



PsyD

The Doctorate in Counseling
Psychology at Carlow
University

Doctoral Student Handbook
2023-2024

Preface

This document describes the current policies and procedures that are unique to the Doctoral Program in Counseling Psychology at Carlow University. The purpose of the Handbook is (a) to assist students in planning their studies; (b) to provide students with the general educational policies, expectations, and standards of the program; and (c) to assist faculty in student advising so that the policies are applied systematically and fairly. The Handbook is an evolving document that is revised and updated periodically; however, its policies are applicable to all current students in the Counseling Psychology Program. It is important to note that curricular expectations outlined in the Handbook in the year in which the student was admitted are to be followed. Still, students will be informed of any program-related changes made subsequent to their matriculation. This document is designed to complement University policies and procedures as well as those described in the Graduate Student Handbook.

**Counseling Psychology
Doctoral Student Handbook
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Notice to Students

The *Doctoral Program in Counseling Psychology Student Handbook* is not intended to supersede any policies or codes of conduct in the *Carlow University Graduate Student Handbook*, the *Ethics Code* of the American Psychological Association (APA) (www.apa.org/ethics), or the jurisprudence rules of the Pennsylvania State Board of Psychology (<http://www.dos.pa.gov/ProfessionalLicensing/Pages/default.aspx>). Students are expected to have read these documents prior to beginning coursework.

Carlow University and the Department of Psychology and Counseling of Carlow University reserve the right to delete, add, or change policies, procedures, and courses in this Student Handbook and in the Degree Plan for any reason and cannot guarantee enrollment in specific courses or sections. The University also reserves the right to effect changes to tuition and fees without notice.

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

The faculty of the Department of Psychology and Counseling adhere to the *Ethics Code* of the American Psychological Association and respect the rights of our students. Students must be aware that there are many personal and professional reasons that may prohibit them from earning the doctoral degree in psychology or from becoming licensed to practice psychology. Consequently, Carlow University and the program faculty cannot guarantee graduation from the program or licensure as a psychologist.

Student Attestation

With my signature, I attest to the fact that I have read the entire Doctoral Student Handbook for the Counseling Psychology Program in the Psychology and Counseling Department of Carlow University. I also attest to the fact that I understand the policies, procedures, and students' rights and privileges that are detailed in this document and I assume responsibility for adherence to these policies and to the Ethics Code of the American Psychological Association.

Name: _____

Signature: _____

Date: _____

Please return this form to the Doctoral Program Director, Department of Psychology, Counseling & Criminology Antonian Hall 506 no later than the 2nd week of fall semester, year one.

History of Carlow University

"No work of charity can be more productive of good to society or more conducive to the happiness of the poor than the careful instruction of women" (C. McAuley, 1778-1841).

The history of Carlow University is intimately connected to that of the Sisters of Mercy and begins with the extraordinary woman whose hard work and dedication laid the foundation for them both, Catherine McAuley. Catherine McAuley was born on September 29, 1778 in Stormanston House in Dublin, Ireland to an affluent Catholic family. At that point in time, the McAuley family's wealth was unusual because Catholics were not permitted to hold good jobs or to own property. Noteworthy in Catherine's childhood, was the influence that her father had in shaping her commitment to serve those less fortunate. Though he died when she was only five years old, his compassion for the poor proved to leave quite an impression on his young daughter. At 25 years of age in 1803 (ten years after the death of her mother), Catherine moved into the home of William and Catherine Callaghan for the purpose of serving as household manager and companion to Mrs. Callahan. During her years at the Callahan's, Catherine's devotion to the sick, poor and uneducated became increasingly central as she came to better understand the socioeconomic and political oppressions impacting the lives of the less fortunate.

The Callaghans were without heirs and in 1822 Catherine inherited their fortune, which totaled approximately £25,000. Following her inheritance, Catherine continued to live at Coolock (the Callahan's home) for approximately six years. During this period, Catherine dramatically increased her social work activities. She worked tirelessly to find shelter for homeless young girls and women who were abused in their roles as domestic servants. In addition, she worked among the poor teaching skills such as reading to improve their state in life. Catherine faced many challenges while interacting with the social institutions of the time that seemed unconcerned with the plight of those she was trying to assist.

In 1824, Catherine leased property on Baggot Street in Dublin, Ireland for the purpose of building a home that could be used to provide educational and social services for women and children. Catherine's work attracted the attention of other women and she was joined by them in her efforts to bring about change in the lives of women. Their work was made more difficult as they were ridiculed by many in the community for overstepping their bounds as women in society. Some referred to their efforts as "meddling of the 'unlearned sex' in the work of the clergy".

Catherine had been convinced for quite a while that her work should not be affiliated with any religious congregations. Her reasons were that she was in disagreement with certain aspects of convent life for women and she was concerned about what restrictions might be imposed on her work if such a connection was made. However, in 1830 Catherine was faced with making serious decisions regarding the continuation of the work being done by her and her colleagues from the Baggot Street House of Mercy.

Catherine was under great pressure to form a religious order of women in association with the Catholic Church in Dublin. After much deliberation and after she was given the word of the bishop at the time that she could continue her work unobstructed, Catherine consented to the formation of a new congregation of religious women.

In 1830 on September 8th Catherine and two of her colleagues, Anna Maria Doyle and Elizabeth Harley, went to the Presentation Convent on George's Hill in Dublin, to make a canonical novitiate prior to their profession of vows. On December 12, 1831, fifteen months later, the three women professed their vows and in doing so became the first Sisters of Mercy. The next ten years were characterized by rapid growth for the Sisters of Mercy as they spread throughout Ireland and England. During a time when travel was difficult Catherine McAuley personally founded Mercy communities in Tullamore (1836), Charleville (1836), Carlow (1837), Cork (1837), Limerick (1838), Bermondsey, London (1839), Galway (1840), Birr (1840), and Birmingham (1841), and branch houses of the Dublin community in Kingstown (1835) and Booterstown (1838). Just six weeks after establishing a Mercy community in Birmingham, Catherine McAuley died of tuberculosis. The date was November 11, 1841 and her final days were spent in the House of Mercy on Baggot Street in Dublin, Ireland.

The Sisters of Mercy in the United States: Pittsburgh, Pennsylvania as the First Community

In 1843, two years following the death of Catherine McAuley, the Sisters of Mercy left the city of Carlow, Ireland to come to Pittsburgh, Pennsylvania to establish the first community of Mercy in the United States. In 1876, the Ursuline Sisters from France, interested in opening an academy for girls, bought an elegant chateau on a hillside just east of downtown Pittsburgh. The chateau was situated on "the Green" of the present Carlow University campus. In 1894, the Sisters sold the chateau and its thirteen acres to the Sisters of Mercy through Bishop Phelan of the Diocese of Pittsburgh. Shortly after this exchange, the chateau burned to the ground.

In 1929, at a time when few women of any economic group attended college, the Sisters of Mercy founded Mount Mercy College. This was accomplished through the dedication and vision of the sisters and with the financial support of Pittsburgh's industrial leaders and the donations of thousands of workers from across the city. The college was an extension of the mission of the Sisters of Mercy: To develop the potential of women of all races, ethnic backgrounds and economic levels. With the opening of the doors of Mount Mercy College, the Sisters of Mercy opened a world of opportunities to young women from less economically advantaged families; opportunities to which they likely would not otherwise have had access.

In addition to name changes from Mount Mercy College, to Carlow College and finally to Carlow University in 2005, enrollment in the institution and academic programming have grown dramatically since its founding. Carlow is a university recognized for the quality of its education in over 30 undergraduate majors in the Schools of Education, Nursing, Natural Science and Mathematics, Humanities, Management, and the Social Sciences. In addition, Carlow offers graduate degrees through its three Colleges in Creative Writing, Education, Nursing, Management and Technology, Professional Counseling, and Counseling Psychology.

The University's Mission Statement is as follows:

Carlow University, rooted in its Catholic identity and embodying the heritage and values of the Sisters of Mercy, offers transformational educational opportunities for a diverse community of learners and empowers them to excel in their chosen work as compassionate, responsible leaders in the creation of a just and merciful world.

For a more thorough history of the Sisters of Mercy and of the University, students may schedule an appointment to visit the archives in the Mercy Convent on the Carlow campus. In addition, students may visit the Heritage Galleries, located off the foyer of the convent entrance. The Galleries offer a visual and narrative chronicle of the daring, courageous women who shaped countless lives and had an impact on the foundations of our society in this region and throughout the United States.

History of Graduate Programming at Carlow University

Graduate education at Carlow University began with the development of the Master of Education degree in Early Childhood Education in 1982. The Master of Education in Educational Leadership was approved in 1984. The Master of Education in Early Childhood Supervision followed in 1990. In 1996, the first

nursing students were admitted to the Home Health and Case Management Graduate programs. In 1995, an interdisciplinary Master of Science degree in Professional Leadership was established and a Master of Education in Art Education followed. Soon after, in 1998, the Master of Science in Management and Technology was offered by the Business and Technology Management Division. In 2001 the Nursing and Professional Leadership programs joined in initiating the Master of Science in Nursing Leadership. In 2002, the Master of Science in Professional Counseling and in 2004, Master of Arts in Educational Praxis were offered. The Master of Education with teacher certification in Elementary Education, Special Education, Instructional Technology, and Secondary Certification was launched in 2003; and in 2004 the Master of Fine Arts in Creative Writing was approved. In 2007, the first doctoral program, the Doctor of Psychology in Counseling Psychology, began. Also in 2007, the Master of Science in Management and Technology became the Master of Business (MBA) program and in 2009 the Executive MBA degree program was launched.

The Graduate Council worked under the aegis of the Vice President for Graduate Studies from 1995 until 1999 when the Graduate Division was formed. In 2003, the College applied for university status and an Associate Provost and Dean was named to lead the Graduate School. In 2014 the Graduate School was dissolved and once again a Graduate Council was instated to support the three distinct Colleges of the University: The College of Health and Wellness, The College of Leadership and Social Change, and the College of Learning and Innovation. In summer 2020, further restructuring was needed due to slowing undergraduate enrollment trends and the COVID-19 pandemic. At this juncture, the College of Leadership and Social Change and the College of Learning and Innovation were merged into a new College of Arts and Sciences. Within this college are six departments. The Counseling Psychology program is housed within the Department of Psychology, Counseling, and Criminology.

Mission and Philosophy of Graduate Programs

As noted earlier, Carlow University is an extension of the mission of the Sisters of Mercy: To develop the potential of women of all races, ethnic backgrounds and economic levels. With the financial support of Pittsburgh's industrial leaders and the donations of thousands of workers from across the City, the Sisters of Mercy opened its doors to young women from less economically advantaged families and opened a world of opportunities to which they would not, otherwise, have had access.

In its second fifty years, phrases such as "self-directed lifelong learning" and "competent and compassionate service" called the University to offer students the studies and experiences that lead to advanced degrees. Faculty and administration recognized that such advanced degrees were now necessary to take these women and men to leadership positions in selected areas consonant with the mission and history of the University and the history of the Sisters of Mercy who sponsor Carlow University. Both missions and history speak to access and to education and leadership for true service to the community and society.

The University firmly believes that it has a responsibility to students as well as to society to provide advanced preparation for leadership and service in specific areas of its strength. The strengths of the faculty and the context of the University mission make each carefully planned program unique. In addition to the specific professional objectives of a Carlow graduate program, each program must promote every aspect of the Mission Statement, and challenge students to more fully integrate this mission as an essential element of their professional

leadership responsibilities. The value focus of the University understands leadership as a discovery of each person's gifts, as a calling for creative and analytical skills, and as an empowering of oneself and others. The leadership that Carlow expects to develop through participation in its graduate programs is one where the values, skills, experiences and competence of the successful students enables others within the professional setting to perform their tasks with a sense of satisfaction, self-worth, and dedication to the creation of a more humane and reverent society.

This philosophy supports the carefully chosen graduate programs that the University has developed. A myriad of global, social, ethical, economic, demographic and technological concerns face leaders in every sector of the world. Carlow University graduate programs offer students the opportunity to become leaders who can meet the exigencies of the 21st Century. Because the problems leaders face so often require an interdisciplinary solution, Carlow's central focus is to encourage interdepartmental collaboration. While preparing graduates with excellent credentials within their chosen discipline, graduate studies at Carlow takes an additional step by including an inter- and multi-disciplinary approach to educating leaders in business, counseling, education, health, nonprofits, nursing, training, and technology.

The development of leadership in women is central to the mission of Carlow University. Of course, the opportunity for leadership development is also extended to men. A popular campus phrase emblazoned on t-shirts states: *Carlow University . . . Women of Spirit . . . and a Few Good Men*. All are welcomed in Carlow's academic programs. A diversity of viewpoints is crucial in the education process. Thus, diversity in all its forms enriches the learning experience.

The *Women's Leadership Statement* formulated by the Internal Leadership Advisory Committee in 1994 expresses this commitment and supports the developmental process of such training:

Carlow women become leaders not only as a result of specific education and experience, but also through an on-going process which they can advance through life. They become even more effective at anticipating, inspiring and promoting positive change in individuals, groups, organizations, institutions and governments.

Graduate students committed to this on-going learning process must develop the skills necessary to stay abreast of the literature in their chosen discipline. To that end, Carlow's graduate students are required to take research methods courses within their discipline to develop a knowledge base and the research skills necessary to use the professional literature wisely. In addition, current literature of the discipline is infused within every class in the curriculum, exposing the graduate student to numerous opportunities to read the current literature and challenging the student to interpret the literature and recognize the value of the professional literature in guiding professional practice within the discipline.

Non-Discrimination Policy

Carlow University is an Equal Employment Opportunity/Affirmative Action employer and does not discriminate against students or employees on the basis of race, color, religion, sex, gender, sexual orientation, age, national origin, or ability status.

Carlow University
Department of Psychology, Counseling, & Criminology

Department Mission Statement

The mission of the Department of Psychology, Counseling, & Criminology is to achieve excellence in the teaching of undergraduate and graduate students in support of promoting psychological literacy grounded in theory and research and for the application of the science of psychology in service to the community (e.g., local, state, national, and global) in a way that recognizes and celebrates human diversity.

History of the Department of Psychology, Counseling & Criminology

The Department of Psychology, Counseling and Criminology is housed in the College of Arts and Sciences and comprises several degree program including: the undergraduate programs in Psychology and Criminology, graduate-degree programs in Professional Counseling (PRC), Psychology (MAP), Student Affairs (STA), and Fraud and Forensics (MFF), and the doctoral degree in Counseling Psychology. As of fall 2020, Theology is also nested in this department.

The Doctor of Psychology (Psy.D.) in Counseling Psychology was initiated by Dr. Burke and Dr. Reed. Following approval to move ahead with the program by the Pennsylvania Department of Education, Dr. Burke served in the role of the program's primary architect and worked in collaboration with Dr. Reed and in consultation with colleagues from the Council of Counseling Psychology Training Directors (CCPTP) on its development. In the years leading to initial accreditation, faculty worked to further enhance the program with significant leadership by Dr. Roberts to augment clinical aspects of training. The program received final approval by the Pennsylvania Department of Education in early 2007 and admitted its first cohort of students in the fall of that same year. The Doctoral Program in Counseling Psychology was granted accreditation by the American Psychological Association (APA) in the summer of July 2011 (for the maximum number of years permitted for a new program and retroactively valid beginning in April 2011). Dr. Burke served in the role of Program Director from the program's inception (2007) through the fall of 2015. Dr. Joseph Roberts served as Program Director from spring 2016 through summer 2020, navigating the program through its APA re-accreditation in the fall of 2018. The program is currently accredited for the maximum of 10 years, with a 2028 return visit expected from APA. As of fall 2020, Dr. Burke returned to the Program Director role. In May of 2022, Dr. Joshua Bernstein assumed the position of Program Director. In the Summer of 2023, Dr. Amanda Lowe assumed the new role of Assistant Director for the Psy.D. program and will ensure that practica and internship placements maintain their quality and diversity.

The current leadership of the Department of Psychology, Counseling and Criminology including Chair and Program Directors is as follows: Dr. Clara Cheng (Department Chair and Program Director of Undergraduate Psychology), Dr. Joshua Bernstein (Program Director of Psy.D. in Counseling Psychology), Dr. Amanda Lowe (Associate Program Director and Clinical Coordinator of Psy.D. Program in Counseling Psychology), Dr. Fawn Robinson (Program Director of Master in Professional Counseling), and Dr. Joseph Roberts (Program Director of Master of Psychology, Undergraduate Criminology, and Master of Fraud and Forensics).

**Doctoral Program
Core Faculty**

Joshua Bernstein, Ph.D.

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Program Director

Office Phone Number:

Dr. Joshua Bernstein is an Associate Professor within Carlow University's programs of Professional Counseling and Counseling Psychology and a licensed psychologist in private practice. He earned a Ph.D. from Duquesne University's American Psychological Association (APA) accredited program in School Psychology and a master's degree in Clinical Psychology from Antioch University Seattle. Dr. Bernstein completed an APA accredited pre-doctoral internship with Louisiana State University's Human Development Center in New Orleans, Louisiana. He completed his postdoctoral clinical training with Jewish Family and Children's Service's Psychological Services division. Before joining the faculty at Carlow he was a fulltime member of the faculty at Chatham University teaching within their Professional Counseling and Psychology programs. His areas of expertise include child, adolescent and family focused psychotherapy and developmental neuropsychological and behavioral assessment. As a Licensed Psychologist, Certified School Psychologist and Primary and Secondary School Counselor Dr. Bernstein often advocates for the rights of children with disabilities. Over the course of the last 18 years, he has trained and consulted with teachers, youth development professionals and administrators to create and improve youth development programs. His experience spans a wide array of settings: clinical, educational, and recreational.

Mary C. Burke, Ph.D.

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Dr. Mary Burke is a Professor within Carlow University's Doctoral Program in Counseling Psychology and undergraduate Criminology Program and she is a licensed psychologist in private practice. Dr. Burke earned her Bachelor of Science and her Master's of Science degrees from Old Dominion University in Norfolk, Virginia. She earned her Doctor of Philosophy (Ph.D.) in 2002 from the APA accredited Counseling Psychology Program at the University of Memphis, in Tennessee. Her scholarly interests include minority mental health in the context of oppressive systems, gender-based violence, trauma and human trafficking. In 2004 she founded the Project to End Human Trafficking. In this role, Dr. Burke has presented extensively about human trafficking both in the United States and abroad, has begun anti-trafficking coalitions in Pennsylvania and Virginia, and consulted on the development of coalitions in other regions. In addition, she has spoken to various state and regional elected officials in Pennsylvania and Virginia regarding this issue and has worked on legislation in these states in support of strengthening human trafficking laws. Dr. Burke is a member of the American Psychological Association Task Force on the Trafficking of Women and Girls and is working to advance knowledge about current best practices regarding work with survivors. She is the author of two textbooks and numerous journal articles and book chapters. Dr. Burke is a licensed psychologist has a small private practice where she does longer-term work with adults.

Joseph Roberts, Ph.D.

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Dr. Joseph Roberts is a Professor and Program Director of Carlow University's Master of Arts in Psychology, Master of Science in Fraud and Forensics, and Undergraduate Criminology Programs. He also teaches as core faculty in the Counseling Psychology Psy.D., Program. Dr. Roberts received his master's degree from the University of Nebraska-Omaha in social work in 1999, and his Doctor of Philosophy (Ph.D.) in Counseling Psychology from West Virginia University in 2006. Most recently, he completed post-doctoral certificates in Forensic Psychology from St. John's University in foundational, civil, and criminal law domains. Dr. Roberts is a licensed psychologist and over the past 20 years he has worked in numerous clinical settings such as university counseling centers, public high schools, geriatric facilities, forensic and court settings, as well as both urban and rural community mental health centers. Teaching interests include personality assessment, criminal psychology, and multidisciplinary courses. Current research interests are primarily focused on areas relevant to forensic psychology and practice.

Amanda B. Lowe, Ph.D.

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Dr. Amanda Lowe is an Assistant Professor of Psychology, Core Faculty and Associate Program Director and Clinical Coordinator for the Psy.D. Program in Counseling Psychology. She received her master's degree and doctorate in clinical psychology from the APA accredited program at Duquesne University in 2005 and 2012. She holds a certificate in qualitative and interpretive research and is currently pursuing postgraduate training in psychedelic therapy and research. Her clinical work has primarily been with college students and adult SPMI and dual diagnosis community populations, and she has been involved with various research projects with the University of Pittsburgh and Penn State New Kensington. Formerly, she was core faculty in the Psy.D. program at Point Park University, where she served as the Director of the Psychology Clinic. Her current research interests include cultural, political, philosophical, and phenomenological aspects of psychedelic medicine, cross-cultural perspectives on spirituality, Gendlinian focusing practice.

Program Associate and Emeritus Faculty

Krista Boyer, Psy.D.

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Dr. Krista Boyer is a licensed psychologist who provides individual, group, and family therapy to individuals across the lifespan. She infuses a mindfulness-based approach to her clinical work and is specifically skilled in identifying the strengths of her clientele in order to foster meaningful therapeutic growth. Dr. Boyer additionally completes a variety of psychological assessments for clinical and forensic purposes and has been frequently recognized as an expert witness for legal matters. She regularly provides trainings, supervision and consultation to other mental health professionals, and has presented at the Pennsylvania Psychological Association, The Greater Pittsburgh Psychological Association, and the Association for Women in Psychology. She has been featured on BCTV's Talking Mental Health program as a guest expert and has been a contributor to a mental health program on WMBS radio. She is an adjunct faculty member in the doctoral programs in Counseling Psychology at both Carlow and Chatham Universities and has been on several doctoral dissertation committees. In addition to her doctoral degree, she has undergraduate degrees in Art Therapy and Art History, a master's degree in Counseling Psychology, and a master's degree in Business Administration. She is a past board member of Mental Health America of Southwestern Pennsylvania. She is an active member of the Pennsylvania Psychological Association and the Greater Pittsburgh Psychological Association.

Shannon Wilson Cribbs, Psy.D.

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Dr. Cribbs obtained her B.S. in Psychology from Slippery Rock University in 1999, her M.S. in Professional Counseling from Carlow University in 2008, and her Psy.D. in Counseling Psychology from Carlow University in 2013. As part of her doctoral work, she completed practica at Children's Hospital Pediatric Transplant Department, Children's Hospital Pediatric Neuropsychological Services, and Carlow University's Counseling Center. Dissertation research pertained to boundary ambiguity in families of chronically ill children and its impact on family functioning and cohesion. Shannon completed her pre-doctoral internship at Counseling Resources/Neuropsychological Associates, LLC through an internship consortium at the University of Wisconsin – Madison. She completed a two-year post-doctoral placement at Center for Pediatric Neuropsychology, PLLC.

Shannon first worked for Pressley Ridge, first with children and adolescents in a residential setting and then with children and their families as an in-home family therapist. Shannon was previously a Licensed Professional Counselor prior to becoming a Licensed Psychologist. She has also worked as a part-time adjunct faculty member at Carlow University and Chatham University, as a Mobile Therapist for FamilyLinks, and as an outpatient individual, couples, and family therapist at Relationship Resolutions. Shannon presently conducts comprehensive neuropsychological evaluations of children and adolescents, and provides individual and family therapy for children, adolescents, and their families, through her work as an independently contracted psychologist at Center for Pediatric Neuropsychology, PLLC. Shannon is also an independently contracted consulting psychologist for Pressley Ridge's CSBBH programs imbedded in the Sto-Rox School District and Pittsburgh Public Schools Oliver Citywide Academy. Shannon's clinical interests include neuropsychological assessment, family systems, as well as individual and family therapy for anxiety, Conversion Disorder, Non-Epileptic Seizures, and Tic/Tourette's Disorder. Shannon's teaching interests include biological bases of behavior, intellectual and neuropsychological assessment, and supervision for students currently completing assessment-focused practicum placements.

Adrienne Ingram-Boslau, Psy.D.

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Dr. Adrienne Ingram-Boslau has been an adjunct faculty member at Carlow since 2012. She has taught Practicum Seminar, The Helping Relationship, and Introduction to Positive Psychology and she serves in the role of dissertation chair for students. Dr. Ingram-Boslau earned her doctoral degree in Clinical Psychology from the School of Professional Psychology at Wright State University. She completed internship at the University of Pittsburgh Counseling Center and post-doc at Carnegie Mellon University. She has been a licensed psychologist since 2007 and worked as an outpatient therapist and manager at Mercy Behavioral Health, where part of her work included supervision of Carlow Psy.D. students on practicum placements. Currently she is working in private practice and her clinical interests include anxiety disorders, women's health, and highly sensitive people. She and her husband have two sons and a cat. Her areas of interest for further study include the integration of mental and physical health, and holistic approaches to treatment.

Christina Kirsch, Psy.D.

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Dr. Kirsch is a licensed psychologist who obtained her Psy.D. in Counseling Psychology from Carlow University. She completed a predoctoral internship at Nationwide Children's Hospital in Columbus, Ohio and a postdoctoral fellowship at Center for Pediatric Neuropsychology. Dr. Kirsch specializes in the assessment and treatment of children and adolescents with complex psychiatric presentations and learning disabilities. She provides outpatient evaluation and therapy services for children, teens, young adults, and families with mood disorders, anxiety disorders, behavioral concerns, obsessive compulsive disorder, trauma/PTSD, and grief/loss.

Madeline Nassida, Psy.D.

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Dr. Nassida is an adjunct faculty member in the PsyD in Counseling Psychology and Master of Arts in Psychology programs. She earned her Psy.D. in Counseling Psychology from Carlow University and completed a predoctoral internship at Cleveland Clinic Children's Hospital as well as a postdoctoral fellowship at the Center for Pediatric Neuropsychology. Dr. Nassida is currently a licensed psychologist in private practice who specializes in the assessment of neurodevelopmental disorders, including learning disabilities, and complex psychiatric presentations. She also provides counseling intervention to children and adolescents coping with mood and anxiety disorders, trauma, and chronic medical conditions. In Carlow's PsyD Program, she teaches *CPY 819 Foundational Diagnosis & Intervention* and *CPY 831 Advanced Assessment of Learning Disabilities & Understanding Special Education Services*. In her free time, Dr. Nassida enjoys spoiling her cats, listening to movie scores, designing cheese boards, and trying out creative recipes in the kitchen.

Robert A. Reed, Psy.D.

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Dr. Robert Reed is a Professor Emeritus within Carlow University's programs of MAP and Counseling Psychology and is a licensed psychologist in private practice. Dr. Reed earned his doctorate in psychology (Psy.D.) from the University of Pittsburgh. Prior to joining Carlow's faculty in 1995 he was an active practitioner and Clinical Coordinator of a child and adolescent outpatient program. He is a licensed psychologist with over 30 years of clinical experience, he is a certified school psychologist, and he currently consults for a mental health

program that works with seriously troubled youth. His teaching interests are in the areas of research methods, psychometrics, intellectual assessment, and childhood interventions. His publications and research interests have explored the role of the psychologist in the assessment of seriously troubled youth, and the emotional needs of the gifted, and the psychosocial effects of working in emergency medical services.

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Doctor of Psychology in Counseling Psychology

Educational Philosophy

The Doctoral Program at Carlow University is wholly committed to the foundational values of the discipline of Counseling Psychology. Therefore, the educational philosophy of the Program is based in part on both the Model Training Program in Counseling Psychology (Murdock, Alcorn, Heesacker, & Stoltenberg, 1998) and on the core themes of the discipline which were initially suggested by Gelso & Fretz (2001). The themes uniquely characterize Counseling Psychology and distinguish it from other substantive disciplines within the broader field. These themes were elaborated upon by the Council of Counseling Psychology Training Programs and are as follows: (a) *a focus on working within a developmental framework across a wide range of psychological functioning*; (b) *a focus on assets and strengths, regardless of level of functioning*; (c) *the inclusion of relatively brief counseling approaches*; (d) *an emphasis on person-environment interactions, rather than an exclusive focus on either person or environment*; (e) *an emphasis on prevention, including psycho-educational interventions*; (f) *emphasis on the educational and vocational lives of individuals*; (g) *a strong commitment to attending to issues of culture, race, and ethnicity, as well as other areas of individual diversity such as gender, age, ability, socioeconomic status and sexual orientation*; and (h) *evaluation and improvement through critical thinking and a commitment to the scientific approach*.

To that end, students' education in both general and counseling psychology is characterized by a solid foundation in theory, research and practice including skills in assessment, diagnosis, and treatment for application in a wide-range of practice settings and for use across the full spectrum of adjustment and psychological disorders. The program strives to train psychologists who will make a difference in the communities in which they work through reflective practice, scholarship, teaching, activism and research. In addition, the Educational Philosophy of the Program is informed by three interconnected values, which are *lifelong learning*, *social justice and feminism*, and *service to others*.

The Program value of *lifelong learning* is consistent with the stated mission of the University. This value is theoretically grounded in the work of Paulo Freire (1970) who views lifelong learning as partially manifest in a "deeply reciprocal" relationship between student and teacher. Freire describes the roles of classroom participants as the teacher-student (a teacher who learns) and the student-teacher (a learner who teaches). Freire's approach, which emphasizes critique of the power dynamics of all relationships (e.g., between student and teacher, between and among different social groups), is especially appropriate for psychologists who must maintain a stance of openness to learning in their work with clients and with others whom they serve. The value of lifelong learning is taken a step further through the notion of "engaged pedagogy" as articulated by Hooks (1994). According to Hooks, engaged pedagogy requires a combination of reflection and action by both students and teachers. The idea being that what is learned through reflection on self, pedagogical content and dynamics between teacher and student can be used to advance learning and knowledge and implemented in contexts outside of the classroom.

The institutional mission of *service to others*, especially those unequally advantaged and who face discrimination (e.g., along lines of race, class, gender, sexual orientation, etc.), is manifest in the University culture and in its curricula. As a Program value, service is a natural extension of this mission and fits with the Counseling Psychologist's actual practice

of psychology in service to others (i.e., therapy, teaching, research and activism) as well as the Counseling Psychologist's ethical duty of beneficence.

The Program value of *social justice and feminism* informs the educational philosophy by provision of a lens through which individual and systems wellness is considered. This value is manifest in the curriculum and the overall program culture. Steps are taken to ensure that students gain a comprehensive understanding of institutionalized social injustice and the skills necessary to interrupt systematic injustice and promote community change. Of primary focus is consideration of the ways in which counseling psychologists can work as change agents at the meso and macro-levels and how to effectively integrate attention to relevant social justice issues into the practice of the profession, in particular with regard to activism, consultation, teaching and research. The relationship between psychological distress and broader institutionalized social realities is the underlying principle on which this value is based.

Training Model

The program is implemented through the practitioner-scholar model of training. In the late 1960s the first Psy.D. Program in the United States began admitting students. Later, at the Vail Conference in 1973, the American Psychological Association endorsed the Psy.D. (practitioner-scholar) model as an alternative to the Ph.D. (scientist-practitioner) for training individuals to offer direct psychological services. The doctoral program at Carlow University prepares Counseling Psychologists to apply knowledge grounded in psychological science and theory in support of professionally sound clinical practice. More specifically, the program holds that those involved in the practice of psychology must be able to evaluate treatments, make scientifically informed decisions in relation to all areas of their work, have an understanding of the limitations of scientifically derived knowledge and have a "scientific attitude" or an intellectual curiosity that is present in their approach to all professional activities. While training in research skills is strong, the focus of the program is to train highly skilled clinicians who eventually become licensed as practicing psychologists. Applicants who are exclusively or primarily interested in assuming positions as researchers or academics are encouraged to consider more research-oriented training programs, such as those implemented through the scientist-practitioner model of training.

Students complete a curriculum of approximately 92 post-master's credits that include coursework, practice, research, and advising activities that are all designed to assist in the development of the knowledge, skills and disposition necessary to practice as a health service psychologist.

The aims of the Carlow Doctorate of Counseling Psychology are multifaceted. Upon completion of the program, it is expected that students will develop the following abilities and skills in alignment with the greater aims of the program.

- I. Students will demonstrate a solid foundation of the discipline-specific knowledge and skills essential to the scientifically-informed professional practice of Counseling Psychology.
- II. Students will demonstrate the advanced profession-wide knowledge and direct-practice skills most evidenced by health service psychologists.
- III. Students will demonstrate the knowledge and awareness necessary to act as culturally sensitive practitioners and agents of social change as reflected by the defining characteristics of Counseling Psychology.
- IV. Students will develop through a learning environment that promotes collaboration and

supports professional and personal growth. In addition, this environment is meant to model the appropriate and ethical use of power and facilitate the transition of students to professional health-service psychologists.

Program Overview

Through the lens of social justice and feminism, the Counseling Psychology Program seeks to train future psychologists to promote psychological wellness in individuals, couples, families, groups, and larger social systems. Skills in assessment, diagnosis, and treatment are developed for application in a wide- range of treatment settings and for use across the full spectrum of adjustment and psychological disorders.

The Psy.D. in Counseling Psychology requires approximately four years of full-time academic study beyond the master's degree. Three years are dedicated to coursework including advanced practica and progress in the preliminary stages of the practice-oriented dissertation. The final year is reserved for defense of the dissertation and for the completion of a year-long, full-time internship.

The program is dedicated to training practitioners who are sensitive to the needs of underserved populations and who possess knowledge and skills relevant to human diversity. Student learning is addressed within the following broad areas:

- A. Knowledge of Psychology as a scientifically grounded discipline
- B. Understanding of Counseling Psychology as a profession;
- C. Competence in the integration of research and practice;
- D. Professionalism.

More specifically, knowledge and skill base areas can be further delineated into the *Discipline Specific Knowledge*, *Profession-Wide Competencies*, and *Program-Specific Competencies*, each of which is addressed through the Program's curriculum.

I. Discipline-Specific Knowledge

- A. History and Systems of Psychology
- B. Affective Aspects of Behavior
- C. Cognitive Aspects of Behavior
- D. Biological Aspects of Behavior
- E. Developmental Aspects of Behavior
- F. Social Aspects of Behavior
- G. Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas
- H. Research Methods
- I. Quantitative Methods
- J. Psychometrics

II. Profession-Wide Competencies

- i. Research
- ii. Ethical & Legal Standards
- iii. Individual and Cultural Diversity
- iv. Professional Values Attitudes, and Behaviors
- v. Communication and Interpersonal Skills
- vi. Assessment

- vii. Intervention
- viii. Supervision
- ix. Consultation and interprofessional/interdisciplinary skills

III. Program-Specific Competencies

- i. Social Justice & Feminism

Program Aims, Competencies, and Disciplines

I. Discipline-Specific Knowledge

Knowledge Areas	History & Systems
How does the program ensure that students possess knowledge?	1) Completion of CPY 855: History and Systems of Psychology.
How does the program assess students' knowledge in this area?	1) Grade in CPY 855
For each outcome above, what minimum level of achievement (MLA) must be met?	1) Overall B- grade or higher in CPY 855
Knowledge Area:	Affective Aspects of Behavior
How does the program ensure that students possess knowledge?	1) Completion of CPY 835: Cognitive and Affective Bases of Behavior 2) Utilization of CPY 835 course material with CPY 894 Integrative Social Justice Capstone
How does the program assess students' knowledge in this area?	How outcomes are measured: 1) Grade in CPY 835 2) Grade in CPY 894
For each outcome above, what minimum level of achievement (MLA) must be met?	1) B- grade or higher in CPY 835 2) B- grade or higher in CPY 894
Knowledge Area:	Biological Aspects of Behavior
How does the program ensure that students possess knowledge?	1) Completion of CPY 844: Biological Bases of Behavior 2) Utilization of CPY 844 course material with CPY 894 Integrative Social Justice Capstone
How does the program assess students' knowledge in this area?	How outcomes are measured: 1) Grade in CPY 844 2) Grade in CPY 894
For each outcome above, what minimum level of achievement (MLA) must be met?	1) B- grade or higher in CPY 844 2) B- grade or higher in CPY 856
Knowledge Area:	Cognitive Aspects of Behavior
How does the program ensure that students possess knowledge?	1) Completion of CPY 835: Cognitive and Affective Bases of Behavior 2) Utilization of CPY 835 course material with CPY 894 Integrative Social Justice Capstone
How does the program assess students' knowledge in this area?	How outcomes are measured: 1) Grade in CPY 835 2) Grade in CPY 894
For each outcome above, what minimum level of achievement (MLA) must be met?	1) B- grade or higher in CPY 835 2) B- grade or higher in CPY 894

Knowledge Area:	Developmental Aspects of Behavior
How does the program ensure that students possess knowledge?	<ol style="list-style-type: none"> 1) Completion of a graduate level Human Development/Lifespan course prior to acceptance or during first semester in Psy.D. Program. At Carlow, PYM 703 or PRC 701 would be an appropriate pre-requisite course. 2) Additional Developmental objectives identified in core courses in curriculum including (CPY 812, CPY 819, etc.)
	<ol style="list-style-type: none"> 3) Completion of CPY 894 Integrative Social Justice Capstone 4) Developmental question embedded in Assessment & Diagnosis Comprehensive Examination
How does the program assess students' knowledge in this area?	<ol style="list-style-type: none"> 1) Grade in Master's level Human Development/Lifespan course 2) Grade in CPY 894 3) Completion of embedded development objectives in other core courses. 4) Grade on Assessment & Diagnosis Comprehensive Examination with Developmental question.
For each outcome above, what minimum level of achievement (MLA) must be met?	<ol style="list-style-type: none"> 1) B grade or higher in Master's-level Developmental course 2) B- grade or higher in CPY 894 3) Completion of embedded developmental objectives in other core courses. 4) Grade of P or PWD on Assessment & Diagnosis Comprehensive Examinations with developmental aspects of case appropriately identified and incorporated into answer.
Knowledge Area:	Social Aspects of Behavior
How does the program ensure that students possess knowledge?	<ol style="list-style-type: none"> 1) Completion of CPY 856: Social Bases of Behavior 2) Utilization of CPY 856 course material with CPY 894 Integrative Social Justice Capstone
How does the program assess students' knowledge in this area?	<ol style="list-style-type: none"> 1) Grade in CPY 856 2) Grade in CPY 894
For each outcome above, what minimum level of achievement (MLA) must be met?	<ol style="list-style-type: none"> 1) B- grade or higher in CPY 856 2) B- grade or higher in CPY 894
Knowledge Area:	<i>Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas</i>
How does the program ensure that students possess knowledge?	<ol style="list-style-type: none"> 1) Completion of CPY 894: Integrative Social Justice Capstone
How does the program assess students' knowledge in this area?	<ol style="list-style-type: none"> 1) Grade in CPY 894
For each outcome above, what minimum level of achievement (MLA) must be met?	<ol style="list-style-type: none"> 1) B- grade or higher in CPY 894

Knowledge Area:	<i>Research Methods</i>
How does the program ensure that students possess knowledge?	<ol style="list-style-type: none"> 1) Completion of CPY 839: Research Methods 2) Research & Quantitative Methods comprehensive examination question 3) Dissertation Proposal and Defense
How does the program assess students' knowledge in this area?	<ol style="list-style-type: none"> 1) Grade in CPY 839 2) Grade on Research & Quantitative Methods Comprehensive Examination 3) Successful proposal and defense of dissertation (Methods specific)
For each outcome above, what minimum level of achievement (MLA) must be met?	<ol style="list-style-type: none"> 1) Grade of B- or higher in PY 839 2) Grade of P or PWD on Research & Quantitative Methods Comprehensive Examination 3) Proposal and Defense are permitted to progress with Major Revisions or better
Knowledge Area:	<i>Quantitative Methods</i>
How does the program ensure that students possess knowledge?	<ol style="list-style-type: none"> 1) Completion of CPY 825: Statistics & Quantitative Methods 2) Research & Quantitative Methods comprehensive examination question 3) Dissertation Proposal and Defense
How does the program assess students' knowledge in this area?	<ol style="list-style-type: none"> 1) Grade in CPY 825 2) Grade on Research & Quantitative Methods Comprehensive Examination 3) Successful proposal and defense of dissertation (Statistics specific)
For each outcome above, what minimum level of achievement (MLA) must be met?	<ol style="list-style-type: none"> 1) Grade of B- or higher in PY 825 2) Grade of P or PWD on Research & Quantitative Methods Comprehensive Examination 3) Proposal and Defense are permitted to progress with Major Revisions or better
Knowledge Area:	<i>Psychometrics</i>
How does the program ensure that students possess knowledge?	<ol style="list-style-type: none"> 1) Completion of CPY 803: Psychometrics 2) Completion of CPY 807: Intellectual Assessment 3) Completion of CPY 809: Personality Assessment 4) Completion of Assessment & Assessment Comprehensive Exam
How does the program assess students' knowledge in this area?	<ol style="list-style-type: none"> 1) Grade in CPY 825 2) Grade in CPY 807 3) Grade in CPY 809 4) Grade on Assessment & Diagnosis comprehensive examination (test data interpretation)
For each outcome above, what minimum level of achievement (MLA) must be met?	<ol style="list-style-type: none"> 1) Grade of B- or higher in CPY 803 2) Grade of B- or higher in CPY 807 3) Grade of B- or higher in CPY 809 4) Grade of P or PWD on Assessment & Diagnosis Comprehensive Examination with psychometric properties of personality, intellectual, and achievement tests appropriately addressed.

IV. Profession-Wide Competencies

Competency:	(i) Research
Elements associated with this competency from IRC-8 D	<ul style="list-style-type: none"> • Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base. • Conduct research or other scholarly activities. • Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.
Program-defined elements associated with this competency:	<ul style="list-style-type: none"> • Demonstrate knowledge about the process of scientific inquiry including research methods and relevant statistics.
<u>Examples</u> of activities used to meet each element.	<ul style="list-style-type: none"> • Special Interest Paper (CPY 801) • Test Evaluation on Level C instrument (CPY 803) • Statistics Homework and Tests (CPY 825) • Data Analysis Project (CPY 825) • Research Methods Quizzes (CPY 839) • Empirical Study Review (CPY 839) • Review & Critique of Team Proposals (CPY 839) • History of Psychology Paper (CPY 855) • DSK-Social Justice Integration Paper and Presentation (CPY 894)
How outcomes are measured	<p>1) Performance in the following relevant courses: <i>CPY 801 Foundations of Counseling Psychology, CPY 803 Psychometrics, CPY</i></p>
	<p><i>825 Statistics & Quantitative Methods, CPY 839 Research Methods, CPY 855 History & Systems, CPY 894 Integrative Social Justice Capstone.</i></p> <p>2) Performance on the Research portion of Comprehensive Exams.</p> <p>3) Performance on the Dissertation domain on the Comprehensive Annual Review Document (C.A.R.D.).</p> <p>4) Dissertation proposal and final defense</p> <p>5) Scholarly paper submission in CPY 855</p> <p>6) Invited presentation to conference, colloquium, external agency, or lay person group based on social justice capstone project in CPY 894.</p>
Minimum Level of Achievement	<p>1) Grade of B- or above in CPY 801, CPY 803, CPY 825, and CPY 839</p> <p>2) Pass or Pass with Distinction grade on Research Comprehensive Exam</p> <p>3) Quantitative scores of 2.5 or higher on the overall Dissertation domain on the Comprehensive Annual Review Document (C.A.R.D.) Faculty rating only.</p> <p>4) Successful defense of Dissertation.</p> <p>5) Completion of scholarly paper assignment in CPY 855 with a grade of B or higher, as well as evidence of paper submission to a peer-reviewed journal or other publication.</p> <p>6) Completion of social justice capstone project with a grade of B or higher, as well as evidence of an invited presentation to an above-listed venue.</p>

Competency:	(ii) Ethical and legal standards
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:	<ul style="list-style-type: none"> • No additional elements
Examples of activities used to meet each element.	<ul style="list-style-type: none"> • Ethical dilemmas exercises (CPY 816 syllabus) • Ethical Dilemma Group Project (CPY 816 syllabus) • Ethics Research Paper (CPY 816 syllabus) Ethics Final Examination (CPY 816 syllabus)
How outcomes are measured.	<p>1) Performance in the following relevant courses: <i>CPY 816 Ethics & Standards</i>.</p> <p>2) Performance on the Ethics portion of Comprehensive Exams, with emphasis placed on APA Ethical Principles and Code of Conduct, as well as relevant case law and professional standards.</p> <p>3) Performance on Competency Development Practicum Contract (CDPC) Evaluations for the year in relation to the Ethics & Professionalism items (#25-38 on CDPC I-II, and #23-41 on CDPC III-V) during Practicum seminars CPY 860.</p>
Minimum Level of Achievement.	<p>1) Grade of B- or above in CPY 816</p> <p>2) Pass or Pass with Distinction grade on Ethics Comprehensive Exam</p> <p>3) CDPC <i>Clinical Snapshot</i> Evaluation items in <i>Ethical Legal Standards & Policy</i> at or above “Satisfies Expectation” on both I-II and III-V versions.</p>
Competency:	(iii) Individual and cultural diversity
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> • An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. • 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. • The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. • Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

Program-defined elements associated with this competency:	<ul style="list-style-type: none"> • **See <i>Program Specific Competencies</i> for additional defined elements related to Social Justice and Feminism.
Examples of activities used to meet each element.	<ul style="list-style-type: none"> • Community Based Project (CPY 805) • Cultural Awareness Papers (CPY 814) • Cultural Group Presentation (CPY 814) • Intercultural Contact Experiences Paper (CPY 814) • Microaggressions Log (CPY 814) • DSK-Social Justice Integration Paper and Presentation (CPY 894)
How outcomes are measured.	<p>1) Performance in the following relevant courses: <i>CPY 801 Foundations of Counseling Psychology, CPY 805 Social Justice & Feminism, CPY 814 Diversity Issues, and CPY 894 Integrative Social Justice Capstone.</i></p> <p>2) Performance on the Foundations, Social Justice, & Diversity portion of Comprehensive Exams.</p> <p>3) Performance on Competency Development Practicum Contract (CDPC) Evaluations for the year in relation to the Cultural Diversity & Social Justice Awareness items (#16-24 on CDPC I-II, and #16-22 on CDPC III-V) during Practicum seminars CPY 860.</p>
Minimum Level of Achievement	<p>1) Grade of B- or above in CPY 801, 805, 814, and 894.</p> <p>2) Pass or Pass with Distinction grade on Foundations, Social Justice, & Diversity Comprehensive Exam.</p> <p>3) CDPC <i>Clinical Snapshot</i> Evaluation items in <i>Cultural Diversity & Social Justice</i> at or above “Satisfies Expectation” on both I-II and III-V versions.</p>
Competency:	(iv) Professional values, attitudes, and behaviors
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, professional identity, accountability, lifelong learning, and concern for the welfare of others • Engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
	<ul style="list-style-type: none"> • Actively seek and demonstrate openness and responsiveness to feedback and supervision. • Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.
Program-defined elements associated with this competency:	<ul style="list-style-type: none"> • Demonstrate awareness of the inherent power dynamic that exists between them and many individuals with whom they interact professionally. • Develop awareness and knowledge about theory and research relevant to the specific subfield of Counseling Psychology.
Examples of activities used to meet each element.	<ul style="list-style-type: none"> • Reflection Journal (CPY 801) • Psychodynamic Conceptualization Paper (CPY 812) • Cultural Awareness Paper (CPY 814) • Ethics Research Paper (CPY 816) • Personal Career Development History (CPY 852)

How outcomes are measured.	<p>1) Performance in the following relevant courses: <i>CPY 801 Foundations of Counseling Psychology, CPY 812 Advanced Theory & Clinical Techniques, CPY 814 Diversity Issues, CPY 816 Ethics & Standards, CPY 864 Advanced Group Psychotherapy, CPY 860 Practicum with seminar.</i></p> <p>2a) Performance on the <i>Professional Behaviors and Personal Characteristics</i> domain on the Comprehensive Annual Review Document (C.A.R.D.).</p> <p>2b) Performance on Competency Development Practicum Contract (CDPC) Evaluations for the year in relation to the Self-Awareness & Reflection items (#51-56 on CDPC I-II, and #41-45 on CDPC III-V).</p>
Minimum Level of Achievement	<p>1) Grade of B- or above in CPY 801, 812, 814, CPY 816, CPY 852, CPY 864; Grade of P in CPY 860 Practicum</p> <p>2a) Quantitative scores of 2.5 or higher on the <u>overall</u> <i>Professional Behaviors and Personal Characteristics</i> domain on the Comprehensive Annual Review Document (C.A.R.D.)</p> <p>2b) CDPC online <i>Self-Awareness & Reflection</i> evaluation items at or above “Satisfies Expectation” on both I-II and III-V versions.</p>
Competency:	(v) <i>Communications and interpersonal skills</i>
Elements associated with this competency from IR C-8 <u>D</u>	<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. • Demonstrate effective interpersonal skills and the ability to manage difficult communication well.
Program-defined elements associated with this competency:	<ul style="list-style-type: none"> • No additional elements.
<u>Examples</u> of activities used to meet each element.	<ul style="list-style-type: none"> • Debate Topics (CPY 801) • Special Interest Paper (CPY 801) • Written, integrated Intellectual Assessment Reports (CPY 807) • Written, integrated Personality & Diagnostic Reports (CPY 809) • Presentation: Theory & Conceptualization (CPY 812) • Standardized Patient Conceptualization and Skill Demonstration (CPY 812) • Intercultural Contact Experiences Paper (CPY 814) • Supervision Practicum (CPY 858)
How outcomes are measured.	<p>1) Performance in the following relevant courses: <i>CPY 801 Foundations of Counseling Psychology, CPY 807 Intellectual Assessment, CPY 809 Personality Assessment, CPY 812 Advanced Theory & Clinical Techniques, CPY 814 Diversity Issue, and CPY 864 Advanced Group Psychotherapy.</i></p>
Minimum Level of Achievement	<p>1) Grade of B- or above in CPY 801, CPY 807, CPY 809, CPY 812, 814, CPY 858, CPY 864.</p>

Competency:	(vi) Assessment
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> • Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. • Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
Program-defined elements associated with this competency:	<ul style="list-style-type: none"> • Demonstrate an awareness of multicultural issues and the implications of potential assessment biases as pertaining to social justice related issues.
Examples of activities used to meet each element.	<ul style="list-style-type: none"> • Psychometrics Exams (CPY 803 syllabus) • Small Group Presentations on Reliability and Validity (CPY 803) • Test Evaluation on Level C instrument (CPY 803) • Intellectual Assessment Exams (CPY 807) • Administration & Reports of WASI-III, WAIS IV, WICS-V, WIAT III, WRAT-IV, plus additional test administrations in WJ-IV, WPPSI IV, C-TONI, PPVT-4 or WMS-I) (CPY 807) • Administration & Reports of objective (MMPI-RF, PAI, MCMI-III) and projective assessments (Rorschach, Thematic Apperception Test, RISB). (CPY 807) • Comprehensive Career Assessment Report (CPY 852)
How outcomes are measured.	<p>1) Performance in the following relevant courses: <i>CPY 803 Psychometrics, CPY 807 Intellectual Assessment, CPY 809 Personality Assessment, CPY 819 Diagnosis & Intervention, CPY 852 Vocational Psychology, and 864 Advanced Group Psychotherapy.</i></p> <p>2) Performance on the Assessment & Diagnosis Comprehensive Exam.</p> <p>3) Performance on Competency Development Practicum Contract (CDPC) Evaluations for the year in relation to Assessment items (#10-15 on CDPC I-II, and #10-15 on CDPC III-V) during Practicum seminars CPY 860.</p>
Minimum Level of Achievement.	<p>1) Grade of B- or above in CPY 803, 807, 809, 852, and 864.</p> <p>2) Pass or Pass with Distinction grade on Assessment & Diagnosis Comprehensive Exam</p> <p>3a) Quantitative scores of 2.5 or higher on the <u>overall Clinical Domain</u> on the Comprehensive Annual Review Document (C.A.R.D.).</p> <p>3b) CDPC <i>Clinical Snapshot</i> Evaluation items in <i>Assessment & Diagnosis</i> at or above “Satisfies Expectation” on both I-II and III-V versions.</p>

Competency:	(vii) Intervention
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 evidence-based intervention plans specific to the service delivery goals. • Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. • Demonstrate the ability to apply the relevant research literature to clinical decision making. • Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking. <p>Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.</p>
Program-defined elements associated with this competency:	<ul style="list-style-type: none"> • No additional elements.
Examples of activities used to meet each element.	<ul style="list-style-type: none"> • Psychodynamic Conceptualization Paper (CPY 812) • Counseling Theories Examination (CPY 812) • Presentation Theory & Conceptualization (CPY 812) • Standardized Patient Conceptualization and Skill Demonstration (CPY 812) • Diagnosis & Intervention (D&I) Final Exam w/ Standardized Patient Assessment (CPY 819) • D&I Applied Quizzes (CPY 819) • D&I Client Design-Interactive Class Exercise (CPY 819) • D&I Mock Treatment Sessions (CPY 819) • D&I annotated Bibliography (CPY 819) • Group Case Presentation (CPY 864) • Process Observation (CPY 864)
How outcomes are measured.	<p>1) Performance in the following relevant courses: <i>CPY 812 Theory & Technique</i>, <i>CPY 819 Diagnosis & Intervention</i>, and <i>CPY 850 Practicum with Seminar</i>, and <i>864 Advanced Group Psychotherapy</i>.</p> <p>2) Performance on Counseling Theories and Techniques Comprehensive Exam.</p> <p>3) Performance on Competency Development Practicum Contract (CDPC) Evaluations for the year in relation to the Intervention items (#39-50 on CDPC I-II, and #32-40 on CDPC III-V) during Practicum seminars CPY 860.</p>
Minimum Level of Achievement.	<p>1) Grade of B- or above in CPY 812, CPY 819, CPY 864 and Grade of P (Pass) in CPY 850.</p> <p>2) Pass or Pass with Distinction grade on Counseling Theories and Techniques Comprehensive Exam.</p> <p>3a) Quantitative scores of 2.5 or higher on the <u>overall Clinical Domain</u> on the Comprehensive Annual Review Document (C.A.R.D.).</p> <p>3b) CDPC <i>Clinical Snapshot</i> Evaluation items in <i>Intervention</i> at or above “Satisfies Expectation” on both I-II and III-V versions.</p>

Competency:	<i>(viii) Supervision</i>
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> • Demonstrate knowledge of supervision models and practices.
Program-defined elements associated with this competency:	<ul style="list-style-type: none"> • No additional elements.
Examples of activities used to meet each element.	<ul style="list-style-type: none"> • Supervision Practicum (CPY 858) • Presentation of Supervision Work (CPY 858) • Supervision Model Presentation (CPY 858) • Supervision & Consultation Final Paper (CPY 858)
How outcomes are measured.	<p>1) Performance in the following relevant courses: CPY 858 Supervision & Consultation and CPY 860 Practicum with Seminar IV.</p> <p>2) Performance on the Foundations, Social Justice, & Diversity portion of Comprehensive Exams.</p> <p>3) Performance on Competency Development Practicum Contract (CDPC) Evaluations for the year in relation to Supervision and relevant Self-Awareness items (#26, 29, 46, 54-56 on CDPC I-II) during Practicum seminars CPY 840</p>
Minimum Level of Achievement.	<p>1) Grade of B- or above in CPY 858 and Grade of P (Pass) in CPY 860.</p> <p>2a) Quantitative scores of 2.5 or higher on the overall Professional Behaviors and Personal Characteristics domain on the Comprehensive Annual Review Document (C.A.R.D.)</p> <p>2b) CDPC I-II Clinical Snapshot Evaluation items in Supervision at or above “Satisfies Expectation”.</p>
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:	<ul style="list-style-type: none"> • Students demonstrate conscientiousness and awareness of the weight and potential implications of professional statements in all areas of their professional work.
Examples of activities used to meet each element.	<ul style="list-style-type: none"> • Who’s Who in Counseling Psychology National and Local Levels (CPY 801) • Community Based Project (CPY 805) • Consultation Workshop (CPY 858) • Social Justice Capstone Consultation Project (CPY 894) • Performance on Competency Development Practicum Contract (CDPC) Evaluations for the year in relation to Consultation items (#46-49 on CDPC IV-V) during Practicum seminars CPY 860).
How outcomes are measured.	<ul style="list-style-type: none"> • 1) Performance in the following relevant courses: CPY 805 Social Justice & Feminism, CPY 858 Supervision & Consultation, CPY 894 Integrative Social Justice Capstone, and CPY 860 Practicum with Seminar (IV).
Minimum Level of Achievement.	<ul style="list-style-type: none"> • 1) Grade of B- or above in CPY 805, CPY 858, CPY 894 and Grade of P (pass) in CPY 860. • 2) CDPC <i>Clinical Snapshot</i> Evaluation items in <i>Consultation</i> at or above “Satisfies Expectation” on Prac III-V.

II. Program-Specific Competencies

Program-Specific Competency 1:	(i) Social Justice & Feminism
Elements associated with this competency:	<ul style="list-style-type: none"> • Develop the ability to understand social injustice and other sociopolitical influences on the development of client distress. • Demonstrates the knowledge regarding the ways that social systems function to maintain oppression and injustice. • Understands methods in which to interrupt oppression and injustice at the meso and macro levels of social functioning. • Demonstrates awareness of the inherent power dynamic that exists between them and the many individuals with whom they will interact professionally.
Examples of activities used to meet each element.	<ul style="list-style-type: none"> • Community Based Project (CPY 805) • Examinations (CPY 805) • Intercultural Contact Experiences Paper (CPY 814) • Migroaggressions Log (CPY 814) • DSK-Social Justice Integration Paper and Presentation (CPY 894)
How outcomes are measured	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • 1) Performance in the following relevant courses: <i>CPY 805 Social Justice & Feminism, CPY 814 Diversity Issues, and CPY 894 Integrative Social Justice Capstone.</i> • 2) Performance on the Foundations, Social Justice, & Diversity portion of Comprehensive Exams. • 3) Performance on Competency Development Practicum Contract (CDPC) Evaluations for the year in relation to the Cultural Diversity & Social Justice Awareness items (#16-24 on CDPC I-II, and #16-22 on CDPC III-V) during Practicum seminars CPY 860.
Minimum Level of Achievement	<ul style="list-style-type: none"> • 1) Grade of B- or above in CPY 805, 814, and 894. • 2) Pass or Pass with Distinction grade on Foundations, Social Justice, & Diversity Comprehensive Exam. • 3) CDPC <i>Clinical Snapshot</i> Evaluation items in <i>Cultural Diversity & Social Justice</i> at or above “Satisfies Expectation” on both I-II and III-V versions.

Program Resources

The Department of Psychology and Counseling has core faculty who identify with counseling psychology, classrooms, doctoral student meeting spaces and space dedicated to recording role-plays and treatment with standardized patients for student skill development. The urban setting in which the university is located affords a wide variety of clinical training sites including community mental health centers, hospitals, college counseling centers, criminal justice agencies, and private practice.

Program Self-Assessment and Quality Enhancement

The Doctoral Program in Counseling Psychology at Carlow University is committed to providing excellence in the academic and clinical preparation, of its students. In an effort to ensure such excellence, the program engages in regular self-study, characterized by some or all of the following methods of review as outlined by the Committee on Accreditation (CoA) of the American Psychological Association:

(a) reviews of program aims, competences, and objectives in relation to program and university mission statements, (b) comparison of program outcomes to local, regional, and national needs for health service psychology services, (c) tracking practicum and internship placement of students and (d) monitoring licensure status and job placements of graduates. In addition, the program uses feedback from the off-campus supervisors of practicum and internship placements as information as to the preparedness of students to provide competent psychological services. Finally, student feedback through course evaluations, program surveys and follow-up surveys of graduates are also part of the process of self-evaluation.

Value Statement Addressing Cultural and Individual Differences and Diversity

Critical to the provision of appropriate psychological care from the perspective of the Counseling Psychologist, is consideration of the whole person, including individual differences, cultural diversity, and the sociopolitical environment in which the person exists. As described within the Program Overview of this Handbook and other relevant documents, the Counseling Psychology Program at Carlow University uses a framework characterized by attention to issues of social justice and feminism. This framework calls for students and faculty to actively recognize and seek to understand the impact of factors such as gender, sexual orientation, physical ability, religious belief, socio-economic status, ethnicity, and culture on both their own lived experience and psychological functioning as well as that of their clients.

To that end, students and faculty are expected to engage in ongoing self-reflection regarding their attitudes, beliefs, opinions, feelings and personal history as they pertain to points of difference. In addition, they are expected to attempt to remediate any of the above that may have a negative impact on their ability to effectively perform the functions of a psychologist.

Statement on Racism Doctoral Program in Counseling Psychology

We, the faculty and students of the Doctoral Program in Counseling Psychology at Carlow University, stand in solidarity with Black communities, who in these United States have long suffered at the hands of our culture of white supremacy and the trauma afflicted by continued racist acts.

We stand in solidarity with the families of George Floyd, Ahmaud Arbery, Breonna Taylor, Tony McDade, David McAtee, Eric Garner, Antwon Rose, Jr. and tragically, too many other individuals to name. All of whom would be with us today had we appropriately addressed our deeply entrenched, state sanctioned racism.

We unequivocally affirm that Black Lives Matter and we stand in solidarity with everyone fighting to end racism and to secure justice.

We understand that acts of violence against Black and Brown people in this country are symptomatic of structural racism.

We understand that current and past protests are a psychologically adaptive response to frustration, fear, rage and grief related to a long history of marginalization. A history with many tragic and ongoing outcomes. Outcomes of inequality of opportunity. Outcomes of inequality of access to resources. Outcomes of deprivation of security and safety. Outcomes of inequality related to the disproportionate number of incarcerated people of color.

We face a problem. A problem caused and perpetuated by white people. Racism is our problem. It is ours to own and ours to dismantle. To dismantle in ourselves and in our children. Ours to dismantle to create justice and equity for all, in these United States.

As a community invested in learning and in healing, we commit to working together to deepen our awareness of our privilege. We commit to engage in action to promote a more just society that works toward dismantling the pernicious legacy of slavery, Jim Crow, and the imbalanced justice system. We commit to continue the fight to make this country a place where all people are safe from oppression.

Statement on Anti-Asian Racism Doctoral Program in Counseling Psychology

In the United States, members of the Asian American community have faced centuries of trauma and racism, including longstanding colonialism following the Chinese Exclusion Act of 1882, which made the immigration of Chinese people to the U.S. illegal, until 1943 when the act was repealed.

While COVID-19 has negatively impacted people across the country, Asian Americans have been uniquely impacted, as misinformation and hate-filled rhetoric have layered onto pre-existing racist views of this diverse group. Fueled by anti-immigrant discourse, misogyny and white supremacy, this has resulted in increased aggression and violence toward members of Asian and Asian American communities.

We condemn the unconscionable acts committed against members of these important groups and we stand in solidarity with Asian Americans as they continue to work to recover from recent and long-standing aggression. As a community invested in learning and in healing, we commit to working together to deepen our awareness of our privilege, to deepen our understanding of the experiences of others and to work to promote a more informed and just society.

Program Requirements

Master's Level Prerequisites

A master's degree in psychology, professional counseling, or a closely related field is required for admission to the program. Master's degrees are considered closely related if they include the following:

- 1) Human development or Developmental psychology
- 2) Social & cultural foundations or diversity training
- 3) Clinical skills & techniques
- 4) Diagnosis or abnormal psychology
- 5) Research methods
- 6) Practicum or Internship (of direct clinical relevance)

Any student admitted whose previous graduate coursework is considered deficient in any of the above areas will meet with the Program Director upon acceptance to design a plan to address those deficiencies during the first year of doctoral studies.

The curriculum of the Carlow Psy.D. Program is designed with an emphasis on educational experiences that are relevant to the professional practice of psychology. The program and the curriculum are based on the 2015 American Psychological Association's Standards of Accreditation for Health Service Psychology. In support of the practitioner focus, students spend their first year taking classes that emphasize clinical and assessment skills in preparation for the first practicum experience.

Expectations Regarding Satisfactory Progress through the Program

Students demonstrate satisfactory progress when they:

1. Earn a B- or above on all required coursework,
2. Maintain full-time status during the first year of study (fall, spring, summer),
3. Maintain continuous enrollment (unless granted exemption due to extenuating circumstances),
4. Are evaluated as "satisfactory" or above with regard to practica and predoctoral internship,
5. Successfully complete the comprehensive examination and dissertation requirements, and
6. Are evaluated positively with regard to professionalism and comportment in interpersonal relations as documented in the Comprehensive Annual Review Document (C.A.R.D.).

Student performance on these indicators is assessed by faculty as well as practicum and internship supervisors. More specific information regarding progress on each competency can be found within this Handbook.

EXPECTED TIMELINE AND COURSE OF STUDY

The PsyD Program in Counseling Psychology utilizes a cohort-based training model, which entails a set sequence of courses meant to be taken in an established progression over the four years of the program. Cohort based training models expect that students will take the courses required in order along with the rest of their cohort members, and do not afford students the

ability to create an individualized course sequence.

Completion of the doctoral program requires 92 credits and 1800 practicum hours. The course sequences are designed for students to complete these requirements in an established progression over four years, including the pre-doctoral internship. Students have a total of seven years from enrollment to fully complete the program. Students who do not do so in that time frame may be dismissed from the program.

EXTENDING TIMELINE OR SLOWING COURSE OF STUDY

Any time a student needs to reduce the number of course credits or practicum hours in which they are enrolled, they may extend their course of study by at least one year and may disrupt the established progression of the curriculum.

- **Practicum Training:** Students may be able to make-up 3 credits of missed practicum training in the summer of their third year. Missing more than 3 credits of practicum training will require the addition of a fourth year of study before attending predoctoral internship.
- **Academic Coursework:** Students who drop any academic course(s) will be required to make up those courses in a **mandatory fourth year** before attending predoctoral internship. Students may not take comprehensive exams without completing relevant course work, so dropped academic courses may delay the completion of relevant comprehensive exams and delay readiness for predoctoral internship.

While it is not uncommon for students to need to slow their course of study for various reasons. The recommended approach to taking more time is to follow the structured academic course sequence and reduce practicum hours. This will not affect the timing of the comprehensive exams, and students can spend the additional fourth year in practicum training and working on their dissertations.

NOTIFICATION OF INTENT TO WORK MORE THAN HALF-TIME

Many students who attempt to work full-time after commencing practicum training in the summer of the first year find that they cannot meet the expectations of training and simultaneously maintain full-time employment. The established progression of courses and the overall demanding nature of this PsyD program requires that students in practicum training who wish to work full-time notify program leadership of their intention to work more than half-time and offer a plan that will allow the meeting of academic and practicum requirements. Students who wish to work full-time will submit a formal notification of intention to work full-time employment to program leadership.

NOTIFYING PROGRAM LEADERSHIP OF MAJOR LIFE EVENTS

When students become aware of any major life events that will or may impact their ability to successfully complete a full course load with practicum in any given semester, they are expected to discuss this with program leadership **AS SOON AS POSSIBLE**.

Students should be aware that in extenuating circumstances they may be expected to take a leave of absence rather than expecting a reduction in the expectations for attendance or performance in a course or substantial changes to the expectations of practicum training site.

In the situation of foreseeable events where a student fails to notify program leadership in a timely manner that would allow planning to accommodate student needs, students may be expected to take a leave of absence rather than expecting a reduction in the expectations for attendance or performance in a course or substantial changes to the expectations of practicum training site requirements.

COURSE ATTENDANCE REQUIREMENTS

In the PsyD Program in Counseling Psychology, courses are offered in several formats: fully remote/ hybrid in-person remote/ and fully in-person?

Faculty reserve the right to decide that any given class is only offered fully in-person. The expectations for in-person courses is that in-class instruction and participation are essential components of the course and students are expected to attend in person. Faculty teaching in-person courses may agree to permit a student to attend remotely for a class session due to extenuating circumstances. Students should be aware that due to the nature of advanced psychological training, remote attendance even in extenuating circumstances may not be appropriate due to the disruption of established group processes.

**Curriculum Plan: Required Courses & Four-Year Course
Rotation—COHORT 2023**

1 st Year Fall	✓	Credits	1 st Year Spring	✓	Credits	1 st Year Summer	✓	Credits
CPY 801 Foundations of Counseling Psychology		3	CPY 807 Intellectual Assessment		3	CPY 852 Vocational Psychology		3
CPY 803 Psychometrics		3	CPY 819 Diagnosis & Intervention		3	CPY 844 Bio Bases of Behavior		3
CPY 812 Advanced Theory & Technique		3	CPY 816 Ethics & Standards		3	CPY 860 Practicum		1-3
CPY 831 Critical Conversations		.5	CPY 831 Critical Conversations		.5			
2nd Year Fall	✓		2nd Year Spring	✓		2nd Year Summer	✓	
CPY 809 Personality Assessment		3	CPY 839 Research Methods		3	CPY 855 History and Systems		3
CPY 814 Diversity Issues		3	CPY 805 Social Justice & Feminism		3	CPY 860 Practicum		1-3
CPY 860 Practicum		1-3	CPY 825 Statistics & Quantitative		3	CPY 831* 1 credit elective		1
CPY 890 Dissertation		2	CPY 860 Practicum		1-3			
			CPY 890 Dissertation		2			
3rd Year Fall	✓		3rd Year Spring	✓		3rd Year Summer	✓	
CPY 864 Advanced Group Psychotherapy		3	CPY 835 Cognitive & Affective Bases		3			
CPY 856 Social Bases of Behavior		3	CPY 858 Supervision & Consultation		3			
CPY 860 Practicum		1-3	CPY 894 Integrative Social Justice Capstone		2			
CPY 890 Dissertation		2	CPY 860 Practicum		1-3			
CPY 831* 1 credit elective		1	CPY 890 Dissertation		2			
4th Year Fall	✓		4th Year Spring	✓		4th Year Summer	✓	
CPY 866 Pre-Doctoral Internship		1	CPY 866 Pre-Doctoral Internship		1	CPY 866* Pre-Doctoral Internship		1
CPY 890 Dissertation		2	CPY 890 Dissertation		2			

Total Credits = 92

* = course available, but may not be required that semester

Doctoral Level Practica

First year PsyD students are expected to begin their practicum field training in the Summer of their first year. The PsyD program Clinical Coordinator will meet with the first year PsyD student cohort as a group in November of their first year to provide an orientation to the expectations of the Practicum experience.

Due to new Pennsylvania requirements regulations that went into effect on August 12, 2019, students are now permitted to count practica hours in lieu of post-doctoral hours. Because of this new rule, faculty members decided to ensure complete hour compliance by increasing required practica from 1200 hours to 1800 hours starting in Fall 2020. This change facilitates direct entry into psychological practice.

Carlow University's PsyD program in counseling psychology requires 18 credits of practicum training (6 semesters of practicum seminar assuming 3 credits are earned each semester of practicum seminar). As cited above, this totals 1800 hours of direct and indirect field placement experience. Typically, a single commitment to a practicum training site experience is a year long (three semesters: summer, fall, and spring). Occasionally, a student might find their practicum placement to be exceptionally challenging or a poor fit. If students have concerns about or wish to change their practicum placement, they must contact the PsyD program Clinical Coordinator. The Clinical Coordinator will help the student troubleshoot their site placement issues and/or help them by facilitating a transfer.

Options exist to enroll in special doctoral level practica experiences (e.g., Carlow's Disability Services Office or the Carlow Campus school). These special doctoral level practica may be one to three credit experiences, and require discussion with and approval from the Clinical Coordinator.

Each credit of doctoral level practica designates 100 hours of time engaged in a 60% indirect contact, 40% direct contact time split. This means that the expectation is that for every 100 hours of time on site, no fewer than 40 of those hours will constitute direct client contact. See below for a more complete articulation of the definition of client contact and supervision requirements.

Once they have met the 18 credit requirement, students who wish to accumulate additional Practicum hours or diversify their training experiences may enroll in additional CPY-860 practicum courses for 1-3 credits.

Important Note: Students are required to take the 1 credit Psychotherapy with Children course before completing a practicum placement with children.

Carlow University benefits from its location in the large metropolitan area of Pittsburgh that is home to many hospitals, universities, and community mental health agencies. Students have placed at nationally recognized medical settings such as Children's Hospital, Western Psychiatric Institute and Clinic, and Allegheny General Hospital. Additionally, the university counseling centers of Carnegie Mellon, Chatham, and California University of Pennsylvania have allowed students to gain experiences in working with the ever-changing college population within academic settings.

There is a diverse range of learning opportunities through these potential practicum sites and our students have been involved in neurological, personality, and intellectual assessment, community consultation, group therapy, and of course, direct individual therapy with children, adolescents, and adults. Students have also been able to specialize in their work through several unique settings that have permitted assessment for child organ transplantation, cognitive behavioral applications to aid in medical coping, group therapy with thought disordered clients, and engaging in outreach activities through college counseling centers.

Starting in Fall 2023, the new Clinical Coordinator position now oversees the practicum matching process and meets with students to determine their specific occupational goals, predoctoral internship aspirations, and current strengths and interests. The first individual preparatory meeting will occur by January of a student's first year. Students are encouraged to pursue sites that are not yet identified by the Department, so long as they are ultimately approved as sufficient by the Psy.D. Clinical Coordinator.

Basic Practicum Requirements (see syllabi for more information): Each credit hour of practicum requires a minimum of 100 hours in placement, 40 of which are to be spent in the provision of direct client service. Students are to complete a minimum of 1800 total hours of practica and these hours can be obtained with as few as two different placement sites, or as many as six depending on student interests and career path. Students are to participate in a minimum of 1 hour of weekly individual on-site supervision provided by a graduate-level professional in a related field to psychology (licensed psychologists are preferred, but students are sometimes supported on-site by physicians, psychiatric nurses, counselor educators, licensed social workers, and licensed professional counselors). Students/trainees are required to always perform at the highest ethical and professional level, as defined by the appropriate professional ethical guidelines (See [American Psychological Association code of ethics](#)). Consequences of verified unethical behavior may include, but not be limited to, any of, or all of the following: 1) failure and/or removal from the course, 2) mandatory remedial course work or other actions, 3) dismissal from the program.

In addition, students receive weekly group supervision on campus through active participation in the Practicum Seminar. Typical practicum activities include direct client care, attending case conferences, writing reports and clinical notes. Any information communicated during the practicum seminar including discussions between students or between students and faculty, such as case presentations and all case material, are to be treated by all participants in the practicum seminar as "Protected Health Information" (PHI). As such it is an ethical violation of the highest order to share any information or any element of private communication between participants of Practicum Seminar, particularly case presentations or any information whatsoever related to any of the clients presented with anyone not part of the practicum seminar wherein that information was originally presented.

Students must record all practicum hours, both direct and indirect, and are required to do so in an electronic database. (At this time the program is employing Time2Track, but we will be moving student data tracking and hours tracking to Tevera.) In addition, it is

necessary to use Time2Track to record the number of clients seen, the intervention modality used (e.g., individual, group, family) and demographic information as it pertains to each client (e.g., age, ethnicity/race, sexual orientation, religious background, gender/sex, ability status, class, etc.).

NOTE: Students must consult with and obtain approval from the Clinical Coordinator about potential placements prior to submitting applications to sites.

Professional Development

There are multiple ways in which student identity development as a counseling psychologist is promoted within the Program. The most formal of these are described below and are intended to help cultivate a “scholar-practitioner” identity by exposing students, in an interactive manner, to models of professional involvement.

Student Attendance at Departmental Speaker Series Events

Students are required to attend two speaker events a year (one in fall semester and one in spring semester). Students will be notified of these held dates no later than the second week of the start of the fall or spring semester. Students who are unable to attend are expected to participate in a separate professional speaking engagement within the community during the same academic year and show evidence of attendance to the Program Director.

Student Attendance at Professional Conferences

Students are required to attend a regional, national, or international conference sponsored by a recognized association in Psychology prior to applying for internship. Students must briefly describe the conference attended and some of the topics addressed within the conference in their portion of the Student Evaluation, for the year in which this requirement is met. If the student participates in this activity multiple times, they are encouraged to include a similar write-up in the materials for each relevant annual evaluation.

Student Presentation at Professional Conferences or Scholarly Article Submission

It is strongly recommended that students conduct a peer-reviewed scholarly presentation *or* submit a paper for publication prior to applying for internship. Students may select from a wide range of professional forums (e.g., the Greater Pittsburgh Psychological Association, the Pennsylvania Psychological Association, the American Psychological Association, the Society of Counseling Psychology and many more). In addition, an acceptable venue is the Graduate Colloquium which is held annually by the Graduate School of Carlow University.

Student Participation in February New Student Cohort Interviews

During the first year of study, students are required to attend new cohort interviews held in spring semester (February) to both engage with new applicants and assist in maintaining the quality of the program. Faculty benefit greatly from student impressions of new applicants and this also helps to display student engagement within the program.

Capstone Experiences

Professional psychologists are expected to demonstrate competence across multiple domains. In addition to on-going student evaluation, there are three capstone experiences that are evaluative in nature and are meaningful components of the Counseling Psychology Program at Carlow University. The three capstone experiences are: 1) Comprehensive Examinations, 2) Dissertation, and 3) Pre-doctoral Internship. **Note: Students are required to defend their *Dissertation Proposal* prior to**

applying for internship.

Comprehensive Examinations

The Comprehensive Examinations gives students the opportunity to demonstrate their ability to synthesize acquired knowledge in response to specific questions by articulating a clear and balanced explanation of the relevant literature and by presenting professionally sound recommendations or conclusions. The examination questions are in written (typed) form and are designed to assess student knowledge in the following Core Areas:

- Assessment & Diagnosis
- Counseling Theories and Techniques
- Diversity & Social Justice Issues
- Ethics & Professional Issues
- Research Methods & Statistics

The Comprehensive examination is administered by the Comprehensive Examination Committee (CEC) and is given annually (typically the Thursday and Friday) two weeks before the beginning of the fall semester and, when necessary (for the purpose of remediation, two weeks before the beginning of the spring semesters). Generally, students are eligible in the fall of their third year if the recommended curriculum guide has been followed. The Comprehensive Examination must be passed to be declared eligible for Doctoral Candidacy and to apply for internship. Notification regarding status on the Comprehensive Examination will be given within four weeks of the test date. Students may only take spring comprehensive examinations due to the two following conditions: 1) They failed the written portion of one or more sections twice in the prior fall semester and remediation plan states a January re- take date is warranted; or 2) Due to illness, family emergency, or grade deficiency, they were unable to complete all relevant coursework needed to sit for one section of the exams (but not more than one).

Grades assigned are:

- Pass with Distinction (PWD)
- Pass (P)
- Fail (F)

The examination takes place over the course of a two-day period and is administered in a computer lab on campus. Examination questions are developed and evaluated by the Comprehensive Examination Committee and include questions representative of the Core Areas noted above. Students respond in typed (word processed) format. Student responses to each question are read (blindly) by two faculty evaluators. If consensus is not reached, the question is read by a third evaluator.

Students must earn a passing score on all questions in the comprehensive examination (P or PWD). Students may retake up to two sections that they do not pass. Meaning, a student will have the opportunity to respond to a different question in the relevant content area two weeks before the beginning of the spring semester of that same testing year. Students who fail three or more sections must wait to retake those sections at the next available Comprehensive Examination testing date in August as will be specified determined by their remediation plan. Students who retest in January (two weeks before the beginning of the spring semester) will not be eligible to participate in the first phase of the APPIC Match I process that academic year, but may be eligible to participate in Match II. As of August 2019, the oral remediation stage for failed written sections of the comprehensive examinations was discontinued in response to feedback from the APA accreditation team visit in fall 2018.

Students are permitted to take each section of Comprehensive Examinations twice. Failure to pass the comprehensive examination the second time will result in additional intensive remediation measures

(e.g., additional coursework, expansive literature review, etc.) and the student may be dismissed from the program at the discretion of the faculty. Students may request to review their examination after evaluation; however, students are not permitted to keep their written exam. The examination documents are retained by the program for the duration of the student's tenure at the University. Following graduation or withdrawal from the program and the passing of eight years, the examination documents are destroyed.

Review Suggestions for the Comprehensive Examination

Assessment & Diagnosis

General content of test protocols for Intellectual, Diagnostic, and Personality assessment
 Test interpretation
 Test construction
 DSM and critical considerations in diagnosing Developmental aspects of diagnosis

Counseling Theories and Techniques Individual Counseling/Psychotherapy Theory Lifespan

Development
 Group Counseling/Psychotherapy
 Career Counseling/Vocational Psychology Supervision/Consultation

Diversity & Social Justice Issues Multi-Cultural & Diversity Issues Women's Issues

Psychology of Oppression
 Systems of oppression, including how they function and impact psychological wellness

Ethics & Professional Issues Professional Organizations/Associations

Ethical Standards and Code of Conduct for Psychologists Relevant legal standards and case law
 Professional practice guidelines & standards of practice

Research Methods & Statistics

Basics of research methods and quantitative statistics

Dissertation

Through the doctoral dissertation, students in the Counseling Psychology program are required to provide evidence of scholarly competence that represents a unique contribution to the field of psychology.

Through this project, students are expected to demonstrate in-depth knowledge of an area relevant to the professional practice of psychology as well as the ability to think critically, integrate and evaluate research and theory, and communicate their work clearly to members of the profession. Given the program's emphasis on the professional practice of psychology, it is expected that the doctoral dissertation be psychological in nature and clinically useful to health service psychologists.

While dissertations are a rigorous scholarly exercise, they are not limited to experimental studies and quantitative measurement. Rather, students are encouraged to use a variety of formats, so long as they have adequate supervision from their selected dissertation chair.

The Dissertation Process

The dissertation process unfolds in a series of stages that include the following:

- Stage 1: Dissertation Concept Paper
- Stage 2: Dissertation Proposal
- Stage 3: Dissertation Defense

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

1. The *Dissertation Concept Paper* is submitted to the Program Director **by December 1st of the first year of academic study**. The initial steps for developing this paper will occur in CPY 801 during the first semester of study. Upon review by core faculty, an assignment is made of student's dissertation chair (when possible, based on three faculty names put forward by the student). The dissertation chair also then becomes the student's academic advisor by the end of the first year.
 - If the working relationship with the dissertation chair proves to be untenable, it is strongly recommended that students attempt to improve the working relationship with their chair. If this is ineffective, students can choose to initiate the process of finding another appropriate faculty to work with as chair. It is the students' choice to start finding another appropriate faculty to work with as chair. That said, no guarantee is extended that another faculty will be available to work with as chair and advisor.
2. The student consults with the dissertation chair about viability of the dissertation idea *and* the composition of the dissertation committee. A completed *Request for Approval of Dissertation Committee* form must be submitted to the dissertation chair/advisor and to the Program Director. The Dissertation Committee must be established by **no later than March 1st of the first year of academic study**.
3. Using the *Dissertation Concept Paper* as the foundation, the student will develop an initial draft of the *Dissertation Proposal* during their second year of study. Students are expected to gain knowledge of Research Methods and Statistics during the second year of study to prepare their dissertation proposal.
4. Upon the successful completion of the *Proposal Defense Meeting*, which must be completed by **September 15th of the second year**, it is the responsibility of the student to provide an update via letter (sent electronically with a cc to the dissertation chair) and the Program Director.
5. The IRB proposal (which may be included as part of the Proposal) is submitted to the appropriate IRB representatives on campus. Following approval by the IRB, the student may begin the data collection or equivalent the final *Dissertation* project.
6. Upon completion of the proposed study and approval by the dissertation chair, the student will schedule a *Dissertation Defense Meeting* with the dissertation committee.
7. Upon successful completion of the dissertation defense, it is the responsibility of the student and the committee chair to provide an update via letter (sent electronically) to the Program

Director.

8. After any and all corrections are made to the final Dissertation and all signatures have been accounted for on the documents (i.e., all members of the dissertation committee and then Dean of the College of Arts and Sciences), students are to upload the completed document to **ProQuest** library databases with assistance from their individual dissertation chair, the Department's Administrative Assistant, and/or the Program Director. Students will not receive their diploma from the Registrar until this final step is completed and the dissertation has been queued to ProQuest to be added to the holdings of Carlow University.

Dissertation Concept Paper:

The first step in the dissertation process is the preparation of the *Dissertation Concept Paper*. This project helps the student think about the Dissertation in a meaningful way. To complete this step, the student will have to: 1) identify an area of interest; 2) begin to review the literature in that area; 3) start to construct research questions and hypotheses; and 4) formulate a foundational methodology and statistical plan for the project. A significant amount of reading in the area of interest is highly recommended before completing this portion of the research project.

Dissertation Committee:

Following approval of the concept paper and assignment of a dissertation chair, the student must approach qualified candidates to serve on the dissertation committee. The committee must be comprised of three members including the dissertation chair. Two members of the committee must be from within the Psychology & Counseling Department at Carlow University, with one of those being a core faculty member of the Psy.D. Program (see pg. 9-11 for eligible faculty). The remaining member may be from Carlow University faculty at-large or from the professional, external psychological community. All members of the committee must be approved by the dissertation chair. Committee membership must be reported in writing (sent electronically) via the Request for Approval of Dissertation Committee form to the Program Director and the Chair of the Psychology & Counseling Department

Dissertation Proposal and Dissertation Proposal Defense Meeting

The Dissertation Proposal is the next step in the process and must be successfully completed (including proposal defense meeting) prior to collecting data for the proposal.

The dissertation proposal is a comprehensive description of the research project that is the dissertation project itself. The purpose of the dissertation proposal is threefold:

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

The dissertation proposal is a time-consuming piece of scholarship that will be rigorously evaluated by the dissertation committee, whose approval must be granted prior to beginning work on the proposed study/project. Generally, the proposal is between 30-50 double-spaced pages (APA format) plus appendices, references, and a draft of the IRB proposal. The proposal includes the following sections:

Section	Approximate Number of Pages
Title Page	1
Abstract	1
Table of Contents	1
Chapter 1 Introduction	5-9
Chapter 2 Literature Review	25-40

Chapter 3 Statement of the Problem	2-3
Chapter 4 Proposed Methods	4-8
Chapter 5 Proposed Statistical Analysis	1-5
References	varies
Appendices	varies
Draft of IRB Proposal	online

Following approval by the Dissertation Chair, the dissertation proposal must be circulated among committee members at least two weeks prior to the prospectus meeting. The student must announce (in writing, sent electronically) to the Program Director and the Department of Psychology & Counseling (i.e., student body and faculty) the date, time, and location of the proposal meeting. This can be done with the assistance of the Department administrative assistant.

The entire dissertation committee is to be present for the meeting. During this meeting, the student will discuss the research to be conducted, including a review of the theoretical framework and professional literature on which it is based. Following the meeting, the committee members will determine whether the student can move forward with the dissertation and if any changes are needed.

Upon successful completion of the proposal meeting, it is the responsibility of the student to provide an update via letter (sent electronically and copied to the dissertation chair) to the Program Director. It is also the student and the Dissertation Chair's responsibility to ensure that the proposal and appropriate paperwork is submitted to the Carlow Institutional Review Board for review and approval before beginning data collection for the project. Following approval of the proposal, the student may begin working on the dissertation. The dissertation must be based on the approved dissertation proposal.

Dissertation Defense

Upon completion of the proposed study, the student will schedule a dissertation defense date with the dissertation committee. In addition to the 5 chapters and appendices listed above, a 6th chapter detailing the Results, Discussion, Limitations, and Area for Future Study is added to complete the dissertation. The dissertation is circulated among committee members at least two weeks prior to the defense date. The

student must announce (in writing sent electronically) to the Program Director and the Psychology and Counseling Department community the date, time, and location of the defense.

For the dissertation proposal and defense, the committee may use remote methods to include all members in the discussion. The Dissertation Chair and the student will collaborate to ensure that technology is appropriate in both form and function for this task. If remote technologies are used (e.g., Skype, Zoom, etc.), students should still expect to present and engage with members as if they were gathered in the same room. Although it is preferred that all members join together in-person to engage in this academic process, there are many reasons why remote meetings may be preferred or required (e.g., scheduling conflicts, health concerns, or financial issues).

During the oral defense, it is expected that the student again review both the theoretical framework and professional literature upon which the project is based as well as the methods of analysis and outcomes of the study. Following the defense, the committee members will determine whether dissertation and the oral defense were successfully completed. Upon successful completion of the dissertation defense, it is the responsibility of the student and committee chair to provide an update via letter (sent electronically) to the Program Director.

Dissertation Defense and Graduation

The University has a deadline to report graduates to the National Student Clearinghouse. In order to keep within the timeline articulated by the Clearinghouse, students should defend their dissertations and have the final dissertation grade entered by the following deadlines:

To graduate in May, successful defense and grade submission by 30 June

To graduate in August, successful defense and grade submission by 30 September

To graduate in December, successful defense and grade submission by 31 January

ProQuest Submission

Uploading the completed final evaluation through ProQuest is the last step in the dissertation process and **must be completed before a student is allowed to graduate**. Students should build-in ample time between the end of a semester and their dissertation defense so that they may properly complete all edits and manage the upload process through ETD.

A brief description of the ProQuest process is listed below:

ProQuest ETD Administrator STEP-BY-STEP

- 1) Create account by following this activation link: <http://www.etdadmin.com/cgi-bin/school?siteId=518>
- 2) Log In
 - a. Read and follow directions on INSTRUCTION SUBMISSION PAGE
 - i. Go to Submit my ETD Tab
 - b. Determine your publishing options**
 - i. Select Traditional Publishing in most cases
 - ii. Select ability to be found by major search engines
 - iii. Save and continue
 - iv. Delayed release? NO
 - v. Agree button (Accept Publishing Button)
- 3) Under Contact Info
 - a. Use permanent email address (not carlow.edu)
 - b. Use permanent mailing address (or as permanent as it gets right now)
- 4) Dissertation Thesis details
 - a. Degree information
 - b. Primary subject category (3 entries total)
 - c. Add abstract
- 5) PDF Conversion tool
 - a. Fonts must be embedded
 - b. Do not have any security features on the document
- 6) Supplemental files
 - a. DO NOT upload copyrighted materials (VERY IMPORTANT)
- 7) Register US Copyright
 - a. Do you want a hard copy? Decline or Order
- 8) Do final submit

At this point it will go to the Program Director who will review the submission and let you know if there are any further changes required before it is finally uploaded.

Reference

The following book may be a good resource when working on your dissertation and is available for a reasonable price online.

Cone, J.D. & Foster, S.L. (2006). *Dissertations and theses from start to finish: Psychology and related fields* (2nd ed.). Washington, DC: American Psychological Association.

Pre-Doctoral Internship

Important Note: Students must successfully defend their dissertation proposal (deadline September 15th of the third year of study) and be approved for Doctoral Candidacy (demonstrating competence by successfully passing all 5 areas of the comprehensive exams and meeting the criteria detailed below.) by faculty before being permitted to register for the Internship Match. Officially associating yourself with the Association of Psychology Postdoctoral and Internship Centers (APPIC) match program must be approved by Program Leadership (Clinical Coordinator and Program Director).

During the student's final year in the doctoral program in Counseling Psychology the student will participate in a year long, full-time, **1,750 hour** internship. The pre-doctoral internship affords students the opportunity to employ the knowledge and skills acquired during their doctoral studies under the supervision of seasoned practitioners of psychology. To that end, students are **required** to participate in the APPIC match program *and* to apply to a **minimum of ten APA-accredited internship sites**.

Accredited internships are organized training programs that are designed to provide students with a planned, programmatic sequence of training experiences that are primarily focused on assuring breadth and quality of training. Application to an internship that is not accredited by APA is *not encouraged*, but students may apply to APPIC-only sites so long as they have applied to **10** that are accredited by APA. Internships that are non-accredited and not listed by APPIC are **strongly** discouraged by the Counseling Psychology Program Faculty and will only be considered when students have (a) participated unsuccessfully in two complete APPIC match cycles; and (b) demonstrated in writing how extenuating life circumstances have limited their ability to geographically relocate.

The reason that non-accredited sites that are also not listed by APPIC are **strongly** discouraged by the Counseling Psychology Program Faculty is that participation with non-accredited sites that are also not listed by APPIC, exposes students to the risk that their pre-doctoral internship experience will not be recognized by the state of Pennsylvania Board of Psychology and as such Students may find themselves unable to obtain State licensure as a psychologist.

More information about the APPIC match program can be found at <http://www.appic.org/>. As students near the internship application stage of their program, they should subscribe to the APPIC Match-news listserv and familiarize themselves with APPIC internship application procedures and policies. A copy of the most up-to-date APPIC Application for Psychology Internship (AAPI) is available for download from this site.

The interview process for the internship typically occurs during December and January of the third year and offers are extended in February. Students not participating in the APPIC match program must inform the Program Director as early as possible, and ideally no later than the end of the second year of studies. Planning meetings and support for the internship application process will begin the year prior to the start of the internship. Below is a summary of the American Psychological Association guidelines for curricular accomplishments prior to starting internship:

- Completion of foundational and specialty coursework

- Satisfactory completion of comprehensive exams
- Approval of dissertation proposal by the student's dissertation committee.

As noted above, before entering the APPIC Match Process students must successfully defend the dissertation proposal and be approved for Doctoral Candidacy. Doctoral Candidacy is based on faculty evaluation of student progress in the following six domains:

1. Comprehensive examination completion
2. Dissertation progress
3. Overall academic standing
4. Professionalism
5. Emotional readiness and overall mental stability
6. Practicum success and hour completion

Students will receive a letter from the Program Director during the first week of October indicating readiness and progression to Doctoral Candidacy. Those who are deemed not yet ready to proceed will have an opportunity to meet with their academic adviser to reflect on areas for growth as well as develop a remediation plan that will guide the student toward success the following year.

Typical Internship Application Timeline and Checklist

NOTE: Dates may vary depending on information from the sites to which you intend to apply.

Date	To Do /Of Note	Done
February 15 th (During 2 nd year of program)	Meet with dissertation chair to establish readiness timeline in preparation for September 15th (beginning of 3rd year) proposal deadline. Complete and sign "Eligibility and Readiness Form" with your dissertation chair.	
May 1 st (During end of 2 nd year of program)	Meet with dissertation chair to re-establish readiness timeline in preparation for September 15th (beginning of 3rd year) proposal deadline. Complete and sign "Pre-doctoral Internship Verification Form" with your dissertation chair.	
August	NOTE: Do not register for Match until you have received permission from the Clinical Coordinator and have been approved for Doctoral Candidacy. Download the AAPI form from www.appic.org and start to complete. Calculate completed hours and estimated hours. Also review new 16-minute training video on how to complete APPIC document.	
September	Attend information meeting with Clinical Coordinator	
September	Sign up for the Match News List Serve	
September (late)	CVs and Cover Letters due to <i>Dissertation Chair/Advisor</i> for review	
September 15th of 3rd Year of program	Students must successfully defend their dissertation proposal (deadline September 15 th) and be approved for Doctoral Candidacy by faculty before being permitted to register for the Internship Match. Officially associating yourself with the AAPIC Match must be approved by the Clinical Coordinator .	
September (late)	Request for Transcripts due to Registrar's office	
BY October 15 th	Resolve any Fail scores on comprehensive exams to be eligible for match. Students are not permitted to proceed with Match if this has not occurred.	
October (early)	AAPI Essays due to <i>Dissertation Chair/Advisor</i> for review	
October (middle)	Faculty Letters of Recommendation forms due to faculty via APPIC (follow on-line instructions for submission). Identify who will write you strong letters of recommendation. One should be from your Dissertation Chair/Advisor. (The Clinical Coordinator writes on behalf of all students and should not be counted among your letter writers unless direct dissertation chair).	
October (middle)	Submit DCT Summary of Training Section of the AAPI verification and email PDF of AAPI-1 directly to Clinical Coordinator .	
December (middle)	Interview Notification Day (Check AAPIC website for exact date)	
February (early)	Rank order List is due to NMS—Now Phase I (Check AAPIC website for exact date)	
February (late)	Phase I Match Day! (Check AAPIC website for exact date)	

	<i>Students are to email the Program Director and the Clinical Coordinator with match results.</i>	
March (early)	Applications for Phase II due (Check AAPIC website for exact date)	
March (middle)	Rank Order List due to NMS—Now Phase II (Check AAPIC website for exact date)	
March (late)	Phase II Match Day (Check AAPIC website for exact date)	
April (early)	Unmatched students will discuss options with Clinical Coordinator .	

Assessment of Student Competence: Methods and Scope of Evaluation

The nature of the professional practice of psychology calls for rigorous and ongoing attention to the competence of its practitioners. As noted by Kaslow (2004) the assessment of competence promotes learning, allows for the evaluation of student progress and of the effectiveness of the training program, advances the field, and perhaps most importantly, protects clients. Academic training programs are responsible for laying the foundation for assessment of competence both by implementing strategies for student evaluation and by creating a culture in which the value of lifelong self-evaluation is imbued. In an effort to implement recommendations made by the APA Task Force on the Assessment of Competence in Professional Psychology (2006), student knowledge, skills, attitudes, and performance will be assessed using several methods of evaluation and by using information from various sources (e.g., faculty evaluation, practicum supervisor evaluation, etc.). Student evaluation in the Doctoral Program in Counseling Psychology is described below.

Academic Performance Evaluation

Students must maintain a 3.0 grade point average, satisfactorily complete Comprehensive Examinations, Dissertation, and Internship, and meet all additional expectations as outlined in this handbook *and* in the Graduate School Handbook in order to successfully complete the program. Student academic performance is based on evaluation in three areas:

- 1) Grades earned in all required and elective courses
- 2) Performance on the Comprehensive Examination (as described in this Handbook)
- 3) Dissertation (as described in this Handbook).
- 4) Practicum performance
- 5) Comprehensive Annual Review Document (C.A.R.D) scale scores

Skills and Professional Practice Evaluation: Practicum and Internship

Students will receive formal written and verbal feedback from the on-site supervisor regarding their progress during the practicum placement. Satisfactory performance and progress is necessary in order to pass the practica/internship and earn the doctoral degree. Satisfactory performance that will result in a “Pass” for the Practicum course is here defined:

Students will receive a “Pass” if they successfully meet the following requirements:

1. Students will submit documentation to verify completion of a minimum of 300 hours in placement, 120 of which are to be spent in the provision of direct client service. Students cannot earn a passing grade until evidence of the completion of the 300/120 hours is provided.
2. The practicum faculty member observed evidence (through in-class case presentation) that the student's case conceptualization and clinical skills, are satisfactory and commensurate with their learning level.
3. Students will show progress in areas previously designated as “areas for improvement”
4. Students will receive a satisfactory evaluation from their supervisor
 - a. A satisfactory evaluation from their supervisor is defined as an evaluation that meets the following criteria:
 - i. The supervisor indicated in the final evaluation that the student will have completed 100% of their required hours.
 - ii. The supervisor indicated an affirmation that in accordance with CoA Implementing Regulation C-14D, they directly observed the student engaging in direct practice interventions with clients at least once during this reporting

- period.
- iii. The supervisor indicated in the final evaluation no more than 3 competencies related to Questions 11 to 46, that are below expectations.

Annual Review of Student Progress

Faculty associated with the Doctoral Program in Counseling Psychology have the professional and ethical responsibility to ensure that students are competent to practice psychology. To that end, students are reviewed annually by program faculty. The review is comprehensive in nature and is intended to support student development. Areas of assessment include “academic performance”, “clinical skills”, “research & scholarly activities”, “adherence to ethical and legal standards”, “personal attributes, professionalism and behaviors”, and “individual and cultural diversity”. At the end of each academic year, every student will be evaluated in tandem by the Program Director and the Clinical Coordinator using the **Comprehensive Annual Review Document (C.A.R.D)** (See Appendix documents). The C.A.R.D is completed after a review of each students’ PDA forms (see below) and a review of each students’ practicum site evaluation.

The Professional Dispositions Assessment

The Professional Dispositions Assessment (PDA) (See Appendix documents) is the tool employed to assess the personal attributes, and professionalism of Psy.D. students. This measure is designed to provide faculty and students an opportunity to communicate direct feedback. This feedback is collected from core faculty every time a student has a class instructed by a core faculty member. Collected data will be aggregated at the end of the academic year and offered to each student yearly as a part of their annual evaluation.

The Professional Dispositions Assessment is distributed to core faculty and core faculty are expected to use the PDA to record their impressions of each student in all courses they teach, at the end of the semester (at the same time grades are submitted). This form has been adapted from the Counselor Competencies Scale—Revised (CCS-R; Lambie, Mullen, Swank, & Blount, 2015). The aim of the dispositional assessment is to provide students with direct feedback regarding the counseling dispositions and behaviors they demonstrated while completing course work and offer them the opportunity to learn about any practical areas for improvement as a way for the Program to support student development in becoming effective and ethical professional psychologists.

This feedback is designed to facilitate a dialogue between faculty advisor and students as a way to identify practical areas for improvement to support students’ development as effective and ethical professional psychologists. The professional dispositions ratings scale measures behavioral demonstrations of:

- professional ethics;
- professional behavior;
- professional and personal boundaries;
- knowledge and adherence to program and course policies;
- multicultural competence;
- emotional stability and self-control
- motivation to learn and grow/initiative
- openness to feedback
- flexibility and adaptability

- congruence and genuineness in the classroom setting

Yearly Evaluation of Core Competencies

Feedback to students is synthesized by the Program Director and Associate Program Director and used to populate the C.A.R.D. Academic advisors will review the evaluation with each doctoral student advisee if requested by the student. The student and the advisor will then sign the C.A.R.D. and a copy is placed in the student's file. Student evaluations must indicate that student is making the expected progress in each of the six evaluated domains for the student to remain in the program. This means failure to demonstrate the expected progress in any one of the six evaluated domains can result in dismissal from the program. In addition, the student must show progress/development and the ability to incorporate feedback from previous evaluations when necessary as they move through the program.

Issues Related to Competence and Performance

Doctoral level training programs in psychology must cautiously balance student rights with the program faculty's responsibilities to the profession and most importantly to the clients served by those in our discipline. The American Psychological Association Ethical Principles of Psychologists and Code of Conduct (2002) clearly states that all psychologists must meet certain standards of competence and be free of personal impediments that could impair professional performance. It further states that training programs have the obligation to apply these standards of performance to students, taking remedial action when necessary and dismissing students when remediation efforts prove ineffective.

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

Of particular concern are the following:

Performance Difficulties - *developmentally normative difficulties* for which additional support (e.g., consultation with faculty to enhance relevant skills/knowledge) may be needed

Performance Problems - indicated by an *inability to achieve an appropriate level of competence* after sufficient training and supervision and/or lapses in *capability* (i.e., the exercise of competence)

Professional Competence Problems - significant lapses in professional judgment and failures to adhere to professional, ethical, and legal standards

Of concern is when there is significant interference in functioning at the academic or professional training level. Difficulties that merit intervention may manifest in graduate students in one or more performance areas including academic, clinical, research and general professional interpersonal functioning. Below are some indicators of student performance difficulties:

- the student does not recognize, acknowledge, understand, or address the problem when it is brought to their attention;
- the quality of the student's academic or clinical work is sufficiently negatively impacted;
- the problem is manifest in more than one area of professional functioning;
- the problem is not merely a reflection of a skill deficit (rectifiable through additional training);
- there is no change in the student's behavior following feedback and remediation;
- the behavior in question has potential for ethical/legal ramifications if not addressed.

Reporting Concerns Regarding Competence and Performance Difficulties

Students experiencing difficulty will be treated with dignity and compassion. Students are welcome and encouraged to approach core faculty to discuss any difficulties they believe may negatively impact their ability to function in academic and/or clinical settings. Students, faculty or staff who have concern about possible competence or performance difficulties in a Counseling Psychology student should follow the steps described below.

- When possible, express concern directly with the student and encourage the student to remediate the problem. Be prepared to provide specific behavioral examples that illustrate the concern.
- Encourage the student to approach the Program Director to discuss the issue and inform the

student that you have a responsibility to report to the Program Director, if the student does not take steps to remediate.

- If faculty, student, or staff is unwilling or unable to talk to the student, the concern may be reported to the Program Director.
- Once such concerns have been brought to the attention of either the Program Director, the issue will be directly addressed with the student in question.
- If the issue either includes or is beyond the remedy of the Program Director, the matter may be explored through the Departmental Leadership Council comprised of chairs from all four programs (undergraduate psych, MSPC, Student Affairs, and Psy.D.), and/or the Dean of the College of Leadership and Social Change.

Probation, Remediation and Dismissal

Probation

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

Remediation

Remediation plans will be developed in consideration of the student's unique situation. Examples of remediation steps include (a) a modified plan of study that may include additional coursework and/or supervision, (b) a referral to an appropriate mental health professional, (c) a recommendation that the student take a leave of absence, or (d) any combination of the above. (This is not an exhaustive list of possible remediation steps.) When possible and appropriate, the student will be involved in developing her/his remediation plan.

Psychotherapeutic Remediation

As noted above, in some situations where student professional or interpersonal conduct is of concern, it may be recommended or required that the student participate in psychotherapy with a licensed psychologist in the community. In such a situation, the student is responsible for the costs associated with the therapy. If psychotherapy is required, then continuation or resumption of the program is likely to be contingent on successful completion of this requirement. The student will be required to demonstrate evidence of the remediation from the treating therapist.

Dismissal

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

Examples of reasons for dismissal from the program include the following:

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

Guidelines for Due Process

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

1. In the form of the Student Handbook, students are given the program's expectations as they pertain to professional functioning, adequate progress, a definition of impairment, and conditions under which student termination from the program may occur.
2. Procedures and criteria for evaluation are clearly stipulated, including when and how the evaluations will be conducted.
3. The various procedures and steps that comprise the decision-making process regarding impairment are clearly articulated.
4. A remediation plan for identified deficiencies is outlined and includes a time frame for expected remediation. Consequences for failing to rectify deficiencies are described.
5. A grievance procedure through which the student may appeal the action of the training program is articulated.

Grievance Procedures

Grievance procedures have been established to provide members of the Program community with a means to express complaints regarding the application of policies, procedures, practices, rules or regulations of the University, and a method by which such complaints can be resolved. The evaluation/grade for student work is not a grievable issue. Steps to address a problem:

1. If the student has a problem in any of these areas, they are to present the situation to the faculty member within five (5) days of the specific incident and arrange an appointment as soon as possible. Most matters can be settled by frank discussion of the facts. The faculty member will respond to the problem presented either during this initial discussion or within seven (7) days. Parties should retain a written record of this discussion.
2. Should the problem remain unresolved, the student will discuss the matter with the Program Director. This will be completed within five (5) days of response from Step 1. In order that all facts will be carefully re-examined and evaluated, the Program Director will follow these procedures:
 - a. Discuss the situation with the student
 - b. Discuss the situation with the faculty member(s)
 - c. Arrange to meet with both the student and involved faculty to arrive at resolutions to the situation.
 - d. Retain written notes from each intervention.
3. Should the problem still remain unresolved with the Program Director, or if the specific

- problem involves the Program Director, the student will take the problem to the Chair of the Department of Psychology, Counseling, & Criminology.
4. If the problem remains unresolved, the student will take the problem to the Dean. The person filing the grievance must have completed step one (1) and have documentation of the discussion. The Dean will then follow Steps 2 A, B, and C. There should be a written record of each meeting and its outcome.
 5. If the problem remains unresolved at this level and the student wishes to pursue it further, the Dean will begin the process of setting up the grievance committee as described in this step. The committee will consist of five (5) members: 2 graduate students and 3 faculty. One faculty member will be elected as Chair of the committee and will vote only to break a tie. Student members will be drawn from a pool of graduate students and faculty members will be drawn from the elected grievance committee of the Faculty Assembly. The grievance committee from the Faculty Assembly must include graduate faculty. The student and faculty member may each request the removal of any two (2) members of the pool of eligible members of the grievance committee.
 6. Both parties will be informed of the status or resolution of the problem at each step of the process. If either party remains dissatisfied with the decision of the committee, the Provost will notify the President that there is dissatisfaction with the decision.

Specific Psy.D. Program Policy related to withdrawals from coursework

For purposes of repeating courses in the Psy.D. Program, withdrawal grades (W) will be considered one “failure” of a course (despite the fact that the grade will not impact the student’s GPA). Students who then receive a C+ or below or another “W” in the same course in a subsequent semester will be dismissed from the program in accordance with Carlow University Graduate School Handbook rules.

Student Support and Resources

It is expected that students in the Doctoral Program in Counseling Psychology engage in self-reflection as they progress through their studies and clinical training. This time in a student's life therefore is often characterized by significant developmental transitions during which students may be in need of assistance. With this in mind, the program has supportive measures and resources in place in order to prevent undue stress that may lead to difficulties or impairment. Supportive measures include:

1. Clear expectations for successful degree completion (outlined in Student Handbook)
2. Special Graduate Student Orientation Session
3. Professional and informal socialization opportunities
4. Opportunities to establish mentoring relationships with established Psychologists
5. Opportunities for contact with other doctoral students
6. Assignment of a student mentor through the Student Mentor Program (Psy.D. Buddy)
7. Timely evaluations
8. List of referrals for counseling services through local psychologists
9. Support for student affiliation with professional organizations
10. Access to the Program Director and Academic Advisors
11. Internship Application Preparation Seminar
12. Dissertation Stipend
13. Access to Departmental SurveyMonkey for Dissertations and Research

In addition, please see the Carlow University Graduate Student Handbook for academic and personal support services available through the university.

Student Mentor Program

The doctoral program at Carlow is not unique with its built-in Student Mentor Program. The program is characterized by students supporting students through the academic rigors of doctoral studies. In the program, second year students are matched with an incoming student with whom they are encouraged to develop a supportive relationship. The mentor, will serve as an informal guide to the mentee and will be available to consult about things such as what to expect in certain classes and how to prepare for the Comprehensive Examination. It is expected that, at a minimum, student mentors touch base with mentees at least once each semester.

Program Director & Student Academic Advisors

In sum, the Program Director, Associate Program Director and Student Academic Advisors are intended to support student learning and growth during doctoral level training. Students should feel free to approach the Program Director, Core Faculty, or their Academic Advisors for guidance with academic or professional issues at any point during their training.

Student Affiliation with Professional Organizations

In support of student identity development as doctoral level counseling psychologists, students are encouraged to become members in professional organizations that most closely reflect their emerging interests. Taking advantage of the student rate for joining the American Psychological Association is a great first step. The program also encourages students to become involved in the American Psychological Association of Graduate Students (APAGS). Students are especially encouraged to explore APA Divisions 17 (Counseling Psychology), 9 (Society for the Psychological Study of Social Issues), and 29 (Psychotherapy), as these specialty divisions closely match program foci. In addition, there are many interesting and worthwhile divisions to explore; visit <http://www.apa.org/> for a complete listing.

Internship Application Preparation Seminar

An informal seminar is provided for students applying for internship by the Clinical Coordinator . It takes place in the fall term during which applications are submitted. Under faculty mentorship and through peer support, students are offered assistance with preparation of their application materials.

Student Financial Support

Currently five, 10-hour graduate assistantships are offered each year with at least 50% being reserved for first year students. Second and third year students are eligible to apply for a Social Justice GA and a Carlow Campus School GA (see Program Director for more details). Other GAs may be available as funds permit.

Additionally, courses are offered in the evening in order to accommodate students who must work while pursuing the doctoral degree.

Dissertation Stipend

Depending on the budget allocated to the program each year, stipends may be available to offset costs associated with the dissertation. Application forms for the stipend can be found in the Appendix section of this handbook. This form should be completed and signed by the student. Receipts and the application form should be turned in directly to the Program Director. In addition, the student is to provide a copy of the application to the dissertation chair. Please be aware that requests will take 3-4 weeks to process and you will be notified via email of the status of your application.

Survey Monkey

There is a Survey Monkey account specifically for use by students working on the dissertation. The login information can be obtained from the Program Director when the student is ready to begin data collection.

Academic Policies and Procedures

Advising

Advising is done by the Program Director for all first-year students until they are paired with their permanent dissertation chair in March of the first year. Matching the student with their academic chair is a process that occurs with consideration of 1) student preference, 2) student dissertation topic and 3) faculty expertise in relation to the dissertation topic.

Course Load and Continuous Enrollment

Students on pre-doctoral internship or those who are ABD are required to remain enrolled continuously through registration in appropriate sections (dissertation or internship) until they complete the necessary requirements.

When students have completed their required dissertation credits (12 credits of CPY 890), they are required to maintain continuous enrollment in dissertation extension credits until they have satisfactorily defended their final dissertation. Dissertation extension credits (CPY 895) differ from CPY 890 credits in that they only cost 1/3 of a credit per semester.

Leave of Absence

In rare and unusual circumstances, students may request a leave of absence from the program for up to two continuous semesters. The leave of absence request must be in written form and submitted to the Program Director and to the Dean of the Graduate School. Program faculty and the Program Director will review the request and the decision will be imparted to the student via the Program Director and the Dean of the Graduate School. If the student is in need of more than two semesters of leave, reapplication to the program may be required.

Attendance Policy

Attendance and participation in all classes is required. Medical emergencies and other legitimate issues necessitating absence may be unavoidable and will be taken into consideration. **However, work conflicts, personal vacations, and personal or family business are not considered excusable absences.** Students are expected to plan such activities with mindfulness of the academic calendar (generally published a year in advance) and of class syllabi.

Incomplete "I" Grades

Doctoral students that have more than one "I" grade may not register for additional coursework until they have successfully completed their work and received a grade in all but one of the remaining "I" graded courses.

Time Limitations

All doctoral degree requirements must be completed within seven (7) years of initial enrollment. The seven-year limitation **includes** authorized leaves of absence. Extensions may be requested by submitting a formal written request. The formal written request will be considered by the core program faculty and College Dean. Information regarding the decision will be imparted to the student through the Program Director. Regardless of the reason, it should be noted that students may apply **only once** for a program extension. See: Psy.D. Curricular Extension Request document in Appendix for more information.

Degree Completion

Carlow University confers degrees in May, August, and December; however, commencement

ceremonies are held only in May. Students who have completed all requirements except internship by the date required for August degree conferral and who finish their internship between that date and August 31 will have their degrees conferred and dated after the completion of their internship. *Students must be enrolled in the semester in which their degree is conferred.* Additional information about graduation policies can be found through the registrar and in the Carlow Graduate Student Handbook.

Transfer Credit

Students may transfer up to eighteen (18) *doctoral level* credits into the program. Transfer credits are considered on a course-by-course basis and are subject to review by core program faculty. In the event that the course falls outside of the expertise of core faculty, the course may be evaluated by non-core faculty with appropriate specialized training. In order to have credit evaluated for transfer, students must provide a copy of the course syllabus, a transcript reflecting the course and the grade earned (must be a B or higher), and in instances where further clarification is necessary, copies of required textbooks or other required readings for the course may be requested. Evaluation is based on an analysis of the course description, learning objectives, readings, assignments and methods of assessment. Please note that practicum credits may not be transferred.

Admission Requirements & Selection Processes for Psy.D. in Counseling Psychology

Admission Requirements

In selecting students for admission to the program, the faculty attempts to bring together a well-qualified, diverse group of students, representative of individuals from varied lifestyles and life experiences, cultural and ethnic backgrounds, physical ability and socioeconomic status.

Master's Level Prerequisites

A master's degree in psychology, professional counseling, or a closely related field is required for admission to the program. Master's degrees are considered closely related if they include the following:

- Human development or Developmental psychology
- Social & cultural foundations or diversity training
- Clinical skills & techniques
- Diagnosis or abnormal psychology
- Research methods
- Practicum or Internship (as relevant to clinical work)

Applicants who have a deficit in one or more of the areas listed above, and who otherwise would qualify for entrance into the program, may be considered for admission with the understanding that the deficit must be remedied during the first year of the doctoral program via the Master of Arts in Psychology Program (MAP). Applicants with too many prerequisite deficits may need to defer application for admittance for the following year.

Preference will be given to applicants with strong academic credentials and relevant experience as a helping professional. Applicants who are finalists for admission will be invited on campus for a personal interview with representatives from the department.

The following documents are required for application to the Psy.D. Program in Counseling Psychology and must be submitted via online submission:

- Completed application form.
- Resume or curriculum vitae
- Two essays
 1. Personal essay that is autobiographical in nature and focuses on the applicant's developmental history, cultural background and experiences, and explains the applicant's reasons for pursuing doctoral studies in counseling psychology (3-6 pages of double-spaced text)
 2. Reflective essay that addresses the applicant's thoughts and understanding regarding the etiology of client distress and the nature of the change process (2-3 pages of double-spaced text).
- Official transcripts from all previous undergraduate and graduate institutions. Official transcripts should be sent by the institution(s) directly to Graduate Admissions and arrive in sealed envelopes.
- Official scores from the Graduate Record Exam (GRE). (The psychology subject test GRE is not required.)
- Three Recommendation Evaluation Forms from professionals (i.e., academics and practitioners) who can address the applicant's suitability for doctoral study. (Note: Personal references are not considered.)

Selection Processes

The Office of Graduate Admissions ensures that applicant files are complete. Complete files are forwarded to the Program Director. Applicant information is put into a database within the Program and files are made available for Program faculty to review and evaluate (using a standardized rubric form). Faculty then meet as a group to discuss applicants. The following criteria are used to evaluate the extent to which students are a good match with the Program: academic area in which master's degree was earned (e.g., counseling, counseling psychology, social work, etc.), undergraduate GPA, graduate GPA, combined score on the verbal and quantitative sections of the GRE, clinical experience, letters of recommendations and essays. Offers are extended to the most qualified applicants until a cohort comprised of eight-ten students is reached. In the event that there are not enough qualified applicants then the Program will have a cohort of fewer than eight students.

Completed applications should be submitted to:

ATTN: Carla Anderson Graduate Admissions Carlow University 3333 Fifth Avenue
Pittsburgh, PA 15213

For questions regarding the application/admission process, contact:

Carla Anderson Graduate Admissions 412-578-8894
cnanderson@carlow.edu

For program specific questions, contact:

Joshua Bernstein, Ph.D.
Program Director, Doctoral Program in Counseling Psychology Department of Psychology,
Counseling, & Criminology

References

- American Psychological Association. (2002/2010). Ethical Principles of Psychologists and Code of Conduct. <http://www.apa.org/ethics/code/index.aspx>
- American Psychological Association. (2016). *Standards of Accreditation for Health Service Psychology*. Washington D.C.: American Psychological Association.
- APA Task Force on the Assessment of Competence in Professional Psychology (2006). *APA Task Force on the Assessment of Competence in Professional Psychology: Final Report*. Washington D.C.: American Psychological Association.
- Council of Counseling Psychology Training Programs (2005). *Model Training Program in Counseling Psychology*.
- Gelso, C.J. & Fretz, B.R. (2001). *Counseling psychology*. NY: Harcourt Brace Jovanovich.
- Kaslow, N. J. (2004). Competencies in professional psychology. *American Psychologist*, 59, 774-781.
- Sullivan, M.C. (2004). The Life and Work of Catherine McAuley, 1778-184

APPENDIX DOCUMENTS

**Doctoral Program in Counseling Psychology
Department of Psychology, Counseling, & Criminology
Carlow University**

Request for Approval of Dissertation Committee

Instructions for faculty: By signing this form you are certifying that this project as described in the student's dissertation précis meets the academic standards of your discipline, that it is of appropriate size, scope, and importance for a doctoral dissertation, and that you are willing to continue working with the student to complete the project. Remember: One committee member must be a core faculty member of the Counseling Psychology Department (and that member does not need to be the chair).

Dissertation Chairperson:

Core Psy.D. Faculty

Printed Name

Signature

Date

Dissertation Committee Members:

Core Psy.D. Faculty

Printed Name

Signature

Date

Core Psy.D. Faculty

Printed Name

Signature

Date

**Doctoral Program in Counseling Psychology
Department of Psychology, Counseling & Criminology
Carlow University
Change of Advisor Request Form**

Date: _____

To: Program Director

From: _____

Student ID No.: _____

Please change my advisor from: _____

To: _____

Signatures

Doctoral Student: _____

Current Advisor: _____

Requested Advisor: _____

(Signature indicates acceptance of advising duties including assumption of the position of dissertation chair.)

Reason for the Change

_____ Approved

_____ Not Approved

**Doctoral Program in Counseling Psychology
Department of Psychology, Counseling, & Criminology
Carlow University
Petition for Exception**

Student Name: _____

Student ID No.: _____ **Date:** _____

I would like to apply for an exception to the following policy:

Based on the following facts/circumstances:

Advisor Signature: _____ **Date:** _____

_____ Approved _____ Not Approved

Comments: _

Program Director Signature: _____ **Date:** _____

_____ Approved _____ Not

Approved Comments:

Graduate School Dean Signature: _____ **Date:** _____

_____ Approved _____ Not

Approved Comments:

Academic Warning, Academic Referral and Dismissal Form

Instructions: This form is to be used for documenting issues and interventions with a student. The form may be used 1) as an “Official Academic Warning” to let students know that their progress in an identified area is unsatisfactory, 2) as a referral to the Center for Academic Achievement or 3) as a record of dismissal from the program.

Student Name: _____ **Semester:** _____

Please check if this is being used as an **Academic Warning** for unsatisfactory academic performance, as an **Academic Referral** requiring the student to consult with the Center for Academic Achievement.

_____ **Academic Warning**
 _____ **Academic Referral**
 _____ **Other** _____

Please indicate the reason(s) for the intervention:

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

Follow-Up

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

Dissertation Stipend Application 2022-23

Name: _____ Date: _____

What is your estimated Graduation Date? ____/____/____

What is your dissertation title? _____

Who is your dissertation chair? _____

Have you . . . *Check all that apply*

Had your Proposal Meeting? Completed IRB? Begun Data Collection?

In the space below, please describe your dissertation research and how this departmental stipend was utilized in 100 words or less:

How much money are you requesting for this dissertation research (*Maximum of \$300.00*)? \$ _____

Please submit an itemized estimation of your costs. Original receipts should be turned in to the Director for all stipend related activities.

Item or Activity	Estimated Cost
	Total:

Please be aware that requests will take 3-4 weeks to process. The Program Director will notify you via email on your status. This form should be completed, signed by the student, and a copy should be given to both the Program Director as well as your dissertation chair. **Please type all applications.**

By signing this, you acknowledge that all information above is accurate and that all stipend funds were utilized as described.

Student Signature: _____ Date _____

Program Director Signature: _____ Date _____

Policy Regarding Eligibility and Readiness for Pre-doctoral Internship

Year-long predoctoral internships begin in Summer or Fall. Internship applications are due in November or December of the previous year. In preparation for applying for the pre-doctoral internship process, the student must meet eligibility requirements and be approved by the appropriate graduate level core faculty; specifically, the program director and the Clinical Coordinator of Carlow's Psy.D. program. The requirements for Verification of Pre-doctoral Internship Eligibility and Readiness are defined within this document.

To obtain the endorsement by the Clinical Coordinator /DCT and program director, that the student be deemed eligible and ready to proceed to apply to APPIC and NMS for pre-doctoral internship, the following must be followed by the student:

1. In consultation with students' dissertation advisor (who also serves as their academic advisor), the dissertation advisor and student will determine if the student is on track to meet the September 15th dissertation proposal defense deadline of the same year the student wishes to apply for pre-doctoral internship. This consultation meeting is to occur before or on February 15th of the same year of application for pre-doctoral internship. A document (**Appendix A** below) certifying that said meeting occurred between the dissertation advisor and student will need to be signed by both parties and submitted to the program director and Clinical Coordinator /DCT by February 15th.
2. Eligibility for dissertation proposal defense will be determined during the spring end-of-semester evaluation of the year that the student plans to apply for internship. The student must apply for consideration of eligibility by May 1st (by submitting the Request to Apply for Internship form—see **Appendix B**). The student must meet with their dissertation advisor, and both must sign a document of eligibility certifying that the student will be ready to apply for pre-doctoral internship of that year, pending the outcome of their comprehensive examinations.
3. The dissertation must be defended by or before September 15th of the same year that the student would like to apply for pre-doctoral internship. A signed dissertation proposal form (**Appendix C**) indicating that the student has passed, passed with edits, or has failed the dissertation proposal, must be sent to the program director and Clinical Coordinator /DCT no later than September 15th.
4. The student has completed all core course work or there is a practical plan to complete it prior to internship.
5. The student has successfully completed their Comprehensive Examinations (see student handbook). If the student fails any portion of their examination, the student must successfully pass their failed examination areas by October 10th of the same year the student wishes to apply for pre-doctoral internship. Therefore, if the student has failed any portion of their comprehensive examination, the determination of their readiness will be conditional until they receive a successful pass on such examinations.

6. All clinical hours, maintained in Time2Track, must be reviewed and approved by the Clinical Coordinator /DCT prior to applying for pre-doctoral internship. These hours must be submitted and approved by the Clinical Coordinator by September 15th.
7. Clinical practicum assignments and hours must be successfully completed, and evaluations must meet all the requirements specified in the student handbook, specifically “The supervisor indicated in the final Supervisor Practicum Evaluation no more than 3 competencies related to Questions 11 to 46, that are below expectations”.
8. Any remediation of failed clinical practicum and/or practicum supervision classes will have to be successfully completed prior to application of pre-doctoral internship prior to September 15th of the applying year.
9. Any academic probation and associated remediation plan must be successfully completed by September 15th of the applying year and be signed off on by the program director.

Important Considerations for the eligibility and readiness criteria for pre-doctoral internship application:

1. The September 15th dissertation proposal defense deadline is a hard deadline and will not be adjusted unless there are significant extenuating circumstances with appropriate documentation. These extenuating circumstances include: death of a family member, sickness of a family member or student. Depending on the extenuating circumstances, eligibility and readiness of application for predoctoral dissertation may still be impacted and may delay application.
2. The pre-doctoral internship process only begins at the start of the Phase 1 cycle. The student will only be permitted to apply to Phase 1 and possibly, Phase 2 (if you do not get matched in Phase 1). You will not be permitted to only enter Phase 2 without first having entered into Phase 1.
3. If the student does not meet and/or is not determined to meet the eligibility and readiness criteria for verification and application of the pre-doctoral internship, the student must wait to apply for the pre-doctoral internship process the next academic year.

I agree to the terms and information supplied above:

Student Signature: _____ Date: _____

Dissertation Chair/Advisor Signature: _____ Date: _____

PSY.D. CURRICULAR EXTENSION REQUEST DOCUMENT

Student Name:

Today's Date:

Program Start Year:

7-year Deadline Date:

Briefly describe the reasons why an extension beyond 7 years is required for you to complete the expectations of the Carlow Psy.D. Program (PLEASE TYPE).

Briefly describe your plan to complete the requirements of the program, and describe the steps that you will follow in order to complete the degree within 18 additional months or less. If more than this period of time is required, please explain why this is the case below (PLEASE TYPE).

Initial below next to any additional requirements that have been identified below by the Director of Training (DOT) in order for you to complete the program. If you do not agree with these provisions or need additional clarification on these additions, set up a meeting with the DOT as soon as possible.

I agree to the terms and information supplied above:

Student Signature: _____ Date: _____

Director of Training Signature: _____ Date: _____

Dean of College: _____

Department of Psychology, Counseling & Criminology
Doctoral Program in Counseling Psychology
Carlow University

ASSESSMENT OF DISPOSITIONS

The Professional Dispositions Assessment is an evaluation of your demonstrated professional dispositions and behaviors. This form has been adapted from the Counselor Competencies Scale—Revised (CCS-R; Lambie, Mullen, Swank, & Blount, 2015). This feedback is collected from core faculty, aggregated, and then offered to each student every year. The Professional Dispositions Assessment collects data regarding our students' demonstrated dispositions and behaviors in all courses taught by core faculty. The intent is to provide an opportunity to learn about any practical areas for behavioral improvement as a way for the Doctoral Program in Counseling Psychology to support your development as an effective and ethical professional psychologist. This feedback is designed to facilitate a dialogue with your faculty advisor to identify practical areas for improvement to support your development as effective and ethical professional psychologist. The professional dispositions ratings scale measures your demonstration of:

1. professional ethics;
2. professional behavior;
3. professional and personal boundaries;
4. knowledge and adherence to program and course policies;
5. multicultural competence;
6. emotional stability and self-control
7. motivation to learn and grow/initiative
8. openness to feedback
9. flexibility and adaptability
10. congruence and genuineness in the classroom setting

SCALE EVALUATION GUIDELINES

<p>Exceeds Expectations / Demonstrates Competencies (5)</p> <ul style="list-style-type: none"> the student demonstrates strong (i.e., exceeding the expectations of a beginning professional counseling student) knowledge, skills, and dispositions in the specified professional disposition(s) and behavior(s). <p>Meets Expectations / Demonstrates Competencies (4)</p> <ul style="list-style-type: none"> the student demonstrates consistent and proficient knowledge, skills, and dispositions in the specified counseling skill(s), ability to demonstrate professional disposition(s) and behavior(s). A beginning professional counselor should be at the “Demonstrates Competencies” level at the conclusion of this course. <p>Near Expectations / Developing towards Competencies (3)</p> <ul style="list-style-type: none"> the student demonstrates inconsistent and limited knowledge, skills, and dispositions in the specified counseling skill(s), ability to demonstrate professional disposition(s) and behavior(s). 	<p>Below Expectations / Insufficient / Unacceptable (2)</p> <ul style="list-style-type: none"> the counselor or trainee demonstrates limited or no evidence of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to demonstrate professional disposition(s) and behavior(s). <p>Harmful (1)</p> <ul style="list-style-type: none"> the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to demonstrate professional disposition(s) and behavior(s).
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#	Primary & Specific Counseling Dispositions & Behaviors Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
1	Professional Ethics <i>Understands and adheres to the ethical guidelines of the ACA, ASCA, IAMFC, & NBCC.</i>	Demonstrates consistent & advanced knowledge of ethical behavior & ability to apply concepts to ethical decision-making.	Demonstrates clear knowledge of ethical guidelines; engages in ethical behavior; and is able to identify ethical challenges.	Demonstrates ethical behavior & judgments, but on a concrete level with a basic ethical decision-making process.	Demonstrates limited ethical behavior & judgment, and a limited ethical decision-making process.	Demonstrates poor knowledge of ethical standards; violates ethical codes; and engages in poor ethical decision-making.

2	Professional Behavior <i>Behaves in a professional manner with faculty, staff, & students; behaves appropriately in class (e.g., emotional regulation & expression); Is respectful & appreciative of contributions other class members; Is able to effectively collaborate with others.</i>	Demonstrates consistent, professional behavior in all interactions; responds to instructor & students appropriately; works effectively with others.	Demonstrates consistent, professional behavior in the classroom; responds to instructor & students appropriately; demonstrates clear effort to understand perspectives of other students; demonstrates effort to work collaboratively.	Demonstrates inconsistent behavior in classroom interactions; unable to consistently work collaboratively with others or engage others in discussion.	Demonstrates inappropriate behavior in classroom at times toward instructor or students; unable to engage constructively with instructor or students; or difficulty expressing self appropriately in classroom setting.	Demonstrates poor professional behavior, such as repeatedly being disrespectful of others &/or engages in disruptive classroom behavior.
3	Professional & Personal Boundaries <i>Maintains appropriate boundaries with instructors and peers.</i>	Demonstrates consistent, strong, & appropriate boundaries with instructors & peers; shares appropriately during classroom exercises; demonstrates the self-awareness to foster participation of peers.	Demonstrates consistent appropriate boundaries with instructors and peers; shares appropriately during classroom exercises.	Demonstrates appropriate boundaries inconsistently with instructors and peers; may participate too much or too little in classroom exercises.	Demonstrates inappropriate boundaries with instructors and peers; provides inappropriate information during classroom discussion or activities.	Demonstrates poor boundaries with instructors or students; shares inappropriate information during class discussions or activities; may indicate inappropriate motivation for training as a counselor.
4	Knowledge & Adherence to Program & Course Policies <i>Demonstrates an understanding & appreciation for all university, counseling program, and course policies & procedures.</i>	Demonstrates consistent adherence to <i>all</i> program and course policies & procedures, including strong attendance and engagement.	Demonstrates consistent adherence to <i>all</i> program and course policies & procedures, including strong attendance and some engagement.	Demonstrates inconsistent adherence to program or course policies & procedures; may include some missed attendance and limited engagement.	Demonstrates limited adherence to program or course policies & procedures; may lack appropriate attendance & is disengaged in class.	Demonstrates poor adherence to program or course policies; after addressing policies, student continues to be noncompliant; lack of attendance; complete disengagement.

#	Primary & Specific Counseling Dispositions & Behaviors Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
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5	<p>Multicultural Competence <i>Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.); aware of and responsive to ways in which culture impacts personal awareness, development, & interpersonal interactions.</i></p>	<p>Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills); engages in dialogue about cultural differences, multicultural competency, and privilege in an appropriate and reflective manner.</p>	<p>Demonstrates continuing development in multicultural competency; demonstrates awareness of the impact of culture on counseling relationships; engages in discussion of multicultural competency.</p>	<p>Demonstrates inconsistent multicultural competency; limited engagement in personal reflection or dialogue related to cultural differences and the impact of cultural difference on the counseling relationship.</p>	<p>Demonstrates limited multicultural competency; may lack personal awareness of cultural differences and impact on interpersonal engagement; little evidence of personal reflection related to multicultural competency; unwilling to engage in dialogue related to multicultural competency.</p>	<p>Demonstrates poor multicultural competencies, such as being disrespectful, dismissive, and defensive regarding the significance of culture in the counseling relationship;</p>
6	<p>Emotional Stability & Self-control <i>Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in interpersonal and classroom interactions.</i></p>	<p>Demonstrates consistent emotional stability, ability to self-regulate, & appropriateness in interpersonal and classroom interactions. Student uses appropriate tone and nonverbal expression to match the situation within classroom discussion, activities, and/or role-plays.</p>	<p>Demonstrates consistent emotional stability, ability to self-regulate, & appropriateness in interpersonal and classroom interactions. Student matches tone and non-verbal expression in >70% of classroom and interpersonal interactions.</p>	<p>Demonstrates consistent emotional stability, ability to self-regulate, & appropriateness in interpersonal and classroom interactions. Student is developing competency in ability to discern and match tone to need of interpersonal interaction.</p>	<p>Demonstrates limited emotional stability & appropriateness in interpersonal interactions and classroom behavior. Student lacks emotional awareness with self and/or others.</p>	<p>Demonstrates poor emotional stability & appropriateness in interpersonal interactions and classroom behavior. Demonstrates high levels of emotional reactivity in classroom and interpersonal interactions.</p>
7	<p>Motivated to Learn & Grow/ Initiative <i>Demonstrates engagement in learning & development of his or her counseling competencies.</i></p>	<p>Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development. Student seeks knowledge and enrichment beyond assigned course material and assignments.</p>	<p>Demonstrates consistent engagement in promoting his or her professional and personal growth & development. Student consistently engages with course material and assignments.</p>	<p>Demonstrates inconsistent motivation to engage in promoting his or her professional and personal growth & development. Engages in course material and assignments only to meet basic requirements.</p>	<p>Demonstrates limited engagement in promoting his or her professional and personal growth & development. Lack of engagement with course material. Careless or incomplete assignments.</p>	<p>Demonstrates poor engagement in promoting his or her professional and personal growth & development, such as expressing lack of appreciation for profession &/or apathy to learning.</p>

#	Primary & Specific Counseling Dispositions & Behaviors Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
8	Openness to Feedback <i>Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback</i>	Demonstrates consistent and strong openness to supervisory &/or instructor feedback & implements suggested changes. Demonstrates willingness to engage in critical selfreflective process regarding skill development and personal development.	Demonstrates consistent openness to supervisory &/or instructor feedback & implements suggested changes. Developing process of critical self-reflection with instructor direction and feedback.	Demonstrates openness to supervisory &/or instructor feedback; however, does <i>not</i> implement suggested changes. Unable to engage in critical self-reflection without independent instruction and direction.	Demonstrates a lack of openness to supervisory &/or instructor feedback & does <i>not</i> implement suggested changes. Unable to engage in critical selfreflection.	Demonstrates <i>no</i> openness to supervisory &/or instructor feedback & is defensive or dismissive when given feedback. Lacks any awareness of personal strengths and/or weaknesses in knowledge, skills, or professional dispositions.
9	Flexibility & Adaptability <i>Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations.</i>	Demonstrates consistent and strong ability to adapt & “reads- &-flexes” appropriately. Demonstrates strong ability to read social cues and situational awareness (expected behaviors, demeanor).	Demonstrates consistent ability to adapt & “reads-&-flexes” appropriately. Demonstrates appropriate level of social adaptation – reading social cues and responding appropriately.	Demonstrates an inconsistent ability to adapt & flex his or her behavior and demeanor in interactions in order to meet the needs of diverse individuals. Difficulty responding to changing expectations and adapting behavior to match social cues of peers/instructor.	Demonstrates a limited ability to understand and adapt to meet the needs of changing expectations, environments, social cues, or the needs of diverse individuals in group or oneto-one interactions.	Demonstrates rigidity in responses, behavior, and demeanor. Demonstrates inability to read social cues or understand needs/expectations in interactions or group dynamics.
10	Congruence & Genuineness <i>Demonstrates ability to be present and “be true to oneself”</i>	Demonstrates consistent and strong ability to be genuine & accepting of self & others.	Demonstrates consistent ability to be genuine & accepting of self & others.	Demonstrates inconsistent ability to be genuine & accepting of self & others.	Demonstrates a limited ability to be genuine & accepting of self & others (incongruent).	Demonstrates a poor ability to be genuine & accepting of self & others, such as being disingenuous.

Carlow University
Doctoral Program in Counseling Psychology
Comprehensive Annual Review Document (C.A.R.D)

Student's Name: _____
Student's ID#: _____ **Student's Email:** _____
Academic Year: _____

Academic Performance

	Below Expectation (1)	(2)	Meets Expectations (3)	(4)	Exceeds Expectations (5)
Demonstrates adequate annual progress towards academic goals as evidenced by a 3.0 GPA or higher					
Demonstrates adequate annual progress towards academic goals as evidenced by passing required benchmark exams					
Demonstrates adequate annual progress towards academic goals as evidenced by earning "passing" marks for dissertation credits					
Demonstrates adequate annual progress towards academic goals as evidenced by earning "passing" marks for practicum credits					

Research & Scholarly Activities

	Below Expectation (1)	(2)	Meets Expectations (3)	(4)	Exceeds Expectations (5)
Demonstrates knowledge of and skills in research design.					
Demonstrates knowledge of and skills in statistics					
Demonstrates knowledge of and skills in measurement					
Proposes and defends research projects relevant to his/her level of training					
Demonstrates competence in utilizing appropriate data, methods, and models to make decisions in practice					
Demonstrates ability to translate research findings for use in practical settings					
Demonstrates the substantially independent ability to formulate research or other scholarly activities that are of sufficient quality					

Clinical Skills

	Below Expectation (1)	(2)	Meets Expectations (3)	(4)	Exceeds Expectations (5)
Demonstrates awareness and competent use of assessment tools including: culturally sensitivity, report writing, treatment planning, and appropriate communication to clients.					
Presents a rationale for an empirically supported intervention strategy appropriate to the presenting problem.					
Accurately assesses presenting issues taking into account the larger life context, including diversity issue.					
Develops rapport and relationships with a wide variety of clients.					
Independently and effectively implements a typical range of intervention strategies appropriate to the practice setting.					
Seeks consultation when necessary					
Independently assesses treatment effectiveness and efficiency and terminates treatment appropriately and successfully					

Adherence to Ethical and Legal Standards

	Below Expectation (1)	(2)	Meets Expectations (3)	(4)	Exceeds Expectations (5)
Behavior is consistent with ethical and legal standards when engaged in the practice of psychology.					
Demonstrates awareness of ethical and/or legal dilemmas and uses ethical problem-solving steps to resolve issues.					
Is knowledgeable of and acts in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct					
Is knowledgeable of and acts in accordance with relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels					
Is knowledgeable of and acts in accordance with relevant professional standards and guidelines					
Conducts self in an ethical manner in all professional activities					

Personal Attributes, Professionalism and Behaviors

	Below Expectation (1)	(2)	Meets Expectations (3)	(4)	Exceeds Expectations (5)
Behavior is consistent with professional values and attitudes in the university setting (e.g., appropriate interaction, appropriate language, attire, and email communication)					
Behavior is consistent with professional values and attitudes in the practicum and field setting (e.g., appropriate interaction, appropriate language, attire, and email communication)					
Shows respect for others' time (e.g., keeping appointments, being prepared for meetings, giving enough time for review of work)					
Recognizes and respects professional boundaries in his/her interactions with peers, faculty, and/or field professionals					
Balances personal commitments in a way that fulfills professional responsibilities and program expectations					
Demonstrates motivation by showing initiative, persistence, and engagement					
Takes responsibility for meeting degree requirements and deadlines					
Demonstrates emotional maturity when engaged in the in the university setting					
Responds to constructive feedback from faculty and supervisors as evidenced by non-defensiveness and efforts to change relevant behavior					

Individual and Cultural Diversity

	Below Expectation (1)	(2)	Meets Expectations (3)	(4)	Exceeds Expectations (5)
Demonstrates sensitivity to issues of cultural diversity in assessment, intervention, and the conduct of research					
Demonstrates knowledge of current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service					
Demonstrates sensitivity to issues of cultural diversity in assessment, intervention, and the conduct of research					
Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, and worldviews create conflict with their own					

I understand that signing this document constitutes an attestation and I have reviewed the contents of the C.A.R.D. with my academic advisor. I further acknowledge that any rating I may have received that indicates "below expectations" is an area for my continued growth and development, and I am here accepting that a communication regarding this weakness in my performance has occurred.

Student's Name: _____ **Student's Signature:** _____
Date: _____
Advisor's Name: _____ **Advisor's Signature** _____
Date: _____

Important Dates

Dissertation Chair Meet & Greet – by November 15th of 1st year

Practicum Orientation – by November 15th of 1st year

Comprehensive Examinations Orientation - by May 15th of 2nd year

Dissertation Proposal Defense – by September 15th of 2nd year

Internship Orientation – by September 15th of 3rd year