



REGENT UNIVERSITY

**Doctoral Program in
Clinical Psychology (PsyD)**

Program Handbook

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Revised August 2025

Program Handbook Policy

This handbook summarizes the policies in effect for the Doctoral Program in Clinical Psychology at the start of the 2025-2026 academic year. All policies and requirements are subject to change. Students are expected to regularly review program announcements that accompany such changes and then abide by the changed policies. Students from all cohorts are obligated to follow current program policy and procedures as they evolve unless otherwise stated.

This handbook offers additional information to that offered by other university policies and procedures (e.g., Regent University Student Handbook, University Catalog) to assist students with managing their academic programs. While every effort is made to ensure that there are no discrepancies between program/school handbooks and university policies, if those discrepancies do occur, university policies take precedence.

Please note that all Handbooks are updated each year. Students must adhere to the handbook for the current academic year for all program requirements, with the exception of requirements for program progression as outlined in the University Catalog.

Summary of changes from the 2024-2025 Program Handbook:

- General reorganization of content.
- Updated language throughout to reflect the length of the program as being 5-6 years. Updated language to focus more on the tasks of each year in the program (pre-practica, PSC cohort, external practica, pre-internship), versus year of entry in the program (1st, 2nd, 3rd, 4th).
- Clarified that PSY 718 must be passed in order to take Comprehensive Exams.
- Clarified which courses can only be taken after becoming a Doctoral Candidate.
- Removed GPSY 513 as a likely transfer/advanced standing course for PSY 617 Research Methods.
- Updated SEP guidelines to require that a new SEP be completed at least once each academic year.
- Updated Annual Review guidelines to require an audit of DegreeWorks instead of current transcript to document progress towards degree.
- Clarified that students are responsible for reviewing current licensure guidelines in order to take EPPP in lieu of Comprehensive Exams; the PsyD program is not responsible or liable for maintaining this information.
- Updated class attendance policy to allow more leniency for conference and internship travel.
- Expanded on reasons that students may choose to switch to a 6-yr track of study.
- Updated policy on moving elective placeholders to only require an Internal Memo if a first year is requesting to take an elective before beginning clinical work.
- Added description of Program Leadership Council, its function within the PsyD program, and a list of current cohort representatives.
- Clarify that T2T hours are not required for submission by first year student in Annual Review.
- Clarified which courses automatically qualify a student for full-time enrollment, and how merit scholarships may be distributed differently throughout the year to accommodate more expensive semesters (ie, ones with more credit hours).

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THE DOCTORAL PROGRAM IN CLINICAL PSYCHOLOGY

Program History, Training Philosophy, and Mission

The Doctoral Program in Clinical Psychology (DPCP) is a practitioner-scholar program (PsyD) that 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 ongoing 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 accredited by the American Psychological Association Commission on Accreditation.

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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 and problem-solving skills of scientific thinking to their clinical practice. Although the faculty represents a variety of clinical orientations, an emerging emphasis on empirically supported treatments is present throughout the curriculum. This means that students are trained to utilize intervention techniques that have empirical support for their effectiveness.

The DPCP culminates in the award of the Doctor of Psychology degree (PsyD). Consistent with the rich and influential account of the PsyD 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 practitioner-scholar rather than a scientist-practitioner training model at Regent does not mean devaluing 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 coursework, 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 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. 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.

Clarification of Generalist Training

The DPCP’s program provides a generalist training experience. The DPCP does not offer specialized tracks or concentrations. The program does offer varied electives, research team opportunities, and access to an array of faculty for students to partner with for their dissertation project. Students are encouraged to utilize these resources to gain more exposure and training in specialized areas of interest while in the program and then pursue these interest areas while completing internship or postdoctoral training.

DPCP Mission Statement

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

1. Educate doctoral students in a broad and general clinical practitioner-scholar model to obtain careers in health services psychology.
2. Educate students in the integration of psychology and Christian worldview.

Program Faculty

Core Faculty

The core faculty administers the DPCP, chairs the majority of dissertation committees, formulates the curriculum, advises students, and conducts the annual evaluation process. All core faculty appointed commit at least 50% of their time to the PsyD program for a period of at least 2 semesters per year. Administrators have 100% appointments within the PsyD program.

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Associate Faculty

Faculty are considered Associate status for the DPCP if they serve in teaching or clinical training roles in the PsyD program that consist of less than 50% of their time, and are not involved in program development or decision-making.

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 William Hathaway, Ph.D., Bowling Green State
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PROGRAM OF STUDY

The Regent University Doctoral Program in Clinical Psychology (DPCP) is a fixed 116-credit program for individuals with a post-baccalaureate degree in psychology or a closely related discipline. "Fixed" means that the course sequence is a pre-planned, mandatory progression for PsyD students. Each cohort's five-year fixed progression is available on the PsyD Resources Page under the "Approved Degree Plans" link. Students are required to attend classes given at Regent University following the fixed course progression outlined in this document and their SEP form. The DPCP is a full-time five-year course of study, although many students elect to expand their course of study to six years. The first four to five years of the program consist of coursework, clinical training, and scholarship completed in residence at Regent. 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 cumulative experience (ie, practica, dissertation, or internship classes). Generally, a full-time student can anticipate taking approximately 12 credit hours per semester for fall and spring, while summer semester is generally 6 credit hours. The DPCP can accommodate approximately 25 full-time students in each class.

Curriculum

The course sequence has been designed to provide students with a coordinated, systematic, and planned progression of training. The course sequence is described below according to a five-year course progression but may be adjusted accordingly with input from the Program Director and/or Director of Clinical Training when expanded to a 6-year plan.

During the first year, students are given a graduate-level survey of the profession that includes a history of the profession, ethics, professional issues, 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, and psychopathology. Clinical skill courses are directed towards the 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, clinical assessment, and 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 the Psychological Services Center (PSC). A required elective allows the student to choose between a number of divergent interest areas, such as human sexuality, couples therapy, forensic psychology, performance-based assessment, and other areas.

The third year continues to enrich the student's professional knowledge base through classes in areas such as social psychology and health 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. Students propose their dissertation in the spring of their third year. Required electives allow the student to choose between a number of divergent interest areas, such as neuropsychology, gerontological psychology, psychopharmacology, advanced diversity, and trauma. At the end of the summer semester during the third year, the student is expected to take the Comprehensive Examination to enter doctoral candidacy. **This exam must be passed prior to applying for pre-doctoral**

internship or commencing formal work on the dissertation post-proposal (ie, participating in dissertation defense).

During the fourth year, students begin a research sequence that culminates in the completion of a dissertation, as outlined in the Dissertation Handbook. By the end of the fourth year, the student will generally have made substantial progress on the completion of their dissertation with most students expected to have completed their dissertation. Additionally, students are expected to demonstrate an ability to disseminate research, at least at the local level, by the fourth year in the program. At a minimum, students are required to present their dissertation research at the program's Practitioner Scholar Research Symposium held in January or February each year. The advanced clinical training sequence also takes place during the fourth year, with an emphasis on advanced clinical skills. Students receive mentorship in basic supervision skills in the fall through conducting supervised peer supervision with practica students and consultation skills in the spring through planning and conducting a consultation project under faculty supervision. Further opportunities for electives and capstone courses complete the year. Students must also complete a request to apply for an internship form 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 an internship. First, only students who have been admitted to doctoral candidacy may apply for an internship. Second, all students applying for an internship must have also successfully passed the Internship Readiness Portfolio Probe (IRPP; See the Clinical Training Handbook for details).

The fifth year will generally be spent in the pre-doctoral internship. Detailed information about the internship is available in the *DPCP Clinical Training Handbook*. If a student is not able to secure an internship in their 5th year, they are expected to find and obtain further clinical experience during their fifth year to strengthen their internship application in consultation with the Director of Clinical Training (DCT). Any student who does not secure an internship after a second attempt is subject to dismissal from the program. Internship grades will be posted after each completed semester; failing any semester of the Internship will result in a failure of all previously passed semesters of the course.

The course progression and training sequence are 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), the National Council of Schools and Programs in Professional Psychology (NCSPP), and the Council for the National Register of Health Service Providers in Psychology.

Content Area Requirements

The specific coursework of the fixed course progression, along with each semester's course offerings, are presented in the following table. All courses submitted for degree satisfaction must be completed with a grade \geq B.

Most course instruction utilizes Canvas education software to enhance in-class instruction. This software enables syllabi, assignment instructions, media content, announcements, and course content to be readily available to students for each course. Assignments and exams can be completed through this system, and it also serves as a platform for students to receive timely and private feedback and grades on coursework and tests.

Some courses may utilize distance learning (ie, Zoom or other virtual class offerings) or a mix of in class instruction and distance learning technologies to directly conduct course instruction. Such technologies are used selectively for courses that are determined to not benefit from or require as much in-class instruction. Students have found the added flexibility of such courses helpful in balancing the demands of graduate education. Evidence on the use of such technologies suggests that compared to full in-class instruction, full-distance learning courses generally achieve comparable outcomes, and hybrid courses that use a combination generally achieve higher outcomes. Current courses utilizing a significant level of distance learning technologies (e.g., 50% or more) are marked with a triple asterisk (***) in the table below.

Core Area	Course #	Course Title	Credits
Broad and General Knowledge Sequence (33 hours)			
Professional Psychology (3 hours)			
	PSY 600	Clinical Psychology	3
Ethics, Standards & Diversity (7 hours)			
	PSY 661	Ethics, Professional Orientation, & Legal Issues	3
	PSY 670	Multicultural Psychology	4
Individual Behavior (3 hours)			
	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
Cognitive/Affective Bases of Behavior (3 hours)			
	PSY 716	Affect, Cognition & Motivation***	3
Social Bases of Behavior (3 hours)			
	PSY 717	Social Psychology	3
History & Systems (3 hours)			
	PSY 723	History & Systems of Psychology	3
Psychometrics (7 Hours)			
	PSY 725	Intelligence Testing & Psychometrics*	4
	PSY 726	Personality Assessment & Psychometrics*	4

Research Design & Statistics (7 hours)			
	PSY 617	Research Design**	3
	PSY 714	Statistics***	4
Clinical Training Sequence (44 hours)			
Methods of Assessment (8 Hours)			
	PSY 728	Advanced Assessment	2
	PSY 732	Clinical Assessment & Treatment Planning	2
	PSY 621	Clinical Interviewing	4
Clinical Practice (32 hours)			
	PSY 622	Pre-Practica in Evidence-Based Practice	3
	PSY 627	Psychotherapies I	3
	PSY 628	Psychotherapies II	3
	PSY 733-738	Clinical Practica (2 credits each)	12
	PSY 763	Supervision & Consultation****	3
	PSY 739, 741	Advanced Practicum (2 semesters, 1 credits each)****	2
	PSY 742	<i>Additional Practica Experience (for add'l clinical training if required)</i>	1
	PSY 743	<i>Additional Practica Experience Cont. (for add'l clinical training if required)</i>	1
	PSY 774	Health Psychology and Integrated Medicine	3
	PSY 801-803	Clinical Internship (1 credit each)****	3
Research Training Sequence (11 hours)			
	PSY 700	Dissertation Methodology	1
	PSY 718	Dissertation Proposal and Professional Development	1
	PSY 701-703	Dissertation (3 Credits each)****	9
Integration of Psychology and Christianity (13 Credits)			
	PSY 776	Psychology of Religion***	3
	PSY 777	Survey of Christianity	3
	PSY 779	Applied & Clinical Integration	3
	PSY 780	Integration Capstone****	1
Electives (number of credits varies by catalog year)			
These are common electives that are offered in the PsyD program; it is not an exhaustive list.			
	PSY 635	Substance Abuse	3
	PSY 614	Clinical Child & Pediatric Psychology	3
	PSY 641-643	Couples Therapy I, II & III (1 credit each)	3
	PSY 648	Sexuality and Sex Therapy	3
	PSY 654	Group Therapy	3
	PSY 671	Advanced Diversity Psychology	3
	PSY 750	Psychology of Women	3

	PSY 751	Gerontological Psychology	3
	PSY 759	Human Neuropsychology	3
	PSY 768	Forensic Psychology	3
	PSY 771	Clinical Psychopharmacology	3
	PSY 773	Psychology of Trauma & Crisis	3
	PSY 781-783	Research Group (Focus Varies by Research Team)	3

*Includes content related to Clinical Training Sequence (Assessment)

**Includes content related to the Research Training Sequence

***Course may utilize distance learning method 50% or less of the course content

****Course may not be taken until the student is a Doctoral Candidate

Tentative Fixed Course Progression by Semester

Students enrolled in the PsyD 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 PsyD program remains an expectation. A student must petition his or her faculty mentor and the PsyD 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 for reviewing current versions of the course progression and updating their degree plan with their faculty mentor as needed to proactively complete their degree, as well as ensuring that their registration each semester corresponds with their degree plan.

Each student's Student Educational Plan includes all the courses required for their cohort. Please refer to this form each time you need to register for a new semester.

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 Faculty Mentors and Academic 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 withdrawing from the program and being readmitted, that student would then be under the catalog of the year of readmission.
3. If the curriculum requirements are satisfied, students may take more than the minimum number of hours required for their degree. Please confer with the Financial Aid office for implications of courses beyond the 116 credits required.

4. If a student has a required course that is no longer offered, the mentor will help the student find a substitute course, either at Regent or through another institution.

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 to facilitate 'worldview integrity' in its Christian psychologist trainees. This is accomplished by the inclusion of integration objectives in each course and through a four-course sequence (13 credits) in topics such as survey of Christianity, the psychology of religion, and clinical integration.

The faculty is committed to addressing topics of diversity and multiculturalism (including racial, ethnic, cultural, class, gender, disability, and religious aspects) as well as Christian integration throughout the curriculum. While there are specific courses in these areas, the program will not isolate these topics into one or two courses or workshops but instead will address them in a comprehensive and holistic manner across the courses and curriculum.

Six-Year Track of Study

A student, for personal or other reasons, may elect or be required by faculty to extend their time in the program to six years. There are numerous reasons that a six-year track of study may be pursued, including the following:

- To create opportunities for more clinical hours, research projects, or targeted clinical experiences.
- To allocate personal energies outside of the program for sustainable living (ie, life circumstances, work-life balance, family responsibilities).
- To provide additional time for skill development and mentorship when probes or courses are not passed.

When shifting into a six-year degree, students must work closely with their faculty mentor to develop a new SEP. The updated SEP must also be submitted to the DCT for review and approval to ensure that practica experiences are adjusted accordingly.

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 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. No practica experiences may be transferred from previous educational programs. Requirements of the clinical practica experience and internship are in the *PsyD Clinical Training Handbook*.

Competency-Based Probes

Student attainment of required competencies is assessed in a variety of ways, such as through graded evaluations in courses and direct observation/ evaluation of clinical skill demonstrations. For some courses, 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 (i.e., a maximum of three following attempts, including a course retake) to retake the probe after steps for remediation have been discussed with the instructor. Copies of the completed probe evaluation sheets will be completed in Time2Track and digitally sent to the student for review. The student must pass all probes before progressing to doctoral candidacy or entering the pre-doctoral internship, except for the Report Writing Probe (PSY 727) and the Internship Readiness Portfolio (IRPP). Probes will be developed as the Clinical Training Committee and PsyD Core Faculty deem appropriate. Currently, probes are required in the following:

Course		Probes
PSY 621	Clinical Interviewing	Clinical Interviewing
PSY 628	Psychopathology	Psychodiagnostic
PSY 725	Intelligence Testing	WAIS Administration/Scoring
PSY 726	Personality Assessment	Personality Interpretation
PSY 732	Clinical Assessment & Treatment Planning	Treatment Planning
PSY 728	Advanced Assessment	Report Writing
PSY 733-738	Practica	Case Presentations (6)
PSY 741	Advanced Practica II	Research Dissemination
	Psychological Services Center Based Probe	Integrated Assessment
	Internship Readiness Portfolio	
	<i>(see below)</i>	

Internship Readiness Portfolio Probe (IRPP)

This written portfolio package is due early in the Fall semester during the internship application

process (typically 4th year). The IRPP is intended to evaluate integrated training across domains at readiness for internship level and including Christian integration. Passing this probe is required before applying for a pre-doctoral internship. See Clinical Training Handbook for details.

Dissertation Requirements

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 consistent with the knowledge and expertise of the dissertation chair. During the spring of the second year of the program, most students take a Dissertation Methodology Class (PSY 700) in which they complete a literature review and submit it to their dissertation chair (this class may be postponed until third year when students are pursuing a six-year track). Thus, students must have formulated a topic with a faculty chair by early in the spring semester. In order to successfully pass this class (PSY 700), a student must submit a first draft of their proposal approved by their chair and the dissertation topic approval form to the course instructor, which specifies the topic, dissertation chair, and other committee members, and a proposed dissertation timeline all approved by the signatures of the proposed committee. During the spring of the third year, most students enroll in the Dissertation Proposal and Professional Development Class (PSY 718), during which they complete their proposal and address professional development issues such as internship and comprehensive exams. Passing PSY 718 requires completion of the dissertation proposal as indicated by the dissertation chair through the Proposal Competency Review form. In the fourth year, students are also required to present a poster related to their dissertation project at the Practitioner Scholar Research Symposium held in conjunction with the PsyD admissions interview days (usually early February).

If a student has not passed a dissertation proposal by June 30 of the summer semester of their third year, the student may not take their Comprehensive Examination or apply for internships and will effectively be stopped from further progress in the program. The student must enroll in one credit of PSY 719 (Proposal Continuance) each subsequent semester until the proposal is passed and then may take their Comprehensive Examination the following summer, complete coursework, and apply for an internship. In such situations, students may only enroll in PSY 719 and, at the discretion of the DCT, in PSY 742 or 743 (Additional Practica Experience). No other coursework can be taken until the proposal is passed and the Comprehensive Examination is taken and passed. It is critical that students plan ahead in order to ensure these deadlines are met, as the end of semester is busy for them and faculty alike.

Students may not sign up for any dissertation credit (701, 702, 703) until they have successfully defended a dissertation proposal and have program approval. Students who have failed to

defend their dissertation by the end of PSY 703 must sign up for an additional credit of Dissertation Continuance (PSY 704) each semester until the dissertation is successfully defended and accepted by ProQuest. The dissertation is not considered complete until the final version (after the final defense, copy-editing, and final approval from the dissertation chair) is accepted by ProQuest and Regent University. No student can graduate until their dissertation has been accepted by ProQuest. Students may not submit their dissertation to PROQUEST until they are enrolled in PSY 703 or PSY 704. **No early submission to PROQUEST is permitted.**

Students planning to walk in graduation ceremonies in May must defend their dissertation no later than February 15th. Detailed guidance on the dissertation process is published in the Dissertation Handbook. Students must follow the current dissertation handbook when submitting.

Doctoral Candidacy Admission

Each student must be formally admitted to doctoral candidacy prior to defending the dissertation or applying for an internship. Students must undergo a candidacy review to determine their eligibility for candidacy. The review is initiated by the student's completion of the PsyD Comprehensive Examination Clearance form (available at the PsyD Resource page). Students are generally expected to sit for review prior to starting their fourth year in the program. Students may not take specified classes in their 4th year if not admitted to candidacy (e.g., Supervision and Consultation, Advanced Practica Series).

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 except for the Report Writing Probe (PSY 728) and Internship Readiness Portfolio Probe.
3. Complete the initial 3 years of the PsyD 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 and have applied for the receipt of the M.A. degree in Clinical Psychology. A student becomes eligible for the master's degree once they have obtained 64 credits and completed the PSY 733-735 series of courses (ie, completion of practica in the PSC).
5. Pass the Comprehensive Examination or EPPP PART 1.

Doctoral Comprehensive Examination

A Comprehensive Examination (frequently referred to as Comps) is used as a summative evaluation of a student's knowledge of the field consistent with that required to practice as a Health Service Psychologist. The program Comprehensive Examination is typically held near the end of July. The exam is four hours, with 175 questions covering a wide range of information in the field of psychology. A fee is charged for taking the Comprehensive Examination and is

payable before the examination is given. Students must have successfully passed PSY 718 in order to take the Comprehensive Exam.

The Examination for Professional Practice in Psychology (EPPP) Part I is the national licensure exam that 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 DPCP has adopted the EPPP PART I as their means of assessing content knowledge in psychology. There are two methods to complete the Comps requirement and demonstrate content knowledge consistent with practice as a health service psychologist. 1) The actual EPPP PART 1 can be taken at testing centers across the country (see details below). 2) The student may take a 175-item multiple-choice exam at Regent, patterned after the EPPP PART I. On the program exam, students must obtain a score of 65% to pass (113 or more correct answers).

Option 1: EPPP Part I Exam

In order to take the EPPP PART I, one must be pursuing licensure as a health service psychologist. Because clinical psychology cannot be licensed at the master's level in Virginia, the student must pursue this master's-level licensure in another state. Given that licensure laws are constantly in flux across the country, the DPCP is not able to verify which states may be eligible options for pursuing master's-level licensure, and cannot provide guidance on the licensure process. Based on historical experiences of students, North Carolina has been a recommended option for licensure; the fee is approximately \$300. However, several other states offer this option, such as Texas, and the student may elect to obtain a master's level license in any state. It is recommended that the student make an informed decision regarding which state would be best (for instance, their home state or the state where they intend to apply for an internship).

The cost to take the EPPP PART I is approximately \$700. Students will normally be given documentation of EPPP PART I results upon completion of the exam. Students must obtain a score of 450 to be exempted from the comprehensive exam. Please note, however, that a higher score is typically needed to obtain licensure in any given state at the master's or doctoral level (e.g., a score of 500 is the recommended passing score by the Association of State Provincial Psychology Board).

If the EPPP PART I is passed, the student must submit the PsyD Comprehensive Examination Clearance Form to the Academic Services Manager with evidence of a passing score by July 1 in order to be exempt from taking the exam on campus. If the EPPP PART I exam is scheduled between Jul 1 and the exam date, the student may submit the clearance form along with payment and annotate the form of planned taking of the EPPP PART I prior to the program Comps Exam date. If proof of passing the EPPP PART I is provided to the Academic Services Manager and Program Director at least one workday prior to the exam date, the student will be exempted from the program Comps Exam, and the payment will be returned.

Option 2: Comps

As an alternative to the actual EPPP PART I, the student may take a 175-item multiple-choice exam patterned after the Examination for Professional Practice in Psychology (EPPP) PART I. The objective exam at Regent is designed to reflect a similar percentage of items from the various content areas making up the EPPP. Students taking this exam will need to complete the Comprehensive Exam clearance form and submit it with payment to the Academic Services Manager by July 1st. Payment must be submitted with the clearance form in the format of a check, money order, or cashier's check made to Regent University with "COMPS" written in the memo line. If a student fails the examination, they must pay the fee for each re-administration. The Comps fee is discussed in 'PsyD course fees.'

Students not able to meet this deadline for either option will need to submit an Academic Petition to the Program Director for an extension on the deadline; this must be approved before the July 1st deadline. Information regarding the date and time of the Comps exam will be provided in the Professional Development and Dissertation Proposal Development course.

Retaking a Failed Competency Exam

Students who do not obtain the necessary minimum score on the EPPP PART I or the PsyD Comprehensive Examination will be allowed one retake during an academic year. The re-administration will take place on campus in August, prior to the start of the new academic term. Students who fail the exam on a re-administration must wait until the following academic year to take the exam again. Students who fail the comprehensive exams have failed 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 for failing the second administration. Students who fail both their comprehensive exam attempts face the following adverse consequences:

- Being placed in "unsatisfactory" academic standing until they successfully pass the exam in the following year.
- Not being approved to formally work on a dissertation.
- Not being able to apply for an internship.
- Being barred from further coursework towards the completion of a PsyD 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 a student fails the two opportunities to take the Comprehensive Examination in one year, the student must wait one year before retaking the exam. In the unlikely event that a student fails a

third administration of the comprehensive exam, the faculty may decide either to dismiss the student from the program or to allow further retakes until 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 Examination. 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 PsyD Program Director to discuss the faculty's decision.

POLICIES REGARDING ACADEMIC WORK

Criminal Background Check

SPC has a criminal background check for all its students, which is implemented through each program. 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 Program Director, Clinical Training Director, and/or Dean of SPC.

Student Educational Plan (SEP) and DegreeWorks

The SEP provides a detailed overview of the student's progress towards their degree and a specific plan of each course they should be taking for each semester in the program. The SEP is housed in Degree Works and is accessible to other university departments and can be accessed by logging into the MyRegent Portal and clicking on Degree Works. From there, students are able to view courses they are currently registered for, have completed, and need to complete; the "Plan" view shows the SEP. The SEP serves as the degree contract between the student and the university. All students initially complete a *Student Educational Plan* (SEP) during their first semester in the program. Any changes to the SEP planned course registrations require revision of the SEP by the faculty mentor and should follow this process:

1. Upon SEP revision, the faculty mentor completes the SEP Review/Update Form (located on the PsyD Resources page) and forwards it to the Program Director for approval.

2. Once approved by the director, the signed form is forwarded to the student by email or a hard copy is placed in the student's box.
3. The student should provide the form to the ASM and save a copy, as the form must be submitted each year as part of the annual academic review process. Note that submission of a copy of the actual SEP from DegreeWorks is not required. **A new SEP Form must be completed each academic year, which ensures that the faculty mentor and student are meeting at least annually to ensure that all class requirements are being met.**

If students want to change the course sequence (e.g., change to 6-year program length), the faculty will make the changes to the SEP in discussion with the student.

No student may alter any part of the fixed degree requirements or their program's intended sequence on the SEP without first receiving permission from their faculty mentor and the PsyD Program Director through the above SEP revision process. Only the courses fulfilling the PsyD should be placed on the SEP. **Students must take exactly those courses each semester that have been planned on the SEP.** Failure to follow the SEP may also result in students not meeting the requirements for progression at certain points and result in program extensions and/or delays in graduation. Ordinarily students' SEP for their cohort only varies by their elective coursework or by restructuring some of the planned course sequence due to approved waivers or transfer/advanced standing 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 to be sequential, cumulative, and developmental to build core knowledge and competencies.

As there are a limited number of electives that each student is able to take while in the program, many students work with their faculty mentor to adjust their elective placeholders accordingly in order to take the electives that they are interested in. The Program Director will share the projected schedule for electives via the PsyD listserv as information becomes available. If a first-year student is requesting to take an elective prior to beginning clinical work, they must have an Internal Memo approved and on file in order to register for the course. Electives have a smaller, limited number of seats available, so it is imperative that students are proactive in registering early for electives. If an elective is full, the student will be placed on the waitlist and may need to take a different elective if a seat in the desired course does not become available.

Assigned Faculty Mentors

Each student is assigned a faculty member to serve as a mentor upon entering the program. The faculty mentor answers questions about the program or provides advice on adjustment to graduate school, develops and updates Student Educational Plans, and problem-solves various academic, career, and/or personal development issues. Students are expected to meet with their mentors to complete program benchmarks that require mentor oversight/input and seek out their mentors when assistance is needed. Examples of such benchmarks include:

- Completion of [Student Educational Plan \(SEP\)](#) and review of DegreeWorks by the end of the first semester in the program. This needs to be completed again each time the degree progression is revised after that time. All SEP forms also need to be submitted to the Program Director for review and approval after being completed by the faculty mentor.
- Consultation regarding preliminary dissertation concept development.
- Consultation regarding the pursuit of electives within the program.
- Addressing professional development issues identified by a faculty member or clinical supervisor.
- Processing information from annual reviews.
- Obtaining mentor clearance for taking the Comprehensive Exams or applying for an internship.

‘Permission by Instructor’ courses and university student forms are generally signed by the assigned faculty mentor as well. Although the University has an Academic Advising office that assists with registration, add/drop, and related forms, students should always seek PsyD-specific advice from their faculty mentor prior to making a registration decision.

When a student has begun working on their dissertation, they are often mentored by a dissertation chair who helps socialize the student into the scholarly aspects of being a psychologist. Generally, the dissertation chair also becomes the student’s new faculty mentor for the third year and beyond unless the chair is external to the department.

A request to change faculty mentors or dissertation chairs may be initiated by the student or the faculty member through the PsyD Program Director. Reasons for such changes should be discussed with both the present and requested faculty members before officially requesting such a change. If there are extenuating circumstances that prevent such a discussion, the student or faculty member should discuss the requested change with the PsyD Program Director.

Course Registration

Course registration is managed by the University Academic Advising office, advising@regent.edu, or 757-352-4385. Continuing students register during the preceding semester for the following semester (e.g., students register for the fall during the summer) according to their SEP. Check the University academic calendar for specific dates and deadlines. New students register according to the guidelines for registration communicated by the Admission and Academic Advising Offices.

Failure to register by the first day of classes will result in the assessment of a late registration fee in keeping with university deadlines posted through the university academic calendar.

Students with a hold on their academic record will not be allowed to register for classes, nor will any academic documentation or information (i.e., grades, transcripts, diplomas, letters of completion, etc.) be released to them until the department has received the necessary payment.

Students are responsible for resolving all holds that prevent registration prior to registration being open for the next term. Students who fail to address these holds will not be registered for courses, which will affect program progression and could have financial impacts. Please see the university catalog for more information on university holds.

Generally, students can self-register online for courses, following their own SEP. Students must be registered for some courses, such as those with instructor permission only or filled courses, with the assistance of the Academic Services Manager.

Students are responsible for completing an add/drop form to be registered for Dissertation PSY 701-PSY 704 courses. Students may not submit an add/drop form for PSY 701 until they have passed COMPS or the EPPP, and are responsible for requesting to be added to the course section that is listed under their Dissertation Chair. Students cannot defend their dissertation until they have passed COMPS or the EPPP.

Students should be registered for their Spring and Summer term Practica courses prior to the end of the Fall term or leaving for winter break. Please see the Clinical Training Handbook for more information on this.

Students are responsible for verifying their registration via the MyRegent portal and contacting the ASM if there is an error. Students must resolve any holds on their accounts prior to registration opening to ensure the ASM can place them in the required courses; failure to resolve these holds on an account could impact progression.

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, a graduate [Add/Drop form](#) must be completed and submitted to the university advising office. If the registration change would change the SEP, the student should also meet with their Faculty Mentor to have their SEP updated. The SEP should be approved before the registration change is made. For further clarification of this policy see the Regent University catalog.

Auditing Courses

Students who wish to enroll for a credit course on a noncredit basis are classified as auditors. Audit courses will appear on the student's transcript but will not reflect any earned academic credit. Students auditing a course will pay all course fees and one-half the tuition as those taking it for credit. Financial aid is not applied to audited courses.

Students who enroll in a credit course for credit and later decide to audit the course shall file an approved Academic Petition with the Registrar's Office no later than three weeks prior to the end

of the term in which the course is taken and no later than two weeks prior to the end of a summer term. Students who request to change from credit to audit must pass the course at the time the request is made and, upon approval, must continue to attend classes. No refund will be granted unless the student changes from credit to audit in the first two weeks of classes, according to the normal refund policy.

In cases of emergencies or unusual circumstances, exceptions may be made to the above deadlines with the submission of an approved Academic Petition.

Add/Drop of Courses

Before the end of the add/drop period, students may change their course registration directly online via their Student Profile in the MyRegent portal. In order to drop or add a course after the term starts, students must complete the online [Add/Drop Request Form](#) to request schedule changes. Students must provide their Student ID and the following information located in the [semester course schedule](#) in order to complete the form:

- Course Reference Number (CRN – a 5-digit number)
- Subject (e.g., ENGL)
- Course Number (e.g., 101)
- Section (e.g., 01)
- Number of Credits (normally 3)

Please save or print the receipt that you received when you submitted your registration request. This is confirmation that you have successfully submitted the request.

Approval to add/drop after the authorized drop period ends will only be given in exceptional cases. Students will need to contact the Registrar's Office for information on how to proceed in such a case. Note: The authorized add/drop period is communicated on the University graduate school academic calendar, which is available as a link on the regent.edu main page. This calendar is enforced regardless of when the DPCP class actually starts. Students should consult the University academic calendar to be aware of the exact dates. Any changes to a planned degree program also require approval by one's faculty mentor and the Program Director and must result in a revised SEP **before** adding or dropping courses.

Refunds

Refunds will be given in accordance with university policy as summarized below:

- During Add/Drop Period: 100% refund of tuition and fees
- After Add/Drop Period: No refund
- Courses dropped after week one will appear on the student's transcript with a "W" or "WF" grade
- Course Lab Fees: Non-refundable after the second week of classes or first week of summer sessions

If necessary, the university reserves the right to make adjustments in charges and refunds

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 that 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 in the PsyD program before requesting to do an independent study and must have an approved SEP form for the course. The first step in the process is a discussion with the faculty member about the proposed independent study course. Once agreement is reached with the faculty member, the faculty member should contact the Program ASM for assistance with the form completion and submission once the student has an approved SEP reflecting the course. Due to the length of time needed for independent study courses to be built, it is important that students proactively coordinate with faculty for independent study arrangements. Students should consult with their faculty mentor about the specific timeline for initiation.

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, typically as an elective. The student’s academic 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 and complete an academic petition requesting the course count in the PsyD program.

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 if available, 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., the last course needed to graduate). Students may contact the Registrar’s Office for further information.

Student Records & Transcripts

Student records are maintained only in accordance with the regulations of the Family Education Right to Privacy Act (FERPA) 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, staff, administrators, members of official accrediting agencies, or agents of Regent University who have a need to know. Staff with a need to know may include Teaching Assistants and Teaching Fellows involved in assisting faculty as part of their employment. These positions are typically held by program students and require the completion of FERPA training, and students in these positions of leadership are expected to

adhere to these federal regulations and university policies. If a student has a concern about the appropriateness of a teaching assistant or fellow having access to or handling of specific student educational information, they should speak with the Program Director.

Transcripts

The Registrar's Office keeps a transcript of all courses and internships. If students have questions about their current number of credits, they may examine the unofficial transcript available through their Student Profile on the MyRegent portal or via Degree Works. Official transcripts are issued with the seal of the University. Licensing agencies, school certification offices, and other universities almost always require official transcripts. Transcripts are available for order from the National Clearinghouse. See the University Registrar's page for more information.

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.

Saving Copies for Personal Records

As a standard practice, students should maintain a copy of all items submitted and received for their own records. This includes syllabi, practica contracts, annual review letters, updated SEP forms, transfer/advanced standing letters, and any other official program communication. Such items may be needed for future requirements, such as Annual Review or obtaining licensure in another state. In general, any documentation provided to or submitted by a student should be copied/scanned and kept by the student, as well as all syllabi. The copier in the PsyD suite can be used to scan documents and email them to a specified email address as needed.

Transfer Credit and Advanced Standing

Some courses may be available for "transfer credit" towards the PsyD degree if they have been taken by a student but not used towards a conferred degree at any institution. If the course was taken and used towards a conferred degree at any institution, then it may still be available for "advanced standing" towards the PsyD degree. Students should consult with the ASM or Program Director for any questions related to this distinction or pursuing transfer/advanced standing credit.

Students must request transfer/advanced standing through the PsyD Academic Services Manager (ASM). The request for transfer/advanced standing credit should be completed in the summer of acceptance into the PsyD program so that proper program planning can be done. Students are notified of the deadline and provided all pertinent information with their program welcome email. Students should submit their requests by the due date stated in the welcome letter before beginning the PsyD program. Exceptions may be granted on a case-by-case basis by the Program Director but should not be due to poor planning on the part of the student.

All transfer/advanced standing credit is subject to approval by the university. A course that is

classified as transfer/advanced standing is determined to fulfill the course requirement of the DPCP. Accepted courses will be applied to the degree requirements, thereby reducing the number of credit hours students would need to take at Regent for the PsyD. While it is rare in the PsyD program to receive the maximum, Regent University will accept as transfer/advanced standing credit a maximum of 25 percent of the student's program. Students should submit their requests by the due date stated in the welcome letter before beginning the PsyD program. Exceptions may be granted on a case-by-case basis by the Program Director but should not be due to poor planning on the part of the student.

Below is a sample list of courses that may be listed as transfer/advanced standing 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 acceptance. The student cannot assume that a course will be granted transfer/advanced standing status simply because its name suggests it covers sufficient content or that the course was taken in another Regent degree program.

Courses which may be eligible for transfer/advanced standing from a MA to the PsyD Program		
Sample MA Course	PsyD Course	Criteria
Practicum (3)	Psy 621: Clinical Interviewing (4)	* Grade \geq B in M.A. Course * Pass PsyD Probe * Have 1 unit lab component
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 * Pass PsyD Probe
Human Growth & Development (3)	Psy 640: Lifespan Psychology (3)	* Grade \geq B in MA course
Multicultural Counseling (3)	Psy 670: Multicultural Psychology (4)	* Grade \geq B in MA course * Have 1 unit lab component
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

Criteria for Transfer/Advanced Standing Credit

- Any courses listed as transfer/advanced standing **must satisfy at least 75% of the course requirements for the PsyD equivalent course** and must not omit any content or

competencies that the PsyD faculty judge to be critical to the course objectives.

- The student must have received a grade of B or higher.
- Transfer courses must have been completed within the past 7 years.
- Transfer courses must provide graduate-level training. For Discipline Specific Knowledge (See APA Accreditation Implementing Regulation C-7D for a list of course areas) courses, required readings must have included recent primary course materials (including original empirical work that represents the current state of the area; not required for History and Systems, Statistics and Psychometrics), emphasizes critical thinking and communication at an advanced level, and facilitates the integration of discipline-specific knowledge with the program's substantive areas of practice.
- 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.
- For PsyD courses with a required probe or specific assignment connected to the evaluation of competency or knowledge, in addition to the above criteria, the student will be required to pass the probe/assignment prior to award of transfer/advanced standing credit. Only one probe attempt is permitted for transfer/advanced standing credits. No advanced courses will be accepted for transfer/advanced standing by the PsyD Program.
- Only in rare occasions will courses that substantially orient the student to a clinical psychology professional model or the practitioner-scholar model adopted in the Regent DPCP (e.g., Ethics, Clinical Psychology) and core/foundational clinical skills courses (e.g., practicum, psychotherapeutics, and assessment courses, etc.) be transferred into or be accepted by the PsyD Program.
- No transfer/advanced standing credit is accepted for PSY 725 Intelligence Testing & Psychometrics.

Transfer/Advanced Standing from MS in General Psychology (GPSY)

The Regent University MS in Psychology degree has been intentionally designed to enable course substitution/advanced standing credits in the PsyD program. Students who complete the M.S. in Psychology degree at Regent University may apply for certain credits to be accepted as Advanced Standing towards their PsyD degree. Students who complete courses in the M.S. in Psychology degree but do not receive the degree may apply for credits to be accepted as Course Substitutions. Students are required to have a grade of a B or higher in any M.S. in Psychology course for it to be considered and or accepted for advanced standing or transfer credit. Elective courses taken in the M.S. in Psychology program would need to be submitted for review per the requirements above.

Below is a list of courses likely to be accepted from the MS program.

Expected Transfer/Advanced Standing Eligible Courses in Regent PsyD Program	
M.S. Course	PsyD Course/Curriculum Area

GPSY 510-512: Statistics I-III (9 M.S. credits) (must complete all 3 in M.S. sequence)	PSY 714: Statistics (4)
GPSY 515 Biological Bases of Behavior (3)	PSY 715: Biological Bases of Behavior (3)
GPSY 532: Affect, Cognition & Motivation (3)*	PSY 716: Affect, Cognition & Motivation (3) (**Must also complete the Integrative Science paper to receive transfer/advanced standing credit)
GPSY 517: Social Psychology (3)	PSY 717: Social Psychology (3)
GPSY 540: Lifespan Psychology (3)	PSY 640: Lifespan Psychology (3)
GPSY 552: Psychology of Religion (3)	PSY 776: Psychology of Religion (3)

****GPSY 532** is not fully accepted into the PsyD program until the student passes a required Integrative Science paper.

Tuition and Fees

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 PsyD Program Director. In such instances, students impacted by the cancellation will be contacted so that an alternative course plan can be developed.

All students are required to have a working laptop that can support the required software needs for the program, including the most up-to-date version of SPSS.

Updated fee schedules can be found on the following websites. If there is a conflict between this manual and an official University website or notification of fees, the official University website or notification takes precedence. See the [SPC tuition costs and financial aid website](#) for additional information.

The University's website at the following link lists specific costs, and they are listed below for your convenience: https://www.regent.edu/admin/busoff/tuition_rates_current.cfm

Tuition per credit fee	\$1,025
Application fee (non-refundable)	\$50
Tuition deposit at the time of acceptance (non-refundable and credited towards tuition)	\$500
M.A. Graduation application fee	\$75
PsyD Graduation application fee	\$75
Late registration fee	\$100

Liability Insurance- Professional practice with \$2.8 million per incident/\$7.5 million per year aggregate limits	Varies https://www.trustinsurance.com/products-services/student-liability for one example
Readmission fee	\$50
University library course fee	\$50
University Services Fee	\$900 (Fall & Spring) \$750 (Summer)

In addition, there may be lab or materials fees attached to specific courses, and the University may increase or request fees for students as communicated through the Student Services/Business office.

It is important to note that PsyD students pay for each semester based on the credit hours they are registered for during the semester; there is no flat tuition rate per semester. This means that tuition costs may vary significantly semester to semester. For students with merit scholarships, they have the option of working with Financial Aid to give larger distributions of their scholarship during busier semesters (ie, distributing a \$10k scholarship as \$4k in fall, \$4k in spring, and \$2k in summer). The default is for merit scholarships to be evenly distributed across the academic year (ie, distributing a \$10k scholarship as \$3.3k per semester). Please consult the PsyD ASM and/or the Financial Aid office with any questions pertaining to merit scholarships.

PsyD Course Fees

Students also need to pay a Comprehensive Examination fee of \$70, typically taken the summer of 3rd year. There is another \$70 fee to retake the Comprehensive Exam if needed. PsyD students should also plan for additional costs associated with the program, such as a laptop computer, student professional liability insurance, and potential travel for internship interviews.

Full Time Status in the PsyD Program

Certain classes qualify students as being full-time regardless of how many credit hours they are taking per semester. These classes include practica courses (PSY 733-738, PSY 739, PSY 741, & PSY 742-743), dissertation courses (PSY 701-803), and internship (PSY 801-803).

Student Financial Responsibilities & Enrollment

If a student cannot meet their tuition obligations, they should 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 coursework to meet program prerequisites and, therefore, will be expected to pay the per-credit fees as needed. See the Fees section for per-credit rates.

No Diploma will be issued until the student's financial account is clear.

Grading

The student's cumulative GPA must remain at 3.0 or higher to remain in good standing with

DPCP, and 3.5 or higher to maintain merit scholarships. The grading scale is as follows, and supersedes all syllabi:

Grade	Percentage	Quality Points	Meaning of Grade
A	93-100	4.0	Superior
A-	90-92	3.67	Very Good
B+	87-89	3.33	Good
B	83-86	3.00	Passing
B-	80-82	2.67	Failing
C+	77-79	2.33	Failing
C	73 – 76	2.00	Failing
C-	70-72	1.67	Failing
D+	67-69	1.33	Failing
D	63-66	1.00	Failing
D-	60-62	.67	Failing
F	0-59	0	Failing
FX	0	0	Failure to make up or finish an incomplete

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- or lower will result in the student retaking the course. If the student again earns a B- or lower in the same class, it is likely that a leave of absence or dismissal from the PsyD program will be requested.

It is rare for a student to earn a B- or below in two different courses during an academic year. However, 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 PsyD Program Director and faculty, be asked to take a leave of absence for one year to reevaluate the appropriateness of continuing in the PsyD program. Failing additional courses throughout the program progression would cause the student's status in the program to again be reviewed by the faculty.

Pass/Fail Course Grades (P/NP)

Some courses are graded on a *Pass* ("P"), *No-Pass* ("NP") basis, such as practica courses. 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 a 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 or poor planning on the student's part. The student must complete the request for an incomplete two weeks prior to the end of the semester; if approved, all incomplete work is due two weeks prior to the end of the next semester. The instructor will give a regular grade if all requirements for the course are submitted two weeks prior to the end of the following semester. If all work is not submitted by this time frame the following semester, a notation of "FX" will be posted automatically unless the instructor and the PsyD Program Director officially approve an extension. The student must request an extension by submitting to the Academic Advising 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 PsyD Program and may be considered for dismissal. 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, practica, 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 (except for dissertation and internship courses). If the "IP" extension is not requested, it will automatically become an "FX" grade, and an academic petition will be required to change it. 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

Class 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 (or 2/15th of the class) 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 to determine 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 emails, doing unrelated work, etc.). Students who arrive late or 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 meeting with a client for a scheduled appointment, does not generally constitute a legitimate excuse for an absence.

Graduate work also involves attendance beyond classes (e.g., practica, colloquia, required meeting with faculty). Therefore, students should plan to be present during active semester days as listed in the academic calendar. If a student leaves before the end of the semester or arrives after the start date, he/she should coordinate the absence with all potentially involved faculty, supervisors, staff, and program leaders. If coordination and approval do not occur, students may be expected to change plans or may experience negative impacts associated with missed events or meetings. For example, right after the end of the spring semester, annual reviews are conducted, and some students may be informed of a mandatory meeting with program leadership on the first day of the summer semester. If a student was not returning until late the first day due to not having a course scheduled, they would miss the mandatory meeting.

Students in the DPCP may occasionally have unavoidable educational commitments, such as attending conferences or participating in internship interviews. In these cases, faculty are encouraged to offer an additional absence or provide alternative means of asynchronous participation (e.g., lecture recordings, make-up assignments, etc.).

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. Instructors do not have access to completed course evaluation information until after grades are submitted. The purpose of these evaluations is to obtain student input on whether the course met the course objectives. Thus, when doing evaluative ratings, students should keep the course objectives in mind.

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 and 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 reflects generalized discontent with course content or a professor without identifying specific areas for improvement tends 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 who 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. Faculty mentors can assist students in planning how to address an area of concern. The Program Director or other faculty can also be approached for consultation about such concerns.

There are many factors that go into setting course objectives, planned competencies, and didactic strategies, including factors pertaining to accreditation, licensing, or other professional standards. Students may not always be aware of 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 coursework 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 who 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. The professional career of a psychologist presents many provocative situations where either a positive or unpleasant countertransference to a client can interfere with one's objectivity. It is important for students and faculty 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 is a professional skill that will enhance work with both clients and colleagues. When students do this on course evaluations, it will also help each cohort leave a legacy of program improvement here at Regent.

Academic Resources

Resources and databases available through the Regent Library can be found [here](#). The library has dozens of databases, including the APA's PsycINFO database. Students are encouraged to meet with a reference librarian as needed to assist with gaining information and answering research questions.

Students may also report items that they think the library needs by going to the Public Access Catalog on the university library webpage. 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.

POLICIES REGARDING PROGRAM CULTURE AND EXPECTATIONS

Academic Integrity

As a Christian community of teachers and scholars, Regent University recognizes 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 the performance expectations required for positive evaluations.

Writing Style

The PsyD Program uses the *Publication Manual of the American Psychological Association* (most recent edition) as the standard for all writing projects. The APA manual is available through 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 student's writing style should be consistent with that found in graduate-level psychology work for all assignments. Graduate-level writing exhibits good organization, appropriate spelling and grammar, and scholarly quality. At times, a student may struggle to meet these requirements. When the faculty notes such problems, the student's faculty mentor, in conjunction with the student and the PsyD Program Director, will work to develop an individualized plan of remediation, such as attending a writing skills workshop.

Mentoring Relationships

The program seeks to establish a supportive learning environment. Faculty, staff, and students all contribute to the development of such an environment by treating each other with courtesy and respect. Specifically, all interactions among students, faculty, and staff should be collegial and conducted in a manner that reflects the highest standards of the scholarly community and of the profession (see the current *APA Ethical Principles of Psychologists and Code of Conduct*). Additionally, faculty, staff, and students each have specific actions unique to their role that will contribute to the development of a supportive learning environment. Specifically:

- Faculty support the creation of this environment by being accessible to students,

providing guidance and supervision, serving as appropriate role models, and engaging in actions that promote students' acquisition of knowledge, skills, and competencies consistent with the program's training aims.

- Staff support the creation of this environment by facilitating the availability of resources, educating students on where policies and procedures can be found, guiding them to individuals who can clarify policies or guide policy implementation, and providing feedback when needed.
- Students support this goal by being open and responsive to faculty and staff feedback, engaging with faculty and staff in a respectful manner, reviewing and adhering to program policies and course requirements, reading and responding to faculty/staff emails in a timely fashion, submitting requirements when due or communicating with faculty/staff when barriers arise, providing specific information and/or constructive feedback directly to faculty or staff when concerns arise, and actively engaging in tasks required to grow and develop in all aspects of expected competency of professional psychologists.

Furthermore, to ensure a supportive and encouraging learning environment for all students, the program administration, faculty, and staff strive to avoid any actions that would restrict program access and continuation on grounds that are irrelevant to success in graduate training. Finally, the University has a standard of personal conduct typical of many Christian Universities. See the [University Student Handbook](#) for details.

Development of Mentoring Relationships

Engaging in mentoring relationships with faculty members as a student is a key component to a full and rich education. In fact, good relationships with mentors have repeatedly been a predictor of professional success. Becoming a psychologist is a complex set of learning experiences, involving content to learn, skills to develop, attitudes and values to adopt, and spiritual growth to develop. All of these things happen in a wide variety of contexts in the program. Here are some examples of ways students may develop them:

- Develop a professional attitude about the field by attending a conference with a faculty member and discussing the future of Clinical Psychology over a lunch break.
- Enhance assessment skills by working closely with a PSC supervisor on how to read an MMPI and integrate it with other information about a client.
- Design a research study for a dissertation with a dissertation chair to develop skills in the application of clinical science.
- Implement the research as part of a research team where a student is responsible for marketing to research participants and receive mentoring from the faculty on marketing strategies.
- Participate in class discussions on ethnic diversity in Multicultural class to further one's knowledge, attitudes, and skills in working with diverse clients.
- Engage in a discussion with one's faculty mentor about how to manage concerns about a

- classmate in an ethical and professional manner
- Participate in an after-colloquia discussion with fellow students and a faculty member to discuss the implications of the research presented in colloquia with clinical cases seen that year.

These, and many more, mentoring opportunities abound in the PsyD Program. Students are encouraged to pursue and grow through both formal and informal modes of mentoring. Attachment theory suggests that individuals “try on” the way of being a psychologist modeled by their mentors and then adjust the “fit” to their own style as they develop.

Other Mentoring Opportunities

PSC Supervisor: During their year of clinical training in the PSC, all PsyD students are supervised by a core or adjunct faculty member who provides clinical oversight to develop foundational clinical skills and mentoring to socialize the student into the clinical aspects of being a psychologist in training.

Research Team Leader: Faculty often have research teams that may fit with an interest area of students. Students can participate in research teams for all years of the program, and students receive mentoring in the scholarly aspects of being a psychologist through the activity of the research team.

Faculty Supervision of a Teaching-Research Assistant (TRA) or Teaching Fellow (TF): Select students are offered a TRA or TF position with a faculty where they act as an apprentice and assistant to the faculty, learning their approach to responsibilities. Note: TRAs and TFs are informally all referred to as TAs.

First-Year Specific Mentors: In addition to assigned faculty mentors, the first year cohort has two faculty who are assigned as mentors to meet with first-year students and address any concerns, adjustments to the program, and initial socialization into the field of Clinical Psychology. Additionally, during the first year, the cohort has several assigned second-year students to serve as “Bridge the Gap Coaches (BTGC)” navigating adjustment to the program. The BTGCs are expected to be in contact with their assigned first-year students prior to the start of the program (i.e., during the summer before arrival) and at least twice each semester (fall, spring, summer) during the initial year of the program. However, students are encouraged to reach out to their BTGC at other times to seek any needed guidance.

Informal Mentoring Roles: Students will often create more informal mentoring relationships with faculty not based on the above roles but defined by the student and faculty member. Additionally, students can reach out to any faculty member to discuss specific issues or seek advice.

Guidelines for Mentoring

The program does have some guidelines regarding boundaries in faculty-student mentoring relationships.

1. In keeping with University guidelines and policies, and general ethics, there should not be any sexual or romantic relationships between faculty and students.
2. Regardless of context, faculty and students cannot fully erase their roles. While graduate students act as junior professionals in the organization, the faculty will still be evaluating, writing letters of recommendation, giving practica evaluations, and assigning grades. The PsyD program encourages collegial, friendly relationships between faculty, staff, and students while maintaining integrity in the evaluative and gatekeeping role of faculty. This means that students may have a friendly and even personal discussion one day with a faculty member, and also receive difficult feedback on an assignment the next day. This is the nature of the mentoring relationship within the context of graduate school.
3. Discussions of a personal nature are encouraged between faculty mentors and students. However, students should be mindful of the nature of the student-faculty relationship and be thoughtful about what personal information to share with their mentor.
4. Faculty are expected to be respectful of differences of opinion and ideas, with a healthy respect for Christian freedom. However, if, in an informal setting, a student demonstrates concerning behavior, beliefs, or attitudes, the faculty should address those issues with the student in the proper venue. For example, if a student were to go out to dinner with a group of students and faculty and drink too much alcohol or express a racist attitude, the student should expect the faculty will address this issue with the student formally and potentially disclose the information to program leadership. Program staff have similar obligations to disclose information that has significant relevance to student training or ability to engage in clinical services.

If a mentoring relationship were to become troubled, this can be distressing for students and faculty alike. All involved should do their best to have healthy mentoring relationships, but sometimes this is not possible. Just like in all relationships, mentoring relationships can develop problems. If this happens, consider these things:

1. Why did the relationship stop working? Some options include personality differences, communication styles, expectations, a mentor who is new to mentoring or not strong in mentoring, emotional problems or maladaptive traits on the part of the student or mentor, student or mentor not responsive or available at the level desired by the other, disagreements about a project or clinical situation, or boundary issues.
2. Is it a personal criticism? It's possible you may see "needs to improve" feedback you are receiving as a personal criticism of your interpersonal style or abilities. However, you should instead consider that it is an evaluation of your ability to conduct yourself as a clinical psychologist in training in the context you are being evaluated - not an evaluation

of your worth or the faculty's care for you or liking of you. In fact, faculty who care about students often give them tough feedback and expect that student's egos are strong enough to absorb the feedback and devise a plan to address it in a healthy way. If you can see "needs to improve" feedback as an investment in you and your future clients instead of a personal affront, you are demonstrating maturity and reflective practice abilities.

3. How can you deal with the problem? Do not be passive. Failing to do something typically makes things worse. Consult with others -- peers or a trusted faculty member can often assist you with a plan to address the problem with the faculty mentor. Addressing the problem in a healthy way and managing the conflict often makes relationships stronger. Consider that the problem may be "grist for the mill" and allow you to better understand yourself in your new professional role.
4. If you have had similar difficult relationships with others before, either with authority figures in your life or with others in general, consider whether some personal exploration or therapy might be helpful in determining the source of the problem and how to handle it in a healthy way.
5. If necessary, consider working with a different faculty member. Some relationships with faculty would be difficult to change and require approval, such as a dissertation chair (once the project is well underway) or a PSC supervisor. Other relationships can be changed more easily such as research team or academic mentor. Frame things in terms of your career interests, be gracious, and do not burn your bridges.
6. Keep a journal of difficult situations if they occur. Learning to document things in the profession of psychology is important and necessary regardless of what aspect of psychology students go into. It can help keep things factual and help prevent impulsive reactions if a situation escalates.

Appendix C also provides a listing of mentoring-related resources.

Personal Therapy

Doctoral students are encouraged to enter a therapeutic relationship with a therapist 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.

The program encourages students to see a psychologist (rather than other mental health professionals) as a way to learn from someone within one's own profession. The website "Psychologists Supporting Psychologists in Training" (PSPIT) is an excellent resource to find psychologists with availability to meet with psychology graduate students for therapy, often with discounted fees.

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 [here](#). The American Psychology Association of Graduate Students (APAGS) provides students with representation, forums, and a variety of other helpful resources. There are many other 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 interest to Regent students include:

American Psychological Society (APS)
Christian Association for Psychological Studies International (CAPS)
American Association for Marriage and Family Therapy (AAMFT)
Association for Behavioral and Cognitive Therapy (ABCT)
Society of Behavioral Medicine (SBM)
Society for the Scientific Study of Religion (SSSR)
Society for Personality Assessment (SPA)
Virginia Academy of Clinical Psychologists (VACP)
Virginia Association for Psychological Science (VAPS)
Tidewater Academy of Clinical Psychologists (TACP)

Research Teams

PsyD students have the opportunity to participate in research teams directed by PsyD and CHBS faculty members. 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. Students may participate in research teams for elective credits or as a volunteer. When doing the Research Group for credit, the student should work with the faculty lead and ASM to register for one credit hour each semester for three consecutive semesters. Three total credit hours would meet the requirements for one PsyD elective. A maximum of 3 credit hours of Research Group credits can be used to meet part of the program elective requirement.

Faculty Involvement in Student Presentations and Publications

Any scholarly, conference, or professional presentation/publication should include a faculty member on the project for oversight and contribution to ensure quality. Typically, the level of involvement in this role warrants co-authorship. If the student is the lead on the project, the student is the first author. If the level of involvement does not warrant co-authorship of faculty (determined by the faculty member), the student should include a footnote on the work indicating the work was done under the oversight of the appropriate faculty member.

Library Course Completion

All PsyD students are required to take a UNIV LIB noncredit course designed to introduce PsyD 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 and is required as part of the PSY 600 Clinical Psychology course requirements.

Annual Review Process

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. This culminates in an Annual Review letter to each student, detailing whether they are in satisfactory academic standing. The student's faculty mentor, 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. A second unsatisfactory standing review may result in dismissal from the program.

The Annual Review process is as follows:

1. Students on internship who have completed their dissertation are not required to complete a self-evaluation or participate in Annual Review. All other students should spend time reflecting on their performance in the program over the prior year, including coursework, probes, clinical work, supervisor evaluations, professional development, dissertation progress, and internship preparation.
2. Students will summarize these reflections by completing the following documents:
 - a. Self-Evaluation Document: a self-evaluation of training thus far.
 - i. Students not yet on internship complete the standard self-evaluation form.
 - ii. Students on an internship or who have completed the internship but have not completed the dissertation will complete a self-evaluation focused on dissertation status.
 - b. MLA Tracker: documents all benchmarks and probes that have been met.
 - c. Time2Track account report summary: summarizes all hours accrued to date in the program (not required for first-year students).
 - d. SEP Form: approved and signed by both faculty mentor and Program Director.
 - e. DegreeWorks audit: documents progression towards degree conferral.
3. The completed documents are due by **April 15** (or the first weekday if the 15th is on a weekend) annually submitted to the student's faculty mentor and the PsyD Academic Services Manager. Timely submission of these documents is critical to ensuring an effective review process; thus, late submissions are a significant area of attention in the program.
4. Regardless of rating, each faculty mentor presents initial, tentative recommendations to the faculty during the Annual Review meeting between spring and summer semesters.

5. Each student will receive a letter from the program that summarizes the results of the review process. Students need to maintain the original of this letter as it will be required for their Internship Readiness Portfolio.
6. The student may appeal any decision from Annual Review first to the Faculty Mentor, 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 grievance and due process guidelines found in the Faculty and Academic Policy Handbook.

Assistantships

Teaching Fellows and Teaching-Research Assistants

The DPCP regularly utilizes doctoral students in the role of Teaching Fellows or Teaching-Research Assistants (generically called TAs). The appointments typically have an associated scholarship and stipend. TAs serve in different areas depending on the needs of the department. Generally, they assist professors in research or courses. TAs often work directly with a faculty member on specific projects. TAs must be prepared to perform their work responsibilities for the entire 3-semester duration of their appointment. Stipends are individually contracted for students based on scholarship, duties, and department resources. TRA and TF positions can be applied for in advance of the student's 2nd through 4th year. A limited number of positions available results in these positions being competitive. Academic or other ethical misconduct is grounds for losing merit scholarships or other awards at the discretion of the faculty. The financial aid office for the SPC sets policy regarding how much financial aid or stipend can be obtained for students in each or multiple roles. Please consult with the financial aid representative for the SPC for any questions regarding scholarships or compensation for TA positions.

Policies and regulations pertaining to such positions can be found in the Regent University Faculty and Academic Policy Handbooks. TAs are considered University employees and must meet employment criteria for the University and abide by the University's Employee Handbook. Applications for Teaching Fellow/Teaching Research Assistantships are announced via the DPCP email and require a Program application form. These positions are applied for in the spring term, and selections are made by the early to mid-summer term. All additional employment paperwork must be completed and approved by the University's Human Resources office prior to a student beginning their role, typically prior to leaving on summer break prior to the fall term when the position starts. These positions must be applied for each year and, **if chosen, can negate other school-based financial aid that is currently received.**

Any work that offers a stipend, hourly wages, etc., can't begin until the student has been cleared by the University's Human Resources office. This includes TFA, TRA, GA, and research assistants under grants. Completing work prior to being cleared is against policy.

Graduate Assistantships

Several opportunities exist each year for students to be employed on an hourly basis to assist

faculty and staff with various program tasks, known as a graduate assistantship (GA). GA positions may be offered to students directly by faculty or staff if their service is deemed necessary for program activity and funds are available. Occasionally, GA opportunities may be advertised, and students may apply for these positions; the length of the position will vary based on the need(s) of the department hiring.

Colloquia and DPCP Special Events

The DPCP has built into its schedule times for meetings, speakers, and colloquia. Candidates for open faculty positions will also make presentations to the PsyD 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 generally mandatory for all first, second, and third-year PsyD students. Practitioner-Scholar Research Symposium is mandatory for fourth-year students (see Dissertation Handbook for details).

Students must clear their schedule for these required event, including practica attendance. If unresolvable conflicts prevent attendance at the colloquia, the student must submit the Colloquia Absence form (found on the PsyD resource page) and receive permission from the Program Director for the absence. Ordinarily, practicum responsibilities are not justification for missing scheduled program events; therefore, students need to plan to prevent conflicts. If an unplanned essential clinical duty from a practicum requires an absence from a mandatory event, a meeting with the PsyD Program Director may be required, especially if considerable required time is planned to be missed. Regardless of the reason for absence, students who miss the colloquia will generally be required to watch a video of the presentation and write a 5-page paper responding to the presentation content and its application. Students should be aware that unexcused absence from a colloquium is considered a serious matter in the program.

Inclement Weather

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, WVEC TV Channel 13 and on the Regent University website. You may also telephone the Inclement Weather Hotline at 352-4777 at any time to hear a pre-recorded announcement. Additionally, if student phone numbers are correct in the Regent Alert system, you will receive texts and phone calls regarding inclement weather.

Professional Liability Insurance

All students are required to personally hold professional liability insurance at all times while enrolled in the program, including internship. Students on an internship can provide documentation that they are covered by their site or state limits and proof of coverage of those limits. Proof of coverage is due to the Academic Services Manager by July 15th each summer (this makes it due for incoming students before their first semester begins). The start date can be the

first day of the fall term, but proof of coverage/renewal is due on July 15th each year. Obtaining coverage can take anywhere from a couple of days to a month. Students may obtain further information on liability insurance from the PsyD ASM. Students failing to meet this deadline can have their clinical training interrupted until proper documentation is received.

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. All students are held to the University Student Handbook and University Student Policies; these are available on the Regent website.

Career Services

Career evaluation, planning, and coordination assistance is available 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 the Chapel.

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

Attire Expectations

The following is copied directly from the Regent University Student Handbook, for general awareness:

“As a Christian community of higher education, we value modesty and professionalism in attire, while also recognizing that casual attire is often appropriate on a college campus. The University has not established a “dress code” for students, however there are certain standards that are expected in order to maintain modesty and decorum. Clothing that is inappropriately revealing such as, but not limited to, crop tops, mini-skirts, low-riding pants, low-cut tops, and tops that expose large areas of the back or torso, should not be worn. Additionally, students are expected to wear shoes indoors, and men are expected to wear shirts in public areas. Students who prefer to remove their shoes as an act of worship in Chapel may do so, as long as it is not disruptive to the environment. Faculty/staff who believe a student is inappropriately dressed have the authority to address the concern with the student, and the University expects the student to

heed the concern and adjust his/her attire as necessary. Students who work on campus are expected to abide by the employee dress code policy found in the Employee Handbook while performing their job duties.” (page 21)

Due to the professional nature of the DPCP, there may be certain campus events where professional attire is expected. Students are also expected to abide by any dress code standards held by their practica sites, including the Psychological Services Center. If you have questions about attire, please reach out to your faculty mentor or the Program Director.

Communication

Several mechanisms for communication are utilized within the DPCP. Email is the primary means of communication in the PsyD program; therefore, *at minimum, students should check their Regent University email address several times across the week.* Students who regularly use other email services as their primary email address may arrange to have their Regent email forwarded to that address. Information for such email transfer may be obtained by sending a request to the computer services helpdesk (helpdesk@regent.edu). The program bulletin board, located outside of Suite 161, also frequently presents program information.

A listserv is set up for all students in the PsyD Program and administered by the Academic Services Manager. Special announcements to students will be sent out via email on the listserv. Individual class announcements will also be sent via email through Canvas. Again, it is imperative that students check their email regularly to keep informed of class, DPCP, and university events. Students are also encouraged to use email as an efficient form of communication with their professors, the PsyD Program Director, and other faculty and staff in the DPCP. Students should use their mail.regent.edu email address for program/class communication.

All program-related communication with the Academic Services Manager should use psyd@regent.edu rather than the listserv or emails to the Academic Services Manager’s personal email.

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. For more information, go to the link on the Student Services webpage or email cogscou@regent.edu.

PsyD Social Activities

To facilitate community life, the PsyD Program regularly sponsors social gatherings of students, faculty, staff, and their families. The PsyD representative to the Council of Graduate Students, along with student volunteers, also initiates and coordinates functions. Numerous PsyD social events are held throughout the academic year, including the Ice Cream Social, PsyD Thanksgiving, Annual Picnic, Pinning Ceremony, and Solitude Retreats. The PsyD Program also offers town hall meetings periodically during the academic year, which are open to all currently enrolled PsyD students. The purpose of the town hall meetings is to facilitate dialogue regarding degree plans, course offerings, graduation requirements, program culture, and academic life in general and to establish and promote community life within the school. Your attendance at all such events is encouraged and welcomed.

POLICIES REGARDING GRADUATION AND DEGREE CONFERRAL

The deadline to apply for participation in May commencement events is December 1; this is a university-determined date and not a Program one). Therefore, students on an internship or eligible for their masters should apply for the summer term they are completing their requirements in and by the deadline listed on the Academic Calendar for Summer Commencement, or they risk not receiving approval to participate in these events.

Masters Degree

All PsyD students can receive an M.A. degree in Clinical Psychology after completion of 64 semester hours and completion of the PSY 733-735 (80 hours for cohorts prior to 2018 catalog), which are taken at Regent University (or approved for transfer/advanced standing credit into the PsyD Program). The processing fee is posted by the Registrar's Office. Students must complete an Application for Graduation form to obtain their M.A. The awarding of the M.A. is required as a condition of doctoral candidacy and part of the approval for taking Comprehensive Exams. The processing fee for this degree is posted by the Business Office; students applying after the deadline (see the Academic Calendar) may incur an additional late fee charge.

Students must have successfully passed PSY 733, currently be passing PSY 734 for the spring term, and registered for PSY 735 in the summer term in order to be approved to participate in the May commencement events. View the Academic Calendar for application deadlines, fees, and other information regarding degree clearance/Commencement events. If a student is missing requirements or does not have the required credit hours to earn the master's based on their registration when reviewed by the Central Offices, it will be denied.

Doctoral Graduation and Degree Conferral

Regent University's graduation ceremony takes place in May. The specific date is announced in the University academic calendar. While the Registrar's Office will notify students of anything

missing graduation requirements, the student is ultimately responsible for providing the required material and attending to the completion of their degree requirements.

All students who plan to participate in May graduation for their PsyD must have successfully defended their dissertation **no later than February 15th** and currently be completing their internship or have already met this requirement. All academic classes should be completed prior to the start of the internship. 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, dissertation not defended), 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. This exception is only given in highly extenuating circumstances.

Students may not use the title “doctor” until the Doctor of Psychology degree is conferred by the university (which requires the dissertation to be accepted by ProQuest and the internship to be assigned a passing grade). Internship completion dates can affect what semester your degree is conferred for; make sure to check your end date of internship against the Academic Calendar. A student who completes their internship after the last date of the summer term will not have their degree conferred until the following semester (given that all other program requirements are completed). Conferment is not synonymous with participation in the graduation ceremonies. Regent confers the PsyD degree when the registrar determines that all degree requirements have been satisfied, and the degree is posted at the end of the term in which all requirements have been satisfied.

While the PsyD Program works with the Registrar’s Office to verify that a student has completed all degree requirements, the University awards the degree, not the program. The degree clearance process is handled by the Registrar’s Office, and students should communicate with them regarding the need for documented proof of their degree and degree status. Students should be aware that the processing of degrees does not take place until after grades are posted for the semester in which they have applied for their degree, and it can take several weeks to be completed. When applying for jobs it is important to allow time for degree processing and verification after the term end date. The Registrar’s Office communicates to students when their degree clearance has been completed via their student email address. Students can check the University Handbook or talk to the Registrar’s office for anticipated processing time.

As an interim option pending degree confirmation, students who have met all degree requirements, short of internship completion, and who are performing well on internship (e.g., no active remediation or disciplinary action or significant pattern of concerning performance), may request a letter from the Program Director during the summer semester of internship stating that all program requirements have been met, pending successful completion of internship, and

an anticipated date when the degree will be conferred. Students should contact the ASM and Program Director to request the letter and provide specific information on to whom the letter is to be sent and the purpose of the letter (e.g., advance credentialing, starting postdoc upon internship completion, etc.). Students should make the letter requester aware of the following:

1. The letter does not represent documentation of degree completion or award, as only the registrar can attest to degree status. Therefore, the letter does not replace degree confirmation.
2. Rather, consistent with standards and norms for clinical psychology doctoral programs, the letter is provided as interim information to document the student's current status according to program records.

POLICIES REGARDING CONDUCT CONCERNS OR GRIEVANCES

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 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 about discussing the situation alone with the professor, the faculty mentor should be consulted. In conflicts involving the faculty mentor, the PsyD Program Director should be consulted. In conflicts involving the Program Director, the Associate Dean of the SPC should be consulted. When working with the mentor and the professor has failed to resolve the issue, scheduling an appointment with the PsyD Program Director is the next step. The student may choose to have their faculty mentor attend such a meeting for support if the conflict does not involve the mentor. Should a satisfactory resolution of the situation not occur at this level, the student may appeal to the Associate Dean of Academics for the College of Health and Behavioral Sciences and the Dean of the College of Health and Behavioral Sciences in succession. At this point, standard university policies (such as those found on/in the Regent website, Student Handbook, Office of the Provost, Faculty and Academic Policy Handbook) will guide the resolution process.

If students have a concern about a peer, similar guidelines exist in keeping with Matthew 18 principles. The student should first present their concern to their peer unless safety is a concern. If safety, emergency, or violation of the law is a concern, then a complaint to campus or local police should be the first course of action. For non-emergency or immediate safety issues, the student may consult with their mentor or a faculty member about the concern, typically concealing the identity of the peer as the first step as they seek guidance on the professional and ethical considerations of the concern. Students should follow the guidelines in the APA Code of Ethics, particularly Standard 1 on Resolving Ethical Issues. Students may also consider seeking

education or consultative assistance from the Office of Ethics at the American Psychological Association. For student campus concerns, campus misconduct, or activity not in keeping with the standards of Personal Conduct or other policies in the Regent Student Handbook, the Regent University Student Services and COGS office can provide guidance to students.

Some university policies regarding student appeal procedures indicate that after a lack of resolution between a student and the involved faculty, the next level is the Dean. For the College of Health and Behavioral Sciences, the Dean has utilized the authorized action of designating program directors in the SPC as the Dean's designee for initial appeals to the Dean's office. Therefore, except where the initial concern relates to the program director and was not resolved at the initial level, further appeal should be directed to the PsyD program director. Students may subsequently appeal directly to the Dean's office as a third-level appeal. Note that the Dean may assign appeals to the Dean's office to be addressed by the Assistant Dean or Dean as needed.

Students should be aware that FERPA rules and regulations will not allow faculty or staff to communicate back to the concerned student the actions or steps taken in response to the concern. For instance, if a student expresses a concern that their classmate cheated on an exam, and the PsyD Program responds by failing the student from the course, that information would not be shared publicly or with anyone other than the necessary faculty or staff members. While students may share information they deem appropriate with each other, faculty will not share any information about classmates. This can lead to a one-sided experience of information that students should be aware of and use good judgment in response.

Initial decisions for any action (e.g., NOC, PDF, grade, grievances, etc.) are viewed as final, even during an appeals process. The decision only changes if reversed or altered as a result of the appeal process.

Performance Concerns and Remediation

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, the faculty member should seek to provide feedback to the student in as timely a manner as possible. 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. The faculty member will request a conference with the student to discuss the concern, and may document the concern using either a Note of Concern or Professional Development Form. Both of these forms of documentation are internal to the program and do not represent disciplinary action by the University. Rather, these processes are intended to assist in providing clear feedback to students regarding areas of concern, and concrete steps to take to address the concern.

Note of Concern (NOC)

The template for a NOC is in Appendix B. Typically, a NOC is used to document an area of concern when verbal feedback does not achieve correction of the concern. NOCs are for the use of the student and faculty member only at a preliminary stage. If the concern is adequately resolved, the NOC will never be entered into the student's file. It is not uncommon for students to receive a NOC, and it does not reflect a general concern about student performance or progress.

Professional Development Form (PDF)

Un-remediated concerns after the use of a NOC or matters deemed too serious for such informal feedback may result in a PDF (Appendix B). If the faculty member or student so desires, a third person may be included in the performance concern conference. That third person should typically be the student's faculty mentor, and their selection is subject to the Program Director's approval. If a satisfactory resolution of the concern is not reached at this level of dialogue, the faculty member and/or student may then meet with the PsyD Program Director. Note: While less common than the NOC, PDFs are also given to many students in the program and do not indicate that the student is generally performing poorly. Rather, general concerns about performance are based on overall patterns and severity of performance or conduct concerns.

Disciplinary Action

If disciplinary procedures are needed, the university student disciplinary procedures must be followed. If these meetings do not resolve the issue, University Policy will be followed (see Regent Student Handbook, section 6).

As stated previously, a Note of Concern and/or Professional Development Form are not disciplinary actions. Disciplinary action occurs following a very serious offense or series of offenses leading to questions regarding suitability for the profession. "Disciplinary action" is the terminology used by licensing boards for offenses such as sexual contact with patients, conviction of crime, or unethical practice. If disciplinary action is required, this will be documented in letter/s to the student. NOCs (not part of your record if resolved) and PDFs are intended to document and ensure all parties have a clear understanding of areas of needed improvement, establishment of the plan, and indicators of successful resolution as students are guided through their graduate training. In contrast, Disciplinary action in the field of Clinical Psychology is a serious status where students should expect to answer questions regarding the disciplinary action for the rest of their career by internship and postdoc directors, employers, insurance companies, and licensing boards. While NOCs and PDFs are methods of remediation that are not intended to follow you beyond graduate school, disciplinary action would follow the student and likely affect their career prospects.

POLICIES REGARDING PROGRAM LEAVE OF ABSENCE, DISENROLLMENT, AND WITHDRAWALS

Students should also educate themselves on issues of financial aid and deferments during any year where they are either working exclusively on a dissertation or taking a leave of absence.

Those policies are set by the University Financial Aid office and the students' lending institution, not the PsyD program.

Leave of Absence

If a student in good standing cannot continue their studies due to unusual personal, family, professional, or academic difficulties, they have the option of a leave of absence (LOA). During the 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 the Office of Academic Advising.

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.

Leave of Absence due to having a child

If a student is expecting to add a child to their family during their time in the PsyD program, the following are recommended. The student should speak with their faculty mentor and TA/RA/GA supervisor, if applicable, once they are certain that they will be expecting to add a child to their family. It is recommended this conversation happens before registering for the semester that the child is expected. In keeping with empowering student decision-making, typically the student will come to their faculty mentor with a plan for how they will accommodate the addition of a child to their family in light of their graduate training. There are generally three approaches to family leave as a graduate student in the PsyD Program:

1. Some students remain enrolled but reduce their load for the semester/year that the child is expected to arrive. This may include taking time away from practica, reducing classes, or both. Unless the student has transferred courses or had an unusual SEP, this would generally require creating a new 6-year planned SEP.
2. Some students decide to take a leave of absence for a period upon the birth of their child. The leave of absence could be part of a semester or an entire semester. Incomplete policies are set by the University and may be consulted and discussed with the student's faculty mentor and/or PsyD Program Director. Students using this option should complete the Leave of Absence form on the PsyD Resources page.
3. Some students persist with their original SEP and plan to return to work within 2 weeks of the birth of their child (the maximum time allowed to miss classes or practica without special accommodations). This is more typical if the parent is not birthing the child. Students planning this should talk with their doctor and are encouraged to arrange a "plan B" in case the child or mother has health complications making it impossible to return so quickly. Faculty encourage students to make realistic work-life balance decisions in regard to these choices, and fully supports students in holding healthy work-

life boundaries. Students using this option should complete the Short-Term Leave of Absence form on the PsyD Resources page.

Regardless of the approach to leave, at most points in the program it is feasible to stretch out the SEP to a “6-year plan” to reduce the load around the time of the arrival of a child and allow for some work-life balance. Students should be aware that faculty and clinical settings will be as flexible as possible, but there are some limitations. It is typical in a workplace for a parent to take 6 or more weeks of leave, and the faculty encourages students to take leave for the addition of a child. If a student does not want to take a semester or more of leave and based on the due date/adoption date expects to miss more than 2 weeks of class and practica, then arrangements will need to be made with each professor and supervisor for accommodations if possible. Some activities may allow for online attendance, or recordings may be available, but this is not always possible for each course and will be considered on a case-by-case basis for each class. Some practica allow for extra work to be conducted during the year, but this is limited by the nature of the practica site. While planning, the student should consider the needs of clients and adequate preparation to apply for an internship. If unexpected complications in the birth/adoption were to occur, the student should communicate with the faculty mentor, professors, and supervisors as soon as is reasonable.

Note that leave of absence due to medical needs for the student or a dependent follows a similar pattern of choices for family leave of absence.

Withdrawal

Students who decide to withdraw from the program should notify the Program Director of their intent and then submit the request through Academic Advising. Students continuing in another program of study at Regent should only request to withdraw from the program. Students who will no longer study at Regent should request to withdraw from the program and the university. If a dismissal action is initiated by the program or the university, the student no longer has the option to withdraw voluntarily.

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 3.0 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. Failure (less than a B) of two courses during a student’s course of training is potential

grounds for dismissal.

- 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. This petition must be approved by the PsyD Program Director and CHBS Dean, as well as the Academic Affairs office of the Vice President. If an extension were granted for appropriate cause (typically due to approved leave of absence), the program may require students to re-take courses or probes as a result of skills becoming out of date.

2. Unprofessional Personal Conduct:

- a. For failure to behave consistently with the codes of ethics of the 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 that would potentially impair the student's 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 a serious risk for client harm by the student.
- c. Generally, students who fail their internship will not be able to complete their degree.

4. Financial:

- a. 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 contraindicate 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 sufficient resolution of the clinical difficulties.

Disenrollment may be appealed by following the university's due process procedure.

Readmission

If a student has withdrawn from Regent University and wishes to be readmitted to the program within one year of withdrawing, they must obtain written approval from the PsyD Program Director. If approved for reentry, tuition is payable at the time of registration. To remain under the catalog requirements at the time of original admission, an academic petition would need to be submitted. If a student seeking re-admittance within the above timeframe had any open

remediations, PDFs, or NOCs at the time of withdrawal, the student will need to submit a new application for admission to the DPCP.

If a student wishes to reenter a year or more after withdrawing, they must submit a new application for admission to the DPCP. Please contact the Regent University Admissions Office for details. Applicants for readmission will be subject to a readmission fee (see Fees). Readmitted applicants follow the degree requirements in effect as of the time of their readmission.

Students who transfer to another program of study at Regent will be required to reapply to the PsyD program if, at some point, they desire re-admittance.

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 the approval of the student's faculty mentor, the PsyD Program Director, and the office of the Executive Vice President for Academic Affairs, but students should not count on this occurring. Failure to pass comprehensive exams or obtain an internship does *not* warrant an extension of the 7-year limit. Extensions may require students to retake courses or demonstrate competency in probes again due to training becoming outdated.

Any student who is not placed in an internship after applying twice, or if the internship application timeline would not allow the degree to be completed within 7 years, is subject to dismissal from the program.

Transferring to a Different Degree Program at Regent

At times, students enrolled in the PsyD Program have life changes or make decisions which necessitate a change in programs of study or decide a different program is a better match for their interest or career goals. Specifically, a PsyD student may wish to apply for admission into one of the M.A. Counseling programs offered at Regent University. When such a decision is contemplated, it is recommended that the student set up an appointment with his or her faculty mentor to problem-solve barriers to continuation in the PsyD program if applicable, discuss the reason for the decision to pursue a different degree, seek feedback on the transferability of skills and coursework obtained in the PsyD program into the proposed MA Counseling degree program. 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 PsyD Program Director approves the transfer, an appointment must be set up with the M.A. Program Director in order to discuss which of the MA Counseling programs is a better fit for their interests and career goals. Then the student may complete the M.A. application and admission process.

APPENDIX A: PsyD 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. 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 faculty assigned to each committee can be obtained by contacting the PsyD program Academic Services Manager.

The *PsyD Program Leadership Council* (PLC) was established to create an avenue for effective communication and problem solving between students and faculty in the PsyD program. Often there can be a disconnect between students and faculty related to the practical impact of policies, program culture, and conveyance of information. Thus, the PLC serves the following functions:

- Creates a regular space for students to share broad themes as to their functioning in the program (ie, what is going well, cohort concerns, constructive feedback). This also allows faculty to have a better understanding of how each cohort is doing within the program.
- Allows problem-solving and brainstorming to be a collaborative process, rather than the responsibility of one party.
- Provides space to discuss new program policies and discuss questions.
- Creates opportunities to plan and implement community-building events throughout the year (ie, PsyD Thanksgiving, retreats, etc).
- PLC representatives also rotate sitting in on Faculty Meeting once per month, in order to provide transparency and clarity as to program functioning.

The PLC representatives are elected by their cohorts at the end of each academic year, except for the Pre-Practica representative who is elected during fall semester. Students on a six-year track may choose to bring concerns or questions to the representative for their year in the program (eg, External Practica rep) or to the 6yr Track rep as desired. The PLC is composed of the following members for the 2025-2026 academic year:

- **Faculty Representatives:** Program Director, PSC Director, Director of Clinical Training, and Admissions Chair
- **Pre-Practica Cohort Representative:** TBD
- **PSC Cohort Representative:** Jed Metge, jedmetg@mail.regent.edu
- **External Practica Cohort Representatives:** Lexi Bonn, alexbon@mail.regent.edu
- **Pre-Internship Cohort Representative:** Alex Parajon, alexhab@mail.regent.edu, and Logan Hummel, logahum@mail.regent.edu
- **Six-Year Track Representative:** Sophia Rose Swiatek, sophswi@mail.regent.edu

The *PsyD Admissions Committee* functions to evaluate potential applicants for entrance into the PsyD 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.

The *PsyD Clinical Training Committee* functions as a resource committee for the Clinical Training Director. Responsibilities include the 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.

APPENDIX B: PsyD Handbooks and Forms

This [link](#) will take you to the PsyD Resources page, which contains the program handbooks and numerous forms students may need. Contents of this page are listed below:

Program Handbooks

- PsyD Program Handbook (PDF)
- PsyD Dissertation Handbook (PDF)
- PsyD Clinical Training Handbook (PDF)

Program handbooks are provided to students and applicants for their general guidance only. They do not constitute a contract, either express or implied and are subject to change at the university's discretion.

Academic Forms

- Academic Remediation Form
- Annual Self-Evaluation Form
- Approval to Take Courses in Another SPC Program
- Colloquium Absence Form
- COMPS Clearance Form
- Internal Communication Memo
- Leave of Absence Form
- Practitioner-Scholar Research Symposium Form
- Short-Term Leave of Absence Form
- Student Educational Plan (SEP) Review/Update Form
- Note of Concern (NOC)
- Professional Development Form (PDF)

Internship & Practica Forms

- Application for Internship, Practicum, Externship or Field Placement
- Practica/APE Site Information Tracking Form

Dissertation Forms & Resources

- Adjunct Dissertation Chair Statement of Understanding
- Dissertation Announcement Template
- Dissertation Defense Competency Review
- Dissertation Format Template
- Dissertation Summary Page
- Dissertation Topic and Committee Approval Form
- Final Dissertation Editing Tracking Form
- Nontraditional Dissertation Defense Competency Review
- Nontraditional Dissertation Proposal Competency Review

- Proposal Competency Review
- Institutional Review Board
- Submitting Electronic Theses and Dissertations to ProQuest

General Resources

- Approved Degree Plans
- Psychological Services Center

APPENDIX C: NOC and PDF Templates



Note of Concern

Doctoral Program in Clinical Psychology

The Note of Concern (NOC) is typically utilized after verbal counsel is given and a problem re-occurs or when a problem occurs, which is at a level of significance that written feedback and a formal corrective action plan are warranted. Steps are outlined below:

1. Contact the student and instruct them to set up an appointment with you by a specified date. In the email or call, provide general information about the concern. If the student does not set up the appointment within the required timeframe, include this issue in the NOC.
2. Fill out SECTION I on the first page of this form and meet with the student to discuss.
3. After the meeting, fill out SECTION II on the second page, print and sign.
4. Conduct a follow-up meeting to evaluate the collaborative action plan and complete SECTION III.

SECTION I

Student Name: _____ Faculty Name: _____

Date of Meeting: _____ Others present (if applicable): _____

Was previous verbal counsel given on this issue? Yes No

If yes, by whom and approx. date: _____

The faculty and administration of the PsyD Program are invested in your success in your graduate program. Therefore, I am meeting with you to discuss the specific issues outlined below in order to support your success in the program. The NOC concern is a means of working with you as part of your educational process. If the issues are resolved, this information does not go into your student file.

Summary of the Problem (prepare in advance of the meeting, include specifics regarding the problem and related knowledge or competency area):

SECTION II

Response from Student:

Decision (select one): NOC Stands Cancelled Modified (as indicated below)

Collaborative Action Plan for Student (Include specific required actions, completion date, and method of determining requirement met, as appropriate):

Student Signature of Agreement: _____

Follow-up meeting set for (date): _____

Once Section II is completed, give a copy of the NOC to the student and also to the ASM. After the follow-up meeting, the faculty member needs to complete Section III of the NOC for the ASM.

SECTION III

Collaborative Action Plan Result (select one): Met Not Met (Complete a new NOC or PDF)

Faculty Signature: _____ Date: _____

Revised August 2025



Professional Development Form

Doctoral Program in Clinical Psychology

Student Name: _____ Faculty Name: _____

Date Form Completed: _____

The Professional Development Form (PDF) documents concerns about student behavior or performance that have been observed by faculty. The Professional Development Form remains in the student file, and serves to complete three goals:

1. Clearly describe deficiencies and expectations for improvement.
2. Create a timeline to observe the improvements.
3. Communicate the consequences for failing to meet the specified expectations according to the timeline listed.

Instructions:

- Complete the form. Students should be evaluated in the context of and based on their level of training and associated expected performance. The relevant domain for the concern should be highlighted, and a narrative provided below the highlighted domain to describe the identified concern. Any items checked must have comments below to include specific behaviors observed.
- Meet with the student to discuss the areas of concern identified in the PDF, obtain student perspective/additional information, and obtain student feedback on a remediation plan.
- After considering student input, the faculty member will establish the final remediation plan and provide a copy of the PDF with the final plan to the student. If the final plan is not established in the initial meeting, a second meeting should be held to discuss the final plan. However, the final written PDF may be provided to the student for signature via email or placement in the student's box. In such cases, students are expected to return the form within three weekdays occurring in a semester unless otherwise noted on the form. If the student fails to return the form in the required timeframe, the faculty member should consider additional action to address this issue.

Identified Areas of Concern and Reasons for Professional Development

Professional Values and Attitudes

- Behavior does not reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
[enter narrative, if needed]
- Lack of sufficient self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
[enter narrative, if needed]
- Lack of active pursuit of, openness to and/or responsiveness to feedback and/or supervision.
[enter narrative, if needed]
- Failure to respond at a level of professionalism in complex situations with a degree of independence appropriate to the student's level of training.
[enter narrative, if needed]

Communication and Interpersonal Skills

- Difficulty developing and maintaining effective relationships with individuals, including colleagues (peers), communities, organizations, faculty, supervisors, supervisees, and those receiving professional services.
[enter narrative, if needed]
- Difficulty producing and comprehending oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
[enter narrative, if needed]
- Ineffective, problematic, or deficient interpersonal skills and/or ability to manage difficult communication.
[enter narrative, if needed]

Consultation and Interprofessional/Interdisciplinary Skills

- Lacking knowledge and/or respect for the roles and perspectives of other professions.
[enter narrative, if needed]

Intervention

- Difficulty establishing and/or maintaining effective relationships with the recipients of psychological services.
[enter narrative, if needed]
- Difficulty developing evidence-based intervention plans specific to the service delivery goal.
[enter narrative, if needed]
- Difficulty implementing interventions informed by the current scientific literature, assessment

findings, diversity characteristics, and contextual variables.

[enter narrative, if needed]

- Lacking the ability to apply the relevant research literature to clinical decision-making.
[enter narrative, if needed]
- Lacking the ability to modify and adapt evidence-based approaches effectively when a clear evidence base is lacking.
[enter narrative, if needed]
- Difficulty evaluating intervention effectiveness and/or adapting goals and methods consistent with ongoing evaluation.
[enter narrative, if needed]

Assessment

- Lacking current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
[enter narrative, if needed]
- Difficulty understanding human behavior within its context (e.g., family, social, societal, and cultural).
[enter narrative, if needed]
- Lacking the ability to apply knowledge of functional and dysfunctional behaviors, including context, to the assessment and/or diagnostic process.
[enter narrative, if needed]
- Difficulty selecting and applying assessment methods that draw from the best available empirical literature and reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
[enter narrative, if needed]
- Difficulty interpreting assessment results, following current research and professional standards and guidelines to inform case conceptualization, classification, and recommendations while guarding against decision-making biases and distinguishing the aspects of assessment that are subjective from those that are objective.
[enter narrative, if needed]
- Difficulty communicating orally and in written documents the findings and implications of the assessment in an accurate and effective manner, sensitive to a range of audiences.
[enter narrative, if needed]

Research

- Lacking the ability to substantially and independently formulate research or other scholarly activities (e.g., critical literature reviews, dissertations, efficacy studies, clinical case studies,

theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

[enter narrative, if needed]

- Difficulty critically evaluating and disseminating research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

[enter narrative, if needed]

- Difficulty conducting research or other scholarly activities.

[enter narrative, if needed]

Ethical and Legal Standards

- Lacking knowledge and/or ability to act in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct.

[enter narrative, if needed]

- Lacking knowledge and/or ability to act in accordance with relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines.

[enter narrative, if needed]

- Difficulty critically evaluating and disseminating research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

[enter narrative, if needed]

Individual and Cultural Diversity

- Difficulty understanding how their own personal/cultural history, attitudes, and/or biases may affect how they understand and interact with people different from themselves.

[enter narrative, if needed]

- Lacking knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities, including research, training, supervision/consultation, and service.

[enter narrative, if needed]

- Lacking the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.

[enter narrative, if needed]

Discipline Specific Knowledge

- Lacking appropriate knowledge in one or more areas of discipline-specific knowledge (e.g., History and Systems of Psychology, basic knowledge of scientific psychology and/or methods of inquiry and research).
[enter narrative, if needed]

Other Areas of Concern

- Other areas of concern warranting professional development not covered above but impacting the student’s ability to function effectively as a professional and/or Health Services Psychologist.
[enter narrative, if needed]

Documentation of Meeting

Meeting Date: _____ Location: _____

Individuals Present: _____

Recommendations & Collaborative Action Plan to Be Taken by Student (highlight as appropriate, and/or specify other action plan items):

- Complete a writing assignment regarding the professional development area/issue (specify length and required content).
- Referred to Writing Center for assistance with writing skills/paper preparation.
- Referred to Writing Mentor to assist in more detailed and comprehensive remediation for writing skills development, remedial work, or additional assignments to include:
- Referred to outside counseling.
- Other (specify):

Method to be used to determine if the requirement is met:

Begin Date: _____ Mid-Review Date (if applicable): _____

Expected Completion: _____

Meeting Scheduled? Yes No If no, reason: _____

Consequences For Not Meeting The Requirements of This Remediation Plan:

Student Acknowledgement and Understanding of Recommendations

I have read this PDF and discussed it with the initiating faculty member. I understand the areas of concern and the recommendations and have had the opportunity to ask questions and present my perspective and input on beneficial remediation. I agree to complete the steps listed above within the noted timeline.

Student Signature

Date

Faculty Signature

Date

Program Director Review

Date

APPENDIX D: Resources for PsyD Students

Resources for surviving and thriving in the PsyD program

- [Navigating from Graduate School to Early Career](#) (Monitor on Psychology Series) – Requires APA membership to access.
- [APAGS Resource Guide for Ethnic Minority Graduate Students](#)
- [Resource Guide for Psychology Students with Disabilities](#)

Mentoring

- [Introduction to Mentoring: A Guide for Mentors and Mentees](#)
- [Finding Mentors Who Help Students Soar](#)
- [Your Guide to Mentoring: Everything You Need to Know to Find, and Be, A Great Mentor](#)
- Johnson, W. B., & Huwe, J. M. (2003). *Getting mentored in graduate school*. Washington, DC: American Psychological Association.
- Kuther, T. L. (2008). *Surviving graduate school in psychology: A pocket mentor*. Washington, DC: American Psychological Association.

Career Guidance

- [Careers in Psychology](#)
- Sternberg, R. J. (2017). *Career paths in psychology: Where your degree can take you, Third edition*. Washington, DC: American Psychological Association.

Key Steps in the PsyD Journey

This outline is based off of an assumed 5-year track

First-year: building a foundation of knowledge and skills

- Fall Semester
 - Pre-practicum requirements (See Clinical Training Handbook for specifics)
 - Course-based probes (See Clinical Training Handbook for specifics)
 - Consider joining a research team
- Spring Semester
 - Pre-practicum requirements (See Clinical Training Handbook for specifics)
 - Course-based probes (See Clinical Training Handbook for specifics)
 - Ponder dissertation ideas
- Summer Semester
 - PSC preparation through PSY 622
 - Pre-practicum requirements (See Clinical Training Handbook for specifics)
 - Ponder dissertation ideas

Second Year: Beginning clinical work and enhancing knowledge and skills

- Fall Semester
 - PSC/Team-Meeting Requirements (See PSC calendar for breaks)
 - PSC and course-based probes (See Clinical Training Handbook for specifics)
 - Solidify dissertation idea. Ponder dissertation chair.
 - Apply for a Masters degree (if requirements are anticipated to be met)
- Spring Semester
 - PSC/Team-Meeting Requirements (See PSC calendar for breaks)
 - PSC-based probes (See Clinical Training Handbook for specifics)
 - 1st Draft of dissertation proposal submitted in the dissertation course
 - Preparation for 3rd year practicum (applications/interviews/etc.)
- Summer Semester
 - PSC/Team-Meeting Requirements (See PSC calendar for breaks)
 - Refine dissertation proposal

Third Year

- Fall Semester
 - External practicum
 - Course-based probes (See Clinical Training Handbook for specifics)
 - Refine dissertation proposal
- Spring Semester
 - External practicum
 - Course-based probes (See Clinical Training Handbook for specifics)
 - Prepare for comps/EPPP PART 1
 - Preparation for 4th year practicum (applications/interviews/etc.)
 - Prepare for internship applications
 - Coordinate internship letters of reference
 - Propose dissertation (See Dissertation Handbook for specifics)
- Summer Semester
 - External practicum
 - Course-based probes (See Clinical Training Handbook for specifics)
 - Take Comps Exam or EPPP PART 1
 - Complete IRB for dissertation data collection/start working on the dissertation
 - Prepare for internship applications
 - Draft Internship Readiness Portfolio Probe (IRPP)

Fourth Year

- Fall Semester
 - Course-based probe
 - Internship preparation
 - Internship preparation meetings
 - Internship applications

- Mock interviews
- Schedule internship interviews
- Attend internship interviews
- Practicum
- Keep working dissertation
- Winter Break
 - Attend internship interviews
- Spring Semester
 - Attend internship interviews
 - Present a Dissertation related poster at the Practitioner-Scholar Research Symposium (held over admission weekend; See Dissertation Handbook for specifics)
 - Rank Internship Rank list
 - Dissertation, ideally defense (Highly recommend defending before internship if possible; See Dissertation Handbook for specifics)
- Summer Semester
 - Capstone Class (5 weeks)
 - Internship Prep – (Answer emails, licensure if needed, read articles, etc. Each site will be different in what they will require before your orientation)

Fifth Year - Internship