Doctoral Program in Clinical Psychology (Psy.D.)

PROGRAM HANDBOOK

2020-2021

Regent University
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2020

This handbook summarizes the policies in effect for the Doctoral Program in Clinical Psychology at the start of the 2020-2021 academic year. All policies and requirements are subject to change. Students are expected to regularly review program announcements that accompany such changes and then to abide by the changed policies. Students from all cohorts are obligated to follow current program policy and procedures, as they evolve, unless otherwise stated.

> IMPORTANT NOTE: Handbooks are updated each year. Students must adhere to the current academic year's handbook for all program requirements with the exception of requirements for programs progression outlined in the University Catalog.

SUMMARY OF CHANGES FROM THE 2019-20 PROGRAM HANDBOOK

Multiple changes have been made throughout to improve clarity and update with current information. Notable changes or additions include the following:

- Information regarding Graduate credit by transfer/Advanced Standing P. 32
- Course Fees P. 36
- Student Liability Insurance P. 38
- PsyD Faculty P. 3 & 54
- PsyD Program Leadership Council P.54 (Appendix A)

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I. THE DOCTORAL PROGRAM IN CLINICAL PSYCHOLOGY

PROGRAM HISTORY, TRAINING PHILOSOPHY AND MISSION

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

American Psychological Association
Office of Program Consultation and
Accreditation 750 First Street NE
Washington, DC 20002-4242

Telephone:
202.336.5979 Email:
apaaccred@apa.org

PRACTITIONER-SCHOLAR TRAINING MODEL

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

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

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

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

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

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

MISSION STATEMENT OF THE PROGRAM

The DPCP's mission is encapsulated in the 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 integration of psychology and Christian worldview

PROGRAM LOGISTICS & FACULTY

<u>Program Pace & Length</u>

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

FACULTY AND STAFF

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

<u>SPC Dean</u>
William Hathaway, Ph.D., Bowling Green State
       University Post-Doctoral Fellowship: Clinical
       Child Psychology, University of Massachusetts
       Medical Center Professor of Psychology

<u>Psy.D. Program Director</u>
Anderson Rowan, Ph.D., ABPP, Fuller Theological
       Seminary Professor of Psychology

<u>Psy.D. Clinical Training Director</u>
Linda Baum, Ph.D., Kent State
       University Associate Professor
       of Psychology

Psychological Services Center
<u>Director</u> Cassandra Page, Psy.D.,
Biola University
      Associate Professor of Psychology

<u>Psychological Services Center Assistant</u>
<u>Director</u> Rachel Stephens, Psy.D., Regent
University
      Assistant Professor of Psychology

<u>Practicum Coordinator</u>
Hannah Jones, Psy.D., Regent University
      Assistant Professor of Psychology

<u>Assistant Dean for the School of Psychology and Counseling</u> (addresses issues of grievance and student concerns for the SPC) and Integration Coordinator

Fernando Garzon, Psy.D., Fuller Theological
      Seminary Professor of Psychology

<u>Other Faculty</u>

Jennifer Ripley, Ph.D., Virginia Commonwealth University
      Professor of Psychology, Rose Marie S. Hughes Endowed Co-Chair

Denise Friedman, PhD, Virginia Polytechnic Institute and State University
      Associate Professor

<u>Associate Faculty</u>: Faculty in the School of Psychology and Counseling who serve in teaching or clinical training roles in the PsyD program, but who serve in these roles less than 50% of their time and are not involved in program development or decision making.

William Hathaway, Ph.D., Bowling Green State
James Sells, Ph.D., University of Southern
California
C. Eric Jones, Ph.D., Florida Atlantic
University
Scott Sautter, PhD
Olya Zaporozhets, Ph.D.

Academic Services Manager/Administrative Staff serving the Psy.D. Program

The PsyD Program Academic Services Manager is Elizabeth Chute, M.A., M.A., Regent University

The Psychological Services Center Administrative and Client Services Manager is Stacha Ashburn

The Academic Services Manager and Assistant to the Dean of the School of Psychology   and Counseling is Lynnette Harris, M.A., Regent University

Various Graduate Assistants work under the direction of the Psy.D. program Academic Services Manager and Psychological Services Center Administrative and Client Services Manager.

II. PROGRAM PROCEDURES &

POLICIES SUPPORTIVE LEARNING

ENVIRONMENT

The program seeks to establish a supportive learning environment. Faculty, staff and students all contribute to the development of such an environment through 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 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 support learning environment. Specifically:

- Faculty support creation of this environment by being accessible to students, providing guidance and supervision, serving as appropriate role models and engaging in actions that promote student's acquisition of knowledge, skills, and competencies consistent with the program's training aims.
- Staff support creation of this environment by facilitating the availability of resources, educating students on where policies and procedures can be found and 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 e-mails 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, 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.

Academic Advising and Mentoring

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 has repeatedly been a predictor of professional success. Students learn how to be psychologists in more than one way. It is a complex set of learning experiences. There is content you need to learn, skills you need to develop, attitudes and values to adopt,

and spiritual growth to develop your Christian character. All of these things happen in a wide variety of contexts in the program. Here are some examples of ways you 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 your second year practica supervisor on your ability to read an MMPI and integrate it into the other information you have about your client
- Design a research study for your dissertation with your dissertation chair to develop skills in the application of clinical science
- Implement the research as part of a research team where you are 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 your knowledge, attitudes and skills in working with diverse clients
- Engage in a discussion with your faculty mentor about how to manage concerns you have about a classmate (without disclosing which classmate)- what your ethical and professional role is as a colleague to your classmate
- Conduct a discussion group in the Paradigm Shift Initiative about how to address the spiritual problems of clients who have values that are different than your own
- 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 you have seen that year
- Discuss in practica class sexism that a client is experiencing that is difficult for the therapist to address due to differentials in power and status between client and therapist

These, and many more, mentoring opportunities abound in the PsyD Program. We want you to enjoy them, take advantage of them, and grow through both formal and informal modes of mentoring. Attachment theory teaches that you "try on" the way of being a psychologist modeled by your mentors, and then adjust the "fit" to your own style as you develop. We hope you will actively engage with attaching to your faculty as mentors.

Below are common mentoring and roles your faculty take with students.

Faculty Mentor: Each student is assigned a faculty member to serve as a mentor upon entering the program. The faculty mentor answer questions about the program or provide advice on adjustment to graduate school, develop and update Approved Degree Programs, and problem-solve 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) in DegreeWorks* by the end of the first semester in the program and anytime the SEP is revised after that time. Note: Second year cohort and higher will be transitioning from the Academic Degree Program form to the SEP over the course of this year.

- Consultation regarding preliminary dissertation concept development.
- Consultation regarding pursuit of elective concentrations or tracks within the program.
- Dealing with professional development issues identified by faculty member or clinical supervisor.
- Processing information from annual reviews.
- Obtaining mentor clearance for taking the comprehensive exams or applying for internship.

'Permission by Instructor' courses and university student forms are generally signed by this person. University Staff Academic Advising is an office that assist with registration, add/drop, and related forms. Note: Manual registration for PSY 701-704 Dissertation and Dissertation Continuation courses and PSY 801-803 Internship courses are completed by the Academic Services Manager. Students are responsible to verify their registration in Genisys and contact the ASM if there is an error.

To contact University Academic Advising you will email [advising@regent.edu.](mailto:advising@regent.edu) Prior to talking with Academic Advising, you should seek PsyD specific advice from your faculty mentor. In order to alter your Student Educational Plan you must have the approval of your <u>faculty</u> mentor and the Psy.D. Program Director

Dissertation Chair: In the third and fourth year (sometimes beyond) the PsyD student is mentored by a dissertation chair who helps socialize the student into the scholarly aspects of being a psychologist through a dissertation project. Generally, your faculty mentor also switches to your dissertation chair for third year and beyond, unless your chair is external to the department.

PSC Supervisor: In the second year in the program 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.

A request to change a mentor, PSC Supervisor or Dissertation Chair, may be initiated by the student or the faculty member through the Psy.D. Program Director. Reasons for such changes should be discussed with both the present and requested faculty member 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 Psy.D. Program Director.

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

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

First Year Specific Mentors: In addition to assigned faculty mentors, the first year, the cohort as a whole has 2 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 2nd year students to serve as "Bridge the Gap Coaches (BTGC)" navigating adjustment to the program. The BTGC is expected to be in contact with their assigned first year students at least three times 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 first years. However, students are encouraged to reach out to their BTGC at other times to seek any needed guidance.

Informal Mentoring Roles: Students will sometimes 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.

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. Remember that faculty are always your faculty, and you are always the student until you graduate. While graduate students act as junior professionals in the organization, your faculty will still be evaluating you, writing you letters of recommendation, giving you practica evaluations and grades. We will be friendly towards you due to the close training relationship, but in the end, we must have integrity in our evaluation of you. Learn to accept that we may have a friendly and even personal discussion one day and give you a poor evaluation on an assignment the next day. This is the nature of the relationship. Discussions of a personal nature are encouraged between faculty mentors and students; however, students should mindful of the nature of the student- faculty relationship and be thoughtful about what personal information to share with their mentor.
3. 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. Similarly, be mindful that program staff have similar obligations to disclose information that has significant relevance to your training or ability to engage in clinical services.

The following list of questions (From Surviving Graduate School in Psychology: A Pocket Mentor by Tara Kuther) may be helpful to discuss with faculty mentors as needed.

1. How long will the relationship last, for example until a project is completed, or until graduation?
2. How often will you plan to meet and for how long?
3. What projects will we work on together?
4. What kinds of tasks will I do and how might those change over the course of the project/case/class?
5. What do you expect from students in terms of hours, productivity, and work ethic?

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.

STUDENT EDUCATIONAL PLAN (SEP)

All students initially complete a *Student Educational* Plan (SEP) cohort during their first semester. The SEP is housed in Degree Works and accessible by other University departments. The SEP is accessed by logging into your MyRegent Portal and clicking on Degree Works; you will be able to view courses you are currently registered for, have completed and need to complete; the plan view shows your SEP. The SEP serves as the degree contract between the student and the university. Any changes to the ADP/SEP planned course registrations require revision of the SEP and both faculty mentor and then Psy.D. Program Director approval and then a copy provided to Academic Advising. 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 intended sequence on the ASEP without first receiving permission from the Psy.D. Program Director. Only the courses fulfilling the PsyD should be placed on the SEP. Students may, for instance, choose to take more electives than are required for the degree. ***Students must take exactly those courses each semester that have been planned on the SEP.*** A random sample of students will be selected each semester for compliance review. 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. Submission of SEP's are not required. 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 for didactic reasons.

Students will not be required to submit copies of their SEP to the ASM. students are not permitted, by the Program, to make changes to their SEP. Changes must only be made by the Faculty Mentor and the SEP must be locked by the Faculty Mentor once changes are completed. Students on SEP plans will not need to submit a copy of their SEP plan as part of their annual review on April 15th but must submit a Student Educational Plan (SEP) Review/Update Form signed by their faculty mentor and the program

director.

ASSISTANTSHIPS

Research-Teaching Assistantships and Teach Fellows

The DPCP regularly utilizes doctoral students in the role of Teaching Fellow or Teaching-Research Assistant (generically called TAs). The appointments typically have an associated scholarship and stipend. TA's serve in different areas depending on the needs of the department. Generally, they assist professors in research or courses. TA's often work directly with a faculty member on specific projects. TA's 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. RTA and TF positions can be applied for in advance of student's 2nd through 4th year. The limited number of positions results in these positions being competitive. Academic or other ethical misconduct are grounds to lose 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 <u>Regent University Faculty and Academic Policy Handbooks</u>. Teaching Fellow/Teaching Research 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 Program email and require two applications: The Regent University Application and a Program application form. These positions are applied for at the end of the spring term and announcements are made prior to the end of the summer term. All employment paperwork must be completed and approved by the University's Human Resources office prior to a student beginning their role. . These positions must be applied for each year and if chosen can negate other school based financial aid that currently received.

Any work that offers a stipend, hourly wages, etc. can't begin until you have 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 through a *graduate assistantship* (GA) throughout the campus. GA positions may be offered to students directly by faculty or staff if their service is deemed necessary for a program activity and funds are available. Occasionally, GA opportunities may be advertised and students may apply for these positions which tend to be negotiated for a semester by semester arrangement.

ATTENDANCE

Class attendance is essential for satisfactory academic achievement. Students are responsible for knowing and meeting all course requirements including tests, assignments, and class participation, including any material covered during an absence (excused or otherwise). Generally, a student who misses more than 2 classes (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 in determining a final grade. Attendance is defined as being present for an entire class session without being engaged in off-task behavior during the class session (e.g., reading or sending email, doing unrelated work, etc.). Students who arrive late or leave classes early without prior excuse from the instructor will be counted as absent for the *entire* class session. Missing any portion of a class for routine practicum duties, such as to meet with a client for a scheduled appointment, *never* constitutes a legitimate excuse for an absence.

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 did 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 semesters 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. **COLLOQUIA/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 Psy.D. community as part of the interview process. Faculty and doctoral students will occasionally 'preview' presentations accepted for national conferences by presenting to the DPCP. Colloquia attendance is mandatory for all first, second, and third year Psy.D. students. Students will be allowed to count the time spent in colloquia as 'clinical' practicum or practica hours, and these hours should be entered into Time2Track. Practitioner-Scholar Research Symposium is mandatory for fourth year students (see Dissertation Handbook for details).

Students must clear their schedule for these required events. This means as soon as you are informed of the date and time you will need to tell your practica supervisor you are not available for clients during these required events. If unresolvable conflicts prevent attendance at colloquia, the student must submit the Colloquia Absence form (found in the PsyD resource page) and receive permission for the absence. Ordinarily, practicum responsibilities are not justification for missing program events scheduled; therefore, students need to plan ahead to prevent conflicts. If an unplanned essential clinical duty from a practicum requires an absence from a mandatory event, a meeting with the Psy.D. 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 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.

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 if 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 reflect generalized discontent with course content or a professor without identifying specific areas for improvement tend not to be helpful. In most cases, course improvement is best facilitated by offering positive recommendations for change rather than by complaining about existing didactic strategies.

Consistent with Regent and DPCP grievance policies, students that have substantial concerns over a professor's fairness or teaching skills should take appropriate and direct steps to convey those concerns prior to voicing them on course evaluations. Ordinarily, such concerns should be first conveyed in an appropriate venue to the instructor. 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 around such concerns.

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

Providing constructive feedback on course evaluations is also closely related to another professional development challenge facing clinical psychology doctoral students: it is important for psychologists to be as objective and accurate as possible in the midst of many situations that pull for a biased emotional response. There is a documented tendency for students that believe they are doing well in a course to say flattering things on course evaluations and for students who believe they are doing less well to give

more critical remarks. Your professional careers as psychologists will present many provocative situations where either a positive or unpleasant countertransference to a client will interfere with your objectivity. It is important to cultivate the requisite self-awareness and discipline to remain as objective as possible when faced with these biasing emotions. Developing an ability to give objective, bias-minimizing feedback will serve your client and your colleagues well in your professional practice. When you do this on course evaluations, it will also help your cohort leave a legacy of program improvement here at Regent. We look forward to the constructive feedback you will provide to us during your studies.

COURSE REGISTRATION

Course registration is managed by the University academic advising office, advising@regent.edu or 757-352-4385. Students must follow their Approved Degree Plan/Student Educational Plan.

Continuing students register during the preceding semester for the following semester (e.g., students register for the fall during the summer). 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 Office.

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 holds 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 to resolve all holds that prevent registration prior to registration being open for the next term. Students that 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 ADP/SEP. Students must be registered for some courses, such as those with instructor permission only or filled courses, by the university advising office staff.

Manual registration for PSY 701-704 Dissertation and Dissertation Continuation courses are completed by the Academic Services Manager. Students are responsible to verify their registration in Genisys and contact 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 Drop/Add form must be completed and submitted to the University advising office (https://www.regent.edu/admin/registrar/studentforms.cfm). If the registration change would change the ADP form/SEP, the student should also turn in an updated and signed (by faculty mentor and initialed by the Program Director) ADP form with the add/drop form or meet with their Faculty Mentor to have their SEP updated. The ADP/SEP should be approved before the registration change is made. For further clarification of this policy see the Regent University catalogue.

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 be passing 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 Genisys. 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. One's Student ID and the following information located in the semester course schedule are required to complete the form:

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

Please save or print the receipt that you receive when you submit 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.* Remember that any changes to a planned degree program also requires approval by one's academic mentor and the Program Director and must result in a revised ADP/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, which is not scheduled as a course. Independent study is a truly "independent" process with only preliminary guidance and final evaluation provided by the sponsoring faculty member.

Students should have completed 12 credit hours before requesting to do an independent study and must have an approved ADP/SEP form for the course. The first step in the process is discussion with the faculty member about the proposed independent study course. Once agreement is achieved 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 ADP/SEP reflecting the course Note, these courses must be built and take time to get that done and the registration taken care of so start planning before registration nears. Consult with your academic advisor 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 Psy.D. program.

Tidewater Consortium

If students have a scheduling conflict in taking a course at Regent, it is <u>required</u> 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., last course needed to graduate. Students may contact the Registrar's Office for further information.

CRIMINAL BACKGROUND CHECK

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

GRADING

The student's cumulative GPA must remain at 3.0 or higher to remain in good standing with DPCP (and 3.5 for merit scholarships). The grading scale is as follows (Note: this grading scale 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		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 makes a B- or lower in the same class, it is likely that a leave of absence or dismissal from the Psy.D. program will be requested.

It is rare for a student to make a B- or below in two different courses during an academic year. 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 Psy.D. Program Director and faculty, be asked to take a leave of absence for one year to reevaluate the appropriateness of continuing in the Psy.D. program. Failing a second course throughout the program progression would cause the students' status in the program to be reviewed by the faculty.

Pass/Fail Course Grades (P/NP)

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

Incomplete Grades (I)

An incomplete grade ("I") will only be given in a regular course for legitimate deficiencies due to illness, emergencies, or other extraordinary reasons acceptable to the professor, including university equipment breakdown or shortages, and not because of neglect 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 by two weeks prior of 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 Psy.D. Program Director officially approves 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 Psy.D. 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

GRADUATION & DEGREE CONFERMENT

Regent University's graduation ceremony takes place in May. The specific date is announced in the University academic calendar. No student will participate in a graduation ceremony until all academic requirements are completed, except for the typical remaining summer semester of internship. **NOTE: Dissertation defenses must be completed and passed by February 15th in order to be approved to participate in the May ceremonies.**

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

The M.A. degree in clinical psychology is a nested degree within the DPCP. Each doctoral student will fulfill the requirements for the M.A. concurrent with completion of their Psy.D. Students must apply for M.A. degree clearance prior to taking the doctoral comprehensive exam. However, the M.A. degree is not recognized during the annual graduation ceremony due to its status as a nested degree. The processing fee for this degree is posted by the Business Office; student applying after the deadline (see

the Academic Calendar) may incur an additional late fee charge.

All students who plan to participate in May graduation for their Psy.D. 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 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. Students are strongly encouraged to have all coursework completed to walk in commencement.

Students may not use the title 'doctor' until the Doctor of Psychology degree is conferred by the university (after dissertation is accepted by ProQuest and the internship is 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 that completes their internship after the last date of the summer term will not have their degree conferred until the following semester (given all other program requirements are completed). Conferment is *not* synonymous with participation in the graduation ceremonies. Regent confers the Psy.D. degree when the registrar determines that all degree requirements have been satisfied, and the degree is posted at the end of the term in which all requirements have been satisfied. In addition to successful completion of all required coursework the final dissertation manuscripts must in approved and loaded in ProQuest and the internship completed.

While the Program works with the Registrar's Office to verify 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 be communicating with them regarding a need for documented proof of their degree and degree status. Students should be aware that processing of degrees does not take place until after grades are posted for the semester in which you have applied for your degree and 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.

GRIEVANCE POLICY

In an academic Christian community such as Regent, conflicts may arise between persons relative to performance, conduct, or interpersonal issues. These conflicts may involve areas related to in-class and/or outside-of-class activities. Whether faculty or student, the same biblical principles found in

Matthew 18:15-17 should guide the conflict resolution. A student with a concern should first communicate that concern face-to-face to the faculty member with whom the conflict has arisen. If the student is not satisfied with the results of this meeting or does not feel safe in discussing the situation alone with the professor, the faculty mentor should be consulted. In conflicts involving the faculty mentor, the Psy.D. Program Director should be consulted. In conflicts involving the Program Director, the Associate Dean of the SPC should be consulted. When work with the mentor and the professor has failed to resolve the issue, scheduling an appointment with the Psy.D. Program Director is the next step. The student may wish to have his or her mentor attend such a meeting for support if the conflict does not involve the mentor. Should satisfactory resolution of the situation not occur at this level, the student may appeal to the Associate Dean of Academics for the SPC and Dean of the School of Psychology and Counseling 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 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.

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 program responds with 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 may 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.

INCLEMENT WEATHER CANCELLATIONS

In the event of snow and ice storms or other weather-related emergencies, information concerning Regent University's class cancellations, closings, and delays on any particular day will be announced on the following local radio and television stations: WFOG Radio (92.9 FM), WNIS Radio (850 AM), WTKR TV Channel 3, WAVY TV Channel 10, 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.

INTEGRITY

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

LIBRARY

G   o http://www.regent.edu/lib/ to view the resources and databases available in the Regent library.

The library now has dozens of databases including the APA's PsycINFO database. Students are encouraged to raise information and research questions with a reference librarian. Students may report items which they think the library needs by going to the Public Access Catalog on the university library 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. (

MASTERS DEGREE

All Psy.D. 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 Psy.D. Program). The processing   fee   is   posted   by   the   registrar's   office   and   can   be   obtained   at http://www.regent.edu/acad/schcou/aboutus/prog_eval/psyd/index.html. Students must complete an Application for Graduation form to obtain the M.A. The application for the M.A. is required as a

condition of doctoral candidacy and part of the approval for taking COMPS. 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.

PERFORMANCE CONCERNS

Performance Conference & Notes of Concern.

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.

The faculty member will request a conference with the student to discuss the concern and if warranted will present a *Note of Concern* (NOC, see Appendix B). Typically, verbal feedback will be given initially, and a NOC used to document an area of concern when verbal feedback did 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 *Note of Concern* will never be entered into the student's file. Note: It is common for students to receive a NOC and does not reflect a general concern about student performance or progress.

Professional Development Form (PDF)

Un-remediated concerns after use of a NOC, or matters deemed too serious for such informal feedback, may result in a *Professional Development Form* (Appendix B). If the faculty member or student so desire, 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 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 indicated the student is generally performing poorly. Rather, general concerns about performance are based on overall patterns and severity of performance or conduct concern.

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).

Please note that a Note of Concern and Professional Development Form are not disciplinary actions. A

disciplinary action is 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 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 status that students should expect to answer questions regarding for the rest of their career by internship and post-doc directors, employers, insurance companies you contract with, and licensing boards. While NOCs and PDFs are methods of remediation that are not intended to follow you beyond graduate school, while a disciplinary action would follow you and likely affect your career prospects.

PERSONAL THERAPY

Doctoral students are encouraged to enter a therapeutic relationship while enrolled in their program of study. This recommendation has a two-fold purpose: 1) it allows the student to personally experience the professional therapeutic process as a significant learning experience in professional development, and 2) allows the student to examine personal issues which ultimately may hinder professional effectiveness.

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.

PROFESSIONAL ORGANIZATIONS

Students are strongly encouraged to become actively involved in professional organizations early in their training. Student membership in these organizations often acts as a catalyst for professional development. Membership typically provides students with cutting edge information on relevant professional trends, access to funding support for research activities, and peer/professional networking opportunities. All students are strongly encouraged to become student members of APA. In addition to general members, students will benefit from active participation in the APA divisions related to their areas of interest. APA has prominent links to pages on its website of particular interest to students which may be located at https://www.apa.org/education/grad/index. 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)

PROGRAM DISENROLLMENT & LEAVE OF ABSENCE

Disenrollment

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

1. Academic

    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 students' course of training is potential grounds for dismissal.

    A. For failure to register for two or more consecutive semesters without authorized leave of absence.

    B. 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 SPC 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 our profession and the rules and regulations of the DPCP and Regent University.

B. For failure to uphold principles of academic honesty and integrity.

3. Unsuitability for Clinical Practice

A. For presenting either acute or chronic clinical or characterological features which would potentially impair their ability to provide clinical services or meet other clinical responsibilities.

B. For presenting patterns of behavior or adjustment that are deemed by the faculty to pose serious risk for client harm by the student.

C. Generally students who fail their internship will not be able to complete their degree.

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

Ordinarily, disenrollment will occur only after other options to resolve the area of difficulty have failed. For instance, a student who presents a psychological difficulty that would 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 due process procedure.

Leave of Absence

If you are a student in good standing and cannot continue your study due to unusual personal, family, professional or academic difficulties, you have the option of a leave of absence (LOA). During leave of absence, students are not registered for any courses, independent study, or practica/internships. Students who go on leave must complete an Academic Petition form and submit it to their Academic Advisor.

Special note on 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 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 Clinical Psychology:

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, or reducing classes, or both. Unless the student has transferred courses or had an unusual ADP/SEP, this would generally require creating a new 6-year planned ADP/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 your faculty mentor. Students using this option should complete the Leave of Absence form on the PsyD Resources page.

3. Some students persist with their original ADP/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. Incomplete policies are set by the University and may be consulted and discussed with your faculty mentor. 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 ADP/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 encourage 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. 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 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.

Probationary Status/ Reduced Load

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

A student for personal or other reasons may be allowed to reduce their academic load and plan for a 6- year degree. This will lengthen their time in the program and would require an approved new ADP/SEP.

Readmission

If a student has withdrawn from Regent University and wishes to readmit to the program within one year of withdrawing, they must obtain written approval from the Psy.D. 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 wishes to reenter a year or more after withdrawing, they must submit a new application for admission to the DPCP. Please contact the Regent Admissions Office for details. Applicants for readmission will be subject to a readmission fee (see Fees). Readmitted applicants follow under the degree requirements in effect as of the time of their readmission.

Seven Year-Limit on Length of Program

Doctoral students are expected to complete all degree requirements, including the dissertation, within 7 years of entering the program. Extensions may be granted for good cause and with approval of the student's faculty mentor, the Psy.D. Program Director, 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 extension of the 7 year limit. Extensions may require students to re-take 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 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 Psy.D. 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 Psy.D. 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 purse 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 Psy.D. 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.

RESEARCH

Research Teams

Psy.D. students have the opportunity to participate in research teams directed by each Psy.D. faculty

member. These research teams cover a wide range of topics, particularly focused on areas of the faculty member's interest. Regular meetings are set up and specific projects are developed. 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 semester hour each semester for three consecutive semesters. Three total semester hours would meet the requirements for one Psy.D. elective. A maximum of 3 hours of Research Group credits can be used to meet part of the program elective requirement.

Faculty Involvement in Student Presentations/Publications Policy

Any scholarly conference/professional meeting Presentation or Professional 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 (determine by the faculty member) the student should include a footnote on the work indicating the work was done under the oversight of (faculty name).

STUDENT RECORDS/TRANSCRIPTS

Student Records

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, and administrators, members of official accrediting agencies, or agents of Regent University who have a need to know. Staff with 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 student who complete FERPA training and 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 access to or handing of specific student educational information, he/she should speak with the program director.

Transcripts

The Office of the Registrar keeps a transcript of all courses and internships. If you have any questions about your current number of credits, you may examine the unofficial transcript available from Genisys or your 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. Also, all syllabi should be kept, annual review letters, updated ADPS/SEP forms, transfer/advanced standing letters, etc.

GRADUATE CREDIT BY TRANSFER/ADVANCED STANDING

Graduate Credit by Transfer/Advanced Standing by the Psy.D. Program

While rare in the PsyD program, Regent University will accept as transfer/advanced standing credit a maximum of 25 percent of the student's program.

Advanced Standing = courses taken and used towards a conferred degree at any Institution

Transfer Credit = courses taken but not used towards a conferred degree at any Institution

A student must request this through the Psy.D. Academic Services Manager. The request for transfer/advanced standing credit should be completed the summer of acceptance in the student's program so that proper program planning can be done. Students are notified of the deadline and provided all pertinent information with their program welcome e-mail. 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 reducing the number of hours students will need to take at Regent for the Psy.D.

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 Psy. D. Program

Sample MA Course	Psy. D. Course	Criteria
Practicum (3)	Psy 621: Clinical Interviewing (3)	* Grade > B in M.A. Course * Pass Psy.D. (Probe)
Counseling Children & Adol. (3)	Psy 614: Child & Adolescent Therapy (3)	* Grade >B in MA course
Group Counseling (3)	Psy 654: Group Therapy (3)	* Grade > B in MA course
Psychopathology (3)	Psy 638 Psychopathology (3)	* Grade >B in MA course (Probe)
Human Growth & Development (3)	Psy 640: Lifespan Psychology (3)	* Grade >B in MA course
Multicultural Counseling (3)	Psy 670: Multicultural Psychology (3)	* Grade > B in MA course
Models of Family Therapy (3)	Psy 647: Family Therapy (3)	* Grade >B in MA course
Substance Abuse (3)*	Psy 635: Substance Abuse (3)*	* Grade >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 Psy.D. equivalent course and must not omit any content or competencies which the Psy.D. faculty judge to be critical to the course objectives.
- Must have received a grade of B or higher.
- Course must have been completed within the past 7 years.
- An exception to the 7 year limit applies to courses being submitted for PSY 777; Survey of Christianity
- Course provided graduate level training. For Discipline Specific Knowledge (See APA Accreditation Implementing Regulation C-7D for list of course areas) course, 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 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 consider for transfer or acceptance based on the following conversion: 1 quarter hour = .66 semester hours.
- For Psy.D. courses with a required probe, in addition to the above criteria, the student will be

required to pass the probe prior to award of transfer/advanced standing credit.

- No advanced courses will be accepted for transfer/advanced standing by the Psy.D. Program
- No courses that substantially orient the student to a clinical psychology professional model or the practitioner-scholar model adopted in the Regent DPCP (e.g., Ethics, Clinical Psychology) and core/foundational clinical skills courses (e.g., Ethics, Clinical Psychology, practicum, psychotherapeutics and assessment courses, etc.) will transfer into or be accepted by the Psy.D. Program.

Students should submit their requests by the due date stated in the welcome letter before beginning the Psy.D. 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.

The Regent University MS in Psychology degree has been intentionally designed to enable course substitution/advanced standing credits in the PsyD program. 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	**Psy.D. Course/Curriculum Area**
GPSY 510-512: Statistics I-III (9 M.S. credits) (must complete all 3 in M.S. sequence)	PSY 714: Statistics (3)
GPSY 513: Research Methods (3)	PSY 617: Research Methods (3)
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)*
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)

Students that complete the M.S. in Psychology degree at Regent University may apply for taken credits to be accepted as Advanced Standing. Students that complete courses in the M.S. in Psychology degree but do not receive the degree may apply for taken credits to be accepted as Course Substitutions.
*GPSY 532 will only be accepted upon the student completing a required integration paper for the PsyD program.

TUITION & FEES

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

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

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

Updated Fee schedules can be found at 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	$875
Application fee (non-refundable)	$50
Tuition deposit at time of acceptance (non-refundable and credited towards tuition)	$500
M.A. Graduation application fee	$60
PsyD Graduation application fee	$70
Late registration fee	$100
Leave of Absence fee (per semester)	$400
Liability Insurance- Professional practice with $2.5 million per incident/$4 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	$700

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

PsyD Course Fees

NOTE: These fees are subject to change. Students will be made aware of any changes in the affected years Handbook and the fees will be effective immediately.

PSY 600 Clinical Psychology (National Background check) $40

PSY 621 Clinical Interviewing (Volunteer Interviewee stipend) $75

PSY 622 Pre-Practica/Evidence-Based Practica $65

PSY 725 Intelligence Testing and Psychometrics (Testing

Materials+Time2track) $170

PSY 726 Personality Assessment (Testing Materials + Time2track) $120

PSY 733-738 Practica (Practica Fee + Time2track) $369

PSY 736 Practica (Licensure exam testing materials) $215

PSY 739-740 Advanced Practica (Time2track) $79

PSY 729 Performance Based Assessment $80

PSY 742 Additional Practica Experience (Time2Track) $79

PSY 743 Additional Practica Experience Continuation (if taken in a
different AY than PSY 742) (Time2Track) $79

Additional Fees (Not attached to University Billing System, see p. 36 for more info)

Comprehensive Exam Fee (Usually taken summer 3rd year) $65
Retake Comprehensive Exam Fee (if required) $65

Additional Program Costs (Provided for awareness, not attached to University Billing System, see p. 36 for more info)

Laptop Computer that supports up to date versions of required software in the

program: Microsoft Office, SPSS	$Varied
Travel for Internship Interviews	$Varied
Student professional liability insurance	$Varied

Student Financial Responsibilities & Enrollment

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

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

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

Student Insurance

All students are required to have personally acquired professional liability insurance at all times while enrolled in the program, including internship. Students on 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 your first semester begins). The start date can be the first day of the fall term but proof of coverage/renewal is due by July 15th each year. To obtain coverage could take anywhere from a couple days to a month. Students may obtain further information on liability insurance from the Psy.D. Academic Services Manager. Students failing to meet this deadline can have their clinical training interrupted until proper documentation is received.

Tuition for Early Entrance Courses

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

WRITING STYLE

The Psy.D. Program uses the *Publication Manual of the American Psychological Association* (most recent 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 a scholarly quality. At times, a student may struggle to meet these requirements. When the faculty notes such problems, the student's mentor, in conjunction with the student and the Psy.D. Program Director will work to develop an individualized plan of remediation. Sometimes this will include a writing skills workshop.

III. DEGREE REQUIREMENTS

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

CLINICAL TRAINING REQUIREMENTS

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

COMPETENCY BASED PROBES

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

Course	Probes
PSY 621: Clinical Interviewing	Clinical Interviewing

PSY 628:	Psychopathology	Psychodiagnosis
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 Probes

Integrated Assessment

Psychotherapeutics

Diversity

Integration

Internship Readiness Portfolio Probe   A written and oral presentation due early in the Fall semester during the internship application process (typically 4th year). Integrating training across domains at readiness for internship level and including Christian integration. Passing this probe is required before applying for pre-doctoral internship.

COURSEWORK COMPLETION

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

DISSERTATION COMPLETION

The dissertation project provides an opportunity for students to demonstrate doctoral level scholarship in clinical psychology. It may take a variety of forms, which include an empirical investigation (quantitative or qualitative), a theoretical contribution/critique, a program evaluation, an analysis of a public policy issue as related to professional practice, or other projects as agreed upon by the faculty. Students should begin to pursue their dissertation topic from their first semester in the program. Ordinarily, students must complete dissertation projects relevant to and consistent with the knowledge and expertise of the dissertation chair. During the spring of second year of the program, all students take a Dissertation Methodology Class (PSY 700) in which they complete a literature review and submit it to their dissertation chair. 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 time-line all approved by the signatures of the proposed committee. During the spring of the third year all students enroll in the Dissertation Proposal and Professional Development Class (PSY 718) during which they complete their proposal and address professional development issues like

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 on poster related to their dissertation project at the Practitioner Scholar Research Symposium held in conjunction with the PsyD applicant 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 and complete coursework and apply for internship*. In such situations, students may only enroll in PSY 719 and at the discretion of the DCT, in PSY 690 (Independent Study to maintain practica training). No other course work can be taken until the proposal is passed and the comprehensive exam is taken and passed (See procedures below if exam is failed). *Note: Since faculty become very busy at the end of semesters, students must plan ahead in order to ensure this deadline is met.*

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

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

Students have not completed their dissertation until the completed (after final defense, copy-editing and final approval from dissertation chair) version is accepted by ProQuest and Regent University. **No student can graduate until their dissertation has been accepted by ProQuest.**

DOCTORAL CANDIDACY ADMISSION

Each student must be formally admitted to doctoral candidacy prior to defending the dissertation or applying for internship. Students must undergo candidacy review to determine their eligibility for candidacy. The review is initiated by the student's completion of the Psy.D. Comprehensive Examination Clearance form (available at the PsyD Resource page). Students are expected to sit for review prior to starting their fourth year in the program. Student 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 Psy.D. course progression with a G.P.A. ≥ 3.0 and with no grades in a single course < B (Students who obtained a grade of < B in a course may still be eligible for candidacy if they have retaken the course and received a grade ≥ 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.
5. Pass the Comprehensive Examination or EPPP PART 1.

Doctoral Comprehensive Exam

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

The Examination for Professional Practice in Psychology (EPPP) Part 1 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 1 as their means of assessing content knowledge in psychology. There are two methods to completing the comps requirement and demonstrating 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 1. On the program exam students must obtain a score of 65% to pass (113 or more correct answers).

In order to take the EPPP PART 1, 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 licensure in another state. Given the proximity, North Carolina is a recommended option; 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 internship). A student becomes eligible for the master's degree once they have obtained 64 credits and completed the PSY 733-735 series of course (2nd year practica). The cost is approximately $700. Students will normally be given documentation of EPPP PART 1 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 masters 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 1 is passed, the student must submit PsyD Comprehensive Examination Clearance Form to the Academic Services Manager with evidence of a passing score by Jul 1 in order to be exempt

from taking the exam on campus. If the EPPP PART 1 exam is scheduled between Jul 1 and the exam date, the student may submit the clearance form along with payment and annotate on the form of planned taking of the EPPP PART 1 prior to the program Comps Exam date. If proof of passing the EPPP PART 1 is provided to the Academic Services Manager and Program Director as least 1 workday prior to the exam date, the student will be exempted from the program Comps Exam and the payment returned.

As an alternative to the actual EPPP PART 1, the student may take a 175 item multiple-choice exam patterned after the Examination for Professional Practice in Psychology (EPPP) PART 1. The objective exam at Regent is designed to reflect the identical percentage of items from the various content areas making up the EPPP. <u>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.</u>

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.

<u>Retakes of the Failed Competency Exam</u>

Students who do not obtain the necessary minimum score on the EPPP PART 1 or the PsyD Comprehensive Exam 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 for the candidacy exam for the academic year and must wait an additional year before being eligible to again sit for the candidacy.

There are serious consequences in failing both the initial and 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 a following year
- Not being approved to formally work on a dissertation
- Not being able to apply for internship
- Being barred from further coursework towards the completion of a Psy.D. degree [The student may be allowed to take courses deemed relevant to addressing areas of weakness in the student's performance on the comprehensive exams. This may include auditing courses already completed.]

- Being excluded from the full-time student status typically required for financial aid eligibility or student loan deferment
- Being excluded from any departmental financial aid during the pending academic year

If a student fails the two opportunities to take the Comprehensive Examination in one year, the student must wait one year before re-taking 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 exams. Counter indications would include a history of marginally passing academic performance within the program, a lack of evidence from the student of a well implemented remediation plan between the second and third attempt at taking the exam, or other factors that suggest no substantial change in student performance is likely.

Outcomes of Candidacy Review

There are two possible recommendations to the Program Director at the outcome of the candidacy review:

1. Advancement to Candidacy.

2. No advancement to Candidacy.

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

A fee is charged for taking the comprehensive examination and is payable before the examination is given. If a student fails the examination they must pay the fee for each re-administration. Prior to completion of the doctoral candidacy examination the student, upon payment of a processing fee, should receive a M.A. degree in clinical psychology based solely on passing grades of B or better in 64 semester hours taken at Regent including 1 year of supervised practica as evidenced by passing PSY 733-735. The form, _Psy.D. Comprehensive Examination Clearance,_ is available at on the PsyD Resource page and must be signed off prior to the student sitting for the comprehensive examination. The Comps fee is discussed above in 'Psy.D. course fees.'

LIBRARY COURSE COMPLETION

All Psy.D. students are required to take this noncredit course designed to introduce Psy.D. students to all the databases and resources available at the library for research and writing projects. This course is offered in the fall semester of the first year and is required as part of the PSY 600 Clinical Psychology course requirements.

REMEDIAL REQUIREMENTS

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

SATISFACTORY STANDING MAINTENANCE

Each year at the end of the spring semester, after all the documentation for the current year (May through April) has been filed, the progress and performance of each student is evaluated in an Annual Review. The student's 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.

Annual Review Process

1. Students will review their clinical file materials annually before the annual review process to determine any missing or problems with the clinical reviews.
2. All site visit reports, and field supervisor reports for summer, fall, and spring terms are collated and reviewed. In addition, the breadth of practica/internship experiences is reviewed.
3. After reviewing these materials, the students will write a self-evaluation of their training thus far in keeping with a form provided by the program.
   a. Students not yet on internship complete the standard self-evaluation form.
   b. Student on internship or who have completed internship but have <u>not completed</u> the dissertation will complete a self-evaluation focused on dissertation status.
   c. Students on internship who <u>have completed</u> their dissertation are not required to complete a self-evaluation.
4. This self-evaluation form and an up-to-date ADP form in Word format (not required for 3.b & 3.c above) is due by **April 15** (or the first weekday if the 15th is on a weekend) annually submitted to their mentor and the PsyD Academic Services Manager. Timely submission of these documents in critical to ensuring an effective review process; thus, late submissions are a significant area of attention in the program.
5. Regardless of rating, each mentor presents initial, tentative recommendations to the Faculty during the annual review process.
6. 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.

7. The student may appeal this decision 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.

V. PROGRAM OF STUDY

The Doctoral Program in Clinical Psychology is a five-year, full time, fixed 124-credit program for individuals with a post-baccalaureate degree in psychology or a closely related discipline. Students are required to attend classes given at Regent University following the fixed course progression outlined in this document and the ADP/SEP form.

CURRICULUM

As previously noted, the Psy.D. Curriculum is a 124-semester hour, full time, fixed course progression. "Full time," for the purposes of the DPCP course sequence, is defined as 12 hours per semester. "Fixed" means that the course sequence is a pre-planned, mandatory progression for Psy.D. students. *Any exceptions to the course sequence must be approved by the Psy.D. Program Director* and the ADP/SEP adjusted.

The course sequence has been designed to provide students with a coordinated, systematic and planned progression of training. During the first year, students are given a graduate level survey of the profession that includes 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 development of interviewing competencies, basic modular skills, multicultural psychology, and assessment of intellectual functioning and personality. Integration goals addressed throughout these courses and through spiritual formation classes lay the foundation for worldview development.

The second year includes courses that build upon the first year's foundational knowledge and skill development. Continued expansion of the student's knowledge base occurs through coursework in areas such as research design, biological bases of behavior, lifespan psychology, and clinical assessment & treatment planning. Clinical training focuses on case formulation, report writing, evaluation, therapy interventions and treatment planning skills both in formal coursework and through practica experiences in 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, and performance based assessment.

The third year continues to enrich the student's professional knowledge base through classes in areas

such as social psychology, child & pediatric 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 spring of their third year. Required electives allow the student to choose between a number of divergent interest areas such as neuropsychology, substance abuse, gerontological psychology psychopharmacology, advanced diversity and trauma. At the end of the summer semester during the third year, the doctoral candidacy exam is to be completed. *This exam must be passed prior to applying for pre- doctoral internship or to commencing formal work on the dissertation.*

During the fourth year, students begin a research sequence that culminates in the dissertation. The dissertation is described in detail in the Dissertation Handbook. By the end of the fourth year, the student normally will 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 minimum, students are required to present their dissertation research at the programs Practitioner Scholar Research Symposium held in January or February each year. The advanced clinical training sequence takes place during the fourth year. The emphasis in this sequence in 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 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 internship. First, o*nly students who have been admitted to doctoral candidacy may apply for internship*. Second, *all students applying for internship must have also successfully passed the Internship Readiness Portfolio Probe* (IRPP; See the Clinical Training Handbook for details).

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

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). Students should also educate themselves on issues of financial aid and deferments during any year where they are either working exclusively on dissertation or taking a leave of absence. Those policies are set by the University financial aid office and the students' lending institution, not the Psy.D. program. Any students 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 Internship will result in a failure of all previously passed semesters of the course.

The faculty is committed to include issues of diversity and multiculturalism (including ethnic, cultural, class, gender, and disability) as well as Christian integration throughout the curriculum. While there

are specific courses in these areas, the program will not isolate these issues into one or two courses or workshops, but instead will address these issues among many courses.

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

CONTENT AREA REQUIREMENTS

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

Note on the use of technology to enhance education:

Most course instruction utilizes Blackboard 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. Additionally, assignments and test can be completed through this system. Finally, this system allows students to receive timely and private feedback and grades on course work and tests.

Some courses may utilize Blackboard distance learning technologies 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 course helpful in balancing the demands of graduate education. Evidence on the use of such technologies suggest that compared to full in-class instruction, full distance learning courses general achieve comparable outcomes, and hybrid course 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 asterisks (***) in the below table.

Course Requirements

Course Number		Core Area/Coursework Credits	
Broad and General Knowledge Sequence (40 hours)			
Professional Psychology (3 hours)			
PSY	600	Clinical Psychology	3
Ethics, Standards & Diversity (6 hours)			
PSY	661	Ethics, Professional Orientation, & Legal Issues	3
PSY	670	Multicultural Psychology	3
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*	3
Research Design & Statistics (6 hours)			
PSY	617	Research Design**	3
PSY	714	Statistics***	3
Clinical Training Sequence (42 hours)			
Methods of Assessment (7 Hours)			
PSY	728	Advanced Assessment	2
PSY	732	Clinical Assessment & Treatment Planning	2
PSY	621	Clinical Interviewing	3
Clinical Practice (35 hours)			
PSY	614	Clinical Child & Pediatric Psychology	3
PSY	622	Prepractica 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	Additional Practica Experience (for add'l clinical training if required)	1
PSY	743	Additional Practica Experience Cont. (for add'l clinical training if required)	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	778	Applied Theology for Clinical Psychologists	3
PSY	779	Applied & Clinical Integration	3
PSY	780	Integration Capstone	1
Electives (18 Credits Required; Commonly offered/projected courses listed below)			
PSY	635	Substance Abuse	3
PSY	641-643	Couples Therapy I, II & III (1 credit each)	3
PSY	648	Sexuality and Sex Therapy	3
PSY	TBD****	Group Therapy (1 credit each)	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	781-786	Research Group (Focus Varies by Research Team)	3

*Includes content related to Clinical Training Sequence (Assessment)

**Includes content related to Research Training Sequence

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

****Currently offered as a special topic with the goal of making it an established course if evaluated as useful and feasible. This will be a sequence of three consecutive courses beginning in the fall which will be 1 credit per course.

Tentative Fixed Course Progression by Semester

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

Each student's Approved Degree Program form/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 124 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 the consortium/other 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 5-course sequence (13 credits) in topics such as survey of Christianity, applied theology, the psychology of religion, and clinical integration.

VI. STUDENT LIFE

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

CHAPEL

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

Chapel provides an opportunity for corporate prayer, private ministry, 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.

COMMUNICATION

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

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

Important Note: All program related communication with the Academic Services Manager should use psyd@regent.edu rather than the listserv or e-mails to the Academic Services Manager's personal e-mail.

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 within the Student Services webpage.

SOCIAL ACTIVITIES & TOWN MEETINGS

To facilitate community life, the Psy.D. Program regularly sponsors social gatherings of students, faculty, staff and their families. The PsyD representative to Council of Graduate Students, along with student volunteers, also initiate and coordinate functions. Furthermore, in coordination with the Council of Graduate Students the Psy.D. Program sponsors town meetings during the academic year. The PsyD townhall is open to all currently enrolled PsyD students. The purpose of the town meetings is to facilitate dialogue regarding degree plans, course offerings, graduation requirements, and academic life in general, and to establish and promote community life within the school. Your attendance at all such events is encouraged and welcomed.

STUDENT-LED ORGANIZATIONS

Several student-led organizations exist in the program that students may become involved in, grow professionally, and obtain and provide support for each other. Students are encouraged to join and

take leadership in student led organizations. The current student organizations include:

Organization	Faculty Mentor	Student leader(s) for 2020-2021
Association of Black Psychologists- Regent circle. www.abpsi.org	Dr. Page	President: Olufunke Felix Vice President: Darice Etienne Treasurer/ Public Relations: Meredith Cain Secretary: Bria Haynes
Christian Association for Psychologist Studies- Regent chapter. www.caps.net	Dr. Garzon	President– Andres Benitez-Devilbiss Vice President- Bria Haynes
Diversity/APA Division 35 and 45	Dr. Page	N/A
American Psychological Association for Graduate Students- Regent chapter. http://www.apa.org/gradpsych/	Dr. Ripley	Campus Representative: Amy Rinner

All student activities and events must follow the University guidelines and policies for event planning. http://www.regent.edu/admin/admsrv/special_events/. The faculty mentor is responsible for and therefore must oversee and agree to all aspects of student organization events. Failure to inform or follow directives from a faculty mentor can lead to a PDF as well as removal from leadership roles in a student organization. Please consult with the Student Services well in advance of planning any event beyond an internal meeting of members of the organization. There is an approval process by the office of Academic Affairs and the Student Affairs office for event planning that can take considerable time.   All student organizations will be asked to communicate their event plans for the year at the beginning of the academic year or earlier.

Office Locations and Phone Numbers Of Psy.D. Faculty, Staff & COGS

Administration	*Office Location*	*PhoneNumber*	*Email*
Dr. Anderson Rowan Program Director, Professor of Psychology	CRB 161	352-4433	arowan@regent.edu
Dr. Linda Baum Clinical Training Director Associate Professor of Psychology	CRB 166	352-4371	lbaum@regent.edu
Dr. Cassandra Page Director of Psychological Services Center Assistant Professor of Psychology	CRB 184	352-4292	cpage@regent.edu

Other Core Faculty	*Office Location*	*Phone Number*	*E-mail*
Dr. Fernando Garzon Assistant Dean, Professor of Psychology	CRB 169	352-4674	fgarzon@regent.edu
Dr. Jennifer Ripley Professor of Psychology, CHARIS	CRB 155	352-4296	jennrip@regent.edu
Dr Rachel Stephens Assistant Director, Psychological Services Center Assistant Professor of Psychology	CRB 184	352-4280	rachha5@regent.edu
Dr. Hannah Jones Assistant Professor of Psychology and External Practica Coordinator	CRB 164	352-4312	hannjon@regent.edu
Dr. Denise Friedman Associate Professor of Psychology	CRB 165	352-4476	dfriedman@regent.edu

Staff	*Office Location*	*Phone Number*	*E-mail*
Elizabeth Chute	CRB 161	352-4366	psyd@regent.edu
Academic Services Manager; Department of Graduate Psychology			
Stacha Ashburn	CRB 188	352-4488	psc@regent.edu
PSC Office Manager			

SPC Administration/Staff	*Office Location*	*Phone Number*	*E-mail*
Dr. William Hathaway	CRB 174	352-4269	willhat@regent.edu
Dean, SPC			
Dr. Fernando Garzon	CRB 169	352-4368	fgarzon@regent.edu
Assistant Dean, SPC			
Lynnette Harris	CRB 174	352-4255	lynnhar@regent.edu
SPC Academic Services Manager			

COGS	*Office #*	*Phone Number*	*E-mail*
COGS			cogscou@regent.edu

The student services webpage has the Council of Graduate Students webpage for more information.

APPENDIX A

PSY.D. PROGRAM COMMITTEES

Students are encouraged to be involved in the various committees that help shape the DPCP at Regent University. Listed below are descriptions of the current committees. 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 *Psy.D. Program Leadership Council* functions to enhance program efficiency and effectiveness of faculty/student communication/collaboration on program issues and initiatives, as well as promote program improvement and community. The council membership includes key program faculty leaders, elected student representatives from each on-campus cohort and for non-traditional students, and student leaders for PsyD student organizations.

The *Psy.D. Admissions Committee* functions to evaluate potential applicants for entrance into the Psy.D. program. This is done by developing criteria, refining interviewing techniques, and participating in the interview process as deemed necessary. Most of the work is done in the spring of each year when the majority of applicants apply.

The *Psy.D. Clinical Training Committee* functions as a resource committee for the Clinical Training Director. Responsibilities include development of clinical training competencies, oversight of their integration into the program, evaluation/development of clinical training opportunities, and evaluation/facilitation of student clinical skill development.

The *Psy.D. Diversity Committee* will ensure that diversity is a strength throughout the Psy.D. program. The committee will do this by inviting diversity experts to speak at colloquia, reviewing Psy.D. course syllabi for appropriate diversity competencies, and reviewing diversity-related clinical competency probes. The committee will also act as an informal liaison with other university groups interested in diversity.

The *Discipline of Psychology Curriculum Committee* functions to evaluate and review courses in all psychology programs to their relevance and fit for ensuring adequate training and knowledge base for developing competent Christian Clinical Psychologists. The committee designs, evaluates, and revises the course progression and selection of courses to prepare students to meet program requirements*.*

APPENDIX B

Psyd HANDBOOKS and FORMS

The following link will take you to the Forms and Downloads area for forms students may need.

https://www.regent.edu/acad/schcou/forms_downloads/adp_forms/adp_forms.cfm

PSY.D. RESOURCES

PROGRAM HANDBOOKS

- Psy.D. Program Handbook (PDF)
- Psy.D. Dissertation Handbook (PDF)
- Psy.D. 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.

DEGREE REQUIREMENTS

- Psy.D. Degree Requirements

    FORMS

- Academic Remediation Form (PDF)
- Annual Self-Evaluation Form (PDF)
- Approval to Take Courses in Another SPC Program (PDF)
- Approved Degree Plans
- Colloquium Absence Form (PDF)
- Comprehensive Examination Clearance Form (PDF)
- Internal Communication Memo (PDF)
- Leave of Absence Form (PDF)
- Practica/APE Site Contact Information
- Practitioner-Scholar Research Symposium Form (PDF)
- Short Term Leave of Absence Form (PDF)
- Student Educational Plan (SEP) Update Form (PDF)

RESOURCES

- SPC Human Subjects Review
- Psychological Services Center

DISSERTATION FORMS

- Dissertation Defense Competency Review (PDF)
- Dissertation Summary Page (PDF)
- Dissertation Topic and Committee Approval Form (PDF)
- Final Dissertation Editing Tracking Form (PDF)
- Nontraditional Dissertation Defense Competency Review (PDF)
- Nontraditional Dissertation Proposal Competency Review (PDF)
- Proposal Competency Review (PDF)
- Instructions for setting up your Collaborate dissertation meeting (Youtube video)
- Submitting Electronic Theses and Dissertations to ProQuest(website)

REGENT UNIVERSITY®

A NOTE OF
CONCERN

Instructions: 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 is warranted.

1. Contact the student and instruct them to set up an appointment with you by a specified date. In the e-mail or call provide general information about the concern. If the student does not set up the appointment within the required timeframe, include this issues in the NOC.
2. Fill 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 collaborative action plan and complete SECTION III.

SECTION I:

Date of Meeting: _____

Student Name: _____ **Faculty Name:** ____
_____

Others present (if applicable): ____
_____

Previous verbal counsel given on this issue: Yes No

   If yes, by whom and approx. date: ____
   _____

The faculty and administration of the PsyD Program is 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 meeting, include specifics regarding 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):

Student Signature of Agreement: _____

Follow-up meeting set for: _____(Date)

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

Faculty Signature: _____Date: _____

Revised 7/2018

School of Psychology & Counseling

PROFESSIONAL DEVELOPMENT FORM

Student
Name:

_____

Faculty Name: _____

Date Form Completed: _____

The Professional Development Form (PDF) documents concerns about student behavior or performance which have been observed by faculty. The Form 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. The Professional Development Form remains in the student file.

Instructions:

5. Complete the form. Students should be evaluated in the context of and based on their level of training and associated expected performance. Any items checked must have comments below to include specific behaviors observed.
6. 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.
7. After considering student input, the faculty member will establish the final remediation plan and provide a copy of the PDF with 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 e-mail 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.

1. IDENTIFIED AREAS OF CONCERN AND REASON 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.

☐   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.

☐ Lack of active pursuit of, openness to and/or responsiveness to feedback and/or supervision.

☐ Failure to respond at a level of professionalism in complex situations with a degree of independence appropriate to the student's level of training

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

☐ Difficulty producing and comprehending oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts

☐ Ineffective, problematic, or deficient interpersonal skills and/or ability to manage difficult communication

Consultation and interprofessional/interdisciplinary skills

☐ Lacking knowledge and/or respect for the roles and perspectives of other professions

Intervention

☐ Difficulty establishing and/or maintaining effective relationships with the recipients of psychological services

☐ Difficulty developing evidence-based intervention plans specific to the service delivery goal

☐ Difficulty implementing interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables

☐ Lacking the ability to apply the relevant research literature to clinical decision making.

☐ Lacking ability to modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking

☐ Difficulty evaluating intervention effectiveness, and/or adapting goals and methods consistent with ongoing evaluation

Assessment

☐ Lacking current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology

☐ Difficulty understanding human behavior within its context (e.g., family, social, societal and cultural)

☐ Lacking the ability to apply knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process

☐ 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

☐ 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.

☐ 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.

Research

☐ Lacking ability to substantially and independently formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

☐ 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.

☐ Difficulty conducting research or other scholarly activities.

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.

☐ 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

☐ 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.

Individual and Cultural Diversity

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

☐ 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;

☐ 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.

☐ ***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)

☐ ***Other Area of Concern***

Other area 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

Documentation of Meeting:

Meeting - Date: **Time:**   **Location:**

Individuals Present:

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2. PROFESSOR RECOMMENDATIONS & COLLABORATIVE ACTION PLAN TO BE TAKEN BY STUDENT:

☐ Complete a writing assignment as regarding the professional development area/issue (specify length 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 requirement met: ☐ ☐

Begin Date:

Mid-Review Date: Meeting Scheduled? Yes No If no, reason:

Expected Completion:

3. **C**ONSEQUENCES FOR NOT MEETING THESE EXPECTATIONS ACCORDING TO THIS TIMELINE

STUDENT ACKNOWLEDGEMENT/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 inputs on beneficial remediation. I agree to complete the steps listed above within the noted timeline.

Student Signature   Date

Faculty Signature   Date

Reviewed by Program Director   Date

Revised 7/2018

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.

https://www.apa.org/members/content/secure/navigating-

graduate-school-early-career

APAGS Resource Guide for Ethnic Minority Graduate Students –

http://www.apa.org/apags/resources/ethnic-minority-guide.pdf

Resource Guide for Psychology Students with Disabilities –

http://www.apa.org/pi/disability/resources/publications/second-edition-guide.pdf

MENTORING

INTRODUCTION TO MENTORING: A GUIDE FOR MENTORS AND MENTEES –

https://www.apa.org/education/grad/mentoring (Note: cut and paste URL to access)

FINDING MENTORS WHO HELP STUDENTS SOAR: FOR MINORITY STUDENTS, FINDING MENTORS CAN BE A CHALLENGE. HERE'S HOW THEY CAN OVERCOME BARRIERS –

http://www.apa.org/monitor/2017/04/finding-mentors.aspx (Note: cut and paste URL to access)

Your Guide To Mentoring: Everything You Need To Know To Find, And Be, A Great Mentor.

https://www.apa.org/images/booklet-mentoring_tcm7-253173.pdf Note: cut and paste URL to access)

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.

Investigate mentor programs offered by professional association and APA divisions you have membership in.

CAREER GUIDANCE
Careers in Psychology –

http://www.apa.org/careers/resources/guides/careers.pdf Note: cut and paste URL to access)

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

APPENDIX D

Key Steps in the PsyD Journey

First year- Building a Foundation of Knowledge and Skills
- o 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
  - Begin saving money for internship process/travels
- o Spring Semester
  - Pre-practicum requirements (See Clinical Training Handbook for specifics)
  - Course based probes (See Clinical Training Handbook for specifics)
  - Ponder dissertation ideas
- o Summer Semester
  - PSC Bootcamp
  - 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.
- o Spring Semester
  - PSC/Team-Meting Requirements (See PSC calendar for breaks)
  - PSC based probes (See Clinical Training Handbook for specifics)
  - 1st Draft of dissertation proposal submitted in dissertation course
  - Preparation for 3rd year practicum (applications/interviews/etc.)
- o Summer Semester
  - PSC/Team-Meeting Requirements (See PSC calendar for breaks)
    - Team-Meeting presentations
  - Refine dissertation proposal

Third Year
- o Fall Semester
  - External practicum
  - Course based probes (See Clinical Training Handbook for specifics)
  - Refine dissertation proposal
  - Apply for Masters degree (if requirements met)
- o 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)
  o Summer Semester
    - External practicum
    - Course based probes (See Clinical Training Handbook for specifics)
    - Take Comps Exam or EPPP PART 1
    - Complete HSRC for dissertation data collection/start working on dissertation
    - Prepare for internship applications
      - Draft Internship Readiness Portfolio Probe (IRPP)

Fourth Year
  o Fall Semester
    - Course based probe
    - Internship preparation
      - Internship preparation meetings
      - Internship applications
      - Mock interviews
      - Schedule internship interviews
      - Attend internship interviews
    - Practicum
    - Keep working dissertation
  o Winter Break
    - Attend internship interviews
  o Spring Semester
    - Attend internship interviews
    - Present at Dissertation relate poster at 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)
  o 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