none"> • Syllabus for CPP735; Appendix II.B.2.1.1
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	<ul style="list-style-type: none"> • Grade of B or better in Consultation and Supervision (CPP735) • Grade B or better on Consultation exam in CPP 735 	