



Doctoral Program in Clinical Psychology
(Psy.D.)

PROGRAM HANDBOOK

2009-2010

Regent University
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Program Handbook Policy

This handbook summarizes the policies in effect for the Doctoral Program in Clinical Psychology at the start of the 2009-2010 academic year. All policies and requirements are subject to change. Students are expected to regularly review program announcements that accompany such changes and then to abide by the changed policies. Students from all cohorts are obligated to follow current program policy and procedures, as they evolve, unless otherwise stated.

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I. **THE DOCTORAL PROGRAM IN CLINICAL PSYCHOLOGY**

Program History, Training Philosophy and Mission

The Doctoral Program in Clinical Psychology (DPCP) is a practitioner-scholar program (PSY.D.) which prepares scholar-clinicians with a Christian worldview to practice in an ethical and professionally competent manner. The initial training class of the DPCP entered in the fall of 1996. During that time, the Southern Association of Colleges and Schools (SACS) conducted a site visit to review the Doctor of Psychology program and the program received “approved” status with a decision that no additional reports were necessary. In addition, the DPCP program currently holds membership in the National Council of Schools and Programs of Professional Psychology (NCSPP). The DPCP is committed to continual refinement in order to provide students with state of the art professional training. Students are encouraged to participate in the on-going program committees that shape the DPCP (See Appendix A). In assessing the quality of the program, a variety of training outcomes are being monitored. These outcomes will also provide data relevant to professional accreditation. The DPCP has been designed to comply with accreditation guidelines published by the American Psychological Association (APA). The DPCP is fully accredited by the American Psychological Association Committee on Accreditation.

Practitioner-Scholar Training Model

The DPCP is designed to train students to practice in a highly professional manner that is informed by the science of clinical psychology. Students are trained to apply analytic, problem-solving skills of scientific thinking to their clinical practice. Although the faculty represents a variety of clinical orientations, an emerging emphasis in empirically supported treatments is present throughout the curriculum. This means that students are trained to utilize intervention techniques, which have empirical support for their effectiveness.

The DPCP culminates in the award of the Doctor of Psychology degree (Psy.D.). Consistent with the rich and influential account of the Psy.D. training model advanced by the National Council of Schools and Programs of Professional Psychology (NCSPP), the goal of the DPCP is to produce ‘local clinical scientists.’ Trierweiler and Stricker (1998) explain that, according to the NCSPP vision, professional psychologists are

...critical investigators of local (as opposed to universal) realities who are knowledgeable of research, scholarship, personal experience and scientific methodology. They also are able to develop plausible, communicable formulations for understanding essentially local phenomena using theory, general world knowledge including scientific research, and, most importantly, their own abilities as skeptical scientific observers (pg. 6).

It is important for students to recognize that the adoption of a Psy.D. rather than a Ph.D. training model at Regent does not mean a devaluing of the scientific identity characteristic of professional psychology. Instead, the goal is to develop those research, critical thinking, conceptualization, problem-solving and other scientific skills that are particularly pertinent to clinical practice. DPCP graduates are to be ‘field scientists’ whose practice is grounded in scientific psychology and whose approaches to practice reflect scientific attitudes.

In contrast to pure practitioner programs, the Regent DPCP is committed to training local clinical scientists who are “practitioner-scholars.” As an institution, Regent University is committed to training professionals who are prepared to develop as leaders in their professional contexts. Consequently, the DPCP is designed to produce students who are well equipped to emerge as leaders in health, mental health and other practice settings. This is accomplished through a carefully planned sequence of course work, clinical practica, and adjunctive training experiences. Students are also afforded other opportunities, such as participation on faculty research teams and exposure to a range of preeminent scholars through the DPCP’s colloquium series. All of these program components are designed to cultivate a life-long commitment to ongoing learning and professional scholarship, which is particularly relevant to practice and professional service.

While the Regent University DPCP is a program of professional psychology, it is also a program that is committed to the outworking of a Christian worldview. There are only a limited number of such programs in the United States. Regent’s DPCP is the only evangelical program east of Chicago. The DPCP is committed to an integration of faith and professional training that enhances and enriches both traditions without compromising or weakening either. The faculty utilizes a variety of integration approaches to accomplish the goal of training highly competent professional psychologists who operate from a Christian worldview.

Mission Statement of the Program

The DPCP’s mission is encapsulated in the five statements below. The DPCP strives to

- Teach and evaluate students in the practitioner-scholar model of clinical psychology so that they will be capable of leadership in a variety of settings.
- Educate students in accordance with the Christian faith.
- Mentor professional development that balances the spiritual, personal, relational, and intellectual components of life.
- Facilitate the integration of Christian perspectives with scientifically-based clinical procedures.
- Train students in service-oriented clinical modalities that include an emphasis on underserved individuals, families, and communities.

Program Logistics & Faculty

Program Pace & Length

The Regent University DPCP is a full time five-year course of study. The first four years of the program consists of course work, clinical training, and scholarship completed in residence at Regent. Students who enter the program with relevant graduate training may have a somewhat shortened course of study (See ‘Transfer Credit’, page 9). The final year consists of a pre-doctoral internship. Although a limited number of pre-doctoral internships are available within a commutable distance from Regent University, these experiences are highly competitive. Consequently, students should anticipate relocation during the internship year. Full time study, for the purposes of the DPCP, is defined as the completion of 31 or more credits over a three-semester sequence within a calendar year or participation in an approved full-time internship. The DPCP can accommodate approximately 25 full-time students in each class.

Faculty

- Core Faculty: The core faculty administers the DPCP, chair the dissertation committees, formulate the curriculum, advise students, and conduct the annual evaluation process. All core faculty are pointed at least 50% of their time to Psy.D. program for a period of at least 2 semesters per year. Administrators have 100% appointments within the Psy.D. program.

Acting Psy.D. Program Director and Clinical Training Director

Judy Johnson, Ph.D., Loyola University of Chicago
 Post-Doctoral Fellowship: Clinical Neuropsychology
 New Orleans VA Hospital
[Professor of Psychology](#)

Acting SPC Dean

William Hathaway, Ph.D., Bowling Green State University
 Post-Doctoral Fellowship: Clinical Child Psychology,
 University of Massachusetts Medical Center
[Professor of Psychology](#)

Psychological Services Center Director

LaTrelle Jackson, Ph.D., University of Georgia
[Associate Professor of Psychology](#)

Practicum Coordinator

Glen Moriarity, Psy.D., Forest Institute
[Associate Professor of Psychology](#)

Integration Coordinator

Mark Yarhouse, Psy.D., M.F.T., Wheaton College
[Professor of Psychology. Rose-Marie Hughes Chair of Integration](#)

Linda Baum, Ph.D., Kent State University

[Clinical Assistant Professor of Psychology](#)

Core Faculty (continued)

Joseph Francis, Psy.D., Florida Institute of Technology
 Post-Doctoral Fellowship: Clinical Neuropsychology
 University of Virginia Medical School
 Assistant Professor

Vickey Maclin, Psy.D., Reformed Theological Seminary
 Wheaton College
 Assistant Professor

Lynn Olson, Ph.D., A.B.P.P., University of South Carolina
 Post-Doctoral Fellowship: Clinical Child & Pediatric Psychology
 Children's Hospital of Orange County
 Diplomat, Clinical Health Psychology
 Assistant Professor of Psychology

Jennifer Ripley, Ph.D., Virginia Commonwealth University
 Professor of Psychology

- Part-time Faculty: Part-time faculty members hold appointments within the DPCP for specify activities in their areas of expertise. They simultaneously hold appointments to other programs or maintain other positions for over 50% of their time at Regent University.

Corne Bekker, D. Litt. et Phil., Rand Afrikaans University

Rosemarie Hughes, Ph.D., Old Dominion University

Stephen Parker, Ph.D., Th.M., M.Div., Emory University, Princeton

Lee Underwood, Psy.D., Wright State University (Clinical Psychology)

- Adjunct Faculty: The adjunct faculty plays an important role in the life of the program. They instruct courses in their areas of expertise, enriching the areas of competence to which students are exposed. Adjunct faculty may also serve as dissertation committee members, and they may provide useful information in the annual student evaluation process. Listed below are the adjunct faculty for the 2008-2009 academic year.

Gregg A. Jensen, Ph.D., Baylor University, (Clinical Psychology)

Denise Biron, Psy.D., Regent University (Clinical Psychology)

Anita Brown, Ph.D., University of Pittsburg (Clinical Psychology)
 DOD Psychopharmacology Demonstration Project Graduate
 Prescribing Psychologist (US Army)

Michael Simone, D.Min., Gordon Seminary

Scott Sautter, Ph.D., ABPP, Vanderbilt University
 Post-Doctoral Fellowship: Clinical Neuropsychology
 University of Virginia Medical School

Erica Tan, Psy.D., Regent University (Clinical Psychology)

II. PROGRAM PROCEDURES & POLICIES

Academic Advising

Each student is assigned a faculty member to serve as an academic advisor upon entering the program. Faculty advisors help students become oriented to the program, develop and update Approved Degree Programs, and problem-solve various academic, career and/or personal development issues. Students are expected to meet with their advisors to complete program benchmarks that require advisor oversight/input. Examples of such advising benchmarks include:

- Completion of *Approved Degree Program (ADP)* form by the end of the first semester in the program and anytime the ADP is revised after that time.
- Consultation regarding preliminary dissertation concept development.
- Consultation regarding pursuit of elective concentrations or tracks within the program.
- Dealing with professional development issues identified by faculty member or clinical supervisor.
- Processing information from annual reviews.
- Obtaining advisor clearance for taking the comprehensive exams or applying for internship.

Students that follow the planned course progression without deviation or complications may find little reason to meet with their advisor over the course of the program. However, advisors are available as a resource for students and can prove a highly valuable aide for career guidance, professional development, and remediation. Students are encouraged to seek out their advisors as the first line of information and support whenever program or personal academic development questions arise. The advising system is an aide to student program completion but does remove the student's responsibility to make sure that they are complying with program and university degree requirements. For instance, the registrar's office will audit a student ADP's and transcripts to ensure that all required coursework from the ADP was taken precisely when as specified on the ADP. While there are several mechanisms within the program to identify students that may not be taking required courses at the time they are offered within the progression, if a student happens to deviate from the fixed progression without permission it is likely that they will be denied degree clearance. So it is vital that students proactively engage their advisors for feedback if they are unsure whether they are progressing well through the program.

A request to change an advisor may be initiated by the student or the advisor through the Psy.D. Program Director, by completing a Request for Change of Advisor form. It is recommended that reasons for such changes be discussed with both the present and requested advisor before officially requesting such a change.

Approved Degree Program (ADP)

All students first complete an *Approved Degree Program* during orientation week upon their arrival at Regent. A sample ADP form for the 2008-2009 entering student cohort is contained in Appendix B. ADP forms for earlier cohorts are available through the Psy.D. course in

Blackboard. The ADP serves as the degree contract between the student and the university. Any changes to the ADP planned course registrations require revision of the ADP and both advisor and program director approval. No student may alter any part of the fixed degree requirements or their program intended sequence on the ADP without first receiving permission from the Psy.D. program director. Only the courses fulfilling the PsyD should be placed on the ADP. Students may, for instance, choose to take more electives than are required for the degree. Only the courses fulfilling the elective requirement should be listed on the ADP. ***Students must take exactly those courses each semester that have been planned on the ADP.*** A random sample of students will be selected each semester for compliance review. ***Any student whose actual registration has deviated from their planned courses on the ADP will receive a Professional Development Form and may be subject to disciplinary action.*** Therefore it is vital that students ensure the program administrative assistant has received the most current version of their ADP's. Ordinarily students will alter the standard ADP for their cohorts only by varying their elective coursework or by restructuring some of the planned course sequence due to approved waivers or transfers of graduate courses previously taken in another program. All other changes require an academic petition approved by the program director. It is important that students receive permission for any change to the sequence of the required courses since the sequence is designed for didactic reasons. Students are required to submit a current electronic copy of their ADP to the program administrative assistant. The electronic copy should be emailed as an attachment to psyd@regent.edu.

Assistantships

Teaching & Research Assistantships

The DPCP regularly utilizes doctoral students in the role of Research/Teaching Assistants (RTA). The appointments typically have an associated scholarship and stipend. RTA's serve in different areas depending on the needs of the department. Generally, they assist professors in courses, which might include teaching psychological testing, guest lecturing, or they assist in research, which may involve data entry, literature searches, and writing. RTA's work directly with a faculty member on specific projects. RTA's must be prepared to perform their work responsibilities for the entire 3 semester duration of their appointment.

Policies and regulations pertaining to graduate teaching assistantships can be found in the Regent University Faculty and Academic Policy Handbook. Application forms for Research/ Teaching Assistantships are also available for the DPCP Program administrative assistant. All applications must be submitted to the DPCP Program Director by a date specified each spring.

Graduate Assistantships

Several opportunities exist each year for students to be employed on a hourly basis to assist faculty and staff with various program tasks through a *graduate assistantship* (GA). GA positions may be offered to students directly by faculty or staff if their service is deemed necessary for a program activity and funds are available. Occasionally, GA opportunities may be advertised and students may apply for these positions which tend to be negotiated for a semester by semester arrangement.

Attendance

Class attendance is essential for satisfactory academic achievement. Students are responsible for knowing and meeting all course requirements including tests, assignments, and class participation, including any material covered during an absence (excused or otherwise).

Generally a student who misses more than 2 classes may receive a failing grade. Students should read all class syllabi very closely regarding course requirements. Faculty members may evaluate their students' record of attendance in determining a final grade. Attendance is defined as being present for an entire class session without being engaged in off-task behavior during the class session (e.g., reading or sending email, doing unrelated work, etc.). Students who arrive late or whom leave classes early without prior excuse from the instructor will be counted as absent for the *entire* class session. Missing any portion of a class for routine practicum duties, such as to meet with a client for a scheduled appointment, *never* constitutes a legitimate excuse for an absence.

Colloquia/ DPCP Special Events

The DPCP has built into its schedule times for meetings, speakers, and colloquia. There will be several formal colloquia each year. Candidates for open faculty positions will also make presentations to the Psy.D. community as part of the interview process. Faculty and doctoral students will occasionally 'preview' presentations accepted for national conferences by presenting to the DPCP. Colloquia attendance is mandatory for all first, second, and third-year Psy.D. students. Students will be allowed to count the time spent in colloquia as 'clinical' practicum or practica hours. ***Students must reserve Friday afternoons for DPCP events.*** If clinical responsibilities or other irresolvable conflicts prevent attendance at colloquia, the student must notify their faculty advisor that they will not be able to attend and present justification. Ordinarily, practicum responsibilities are not justification for missing program events scheduled on Friday afternoons and so students need to plan ahead to prevent conflicts. If an unplanned clinical duty from a practicum requires an absence from a colloquium, a meeting with the Psy.D. Program Director may be required, especially if more than two colloquia are missed. Students should be made aware that absence from the colloquia is a serious matter and may constitute the initiation of a professional development form or other adverse actions(s) relative to their standing in the program.

Course Evaluation

Near the end of each semester, and occasionally at mid-semester, students are expected to complete a written or online evaluation of each course. All evaluations are anonymous and confidentiality is maintained. According to current university policy, students are required to complete course evaluations, and a final grade for the course will not be given without such completion. While confidentiality is maintained for students completing the evaluations, the list of students who have not completed their evaluations by the end of the semester may be given to the course professor for follow-up. Instructors do not have access to completed course evaluation information until after grades are submitted.

As emerging professionals in training, DPCP students are encouraged to use the course evaluations as an opportunity for constructive feedback. Constructive use of course evaluations will focus on pointing out positive aspects of the course or recommending changes in teaching methods, resources or strategies that better help to achieve the course's stated objectives. Feedback that focuses on program issues outside of the course goals or that primarily reflect generalized discontent with a professor without identifying specific areas for improvement tend not to be helpful. In most cases, course improvement is best facilitated by offering positive recommendations for change rather than by complaining about existing didactic strategies. Consistent with Regent and DPCP grievance policies, students that have substantial concerns over a professor's fairness or teaching skills should take appropriate and direct steps to convey those concerns prior to voicing them on course evaluations. Ordinarily, such concerns should be first conveyed in an appropriate venue to the instructor. Academic advisors can assist students in planning how to address an area of concern. The program director can also be approached for consultation around such concerns.

There are many factors that go into setting course objectives, planned competences, and didactic strategies including factors pertaining to accreditation, licensing, or other professional standards. Students do not always fully appreciate these varied reasons for curriculum design and approach, particularly in their early stages of training. For instance, it is common for some beginning clinical psychology students to wonder why they must study statistics. Yet course work in statistics and research design is required for APA accreditation and licensure in every state.

Providing constructive feedback on course evaluations is also closely related to another professional development challenge facing clinical psychology doctoral students. It is important for psychologists to be as objective and accurate as possible in the midst of many situations that pull for a biased emotional response. There is a documented tendency for students that believe they are doing well in a course to say flattering things on course evaluations and for students who believe they are doing less well to give more critical remarks. Your professional careers as psychologists will present many provocative situations where either a positive or unpleasant counter-transference to a client will interfere with your objectivity. It is important to cultivate the requisite self-awareness and discipline to remain as objective as possible when faced with these biasing emotions. Developing an ability to give objective, bias-minimizing feedback will serve your clients well in your professional practice. When you do this on course evaluations, it will also help your cohort leave a lasting legacy of program improvement here at Regent. We look forward to the constructive feedback you will provide to us during your studies.

Course Registration

Continuing students register during the preceding semester for the following semester (e.g., students register for the Fall during the Summer). Check the calendar for specific dates and deadlines. New students register before or during the week before the semester begins in-person, by phone, e-mail, or fax.

Failure to register by the first day of classes will result in the assessment of a late registration fee.

Students register on-line through Genysis. Once a student has been accepted into a program at Regent University they are mailed log-in information for Genysis. Students may contact the computer services helpline at 226-4076 for further assistance in accessing Genysis.

A computer printed schedule indicating which courses to which you have been admitted will be returned to you, and serves as your confirmation of having been registered.

Students must be registered for some advanced courses, such as dissertation or internship, by the program administrative assistant.

PLEASE NOTE: If you are not officially registered and on class lists, you may not attend classes.

Changing your Registration

If any changes in course are made (including a decision to add an audited course) after the electronic registration period closes for Genysis, a Drop/Add form must be filled out. For further clarification of this policy see the Regent University catalogue.

Auditing Courses

Students desiring to formally audit a credit course on a non-credit basis will complete a Request to Audit form. Those who enroll, and successfully complete the course, will have the audit course placed on their transcript with a non-credit (N.C.) notation. Audit students will pay one-half the tuition of those taking the course for credit.

Drop/Add

Before the end of the drop/add period, students may change their course registration directly through Genysis. In order to drop or add a course after this period, students must obtain the written approval of the University drop/add committee. Such approval will only be given in exceptional cases. Students will need to contact the registrar's office for information on how to proceed in the latter case. Remember that any changed to a planned degree program also requires approval by one's academic advisor and the program director and must result in a revised ADP.

Note: The authorized drop/add period is the first two weeks of the semester/term on the uniform University schedule -- regardless of when the DPCP class actually starts. Students should consult the University academic calendar to be aware of the exact dates.

Independent Study

An independent study offers an opportunity for students to enrich their program of study by research, special projects, or readings in an area, which is not scheduled as a course. Independent study is a truly "independent" process with only preliminary guidance and final evaluation provided by the sponsoring faculty member. Students should have completed 12 credit hours before requesting to do an independent study and must complete an Individual Study form. This form should provide a detailed explanation of what the study will entail and must be signed by the faculty the student will be taking the course from, the academic advisor, and the Psy.D. Program Director. An independent study is normally done during the summer semester.

Taking Courses in Other Schools at Regent

Students may take courses in other schools or programs at Regent when given permission. In certain cases these courses may be used to meet graduation requirements, one example being within the School of Divinity. The student's advisor can be contacted regarding necessary information and application procedures. Students must complete a form requesting permission to take courses in another program or school to be considered for registration approval.

Tidewater Consortium

If students have a scheduling conflict in taking a course at Regent, it is required they take the course through a university or college in the Tidewater Consortium -- registering through Regent and paying Regent tuition rates. Students must submit an Academic Petition for approval and it will only be granted for extenuating circumstances, e.g., last course needed to graduate. Students may contact the Registrar's Office for further information.

Tutorials

Tutorials, as opposed to independent studies, are regularly scheduled courses that are taken on an individual basis. Tutorials are only allowed rarely, under extraordinary circumstances that prevent a student from enrolling in a course at the regularly scheduled time. To enroll in a tutorial, a student must complete an Individual Study form.

Criminal Background Check

SPC has a criminal background check for all of its students that is implemented through each program. Psy.D. students are assessed a onetime fee through their introductory course in Clinical Psychology that covers this comprehensive background check. The background check is standardized and mandatory for all students. Any student who has a criminal offense documented through this procedure will have to address this on a case-by-case basis with the Acting Program Director, Dr. Judith Johnson, and the Acting Dean of SPC, Dr. William Hathaway.

Grading

The student's cumulative GPA must remain at 3.0 or higher to remain in good standing with DPCP. The grading scale is as follows:

A	=	100-94	B-	=	79-74
A-	=	93-90	C+	=	73-72
B+	=	89-86	C	=	71-70
B	=	85-80	F	=	69

Failing Grades (B- or Below)

The general grading policy for the DPCP for each course is that any grade below a B is considered not satisfactory for graduate level work. Receiving a grade of B- will result in the student retaking the course. If the student again makes a B- or lower in the same class, it is likely that a leave of absence from the Psy.D. program will be requested.

It is rare for a student to make a B- or below in two different courses during an academic year. If a student does receive a grade of B- or below in two courses within the same academic year, an evaluation of his or her academic status in the DPCP will take place. The student may, at the discretion of the Psy.D. Program Director and faculty, be asked to take a leave of absence for one year to reevaluate the appropriateness of continuing in the Psy.D. program.

Pass/Fail Course Grades (P/NP)

Some courses are graded on a *pass* ("P"), *no-pass* ("NP") basis (e.g., Practica). This grading format *does not* mean that the course is easier than letter graded courses or that less work is required. For instance, some pass-fail courses require 100% demonstration of competency requirements. The faculty has determined some courses to be more appropriately evaluated using this global assessment. In such cases, the syllabi will specify exactly what performance is required to obtain a grade of pass. Students should consult with university policies to determine how pass-fail course credits are factored into overall GPA.

Incomplete Grades (I)

An incomplete grade ("I") will only be given in a regular course for legitimate deficiencies due to illness, emergencies, or other extraordinary reasons acceptable to the professor, including university equipment breakdown or shortages, and not because of neglect on the student's part. The instructor will give a regular grade if all requirements for the course are submitted by the end of the following semester. If all work is not submitted by the end of the following semester, a notation of "FX" will be posted automatically *unless the instructor and the Psy.D. Program Director officially approves an extension*. The student must request an extension by submitting to the Registrar's Office a Request For Extension of Incomplete form.

Students who receive 2 or more course incompletes (either core or elective) within one academic year and have subsequently not completed the necessary course requirements to remove them by

the end of the standard remedial time period (one semester per incomplete) will not be allowed to enroll in any further courses in the Psy.D. Program. This includes the clinical practica sequence and dissertation work beyond PSY 718, until this work is completed and a grade of B or above is given for each course. All students desiring to sit for their doctoral candidacy exam must also have no incompletes currently on their record.

In Progress Grades (IP)

In progress grades ("IP") shall be given when work is not completed by the end of the semester for the following academic work: independent studies, practices, internships, dissertations and special seminars or courses that extend beyond one academic term. An "IP" may be continued on a semester-by-semester basis for a maximum of two semesters. If the requirements for removal of the "IP" grade are not completed by the end of two semesters (including summer), a withdrawal grade ("W") will be assigned. Any student desiring reinstatement to the course after a "W" has been posted must register again and pay the full current tuition for the course.

Other Grades that May Post on Student Transcripts

W	Withdrew
WF	Withdrew Failing
AU	Audit (no credit)
FX	Failure to finish and incomplete

Graduation & Degree Conferment

Regent University's graduation ceremony takes place in May. The specific date is announced in the University academic calendar. No student will participate in a graduation ceremony until all academic requirements are completed, except for the typical remaining summer semester of internship.

While the Registrar's Office will notify you of anything missing from your file which is necessary for your graduation, you are ultimately responsible for providing the required material and attending to the completion of your file.

The M.A. degree in clinical psychology is a nested degree within the DPCP. Each doctoral student will fulfill the requirements for the M.A. concurrent with completion of their Psy.D. Students must apply for M.A. degree clearance prior to taking the doctoral comprehensive exam. However, the M.A. degree is not recognized during the annual graduation ceremony due to its status as a nested degree.

All students who plan to participate in May graduation for their Psy.D. must have successfully defended their dissertation no later than March 1st and currently be completing their internship or have already met this requirement. All academic classes should be completed by the end of this same semester. Exceptions to this latter rule must be approved by the Program Director.

Students will only be approved to walk in commencement if all coursework and their dissertation are satisfactorily completed. If not, (i.e., one course remaining, internship in progress) students must submit an academic petition requesting permission to take part. If approval is granted the student must register and pay in advance for the course(s) remaining. Students are strongly encouraged to have all coursework completed to walk in commencement.

Students may not use the title 'doctor' until the Doctor of Psychology degree is actually conferred by the university. Conferment is *not* synonymous with participation in the graduation ceremonies. Regent confers the Psy.D. degree when the registrar determines that all degree requirements have been satisfied. In addition to successful completion of all required coursework, this includes the receipt by the registrar of the library form indicating that the final copy-edited dissertation manuscripts have been received with the necessary fees for binding and abstracting.

Grievance Policy

In an academic Christian community such as Regent, conflicts may arise between persons relative to performance, conduct, or interpersonal issues. These conflicts may involve areas related to in-class and/or outside-of-class activities. Whether faculty or student, the same biblical principles found in Matthew 18:15-17 should guide the conflict resolution. A student with a concern should first communicate that concern face-to-face to the faculty member with whom the conflict has arisen. If the student is not satisfied with the results of this meeting or does not feel safe in discussing the situation alone with the professor, the faculty advisor should be consulted. In conflicts involving the academic advisor, the Psy.D. Program Director should be consulted. When work with the advisor and the professor has failed to resolve the issue, scheduling an appointment with the Psy.D. Program Director is the next step. The student may wish to have his or her advisor attend such a meeting for support if the conflict does not involve the advisor. Should satisfactory resolution of the situation not occur at this level, the student may appeal to the Associate Dean of Academics and Dean of the School of Psychology and Counseling in succession. At this point, standard university policies such (Regent website, Student Handbook, Office of the Provost, Faculty and Academic Policy Handbook), will guide the resolution process.

Inclement Weather Cancellations

In the event of snow and ice storms or other weather-related emergencies, information concerning Regent University's class cancellations, closings, and delays on any particular day will be announced on the following local radio and television stations: WFOG Radio (92.9 FM), WNIS Radio (850 AM), WTKR TV Channel 3, WAVY TV Channel 10, and WVEC TV Channel 13. You may also telephone the Inclement Weather Hotline at 226-4777 at any time to hear a pre-recorded announcement.

Integrity

A Christian community of teachers and scholars recognize the principles of truth and honesty as absolutely essential. It is assumed that academic honesty will prevail throughout graduate study. Problems of integrity will be expedited with an equal concern for love and justice. Students respect the honor system when completing exams or presenting work and any other academic projects or papers as their own. *Students bear full responsibility for demonstrating that they deserve a positive evaluation. If a professor is uncertain about whether a student merits a favorable evaluation, the onus of proof remains with the student.* This is particularly true in any circumstance where the professor suspects questionable ethical conduct (e.g., inappropriate collaboration, plagiarism, cheating, etc.). Students will only receive positive evaluations when the professor is satisfied that the work is of commensurate graduate level quality and has been produced in the manner expected by the professor. Students retain full responsibility for ensuring that they correctly understand performance expectations required for positive evaluations.

Library

The library now has over 150 databases. Students are encouraged to raise information and research questions with a reference librarian. Students may report items which they think the library needs by going to the Public Access Catalog on the university library web page and do the following:

- go to “P” -- *Library Information And Suggestions*
- go to “A” -- *Items Library Should Acquire*
- go to “S” -- *To Make Suggestions*

The reference librarian will check to see if the required resources are available. Students may make an appointment with the Library Liaison to pursue specific research needs. Appointment forms can be obtained at the library reference desk.

Masters Degree

All Psy.D. students receive an M.A. degree in Clinical Psychology after completion of 80 semester hours which are taken at Regent University. The processing fee is currently \$70. Students must complete a Application for Graduation form to obtain the M.A. Application for the M.A. is required as a condition of doctoral candidacy unless a student petitions for exemption based on having already obtained an M.A. in Clinical or Professional Psychology elsewhere.

Performance Concerns

Professional Develop Forms (PDF's) , Notes of Concerns, & Performance Conferences

The DPCP assumes responsibility for the mentorship of its students as emerging professionals. Consequently, any source of information available to the program during the student's tenure is appropriate for evaluation of student standing. If a faculty member develops a concern regarding a student's progress, they may request a conference with the student and/or present a *Note of Concern*. Notes of Concern document an area of concern but are for the use of the student and

faculty member only at a preliminary stage. If the concern is adequately resolved, the *Note of Concern* will never be entered into the student's file. Unremediated concerns, or matters of deemed too serious for this informal feedback, may result in a *Professional Development Form* (Appendix C). If the faculty member or student so desire, a third person may be included in a performance concern conference. That third person should typically be the student's academic advisor and their selection is subject to the program director's approval. If satisfactory resolution of the concern is not reached at this level of dialogue, the faculty member and/or student may then meet with the Psy.D. Program Director. If disciplinary procedures are needed, the university student disciplinary procedures must be followed. If these meetings do not resolve the issue, the University Academic Policy #4:02:09, Student Discipline (Regent website, Office of the Provost, Faculty and Academic Policy Handbook) will be followed.

Personal Therapy

Doctoral students are encouraged to enter a therapeutic relationship while enrolled in their program of study. This recommendation has a two-fold purpose: 1) it allows the student to personally experience the professional therapeutic process as a significant learning experience in professional development, and 2) allows the student to examine personal issues which ultimately may hinder professional effectiveness. Some funds are available to off-set student insurance co-pays for therapy services. Students desiring to receive co-pay reimbursement for personal therapy should contact the PSC administrator to verify availability of funds or to assist with a referral.

Professional Organizations

Students are strongly encouraged to become actively involved in professional organizations early in their training. Student membership in these organizations often acts as a catalyst for professional development. Membership typically provides students with cutting edge information on relevant professional trends, access to funding support for research activities, and peer/professional networking opportunities. All students are strongly encouraged to become student members of APA. In addition to general members, students will benefit from active participation in the APA divisions related to their areas of interest. APA has prominent links to pages on its website of particular interest to students which may be located at <http://www.apa.org/students>. The American Psychology Association of Graduate Students (APAGS) provides students with representation, forums, and a variety of other helpful resources. There are many other relevant professional organizations that might be relevant to student interests and career plans. Most of these organizations have special rates for student membership. Examples of other organizations that might be of particular interest to Regent students include:

American Psychological Society (APS)

American Association of Christian Counselors (AACC)

[A student chapter meets on campus at Regent University]

American Association for Marriage and Family Therapy (AAMFT)

Association for the Advancement of Behavior Therapy (AABT)

Christian Association for Psychological Studies International (CAPSI)

Society for the Scientific Study of Religion (SSSR)

Virginia Psychological Association (VPA)

Program Disenrollment & Leave of Absence

Disenrollment

A student's enrollment may be terminated by the DPCP for any of the following reasons:

1. Academic

- A. For failure to perform satisfactorily at the graduate level and/or make satisfactory progress towards the degree. Examples of unsatisfactory performance include, but are not limited to, the following: failure to maintain a B or better grade point average, inability to complete academic courses within reasonable time frames (see Incomplete policy), inability to pass probes for the DPCP, or obtaining multiple unsatisfactory standing evaluations during the annual review.
- B. For failure to register for two or more consecutive semesters without authorized leave of absence.
- C. For failure to graduate within the maximum time limit allowed by the graduate school (7 years). The student may petition to have this requirement waived for an appropriate cause.

2. Unprofessional Personal Conduct:

- A. For failure to behave consistently with the codes of ethics of our profession and the rules and regulations of the DPCP and Regent University.
- B. For failure to uphold principles of academic honesty and integrity.

3. Unsuitability for Clinical Practice

- A. For presenting either acute or chronic clinical or characterological features which would potentially impair their ability to provide clinical services or meet other clinical responsibilities.
- B. For presenting patterns of behavior or adjustment that are deemed by the faculty to pose serious risk for client harm by the student.

4. Financial: For failure to meet tuition and financial obligations to Regent University.

Ordinarily, disenrollment will occur only after other options to resolve the area of difficulty have failed. For instance, a student who presents a psychological difficulty that would counterindicate clinical duties may be asked to take a leave of absence and obtain treatment. Re-enrollment would then be considered by the faculty pending appropriate documentation of a sufficient resolution of the clinical difficulties.

Disenrollment may be appealed by following the University due process procedure.

Leave of Absence

If you are a student in good standing and cannot continue your study due to unusual personal, professional or academic difficulties, you have the option of a leave of absence (LOA). During leave of absence, students are not registered for any courses, independent study, or practica/internships. Students who go on leave must complete an Academic Petition form, and submit it to their advisor. The cost is \$400 per semester. Students who do not pay the \$400 LOA fee cannot be guaranteed that a spot will be reserved for them in the Psy.D. program upon their return.

Probationary Status

If, in the judgment of the faculty and Program Director, a student is not making satisfactory progress within the program they may be requested to take a mandatory leave of absence for one year. They will be required to pay the necessary fees as described under leave of absence.

In rare exceptions a student for personal or other reasons may be allowed to reduce their academic load for one semester. This will lengthen their time in the program. Finally, a student may show promise upon admission interviewing but there is some question as to if he or she may be able to meet and complete the requirements of the Psy.D. program. Upon recommendation from the admission committee, the program director may allow the student a “probationary status” in which they would enroll in Psy 621 (clinical interviewing) and 725 (intelligence testing) and if grades of B or better are recorded they would subsequently matriculate as full-time students beginning in the second semester of their first year.

Readmission

If you have withdrawn from Regent University, and wish to reenter within one year of withdrawing, you must obtain written approval from the Psy.D. Program Director. If approved for reentry, tuition is payable at the time you register.

If you wish to reenter a year or more after withdrawing, you must submit a new application for admission to the DPCP. Please see the Admissions Director for details. Applicants for readmission will be subject to a readmission fee (see Fees). Readmitted applicants follow under the degree requirements in effect as of the time of their readmission.

Seven Year- Limit on Length of Program

Doctoral students are expected to complete all degree requirements, including the dissertation, within 7 years of entering the program. Extensions may be granted for good cause and with approval of the student’s advisor and the Psy.D. Program Director but students should not count on this occurring. Failure to pass comprehensive exams does *not* warrant extension of the 7 year limit.

Transferring to a Different Degree Program at Regent

At times, students enrolled in the Psy.D. Program have life changes or make decisions which necessitate a change in programs of study. Specifically, a Psy.D. student may wish to transfer into the M.A. program in Counseling offered at Regent University. When such a decision is contemplated, it is recommended that the student set up an appointment with his or her advisor to discuss any concerns, questions, or need to problem-solve. Then, if the student still desires to change programs, an Academic Petition needs to be completed, noting the reasons for the desired change. If the Psy.D. Program Director approves the transfer, an appointment must be set up with the M.A. Program Director in order to discuss the desire to transfer. Additional requirements may need to be met. For instance, at the M.A. Director's discretion, the student may need to complete an M.A. application.

MA students interested in considering transferring to the Psy.D. program prior to completing their MA degree will need to take the following steps.

1. Read "Trying to decide between a psychology degree and a counseling degree" located either outside the MA & Psy.D. program offices or to be found in the MA or Psy.D. program handbook.
2. Contact their advisor and discuss the proposed transfer. Initially, the student should be counseled to make every effort to complete the MA program. Before they apply to the Psy.D. program, they must obtain a letter of recommendation from their advisor.
3. The student will meet with both program directors for the purpose of exchanging information concerning the two programs.

The criteria used to accept students from the MA to the Psy.D. program will be equally applied as if they were students from other universities. Ultimately, the final decision to accept any MA student will rest with the recommendation from the admission committee. Steve Bruce and Admissions will be kept apprised of all the status and action taken on each student.

Research Teams

Psy.D. students have the opportunity to participate in research teams directed by each Psy.D. faculty member. These research teams cover a wide range of topics, particularly focused on areas of the faculty member's interest. Regular meetings are set up and specific projects are developed. Typically, projects are directed over a year's period of time; thus, it is not uncommon for a student to register for one semester hour each semester instead of registering for all three at one time. Three total semester hours would meet the requirements for one Psy.D. elective. While more than 3 semester hours can be taken, only 3 hrs can be used to meet part of the elective requirement.

Student Records/ Transcripts

Student Records

Student records are maintained only in accordance with the regulations of the Family Education Right to Privacy Act of 1974. Without your written permission, no part of your record (including transcripts and verification sheets) will be made public or provided to other institutions or individuals, except for Regent faculty, and administrators, members of official accrediting agencies, or agents of Regent University.

Transcripts

The Office of the Registrar keeps a transcript of all courses and internships. If you have any questions about your current number of credits, you may examine the unofficial transcript available from Genysis. Official transcripts are issued with the seal of the University. Licensing agencies, school certification offices and other universities almost always require official transcripts. The Registrar issues all official transcripts at Regent University.

As a matter of policy, Regent University does *not* issue copies of transcripts from other schools. Students needing transcripts from institutions previously attended must order them directly from those institutions.

Transfer/Acceptance of Courses

Transfer/Acceptance of Courses by the Psy.D. Program

Regent University will accept as transfer credit a maximum of 25 percent of the student's program from applicable courses taken at another accredited institution that have not been used to obtain a previous graduate degree. A student must request such a transfer and receive a written recommendation from his/her advisor on the Student Request for Transfer Credit form. The request for transfer credit should be completed early in the student's program so that proper program planning can be done. All credit transfer is subject to approval by the university. As a general rule, a student's course of study should not have more than 30 percent of the program as a combination of transfer credits, independent studies, and tutorials. Only graduate courses that do not appear on a transcript for a prior granted degree will be eligible for transfer consideration. A course that is transferred will appear on the student's Regent University Psy.D. transcript as a transferred course. The DPCP may *accept* certain courses, which do not transfer. A course that is classified as *accepted* is determined to fulfill the course requirement of the DPCP. If it was taken as a part of another granted degree program, it will not appear on the student's Psy.D. transcript. The effect of an accepted course will be to reduce the number of hours required for the Psy.D.

Below is a sample list of courses that may be transferred or accepted in the DPCP contingent on meeting certain criteria (See below). Sample course names were taken from the Regent MA in Community Counseling; however, all courses, whether from the Regent MA program or another, must meet the same content sufficiency requirements in order to be considered for transfer or acceptance. The student can not assume that a course will be granted transfer or acceptance status

simply because its name suggests it covers sufficient content or that the course was taken in another Regent degree program. Two courses, PSY 621 (Clinical Interviewing) & PSY 638 (Psychopathology), require that the student pass a course probe whether course materials indicate the student has attained appropriate content knowledge or not.

Courses which may be transferable from the MA to the Psy. D. Program

Sample MA Course	Psy. D. Course	Criteria
Practicum (3)	Psy 621: Clinical Interviewing (3)	* Grade \geq B in M.A. Course * Pass Psy.D. (Probe)
Counseling Children & Adol. (3)	Psy 614: Child & Adolescent Therapy (3)	* Grade \geq B in MA course
Group Counseling (3)	Psy 654: Group Therapy (3)	* Grade $>$ B in MA course
Psychopathology (3)	Psy 638 Psychopathology (3)	* Grade \geq B in MA course (Probe)
Human Growth & Development (3)	Psy 640: Lifespan Psychology (3)	* Grade \geq B in MA course
Multicultural Counseling (3)	Psy 670: Multicultural Psychology (3)	* Grade \geq B in MA course
Models of Family Therapy (3)	Psy 647: Family Therapy (3)	* Grade \geq B in MA course
Substance Abuse (3)*	Psy 635: Substance Abuse (3)*	* Grade \geq B in MA course
Issues in Sexual Abuse (3)*	Psy 649: Issues in Sexual Abuse (3)*	* Grade \geq B in MA course

Criteria for Course Transfer/Acceptance

- Any courses transferred or accepted must satisfy at least 75% of the course requirements for the Psy.D. equivalent course and must not omit any content or competencies which the Psy.D. faculty judge to be critical to the course objectives.
- Courses taken on a quarter system must ordinarily meet or exceed the equivalent number of semester hours to be considered for transfer or acceptance based on the following conversion: 1 quarter hour = .66 semester hours.
- No advanced courses (Neuropsychology; Psychological Therapies; Clinical Assessment) will transfer into or be accepted by the Psy.D. Program
- No courses that substantially orient the student to a clinical psychology professional model or the practitioner-scholar model adopted in the Regent DPCP will transfer into or be accepted by the Psy.D. Program (e.g., Ethics, Clinical Psychology Seminar).

Tuition & Fees

NOTE: Fees, tuition charges, and program costs as mentioned in this handbook are subject to change. Classes with fewer than eight students will be subject to cancellation at the discretion of the Psy.D. Program Director. Students affected will be notified.

All Regent students are required to pay certain fees for services or materials not covered by tuition. These standard fees are marked with an asterisk (*). The remaining fees are only assessed when a special service is requested or a due date is not met.

*Application Fee (non-refundable)	\$50
*Candidacy Exam Fee	\$75
*Tuition Deposit at time of acceptance(non-refundable and credited towards tuition)	\$500
*M.A. Graduation Application Fee	\$70
*Psy.D. Graduation Application Fee	\$70
Late Registration Fee	\$100
Leave of Absence (per semester)	\$400
*Liability Insurance - Professional Practice	varies
Per-credit Fee (including No Credits and audits above the 32 credit/year)	\$720
Readmission Fee	\$50
University Library Course Fee	\$50
Technology Fee (per semester)	\$75
COGS Fee	\$20 per semester
Academic Service Fee	\$6
Parking Fee	\$25 per semester
PSC Fee (for students doing practica in the PSC, billed as course fee for Psy 733)	\$150
National Background Check Fee (PSY 600)	\$40

In addition, there may be lab or materials fees attached to specific courses.

Student Financial Responsibilities & Enrollment

If you cannot meet your tuition obligations, please be sure to contact the Business Office in advance of the tuition due date. Tuition payment plans are available.

In individual cases, students may be required to complete additional course work to meet program prerequisites, and therefore will be subject to per-credit fee charges over and above the program tuition. See Fees section for per-credit rates.

NOTE: You cannot receive your Diploma until your financial account is clear.

Student Insurance

All students are required to have professional liability insurance at all times while enrolled in the program. Students may obtain further information on liability insurance from the Psy.D. faculty secretary.

Tuition for Early Entrance Courses

Students admitted to the Psy.D. program may, upon permission from the program Director, take elective courses that are offered during the summer proceeding the first academic year, but will be required to pay the current Psy.D. credit hourly rate.

Writing Style

The Psy.D. Program uses the *Publication Manual of the American Psychological Association* (most recent ed.) as the standard for all writing projects. The APA manual is available in the Regent University Bookstore or in the University Library. Each course paper is expected to be typed according to APA guidelines. Unless otherwise specified, each paper should have a title page, introduction, body of text, conclusion and references. Items such as table of contents, abstract, and lists of tables are not needed for course papers unless specified by the professor. A listing of websites that address APA styles is provided in Appendix D.

A student's writing style should be consistent with that found in graduate level psychology work. Graduate level writing exhibits good organization, appropriate spelling and grammar, and a scholarly quality. At times, a student may struggle to meet these requirements. When the faculty notes such problems, the student's advisor, in conjunction with the student and the Psy.D. Program Director will work to develop an individualized plan of remediation. Sometimes this will include a writing skills workshop.

III. DEGREE REQUIREMENTS

In addition to the completion of specified course work with a minimum grade point average of 3.0, students must complete a number of other requirements in order to obtain a Doctor of Psychology degree at Regent University.

Clinical Training Requirements

Pre-internship clinical training in the form of practica is pursued, concurrent with the course work, during the first four years of the program. The internship is pursued during the final year of the program. Practica and internship placements are planned, sequenced, integrated, and supervised activities and experiences that meet specific requirements that are linked to the Regent University DPCP. Students are required to pursue practica and internships at agencies with which we have affiliation agreements. No practica experiences may be transferred from previous educational programs. Requirements of the clinical practica experience and internship are in the *Psy.D. Clinical Training Handbook*.

Competency Based Probes

Student attainment of required competencies are assessed in a variety of ways such as through graded evaluations in courses or direct observation/ evaluation of clinical skill demonstrations. The DPCP also requires that students pass ‘probes’ in various specific clinical competencies. Probes are typically administered in relevant courses and take the form of a skill demonstration. Students will be informed in advance when a probe is to be administered and provided with a checklist of the criteria that the students must satisfy to pass the probe. Probes may be graded or evaluated on a ‘pass/no pass’ format. All graded probes must be passed with a letter grade of ‘B’ or better. Students who fail to pass the probe will generally be given an opportunity to retake the probe after steps for remediation have been discussed with the instructor. Copies of the completed probe evaluation sheets will be placed in the student’s file. The student must pass all probes before progressing to doctoral candidacy or entering the pre-doctoral internship. Probes will be developed, as the clinical committee deems appropriate. Currently, probes are required in the following:

<u>Course</u>	<u>Probes</u>
PSY 621: Interviewing	Basic Interviewing
PSY 628: Psychopathology	Psychodiagnosis
PSY 725: Intelligence Testing	WAIS-III Administration/Scoring
PSY 726: Personality Assessment	Integrated Personality Interpretation
PSY 732 Clinical Assessment & Treatment Planning	Treatment Planning
PSY 733-738 Practica	Case Presentations (6)

Psychological Services Center Based Probes

Psychological Report Writing

Psychotherapeutics

Diversity Probe

Integration

Coursework Completion

Students must complete all required courses as specified on their ADP in order to satisfy the requirements for the degree. All courses submitted for degree satisfaction must be completed with a grade \geq B.

Dissertation Completion

The dissertation project provides an opportunity for students to demonstrate doctoral level scholarship in clinical psychology. It may take a variety of forms, which include an empirical investigation (quantitative or qualitative), a theoretical contribution/critique, a program evaluation, an analysis of a public policy issue as related to professional practice, or other projects as agreed upon by the faculty. Students should begin to pursue their dissertation topic from their first semester in the program. Ordinarily, students must complete dissertation projects relevant to and guided by their sponsoring faculty chair. During the fall of third year of the program, all students take a Dissertation Project Class (Psy 700) in which they complete a literature review and perform a mock dissertation proposal presentation. Thus, students must have formulated a topic with a faculty chair by this time. During the spring of the third year all students enroll in the Dissertation Proposal Class (Psy 718). In order to successfully pass this class a student must submit a dissertation topic approval form to the course instructor which specifies the topic, dissertation chair and other committee members, and a proposed dissertation time-line all approved by the signatures of the proposed committee. If a student has not passed a dissertation proposal by the end of the summer semester of their third year, the student must enroll in one credit of Psy 719 (Proposal Continuance) each subsequent semester until the proposal is passed. ***Students who have not passed a dissertation proposal defense by the end of the fall semester of their 4th year are ineligible for internship and may not submit a match list for an internship placement in February.*** Since faculty become very busy at the end of semesters, students must plan ahead in order to ensure this deadline is met.

Students may not sign up for any dissertation credit (701, 702, 703) until they have successfully defended a dissertation proposal. Students who have failed to defend their dissertation by end of third semester (Psy 703) must sign up for an additional credit of Dissertation Continuance (Psy 704) each semester until the dissertation is successfully defended and submitted for binding to the library. Students planning to graduate in May must defend their dissertation no later than March 15th. Detailed guidance on the dissertation process are published in the Dissertation Handbook.

Doctoral Candidacy Admission

Each student must be formally admitted to doctoral candidacy prior to commencing work on the dissertation, or applying for internship. Students must undergo candidacy review to determine their eligibility for candidacy. The review is initiated by the student's completion of the Permission to Take Comprehensive Examination form. Students are expected to sit for review prior to starting their fourth year in the program. Any student wishing to take classes in their 4th year who is not admitted to candidacy must receive permission from the program director through an approved academic petition.

In order to be granted doctoral candidacy, students must

1. Complete the first three years of the clinical training sequence including the six-semester intensive practica.
2. Pass all competency based probes.
3. Complete the initial 3 years of the Psy.D. course progression with a G.P.A. ≥ 3.0 and with no grades in a single course $< B$ (Students who obtained a grade of $< B$ in a course may still be eligible for candidacy if they have retaken the course and received a grade $\geq B$ during the second time taking the course).
4. Qualify for the receipt of the M.A. degree in Clinical Psychology.
5. Pass the Regent Psy.D. Comprehensive Examination.

Doctoral Comprehensive Exam

The Regent Doctor of Psychology Comprehensive Exam consists of three general components. Students must pass each of the following:

1. Objective Exam: Students must complete a 200 item multiple-choice exam patterned after the Examination for Professional Practice in Psychology (EPPP). The EPPP is the national licensure exam has been developed for the Association of State and Provincial Psychology Boards (ASPPB) to reflect the relative percentage of knowledge areas pertinent to professional practice. The Objective Exam at Regent is designed to reflect the identical percentage of items from the various content areas making up the EPPP. Students must obtain a score that is either equivalent to 65% correct responses (≥ 129) or at least 1.5 standard deviations below the mean for all students taking the exam in a given cohort.
2. Research Essay: Students must complete a typed, double-spaced research essay written in APA style during a pre-specified two-hour period. The essay will be composed in a proctored setting. The research essay should reflect as complete of a research proposal as possible on the topic given to the student. Students must obtain the sponsorship of a potential dissertation chair that is willing to write and grade the research question as a condition of sitting for the candidacy exam. While students cannot begin their

dissertation research until they have passed their competency exam, they may defend a dissertation proposal with their chair's permission. Any student who has successfully passed a Psy.D. dissertation proposal is exempt from the comprehensive exam research exam.

3. **Integration Paper:** Upon completion of the research question (or the objective exam if the student is exempt from the research question), students will be given an instruction sheet for an integration essay. Students will have a 48 hour period to complete a typed, double-spaced integration paper. The paper should be well-written, following APA style. A list of references must be included for all citations.

Both essays are graded on a three-point scale: (1 = failure; 2 = acceptable competence; 3 = exceptional competence). Receiving a score of at least 2 on each of the essay questions is required.

Each section of the exam must be passed in order to pass the comprehensive exam.

Retakes of a Failed Portion of the Exam

Students who fail any portion of the competency exam will be allowed one retake during an academic year. The re-administration will take place approximately 6 weeks after the first exam. **Students who fail any *single* portion of the exam on a re-administration must wait until the following academic year to take the exam again.** Students who fail **two or more** portions of the comprehensive exams have failed for the candidacy exam for the academic year and must wait an additional year before being eligible to again sit for the candidacy.

There are serious consequences in failing two or more exam portions, or any single portion on both the initial and second administration. Students who fail their comprehensives in either of these ways face the following adverse consequences:

- Being placed in 'unsatisfactory' academic standing until they successfully pass the exam in a following year.
- Not being approved to formally work on a dissertation.
- Being barred from further coursework towards the completion of a Psy.D. degree. [The student may be allowed to take courses deemed relevant to addressing areas of weakness in the student's performance on the comprehensive exams. This may include auditing courses already completed.
- Being excluded from the full-time student status typically required for financial aid eligibility or student loan deferment.
- Being excluded from any departmental financial aid during the pending academic year.

If two or more parts of the Comprehensive Examination are failed, the student must wait one year before re-taking any or all of these parts. In the unlikely event that a student fails a third administration of any portion of the comprehensive exam, the faculty may decide either to dismiss the student from the program or to allow further retakes until either all portions of the exam are passed, or until program completion within the 7-year time limit is no longer possible. Faculty will consider a variety of factors in deciding whether to allow more than three attempts at passing the comprehensive exams. Counter indications would include a history of marginally

passing academic performance within the program, a lack of evidence from the student of a well implemented remediation plan between the second and third attempt at taking the exam, or other factors that suggest no substantial change in student performance is likely.

Outcomes of Candidacy Review

There are two possible recommendations to the program director at the outcome of the candidacy review:

1. Advancement to Candidacy.
2. No advancement to Candidacy.

Each student will receive a letter that summarizes the results of the review process. Where ratings other than advancement to candidacy are given, the student has the right to request a meeting with the Psy.D. Program Director to discuss the faculty's decision.

A \$75.00 fee is charged for taking the comprehensive examination and is payable before the examination is given. Also, regardless of the outcome of the doctoral candidacy examination the student, upon payment of a \$70.00 processing fee, will receive an M.A. degree in clinical psychology based solely on passing grades of B or better in 80 semester hours taken at Regent including 2 years of supervised practica. The form, *Permission To Take Comprehensive Examination*, is available through the Psy.D program secretary and must be signed off prior to the student sitting for the comprehensive examination.

Library Course Completion

All Psy.D. students are required to take this noncredit course designed to introduce Psy.D. students to all the databases and resources available at the library for research and writing projects. This course is offered in the fall semester of the first year.

Remedial Requirements

Students who display significant weaknesses in any relevant aspect of their training may be required to complete appropriate remedial work aimed at redressing these weaknesses.

Satisfactory Standing Maintenance

Each year at the end of the spring semester, after all the documentation for the current year (May through April) has been filed, the progress and performance of each student is evaluated in an Annual Review. The student's advisor, with input as necessary by all faculty and in particular clinical faculty, rates each student's performance in the areas of academic, clinical, and personal/interpersonal functioning as satisfactory, satisfactory with concerns, or unsatisfactory. Multiple consecutive unsatisfactory standing reviews may result in dismissal from the program.

Annual Review Process

1. All site visit reports, and field supervisor reports for summer, fall, and spring terms are collated and reviewed. In addition, the breadth of practica/internship experiences is reviewed.
2. After reviewing these materials, where there is consideration of satisfactory with concerns or unsatisfactory ratings, each advisor presents initial, tentative recommendations to the Faculty.
3. Each student will receive a letter from their advisor or the Psy.D. Program Director that summarizes the results of the review process.
4. The student may appeal this decision first to the Faculty Advisor, then through the Program Director, and if necessary to the Dean. If a satisfactory solution is not reached the student can then follow established Regent University due process guidelines found in the Faculty and Academic Policy Handbook.

V. PROGRAM OF STUDY

The Doctoral Program in Clinical Psychology is a five-year, full time, fixed 123-credit program for individuals with a post-baccalaureate degree in psychology or a closely related discipline. Individuals accepted into the DPCP with a closely related masters degree may shorten this program of study by approximately one year, contingent on acceptance of coursework. Students are required to attend classes given at Regent University following the fixed course progression outlined in this document.

Curriculum

As previously noted, the Psy.D. Curriculum is a 123 semester hour, full time, fixed course progression. “Full time”, for the purposes of the DPCP course sequence, is defined as 12 hours per semester. “Fixed” means that the course sequence is a pre-planned, mandatory progression for Psy.D. students. *Any exceptions to the course sequence must be approved by the Psy.D. Program Director.*

The course sequence has been designed to provide students with a coordinated, systematic and planned progression of training. During the first year, students are given a graduate level survey of the profession of clinical psychology that includes history of the profession, ethics, and relevant intellectual background. They are also required to take the university’s noncredit library research course. Basic knowledge courses cover topics such as psychometrics, statistics, psychopathology, and personality theory. Clinical skill courses are directed towards development of interviewing competencies, basic modular skills, multicultural psychology, and assessment of intellectual functioning and personality. Integration goals addressed throughout these courses and through spiritual formation classes lay the foundation for worldview development.

The second year includes courses that build upon the first year’s foundational knowledge and skill development. Continued expansion of the student’s knowledge base occurs through coursework in areas such as research design, biological bases of behavior, lifespan psychology and clinical assessment & treatment planning. Clinical training focuses on case formulation, report writing, evaluation, therapy interventions and treatment planning skills both in formal coursework and through practica experiences in Psychological Services Clinic (PSC). Focused training in working with adults, groups and families is also provided. Required electives allow the student to choose between a number of divergent interest areas such as human sexuality, health psychology, or play therapy.

The third year continues to enrich the student’s professional knowledge base through classes on, social psychology, child & adolescent therapy and community psychology. Clinical training continues through both formal course work and diverse practica experiences. Students are expected to display a broader range of competencies in case formulation and treatment planning. At the end of the summer semester during the third year, the doctoral candidacy exam is to be completed. *This exam must be passed prior to applying for pre-doctoral internship or to commencing formal work on the dissertation.*

During the fourth year, students begin a research sequence that culminates in the dissertation. The dissertation is described in detail in the Dissertation Handbook. By the end of the fourth year, the student probably will have formed their dissertation committee and made substantial

progress on the completion of their dissertation. The advanced clinical training sequence takes place during the fourth year. The emphasis in this sequence is more on advanced clinical skills than on volume of experience. Students receive mentorship in basic supervision skills in the fall and are required to plan, arrange and conduct a clinical experience under faculty supervision during the spring advanced practica course. The goal of the spring course is to obtain introductory training in practice building and program development. Further opportunities for electives and capstone courses complete the year. Students must complete a request to apply for internship form, available from the clinical training director, during the fall semester of their fourth year, assuming they will be on internship the following year. At least two conditions must be met to go on internship. First, *only students who have been admitted to doctoral candidacy may apply for internship*. Second, *all students going on internship must have also successfully defended their dissertation proposal*.

The fifth year will typically be spent in the pre-doctoral internship. Detailed information about the internship is available in the *DPCP Clinical Training Handbook*.

The faculty is committed to include issues of diversity and multiculturalism (including ethnic, cultural, class, gender, and disability) throughout the curriculum. The program will not isolate these issues into one or two courses or workshops, but instead will distribute the responsibility for addressing these issues among many courses.

The course progression and training sequence was designed to satisfy the educational requirements for licensure as a clinical psychologist in the Commonwealth of Virginia. It is also designed to reflect the standards endorsed by the American Psychological Association (APA), National Council of Schools and Programs in Professional Psychology (NCSPP) and the Council for the National Register of Health Service Providers in Psychology.

It is recognized that in some cases a student may face an unplanned emergency of some type and may have to drop out of portions of the course progression. At the discretion of the program director, appropriate adjustments may be made to receive a grade of incomplete and or allow the student to drop out of the program, take a reduced load of courses or go into a continuance status by paying \$400.00 per semester. Normally the student should make every effort to return to a full-time status within a year.

Content Area Requirements

The specific coursework of the fixed course progression, along with each semester's course offerings, are presented on the following pages.

Course Number	Core Area/Coursework	Credits
Professional Psychology (3 hours)		
PSY 600	Clinical Psychology	3
Individual Behavior (6 hours)		
PSY 626	Personality Theory	3
PSY 638	Psychopathology	3
Human Development (3 hours)		
PSY 640	Lifespan Psychology	3
Biological Bases of Behavior (3 hours)		
PSY 715	Biological Bases of Behavior	3

Course Number	Core Area/Coursework	Credits	
Cognitive/Affective Bases of Behavior (3 hours)			
PSY	716	Affect, Cognition & Motivation	3
Social Bases of Behavior (3 hours)			
PSY	717	Social Psychology	3
Research Design & Statistics (6 hours)			
PSY	617	Research Design	3
PSY	714	Statistics	3
History & Systems (3 hours)			
PSY	723	History & Systems of Psychology	3
Ethics, Standards & Diversity (6 hours)			
PSY	661	Ethics, Professional Orientation, & Legal Issues	3
PSY	670	Multicultural Psychology	3
Methods of Assessment (11 Hours)			
PSY	725	Intelligence Testing & Psychometrics	4
PSY	726	Personality Assessment & Psychometrics	3
PSY	728	Advanced Assessment	2
PSY	732	Clinical Assessment & Treatment Planning	2
Clinical Practice (32 hours)			
PSY	614	Clinical Child & Pediatric Psychology	3
PSY	621	Clinical Interviewing	2
PSY	627	Psychotherapies I	3
PSY	628	Psychotherapies II	2
PSY	647	Family Therapy	3
PSY	662	Community Psychology	3
PSY	733-738	Clinical Practica (2 credits each)	12
PSY	763	Supervision & Consultation	3
PSY	739	Advanced Practicum	1
Spiritual Formation Sequence (15 Credits)			
PSY	712	Hermeneutics	2
PSY	776	Psychology of Religion	3
PSY	777	Survey of Christianity	3
PSY	778	Spiritual Direction	3
PSY	779	Applied & Clinical Integration	3
PSY	780	Integration Capstone	1
Psy.D. Dissertation Sequence (11 hours)			
PSY	700	Dissertation Methodology	1
PSY	718	Dissertation Proposal	1
PSY	701-703	Dissertation (3 Credits each)	9
Internship (3 Hours)			
PSY	801-803	Clinical Internship (1 credit each)	3
Electives (15 Credits Required)			
PSY	615	Clinical Child & Adolescent Psychology	3
PSY	635	Addictive Behavior	3
PSY	639	Advanced Psychopathology	3
PSY	648	Human Sexuality	3
PSY	654	Group Therapy	3
PSY	749	Advanced Marriage & Family Therapy	3
PSY	750	Psychology of Women	3
PSY	751	Adult & Gerontological Psychology	3
PSY	755	Advanced Group Therapy	3
PSY	759	Human Neuropsychology	3
PSY	764	Program Development & Evaluation	3

PSY	768	Forensic Psychology	3
PSY	771	Clinical Psychopharmacology	3
PSY	771	Psychology of Trauma & Crisis	3
PSY	774	Health Psychology	3

Tentative Fixed Course Progression by Semester

Students enrolled in the Psy.D. program take courses in a yearly sequence. Exceptions to the sequence are made in cases of appropriate course transfers or course acceptances; however, full time participation in the Psy.D. program remains an expectation. A student must petition his or her advisor and the Psy.D. Program Director in order to deviate from full time status. The course progression is relatively stable but changes must sometimes be made in either the course offerings or sequence. Students are responsible to review current versions of the course progression and to update their degree plan with their advisor as needed to proactively complete their degree.

Fall Semester, Year 1

PSY 600	Clinical Psychology	(3)
UNIV LIB	Library Research Course.....	(noncredit, fee)
PSY 621	Clinical Interviewing	(2-L)
PSY 725	Intelligence Testing & Psychometrics.....	(4-L)
PSY 638	Psychopathology	(3)

Spring Semester, Year 1

PSY 627	Psychotherapies I	(3)
PSY 714	Statistics	(3-L)
PSY 726	Personality Assessment & Psychometrics	(3-L)
PSY 661	Ethics, Professional Orientation, and Legal Issues in Psychotherapy	(3)

Summer Semester, Year 1

PSY 626	Personality Theory	(3)
PSY 670	Multicultural Psychology	(3)
PSY 777	Survey of Christianity	(3)

Fall Semester, Year 2

PSY 617	Research Design	(3)
PSY 715	Biological Bases of Behavior	(3)
PSY 732	Clinical Assessment and Treatment Planning.....	(2)
PSY 733	Clinical Practica	(2)
PSY 628	Psychotherapies II	(2)

Spring Semester, Year 2

PSY 640	Lifespan Psychology	(3)
PSY 647	Family Therapy	(3)
PSY 778	Spiritual Direction.....	(3)
PSY 734	Clinical Practica	(2)

Fixed Course Progression (Continued)Summer Semester, Year 2

PSY 735	Clinical Practica	(2)
PSY 776	Psychology of Religion	(3)
Elective I	.....	(3)

Fall Semester, Year 3

PSY 662	Community Psychology	(3)
PSY 700	Dissertation Methodology.....	(1)
PSY 717	Social Psychology.....	(3)
PSY 736	Clinical Practica	(2)
PSY 779	Applied & Clinical Integration	(3)

Spring Semester, Year 3

PSY 614	Clinical Child and Pediatric Psychotherapy	(3)
PSY 716	Affect, Cognition & Motivation (3).....	(3)
PSY 718	Dissertation Proposal	(1)
PSY 737	Clinical Practica	(2)
Elective II	.....	(3)

Summer Semester, Year 3

PSY 712	Hermeneutics	(3)
PSY 738	Clinical Practica	(2)
Elective III	.....	(3)
(Comprehensive Exams)		

Fall Semester, Year 4

PSY 701	Dissertation	(3)
PSY 763	Supervision and Consultation	(3)
Elective IV	.....	(3)

Spring Semester, Year 4

PSY 702	Dissertation	(3)
PSY 728	Advanced Assessment.....	(2)
PSY 739	Advanced Practica	(1)
Elective V	.....	(3)

Summer Semester, Year 4

PSY 703	Dissertation	(3)
PSY 723	History & Systems of Psychology.....	(3)
PSY 780	Integration Capstone	(1)

Fall, Spring, Summer, Year 5

PSY 801-803	Internship	(3 total)
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Curriculum Changes

Programs may choose to add or delete courses and/or alter the timing of courses within progressions from time to time. If a student is in a degree program over several years, there may be differences between what is offered and what was in the original catalog. Students will work with their individual advisors to ensure that they have met all requirements for graduation, under the following stipulations:

1. The original numerical requirement for course credit hours must remain the same as stated in the catalog under which the student entered the program. The program may not add to the credit hour requirement unless the student is in a clearly documented remedial situation.
2. In the case of a student stopping out of a program and being readmitted, that student would then be under the catalog of year of readmission.
3. As long as the curriculum requirements are satisfied, students are encouraged to take more than the minimum number of hours required for their degree.
4. If a student has a required course that is no longer offered, the advisor will help the student find a substitute course, either at Regent or through the consortium.

Integration

The DPCP at Regent University trains students to be both competent professional psychologists and reflective, ethical Christian professionals. The DPCP and doctoral students at Regent share a broad commitment to the Christian faith tradition. Many of the SPC graduates work in practice contexts where clients of similar faith traditions deliberately seek them out. Consequently, the DPCP is designed to provide students with specialized expertise in working with Christian clients in an ethical manner. This does not mean that the values or faith tradition of Christianity are imposed upon clients. Students are trained to ethically respond to client diversity in a variety of forms, including client religiousness. Yet a primary goal of the training program is facilitate ‘worldview integrity’ in its Christian psychologist trainees. This is accomplished by the inclusion of integration objectives in each course and through a 6-course sequence (15 credits) in topics such as survey of Christianity, hermeneutics, spiritual formation, the psychology of religion, and clinical integration.

Specialty Tracks

While the DPCP is designed to provide students with broad and general training in clinical psychology, it is possible for students to gain a concentration of training in a number of specialty areas through strategically chosen electives, practica experiences, and research activities. The DPCP is currently formalizing these emphases into ‘tracks’ for which the student may be eligible to receive a certification of completion in addition to their doctoral diploma upon graduation.

At present, the program has three identified specialty tracks:

- a. Clinical Child Psychology: (Faculty: Olson, Hathaway, Maclin)
- b. Marriage and Family: (Faculty: Ripley and Yarhouse)
- c. Clinical Health Psychology (Faculty: Olson, Hathaway, Johnson, Francis)
- d. Consulting Psychology (Faculty: Johnson, Jackson, Francis, Maclin)

VI. STUDENT LIFE

Students are encouraged to be committed to and actively involved in at least one student related group or activity as part of the Regent University experience. This involvement will enhance growth in all areas of students' lives. Some available activities are chapel, prayer groups, various student organizations, and individual school and university events.

Career Services

Career evaluation, planning, and coordination assistance is availability through the university Student Services office.

Chapel

A corporate worship experience is a very important element of university life and students are strongly encouraged to attend university chapels. Many students and staff find fellowship and inspiration at chapel.

Chapel provides an opportunity for corporate prayer, private ministry, community building, learning about students and faculty in other schools, and sharing information regarding the university. Check the bulletin boards for chapel services, both in the school and throughout the university.

Communication

Several mechanisms for communication are utilized within the DPCP. Monthly program newsletters, titled "*The Inkblot*" are also submitted to students from the program. A program bulletin board frequently presents program information. The bulletin board is located outside of Suite 161. E-mail is a primary means of communication in the Psy.D. program; therefore, *students are required to check their Regent University e-mail address at least once per week to insure adequate notification of program announcements.* Students who regularly use other e-mail services as their primary e-mail address may arrange to have their Regent e-mail forwarded to that address. Information for such e-mail transfer may be obtained by sending a request to the computer services helpdesk (helpdesk@regent.edu).

A listserv is set up for all students in the Psy.D. Program. Special announcements to students will be sent out on the listserv. Individual classes will also have listserves. Again, it is imperative that students check their e-mail regularly to keep informed of class, Psy.D. Program, and university events. Students are also encouraged to use e-mail as an efficient form of communication to their professors, the Psy.D. Program Director, and other staff in the DPCP.

Council of Graduate Students (COGS)

The Council of Graduate Students (COGS) is a university-wide council of elected students with representatives from each of the graduate schools and institutes. These representatives are elected each spring. Operating under the direction of the dean of students and staff, the council has the following responsibilities: (1) planning and implementing co-curricular activities with the student services manager; (2) building and maintaining community life for students and their dependents; (3) facilitating inter and intra school communication among students, faculty, and staff; and (4) fostering and preserving unity on the university campus. You are encouraged to contact your COGS representatives for any information.

Social Activities & Town Meetings

To facilitate community life, the Psy.D. Program regularly sponsors social gatherings of students, faculty, staff and their families. The Council of Graduate Students coordinates many of these functions and your attendance is encouraged and welcomed. In coordination with the Council of Graduate Students, the Psy.D. Program will sponsor town meetings during the academic year, two meetings each semester, fall and spring. Participants will include the Psy.D. Program Director, faculty, and all currently enrolled students. The purpose of the town meetings is to facilitate dialogue regarding degree plans, course offerings, graduation requirements, and academic life in general, and to establish and promote community life within the school. All students are encouraged to attend.

OFFICE LOCATIONS AND PHONE NUMBERS OF PSY.D. FACULTY, STAFF & COGS

<i>Administration</i>	<i>Office Location</i>	<i>Phone Number</i>	<i>E-mail</i>
Dr. William Hathaway Professor of Psychology	CRB 174	352-4294	willhat@regent.edu
Dr. Judy Johnson Acting Program Director Director of Clinical Training Professor of Psychology	CRB 161	352-4828	judio2@regent.edu
Dr. LaTrelle Jackson Director, Psychological Services Center Associate Professor of Psychology	CRB 188	352-4292	latrjac@regent.edu
<i>Other Core Faculty</i>	<i>Office Location</i>	<i>Phone Number</i>	<i>E-mail</i>
Dr. Joseph Francis Assistant Professor of Psychology	CRB 161	352 4476	jfrancis@regent.edu
Dr. Linda Baum Clinical Assistant Professor of Psychology	CRB 184	352-4371	lbaum@regent.edu
Dr. Glen Moriarity Associate Professor of Psychology	CRB 161	352-4341	glenmor@regent.edu
Dr. Lynn Olson Assistant Professor of Psychology	CRB 188	352-4322	lolson@regent.edu
Dr. Vickey Maclin Assistant Professor of Psychology	CRB 161	352 4433	vmaclin@regent.edu
Dr. Jennifer Ripley Professor of Psychology	CRB 161	352-4829	jennrip@regent.edu
Dr. Mark Yarhouse Professor of Psychology	CRB 161	352-4829	markyar@regent.edu
<i>Staff</i>	<i>Office Location</i>	<i>Phone Number</i>	<i>E-mail</i>
Joyce Harrell Psy.D. Program Administrative Assistant & Office Manager	CRB 161	352-4366	psyd@regent.edu
Donna Thomas PSC Office Manager	CRB 188	352-4481	psc@regent.edu

<i>Part-time Faculty</i>	<i>Office Location</i>	<i>Phone Number</i>	<i>E-mail</i>
Dr. Stephen Parker	CRB 221	352-4293	steppar@regent.edu
Dr. Corne Bekker	CRB 257	352-4728	clbekker@regent.edu

<i>SPC Administration/Staff</i>	<i>Office Location</i>	<i>Phone Number</i>	<i>E-mail</i>
Dr. William Hathaway Willhat@regent.edu Acting Dean, SPC	CRB 174	352-4269	
Sharon Piper Assistant Dean of Administration	CRB 174	352-4297	sharpip@regent.edu
Lynnette Harris Assistant to the Dean	CRB 174	352-4255	lynnhar@regent.edu

<i>COGS</i>	<i>Office #</i>	<i>Phone Number</i>	<i>E-mail</i>
COGS			cogscou@regent.edu

Senators:

Trevor Olson trevols@regent.edu

Jonathan Haber jonahab@regent.edu

Chaplain

Kyle Keller kylekel@regent.edu

SPC Events Representative

Ryan Jones ryanjon@regent.edu

SPC Media Specialist

Brooke Lloyd brooben@regent.edu

APPENDIX A

PSY.D. PROGRAM COMMITTEES

Students are encouraged to be involved in the various committees that help shape the DPCP at Regent University. Listed below are descriptions of the current committees, along with the faculty members on the committees. Students interested in participating on a committee may contact the committee chairperson for more details. At times, faculty may invite students to participate on a committee as well.

The *Psy.D. Admissions Committee* functions to evaluate potential applicants for entrance into the Psy.D. program. This is done by developing criteria, refining interviewing techniques, and participating in the interview process as deemed necessary. Most of the work is done in the spring of each year when the majority of applicants apply. Current committee members are Dr. Vickey Maclin (Chair), Dr. Lynn Olson (Co-Chair), Dr. Jennifer Ripley, Dr. Joseph Francis, and Ms. Heidi Cece. A 2nd or 3rd year student will be invited to serve on the committee.

The *Psy.D. Clinical Committee* functions as a resource committee for the clinical training director. Responsibilities include development of clinical training competencies, oversight of their integration into the program, evaluation/development of clinical training opportunities, and evaluation/facilitation of student clinical skill development. Current committee members are Dr. Judy Johnson (Chair), Dr. LaTrelle Jackson, Dr. Glen Moriarty, Dr. Linda Baum, and Dr. William Hathaway. A 2nd or 3rd year student will be invited to participate on the committee.

The *Psy.D. Diversity Committee* will insure that diversity is a strength throughout the Psy.D. program. The committee will do this by inviting diversity experts to speak at colloquia, reviewing Psy.D. course syllabi for appropriate diversity competencies, and reviewing diversity-related clinical competency probes. The committee will also act as an informal liaison with other university groups interested in diversity. Current committee members are Dr. LaTrelle Jackson (Chair), Dr. Mark Yarhouse and Dr. Vickey Maclin. Two or more 2nd or 3rd year students will be invited to participate on the committee.

The *Psy.D. Colloquium Committee* has responsibility for planning, arranging and facilitating the Psy.D. colloquium speaker series. Colloquium speaker suggestions will be welcomed and solicited from students and faculty. The committee will select speakers and perform the functions required to carry out the speaking engagements. The committee will discharge their duties within the constraints of the colloquium budget. Current committee members are Dr. William Hathaway (Chair). Two 2nd or 3rd year students will be invited to participate on the committee.

The *Psy.D. Curriculum Committee* functions to evaluate and review courses in the Psy. D. program as to their relevance and fit for ensuring adequate training and knowledge base for developing competent Christian Clinical Psychologists. The committee designs, evaluates, and revises the course progression and selection of courses to prepare Psy.D. students for passing the Departmental *Qualifying Examination for Doctoral Candidacy*. The committee also insures that the course progression meets the requirements for most state licensing boards. Current committee members are Dr. William Hathaway (Chair) and Dr. Mark Yarhouse, and A 2nd or 3rd year student will be invited to participate on the committee.

APPENDIX B
APPROVED DEGREE FORM
(2009 Entering Cohort)

APPROVED DEGREE PROGRAM



Doctor of Psychology (Psy.D.)

Fall 2009 Cohort
 [123 credit hours-Psy.D.]
 [80 hours apply to M.A.]

[Students Must Submit Revised ADP's if Deviation from the Planned Program is approved]

Name: _____ Social Security Number: _____ Regent Student ID: _____

Semester Entering Program: Fall 2009 Total Transfer Hours: _____ Total Hours Accepted /Waived: _____

Total Required Hours for M.A.*: _____ Total Required Hours for Psy.D.*: _____

Tentative M.A. Completion Date: Summer, 2012 (Sem/Yr) Tentative Psy.D. Completion Date: Summer, 2014 (Sem/Yr)

Total Hours Obtained: _____ Semester/Year: _____ Total Hours Obtained: _____ Semester/Year: _____

*The base requirement of 80 credits for a M.A. and 123 credits for the doctorate in clinical psychology may be reduced by course waiver or acceptance. The M.A. Degree is a nested degree within the doctoral program. All hours are doctoral hours including those satisfying the nested M.A. degree.

AREA	COURSE #	TITLE	Hours	PLANNED SEMESTER	Check Box if Applicable		
					Transfer	Waiver	Fulfills M.A.
Professional Psychology (3 hours)							
PSY	600	Clinical Psychology	3	Fall, 2009			
Individual Behavior (6 hours)							
PSY	626	Personality Theory	3	Summer, 2010			
PSY	638	Psychopathology	3	Fall, 2009			
Human Development (3 hours)							
PSY	640	Lifespan Psychology	3	Spring, 2011			
Biological Bases of Behavior (3 hours)							
PSY	715	Biological Bases of Behavior	3	Fall, 2010			
Cognitive/Affective Bases of Behavior (3 hours)							
PSY	716	Affect, Cognition & Motivation	3	Spring, 2012			
Social Bases of Behavior (3 hours)							
PSY	717	Social Psychology	3	Fall, 2011			
Research Design & Statistics (6 hours)							
PSY	617	Research Design	3	Fall, 2010			
PSY	714	Statistics	3	Spring, 2010			
History & Systems (3 hours)							
PSY	723	History & Systems of Psychology	3	Summer, 2013			
Ethics, Standards & Diversity (6 hours)							
PSY	661	Ethics, Professional Orientation, & Legal Issues	3	Spring, 2010			
PSY	670	Multicultural Psychology	3	Summer, 2010			
Methods of Assessment (11 Hours)							
PSY	725	Intelligence Testing & Psychometrics	4	Fall, 2009			
PSY	726	Personality Assessment & Psychometrics	3	Spring, 2010			
PSY	728	Advanced Assessment	2	Spring, 2013			
PSY	732	Clinical Assessment & Treatment Planning	2	Fall, 2010			
Clinical Practice (32 hours)							
PSY	614	Clinical Child & Pediatric Psychology	3	Spring, 2012			
PSY	621	Clinical Interviewing (L)	2	Fall, 2009			
PSY	627	Psychotherapies I	3	Spring, 2010			
PSY	628	Psychotherapies II	2	Fall, 2010			
PSY	647	Family Therapy	3	Spring, 2012			
PSY	662	Community Psychology	3	Fall, 2011			
PSY	733-738	Clinical Practica (2 credits each)	12	FA 10-Su 12			
PSY	763	Supervision & Consultation	3	Fall, 2012			
PSY	739	Advanced Practicum	1	Spring, 2013			

Student Name: _____

					Check Box if Applicable		
AREA	COURSE #	TITLE	Hours	PLANNED SEMESTER	Transfer	Waiver	Fulfills S.L.A.
Spiritual Formation Sequence (15 Credits)							
PSY	712	Hermeneutics	2	Summer, 2011			
PSY	776	Psychology of Religion	3	Summer, 2010			
PSY	777	Survey of Christianity	3	Summer, 2009			
PSY	778	Spiritual Direction	3	Spring, 2010			
PSY	779	Applied & Clinical Integration	3	Fall, 2010			
PSY	780	Integration Capstone	1	Summer, 2012			
Psy.D. Dissertation Sequence (11 hours)							
PSY	700	Dissertation Methodology	1	Fall, 2010			
PSY	718	Dissertation Proposal**	1	Spring, 2011			
PSY	701-703	Dissertation (3 Credits each)***	9	FA 11-Su 12			
Internship (3 Hours)							
PSY	800-803	Clinical Internship (1 credit each)	3	FA 12-Su 13			
Required Electives (15 Credits)							
				Summer, 2010			
				Spring, 2011			
				Summer, 2011			
				Fall, 2011			
				Spring, 2012			

**Students who have not completed a proposal defense by the end of PSY 718 must sign up for 1 hour of PSY 719, Proposal Continuance, each semester until the proposal is completed.

***Students who have not completed a dissertation defense by the end of PSY 703 must sign up for 1 hour of PSY 704, Dissertation Continuance, each semester until the proposal is completed.

Note: All students who are requesting courses from prior graduate work to be transferred and/or accepted/waived must complete the Psy.D. course transfer & acceptance process by the end of their 1st semester in the program.

Specialty Track Plan (Students who complete specialty tracks receive a certification of concentration in specialty area from program. Specialties are not additional degrees)

Specialty Track	Concentration Courses	Research Team	Dissertation Topic in Area	Track Mentor(s)
___ Clinical Child				
___ Marriage & Family				
___ Health Psychology				
___ Consulting Psychology				

(Student Signature)_____
(Date)_____
(Advisor Signature)_____
(Date)

DO NOT WRITE BELOW THIS LINE: FOR PROGRAM USE ONLY

Comments**Other Critical Dates**

Comprehensive Exam Passed: _____ Dissertation Proposal: _____ Dissertation Defense: _____

Program Director Approval: _____ Date: _____

Date Approved Transfers Submitted to Registrar: _____ Date Completed ADP Submitted to Registrar: _____

APPENDIX C


**REGENT
UNIVERSITY**
 SCHOOL OF Psychology and Counseling
PROFESSIONAL DEVELOPMENT FORM

Student: _____ Faculty: _____
 Class/Activity: _____ Date: _____

AREA(s) FOR IMPROVEMENT

- General Knowledge:** Development of an appropriate professional knowledge base.

- Subject Knowledge:** Important knowledge of specific topics relevant to a course or required area of study.

- Professional Conduct/Workmanship:** Attention to detail, diligence, punctuality, self-motivation, or preparation.

- Communication/Expression:** The student's oral and/or written expression skills.

- Application:** The student's ability to apply theoretical or academic knowledge to practical situations that require analysis and synthesis.

- Self-Control/Maturity:** The student's ability to regulate herself or himself in a professional manner.

- Relationships:** The initiation of and sustinment of appropriate relationships.

- Ethical Practice:** Ethical conduct and sensitivity to ethical issues commensurate with the student's professional level.

- Integration:** The skilled and appropriate integration of faith and learning.

Other:

PROFESSOR'S COMMENTS/RECOMMENDATIONS (Attach additional sheet, if necessary. Show specific actions student is to undertake for remediation and specify date due. Show consequences if actions not completed by due date.)

(Faculty Signature)

(Date)

STUDENT ACKNOWLEDGEMENT IF REMEDIATION IS PROSCRIBED

I have been shown this completed form, and accept my responsibility for the consequences as stated if I fail to comply. (Consequences can range from loss of points in a course, to failing the course, to dismissal from the program, and options in-between.) I understand that I may generate a letter of response to be included with this form, should I so choose.

(Student Signature)

(Date)

I have been shown this completed form and do not agree with its contents. I intend to appeal to the next level.

(Student Signature)

(Date)

APPENDIX D

APA STYLE WRITING WEBSITES

Listed below are web sites that are useful for APA Style in Presentations:

You can download a copy of the APA Style Helper (about \$40) at <http://www.apastyle.org/stylehelper/>

Other web sites that provide useful information are listed below.

<http://www.apastyle.org/>

APA Publication Manual Frequently Asked Questions. Clarifies a few points from the APA's 4th edition of their Publication Manual.

<http://www.psychwww.com/resource/apacrib.htm>

APA Style Resources on Psych Web page by Russ Dewey.