

# **Student Handbook**

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## **Psy.D. Program**

**Department of Psychology**

**Marshall University**

**Department of Psychology  
Marshall University  
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## **Clinical Psychology (Psy.D.) Program Mission**

The primary mission of the Clinical Psychology (Psy.D.) Program at Marshall University is to train doctoral-level psychologists who are highly-skilled generalists. Training within the program will foster an appreciation for the importance of critical inquiry at all levels of clinical practice. There is a specific emphasis on developing a sensitivity to the needs of rural and underserved people.

## **Model and Goals**

The Marshall University Psy.D. Program began accepting students in the Fall of 2002. The program follows a practitioner-scholar model of training meaning that there is an emphasis on the vital link between scholarship and practice at all levels of training. The clinical faculty comes from a variety of theoretical orientations. As such, students should anticipate being exposed to a diversity of perspectives with respect to case conceptualization and treatment formulation. This exposure will enhance the student's ability to 1) conceptualize human behavior from a multi-systemic perspective, 2) understand the importance of evidence-based practice, 3) make use of systematic ways to document client progress, and 4) understand the tenets of the traditional orientations.

The program has several pertinent goals. They are as follows:

1. Our primary goal to provide the highest quality of graduate training in professional psychology for our students. There is an emphasis on the role of empirical knowledge as it pertains to the field of clinical practice and a dedication among the faculty to maintain a current body of knowledge with respect to their particular fields of expertise. In addition, faculty provide role models for the practitioner-scholar model by engaging in applied work in addition to their lines of traditional research.
2. Second, the program seeks to nurture in students the spirit of lifelong learning. In the service of this goal, the faculty strives to create an atmosphere of inquiry in which students are encouraged to utilize a variety of means to answer complex questions related to human nature.
3. Third, the program will promote an appreciation for cultural diversity and a clear understanding of its role in clinical practice and research. Because of the unique location of Marshall University in central Appalachia, students will be encouraged to explore richness of the Appalachian culture and consider the added dimension it brings to clinical service delivery and research in those regions.
4. A fourth goal of the program is to promote an understanding in the general field of clinical psychology regarding the impact of rural culture on clinical practice. A majority of the research that informs the field of clinical practice is based on urban models of service delivery. The field is only beginning to understand the unique contributions that culture makes in the effectiveness of psychotherapy and psychological assessment. Through the development of the Institute for Rural Psychology in Appalachia, the program hopes to become well-known as an applied research community that adds to our understanding of the role of culture in clinical practice.
5. A fifth goal is to make the program accessible to highly qualified students of all levels of experience. In service to this goal, the program admits students at both the bachelors and masters levels. These two levels of admission are discussed in the section on Applying to the Psy.D. Program.
6. A final goal is to increase the number of doctoral-level psychology practitioners working in rural and underserved regions, particularly those regions in West Virginia. As such, a certain number of slots are reserved for residents of West Virginia and the surrounding region and a significant portion of practicum training takes place in rural areas.

## Accreditation

The program is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504). The program is not yet accredited by The American Psychological Association (APA). APA considers a doctoral program for accreditation only after the program has students active in all phases of training, including internship. APA accreditation will be sought as soon as is deemed feasible by the Psychology Department faculty.

## Faculty Research and Teaching Interests

**Martin J. Amerikaner, Ph.D., (Chair)**, University of Florida, Professor. Psychotherapy models and processes, clinical supervision, legal/ethical issues.

**Elaine Baker, Ph.D., (Director, Center for Teaching Excellence)**, Miami University (Ohio), Professor. Social behavior in captive gibbons, animal behavior, human sexuality, introductory psychology.

**Keith Beard, Psy.D., (Clinic Director)**, Wright State University, Assistant Professor. Internet addiction, men's issue, psychological issues in media,

**Grace W. Davis, Ph.D.**, University of Southern Mississippi, Assistant Professor. Organizational trust, work motivation, testing, issues related to management, psychology in the workplace.

**Thomas Ellis, Psy.D.**, Baylor University, Professor. Cognitive-behavior therapy, cognitive influences on self-destructive behavior, suicide classification, anxiety and stress-related disorders.

**Tony Goudy, Ph.D.**, Pennsylvania State University, Assistant Professor. Ethics, forensic psychology.

**Keelon Hinton**, Howard University Racial Socialization, Racial Identity, and Ethnic Identity Issues in development.

**Christopher W. LeGrow, Ph.D.**, Ohio University, Associate Professor. Performance appraisal, personnel psychology, sexual harassment, employee dating issues, affirmative action.

**Marc A. Lindberg, Ph.D.**, Ohio State University, Professor. Developmental changes in eyewitness testimony, adult and adolescent attachment and their relationship to psychopathology, addictions.

**Helen E. Linkey, Ph.D.**, Wayne State University, Associate Professor. Organizational fairness, attitudes toward relationship, psychology of religion, conflict management.

**Marianna Linz, Ph.D., (Psy.D. Program Coordinator)**, University of North Carolina, Associate Professor. Cognitive development, applications of developmental psychology to social issues, infant/toddler/preschool mental health issues, Appalachian families.

**Steven P. Mewaldt, Ph.D., (M.A. Program Coordinator)**, University of Iowa, Professor. Human memory and cognition, psychopharmacology.

**Pamela Mulder, Ph.D.**, California School of Professional Psychology, ???. Psychodynamic psychotherapy, rural/frontier psychology, cross-cultural psychology.

**Stephen L. O'Keefe, Ph.D.**, Peabody College of Vanderbilt University, Professor. Children, schools and families.

**Birgit Shanholtzer**, Ohio State University, cardiovascular reactivity during psychological, stress, hydration and health, ingestive behavior and health, attitudes about health related behaviors, women's health

**David Trumpower, Ph.D.**, University of New Mexico, Assistant Professor. Statistical research methods, tests and measurement, applied cognition.

**Robert A. Wilson, Ph.D.**, University of Houston, Professor. Quantitative methods, physiological psychology, industrial psychology.

**W. Joseph Wyatt, Ph.D.**, West Virginia University, Professor. Behavior analysis, forensic psychology, children and classrooms

## **Faculty Roles**

The faculty and staff at Marshall University are dedicated to student welfare and strive to maintain a standard of fair and equitable treatment for all. In the event that a student experiences a problem with a faculty person, the student should first discuss the matter with the faculty member in question. Should this fail or should the student feel uncomfortable in talking with the faculty person, the student should discuss the matter with her or his faculty advisor. The faculty advisor should make every effort to resolve the issue with the faculty member in question. Should resolution fail at the level of the faculty advisor, the Psy.D. Coordinator and/or the Chair of the Department of Psychology should be consulted. If resolution is not achieved at this level, the student should contact the Dean of the College of Liberal Arts for information concerning appropriate measures that may be taken.

### **Dean, Graduate School**

**Leonard Deutsch, Ph.D.** is the Dean of the Graduate School. His office is in Old Main. Dr. Deutsch is provides oversight to all graduate programs on campus. Dr. Deutsch's office helps to facilitate funding for graduate assistantships and approves curriculum plans and plans for graduation. Dr. Deutsch is also available to assist in matters that cannot be resolved at the departmental level. Students with concerns should begin by discussing concerns with their faculty advisor. When necessary, the Program Coordinator and Department Chairperson may be consulted, as needed.

### **Dean of the College of Liberal Arts**

**Christina Murphy, Ph.D.** is the Dean of the academic unit in which the Department of Psychology is housed. Dr. Murphy is responsible for the oversight of all academic units and provides important support for requests made by the Department of Psychology. Dean Murphy is also available to assist in matters that cannot be resolved at the departmental level. Students with concerns should begin by discussing concerns with their faculty advisor. When necessary the Program Coordinator and Department Chairperson may be consulted as needed.

### **Chair, Department of Psychology**

**Marty Amerikaner, Ph.D.** is the chair of the Department of Psychology. All faculty report directly to Dr. Amerikaner. He provides final approval for all graduate assistantships within the Department and is responsible for the general oversight of all programs and curricula within the Department of Psychology.

### **Faculty Advisor**

Upon admission, each student is assigned a faculty advisor based on the student's stated clinical and academic interests. The faculty advisor will work closely with the student to provide assistance in registering for classes, requesting practicum placements, and refining career goals. The relationship between faculty advisor and student is extremely important. Any concerns a student has regarding the program should be discussed with the faculty advisor to determine appropriate action.

### **Program Coordinator, Clinical Psychology (Psy.D.) Program**

**Marianna Footo Linz, Ph.D.** is the coordinator for the doctoral program in clinical psychology. She is responsible for the oversight of the curriculum in the clinical program, the assignment of advisors, and the recruitment of new students. In conjunction with the practicum coordinator and the faculty advisors, Dr. Linz is also responsible for assignment of students to practicum placements and for certifying students for internship application. Dr. Linz is also responsible for assisting students with their Plans of Study.

### **Director of the Marshall University Psychology Training Clinic**

**Keith Beard, Psy.D.** is the director of the training clinic in the Department of Psychology. Dr. Beard is responsible for the day-to-day operations of the clinic, the maintenance and assignment of client load, and the management of clinic resources. Dr. Beard will meet periodically with all students who have clinic responsibilities and should be consulted regarding any difficulties related to clinic operations.

### **Practicum Coordinator**

**Penny Koontz, MA** is the practicum coordinator and is responsible for organizing practicum experiences. The practicum coordinator will maintain contact with off-campus sites and assess their willingness to accept students for training at the beginning of each semester. The coordinator will also act as a liaison between the program and the sites to troubleshoot any technical problems that may arise. The coordinator will also collect and record student practicum logs and evaluations from on-campus and off-campus supervisors.

## **The City of Huntington**

Huntington, West Virginia is located on the Ohio River in the West Virginia-Ohio-Kentucky tri-state area. With a population of about 50,000, Huntington is an historic railroad and riverboat town, with broad avenues and numerous parks. The climate is moderate and variable with summer daily high temperatures averaging in the mid to upper 80s, and winter highs averaging in the upper 30s. Huntington enjoys numerous cultural events and sights including a museum, art gallery and community theater, as well as several traveling concerts and theater productions each year. Shopping is available at several locations including downtown Huntington, a mall that features 150 stores, and the west end's Old Town antique and flea market area. Skiing and other outdoor activities are available at West Virginia's many resort parks such as Winterplace and Snowshoe, within two to four hour's drive. For those who desire a getaway to a larger town, Huntington lies two hours east of Lexington Kentucky, three hours southeast of Columbus, Ohio, and is about seven hours west of large east coast cities such as Baltimore and Washington, DC.

## **Marshall University**

Marshall University traces its origin to 1837 when Marshall Academy was established and named for United States Supreme Court Justice John Marshall, who had died two years earlier. Marshall had been a friend of local lawyer John Laidley, who had helped found the Academy. It was renamed Marshall College in 1858.

The school was forced to close during the Civil War, but in 1867 the West Virginia Legislature renewed its vitality by creating the State Normal School at Marshall College to train teachers. During the tenure of President Lawrence J. Corbly, 1896-1915, the college began to experience real growth.

Since then Marshall has grown steadily as many new schools and colleges were added. The West Virginia Legislature designated Marshall a university in 1961. The School of Medicine was established in 1974. The University was authorized to grant its next doctoral degree—the Ph.D. in biomedical sciences—in 1992. The Psy.D. in Clinical Psychology was authorized in 2000—the fourth doctoral degree program at the University. Marshall University also offers a full range of undergraduate degree programs and more than forty masters' degree programs. Today Marshall University has grown to nearly 17,000 students on two campuses—the original campus in Huntington, which houses the Psy.D. Program—and the South Charleston campus forty miles to the east.

## **Housing**

The Huntington campus has residence hall housing for approximately 2,000 students. All halls are within a three-minute walk of Harris Hall, which houses the Department of Psychology. Housing for families, and for single and married graduate students is also provided in 78 furnished apartment-style dwellings owned and operated by the University, four miles from the campus. In addition there are many privately owned apartments within walking distance of the campus. For more information about housing on-campus contact the Department of Residence Services at 304-696-6765. For more information about off-campus housing contact the Student Government Association office at 304-696-6435, or see the classified section of the *Huntington Herald-Dispatch*.

## **Parking**

There are a number of parking lots on campus, convenient to Harris Hall. Contact the Office of Parking at (304) 696-6684 to obtain an application for on campus parking. Note that there is generally a wait in order to secure a space. There are a number of small privately owned lots in the campus area, usually at a premium rental on a semester basis. Typically there are ads for those spaces in the Huntington daily newspaper, the *Herald-Dispatch*, or those lots may be found by taking notice of signs posted on the streets.

Temporary parking passes may be obtained for campus visits by contacting the Welcome Center upon arrival. The

Welcome Center is located at the corner of 18<sup>th</sup> Street and 5<sup>th</sup> Avenue. Campus maps and tours of the campus can also be arranged through the Welcome Center. More information is available at their website: <http://www.marshall.edu/admissions/welcome-center.html>.

## **Financial Aid and Students' Financial Obligations**

All graduate students in the Department of Psychology are generally able to receive some type of financial aid, though funding is not guaranteed. Graduate assistantships are typically available, either in the Department of Psychology or elsewhere on campus and provide a waiver of tuition, along with a stipend.

Within the Department of Psychology teaching assistantships are frequently available for advanced students (those beyond the first year) who have completed the seminar on the teaching of psychology. Once students have received the master's degree—typically after the first two years full-time, or equivalent—additional assistantship money may be available based on placement in off-campus practica sites.

More information may be obtained from the office of the Chair of the Department of Psychology (304-696-6446) or the office of the Graduate Dean (304-696-2818). Additionally, financial assistance may be obtained in the form of graduate fellowships, work-study opportunities, loans, and others. For information about those programs contact the Office of Student Financial Assistance (304-696-3162).

## **Marshall University Libraries**

The Marshall University Library System consists of the John Deaver Drinko Library, the James E. Morrow Library, the Health Science Library at the Cabell-Huntington Hospital location, the Music Library in Smith Music Hall, the Hoback Chemistry Library in the Science Building, and the Marshall University Graduate College Library in South Charleston. Together, the University Libraries' holdings support graduate level research needs, with more than 1.7 million volumes and access to more than 7,000 periodical titles.

Students may use monographs, periodicals, documents, CD-ROMS, videocassettes, sound recordings, electronic journals, online reference materials and microforms. Access to electronic resources is available via the University Libraries' Web pages. Each library operates as part of the university system and provides unique service to the clientele and program(s) with which it is associated. The libraries play an essential role in the educational and research activities of the individual university programs. Using the library as a gateway, graduate students have access to the tools to search multiple resources and obtain materials from a variety of sources. A dynamic interlibrary loan and document delivery program provides materials from other libraries in electronic or print form, often in a matter of days. Courier services also enhance turnaround time and overcome geographical limitations.

*The John Deaver Drinko Library* houses more than 383,000 volumes, current subscriptions, a 24-hour computer lab, multimedia presentation facilities, an assistive technology center for the visually impaired, faculty and student instructional technology rooms, and a fully wired auditorium. Circulation, Reference, and Media are located in the Drinko Library, with extensive collections and a team of qualified personnel. The Drinko Library, opened in 1998, is a state-of-the art facility which also houses University Computing Services and University Telecommunications.

*The James E. Morrow Library*, situated between Smith Hall and the Science Building, houses Special Collections, Government Documents, and shelving for approximately 380,000 volumes. Special Collections features the University archives, West Virginia Collection of state and regional materials, and the distinctive Hoffman and Blake collections. Government Documents, a federal depository collection, contains more than 900,000 items and provides materials in electronic, microform, and paper formats.

*The Health Science Library*, specializing in medical resources for the schools of medicine and nursing, maintains a current collection of medical monographs, periodicals and electronic resources. Staff provide a variety of document

delivery services and searches on medical-related databases. The library is located in the Rural Health Center, next to the Cabell-Huntington Hospital, on Hal Greer Boulevard.

*The Music Library*, supporting the instruction and research needs of the Music Department, includes more than 14,000 sound recordings (tape, LP, and CD formats), 10,500 scores, music education materials, the electronic version of the *Grove Dictionary of Music and Musicians*, and a sizeable reference collection. The library is located on the first floor of Smith Music Hall.

*The Hoback Chemistry Library*, consisting of chemistry journals and monographs, is accessible to students and faculty in the Chemistry department in the Science Building. Maintained by a chemistry faculty member, access is by arrangement only and handled by department personnel (696-2430).

*The Graduate College Library* in South Charleston is located in the Robert C. Byrd Academic and Technology Center. The library contains 7,400 books and 272 current journal subscriptions, with online access to more than 7,000 periodical titles. There are eight public computer terminals where users can access the integrated Marshall library catalog, bibliographic and full-text-journal databases, and the wide range of other resources available over the Internet. Because of the Marshall University Graduate College's commitment to support students in distant locations, some non-traditional services are offered. These services include delivery of books and copies of journal articles directly to the student and e-mailing of articles when possible. These services are available to Marshall University Graduate College students only, and can be requested from the Graduate College library's home page or by contacting the library service office. Items held in the libraries on the Huntington campus can be retrieved through a daily courier service and by the electronic transmission of journal articles between the sites. Traditional interlibrary loan services are also available.

## Computer Accounts

As a Marshall student you are automatically entitled to a computer account on MUnet at no extra cost. You should pick up the information you need to activate your account as soon as you have registered. Just follow these steps:

- Take your Marshall University ID to one of these University Computing Facilities: Corbly Hall 331, Smith Hall 211, Harris Hall 444, the Drinko Library and Information Center, or the South Charleston Computing Services office;
- Tell one of the assistants that you would like your Computer Account;
- The assistant will print an account sheet that activates your account. The account sheet will contain details about your MUnet Account, which will consist of your last name followed by a number [e.g., SMITH12, JONES1, or HENDERSON1 (the first account assigned to a student with the last name of HENDERSON)]. The pre-assigned user-id and password contained on the account sheet will give you access to everything you need to make full use of the campus network and the Internet.

## Affirmative Action Policy Statement

It is the policy of Marshall University to provide equal opportunities to all prospective and current members of the student body, faculty, and staff on the basis of individual qualifications and merit without regard to race, color, sex, religion, age, handicap, national origin, or sexual orientation. This nondiscrimination policy also applies to all programs and activities covered under Title IX, which prohibits sex discrimination in higher education. Marshall University strives to provide educational opportunities for minorities and women in the graduate student body which reflect the interest, individual merit and availability of such individuals. The University ensures equality of opportunity and treatment in all areas related to student admissions, instructions, employment, placement accommodations, financial assistance programs and other services.

Marshall University also neither affiliates with nor grants recognition to any individual, group, or organization having policies that discriminate on the basis of race, sex, religion, age, sexual orientation,



handicap, or national origin. Information on the implementation of the policy and/or the Title IX Amendment should be addressed to: Director of Equity Programs, Old Main, Marshall University, Huntington, West Virginia 25755, (304) 696-2592.

## **Judicial Affairs**

The faculty and administration recognize the rights and responsibilities of students. These include the privilege and obligation of maintaining high standards of social and personal conduct. While encouraging students to develop independence, the University embraces the concept that liberty and license are not synonymous, and it therefore accepts the obligation to maintain standards which will provide for the welfare of the individual and the campus community at large.

For Marshall University to function effectively as an educational institution, students must assume full responsibility for their actions and behavior. Students are expected to respect the rights of others, to respect public and private property, and to obey constituted authority. A student's registration constitutes acceptance of these responsibilities and standards; thus registration serves as an agreement between the student and the University. Failure to adhere to the policies and conduct regulations of the University places the student in violation of the Marshall University Code of Conduct (as published in the *Student Handbook*) and may, therefore, subject the student to disciplinary action such as disciplinary warning, a period and degree of probation, suspension, or expulsion. All registered students are subject to the Code at all times while on or about university-owned property, or at university sponsored events.

Students are expected to be thoroughly familiar with the rights, regulations, and policies outlined by the Board of Trustees and all University rules and regulations as expressed in this catalog and in *The Student Handbook*. Copies of *The Student Handbook* are available in the office of the Dean of Student Affairs.

# **GRADE APPEAL POLICY, ACADEMIC PROBATION, INELIGIBILITY FOR SCHOLASTIC DEFICIENCIES, AND ACADEMIC DISHONESTY**

Marshall University's policies in regard to the academic rights and responsibilities of students are in keeping with the Board of Governors Series 60. The Academic Rights and Responsibilities of Students policy statement provides details with respect to student rights and procedures on these and similar matters relating to academic appeals.

## **Marshall University Academic Rights and Responsibilities of Students**

### *I. Statement of Philosophy*

Marshall University is an academic community and as such must promulgate and uphold various academic standards. Failure of a student to abide by such standards may result in the imposition of sanctions pursuant to University Policy Number 60. A student, by voluntarily accepting admission to the institution or enrolling in a class or course of study offered by Marshall University, accepts the academic requirements and criteria of the institution. It is the student's responsibility to fulfill coursework and degree, or certification requirements, and to know and meet criteria for satisfactory academic progress and completion of the program.

### *II. Definitions*

A. Academic Dean: the chief academic officer of a college or school. The dean also serves in an advisory capacity to the student. The student is encouraged to contact his/her academic dean for guidance on appeal procedures.

B. Academic Deficiency: failure to maintain the academic requirements and standards as established by Marshall University and its constituent colleges and schools other than those relating to academic dishonesty. This shall include but is not limited to the criteria for maintenance of satisfactory academic progress, i.e. Grade Point Average, special program requirements, professional standards, etc.

C. Academic Dishonesty: Academic dishonesty is conduct on an academic exercise that falls into one or more of the following categories: cheating, fabrication/falsification, plagiarism, bribes/favors/threats, and complicity. These categories and "academic exercise" are defined in detail in the section on Academic Dishonesty in this catalog. Each instructor may modify the general definition of academic dishonesty to fit the immediate academic needs within that particular course of study, provided the instructor defines, in writing and preferably in the course syllabus, the details of any departure from the general definition.

D. Day: shall refer to a calendar day.

E. Limited Enrollment Program: any academic program which imposes admissions requirements in addition to general admissions to the University.

F. Student: any student who has been admitted to, and is currently enrolled in, a course or in a certificate or degree program at Marshall University, or for whom the institutional appeal period has not expired. Students enrolled in the undergraduate Nursing Program will follow these procedures.

G. University Community: faculty, staff, or students at Marshall University.

H. President's Designee: Chief Academic Officer.

I. Provost and Senior Vice President for Academic Affairs: refers to the Chief Academic Officer.

J. Appeal Deadlines: the time allowed for each level of appeal. There will be no time extensions unless granted by the Academic Appeals Board for good cause. If the appeals do not meet the established deadlines, the issue is no longer appealable.

### *III. Student Academic Rights:*

Concomitant with other academic standards and responsibilities established by Marshall University and its constituent colleges and schools, each student shall have the following academic rights:

A. The student shall be graded or have his/her performance evaluated solely upon performance in the coursework as measured against academic standards.

B. The student shall not be evaluated prejudicially, capriciously, or arbitrarily.

C. The student shall not be graded nor shall his/her performance be evaluated on the basis of his/her race, color, creed, sex, sexual orientation, or national origin.

D. Each student shall have the right to have any academic penalty, as set forth herein, reviewed pursuant to the procedures in Section V. Except in those cases where a specific time is provided, this review shall occur within a reasonable time after the request for such review is made.

E. Each student shall have access to a copy of a University catalog or program brochure in which current academic program requirements are described (e.g., required courses, total credit requirements, time in residence standards, minimum Grade Point Average, probation standards, professional standards, etc.).

F. Each student shall receive from the instructor written descriptions of content and requirements for any course in which he/she is enrolled (e.g., attendance expectations, special requirements, laboratory requirements including time, field trips and cost, grading criteria, standards and procedures, professional standards, etc.).

G. The instructor of each course is responsible for assigning grades to the students enrolled in the course consistent with the academic rights set out in the preceding sections.

H. Marshall University and its constituent colleges and schools are responsible for defining and promulgating:

1. The academic requirements for admission to the institution, for admission to limited enrollment programs, and for admission to professional and graduate degree programs;

2. The criteria for maintenance of satisfactory academic progress, for the successful completion of the program, for the award of a degree or certification, for graduation;

3. The requirements or criteria for any other academic endeavor, and the requirements for student academic honesty, consistent with the Policies, Rules, and Regulations of the Higher Education Policy Commission and with the fundamentals of due process; and

4. Probation, suspension, and dismissal standards and requirements.

I. Normally, a student has the right to finish a program of study according to the requirements under which he/she was admitted to the program. Requirements, however, are subject to change at any time, provided that reasonable notice is given to any student affected by the change.

#### IV. Academic Sanctions

A student who fails to meet the academic requirements or standards, or who fails to abide by the University policy on academic dishonesty, as defined by Marshall University and its constituent colleges and schools, may be subject to one or more of the following academic sanctions:

A. A lower final grade in or a failure of the course or exclusion from further participation in the class (including laboratories or clinical experiences), any or all of which may be imposed by the instructor of the course involved.

##### B. Academic Probation

###### 1. For Academic Deficiency:

###### a. Graduate Students

Any student who has less than a 3.0 GPA will be placed on academic probation by the Graduate Dean.

Following notification of probation and prior to subsequent registration, a student will be counseled by his/her advisor or the chairperson of the department of his/her program. During this session, the student will be advised of his/her deficiencies and the requirements for removing the deficiency within the next nine (9) semester hours of enrollment. A second advising period will follow the first grading of subsequent enrollment and will be designed to check the progress. If probationary status is not removed, the student may be subject to further academic action pursuant to these policies, including academic dismissal.

###### b. Medical Students

Medical School students should consult the appropriate Medical School publications for the description of this sanction.

###### 2. For Academic Dishonesty

In those cases in which a student has been found guilty of academic dishonesty he/she may be placed on academic probation for a period of time not to exceed one academic year. During this period the student is given an opportunity to prove that he/she can become a responsible and positive member of the University community. Conditions and restrictions for probation may be imposed, as deemed appropriate, including but not limited to:

a. Exclusion from representation of the University in any extracurricular activities such as intercollegiate athletics, debate teams, university theater, band, etc.; however, the student may participate in informal activities of a recreational nature sponsored by the University.

b. Self-Improvement: A program of self-development will be planned in conjunction with a faculty or staff person assigned in a counseling/guidance capacity.

c. Surrender of Student Activity Card: Upon request the Student Activity Card is to be yielded to the Vice President of Academic Affairs and all rights and privileges pertaining thereto forfeited for a specified period of time not to exceed one academic year.

A student violating any term of academic probation while on such probation will be subject to further academic sanction up to and including academic dismissal from the University.

##### C. Academic Suspension for Academic Dishonesty

In those cases in which a student has been found guilty of academic dishonesty he/she may be academically suspended for a period of time not to exceed one academic year. During such period the student may not enroll in any course or program offered by Marshall University or any of its constituent colleges or schools. A student violating any term of academic suspension while on suspension will be subject to further academic suspension up to, and including, academic dismissal from the University.

##### D. Academic Dismissal

This is defined as termination of student status, including any right or privilege to receive some benefit, or recognition, or certification. A student may be academically dismissed from a limited enrollment program and remain eligible to enroll in courses in

other programs at Marshall University; or a student may be academically dismissed from the institution and not remain eligible to enroll in other courses or programs at Marshall University. The terms of academic dismissal from a program for academic deficiency shall be determined, defined, and published by each program and/or the Graduate College. Typically, a student unable to get off of probation is subject to dismissal. Academic dismissal from a program or from the University may also be imposed for violation of the University policy on academic dishonesty.

#### V. Academic Appeals

In cases where a student is appealing a grade, the grade appealed shall remain in effect until the appeal procedure is completed, or the problem resolved.

A. Student Appeals for Instructor-Imposed Sanctions: The intent of the appeals process is to treat all parties fairly, and to make all parties aware of the appeals procedure. In those cases in which a student has received an instructor-imposed sanction, the student shall follow the procedures outlined below:

##### 1. Graduate Students:

a. The student should first attempt a resolution with the course instructor. This initial step must be taken within ten (10) days from the imposition of the sanction or, in the case of an appeal of a final grade in the course, within thirty (30) days of the beginning of the next regular term. The student who makes an appeal is responsible for submitting all applicable documentation. If the instructor is unavailable for any reason, the process starts with the department chairperson.

b. If the procedure in Step 1 does not have a mutually satisfactory result, the student may appeal in writing to the department chairperson within ten (10) days after the action taken in Step 1, who will attempt to resolve the issue at the departmental level.

When a student appeals a final grade, the faculty member must provide all criteria used for determining grades.

c. Should the issue not be resolved at the departmental level, either the student or instructor may appeal in writing to the Dean of the Graduate College within ten (10) days of the action taken in Step 2. The Dean will attempt to achieve a mutually satisfactory resolution.

d. Should the issue not be resolved by the Dean, either the student or instructor may appeal in writing within ten (10) days of the action taken in Step 3 to the Chair of the Budget and Academic Policy Committee who shall appoint a Hearing Panel to resolve the matter.

##### 2. Medical Students

Medical School students who desire to appeal an instructor-imposed sanction should consult the appropriate Medical School publication for the proper procedures to follow.

#### B. Appeals for Academic Dishonesty:

Primary responsibility for the sanctioning for academic dishonesty shall lie with the individual instructor in whose class or course the offense occurred; however, charges of academic dishonesty may be filed by any member of the University community.

Sanctions for academic dishonesty may range from an instructor-imposed sanction, pursuant to Sec. IV. A, herein, to dismissal from the institution.

1. In those cases where the instructor imposes a sanction pursuant to Section IV, A, only and does not refer the matter to the department chairperson for additional sanctions, the student may appeal the sanction in accordance with the procedures described in Section V, A.

2. Where the offense is particularly flagrant or other aggravating circumstances are present, such as a repeat violation, the instructor may refer the matter to the department chairperson for additional sanctions as permitted by this policy. In addition, any member of the University community may refer a case of academic dishonesty to the chairperson of the department in which the course involved is being offered. Allegations of academic dishonesty must be referred to the department chairperson within thirty (30) days from the date of the alleged offense.

In those cases where the matter is referred to the department chairperson the following procedures are applicable:

a. The department chairperson shall bring together the student involved, and the faculty member, and/or other complainant within ten (10) days from the date of referral. A written admission of guilt at this level may be resolved with a maximum penalty of "F" in the course.

b. If the student denies guilt or disagrees with the sanction imposed, or if the faculty member, other complainant, or chairperson feels that the penalties in Step (a) are insufficient for the act complained of, the case shall be forwarded in writing by the chairperson to the Graduate Dean within ten (10) days from the date of the meeting. The Graduate Dean shall bring together the student, faculty member or other complainant, and the department chairperson to review the charges within ten (10) days from the date of referral. The Graduate Dean may impose any sanction permitted by Section IV of this policy.

c. Should the student, faculty member, or other complainant be dissatisfied with the determination of the Graduate Dean, the case may be appealed in writing within ten (10) days of the Dean's written decision to the Chair of the Budget and Academic Policy Committee who shall appoint a Hearing Panel to resolve the matter.

d. Should the student, faculty member, or other complainant be dissatisfied with the determination of the Hearing Panel, then he/she may file an appeal with the Vice President of Academic Affairs within thirty (30) days from the receipt of the written decision of the Hearing Panel. The decision of the Provost and Senior Vice President for Academic Affairs shall be final.

#### C. Appeals for Academic Deficiencies:

1. When a graduate student has been or may be placed on academic probation for academic deficiencies, or when a student having completed six or more credit hours of relevant coursework in a major is denied admission to a degree program, the student may appeal as follows:

a. The student is entitled to written notice:

(1) of the nature of the deficiency or reason for denial of admission to a program;

(2) of the methods, if any, by which the student may correct the deficiency, and;

(3) of the penalty which may be imposed as a consequence of the deficiency.

b. The student shall be given the opportunity to meet with the person or persons who has judged his/her performance to be deficient, to discuss with this person or persons the information forming the basis of the judgment or opinion of his/her performance; to present information or evidence on his/her behalf; and to be

accompanied at any such meeting by an advisor of his/her choice from the University (faculty, staff, or student). Such advisors may consult with but may not speak on behalf of their advisees or otherwise participate directly in the proceedings, unless given specific permission to do so by the person conducting the meeting. The student is not entitled to an attorney in such meetings and the formal rules of evidence are not applicable. The student must request such a meeting in writing within ten (10) days from receipt of the notice.

c. If the student is dissatisfied with the outcome of the meeting outlined in (b) above, the student may appeal the judgment to the Provost and Senior Vice President for Academic Affairs within (30) days after receipt of written notice of the judgment.

d. The decision of the Provost and Senior Vice President for Academic Affairs is final.

2. In those cases in which a student has been or may be dismissed from a graduate academic program, or has been or may be dismissed from the institution for academic deficiencies, the following procedures are applicable:

a. The student is entitled to written notice:

(1) of the nature of the deficiency;

(2) of the methods, if any, by which the student may correct the deficiency, and;

(3) of the penalty which may be imposed as a consequence of the deficiency.

b. The student shall be given the opportunity to meet with the person or persons who have judged his/her performance to be deficient. The student must request such meeting in writing within ten (10) days from receipt of the notice. The student shall be given the opportunity to discuss with this person or persons the information forming the basis of the judgment or opinion of his/her performance, to present information or evidence on his/her behalf, and to be accompanied at any such meeting by an advisor of his/her choice from the University (faculty, staff, or student). Such advisor may consult with but may not speak on behalf of their advisee or otherwise participate directly in the proceedings, unless given specific permission to do so by the person conducting the meeting. The student is not entitled to an attorney in such meetings and the formal rules of evidence are not applicable.

c. If the student is dissatisfied with the outcome of the meeting outlined in (b) above, the student may file an appeal with the Chair of the Budget and Academic Policy Committee who shall appoint a Hearing Panel to resolve this matter. This appeal must be filed within ten (10) days after receipt of written notice of the decision.

d. If the student is dissatisfied with the decision of the Hearing Panel, the student may appeal the decision to the Vice President of Academic Affairs within thirty (30) days after receipt of written notice of the decision.

e. The decision of the Provost and Senior Vice President for Academic Affairs is final.

### 3. Medical School Students

In those cases in which a Medical student has been or may be placed on academic probation, or academic suspension, or has been or may be dismissed from Medical School for academic deficiencies, he/she should consult the appropriate Medical School publications for the proper procedure to be followed.

## VI. Academic Appeals Board

### A. Description and Jurisdiction:

The Academic Appeals Board is a permanent subcommittee of the Budget and Academic Policy Committee of the Faculty Senate. It is established to hear all appeals arising from the following:

1. Instructor-imposed sanctions, including: lowering of final course grade, failure of course, or exclusion from further participation in the class.

2. Final course grades.

3. Sanctions imposed for academic dishonesty.

4. Dismissal from an academic program.

5. Dismissal from the University.

6. Such other cases as may be referred to the Board.

### B. Composition of the Board:

The Academic Appeals Board shall be composed of faculty and student members chosen in the following manner:

#### 1. Faculty Members:

The Dean of each constituent college and school of the University shall appoint five (5) faculty members from his/her unit to serve on the Board. Such appointments will be made annually in the spring semester with the understanding that some of these faculty



members will be available to hear appeals during the summer terms and the week before the beginning of Spring semester. Terms will run from May 15 to the following May 15.

## 2. Student Members:

The President of Student Government shall appoint three (3) students from each of the constituent colleges and schools of the University, at least one of whom should be a graduate student.

## 3. Hearing Officers:

The Budget and Academic Policy Committee will call for volunteers and appoint two Hearing Officers each spring. It is desirable but not required that the Hearing Officers have served on the Hearing Board.

### C. Selection of Members for an Individual Hearing:

An individual Hearing Panel shall be composed of two (2) faculty members, one (1) student member, and one (1) non-voting Hearing Officer. The members of the Hearing Panel shall be chosen by the Chairperson of the Budget and Academic Policy Committee or his/her designee. In appeals arising from dismissal from an academic program, if possible, at least two (2) of the faculty and student members of the panel should be chosen from the Board members appointed from the constituent college or school involved.

## VII. Hearing Procedures

It is the intent of these procedures to insure that Marshall University students receive appropriate due process in academic matters. This includes fundamental fairness, just sanctions, and all rights in accordance with the belief that academic appeal hearings at an institution of higher education such as

Marshall University should have an educational objective. Academic appeals, pursuant to these procedures, are informal and not adversarial in nature.

A. The time and place of the hearing are determined by the Hearing Officer. The hearing should be held within sixty (60) days of receiving the written request. Upon written request, the Hearing Officer may, at his/her discretion, grant a continuance to any party for good cause.

B. The Hearing Officer will notify the appellee, appellant, and other appropriate parties in writing at least five (5) days prior to the hearing, of the date, time, and place of the hearing. A statement of the facts and evidence to be presented in support of the student's grounds for appeal will be provided to the appellee in appropriate cases.

C. The appellant student and the appellee have the right to an advisor. Advisors must be members of the University community (faculty, staff, or student). Such advisors may consult with, but may not speak on behalf of their advisees or otherwise participate directly in the proceedings, unless they are given specific permission to do so by the Hearing Officer. Attorneys are not permitted to appear on behalf of any appellant or appellee.

D. Prior to the scheduled hearing, the members of the Hearing Panel may convene in closed session to examine the content of the appeal, the specific issues to be considered, and all supporting documents.

E. The student with his/her advisor if any, will be called before the Hearing Panel and the Hearing Officer will then restate the nature of the appeal and the issues to be decided.

F. The hearing shall be closed. All persons to be called as witnesses, other than the appellant, with his/her advisor, if any, and the appellee and his/her advisor, if any, will be excluded from the hearing room. Any person who remains in the room after the hearing has begun will be prohibited from appearing as a witness at the discretion of the Hearing Officer.

G. Anyone disrupting the hearing may be excluded from the hearing room if, after due warning, he/she engages in conduct which substantially delays or disrupts the hearing, in which case the hearing shall continue and the Hearing Panel shall make a determination based on the evidence presented. If excluded, the person may be readmitted on the assurance of good behavior. Any person who refuses the Hearing Panel order to leave the hearing room may be subject to appropriate disciplinary action pursuant to Marshall University policy. In the event a student is excluded under the terms of this provision, a representative shall be appointed by the Hearing Officer to participate in the student's behalf during the continuation of the proceedings.

H. Except as provided in G and K herein, all evidence must be presented in the presence of the student.

I. The student or other parties involved may petition the Hearing Officer for a subpoena or a request for appropriate written information or documents.

J. The student will be given the opportunity to testify and present evidence and witnesses on his/her own behalf and to discuss with, and question, those persons against whom the appeal is filed.

K. The Hearing Panel may admit as evidence any testimony, written documents, or demonstrative evidence which it believes is relevant to a fair determination of the issues. Formal rules of evidence shall not be applicable in academic appeal hearings.

L. If the student appellant or the appellee fails to appear at a hearing and fails to make advance explanation for such absence which is satisfactory to the Hearing Panel, or if the student appellant or the appellee leaves before the conclusion of the hearing without permission of the Hearing Panel, the hearing may continue and the Hearing Panel may make a determination on the evidence presented at the hearing, or the Hearing Panel may, at its discretion, dismiss the appeal.

M. Upon completion of the testimony and presentation of evidence, all persons, except Hearing Panel members will be required to leave the room. The Hearing Panel will then meet in closed session to review the evidence presented. The Hearing Panel shall make its findings based upon a preponderance of evidence. The Hearing Panel shall reach its determination by a majority vote. The results shall be recorded in writing and filed with the Chair of the Budget and Academic Policy Committee.

## **Psy.D. Program Policies for Removal of Students for Ethical Violations**

It is the expectation of the faculty that all students and faculty members will conduct themselves in accordance with the ethical guidelines put forth by the American Psychological Association. Students are advised to read and become familiar with these guidelines that are provided at orientation. When in doubt as to the ethical nature of some aspect of their behavior or the behavior of others, they are advised to seek the opinion of a psychology faculty member. It should be noted that serious ethical infractions on the part of students can result in suspension or formal expulsion from the program. When students note ethical infractions on the part of fellow students or faculty members that are of a minor nature, they are advised to attempt to remediate the problem informally by discussing it with the party in question. For infractions of a more serious nature or that involve situations where the student may not be comfortable approaching the party in question, students are advised to discuss the situation with the program coordinator or the department chairperson.

## **Student Health Service**

Student Health Service (SHS) is provided by University Physicians and Surgeons Inc., an affiliate of the University's Joan C. Edwards School of Medicine. The clinic is located at the Joan C. Edwards School of Medicine's facility and is open from 8:00 a.m. to 5:00 p.m. Monday through Friday. The clinic is closed on Saturday, Sunday, and holidays. Students seeking after hours medical care will be financially responsible for the cost. Student Health Service will be provided from the first day to the last day of each fall, spring, and summer class session to students who pay full student activity fees and attend classes scheduled between semesters (intersession). Marshall University students who present current validated activity and identification cards are eligible to use this service.

## **Graduate Student Council**

The Graduate Student Council is an organization open to all graduate students. Meetings are designed to discuss problems common to graduate students and propose their administrative solutions. Probably the most attractive aspect of the GSC is its ability to initiate administrative changes favorable to graduate students. GSC appoints representatives to a number of Faculty Senate standing committees and to the Graduate Council. A second and related goal of the GSC is to provide an environment in which contact with graduate students in other disciplines is expanded. Above all, the GSC is concerned with enriching the academic and personal lives of its members. The council can be reached at [www.marshall.edu/gsc](http://www.marshall.edu/gsc).

## **Professional Liability Insurance**

Students who are properly enrolled are covered by the university's professional liability insurance while engaging in any activity that is part of their formal coursework and other training. This includes seeing clients in the campus clinic and in off-campus practicum sites as well as conducting research that has been approved through appropriate university channels. Students who desire additional coverage may wish to consider enrolling in the special liability insurance for students offered by the American Psychological Association.



## Applying to the Psy.D. Program

**Prerequisite Coursework.** Applicants must have completed a minimum of 18 undergraduate semester hours of psychology, including statistics, experimental psychology, personality, abnormal psychology, and psychometrics in order to be considered.

**Application Deadline.** Students are only admitted to the Psy.D. Program for classes starting in the Fall semester. Completed applications, along with all supporting materials, must be received by the preceding January 15<sup>th</sup>. In years where January 15 falls on a Sunday, materials must be postmarked no later than January 15. Late applications will not be considered.

**Application Materials.** Students must complete two application forms. One form is to acquire admission into the Marshall University Graduate College. In addition, a Supplemental Application Form must be completed for the Psy.D. program.

To be considered for admission to the Psy.D. Program the applicant must submit the following materials by January 15<sup>th</sup> of the year in which the applicant wishes to enter the program: official transcripts of all previous coursework, official report of Graduate Record Examination score on the general section, three letters of recommendation, and completed application forms (the Psy.D. Program Supplemental Application Form and Marshall University Graduate School Application Form) including a statement of professional goals. These materials can be obtained by visiting the web site at: [www.marshall.edu/psych](http://www.marshall.edu/psych) or by contacting the Marshall University Department of Psychology, 1 John Marshall Drive, Huntington, WV 25755 (304) 696-6446.

**Application Review Process.** Because the program has a primary goal of training practitioners to serve the state, a specified number of slots will be designated for qualified applicants from West Virginia and the region surrounding Huntington, West Virginia. This should not discourage applications from other qualified applicants from other areas and admission is not based solely on residency status. The Department of Psychology maintains a commitment to recruiting a diverse student body.

Admission to the program is academically competitive. The average GRE scores for the successful group of applications are 545 and 558 for the Verbal and Quantitative sections respectively. The average GPA for students admitted directly out of their undergraduate program was 3.44. The Graduate GPA for those already possessing a master's degree was 3.82.

Preference is given to applicants with a commitment to delivering services in West Virginia and other rural areas as evidenced by current practice in, or other meaningful connection to, such areas. However, the Department anticipates annually admitting students who represent a wide range of geographic backgrounds and interests.

It is anticipated that the review and interview process will take approximately six weeks from the application deadline (January 15<sup>th</sup>). Final acceptances of admission by all students to whom offers are made should be completed by April 15.

Applicants who are not in the initially accepted group will be advised around early March as to whether they are on the "wait list" or have been denied admission.

### Application for Advanced Standing

Students who already have a Masters Degree in psychology can apply for advanced standing in the Psy.D. program. In order to apply for advanced standing, a student must have completed a Masters Degree in psychology from a regionally accredited institution. Students who are admitted with advanced standing must select to enter in either a full-time track or a part-time track by the end of their first semester of enrollment. These tracks are described below:

**Full-time track:** Students who apply for advanced standing and the full-time track must be able to document coursework and practicum equivalencies equal to approximately 36 hours of coursework required in the Psy.D. Program at Marshall University. Review of equivalencies is described in the next section. Students in the full-time track must commit to a minimum of 9 hours of coursework and practica per semester during the entire time of their enrollment. They must also commit to taking summer coursework as needed. As such, these students can anticipate completing the program in approximately four years. This would assume 5-6 semesters of coursework and a full year for the pre-doctoral internship. Students admitted to the full-time track can apply to change to the part-time track if their circumstances warrant such a change. Although students with extenuating circumstances may drop below full-time for a given semester without changing tracks, they should recognize that this change may impact the time it will take to complete the program. Students in this track desiring to attend part time for more than one semester may be required to switch formally to the part-time track.

**Part-time track:** Students who apply for advanced standing and the part-time track are not required to document equivalencies at any particular level, although they must still possess a masters degree in psychology from an accredited institution. Students in the part-time track may enroll either full-time or part-time in any given semester with the exception of the Residency Year, described in the next section. During the Residency Year, full-time enrollment is required. Students in this track should anticipate completing the program in no less than 5 years and no more than 7 years from the date of enrollment.

## Orientation and Registration for Classes

**Orientation day.** Students who have been accepted into the program will be given a full day of orientation to Marshall University and to the Psy.D. program prior to the start of classes. The orientation day is typically conducted on the Friday prior to the start of classes in late August. Attendance at orientation is mandatory for all new Psy.D. students, unless the student has received permission from the Program Coordinator to be absent.

**Registration.** Registration for the first semester's courses will be done on orientation day, with the assistance of the advisor or Program Coordinator.

**Textbooks & materials.** Textbooks and other materials may be purchased at the Marshall University Bookstore, located in the Memorial Student Center about one block from the Department of Psychology.

**Assignment of Academic Advisor.** Initially each new student will be assigned an advisor. However, as the first year progresses it is expected that some students will seek out other advisors based on perceived match of academic interest or for other reasons. A change of advisors is generally accomplished if the student approaches a given faculty member and requests advisee status. If the faculty member approves, the student will then request that the Program Coordinator approve the change. The change rarely is not approved.

**Student outside employment.** Although students are free to obtain outside employment, it is the student's responsibility to accommodate his or her work schedule to meet the needs of the Psy.D. program. Students who are enrolled full-time are discouraged from outside employment that demands more than 20 hours per week of their time. Those who are enrolled on a part-time basis are reminded that outside employment may impede progress in the program if the student's employer is not able to schedule work hours in a suitably flexible manner.

**Tuition and Fees.** Tuition and fees are assessed by the Bursar's Office at Marshall University. Because of the frequent changes in the tuition and fee structure, students are encouraged to consult the Bursar's Office regarding current charges. It should be noted that, in addition to general tuition and fees, a special doctoral fee is also assessed. The Bursar's Office website can be accessed at [www.marshall.edu/bursar](http://www.marshall.edu/bursar).

## Curriculum and Plan of Study

**Core Program Competencies.** The faculty in the Department of Psychology have set forth specific core competencies which must be attained during the course of study in the Psy.D. program. These core competencies reflect the ideas stated by the National Council of Schools in Professional Psychology (NCSPP). The faculty have adopted the core competencies laid out by NCSPP, with some modification to remain in keeping with the major mission of the program. The core competencies are as follows:

1. **Relationship competency:** This competency provides an important foundation for the field of clinical practice. Competency is demonstrated by the ability to form productive partnerships with clients, peers, supervisors, faculty, and community members.
2. **Cultural competency:** The unique challenges in the field of rural mental health underscore the need to understand the significant impact cultural differences have on clinical practice. The competent clinician will not only be able to identify cultural differences in an academic sense, but will be able to demonstrate through program planning and service delivery that the differences are appreciated. The development of this competency will be modeled, taught, nurtured and evaluated throughout all phases of the program.
3. **Assessment competency:** Assessment is a clinical skill that extends well beyond the routinized administration of standardized tests. While tests provide important tools with which to measure certain sample behaviors, they make good clinical sense within the larger context of a multi-trait, multi-method framework of assessment. Competency in this realm will be demonstrated by knowledge of basic psychometric theory and sound test administration skills. In addition, students should be able to demonstrate the use of sound assessment methodologies that allow them to describe their client as a fully functioning person, to plan a course of intervention, and to assess intervention outcomes.
4. **Intervention competency:** All activities related to clinical practice should have the goal to promote positive functioning. It is important for students to be able to 1) demonstrate the ability to develop a coherent theoretically-based intervention plan, 2) follow and carefully refine the process of the plan during therapy, and 3) provide outcome measures of the interventions' impact that are consistent with the case conceptualization.
5. **Research and Evaluation Competency:** It is important for scholar-practitioners to understand the empiricism that underlies the field of psychology. Psychology is a field that is founded on sound scientific methodology. As such, students must demonstrate the ability to conceptualize a logical research question, frame it in terms of an operational definition, and develop a sound method for addressing the question. In addition, students must be able to execute the plan and analyze the quantitative or qualitative data in a systematic manner. Such skills form the basis for lifelong learning.
6. **Consultation Competency:** In order to be a competent practitioner in rural areas, it is crucial to be able to work within the systems present in a community. A rural mental health practitioner may often find that the most important function s/he can serve is as a consultant within existing systems.
7. **Supervision Competency:** The ability to organize psychological services and to assist in the structure of services provided by less experienced practitioners are worthwhile skills. Both supervisory and management skills will allow the practitioner to function in a variety of settings.
8. **Legal and Ethical Competency:** In order to be an effective practitioner, it is imperative that students understand the legal and ethical issues that are pertinent to mental health practice and psychological research. These include major legal decisions pertaining to the practice of psychology as well as the APA Code of Ethics.

**Curriculum.** Provided below is a listing of courses necessary for completion of the Psy.D. This list is subject to change based on the student's previously-taken graduate coursework that may be submitted for equivalency consideration. A final list of course requirements will be distributed along with Plans of Study.

## Year 1

### Fall

PSY 610 – Adult Assessment (3)  
PSY 620 – Adult Assessment Practicum (1)  
PSY 733 – Cognitive Behavioral Psychotherapy (3)  
PSY 608 – Differential Diagnosis and Treatment Planning (3)  
PSY 615 – Advanced Developmental Psychology (3)  
PSY 701 – New Student Seminar (1)

### Spring

PSY 611 – Child Assessment (3)  
PSY 621 – Child Assessment Practicum (1)  
PSY 732 – Behavior Therapy (3)  
PSY 633 – Individual Interviewing and Psychotherapy (3)  
PSY 600 – Teaching Seminar (3)

### Summer

PSY 605 – Ethics and Legal Issues (3)  
PSY 731 – Psychodynamic Psychotherapy (3)

## Year 2

### Fall

PSY 670 – Clinic Practicum (3)  
PSY 672 – Advanced Assessment Practicum (2)  
PSY 517 – Intermediate Behavioral Statistics (3)  
PSY 752 – Community Psychology (3)

### Spring

PSY 671 – Clinic Practicum (3)  
PSY 673 – Advanced Assessment Practicum (2)  
PSY 750 – Behavioral Health Psychology (3)  
PSY 635 – Child and Family Psychotherapy (3)  
PSY 753 – Rural Psychology (3)

### Summer

PSY 560 – History & Systems (3)  
PSY 769 – Clinic Practicum (3)

## Administration of MA comprehensive examination

## Year 3

### Fall

PSY 712 - Gerontology (3)  
PSY 770 – Advanced Community Practicum (3)  
  
PSY 723 – Clinical Research Methods (3)  
PSY 674 – Biological Bases of Behavior (3)  
PSY 791 – Clinical Seminar (1)

### Spring

PSY 634 – Group Psychotherapy (3)  
Choose one:  
PSY 7\_\_ Advanced Quantitative Methods (3)  
EDF 635 – Qualitative Research Methods (3)  
PSY 771 – Advanced Community Practicum (3)  
PSY 674 – Human Sexuality and Dysfunction (3)  
PSY 792 – Clinical Seminar

### Summer

PSY 672 – Cognitive Psychology (3)

## Year 4

Fall

PSY 772 – Rural Practicum (3)  
PSY 755 - Supervision in Clinical Psychology (3)  
PSY 7\_\_ - Cross Cultural (3)  
PSY 793 – Clinical seminar (1)  
PSY 799 – Doctoral Research Project (3)

PSY 502 – Advanced Social Psychology (3)  
PSY 773 – Rural Practicum (3)  
PSY 794 – Clinical Seminar (1)  
PSY 799 – Doctoral Research Project (3)  
PSY 7\_\_ - Advanced Topics in Psychotherapy (3)

## Year 5

Pre-doctoral Internship (3-9)

**Plan of Study.** Every student must have a formal plan of study in place by the end of the first year in the program. This will be addressed during the orientation prior to the start of classes in August.

**Equivalency Review.** Equivalency reviews are designed to permit students who have earned a Masters Degree in psychology to request that certain coursework be waived in light of similar previously completed coursework. Formal equivalency reviews are conducted after a student is formally admitted to the doctoral program. Students considering requesting advanced standing may talk informally with the Program Coordinator prior to admission about previous coursework but these discussions are not binding. Equivalencies can only be granted by the faculty responsible for the actual course for which equivalency is requested.

During the first semester of admission, the Program Coordinator will meet with students who have applied for advanced standing and will discuss with them previous coursework for which they may request equivalency. The burden will be on the student to put together a collection of materials such as syllabi, previous coursework and papers, and practicum logs that will assist faculty in the decisions regarding the equivalency of coursework previously done to coursework required in the Psy.D. Program at Marshall University. All equivalency requests must be submitted to the Program Coordinator at one time. They student must submit two copies of a binder containing all materials relevant to their equivalency requests. The Program Coordinator will distribute the requests to the appropriate faculty for review. Students may discuss their requests with faculty members if they so choose. Individual faculty members will be responsible for final decisions on equivalency requests and will deliver their decisions to the Program Coordinator in writing. The equivalencies will then be noted in the student's Plan of Study which will be filed only after all equivalency requests have been reviewed.

**Credit for Previous Clinical Practica and Clinical Coursework.** It is very difficult to assess a student's level of clinical skill by review of syllabi and written product alone. Therefore, all students entering with a Masters degree will be required to enroll in at least one semester of clinical practicum in the Marshall University Psychology Training Clinic in order for the faculty to more carefully evaluate their clinical skill level. While under the supervision of core clinical faculty, the student's skills in psychotherapy and assessment will be carefully evaluated. In addition, students who have had previous coursework that includes clinical practica and training in assessment and psychotherapy should submit portfolio materials as described in the previous section. Final decisions regarding waivers of assessment and psychotherapy courses as well as clinical practica will be made only after the student has completed at least one semester of clinical practicum in the Marshall University Psychology Training Clinic. These decisions will take into account the portfolio materials submitted as well as the student's level of skill demonstrated in practice and supervision.

**Residency Year Requirement.** Although the program is designed to meet the needs of both full-time and part-time students, all students will be required to spend at least one year (fall and spring semesters) "in residency." The fourth year is designated a 'residency year' for all students in order to be certain that this requirement is met. For those attending in the part-time option, the 'fourth year' is designated as the year that the student is enrolled in the Rural Practicum experience. During the residency year students must complete a minimum of 9 credit hours in specified

courses during each semester.

**Clinical Seminars.** A series of one-credit seminars will be required, beginning after the second year. These seminars will cover a series of rotating topics including professional practice issues, cutting-edge clinical topics, and other topics relevant to the field of rural clinical psychology.

## **Practicum Experiences**

**Philosophy of Practicum Training.** Practica in the Psy.D. program are organized sequentially to reflect the student's developing skills and increasing clinical independence. Initially, practica take place in the Marshall University Training Clinic where close faculty supervision and support are available. As the student's skills and competencies progressively develop, practicum placements will move into the larger community and into less traditional rural settings.

**The Vertical Team Concept.** All students enrolled in the Psy.D. program will be part of a Vertical Team. Vertical Teams will consist of a faculty clinical advisor and students enrolled in various phases of training. The teams will be organized according to the orientation and expertise of the faculty advisor. Students will be expected to participate in at least two different Vertical Teams while enrolled in the program.

The experiences of the students on the Vertical Team will vary according to their level of training in the program. The different experiences are detailed in the practicum descriptions below:

### **First Year Students:**

Students begin their clinical training by taking introductory clinical coursework in assessment and psychotherapy and by participating in the Vertical Teams. First year students will sit in on group supervision, visit community and rural sites, and assist with community service projects.

### **Second Year Students:**

In the second year, students begin carrying a caseload of clients in the **Marshall University Psychology Clinic**. They will select their clinical supervision team in consultation with their faculty advisor based on orientation and description provided by team supervisors. The clinic is located in the same building as the Psychology Department, therefore, consultation and close clinical supervision is available at all times. Students are intensely supervised by clinical faculty. Activities include provision of supervised direct psychotherapy, assessment and consultation services to varied age groups across a modest number of presenting problems. Varied modalities are stressed including individual psychotherapy, group work, and family intervention. The second year practicum will run over the course of three semesters, including one summer semester.

### **General Goals of Second Year Practicum**

1. Application of knowledge gained in previous coursework to the assessment and treatment of client problems.
2. The carrying of an active client caseload of with a minimum of two complete psychological assessments and five ongoing therapy clients per semester.
3. The writing of intakes, progress notes and treatment plans for each therapy client.
4. The application of the APA Ethical Standards to their work and cases.

### **Requirements**

1. Students are expected to carry a caseload of three active therapy clients and one ongoing assessment case at a time.

2. Students are required to meet with their clinical supervisor for a minimum of one hour of individual, face-to-face supervision per week and one hour of group supervision.
3. Students are required to adhere to the policies outlined in the Clinic Handbook.
4. Students are expected to accumulate a total of 60 hours of face-to-face client contact per semester and a minimum of 30 hours of supervision. A minimum target during the first semester would be 3 clients seen over an average of 5 sessions each. Ideally, students should aim for a total of 10 clients seen for an average of 5 sessions each by the end of the second year practicum. This will, of course, be dependent on the client flow seen in the training clinic.
5. Completion of the second year practicum will be determined by the clinical supervisor, based on the acquisition of competencies outlined in the practicum evaluation form (See Appendix A). Students must reach an average rating of 3 (Adequate) across all the major competency areas.

### **Third Year Students:**

In the third year, local/regional placements are stressed. Rotations in this third year will vary based on the student's individual training goals and their training needs as assessed by the clinical faculty. Activities during the third year may include direct provision of services with planned rotations in outpatient and inpatient settings. Students will still be a part of a Vertical Team with an on-campus supervisor and will meet with the team once per week. Students will also maintain an active therapy client in the training clinic. Participation in the assessment practicum will depend on the amount of assessment experience being acquired at the off-campus site.

### **General Goals of Third Year Practicum**

1. Expansion of prior student experiences to include additional training with a wide variety of clients regarding:
  - a. Outpatient therapy
  - b. Assessment of children and adults
  - c. Inpatient experiences
2. Exposure to specialty types of treatments, such as:
  - a. Group therapy
  - b. Couple/marital therapy
  - c. Empirically-supported therapies
  - d. Treatment of substance-related disorders
  - e. Hospital consultation
3. Provision of experiences that will expose students to populations not typically seen in the university training clinic:
  - a. Children, adults, geriatric
  - b. Diverse socioeconomic and cultural groups
  - c. Substance abuse and severe, persistent mental disorders
4. Opportunity to participate in off-campus didactic experiences.
5. Exposure to a variety of work settings and models of service delivery.

### **Requirements**

1. Participation in at least 12 hours per week of practicum-related work, at least half of which is client contact.
2. Participation in at least one hour of face-to-face supervision per week with a licensed psychologist and one hour of group supervision as part of the Vertical Team placement.

3. Students may be expected to carry an active therapy client in the training clinic, depending on the student's training needs and the flow of clients through the clinic. The same will be true for assessment clients.
4. A minimum of 90 hours of client contact per semester is expected along with a minimum of 30 hours of supervision. If not restricted by the site, students must submit a video or audio taped set of sessions with at least one client seen off-campus to their on-campus supervisor.
5. Access at all times to a qualified preceptor while engaged in client contact.
6. Participation in didactic experiences offered on site.
7. Completion of the third year practicum will be determined by the clinical supervisor, based on the acquisition of competencies outlined in the practicum evaluation form (See Appendix A). Students must reach an average rating of 3 (Adequate) across all the major competency areas and an average rating of at least 4 (Significant) in either Intervention or Assessment.

### Current Third Year Placements

#### University Psychiatric Associates – Joan C. Edwards School of Medicine- Department of Psychiatry and Behavioral Medicine:

This is a general outpatient placement through the School of Medicine at Marshall University. Students receive on-site supervision from licensed doctoral level psychologists. Experiences include child/adult outpatient therapy, adult/child assessment, adult/child neuropsychological assessment, and hospital consultation-liaison. Students are also exposed to a medical consultation model.

#### Mildred Mitchell-Bateman State Hospital

This is a brief rotation through an inpatient psychiatric hospital. Students are supervised by a licensed doctoral-level psychologist. They are exposed to a variety of populations of chronic mental illness and become familiar with the challenges of working in a psychiatric inpatient setting. They participate in treatment team meetings, conduct group therapy, conduct individual therapy, and participate in general intake assessments.

#### Veterans Administration Hospital

This is a general outpatient placement, involving primarily the treatment of Post-Traumatic Stress Disorder in adult males. Students receive on-site supervision from a licensed psychologist. They participate in group therapy sessions and also conduct individual psychotherapy.

#### Pretera Center

This is a general outpatient placement in a traditional community mental health center. Students receive supervision from a doctoral-level licensed psychologist and work in an interdisciplinary setting. They conduct general outpatient therapy and assessment with children and adults and can also participate in the crisis unit and substance abuse treatment programs.

### **Fourth Year Students:**

In the fourth year, students will participate in rural placements. It is understood that practice in rural areas differs substantially from clinical practice at urban sites. Therefore, the activities that students are encouraged to pursue will differ somewhat from typical practicum experiences. Student activities will include provision of direct clinical services



to rural populations (40%); community projects / action / outreach / consultation (40%); clinical research / program development / program evaluation and participation in planned interdisciplinary in-service training / case conferences (20%).

At this point in their training, students will have a broad base of knowledge pertinent to the practice of clinical psychology. In addition, they will have completed specialized coursework in rural and community psychology to sensitize them to the issues relevant to rural practice. Finally, students will have completed their research and statistics sequence that will allow them to identify specific opportunities for research in their rural placements.

Students will remain part of a Vertical Team during this year. They will not carry active therapy clients in the campus training clinic but will participate in the Clinical Supervision course and will assist with the supervision of less experienced students.

#### General Goals of Fourth Year Practicum

1. Develop familiarity with the issues pertinent to rural clinical practice.
2. Develop skills necessary for successful clinical work in underserved areas.
3. Contribute to services available in underserved areas.

#### Requirements

1. Site must be determined to be "rural" either by a federal definition or by determination by the clinical faculty.
2. A minimum of 12 hours per week during the rotation is required, at least half of which must involve client contact. A minimum of 90 hours of client contact per semester is required in addition to a minimum of 30 hours of clinical supervision per semester.
3. Where necessary, sites must provide overnight accommodations or the student must waive this.
4. On site clinical supervision provided by a doctoral-level psychologist is preferred. When this is not available, on-site supervision by another licensed health professional will be supplemented by on-campus supervision by a licensed faculty member.
5. Clinical supervision will be provided on campus by clinical faculty or adjunct faculty in the event that the previous criteria cannot be met at an otherwise desirable site; clinical faculty person will be available in event of emergency (by page, telephone, or other appropriate communication) during the time that the student is on duty.
6. Students must participate in a community psychology oriented project during the rural placement. This project may be developed in conjunction with their clinical placement or in cooperation with a faculty member on campus. A brief report of the project, including a log of hours, must be submitted at the end of the second semester.
7. On-site oversight by a licensed health care professional responsible for the agency / staff / site is absolutely required.
8. Completion of the second year practicum will be determined by the clinical supervisor, based on the acquisition of competencies outlined in the practicum evaluation form (See Appendix A). Students must reach an average rating of 3 (Adequate) across all the major competency areas along with an average rating of at least 4 (Significant) in Assessment and Intervention and an average rating of at least 4 (Significant) in one of the following areas (Ethics, Cultural Competency, Relationship, or Supervision).

#### Current Fourth Year Placements

##### *West Virginia Children's Health Project*

Students in this rotation deliver therapeutic and consultative services to three schools in one of the more rural areas of West Virginia. Students also participate in community projects through an agency known as ABLE Families which provides services to low-SES families in a rural county in West Virginia. Supervision is provided off-site by a licensed doctoral-level psychologist. Students have access to an appropriate preceptor at each site, as well as access to a supervisor by phone.

#### Prester Center

Students in this rotation are placed at community mental health centers in the more rural areas of the state. They deliver outpatient therapeutic and assessment services in these settings and also participate in community outreach projects. Students are supervised off-site by a licensed doctoral-level psychologist. Students have access to an appropriate preceptor at each site, as well as access to a supervisor by phone.

#### Lincoln Primary Care/Lincoln County Girls Resiliency Program

Students in this rotation are placed at a primary care center in a rural West Virginia area. They deliver consultative and therapeutic services in this setting and are supervised off-site by a licensed doctoral-level psychologist. Students have access to an appropriate preceptor on site, as well as access to a supervisor by phone. Students in this rotation also participate in a community program to promote healthy social/emotional development in rural adolescent girls.

### **Evaluation of Skill Development Across Practica**

Students are expected to complete or demonstrate the equivalency of approximately 750 practicum hours. Practicum hours are defined as time spent in direct service delivery to clients either in group or individual psychotherapy and assessment and time spent in formal supervision. Paperwork, travel time, and community service hours should also be logged but will be considered separate from the requisite 750 practicum hours. Of this 750, at least 400 must be direct service hours.

Students will be evaluated once per semester by their faculty supervisor and by their off-campus supervisor (where applicable) concerning their progress in developing the competencies pertinent to the practicum experience. Faculty members will maintain regular contact with off-campus supervisors to assess student progress and the adequacy of the student's experience. Once per semester, the supervising faculty person will visit the off-campus site where the student is placed. It is the student's responsibility to keep all log sheets concerning practicum experiences up to date and appropriately logged with the faculty supervisor. Failure to do so will result in the student failing to receive a grade in the clinical practicum.

**Full Year, Pre-Doctoral Internship.** All students are required to complete a full-year, pre-doctoral internship. Some slots will be available at captive internship sites connected to the Marshall Program. Other students may decide to seek internships at one of the APA-approved sites that are available nationally. The internship is undertaken only after all coursework is completed and comprehensive exams are successfully passed.

## **Assessment of Student Development in the Psy.D. Program**

The development of skills within the Psy.D. program is a sequential process in which the students and the faculty are both mutually involved. Therefore the evaluation process developed for the students in the Psy.D. program at Marshall University follows a similar developmental philosophy. The process begins as potential applicants are evaluated in terms of the base of acquired knowledge they bring from their undergraduate curriculum. After students are admitted to the program, there is an expansion of this base of knowledge as students are exposed to basic therapeutic and assessment issues in the first year. The first applications of this growing knowledge occur in the second year with the first practicum experience. As students progress through the program, it is expected that the scope of their knowledge will expand and they will be exposed to wider applications of that knowledge through their practicum experiences.

The evaluation process mirrors this sequential development of skills by providing students with constructive feedback at all levels of their training experience. The feedback is conscientiously designed to be commensurate with the student's level of skill development. All components of the evaluation process are designed to assist the student in developing the competencies previously described and, subsequently in reaching their individually chosen professional career goals.

**The Role of the Competencies in the Assessment Process.** As the knowledge base of the students grows and their acquired skills broaden, it is anticipated that the competencies described in the previous section will develop accordingly. Therefore, it is the intention of the faculty to emphasize the competencies at all points in training, with the emphasis and scope being commensurate with the level of development of the individual student.

**The Role of the Program Faculty in the Assessment Process.** In addition to providing fair and consistent feedback during the completion of all courses, faculty who teach courses in the Psy.D. program are responsible for participating in the annual review process. Faculty will meet in early April of each year to discuss the academic and clinical progress of all students. Faculty who have responsibility for teaching courses in the program should be present at this review or should provide any concerns in writing to the Program Coordinator prior to the meeting.

**The Role of the Academic Advisor in the Assessment Process.** The academic advisor will meet with the student on an informal basis regularly. It is the responsibility of each advisor to a) remain up-to-date on curricular changes that affect specific students, b) keep apprised of the student's progress in the program, c) discuss any significant difficulties that arise in the student's performance in a timely manner and d) assist the student in preparation for the evaluative process at all levels. The academic advisor is also responsible for working with the student to develop any necessary remediation plans to address specific weaknesses in the student's performance. Such remediation plans must be approved by the clinical faculty.

**The Role of the Program Coordinator in the Assessment Process.** The program coordinator will review the general progress of all students on a yearly basis as part of the annual review process. The program coordinator will not become involved in dealing with specific performance issues unless some combination of the responsible faculty member, the academic advisor, and the student fail to reach consensus regarding a particular problem. In such a case, the program coordinator will meet with both the advisor and the student to attempt to mediate a compromise. Failing this, the problem will be addressed by the Department Chair and, at his/her discretion, the clinical curriculum committee.

**Overview of Student Assessment.** Assessment of the individual student is an ongoing, developmental process. Each piece of the assessment experience is meant to provide constructive feedback to the student as they continue the task of building and expanding the application of their psychological expertise. As such, the following components will comprise the assessment of students within the Psy.D. program at Marshall University:

1. **Course grades:** Assignment grades will provide the most immediate feedback to students. Students who earn a grade of 'C' or lower in a course will be made aware that this is unacceptable performance. A second grade of a 'C' or lower will result in dismissal from the Psy.D. program. Students must re-take any course in which they receive a 'D' or an 'F'. The student must earn a satisfactory grade in the course (B or better) or be dismissed from the program. If a satisfactory grade is earned, the student may continue in the program but a second unsatisfactory grade (C or lower) will result in dismissal.
2. **Annual Evaluations:** Faculty will meet yearly to discuss the progress of all students. Academic advisors will be responsible for summarizing in writing the faculty feedback for their students. The advisors will meet individually with each of their student advisees to discuss the feedback. The feedback form is structured to assess each of the areas of competency stressed in the program. Students will be provided with a written copy of the feedback and will be asked to sign the form indicating whether they agree or disagree with the feedback. In the case of a negative evaluation, the student and their faculty advisor will devise an improvement plan that will be submitted to the clinical faculty for approval. Once approved, the improvement plan must be carried out within the specified time frame in order for the student to remain in the program. (See attached form).
3. **Practicum Evaluations:** Evaluation of performance in the practicum placement will provide feedback on the student's growing competence in the areas of assessment and intervention. Evaluation of performance in practicum will vary somewhat with the student's placement as follows:

During placement in the Marshall University Psychology Clinic, students will receive intense supervision from clinical faculty within the Psychology Department. They will receive consistent feedback during weekly supervision sessions. In addition, students will receive a written evaluation from their clinical supervisor at the end of each semester of practicum experience. These evaluations will be reviewed by the student's academic advisor and the academic advisor will review them with the student.

When the practicum placement is off-campus, the practicum coordinator will contact each site supervisor informally at least twice during the course of each semester to ascertain the student's progress at the practicum placement. In addition, site supervisors will complete a written evaluation of the student's progress at the end of each semester of placement. The feedback will be discussed between the practicum advisor and the student and will be shared with the student's academic advisor.

In the case of negative feedback from a practicum supervisor, the student and his/her academic advisor will develop a remediation plan and submit it for approval to the clinical faculty. Once approved, the remediation plan must be carried out within the specified time frame in order for the student to remain in the program. Serious breaches of ethics may be cause for dismissal from the program.

4. **Evaluation for Admission for Candidacy to the Masters Degree in Psychology and Receipt of M.A. degree:** All students entering the Psy.D. program at Marshall University following the receipt of their bachelor's degree will earn a Master of Arts (M.A.) degree in Psychology. After students have completed a total of at least 48 semester hours or their equivalent, including PSY 670 and 671 and maintained a GPA of at least 3.0., they will be permitted to file an Application for Candidacy for the M.A. degree in psychology. Once admitted to candidacy, students will be permitted to take a written comprehensive examination that will cover the coursework completed to date. Once a student has successfully passed the examination and has a GPA of 3.0 or better, she or he will be awarded an M.A. in psychology. Students who fail the examination will be permitted to take the examination a second time. A second failure will result in termination from the program without receipt of the Masters degree.
5. **Evaluation for Admission to Candidacy for the Doctoral Degree:** The evaluation process for admission to candidacy for the doctoral degree is a three-part process that involves the approval of the doctoral research project proposal, evaluation of the doctoral portfolio, and an oral examination. Before initiating the formal evaluation process, the student must have completed the equivalent of three years of coursework, including PSY 670, 671, 769, 770, and 771.

The three part process is as follows:

- A. *Approval of Doctoral Research Project:* In order to demonstrate competence in research and evaluation, students must develop and have approved their proposal for the doctoral research project project. A further discussion of this project can be found in the Doctoral research project Guidelines.
- B. *Portfolio Evaluation:* After a student has successfully completed their examination for the Masters degree, they will begin working on their portfolio. The purpose of the portfolio is to document the student's development of the competencies taught in the program. The portfolio will be reviewed and an oral examination of the portfolio will be conducted by a committee consisting of the student's academic advisor and two other faculty who hold full-time tenure track appointments in the Department of Psychology at Marshall University. The two additional faculty will be assigned by the Psy.D. Program Committee in consultation with the academic advisor.

The portfolio will contain documentation of the student's competencies in the areas indicated at the beginning of the section. The portfolio should contain the following:

1. Copies of all annual evaluations.
2. Copies of all practicum evaluations.
3. Copies of any remediation plans that were developed and documentation as to the successful completion of the remediation.
4. 3 formal case conceptualizations completed using the standard format provided in the attached section. There should be a conceptualization of a case regarding a child, one regarding an adult, and one reflecting a case the student found of particular interest. The manner in which the case conceptualizations will be utilized to assess competencies is discussed below.
5. 3 formal assessment batteries completed while the student was enrolled in the Psy.D. program. As with the case conceptualizations, there should be one child assessment, one adult assessment, and one assessment that was of particular interest to the student.
6. Intakes and termination summaries for the clients discussed in the case conceptualizations.
7. Documentation of the completion of the training required by the Institutional Review Board for the running of empirical research projects.
8. Additional documentation of the competencies listed below as indicated:
  - A. *Relationship competency:* This may be documented by the student's practicum evaluations and a narrative written by the student regarding a clinical case that they feel illustrates their ability to establish appropriate therapeutic relationships. In addition to the portfolio, this competency is also assessed as it pertains to various types of relationship skills throughout the training program.
  - B. *Cultural competency:* This is an area of significant importance in the Psy.D. program at Marshall University. In addition to sensitivity to ethnic diversity, students must also demonstrate a clear understanding of the impact of culture on various aspects of behavior and development. This competence may be documented in the portfolio by a case conceptualization that illustrates the importance of culture on the clinical formulation. The summary project from the Rural Psychology class should be included as documentation of the student's understanding of the role of rural/Appalachian culture in impacting mental health issues.
  - C. *Assessment competency:* Because students are being trained as generalists, they should include in their portfolio a range of assessment reports to document their proficiency. At a minimum, students should include one assessment of a child and one assessment of an adult and one additional assessment of the student's choice. The reports should be of sufficient depth and breadth that the student's competencies in cognitive and social-emotional assessment are evident. In addition, the student should demonstrate a well-developed skill for articulating a referral question and building a logical base of evidence from which to provide appropriate diagnosis and recommendations.

*D. Intervention competency:* In order to demonstrate this competency, students should include intakes, case conceptualizations, treatment summaries, and termination summaries for a variety of clients. They should be able to articulate their preferred model for conceptualizing client issues and should be able to discuss the relationship between their preferred model, their chosen intervention, and relevant literature on clinical theory and research. In addition, where appropriate, students should be aware of the need for evidence-based practice and should be able to document their use of appropriate techniques for verifying client progress. Cases included in the portfolio for this competency as well as those presented for the Assessment Competency will be considered appropriate for the oral examination. The students should be prepared to address a variety of questions presented by the committee.

The range of clients should include child and adult cases, as well as at least one case that represents an area of interest for the student. Cases that are included should be clients who were seen for a minimum of six sessions.

They should be able to articulate their preferred model for conceptualizing client issues and should be able to discuss the relationship between that model and their chosen interventions.

*E. Research and Evaluation Competency:* This competency will be demonstrated in the student's ability to conceptualize a successful doctoral research project proposal.

*F. Legal and Ethical Competency:* This competency will be demonstrated by the student's ability to address legal and or ethical issues that arise in cases that are presented as part of the portfolio. Students should also be prepared to respond to ethical dilemmas presented as part of the oral examination of the portfolio.

The student's academic advisor will work actively with the student to prepare the portfolio but it will ultimately be the student's responsibility for preparing the final product. As noted previously, the preparation of the portfolio should begin as soon as the student has successfully completed the Masters level candidacy examination. For students entering with a completed Masters degree, work on the portfolio should begin immediately after admission.

**Oral Examination:** Students should be prepared to address questions from their portfolio evaluation committee within any area covered by the documentation contained in their portfolio. The following are a list of standard questions that are asked in all oral examinations:

1. How was the understanding of culture relevant to your case conceptualization?
2. Discuss an ethical dilemma you have encountered in your practicum work.
3. Why did you choose these specific instruments to address the particular presenting problem?
4. Are there certain psychometric issues regarding the instruments you used that are important to consider?
5. Were there any relevant cultural issues to consider during this assessment?

The academic advisor will indicate what areas may be pertinent to prepare in addition to the standard questions.

Students must successfully pass all areas of evaluation prior to being approved to apply for internship. A student who fails the portfolio component or the oral examination will be allowed to develop a plan for remediation with their academic advisor. Such a plan must be approved by the clinical faculty and executed within the designated time frame in order for the student to maintain their standing in the program.

## **Certification for Internship**

**Internship certification.** Once a student has successfully passed all aspects of the comprehensive evaluation process, she or he will be eligible to apply for internship certification. In addition to be certified to begin the internship application process, the student must have passed the doctoral comprehensive examination and have a plan to complete all coursework with the exception of the doctoral research project prior to the commencement of an internship placement. Although the research project does not have to be completed prior to certification for internship application, the doctoral research advisor must submit a memo specifying that the student has made adequate progress to be considered eligible for internship application

## **Training for University Teaching**

For those interested, the Department of Psychology at Marshall University offers the opportunity to obtain course credit for training in the university-level teaching of psychology. Students may opt to take a three-hour course in the teaching of psychology. Students who complete this course successfully are then eligible to apply for teaching assistantships for introductory-level psychology classes. These assistantships carry with them a tuition waiver and a university stipend. The student will also gain valuable training and experience in the skills necessary for teaching at the university level.

## **Drop/Withdrawal**

**Dropping of courses.** Dropping of individual courses after the schedule adjustment period requires that a drop form bearing the instructor's signature be submitted to the Registrar's Office. Students on academic probation must have the Dean's approval to drop a course. Students should be aware that dropping even individual courses during the Psy.D. program can significantly impede progress.

**Withdrawal from the Psy.D. program.** Withdrawal is defined as dropping all classes for which the student is registered. A withdrawal form must be submitted to the Registrar's Office.

**Grades assigned for dropped or withdrawn courses.** Dropped and withdrawn courses will receive a grade of "W," which has no bearing on the student's GPA. Students who drop without approval, or who do not follow the regulations provided above, will receive a grade of "F." See the University Academic Calendar, which is published routinely as part of each semester's Schedule of Courses, for drop/withdrawal dates.

**Leave of Absence.** The Psy.D. Program faculty understand that on occasion it may be necessary for a student to request a leave of absence from the program. Usually such a request is made due to a personal, medical or family situation. Such a request must be made in writing to the Program Coordinator and must include the rationale and requested dates of the leave of absence. Rarely is such a leave approved for more than one year.

## **Grades**

**GPA.** Assignment of grades provides the most immediate feedback regarding student performance. Students must maintain a 3.0 grade point average in order to remain in the program, and to graduate. GPA is computed on a quality point basis. A grade of "A" in a 3 hr. course receives 12 quality points, and so on. No more than one grade of "C" or lower is permitted during the program. Any student receiving a second grade of "C" or lower will not be permitted to continue in the program.

**Grade Appeals.** Grade appeals will follow the policy described in the Marshall University Graduate Catalog. In general terms, the process is as follows: The student should first attempt a resolution with the course instructor. If a satisfactory result is not achieved, the process goes to the Department Chair, the Dean of the Graduate College and finally to the chair of the Graduate Council who shall, at the recommendation of the Graduate Council, appoint a Hearing Panel to resolve the matter. The appeal process has time lines that must be followed at each level. See the Graduate Catalog for complete details.

# Doctoral Research Project

## 1. Scope and Focus of the Project

The scope of the project must be commensurate with the culmination of a doctoral degree in clinical psychology and must represent a student's original work. A student may not begin the doctoral research project process until she or he has completed PSY 517, Clinical Research Methods, and an additional research/methodology course agreed upon with the student's advisor.

While it is possible that more than one graduate student could cooperate on gathering data for some complex study or study involving an unusual population with which it would be difficult or wasteful of resources to work separately, normally students will conduct their own projects individually. In situations where graduate students have been given permission by their respective committees to work together on data collection, each doctoral research project must reflect an exploration of a different research question. Writing by each student must reflect his or her own approach to the topic. The doctoral research project cannot be written jointly.

Doctoral research projects are to be written in current APA form. Doctoral research projects are also to be written in standard academically acceptable English, i.e., be free of sentence fragments, punctuation errors, spelling errors, and other evidence of lack of care. Doctoral research project research must also conform to all APA and Marshall University regulations and procedures for the treatment of research participants. A completed doctoral research project must contain a signature page following the title page. This signature page must include the typed names of the committee members and the signatures of all committee members. The typed name(s) of the chair person(s) must be listed first and must be followed by the title (Chair) or (Co-Chair).

## 2. Potential Project Models

The Psy.D. program at Marshall University follows a practitioner-scholar model. The emphasis is on understanding the field of clinical psychology as an empirically-informed discipline at all levels. Therefore, the acceptable models of a doctoral research project are quite varied. An acceptable project must contain the following elements:

- A. There must be a clearly formulated research question or hypothesis.
- B. There must be a detailed, scholarly review of the relevant literature.
- C. A systematic method for gathering data addressing the question must be described and utilized.
- D. The results must be discussed in terms of relevance to the field.

Within this framework, there are many acceptable models that are deemed appropriate within the field of psychology. As such, the student must develop their proposal in close consultation with their doctoral research project chairperson and the proposal and final project must be approved by the doctoral research project committee.

## 3. Doctoral research project Committee Composition



A Psychology Department faculty member chosen by the student will chair the doctoral research committee. The faculty member must be in a full-time, tenure track position and must agree to be the chair of the student's project. The chair of the committee must also have Full Graduate Faculty status.

In addition, the committee must consist of a minimum of two additional members. At least one of the two additional members must have a full-time, tenure-track appointment in the Department of Psychology. The second member should have faculty affiliation with an institution of higher education, although, in some cases, the second member may be a person affiliated with a community agency if that professional can be shown to provide needed expertise to the project. An example may be a site supervisor who has extensive clinical experience with a particular population or intervention technique. All committee members must be approved by the chair of the research project committee and the overall committee must be approved by the Program Coordinator and Department Chair.

During the process of completing the proposal, the student may change the membership of the committee after consultation with the committee chair. When the proposal is complete, the student must submit the make-up of his/her committee to the Program Coordinator and Department Chair for approval. After the approval of the project proposal by the committee, any changes in committee membership must be approved by the committee chair and the program coordinator in writing. Such changes should take place only for substantially significant reasons. Should there be a change in committee membership after the proposal is approved, the new committee member(s) must also sign off on the project as meeting with their approval as well.

#### **4. Duties of the Doctoral research project Chair**

In agreeing to serve as doctoral research project chair, the faculty member is agreeing to supervise and facilitate all aspects of the student's research and writing of the doctoral research project. The chair is responsible for ensuring that the research project provides a quality learning experience in which the student is able to develop a clear understanding of the manner in which research skills critically inform either the general knowledge base of psychology or the specific practice of psychology. In addition, the chair is responsible for assisting the student in developing a publication-quality written product. The chair is also responsible for verifying that the research is conducted in accord with all applicable APA and University ethical standards and procedures.

#### **5. Duties of Committee Members**

The members of the doctoral research project committee should be chosen on the basis of the expertise they can bring to the project. Typically, the members are chosen because they can provide input to a particular facet of the project that may not be within the expertise of the student or the chair. The committee members are expected to be actively involved in the development of the project idea and in the final approval of both the project and the written product.

#### **6. Proposal format and meeting**

The student must prepare and present in written and oral form, a proposal for their project. The proposal should cover all relevant background literature and should include a detailed plan for accomplishing the primary goal of the project. The written and oral form of the proposal must be approved by the committee

chair before presentation to the rest of the committee. Committee members must receive the written proposal at least two weeks prior to the proposal meeting.

At the proposal meeting, students conducting research involving data collection with animal or human subjects must also present the completed application to be submitted to the Institutional Review Board (IRB). In addition, students must present documentation for the completion of the training required by the IRB. This training can be accessed at <http://www.marshall.edu/research/ori/education> or by contacting the IRB coordinator at the Office for Research Integrity.

Once the proposal is approved, this is taken to be a contract between the student and the committee. Any changes the student would like to propose in the project after the proposal has been approved must be agreed to in writing by all committee members, beginning with the chair of the committee. Provided the student has followed all aspects of the agreement, no committee member may refuse approval on the grounds of project design flaws. Similarly, a committee member may refuse to approve a final project that did not follow the agreed-upon design.

### **7. Final written product and defense**

The final written product must adhere to APA-style. It must be approved by the committee chair prior to distribution to the remainder of the committee. It is the student's responsibility to schedule a 'final defense' of the written product and to submit the appropriate paperwork to the Graduate College. This meeting cannot take place any sooner than two weeks after the committee has received the final written product. Once the defense is scheduled, a final draft of the doctoral research project must be sent to the Dean of the Graduate College consistent with Graduate College policy.

The final defense meeting will be a formal oral presentation by the student. The student should be prepared for any relevant question that a committee member might have regarding the project or the background of the issue that was researched. Committee members must confine their questions to the content of the project. Committee members are encouraged to talk with students about major statistical errors or other problems in the final product prior to the final defense. The defense meeting is open to the public and suitable notices will be posted by the committee chair to offer attendance to interested parties. It is at the committee chair's discretion whether questions from non-committee members may be offered. This should be announced at the beginning of the defense meeting.

### **8. Approval of the written and oral product**

If the final project in both its oral and written forms, meets with the approval of the entire committee, the student has successfully completed the doctoral research requirements for the Psy.D. program. Committee member will signify their approval by signing the final written form of the project and any other forms concerning the oral presentation. In cases where a committee member feels she or he cannot approve a project, despite the approval of the committee chair, the committee chair will mediate the dispute and help the faculty and student to reach a compromise. Failing this, disputes will be taken to the Chair of the Psychology Department.

### **9. Disapproval of written or oral product**

The committee members may fail to approve either the written or oral product at their discretion, provided the decision is based on substantive, acceptable reasons. These include but are not limited to the

following: 1) failure to carry out all aspects of the original design, 2) falsification of data or significant plagiarism (which can result in significant disciplinary action including removal from the program), 3) failure to adhere to proper format, 4) error in data analysis, and 5) a lack of knowledge on the part of the student in a particular area clearly relevant to the project.

If a project is not approved, the committee must designate the steps the student must follow in order to present an acceptable project. These steps may include additional review of the literature added to the written product, additional data analysis, additional data collection, and/or an additional oral examination of the project. These steps must be agreed to by the committee and must be given to the student in writing. A copy must also be given to the program coordinator.

Any student wishing to appeal the committee's decision should start by talking with the committee chair. If the student still feels dissatisfied with the decision, an appeal can be made to the Chair of the Psychology Department. After these appeals, if a compromise is not reached to the student's satisfaction, he or she has the option of appealing, through proper channels, to the Dean of the Graduate School.

#### **10. Submission of the final doctoral research project to the graduate college**

It is the responsibility of the student to obtain information from the Graduate College regarding the deadlines and requirements for formal submission of the doctoral research project. All doctoral research projects must be submitted electronically. Guidelines for electronic submission can be found at [www.marshall.edu/etd](http://www.marshall.edu/etd). Prior to completing the doctoral research project, students must participate in one of the MS Word and Adobe Acrobat Workshops listed on the website. Committee members may request a copy of the final doctoral research project product prior to its submission to the Graduate College.

## Notice of Formation of Doctoral Research Project Committee

Student's Name: \_\_\_\_\_

Student Number: \_\_\_\_\_

Doctoral research project Title: \_\_\_\_\_

Brief Summary of Proposed Project:

Please have doctoral research project chairperson and all committee members sign below. Note that a signature does not imply endorsement of the specific project but rather willingness to serve in the capacity indicated. All faculty agreeing to serve should have appropriate graduate faculty status as indicated in the Greenbook. Any changes in the composition of the committee must be approved by the doctoral research project chairperson and submitted to the Psy.D. coordinator in writing.

Name (please print or type)

Signature and date

\_\_\_\_\_  
Doctoral research project Chair

\_\_\_\_\_  
Committee member

\_\_\_\_\_  
Committee member

\_\_\_\_\_  
Committee member

\_\_\_\_\_  
Outside reader (optional)

\_\_\_\_\_  
Psy.D. Coordinator

\_\_\_\_\_  
Department Chair

## Notice of Change in Doctoral Research Project Committee Membership

Please note: This form need only be filed after the formal committee has been formed. Informal changes prior the scheduling of a prospectus meeting need not be formally approved.

**Student Name:** \_\_\_\_\_

**Student Number:** \_\_\_\_\_

**Doctoral research project Title:** \_\_\_\_\_

**Doctoral research project Chair:** \_\_\_\_\_

**Name of member being replaced:** \_\_\_\_\_

**Replacement member:** \_\_\_\_\_

**Reason for Replacement:**

**Signature and date:**

\_\_\_\_\_  
**Student**

\_\_\_\_\_  
**Doctoral research project chair**

\_\_\_\_\_  
**New committee member**

\_\_\_\_\_  
**Psy.D. Coordinator**

\_\_\_\_\_  
**Department Chair**

## Application for Graduation

Application for graduation must be filed in the Office of the Graduate Dean no later than the “deadline” date printed in the calendar for the semester in which the student will complete graduation requirements. See the *Graduate Catalog* for information regarding fees and procedures.

## Memberships in Professional Organizations.

Students are encouraged to join one or more professional organizations such as the West Virginia Psychological Association, the American Psychological Association, or others. Typically student membership rates are nominal. Memberships in such organizations have numerous benefits to students as they become doctoral level professional psychologists. These include subscriptions to journals and newsletters that keep students abreast of important happenings in the field that may not be addressed in coursework, opportunities to attend, or even present, scholarly papers at conferences, networking with other professionals who belong to such organizations and more.

## Professional Conduct of Students and Faculty

**Expected values.** Students and faculty are held to high standards of conduct and values. They are expected to demonstrate integrity, honesty and respect. They must demonstrate a work ethic that includes initiative, self-motivation, interest, and openness to experience. They must demonstrate an appreciation for diversity and good citizenship in all matters, both within and outside the department.

**APA Ethical Standards.** All students and faculty must adhere to the American Psychological Association’s ethical standards. Specific violations of APA ethical standards constitute grounds for serious consequences within the program. Consequences will depend on the seriousness of the infraction and may range from an informal reprimand to dismissal from the program.

**Harassment Policy.** Harassment of any kind by faculty or students is not tolerated. Any student who feels they have been a victim of harassment should file a formal complaint with the Chair of the Department of Psychology and the Office of Student Affairs. Any student found guilty of routinely engaging in harassment of fellow students, faculty, or staff will be subject to disciplinary action which may include dismissal from the program.

**Complaint resolution.** In keeping with guidelines provided by the American Psychological Association, grievance should be resolved solely between the parties involved wherever possible. However, it is clear that faculty and administrators very often are perceived by students as being higher in positions of power and this unevenness in rank may hinder students from feeling that they can adequately mediate conflicts involving those persons. When student complaints regarding faculty arise, other than those regarding grades, the following steps should be taken:

1. Where possible, the student is encouraged to attempt to informally resolve the matter by meeting with the other party, be it faculty or student.
2. If the matter cannot resolved informally, the student should meet with her or his Academic Advisor and discuss possible means to settle the problem.
3. If the Academic Advisor is the person with whom the student has a complaint or if the Academic Advisor is unable to rectify the situation, the Program Coordinator should be consulted.
4. If the Program Coordinator is unable to resolve the issue, the Chair of the Psychology Department should be informed. Also, if the complaint involves the Program Coordinator, the Chair of the Psychology Department should be consulted.
5. If the student is not at ease with any of these, he or she may go to the Graduate Dean or the Dean of Student Affairs for assistance. The student is not at ease with any of the above avenues he or she may follow the formal policy outlined in the *Graduate Catalogue*.

When a student complaint involves another student and informal resolutions fail, the same hierarchy of resolution should be

followed, beginning with the Academic Advisor and following the line as outlined above.

### **Diversity Statement**

Marshall University and the Department of Psychology maintain a strong commitment to diversity. Through its course content, application review process, faculty hiring process, committee functions and other activities the University and the Department actively work to promote the fundamental value of human differences. We value positive acceptance of and respect for individual and cultural differences in race, ethnicity, gender, socioeconomic status, religion, sexual orientation, age, physical challenge and learning difficulties. In addition, we value the prevention of marginality.

**STUDENT'S PLAN OF STUDY  
Psy.D. DEGREE IN CLINICAL PSYCHOLOGY**

Student's Name: \_\_\_\_\_ Student's Number: \_\_\_\_\_

Address: \_\_\_\_\_ Phone Number: \_\_\_\_\_

\_\_\_\_\_ Advisor: \_\_\_\_\_

Anticipated date of completion: \_\_\_\_\_ E-mail: \_\_\_\_\_

**COURSE** **GRADE** **EQUIVALENT\***

*I. Foundational Psychotherapy*

PSY 633 Individual Interviewing & Psychotherapy (3 cr) \_\_\_\_\_

*II. Foundational Assessment*

PSY 610 Adult Assessment (3 cr) \_\_\_\_\_

PSY 620 Adult Assessment Practicum (1 cr) \_\_\_\_\_

PSY 611 Child Assessment (3 cr) \_\_\_\_\_

PSY 621 Child Assessment Practicum (1 cr) \_\_\_\_\_

*III. Biological Bases of Behavior*

PSY 674 Biological Bases of Behavior (3 cr) \_\_\_\_\_

PSY 618 Psychopharmacology (1 cr) \_\_\_\_\_

PSY 750 Behavioral Health Psychology (3cr) \_\_\_\_\_

*IV. Cognitive and Affective Aspects of Behavior*

PSY 672 Cognitive Psychology (3 cr) \_\_\_\_\_

*V. History and Systems of Behavior*

PSY 560 History and Systems of Psychology (3 cr) \_\_\_\_\_

*VI. Research Methodology and Data Analysis*

PSY 517 Intermediate Statistics (3 cr) \_\_\_\_\_

PSY 723 Clinical Research Methods (3 cr) \_\_\_\_\_

Choose one of the following:

PSY 7\_\_ Advanced Quantitative Methods (3 cr) \_\_\_\_\_

EDF 625 Qualitative Research in Education (3 cr) \_\_\_\_\_

PSY 799 Doctoral Research (6 or more cr) \_\_\_\_\_

*VII. Human Development and Individual Differences*

PSY 616 Advanced Developmental Psychology (3 cr) \_\_\_\_\_

PSY 712 Gerontology (3 cr) \_\_\_\_\_

PSY 764 Human Sexuality and Dysfunction (3 cr) \_\_\_\_\_



**VII.. Psychopathology**

**PSY 608 Differential Diagnosis and Treatment Planning (3 cr)**

\_\_\_\_\_

**IX. Professional Standards and Ethics**

**PSY 605 Ethics, Legal, and Professional Issues (3 cr)**

\_\_\_\_\_

**X. Social Aspects of Behavior**

**PSY 502 Advanced Social Psychology (3 cr)**

\_\_\_\_\_

**XI. Cultural and Individual Diversity**

**PSY 755 Rural Psychology (3 cr)**

\_\_\_\_\_

**PSY 526 Cross-Cultural Psychology (3 cr)**

\_\_\_\_\_

**XII. Advanced Psychotherapy**

**PSY 635 Child and Family Therapy (3 cr)**

\_\_\_\_\_

**PSY 732 Behavior Therapy (3 cr)**

\_\_\_\_\_

**PSY 731 Psychodynamic Therapy (3 cr)**

\_\_\_\_\_

**PSY 733 Cognitive Psychotherapy (3 cr)**

\_\_\_\_\_

**PSY 752 Community Psychology (3 cr)**

\_\_\_\_\_

**PSY 634 Group Therapy (3 cr)**

\_\_\_\_\_

**PSY 7\_\_ Advanced Seminar in Psychotherapy (1cr)**

\_\_\_\_\_

**XIII. Consultation and Supervision**

**PSY 753 Supervision in Clinical Psychology (3 cr)**

\_\_\_\_\_

**XIV. Clinical Practica**

**PSY 670 Practicum I (3 cr)**

\_\_\_\_\_

**PSY 671 Practicum II (3 cr)**

\_\_\_\_\_

**PSY 679 Practicum III (3 cr)**

\_\_\_\_\_

**PSY 6\_\_ Advanced Assessment Practicum (2 cr)**

\_\_\_\_\_

**PSY 6\_\_ Advanced Assessment Practicum (2 cr)**

\_\_\_\_\_

**PSY 770 Practicum III (3 cr)**

\_\_\_\_\_

**PSY 771 Practicum IV (3 cr)**

\_\_\_\_\_

**PSY 772 Rural Practicum I (3 cr)**

\_\_\_\_\_

**PSY 773 Rural Practicum II (3 cr)**

\_\_\_\_\_

**XV. Internship**

**PSY 7\_\_ Pre-doctoral Internship (12 cr)**

\_\_\_\_\_

**XVI. Clinical Seminar**

**PSY 790-796 Clinical Seminars I-VI (1 cr each)**

\_\_\_\_\_

*XVII. Teaching Experience (Optional)*

PSY 600 Teaching Seminar (3 cr)	_____	_____
PSY 7__ Advanced Teaching in Psychology (3cr)	_____	_____
Comprehensive Examination	_____	_____

MINIMUM TOTAL..... 121 cr.

\_\_\_\_\_  
Student's signature, date

\_\_\_\_\_  
Advisor's signature, date

\_\_\_\_\_  
Program Coordinator's signature, date

\_\_\_\_\_  
Dean's signature, date

Endorsement for Graduation: \_\_\_\_\_  
Advisor's signature, date

**NOTE: This plan must be agreed to and signed by all parties prior to the end of the student's first semester in the program.**

**\*Transfer of credit must be done at the time of the initial Plan of Study and listed in the "Equivalents" column. If this Plan of Study is later revised, the Program Coordinator must approve the change by signing and dating here and attaching the revised plan: \_\_\_\_\_**

Annual Student Evaluation and Feedback

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student Number: \_\_\_\_\_

Year of program entry: \_\_\_\_\_ Hours attempted: \_\_\_\_\_

Hours completed: \_\_\_\_\_ Grade Point Average: \_\_\_\_\_

Areas of Evaluation: (1=Poor, 2=Adequate, 3=Excellent: Ratings of 1 require a specific details and written plan for remediation. A rating of Excellent should be given for exceptional progress only.) A rating of N/A may be given for an area that a student has not yet begun to persue.

\_\_\_\_\_ Academic progress \_\_\_\_\_ Ethics

\_\_\_\_\_ Therapeutic skill development (as evidenced in practicum placement or specific class performance)

\_\_\_\_\_ Assessment skill development (as evidenced in practicum placement or specific class performance)

\_\_\_\_\_ Research progress \_\_\_\_\_ Progress in hours toward degree

Narrative summary and faculty comments:

Summary of plans for remediation of concerns: (Completion of Remediation Plan necessary)

Faculty:

By my signature, I indicate that I have reviewed the above evaluation and agree with its contents.

\_\_\_\_\_  
Academic Advisor, date

\_\_\_\_\_  
Psy.D. Coordinator, date

\_\_\_\_\_  
Department Chair, date

Student:

By my signature, I indicate that I have read and reviewed the above evaluation with the Psy.D. program coordinator. By my signature, I indicate my agreement or disagreement with the conclusions of the evaluation.

\_\_\_\_\_  
Agree (date)

\_\_\_\_\_  
Disagree (date)\*

\*If disagreement is noted, please submit a formal letter to the Psy.D. coordinator indicating reasons for disagreement.

APPENDIX A

MARSHALL UNIVERSITY PSYCHOLOGY DEPARTMENT  
PRACTICUM  
CLINICAL PERFORMANCE EVALUATION

NAME OF STUDENT: \_\_\_\_\_

PRACTICUM SITE: \_\_\_\_\_

DATES OF WORK: FROM: \_\_\_\_\_ TO: \_\_\_\_\_

NAME OF SUPERVISOR: \_\_\_\_\_

I. Practicum Experience Details

Placement Area/Program: \_\_\_\_\_

Population (Check all applicable):

Child                       Adult                       Marital/Family  
 Adolescent                 Geriatric                    Group

A. Please indicate types of cases seen, including presenting problems:

B. Please indicate types of assessment instruments, intervention, and procedures used:

C. What type(s) of supervision methods were used (audiotape, videotape, direct observation, individual, group, etc.) and how often?

II. Performance Evaluation

1 None  
2 Minimal  
3 Adequate  
4 Significant  
5 Superior  
N/A Not Applicable

A. Relationship Competency

1.	Appears comfortable interacting with clients	1	2	3	4	5	N/A
2.	Communicates effectively with clients	1	2	3	4	5	N/A
3.	Establishes rapport & builds environment of trust	1	2	3	4	5	N/A
4.	Demonstrates ability to attend & respond to client feelings	1	2	3	4	5	N/A
5.	Establishes working alliance that promotes purposeful change	1	2	3	4	5	N/A
6.	Appears comfortable interacting with other staff members	1	2	3	4	5	N/A
7.	Communicates effectively with other staff	1	2	3	4	5	N/A
8.	Effectively conveys & receives feedback from co-workers	1	2	3	4	5	N/A

Comments:

B. Cultural Competency

9.	Is sensitive to cultural differences	1	2	3	4	5	N/A
10.	Is sensitive to issues of rural/urban differences	1	2	3	4	5	N/A
11.	Is sensitive to issues of racial differences	1	2	3	4	5	N/A
12.	Is sensitive to issues of gender differences	1	2	3	4	5	N/A
13.	Relates well with diverse clients	1	2	3	4	5	N/A

Comments:

C. Assessment Competency

14.	Understands referral concerns & plans assessment batteries to address identified needs			1	2	3	4	5	N/A
15.	Demonstrates effective focused interviewing & client observation skills	1	2	3	4	5			N/A
16.	Integrates assessment data from various sources into a clear diagnostic framework	1	2	3	4	5			N/A
17.	Interprets standardized and other test results by effectively communicating results orally & in writing	1	2	3	4	5			N/A
18.	Develops a treatment plan with realistic goals	1	2	3	4	5			N/A

Comments:

D. Intervention Competency

19.	Demonstrates appropriate use of generally accepted approaches to individual psychotherapy	1	2	3	4	5	N/A
20.	Demonstrates appropriate use of generally accepted approaches to group interaction	1	2	3	4	5	N/A
21.	Manages crisis situations effectively	1	2	3	4	5	N/A
22.	Works to gain knowledge of treatment approaches	1	2	3	4	5	N/A
23.	Applies new information in clinical setting	1	2	3	4	5	N/A
24.	Demonstrates ability to assess process of change & refine the plan of care accordingly	1	2	3	4	5	N/A

Comments:

**E. Consultation Competency**

26.	Demonstrates ability to work effectively within available community resources/networks	1	2	3	4	5	N/A
27.	Demonstrates awareness of services that can be provided by the agency & those requiring referral	1	2	3	4	5	N/A
28.	Successfully consults with supervisor, co-workers, and outside agencies	1	2	3	4	5	N/A

Comments:

**F. Ethical Competency**

29.	Demonstrates knowledge of general ethical principles	1	2	3	4	5	N/A
30.	Consistently engages in ethical practices	1	2	3	4	5	N/A
31.	Consults about ethical issues when necessary & uses appropriate steps to resolve ethical dilemmas	1	2	3	4	5	N/A

Comments:

**G. Response to Supervision**

32.	Actively seeks supervision when necessary	1	2	3	4	5	N/A
33.	Receptive to feedback & suggestions from supervisor	1	2	3	4	5	N/A
34.	Successfully implements suggestions from supervisor	1	2	3	4	5	N/A
35.	Is willing to explore personal & professional strengths & developmental issues	1	2	3	4	5	N/A

Comments:

**H. Basic Work Requirements**

36.	Arrives on time & completes required number of hours on site	1	2	3	4	5	N/A
37.	Uses time well & manages cases effectively	1	2	3	4	5	N/A
38.	Reliably completes requested or assigned tasks on time	1	2	3	4	5	N/A
39.	Writes & presents reports in professional manner	1	2	3	4	5	N/A
40.	Adheres to the policies & procedures of the work setting	1	2	3	4	5	N/A

Comments:

I. Please comment on specific knowledge/skills areas in which the student has shown notable strength or progress:

**J. Please comment on specific knowledge/skills areas in need of continued attention:**

---

**Supervisor Signature**

---

**Date**

**Thank you for your assistance. We appreciate your commitment to providing a quality learning experience for our student.**

**Please return completed form to:**

**Penny Koontz  
1 John Marshall Drive  
Department of Psychology  
Marshall University  
Huntington, WV 25755**