



PONCE

HEALTH SCIENCES UNIVERSITY

St. Louis, Missouri Campus



2023-2024

**PSY.D. CLINICAL
PSYCHOLOGY
PROGRAM**

**STUDENT
POLICIES
MANUAL**

Revised June 2023

MESSAGE FROM THE DIRECTOR

The PHSU Psy.D. Clinical Psychology Program, Ponce campus, was conceived and designed, incorporating the biopsychosocial orientation, consistent with the perspectives that have informed the discipline during the 21st century. The American Psychological Association's (APA) Standards of Accreditation and the National Council of Schools of Professional Psychology's (NCSPP) competency training model provided direction to the curriculum.

By the year 2000, the PsyD program became one of the first programs in the nation to offer a required Psychoneuroimmunology course. Likewise, students were offered elective courses in Health Psychology, Neuropsychological Assessment, Neurocognitive Rehabilitation, and Psycho-Oncology. Five years after accepting its first class, APA granted the program accreditation for three years. In 2007 and 2013 APA granted full seven-year accreditation periods.

The growth of Ponce Health Sciences University (PHSU) continued over the years. The Ponce campus PsyD program became part of the School of Behavioral and Brain Sciences (SBBS). In 2018, SBBS started a PsyD program in San Juan, Puerto Rico with the same curriculum and services offered in the Ponce site. The San Juan site was recently granted accreditation along with the Ponce site.

The most recent PsyD program development for PHSU is at the St. Louis campus. The PsyD program at the St. Louis campus was modeled after the successful Ponce program. The first cohort entered in 2019. As the St. Louis campus grows and develops our own identity, we are beginning to tailor the program towards the specific needs of our student body and program vision. We are committed to maintaining an emphasis on evidence-based practice and the biopsychosocial model. Additionally, we maintain the goal of serving underrepresented populations through student recruitment and admission, along with service provision. Our program hopes to be sensitive to the needs and opportunities that come along with our location in St. Louis, MO and the region.

We hope that this manual will serve as an essential resource for our current students in addition to providing information about the program to potential applicants. We hope to matriculate students whose passions, training goals, and values are a good fit with our program. Please feel free to contact us with any questions or feedback. We are excited about our growing program and hope that you will be, too!

Welcome!

Lisa S. Elwood, PhD, HSPP, ABPP
Board Certified in Behavioral and Cognitive Psychology
Associate Professor, Director of Clinical Psychology

***Please note:** some of the information included above and throughout this document is borrowed from the Ponce Campus PsyD student Handbook. The handbook has been modified to reflect the policies and practices of the St. Louis campus*

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MISSION STATEMENT

Consonant with the concept that Clinical Psychology is an integral component of the Health Sciences, the Clinical Psychology Program at Ponce Health Sciences University, St. Louis campus, aims to develop a new generation of Health Service Providers in Psychology with a strong foundation in the biological bases of behavior, a broad understanding of psychological processes, and of the socio-cultural dimension of normal and abnormal behavior. Our program aims to consider the integration of science and practice and the influence of cultural and individual differences and diversity across areas. The program utilizes a scientifically-based curriculum harmonized by a multidisciplinary faculty in order to provide a broad understanding of human behavior and to develop clinical skills applicable in multiple socio-cultural contexts.

PROGRAM AIMS

Consistent with the Standards of Accreditation of the American Psychological Association, the program aims to ensure that students develop at least minimum levels of competency in the following nine areas: 1) Research, 2) Ethical and Legal Standards, 3) Individual and Cultural Diversity, 4) Professional Values, Attitudes, and Behaviors, 5) Communication and Interpersonal Skills, 6) Assessment, 7) Intervention, 8) Supervision, and 9) Consultation and Interprofessional/ Interdisciplinary Skills. Our program aims to prepare clinical psychologists for the ethical delivery of empirically supported psychotherapeutic interventions, assessment, diagnosis, consultation, education, supervision, and management when assuming the contemporary roles of the profession while adopting a lifelong commitment to professional growth based upon the evolving scientific knowledge and expanding scope of practice. The following is a brief description of the program's training and evaluation in each of these areas.

1. RESEARCH

- a. **Objective:** The students are expected to demonstrate the ability to independently formulate, conduct, and critically evaluate research or scholarly activities. Students may also choose to participate in the dissemination of research.
- b. **Specific Training Experiences:** Students will complete courses related to the research competency, including test construction, applied research for psychologists, research practicum, and qualitative and quantitative methods and descriptive statistics. Students will also complete a dissertation.
- c. **Conceptual Integration:** The scientific method, critical thinking, and empiricism will be valued throughout the program. It is expected that all classes and training experiences emphasize evidence-based practice.

2. ETHICAL AND LEGAL STANDARDS

- a. **Objective:** Students will demonstrate knowledge of all legal and ethical standards related to patient and therapist relationships in all psychological assessment and therapeutic interventions and for legal and ethical expectations across the roles and duties of a Health Service Provider in Psychology. Students will conduct themselves in ethical manners across activities. Students will recognize ethical dilemmas as they arise, engage in ethical-decision making, and implement plans to resolve dilemmas to the best of their ability.

- b. **Specific Training Experiences:** Students will complete a course on ethics in professional psychology. Ethics will be represented in the comprehensive exams. Ethics will be regularly evaluated as part of the clinical training and yearly evaluation processes.
- c. **Conceptual Integration:** It is expected that all classes and training experiences emphasize legal and ethical work, promote awareness of potential ethical dilemmas, and assist the student with practice in ethical decision-making.

3. INDIVIDUAL AND CULTURAL DIVERSITY

- a. **Objective:** The students will demonstrate awareness, attitudes of respect, and appropriate responses across activities, including in the delivery of psychological services, that are sensitive to, but not limited to, the following factors: age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and SES as well as the interrelationships of these identities and other statuses. Students will demonstrate an understanding of their own personal/cultural history, attitudes, and biases and of how these may affect how they understand and interact with others. Students will demonstrate the ability to work with a range of individuals, including those with different backgrounds and identities.
- b. **Specific training experiences:** Students will complete a course on racial, ethnic, and cultural diversity. Sensitivity to and value of individual and cultural diversity will be regularly evaluated as part of the clinical training and yearly evaluation processes.
- c. **Conceptual Integration:** It is expected that all classes and training experiences emphasize the consideration of and respect for individual and cultural differences. Students will be encouraged to consider individual and systematic biases and consider strategies for increasing equity, as individuals and as a field.

4. PROFESSIONAL VALUES, ATTITUDES, AND BEHAVIORS

- a. **Objective:** Students are expected to engage in self-reflection regarding one's personal and professional functioning, seek and demonstrate openness to feedback regarding functioning, and engage in steps to maintain and improve professionalism. Students are expected to behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- b. **Specific training experiences:** Students will be informed about the program and field expectations in student orientation processes and across classes. Professional values, attitudes, and behaviors will be evaluated and discussed regularly as part of clinical training and yearly evaluations. Students will also be expected to provide self-reflections and evaluations in courses and yearly evaluations.
- c. **Conceptual Integration:** It is expected that all classes and training activities emphasize and evaluate, to some degree, professional values, attitudes, and behaviors. Faculty, administration, and staff will also engage in and model professional values and behaviors.

5. COMMUNICATION AND INTERPERSONAL SKILLS

- a. **Objective:** The students will demonstrate the ability to form and maintain professional relationships with clients, colleagues, supervisors, faculty, other multidisciplinary healthcare team professionals, and community members in accordance with the ethical standards and values of the profession.
- b. **Specific training experiences:** Students will be expected to demonstrate quality verbal, nonverbal, and written communication in classes, clinical training, and all program interactions and activities. Courses will assess communication and interpersonal skills

through activities such as discussion, written assignments, and role-plays. Clinical training will assess communication and interpersonal skills in clinical work and professional writing. Communication and interpersonal skills will be monitored through clinical training evaluations and yearly evaluations, in addition to course grades and specific activities.

- c. **Conceptual Integration:** Students are expected to demonstrate competency in communication and interpersonal skills across program activities. Courses and clinical training will consistently include activities that will provide the opportunity for students to demonstrate skills in these areas.

6. ASSESSMENT

- a. **Objective:** Students will demonstrate knowledge of diagnostic classification systems, functional and dysfunctional behaviors, and understanding of contextual influences. Students will demonstrate the ability to select, implement, and interpret evidence-based assessments. Students will effectively communicate the findings and implications of assessments.
- b. **Specific training experiences:** Students will complete courses related to assessment, including: introduction to psychological assessment and testing, fundamentals of clinical psychopathology, psychopathological disorders in children and adolescents, cognitive assessment, cognitive assessment practicum, projective assessment of personality, projective assessment of personality practicum, and objective assessment of personality. Students will also receive training in and feedback related to assessment during their practicum experiences. Assessment items will be included in the comprehensive examination.
- c. **Conceptual Integration:** Students will consider the influence that assessment choices, measures, and methods have on outcomes and implications. Students will consider assessment when critically consuming literature, will become competent in assessment usage while providing clinical services, and may demonstrate effective assessment usage in implemented research projects, if applicable.

7. INTERVENTION

- a. **Objective:** The students will be able to appropriately select and implement evidence-based psychological interventions and document therapeutic progress accurately. Students will consider the impact of context, cultural diversity, and individual characteristics on intervention. Students will engage in ongoing assessment of choices and address, modify, or discontinue services when appropriate.
- b. **Specific training experiences:** Students will complete courses related to intervention, including: introduction to clinical practice, psychotherapeutic techniques, group process and group psychotherapy, fundamentals of clinical interventions and emergency psychology, family therapy and systemic interventions, behavior modification: theory and practice, cognitive-behavioral therapy, general clinical practice integration courses, and short-term psychotherapy. Students will also complete at least 1100 hours of practicum training experience, the Clinical Comprehensive exam, and a clinical internship. Intervention skills will be regularly evaluated throughout these activities.
- c. **Conceptual Integration:** Although clinical training activities and courses will have the most direct emphasis on intervention, as a program designed to train Health Service Providers in Psychology, all courses and activities will consider and highlight clinical relevance and implications.

8. SUPERVISION

- a. **Objective:** The students will be able to demonstrate an understanding of supervision models and theories.

- b. **Specific training experiences:** Students will complete a course on Supervision and Consultation. Students will participate in supervision, primarily as a supervisee, while in clinical training. Some students may have the opportunity to receive supervision of supervision.
- c. **Conceptual Integration:** Experience providing supervision is not a required element of the program. However, it is hoped that students will critically consider and learn from experiences in relationships with mentors and supervisors.

9. CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILL

- a. **Objective:** The students will be expected to demonstrate knowledge and respect for the roles and perspectives of other professions, demonstrate knowledge of consultation models, and engage in some opportunities to practice consultation skills.
- b. **Specific training experiences:** Students will complete courses in: supervision and consultation, program development and administration in mental health, clinical health psychology, and interprofessional perspectives in health disparities.
- c. **Conceptual Integration:** Students will be expected to consider the interrelated nature of professional work throughout their training experiences. Students are expected to consider what can be learned from other professions and how they, as future Health Service Providers of Psychology, can work with others to begin to address contemporary challenges.

Students will also be trained in and expected to demonstrate competency in relevant discipline specific knowledge areas, including: history and systems of psychology, affective aspects of behavior, biological aspects of behavior, cognitive aspects of behavior, developmental aspects of behavior, social aspects of behavior, research methods, statistics, psychometrics, and the integration of these areas. Together, our program aims to develop in our students an in-depth, historically contextualized understanding of the psychological, biological and socio-cultural bases of normal and abnormal behavior that serves as the foundation of clinical practice.

PROGRAM VALUES

STUDENT RIGHTS AND RESPONSIBILITIES

The main purpose of the Clinical Psychology Program is to develop excellent professional psychologists. Therefore, activities performed by our program are done with the goal of increasing student learning and potential for success.

It is our intention to admit students capable of successfully completing the program. Once accepted, the program commits to providing the training opportunities and support needed to achieve their vocational goal. Students are expected to make a serious commitment to the program and to comply with all academic and skill-building requirements.

Our program seeks to view each student as an individual. We recognize that individuals will enter the program with a wide variety of prior experiences and skill levels. We want to work with students to identify each person's unique strengths and challenges. We hope to assist students in developing plans for success in the program.

Our program seeks to reduce extraneous factors that interfere with program success. Specifically, our aim is for every student in the program to be successful and develop into competent Health Service Providers in Psychology. We will work to create environments where students are able to get the educational services they need, as is feasible. Except in the most extreme cases (such as egregious ethical concerns), students presenting with academic or clinical performance deficiencies

will be provided with personalized remediation plans designed to help them reach the expected levels of competency.

Our program respects our students' individual and cultural identities including: age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and SES as well as the interrelationships of these identities and other statuses. We will strive to maintain a supportive environment for all students.

Faculty and staff will treat students with respect and will not subject students to intentional harm.

We believe that students should be aware of program expectations, their status in the program, and evaluative results. The program will strive to inform students in advance of what is expected of them. Students will receive regular feedback on their performance. Feedback will include both areas of strengths and those in need of development. Faculty will strive to provide feedback clearly and to provide direction for how to improve when needed. Students are expected to consider the feedback provided, engage in self-reflection, and to adjust as needed. Students and faculty are expected to always communicate respectfully, including during difficult conversations. Students are expected to follow the suggestions of supervisors when engaging in supervised activities.

FACULTY RIGHTS AND RESPONSIBILITIES

The program strives to attract and retain quality faculty. All faculty involved with the program are chosen based on their qualifications and ability to support student learning.

We believe that diversity in faculty increases the strength of our program. Students will likely work with a wide range of faculty and supervisors while in the program. It is likely that students will have some preferences, but students are expected to respect faculty and supervisor approaches to tasks and perspectives, unless professional, ethical, or safety concerns exist.

Our program respects our faculties' individual and cultural identities including: age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and SES as well as the interrelationships of these identities and other statuses.

Faculty will model professional and ethical values, attitudes, and behaviors and strong interpersonal and communication skills.

Students will have the opportunity to provide feedback regarding faculty, supervisors, and clinical training sites. The program commits to reviewing and considering feedback. Faculty are expected to engage in self-reflection, consider feedback that is provided, and make changes as are beneficial and feasible. However, students are encouraged to remember that there are many factors that are considered in any training related decision and that not all student feedback will be implemented.

The program values academic freedom and respects a faculty member's choices regarding course content and assessment for areas that are not standardized. Faculty members commit to conducting courses in evidence-based manners.

The program's administration is committed to facilitating the educational responsibilities and activities of all faculty members.

The program's administration recognizes that faculty members need the freedom and the resources to maintain their knowledge base and clinical skills through continuing education efforts, through faculty development activities and by conducting research and scholarship activities.

The program believes that faculty engagement in research and scholarship creates a better learning environment for students.

ACADEMIC RECRUITMENT AND ADMISSIONS

Individuals applying to the PHSU PsyD program come from many different backgrounds and experiences. The PsyD program will attempt to recruit a wide variety of students, including those from diverse and underrepresented areas. Student recruitment may take place at scientific conferences or professional meetings, at specific colleges and universities, and through media and advertising, among other approaches. Institutions and organizations with high percentages of diverse and underrepresented students may be targeted for recruitment activities. Students who have ideas for recruitment, especially for diverse and underserved backgrounds, are strongly encouraged to share their ideas with the Director of the PsyD program and/or the chair of the Admissions Committee.

ADMISSION REQUIREMENTS

Candidates for admission will satisfy the following minimal requirements:

1. A bachelor's degree from a college or university approved by the Council on Higher Education and/or by the corresponding regional accrediting agencies.
2. At least 15 credits in Psychology at the bachelor's level including the following courses:

COURSE	CREDITS
General Psychology	3
Developmental Psychology	3
Statistics	3
Abnormal Psychology or Psychopathology	3
Experimental Psychology or Research Methods	3

3. Submit an official transcript of all college level work completed and of all graduate courses taken.
4. Preferred GPA of 3.00 on a 4.00 scale.
5. Three letters of recommendation from professors and or professionals familiar with the candidate's professional work and skills.
6. Participation in PsyD interviews.

TRANSFER OF CREDITS POLICY

PHSU will acknowledge prior academic learning experiences earned by some of the students applying for admission to its Psy.D. program. However, the following criteria will apply in considering courses for transfer;

Up to 24 credits taken by students in programs closely related to Psychology may be transferred. Most of the courses to be transferred from other institutions will serve to satisfy the elective requirements of the program. Students with prior graduate work in a field outside mental health may obtain credit for up to 18 credits depending on the nature of the program attended and the courses taken.

For the Master of Science program, PHSU will accept up to 12 transfer credit hours.

The following requirements will guide the evaluation process of those courses submitted for approval.

1. Courses need to be relevant to the field of Clinical/Professional Psychology
2. Only courses approved with a minimum grade of B will be considered for transfer.
3. It is the student's responsibility to provide the course syllabus and the course description of the institution where the course (s) requested for transfer was/were taken.
4. The student may be expected to provide additional information as requested.

Students who are interested in receiving transfer credits should communicate with the Office of Student Support and the Director of Clinical Psychology about eligible courses.

Once accepted, students are expected to adhere to all PHSU institutional and program specific policies.

PROGRAM POLICIES

PSYCHOLOGY DEGREE GRANTED

The degree in Psychology to be granted is the "Psychology Doctorate" or Psy.D. in Clinical Psychology, consonant with the criteria established in 1973 by the American Psychological Association (APA). This program is authorized by the Missouri Department of Higher Education and Workforce Development and accredited by the Middle States Commission on Higher Education.

DEGREE REQUIREMENTS

The requirements to obtain the Psychology Doctorate degree are:

Students should display professional values, attitudes, and behaviors at the expected level or above (e.g., as evaluated in the yearly evaluations) and conduct themselves in accordance with the norms for professional conduct set forth by Ponce Health Sciences University, the corresponding accreditation agencies, the St. Louis campus, and the PsyD Program Handbooks and Manuals.

Students must meet minimal levels of achievement in all evaluated program activities and expectations in order to graduate. This includes the successful completion of required and elective courses, including practicum and seminars. Students are expected to maintain satisfactory academic progress. Students are expected to receive a grade of B or higher in all required classes. Receipt of a grade below a B will require the student to repeat the course. A minimum of 86 credits is needed to satisfy the academic requirements. Students must complete all courses within the established time frame. The practicum, dissertation and internship do not carry credit value. They are monitored by the hour and not by credit. See grade requirement and satisfactory academic progress section below.

1. Successfully complete a minimum of 1100 hours (500 direct) of clinical practice during the semesters of the program. Hours are accrued while in courses that include practicum training. Students should see the Clinical Training Handbook for more detailed information.
2. 8-10 hours on practicum and 1 hour and 40 minutes attending didactic sessions per week for 18 weeks of the second semester of the first year attending PSY 5810 for a minimum of 100 total hours for the semester.
3. 20 -25 hours on practicum and at least 1 hour and 40 minutes per week attending didactic sessions during the first and second semester of the second year (PSY 5820 and PSY 6850) for a minimum total of 250 hours per semester with at least 100 direct client contact hours per semester.
4. 20 -25 hours on practicum and at least 1 hour and 40 minutes per week attending didactic sessions during the first and second semester of the third year (PSY 6830 and PSY 7860) for a minimum total of 250 hours per semester with a minimum of 100 direct client contact hours.
5. 20 -25 hours on practicum and at least 1 hour and 40 minutes per week attending didactic sessions during the first semester of the fourth year (PSY 7870) for a minimum total of 250 hours per semester a minimum of 100 direct client contact hours.
6. Students also have the option to accrue additional practicum hours through elective practicum courses.
7. Pass the Comprehensive Examination (CE) and the Clinical Practice Examination (CPX).
8. Pass the Dissertation Prospectus Proposal by the dissertation committee before submitting the application for internship. Detailed information about the dissertation process is provided in the Dissertation Manual.
9. Receive approval to apply for internship. In order to qualify for internship, students must have met the following requirements:
 - a. Completion of required practica (at least 1100 total hours with at least 500 direct, face-to-face hours).
 - b. Documentation from the Director of Clinical Training indicating that all practicum-related documentation has been completed and that the requirement of 4 psychological testing batteries has been met.
 - c. An unofficial transcript that reflects no Incomplete courses or required courses with C grades.
 - d. Successful completion of the Comprehensive (CE) and Clinical Practice Examinations (CPX).
 - e. Evidence of having presented and passed the dissertation proposal.
 - f. Completion of the internship preparation course.
10. Complete 2000 hours of pre-doctoral internship. The internship may be completed in 40 hours per week during a 12-month period (Full Time) or 20 hours per week in a 24-month period (Half Time).
11. Successful defense of the doctoral dissertation.
12. Residency Requirement: Students must be in full-time residence at the program for at least one year. Given the majority of courses are taught in person, students are typically in full-time residence with the program throughout their training, with the exception of the internship year.

ACADEMIC ADVISING

The goals of academic advising are to facilitate processes, provide clarification and guidance, enhance the student's professional development, and to provide students with a point of contact and support in the program. The academic advising process encompasses the academic area in all its dimensions, including ethical and professional aspects.

1. Every student is assigned to a Faculty Advisor.
2. Advisors and advisees should meet at least once per semester.
3. Students may contact their academic advisor for advice and support, by soliciting an appointment. Similarly, an advisor can also request meetings with their advisees.
4. Advisors will review the results of the yearly Student Professionalism Evaluations and Student self-evaluations with their advisees.

Advisors will be informed about concerns related to their advisees and will be included in decision-making and remediation processes. (See grievance and due process sections for more information)

Students will be evaluated in a number of areas, which can loosely be categorized as falling into academic, clinical, and professional realms. The following sections of the handbook will discuss the expectations of students in each of these areas.

ACADEMIC EXPECTATIONS

COURSEWORK

Our program utilizes a curriculum based upon the original PHSU PsyD program (on the Ponce campus), with some modifications designed to meet our specific program's needs. We are proud of our curriculum and believe that it prepares students in the areas highlighted by the American Psychological Association and reflects our program's mission and values, including our emphasis on empirically based practice and consideration of diversity. The program curriculum, without the internship courses, is designed to be completed in four years. The curriculum for students entering the program in the 2023-2024 academic year is presented below. However, please note that changes may occur as needed. Detailed information about the courses in the curriculum can be found in the PHSU St. Louis Academic Catalog. Curriculum guides for previous cohorts are available in the PsyD Canvas site.

5-YEAR CURRICULUM SEQUENCE

Starting 2022-23 Academic Year

First Year: Semester I Courses

CODE	COURSE TITLE	CREDITS
PSY 5110	Fundamentals of Neuroscience	3
PSY 5120	Neuroanatomy Laboratory	2
PSY 6860	Intro to Psychological Assessment and Testing	2
PSY 6250	Test Construction	2
PSY 7310	Racial, Ethnic, and Cultural Diversity	3
IHD 919	Interprofessional Perspectives in Health Disparities	1
PSY 7200	Introduction to Professional Writing	1
Total		14

First Year: Semester II Courses

CODE	COURSE TITLE	CREDITS
PSY 5140	Neurobiology & Psychology of Emotion & Motivation	2
PSY 5220	Psychology of Personality	3
PSY 5230	Cognitive Psychology	3
PSY 5410	Fundamentals of Clinical Psychopathology	2
PSY 5730	Ethics in Professional Psychology	2
PSY 5810	Introduction to Clinical Practice (practicum affiliated)	0
PSY 6520	Cognitive Assessment	3
PSY 6810	Cognitive Assessment Practicum	0
Total		15

Summer Courses

CODE	COURSE TITLE	CREDITS
	None	
Total		0

Second Year: Semester I

CODE	COURSE TITLE	CREDITS
PSY 5180	Principals of Psychoneuroimmunology	1
PSY 6570	Objective Assessment of Personality	3
PSY 6600	Behavior Modification: Theory & Practice	2
PSY 8320	Social Bases of Behavior	3
PSY 6870	Psychotherapy Seminar	1
PSY 5820	Fundamentals of Clinical Interventions & Emergency Psychology (practicum affiliated)	0
PSY 5150	Human Growth and Development	3
Total		13

Second Year: Semester II

CODE	COURSE TITLE	CREDITS
PSY 6620	Cognitive and Cognitive - Behavioral Therapy	2
PSY 5270	History of Psychological Thought	2
PSY 7670	Family Therapy and Systemic Interventions	2
PSY 6200	Applied Research for Psychologists	2
PSY 6670	Short-Term Psychotherapy	2
PSY 6850	Conceptualization and Intervention Planning (practicum affiliated)	0
Comprehensive Examination		
Total		10

Second Year: Summer Courses

CODE	COURSE TITLE	CREDITS
PSY 7810	General Clinical Practicum (Optional)	0
Total		0

Third Year: Semester I

CODE	COURSE TITLE	CREDITS
PSY 6230	Qualitative/Quantitative Methods, & Descriptive Statistics	3
PSY 6450	Mood & Anxiety Disorders	3
PSY 6480	Psychopathological Disorders in Children and Adolescents	2
PSY 7660	Group Processes and Group Psychotherapy	2
PSY 6830	Psychotherapeutic Techniques (practicum affiliated)	0
	Advanced Professional Writing	1
	Total	11

Third Year: Semester II

CODE	COURSE TITLE	CREDITS
PSY 7470	Personality and Psychotic Disorders	3
PSY 7170	Clinical Psychopharmacology	2
PSY 8140	Psychology of Addictions	2
PSY 7240	Research Practicum: Data Collection & Data Analysis	0
PSY 6580	Projective Assessment of Personality	2
PSY 6880	Practicum Projective Personality Assessment	0
PSY 7860	General Clinical Practice: Integration I (practicum affiliated)	0
	Clinical Practice Examination	
	Total	9

Third Year: Summer Courses

CODE	COURSE TITLE	CREDITS
PSY 8810	Advanced Clinical Practicum I (Optional)	0
PSY 8910	Internship Preparation Course	1
	Total	1

Fourth Year: Semester I

CODE	COURSE TITLE	CREDITS
PSY 7730	Supervision and Consultation	3
PSY 8180	Elective	2
PSY	Elective	2
PSY 7870	General Clinical Practice: Integration II (practicum affiliated)	0
PSY 8260	Doctoral Dissertation	0
	Total	7

Fourth Year: Semester II

CODE	COURSE TITLE	CREDITS
PSY	Elective	2
PSY	Elective	2
PSY 8260	Doctoral Dissertation	0
PSY 8820	Advanced Clinical Practicum II (Optional)	0
PSY 7720	Program Development and Administration in Mental Health	2
Total		6

Fifth Year: Semester I Courses

CODE	COURSE TITLE	CREDITS
PSY 9000	PreDoctoral Internship	1,000

Fifth Year Semester II Courses

CODE	COURSE TITLE	CREDITS
PSY 9000	PreDoctoral Internship	1,000

TOTAL NUMBER OF CREDITS: 86

TOTAL ELECTIVE CREDITS: 8

Note: Elective course offerings will vary. Elective courses that have been previously offered include: Clinical Health Psychology, Psycho-oncology Practice with Children and Adults, Clinical Trials in Psychological Treatment, and Trauma and Recovery.

ADMINISTRATION ANNOTATION, COURSE NUMBERING AND GRADING SYSTEM

For administrative purposes, the University has established the following annotation system:

- A** 100% - 90%
- B** 89% - 80%
- C** 79% - 70%
- F** Failed (below 70%)
- E** Extended
- I** Incomplete
- IP** In Progress
- P** Pass
- NP** Not Pass
- NG** No Grade
- W** Withdrawal
- AW** Administrative Withdrawal

The difference between “IP” and “E” is that when “IP” is recorded it implies that a new registration process occurs for the student to continue for the next academic period. When “E” is recorded the student continues activities of the course without involving a separate registration. The grading scale is as follows: A 90-100 (4 points), B 80-89 (3 points), C 70-79 (2 points), F Below 70 (0 points) (See academic catalog).

SATISFACTORY ACADEMIC PROGRESS POLICY (INSTITUTIONAL)

INTRODUCTION

This policy has been established to ensure an acceptable time frame for completion of the academic program and the minimally accepted quality of performance. This policy also ensures that the Student Financial Aid requirements set forth by federal regulations are met.

GENERAL REQUIREMENTS

Time Frame for Completion of the Academic Program

A Clinical Psychology Doctoral Student will be allowed a maximum time frame of three years of enrollment beyond the standard required for the completion of the program (five years). Summer enrollment is considered part of the academic year for the purpose of this measure.

PROGRAM	STANDARD	MAXIMUM
Clinical Psychology Doctorate	5 years	8 years

Definition of a full-time: Students with an academic load of 6 credits or more per semester will be considered full time doctoral students. Students registered in doctoral dissertation are also considered full time students.

Definition of half-time: Students with an academic load of 3 to 5 credits per semester will be considered half time students.

Definition of less than half-time: Students with an academic load of less than 3 credits per semester will be considered less than half time or part-time students.

COMPLETION OF PROGRAM REQUIREMENTS

Course Requirement: Students must complete all courses within the established time frame. The Program requires a total of 86 credits.

Performance Requirement: A student must complete each academic year with a minimum grade point average of 3.00 and pass 70% of attempted courses. Any student failing to meet this standard of performance will be referred to the Students Promotion Committee.

Comprehensive Examination (CE) Requirement: A Comprehensive Examination must be taken upon completion of the second academic year. A passing score in the exam is a requirement for candidacy to the Doctoral Degree.

Clinical Practice Examination (CPX): Approval of the Clinical Practice Examination is required upon completion of the last academic year before the Clinical Internship.

Dissertation Proposal: Approval of Dissertation Proposal by the Dissertation Committee and submission of the proposal to the institution's IRB is required before submitting the application for internship.

Doctoral Dissertation Requirement: A Doctoral Dissertation with oral defense is required for graduation. The data obtained from the dissertation project could be organized in an article format, per APA publication guidelines.

Pre-doctoral Internship Requirement: Students must complete 2000 hours of a pre-doctoral internship.

Professional Behavior Requirement: The students should conduct themselves in accordance with the norms for professional conduct set forth by Ponce Health Sciences University, the corresponding accreditation agencies, and the Clinical Practice Manual of the Psy.D. Program.

Grade Requirement

In order to graduate, the student should complete all requirements and maintain a minimum grade point average of 3.00. Satisfactory Academic Progress is required for financial aid eligibility and will be reviewed on a yearly basis.

1. A student is considered to have passed the class if they obtain a B or higher or a Pass. Student are expected to re-take courses if a grade lower than a B is earned. All students must achieve the minimal level of achievement in order to meet the program requirement for the course.
2. The program expects that obtainment of C's or lower or No Pass will be rare. Receipt of a C or lower or a No Pass will be reviewed by the Director, the course instructor, and the SESC. The first obtainment of a grade below a B will be reviewed and the student will be placed on a remediation plan designed to support the student and promote success. The second occurrence of a C or lower in a course will result in the student being placed on Academic Probation in addition to the development of a remediation plan.
3. If a student gets a third C or No Pass, the student will be referred to the PHSU Student Promotions Committee for review in addition to internal review.
4. Repeated courses with C grades will remain on record, but the new grade will be used to compute the grade point average.
5. A grade of F in any course will result in referral to the Students Promotion Committee.
6. Receipt of a No Pass grade will be referred to the CTC or SESC, who will review and determine the response, based on the severity of the concern. At minimum, a remediation plan will be developed. The student may also be referred to the Student Promotion Committee. Obtainment of more than one No Pass grade will result in referral to the Student Promotion Committee.
7. An "I" (Incomplete) grade will only be allowed under very special circumstances as determined by the professor. The student must remove the "I" (Incomplete) in agreement with the professor and must be removed within the next year.

Students must complete the program within the maximum time frame. SAP is measured at the end of each year. At that time the student must have successfully completed 100% of the courses attempted and have a GPA of 3.00 or greater. If at the end of the year the student has not successfully completed 100% of courses or maintained a GPA of 3.00 the student has not met SAP and the student is no longer eligible for Financial Aid; however the student may appeal that decision.

An appeal must be made in writing and based on either a death in the family, an injury to the student, or other special circumstances. If the appeal is granted, the student may continue for one payment period (semester or trimester.) See below for details of the appeal process. The student is then placed on probation and must regain SAP at the end of that payment period (semester or trimester.) If the student does not regain SAP the student again loses eligibility for Financial Aid and cannot appeal again.

Alternately, if a student loses Financial Aid for failure to maintain SAP, and an appeal is granted, the Academic Dean may work out an Academic Plan with the student, and the student must follow the plan to maintain SAP. The Academic Plan can extend beyond the maximum time frame as long as the student is following the plan.

An incomplete grade will only be allowed under very special circumstances as determined by the faculty member. The student must remove the "I" (Incomplete) by the end of the following semester or an administrative F will replace it.

If a student withdraws during the add/drop period the withdrawal is not counted in credits attempted. If the withdrawal occurs after the add/drop period the W will count as credits attempted.

Any F grade must be repeated. Courses with F grades will remain on the student's record after they have successfully repeated the course, but the new grade will be used in the calculation of the GPA.

Transfer credits from other schools count as both credits attempted and credits completed.

- A grade of "C" in any of the Clinical Courses (as identified in the program's catalog) is not allowed. Any "C" grade in the Clinical Courses must be repeated.
- No more than two courses can be repeated in the entire program.
- Repeated courses with "C" grades will remain on record, but the new grade will be used to compute the grade point average.
- A grade of "F" in any course will result in referral to the Student Promotions Committee and considered for dismissal based on overall academic performance.
- Grades of "P" (Pass) or "NP" (Not Pass) are applicable to the dissertation. When the dissertation activity requires more than one semester for its completion, the student receives a notation of "In Progress" (IP) for each semester and until the dissertation is completed.
- Grades of "P" (Pass) or "NP" (Not Pass) are applicable to Practicum and Internship. A grade of "NP" requires repetition. In case of a second "NP" grade in the same practicum or internship, the student will be referred to the Students Promotion Committee with a recommendation for dismissal.

APPEAL PROCESS FOLLOWING DISMISSAL

Students should refer to the Academic Catalog for information about the appeals processes.

COMPREHENSIVE EXAMINATION AND CLINICAL PRACTICE EXAMINATION

The Clinical Psychology PsyD Program at PHSU utilizes two comprehensive summative assessments for the evaluation of student learning, the Comprehensive Examination (CE) and the Clinical Practice Examination (CPX). The CE focuses on the assessment of knowledge acquired on the foundations of the discipline, the profession, and in research. The CPX is designed to assess clinical competencies related to relationship, clinical and psychological assessment and diagnosis, intervention and consultation.

COMPREHENSIVE EXAMINATION (CE)

The CE is typically taken at the end of the second year. Students must have successfully passed all the courses of the first two years of the program and be in satisfactory academic progress in order to be approved to take the CE. Students who are not eligible or approved to complete the CE in the standard time are expected to take it at the next available opportunity. All students must take the CE while in the program, even those who are admitted after completing a master's degree program from other institutions. Similarly, all students must complete all areas of the CE. Students that transferred credit from other institutions are still expected to demonstrate sufficient knowledge of the areas on the CE. Students may wish to obtain a copy of the syllabus from the course at PHSU in order to familiarize themselves with the content covered.

The CE is a multiple choice exam, similar to the format of the Examination for the Professional Practice in Psychology (EPPP). It is designed to cover student knowledge of the content covered in the first two years of the program. Items included in the CE are split into two areas: clinical and basic science content. After completing the CE, students will receive a letter notifying them of their scores on the CE. They will be informed of their overall score and their scores on the specific content types. They must obtain a general global score of 80% to pass the CE. Students who obtain a global score of less than 80% will have to re-take the exam the following year. Students who pass the exam, but receive less than 80% on some parts of the exam will be required to complete remediation tasks for the content areas that scored below passing, but will not have to re-take the exam.

CLINICAL PRACTICE EXAMINATION (CPX)

All students must pass the CPX as a pre-requisite to apply to their pre-doctoral internship. To be able to take the CPX, students must have passed all required courses in the curriculum to that point and the Comprehensive Examination. The CPX team evaluates the student's performance in the areas assessed: History taking, mental status exam, clinical diagnosis, clinical intervention, history documentation, ethical management, interviewing skills, and patient satisfaction. After the evaluation, students receive a letter with their Global score and their specific scores for each component of the CPX. To pass the CPX, the student must obtain a minimum Adequate Level of Performance (ALP) of 80%. Failure to obtain a global score of 80% will require the student to repeat the CPX. A remedial plan will be elaborated to assist the student to address the detected deficiencies. Students should also obtain the established ALP score on each of the sections of the test. If a student obtains a global score of 80% but fails one area of the test, he/she will engage in a remedial plan to address the deficiencies noted in that specific area. However, a student who obtains a passing score on the test but fails two or more areas, is considered to have failed the CPX and must repeat the entire examination. A remedial plan will be elaborated to assist the student to address the detected deficiencies.

Students failing one area of the CPX, will go through a minimum of two months of a remedial plan. Students failing the whole test or two or more components of the CPX, will go through a minimum of one semester of remedial plan in a practicum site selected by the program. The Director of Clinical Training will contact the supervisor of the site, inform them of the areas that need improvement, and provide an evaluation form to be completed by the end of the remedial period.

REMEDIAL PLAN FOR COMPREHENSIVE EXAMINATION (CE) OR CPX

In the event that a student fails a comprehensive exam, a remedial plan will be written to assist students in addressing the deficiencies identified by their test performance. Remediation plans may include readings, additional revision of written materials, additional courses, supplemental practicum, or other specified training experiences with the mentorship of a faculty member or clinical supervisor. All remediation plans, and the contractual agreement drawn by faculty, will be provided to the student in writing. The goal of remediation is to help students acquire the knowledge needed to pass the comprehensive exams and demonstrate competency in the represented areas. Failure on a comprehensive exam after completing a remedial plan will result in a referral to the Institutional Student Promotions Committee. The Student Promotions Committee will determine whether a student who has failed a comprehensive exam following a remediation plan is eligible for additional remedial opportunities or should be dismissed from the program.

UNJUSTIFIED ABSENCE OR TARDINESS TO CE OR CPX

A student who arrives 15 to 30 minutes late to the CE must complete the rest of the exam within the same period given to other students, except when the tardiness is justified. However, a student who arrives over 30 minutes late will not be allowed to take the exam unless the tardiness is objectively justified. A student who does not take the CE on the assigned day will not be able to take it until the next administration of the test, usually during the following year.

Tardiness to the CPX will prevent the student from seeing the standardized patient assigned for that period and the student will receive a grade of "0" on that particular exercise. A student who does not take the CPX on the assigned day will not be able to take it until the next administration, usually during the next year.

ACADEMIC HONESTY RELATED TO CE AND CPX

The CE and the CPX are complex assessment methods developed by program faculty and implemented with the help of staff and/or employees. These evaluation techniques are costly and time

consuming in terms of preparation, implementation, scoring, and reporting. Therefore, any violation to the honor code is considered a serious offense that may result in dismissal from the School. Violations include cheating during the CE or sharing the content of the test with other students. Divulging information of the CPX to students waiting in the reception area may result in immediate suspension from the test and from the program.

PROFESSIONAL EXPECTATIONS

IDENTIFICATION

Students will identify themselves to patients, to the public and to any other person both verbally and in written form by using the designation “Clinical Psychology Doctoral Student”. This designation will change when the student enters an internship program at which time students may use the title of “Clinical Psychology Predoctoral Intern” or a title recommended by the internship site, as long as it does not misrepresent the student’s status. Students should not use the term “Doctoral Candidate”, as PHSU St. Louis does not recognize this as an official status. Students must not present themselves as “doctor” or allow others to address them with such title. Failure to follow this rule will be considered as an ethical violation.

USE OF CELLULAR PHONES

Students are expected to turn off or silence cellular phones and other electronic devices while attending lectures or any other official PsyD Program activity. Students need to inform the professor when they are expecting an important call during class.

EVALUATION OF NON-ACADEMIC COMPETENCE

Our program has adopted the complete statement on evaluation of student non-academic competence developed by the Council of Chairs of Training Councils. At the beginning of their first year, every PsyD students acknowledge with their signature the receipt of this statement.

Students in psychology training programs (at the doctoral, internship, or postdoctoral level) should know—at the outset of training—that their faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision, and who provide services to clients and consumers, and (b) ensure—insofar as possible—that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, professional psychology education and training programs, faculty, training staff, and supervisors strive not to “pass along” students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

Therefore, within a developmental framework and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one’s own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or

histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).

As indicated in the above statement and represented by the core competencies valued by APA and evaluated by this program, students are expected to demonstrate doctoral level professional and interpersonal skills. At the individual level, professional behaviors include, but are not limited, to personal and professional characteristics, interpersonal relationships, and ethical/moral decisions. Expected professional behaviors include motivation to progress in the program, initiative to address new challenges, responsibility, commitment, teamwork, professional image, response to authority, response to criticism, recognition of limitations, empathy, consideration of other's roles and rights, relation to peers, faculty, and to non-faculty community members, and confidentiality, among other behaviors.

Unprofessional behaviors may be recognized as: limitations in assuming responsibility for one's actions and duties, poor initiative to change and to assume one's role as student and future professional, not following instructions or recommendations for improvement, impaired relationships with students and faculty, impaired relationship with other allied health professionals, bullying, plagiarism, problems with moral character (differentiate right from wrong), poor judgment, not handling transference/ countertransference well, among others.

The program recognizes that concerns may occur for a variety of reasons including, but not limited to, lack of awareness of expectations, lack of awareness of the problem or alternative options, or stress or environmental reactions, among others. The program is committed to providing feedback to students and attempting to support the student in their efforts to make changes and meet expectations. Except in extreme situations, students will be provided with an opportunity to demonstrate growth before being dismissed from the program.

Although additional evaluation of these areas may also occur, the program has intentional evaluation and feedback of professional skills through the following mechanisms:

STUDENT ADVISING AND PERFORMANCE EVALUATION

The PsyD training process is a comprehensive one. All PsyD program faculty and supervisors are involved in the process of evaluating student competency and fit with the field. Given this, regular communication occurs between program members and representatives about student progress. Students should be aware that interactions with any PsyD program faculty or supervisor may be shared with other program faculty and administration. Although students may request that faculty or administration keep information shared with them or observed private, there is no guarantee that this request will be granted. Especially in matters concerning field competencies, the faculty and administrators are responsible for sharing relevant information with the program so that the program can accurately evaluate the student. Information shared between students and mental health counselors in individual counseling sessions will be held confidential, unless content comes up that requires a breach of confidentiality, such as mandated reporting situations. Additional information about confidentiality will be covered in the informed consent provided by the counselor.

Although the program operates in many ways from a team advising approach, each student will be assigned a specific academic advisor when they begin the program. The main objective of the academic advising process is to help students with their academic and/or educational needs and to offer

guidance and support while progressing through their training program. The academic advisor seeks and receives information from the student and from other faculty members regarding the student's academic performance and the professional roles expected for the student's developmental level.

STUDENT REFLECTIONS, ANNUAL EVALUATIONS, AND FEEDBACK

Students will be asked to reflect on their own skills and progress throughout the program, in addition to being provided feedback from faculty. Each student will meet with their academic advisor early in the first semester for an initial meeting. Prior to the meeting, students will complete the Student Program Success Plan document, which they will share with their advisors during the initial meeting. During this meeting, the student and advisor will discuss plans for the advising relationship, student strengths and weaknesses, and begin initial discussions promoting success in the program. Once in the program, students will be formally evaluated no less than once a year. During the evaluation period, students and advisors will be asked to complete the Student Yearly Update and Evaluation Form. After students complete the form, they will share their form with their advisor. Students will also be evaluated by faculty on professionalism, using the Student Professionalism Evaluation (SPE) form. The SPE will be used to evaluate students on interpersonal and professional abilities that might not be reflected in other academic scores, such as class grades. Faculty will hold student review meetings and discuss the students, the professionalism data, and practicum supervisor ratings. Advisors may also share information from the student self-evaluation with faculty. The faculty will discuss student strengths and weaknesses, and any student specific advice or encouragement. The faculty member will summarize the information on the advisor version of the Student Professionalism Evaluation. Once the evaluation and review process is completed, the Academic advisor will meet with the student to discuss their review for the year. Review of students for consideration of beginning practicum and approval to apply for internship will also occur during the yearly evaluation meetings.

PROFESSIONAL COMPETENCY CHALLENGES AND DUE PROCESS

CONCERNS ABOUT STUDENTS

Any faculty or administration member who has concerns or questions about a student's academic or clinical performance or professional behavior may seek to gain more information and/or raise the concern.

When a faculty, staff member, supervisor, or administrator has concerns about a student, the following steps should be taken:

1. The concerned individual should try to talk with the student directly about the concern. Ideally, the faculty/staff and the student will be able to resolve the concern.
2. The concerned individual should report the concern to the student's academic advisor. The academic advisor may speak to the student about the situation and attempt to provide assistance in the correction of the behavior. If the situation is not resolved or is determined to be at a level of severity that requires more formal review or involvement, it will proceed to step 3.
3. Report the situation to the Director. The director will speak with the involved parties and get more information about the situation. The Director may consult with others and will determine if the student should be referred to the Student Evaluation and Support Committee (SESC). If not referring to the SESC, the involved parties will identify a plan for resolving the situation. If a decision is made to refer the student to the SESC, the "Student Review Request Form" will be completed and submitted to the Chair of the SESC. A summary of the information gained prior to the request for review will be compiled and submitted to the committee.

4. The student will be notified that he/she was referred to the SESC. The chair of SESC will keep the student informed throughout the SESC review.
5. The SESC will:
 - a. Review the request form and accompanying material.
 - b. Speak with individual parties as needed. The student will be allowed to meet with the committee to share information.
 - c. Consult with a legal advisor if necessary.
 - d. Determine whether or not the situation can be resolved informally or if a remediation plan is warranted. If the SESC determines that a remediation plan is warranted, the committee will approve a remediation plan.
 - e. The chair of SESC will then meet with the student, and the student's advisor as desired, to review the plan.

While on a remediation plan, the student is expected to provide updates and communicate regularly with their advisor, the SESC chair, and the Director. Once the plan is completed and the student is approved by the SESC chair, the student should complete a Remediation Plan Completion Summary which, along with additional information provided as needed, will be presented to the SESC. The student will be offered the opportunity to speak to the committee. After reviewing the materials and meeting with the student (if desired), the committee will vote to determine the outcome. Potential outcomes include successfully completed plan, a plan extension, or a plan failure. A plan extension will typically be used in situations where progress has occurred, but minor improvement is still needed. Failure to improve or minimal improvement may result in a failure. If a student fails a remediation plan, the SESC will review the student and the situation and determine the next steps. The SESC may decide to place the student on a probation plan or to refer the student to the Student Promotions Committee.

PSYD STUDENT INTERNAL GRIEVANCE POLICY **(SEE ACADEMIC CATALOG FOR INSTITUTIONAL GRIEVANCE POLICY)**

When a student has a concern about a PSYD faculty member, staff member, or fellow student, the following steps should be taken:

1. The concerned individual should talk with the other party directly about the concern. Ideally, the concern will be able to be resolved informally.
2. The concerned individual should report the concern to their academic advisor or another trusted faculty member. The academic advisor will discuss the situation with the student, assist with identifying options and problem-solving. The student will keep the advisor updated as they implement the identified plan. If the situation is not resolved or is determined to be at a level of severity that requires more formal review or involvement, it will proceed to step 3. Students are welcome to speak to their advisor or another faculty member before completing step 1, but the faculty member will likely problem solve regarding completing step 1 first.
3. Report the situation to the Director. The director will speak with the involved parties and get more information about the situation. The Director may consult with others as is deemed helpful and/or necessary. A decision will be made as to whether or not action is needed. If so, and the concern is about another student, faculty and Director will determine if the student should be referred to the SESC. If a decision is made to refer the student to the SESC, the "Student Review Request Form" will be completed and submitted to the Chair of the SESC. If not referring to the SESC, the involved parties will identify a plan for resolving the situation. If the concern is about a faculty or staff member and action is needed, the Director will identify a plan for improvement if appropriate. If the concern is about the Director, report at this level should go to the Dean of SBBS. If the

situation is to be reviewed by others, a summary of the information gained prior to the request for review will be compiled and submitted to the identified parties (e.g., SESC or Dean).

4. Students also frequently have informal conversations with the Director. If the student is attempting to discuss a matter with the Director as part of a Grievance, the student is expected to set up a meeting and clearly label the concern as a grievance.
5. If an action plan is utilized, the Director, Dean, or SESC will monitor the implementation of the plan.

Students should be aware that due to privacy issues, they will probably not be informed of the details or outcome of the plan. The Director or Associate Dean will communicate with the student at an appropriate level throughout the process.

PSYD COMMITTEE STRUCTURE

PsyD Program Committee (PPC): This committee serves as the broadest meeting for the PsyD Program. All core faculty are expected to serve as part of the PsyD Program Committee. All unit wide decisions that require full faculty vote will need to be approved by this committee. Other PsyD committees will discuss the development and implementation of things under their purview. Committees will vote and, when approved at the committee level, submit things to the PsyD Program Committee for unit vote and approval. The PsyD Program Director will serve as chair of the PPC.

Clinical Training Committee (CTC): The primary purpose of the CTC is to oversee the clinical training components of the PsyD program, namely practicum and internship. The committee will discuss decisions related to policies and procedures, student issues, and site issues. The CTC will monitor clinical training related remediation plans and probation, while communicating with other program committees as is relevant. Formal members of the CTC will be faculty members with background in clinical, counseling, or school psychology. CTC will have no less than 1/3 of the PsyD program faculty as core members. The Director of Clinical Training will serve as the chair of this committee.

Admissions Committee (AC): The primary purpose of the admissions committee is to monitor and support the application and recruitment process. The AC may be involved in the planning of recruitment activities and interview procedures. The AC will also lead the review of applicants and interviewees. The AC will operate on an as-needed basis and may receive a dedicated portion time of another meeting (such as PPC) or may have independent meetings. The AC will include no less than 1/3 of the core faculty members. The Program Director may serve as chair of the AC or may nominate a core faculty member.

Student Evaluation and Support Committee (SESC): The main goal of the SESC is to support the mission of developing a new generation of well- rounded clinical psychologists capable of performing competently in a range of clinical settings. The PsyD program is strongly committed to both student development and support and to serving as a gate-keeper for the profession. The committee will identify areas for growth in the program and may coordinate or suggest potential changes that will increase student satisfaction and engagement. The SESC will consider the needs of students from diverse, disadvantaged, and underrepresented populations in particular. The SESC will also coordinate non-clinical concerns that emerge, including academic and professional concerns. SESC will develop and monitor remediation and probation plans for non-clinical concerns. Given the severity of decisions regarding fit with the program (i.e., considerations of dismissal), decisions related to program fit and dismissal will also be discussed by the PPC. The SESC will be chaired by a core faculty member of the PsyD program and will include a minimum of 1/3 of core faculty.

While the committee will formally monitor concerns that are raised or identified by the program, students may also wish to request informal support from the committee. As future psychologists, students are expected to be aware of their boundaries and potential impairments. The program recognizes that life includes many stressors and that even the highest functioning individuals may have periods of impairment or underperformance. Students who recognize that they are struggling are welcome to contact the chair and seek advice or informal monitoring (to increase accountability) from the committee if desired.

ADDITIONAL INFORMATION ABOUT COMMITTEES:

All core PsyD faculty are welcome to attend any of the above committees regardless of whether they are a formal member of the committee. Visiting core faculty members who attend during the time a vote is taken will be allowed to vote on the matter, provided they are reasonably informed about the matter. Visiting faculty may not be permitted to vote on issues that have been discussed and in development over a long period of time unless they can demonstrate they are fully informed on the matter. Committees may choose to include student representatives. Student representatives will be nominated by the committee and validated by the Associate Dean of Academic Affairs and the Dean of Enrollment Management and Student Success.

INSTITUTIONAL POLICIES AND RESOURCES

Students are expected to read and follow all information included in the Academic Catalog in addition to the program specific information.

NON-DISCRIMINATION POLICY

Ponce Health Sciences University (PHSU-ST. LOUIS), as an educational institution and as an employer, values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, political affiliation, disability, or status of veteran. Further, the University will continue to take affirmative steps to support and advance its values consistent with the PHSU mission. This policy applies to admission, students, employment, and access to and treatment in PHSU-ST. LOUIS programs and activities. This is a commitment made by PHSU-ST. LOUIS and is in accordance with federal, state and/or local laws and regulations.

ATTENDANCE POLICY

RATIONALE

Graduate learning is a dynamic process that relies heavily upon classroom experience. Classroom learning builds upon the information included in the required readings through instructor lecture and class participation, including both discussion and the opportunity to ask questions. The PsyD Program believes that out of class experiences are not equivalent to the in class learning experience. Therefore, attendance to classes is mandatory. Further highlighting the importance of class attendance and participation, graduate classes typically only meet once a week. Absences can result in the student missing important information and falling behind very quickly. Additionally, attendance and punctuality are considered essential to competence in health service provider in psychology experiences, including both clinical training and future professional activities. In an attempt to protect student learning and promote professionalism, the PHSU St. Louis PsyD program has developed the following attendance policy. Please note, if you are experiencing chronic, extreme, or overwhelming stress or circumstances, you are encouraged to communicate with the program so that we can support you and assist with problem-solving.

PHSU PSYD PROGRAM ATTENDANCE EXPECTATIONS

Students are expected to attend all classes, to arrive on time, and to remain for the entirety of the class.

If a student is aware that they will need to arrive late or leave early, they are expected to communicate this to the professor in advance of the class via email. If communication in advance is not feasible, the student is expected to communicate with the professor as soon as possible.

TYPES OF ABSENCES

If a student needs to miss a standard class, they should send an email to the instructor, Dr. Ferrahs Abdelbaset, fabdelbaset@psm.edu, and Sammy Sanchez, jecsanchez@psm.edu. Emails should be sent in advance of the class. Advanced notice is expected when feasible. If communication in advance is not possible, the student is expected to communicate as soon as possible. Communication greater than 24 hours after the missed class should only occur in emergency situations that prevent the student from being able to access communication devices.

Student absences will be categorized as either excused or unexcused, following the descriptions below. Dr. Abdelbaset will be responsible for determining absence type for standard class periods and will inform the student and the instructor regarding the type of absence.

Please note that students are responsible for familiarity with the material covered during the missed class, regardless of absence type. Additionally, faculty are not expected to repeat class activities for students.

EXCUSED ABSENCES

The PsyD program recognizes that there are times when students will not be able to attend class due to unavoidable or uncontrollable reasons. Excused absences will not have a negative impact on a student's participation or attendance grade and infrequent excused absences will not result in removal from the class. Students should contact the professor to notify them of the absence and to

plan for make-up assignments or exams, if relevant, at the earliest opportunity. In order to receive an excused absence, the student must:

1. Communicate with the Professor, Dr. Abdelbaset, and Sammy Sanchez about the absence promptly, consistent with the standards above (e.g., before class).
2. Provide documentation of the need for the absence.
Examples of events that are eligible for excused absences include
 - a. Illness or injury of self or individual that requires care
 - b. Jury service
 - c. Academic requirement that *can't be completed at another time* must be verified by Program Director or Practicum Coordinator
 - d. Funeral attendance
 - e. Military duties or deployment
 - f. Religious holidays that *require* abstaining from activities
 - g. Car difficulties preventing transportation to class (however, if known in advance, students are encouraged to arrange alternative transportation)

If you are unsure of whether an event would be eligible for an excused absence or not, please contact Dr. Abdelbaset and/or Sammy Sanchez.

UNEXCUSED ABSENCES

The PsyD program recognizes that everyone has relationships, commitments, and interests beyond the program. At times, students may choose to prioritize an outside activity over a class commitment. If a student makes a choice to take an unexcused absence, they must still communicate with the professor about the absence. Students do not need to provide an explanation for an unexcused absence, but they may choose to do so. Unexcused absences may result in the loss of points for the class period (see specific class syllabi). Students are especially encouraged to attend class periods during which exams are administered and/or assignments are due. If a student is aware in advance that an unexcused absence will be occurring during a class period with an exam or assignment due, the student should contact the professor as early as possible. Extensions will typically not be provided for assignments that occur on the date of an unexcused absence. Students should submit their assignment as intended or accept the class late submission policy. The student may be given the opportunity to take the exam on a different date if communication occurs with the professor in advance. Last minute occurrence of an unexcused absence on an exam date will result in a deduction of points or a score of 0 for the exam. Examples of events that might warrant unexcused absences include weddings, family vacations or reunions, and outside employment.

ADMINISTRATIVE WITHDRAWALS

Participation in class is needed for a student to maintain attendance. Administrative withdrawals will occur when students are not participating at the expected level. Specifically, administrative withdrawals will occur in the following situations:

- Students demonstrate no academic activity for the course within the first two weeks of the class
- A student does not comply with at least 50% of the course criteria, as specified in the syllabus
- A student doesn't comply with the fees and payment arrangements made

Please note that administrative withdrawals can only be performed up until the last date of withdrawal per the Academic Calendar

PROCESS

Individuals should email the instructor, Dr. Abdelbaset, and Sammy Sanchez about absences. Do not attempt to communicate the message verbally. Students and course instructors will be informed regarding the absence type. If a student disagrees with the decision made by Dr. Abdelbaset, they should communicate their concerns to him. If the student remains dissatisfied with the decision made after communication, the student has the option to appeal.