<table>
<thead>
<tr>
<th>Section VI: STUDENT SERVICES and ADMINISTRATIVE ASSISTANCE</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PsyD Program Coordinator</td>
<td>30</td>
</tr>
<tr>
<td>Student Service Center</td>
<td>30</td>
</tr>
<tr>
<td>Registrar's Office</td>
<td>30</td>
</tr>
<tr>
<td>Financial Aid Office</td>
<td>30</td>
</tr>
<tr>
<td>Student Accounts Office</td>
<td>30</td>
</tr>
<tr>
<td>Student Academic Services: PARC</td>
<td>30</td>
</tr>
<tr>
<td>Health Services</td>
<td>31</td>
</tr>
<tr>
<td>ID Cards</td>
<td>31</td>
</tr>
<tr>
<td>Information Technology Services (ITS)</td>
<td>31</td>
</tr>
<tr>
<td>Campus Security</td>
<td>31</td>
</tr>
<tr>
<td>Student Housing</td>
<td>31</td>
</tr>
<tr>
<td>Veteran Affairs</td>
<td>32</td>
</tr>
<tr>
<td>Libraries</td>
<td>32</td>
</tr>
<tr>
<td>Bookstore</td>
<td>32</td>
</tr>
<tr>
<td>Canvas</td>
<td>32</td>
</tr>
</tbody>
</table>

APPENDICES ........................................................................................................... 33

| Appendix A: PsyD Professional Conduct Standard           | 33   |
| Appendix B: APA’s Profession-wide Competencies (PWCs)   | 35   |
| Appendix C: APA’s Discipline-Specific Knowledge (DSKs)  | 36   |
| Appendix D: Admission Requirements for PsyD Program      | 37   |
| Appendix E: Clinical Proficiency Exam (CPE)             | 40   |
| Appendix F: Sample Letter of Concern                     | 62   |
| Appendix G: Remediation Plan Form                        | 63   |
Section I: INTRODUCTION

The PsyD Program Handbook further elucidates the policies and procedures set forth by the MSMU Graduate Student Handbook. This handbook exists as a tool for students and faculty to understand the requirements of the American Psychological Association (APA), the PsyD Program, and the University. As a graduate professional program, the PsyD Program curriculum includes professional development. These expectations are reflected in this document.

Please note that all Mount Saint Mary’s University policies and procedures apply to PsyD students. This document is meant to supplement, but not contradict, existing policy. Anything in this document that appears to contradict Mount policy should be brought to the attention of the Director of the PsyD Program immediately so that it can be corrected or clarified.

MSMU Mission Statement

“Mount Saint Mary’s University offers a dynamic learning experience in the liberal arts and sciences to a diverse student body. As a Catholic university primarily for women, we are dedicated to providing a superior education enhanced by an emphasis on building leadership skills and fostering a spirit to serve others. Our measure of success is graduates who are committed to using their knowledge and skills to better themselves, their environments, and the world.”

MSMU Diversity Statement

“Founded by the Sisters of St. Joseph of Carondelet, Mount Saint Mary’s University is an independent, Catholic, liberal arts university which provides a values-based undergraduate education for women, as well as innovative programs for graduate and professional men and women on two historic campuses in Los Angeles. It is nationally recognized for its academic programs, its culturally diverse student body, and its focus on preparing the next generation of citizen leaders.

“Mount Saint Mary’s University’s commitment to Diversity, Equity and Inclusive Excellence stems from our CSJ heritage, Catholic identity, mission and values. We are compelled to always move toward profound love of God and love of neighbor without distinction. We are committed to diversity in all its possible forms with emphasis on the importance of human rights, equity, fairness, inclusiveness and diversity in the broadest sense including differences in gender, race, ethnicity, generational history, culture, socioeconomic class, religion, sexual orientation, national origin, citizenship status, political perspectives, geographic origin and physical ability. Mount Saint Mary’s University strives to be a place where all people feel welcome. Engaging with others from a variety of different backgrounds improves and enriches our learning, living and working environments.

“The Mount honors and remains steeped in the tradition and legacy of the Sisters of St. Joseph of Carondelet and continues to work for social justice and human rights. Ultimately, we work to educate our students to be informed, empowered, responsible and capable of negotiating the inevitable differences in a diverse society. We value the educational benefits of diversity, inclusion and equity for all of our students.”

MSMU Background

Grounded in a calling to serve those in need, also known as “thine dear neighbor,” the University’s mission is to educate and empower future leaders, with a focus on building programs for those in need. When the college was built in the 1920s, the pressing need at the time was believed by the founders to be women, including women of color. In the 1960s an Associate in Arts program was created, designed to reach a local community with few resources and provide a fairly quick bridge to good paying jobs. Years later nontraditional programs were begun to address the needs of working adults who either never attended college or began but dropped out and want to complete their degrees while juggling work and family responsibilities. Graduate programs were added as students asked for quality programs in line with the Mount’s mission that keep costs in check.
Most of our undergraduate and graduate students are first-generation college students, half are eligible for low-income grants, and 90% have a minoritized racial or ethnic identity. We recognize that lumping together Spanish-speaking communities can be problematic, and grouping Asian Americans, Native Americans and Pacific Islanders has also caused problems. The US government singles out higher education institutions that serve a larger number than normal of these students for attention in order to help support their education. We can work on improving the designations while appreciating the effort and continuing to support advancing education for minoritized communities. The Mount is both an Hispanic-Serving Institution (HSI), with over 60% of the student body identifying as Latinx/o/a or Hispanic, and an Asian American and Native American Pacific Islanders (AANAPISI) Serving Institution, with 14% of the student body identifying as Asian American, Native American, or Pacific Islander. For more detailed information, see MSMU Fast Facts.

Athenian Principles (found in Community Standards)

Guided by the traditions of the Sisters of St. Joseph of Carondelet (CSJs) and the Catholic Intellectual Tradition, Mount Saint Mary's University is committed to the advancement of learning and service to society. This is best accomplished in an atmosphere of mutual respect, concern for others, and academic integrity. As integral members of the Mount Saint Mary’s community students are encouraged to:

- Commit to the pursuit of knowledge with personal integrity and academic honesty.
- Contribute to the scholarly heritage of the Mount.
- Embrace the commitment to serve all persons without distinction.
- Promote the development of a caring community where compassion for others and freedom of thought and expression are valued.
- Respect the sanctity of the learning environment and support a culture of diversity by respecting the rights of those who differ from themselves.
- Respond to the needs of the times and prepare as a fearless visionary for a just future.

MSMU Staff and Offices

The following are University staff and offices referred to in this document:

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<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provost and Graduate Dean</td>
<td>Robert Perrins, PhD</td>
<td>Contact Amber Ng at <a href="mailto:ang@msmu.edu">ang@msmu.edu</a></td>
</tr>
<tr>
<td>Assistant VP for Student Affairs</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>Bookstore</td>
<td>213-477-2760</td>
<td></td>
</tr>
<tr>
<td>Campus Security</td>
<td><a href="mailto:campussecurity@msmu.edu">campussecurity@msmu.edu</a>; 214-477-2502</td>
<td></td>
</tr>
<tr>
<td>Financial Aid Office</td>
<td><a href="mailto:StudentServiceCenter@msmu.edu">StudentServiceCenter@msmu.edu</a></td>
<td></td>
</tr>
<tr>
<td>Food Services Office</td>
<td>213-477-2610</td>
<td></td>
</tr>
<tr>
<td>Graduate Admissions Office</td>
<td><a href="mailto:gradprograms@msmu.edu">gradprograms@msmu.edu</a>; 213-477-2800</td>
<td></td>
</tr>
<tr>
<td>Libraries Team</td>
<td><a href="mailto:Library@msmu.edu">Library@msmu.edu</a></td>
<td></td>
</tr>
<tr>
<td>OIT Help Desk</td>
<td>213-477-2970</td>
<td></td>
</tr>
<tr>
<td>PARC</td>
<td><a href="mailto:PARC@msmu.edu">PARC@msmu.edu</a>; 213-477-2898</td>
<td></td>
</tr>
<tr>
<td>Psychology Department Chair</td>
<td>Pamela Gist, PhD</td>
<td><a href="mailto:pgist@msmu.edu">pgist@msmu.edu</a></td>
</tr>
<tr>
<td>PsyD Advisor</td>
<td>will be assigned to each student</td>
<td>will provide contact information</td>
</tr>
<tr>
<td>PsyD Assistant DCT (ADCT)</td>
<td>Esmeralda Zamudio, PhD</td>
<td><a href="mailto:ezamudio@msmu.edu">ezamudio@msmu.edu</a></td>
</tr>
<tr>
<td>PsyD Clinical Training Team</td>
<td>DCT and ADCT</td>
<td></td>
</tr>
<tr>
<td>PsyD Director of Clinical Training (DCT)</td>
<td>Venetta Campbell, PsyD (Interim)</td>
<td><a href="mailto:vcampbell@msmu.edu">vcampbell@msmu.edu</a></td>
</tr>
<tr>
<td>PsyD Director of Research Training</td>
<td>Misty Sawatzky, PhD</td>
<td><a href="mailto:msawatzky@msmu.edu">msawatzky@msmu.edu</a></td>
</tr>
<tr>
<td>PsyD Dissertation Chair</td>
<td>will be negotiated for each student</td>
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</tr>
<tr>
<td>PsyD Diverse Populations Coordinator</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>PsyD Instructor</td>
<td>is assigned to each class</td>
<td>will provide contact information</td>
</tr>
<tr>
<td>PsyD Latinx Mental Health Coordinator</td>
<td>Esmeralda Zamudio, PhD</td>
<td></td>
</tr>
<tr>
<td>PsyD Program Coordinator</td>
<td>Vilma Castro, MS</td>
<td><a href="mailto:vcastro@msmu.edu">vcastro@msmu.edu</a></td>
</tr>
<tr>
<td>PsyD Program Director</td>
<td>Greg Travis, PhD</td>
<td><a href="mailto:gtravis@msmu.edu">gtravis@msmu.edu</a></td>
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<tr>
<td>Registrar</td>
<td><a href="mailto:Registrar@msmu.edu">Registrar@msmu.edu</a></td>
<td></td>
</tr>
<tr>
<td>Residence Life</td>
<td><a href="mailto:dohenyresidence@msmu.edu">dohenyresidence@msmu.edu</a>; 213-477-2661</td>
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Psychology Department

The MSMU Psychology Department is dedicated to inclusivity, equity, and social justice. Our courses critically examine the theories, findings, and applications of psychological research. We offer a wide range of programs to fit a variety of needs:

- **Associate in Arts (AA) in Liberal Arts with an Emphasis in Psychology**
- **Traditional Bachelor of Arts (BA) in Psychology**
- **Weekend, Online and Evening format Bachelor of Arts (BA) in Applied Psychology**
- **Undergraduate psychology minor**
- **Master of Science (MS) in Counseling Psychology** with specializations in
  - Marriage and Family Therapy (MFT)
  - Licensed Professional Clinical Counselor (LPCC)
  - General Counseling Psychology (GCP)

Students in the MFT and LPCC specializations can earn the *Enlaces! Certificate in Counseling the Spanish-Speaking Client*. This emphasis was the first in the country at the master’s level to address the significant need for Spanish-speaking therapists. It recognizes the diversity of cultures within the Spanish-speaking community and challenges Spanish-speaking students to recognize that Spanish is used differently by different cultures, that question their assumptions, and to look closely at the diversity within the Spanish-speaking community.

- **Doctor of Psychology (PsyD)** with emphases in
  - Latinx Mental Health
  - Diverse Populations

Students in the PsyD program can earn an “En-Route” Master’s degree in Psychology after successful completion of their first year (30 units) of required coursework.

PsyD Mission Statement

The **Mount Saint Mary’s University** PsyD program trains the next generation of ethical and socially-just health service psychologists who strive for cultural humility while integrating the practice and science of psychological services. Our PsyD program incorporates the spirit of the charism of the **Sisters of St. Joseph of Carondelet (CSJ)** and partners with the CSJs in their commitment to “deepen our awareness of our complicity and work toward dismantling interlocking systems of oppression” and to “use our collective voice to accompany others in speaking their truth.”

PsyD Program Aims

1. Students demonstrate comprehensive **Discipline-Specific Knowledge** of Health Service Psychology: History and Systems; basic content areas in scientific psychology (affective aspects of behavior, biological aspects of behavior, cognitive aspects of behavior, developmental aspects of behavior and social aspects of behavior); Advanced Integrative Knowledge in Scientific Psychology; and Research Methods, Statistical Analysis, and Psychometrics, to prepare them to become leaders and agents of social change in Health Service Psychology and the larger world.

2. Students demonstrate proficiency in the **Profession-Wide Competencies** related to Health Service Psychology: Research; Ethical and Legal Standards; Individual and Cultural Diversity; Professional Values, Attitudes and Behaviors; Communication and Interpersonal Skills; Assessment; Intervention; Supervision; and Consultation and Inter-professional/Interdisciplinary Skills, to prepare them to become leaders and agents of social change in Health Service Psychology and the larger world.

3. Students demonstrate the ability to practice using theory and research from a social justice and advocacy perspective, with cultural humility and a critical consciousness, to prepare them to become leaders and agents of social change in Health Service Psychology and the larger world.
PsyD Accreditation

The PsyD Program is within the Psychology Department. The doctoral program in clinical psychology fulfills the academic requirements to prepare health service psychologists and fulfills the academic requirements for licensure as psychologists in California. The Program and University are regionally accredited by the Western Association of Schools and Colleges. The Program incorporates standards aligned with those of the Commission on Accreditation (COA) of the American Psychological Association (APA). A program that is accredited in health service psychology must demonstrate that it contains the following elements:

a. Integration of empirical evidence and practice: Practice is evidence-based, and evidence is practice-informed.

b. Training is sequential, cumulative, graded in complexity, and designed to prepare students for practice or further organized training.

c. The program engages in actions that indicate respect for and understanding of cultural and individual differences and diversity.

The Program currently has the designation as an “Intent to Apply” program via the Commission of Accreditation (COA) of the American Psychological Association (APA), in preparation to submit a Self-Study to COA.

PsyD Professional Conduct Standards (see also related Professional Development Standards, and Professionalism Policy)

It is the responsibility of each student to read, understand and abide by Program, Department, and University policies and procedures. These can be found in the Mount Saint Mary’s University Catalog, Graduate Student Handbook, this document, on the external MSMU website and internal myMSMU site. Students will read and sign the “PsyD Professional Conduct Standards” as part of the program orientation process (see Appendix A). Students are especially reminded of the importance of demonstrating academic and professional integrity in all areas of the curriculum and activities related to the Program, Department and University.

Section II: PSYD PROGRAM OVERVIEW

Admissions

Grounded in social justice, our program is committed to evaluating applications holistically based on students’ capacity to contribute to the study and practice of clinical psychology. Students who wish to apply to the PsyD program must meet minimum graduate admission requirements and submit their application through PSYCAS.

The PsyD Program builds upon the foundation of coursework obtained during undergraduate education as well as relevant prior experiences. Admissions decisions are based on the overall fit of each applicant to the mission and aims of the PsyD program. The Admissions Committee conducts a comprehensive review of all application materials with regard for the breadth and depth of an applicant’s background based on the personal statement, prior clinical and research experiences, and letters of recommendation. The undergraduate transcripts (and in some cases, graduate transcripts) also provide an indication of an applicant’s general knowledge and ability to succeed in the program. For further information, please see Appendix D.

Recruitment of Students who are Diverse

The PsyD Program is committed to the recruitment of students who are diverse as central to its mission to prepare our graduates to become leaders and agents of social change in Health Service Psychology and the larger world. The goal is to have yearly cohorts that not only reflect the diversity of Los Angeles but nationally as well. The program’s recruitment plan is described below, as well as the evaluation process of the plan. The program attracts applicants through a multi-level, multi-year plan that fits into and is supported by the Psychology Department, Graduate Admissions, and the University. We (1) offer resources that clearly address diversity (e.g., curriculum, program faculty, mentors), (2) use recruitment materials and activities addressing diversity, (3) identify partners and events that serve diverse students, (4) recognize that diverse applicants want and need diverse faculty and
peers, and (5) seek additional financial support which may be necessary for supporting diverse students, and (6) regularly assess the effectiveness of our recruitment and retention efforts.

**Institutional Commitment to Diversity and Diverse Student Recruitment.** Mount Saint Mary’s University is committed to fostering a diverse and welcoming community to people of all backgrounds. As one of the most diverse universities in the nation – with 83% students of color – the Mount has had a commitment to social justice since its founding in 1925. Our institution believes that diversity and social justice are fundamental components of educational excellence and the advancement of knowledge. In fact, its recent commitment to becoming an anti-racist institution is one of the most important priorities of its strategic plan for the next five years. MSMU honors and remains steeped in the tradition and legacy of its founders, the Sisters of St. Joseph of Carondelet, and it continues to work for social justice, equity and inclusion. Specifically, the Bernadette Gonzaque Robert Center for Equity, Diversity and Justice advances campus strategies for enhancing equity, diversity and inclusion, combating discrimination, and achieving our shared values of upholding dignity for all.

**Program-Level Recruitment.** The PsyD Program offers resources that clearly address diversity. The curriculum is designed to align and fulfill the university’s mission to foster a more diverse, inclusive and equitable community where all of our members can flourish and reach their full potential. The two concentrations offered by our PsyD program (Latinx Mental Health and Diverse Populations) and the program-wide focus on critical consciousness are but three examples of how our mission and commitment to diversity permeates our instructional design and course offerings. Students attracted to the program are diverse in terms of a variety of identities, not limited to racial/ethnic background, gender, sexual orientation, socioeconomic status, and religion. When prospective students meet with our faculty and discuss the program, diverse candidates are especially attracted to the program because the faculty openly address issues diverse students find of interest that are often ignored or dismissed at other institutions. Given the Psychology Department’s commitment to diversifying faculty for over a quarter century, diverse students are attracted to the faculty in the PsyD Program and the broader Psychology Department (undergraduate and Master’s) based upon the diversity of faculty backgrounds and their theoretical and research foci. Additionally, PsyD faculty use their networks to connect students to diverse mentors at other universities, expanding the reach of our small program. The PsyD faculty and staff regularly attend professional events geared toward diverse applicants (e.g., National Latinx Psychological Association (NLPA); the Association of Black Psychologists) and build partnerships with other academic institutions and clinical sites that serve diverse student populations. Diverse students available to speak with applicants individually. The PsyD faculty meet annually to review the admissions process and make any necessary changes.

The Graduate Admission Office seeks to enroll academically strong, culturally diverse, and socially conscious graduate students by working closely with program directors and faculty to design and execute strategic marketing and recruitment plans and provide excellent customer service to prospective students. This includes creating accessible recruitment materials (e.g., advertisements, promotional materials, webpage) targeted to diverse prospective students, holding frequent information sessions (including remote sessions) involving PsyD faculty, staff, and (diverse) students, offering brown bag lunch presentations with PsyD faculty, staff, and (diverse) students, and attending events across many organizations, including 1) California’s bi-annual Forum for Diversity in Graduate Education, 2) Los Angeles Business Journal’s Diversity and Inclusion Conference, 3) National Latinx Psychological Association, and 4) National Association of Hispanic Nurses. They plan to continue and expand on these efforts in the future. The PsyD director and Graduate Admissions Director meet annually (beginning in June 2022) to review the admission of students who are diverse, examine the effectiveness of recruitment efforts, and document any steps needed to revise or enhance current strategies. Existing students are asked to provide feedback on a regular basis.

**Financial Assistance for PsyD Students.** To further support our recruitment and retention efforts, the PsyD program offers financial assistance to new and continuing students, which is especially helpful for many students who come from diverse backgrounds. PsyD students are currently offered a $25,000 Merit scholarship at the time of admission, which is dispersed over the four years of academic coursework. Paid teaching assistantships (TAs), research assistantships (RAs), and graduate assistantships (GAs) are also available to our doctoral students. Teaching, research, and graduate assistantships are allotted according to students’ experience, proficiency and/or specialization areas. MSMU also participates in the Ahmanson Veteran Scholarship Initiative, granting
postsecondary scholarship funding to Post/911 Veterans. PsyD students attend scholarship/funding workshops led by an in-house faculty coordinator who is also tasked with checks-in around financial aid deadlines and opportunities. In addition to state and federal loans, MSMU offers a Deferred Payment Plan for all graduate students. All Mount students are encouraged to consult with the Financial Aid Office regularly.

To foster a burgeoning research culture, as well as networking and collaboration opportunities, our first-year doctoral students are fully funded to attend one research conference chosen by the PsyD faculty (e.g., APA Annual Convention, WPA Annual Meeting). Funding options for subsequent conferences are available through research and/or travel grants allocated at the institutional level. Students are encouraged and supported in these application and funding processes via the program’s faculty, specifically the research methodologist (all PsyD students are required to submit at least one proposal to a psychological research conference prior to program completion).

Students’ fifth-year internships are financially compensated by their agency/workplace, commensurate with other regional clinical psychology internships.

Retention of Students who are Diverse

The PsyD Program is committed to the retention of students who are diverse as central to its mission to prepare our graduates to become leaders and agents of social change in Health Service Psychology and the larger world. The goal is to have yearly cohorts that not only reflect the diversity of Los Angeles but nationally as well. The program’s retention plan is described below, as well as the evaluation process of the plan. The program attracts applicants through a multi-level, multi-year plan that fits into and is supported by the Psychology Department and the University. We (1) offer resources that clearly address diversity (e.g., curriculum, program faculty, mentors), (2) engage in faculty advising that promotes retention, (3) identify events and activities that serve diverse students, (4) recognize that diverse students want and need diverse faculty and peers, and (5) seek additional financial support which may be necessary for supporting diverse students, (6) encourage student feedback and respond constructively, and (7) regularly assess the effectiveness of our recruitment and retention efforts.

Institutional Commitment to Diversity. Mount Saint Mary’s University is committed to fostering a diverse and welcoming community to people of all backgrounds. As one of the most diverse universities in the nation – with 83% students of color – the Mount has had a commitment to social justice since its founding in 1925. Our institution believes that diversity and social justice are fundamental components of educational excellence and the advancement of knowledge. In fact, its recent commitment to becoming an anti-racist institution is one of the most important priorities of its strategic plan for the next five years. MSMU honors and remains steeped in the tradition and legacy of its founders, the Sisters of St. Joseph of Carondelet, and it continues to work for social justice, equity and inclusion. Specifically, the Bernadette Gonzalez Robert Center for Equity, Diversity and Justice advances campus strategies for enhancing equity, diversity and inclusion, combating discrimination, and achieving our shared values of upholding dignity for all.

Program-Level Support for Students who are Diverse. The PsyD Program offers resources that clearly address diversity. The curriculum is designed to align and fulfill the university’s mission to foster a more diverse, inclusive and equitable community where all of our members can flourish and reach their full potential. The two concentrations offered by our PsyD program (Latinx Mental Health and Diverse Populations) and the program-wide focus on critical consciousness are but three examples of how our mission and commitment to diversity permeates our instructional design and course offerings. Our faculty support the retention of students who are diverse faculty openly address issues these students find of interest and supporting the interests our students wish to pursue, and advocating for our students. We recognize that diverse students need and want diverse faculty and peers. The diversity of Psychology Department faculty backgrounds and the variety of their theoretical and research foci provide a rich resource for these students to draw upon. PsyD faculty use their networks to connect students to diverse mentors at other universities, expanding the reach of our small program to provide an additional supply of mentors with diverse perspectives and areas of expertise to our students. Our Latinx Mental Health Emphasis is directed by a full-time faculty member who is Latinx and mentors the students in that program. Student volunteers who are diverse are available to mentor newly admitted students as they enter the program. Frequent academic
The PsyD Program is committed to the recruitment of faculty who are diverse as central to its mission to prepare our graduates to become leaders and agents of social change in Health Service Psychology and the larger world. The goal is to have faculty not only reflect the diversity of our current students but to enhance the diversity of our graduates to become leaders and agents of social change in Health Service Psychology and the larger world.

**Financial Assistance for PsyD Students.** To further support our recruitment and retention efforts, the PsyD program offers financial assistance to new and continuing students, which is especially helpful for many students who come from diverse backgrounds. PsyD students are currently offered a $25,000 Merit scholarship at the time of admission, which is dispersed over the four years of academic coursework. Paid teaching assistantships (TAs), research assistantships (RAs), and graduate assistantships (GAs) are also available to our doctoral students. Teaching, research, and graduate assistantships are allotted according to students’ experience, proficiency and/or specialization areas. MSMU also participates in the Ahmanson Veteran Scholarship Initiative, granting postsecondary scholarship funding to Post/911 Veterans. PsyD students attend scholarship/funding workshops led by an in-house faculty coordinator who is also tasked with checks-in around financial aid deadlines and opportunities. In addition to state and federal loans, MSMU offers a Deferred Payment Plan for all graduate students. All Mount students are encouraged to consult with the Financial Aid Office regularly.

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Students’ fifth-year internships are financially compensated by their agency/workplace, commensurate with other regional clinical psychology internships.

**Recruitment of Faculty who are Diverse**

The PsyD Program is committed to the recruitment of faculty who are diverse as central to its mission to prepare our graduates to become leaders and agents of social change in Health Service Psychology and the larger world. The goal is to have faculty not only reflect the diversity of our current students but to enhance the diversity of future students as well. The program’s recruitment plan is described below, as well as the evaluation process of the plan. The program attracts faculty who are diverse through a multi-level, multi-year plan that fits into and is supported by the Psychology Department and the University. We (1) offer an environment that clearly addresses diversity, (2) create recruitment materials and activities that clearly speak to diversity, (3) identify partners and
events that attract faculty who are diverse, (4) recognize that diverse applicants want diverse students and peers, and (5) regularly assess our effectiveness at recruiting faculty who are diverse.

**Institutional Commitment to Diversity and Diverse Student Recruitment.** Mount Saint Mary’s University is committed to fostering a diverse and welcoming community to people of all backgrounds. As one of the most diverse universities in the nation – with 83% students of color – the Mount has had a commitment to social justice since its founding in 1925. Our institution believes that diversity and social justice are fundamental components of educational excellence and the advancement of knowledge. In fact, its recent commitment to becoming an anti-racist institution is one of the most important priorities of its strategic plan for the next five years. MSMU honors and remains steeped in the tradition and legacy of its founders, the Sisters of St. Joseph of Carondelet, and it continues to work for social justice, equity and inclusion. Specifically, the Bernadette Gonzague Robert Center for Equity, Diversity and Justice advances campus strategies for enhancing equity, diversity and inclusion, combating discrimination, and achieving our shared values of upholding dignity for all.

**Department Commitment.** The Psychology Department has been committed to diversifying the faculty for over a quarter century. In the MSMU 1994-1996 college catalog, three (3) full-time and six (6) part-time faculty were listed for Psychology, all of whom were White. Today we have seventeen (17) full-time faculty, forty-two (42) part-time faculty, two (2) full-time staff members. Over seventy percent (70.6%) of our full-time faculty are faculty of color; over fifty percent (50%) of our part-time faculty are people of color (the racial/ethnic background of 26.9% are unknown); and 100% of our staff are people of color. We also have significant diversity of religion, age, marital status, parenting status, gender, sexual orientation, ability, and other identities within the full-time faculty, part-time faculty, and staff. Many of us claim more than one minoritized identity. When you look more closely at the full-time faculty, privilege is clearly still evident when you break down ethnic/racial background by rank (see Table 1). However, as time moves on, that inequity will be disappearing. Right now two (2) of two (2) tenured full professors are White, but both plan to retire in the near future.

Additional full-time positions were not added for many years, so it was difficult to make a difference in the full-time faculty initially. With the need to teach additional sections of courses, we initially increased and diversified our adjunct faculty pool. By including our adjunct faculty in decision making and social occasions, providing them with professional development opportunities, offering office space, and in general including them as full members of the department, we gained their loyalty and long term service.

The Psychology Department was invited to give a presentation on department collegiality at the 2015 Vancouver International Conference on the Teaching of Psychology because the conference organizer was impressed by the department’s functioning. Regular department meetings involving collaborative decision making and sharing of teaching techniques and experiences, socializing opportunities off campus, encouraging faculty to only work

<table>
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<tr>
<th>Racial/Ethnic Background AY 2021-2022 Psychology Faculty and Staff</th>
<th>People of Color</th>
<th>White</th>
<th>Unknown</th>
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</tr>
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<td>(50.0%)</td>
<td>(23.1%)</td>
<td>(26.9%)</td>
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<td>(70.6%)</td>
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<tr>
<td>Term Contract</td>
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<td></td>
<td></td>
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<tr>
<td>Instructor</td>
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</tr>
</tbody>
</table>
reasonable hours, flattening the leadership hierarchy, and periodic faculty retreats to work on visioning and goals to create a collaborative department culture in which faculty, both part-time and full-time, feel valued and support each other’s health and growth. Mentoring happens in the department not only top-down but also among peers. Regularly discussing social justice issues, including calling out systemic and structural oppression (e.g., police murder) at the university and in society, celebrating major progress (e.g., Kamala Harris’s election as Vice President and Justice Jackson’s confirmation), discussing and trying to use appropriate language (e.g., pronouns and grouping terminology), having difficult discussions together (e.g., is urban gay male culture perceived as sexually harassing by some women?), sharing opportunities with each other for trainings (e.g., trauma informed pedagogy, decolonizing psychology conference), finding ways to update ourselves in areas related to cultural humility, recognizing each other’s strengths and accomplishments, empowering each other to take on leadership roles and pursue interests, looking out for each other, supporting each other when needed, and more all contribute to a thriving department that helps with the retention of all faculty.

Our hiring strategy begins with constructing a job description. We distinguish between what is absolutely required in a position and what is desired, because research has shown that women only apply for jobs when they meet all the position criteria (Hewlett Packard, cited by Mohr, 2014), and anecdotal evidence suggests that this may apply to other minoritized candidates as well. We include the desired requirements in the position description as well, but they are clearly labelled as desired rather than required.

In addition to advertising on our website and in traditional venues like the Chronicle of Higher Education, APA, and APS, we send advertisements to professional psychological organizations that focus on minoritized groups, such as NLPA. By frequently (but not exclusively) hiring tenure-track faculty from our adjunct and full-time term contract ranks, we often find talented and diverse faculty who are already committed to our students, truly understand our department and university, and are therefore less likely to leave.

As part of our hiring process, we emphasize who our students are and our program/departmental/university social justice mission, both of which we hope will attract diverse candidates. We also try to communicate our department culture, and why faculty would want to work here.

As part of our interview process we ask candidates about social justice (e.g., Why have you chosen to apply to the Mount? What does social justice mean to you?) and about diversity (e.g., What experience do you have working with/teaching/doing research with diverse students? How does your research program relate to diversity? What is your teaching philosophy for working with diverse students?). Job candidates’ answers to these questions are an important component of the interview we have with them. Faculty from minoritized backgrounds often, but not always, answer these questions better than others. We care more about the answers to these questions than the actual background of the individual. By asking these questions and listening carefully, we find individuals who are passionate about social justice and diversity and who have put a lot of thought into these topics. Faculty who are up-to-date and are able to speak in a nuanced manner to these issues, and can bring a new approach, specialization, or lens that will add to what we can offer students are faculty we want to hire. By asking these questions, and having what often turns into a fascinating discussion with talented candidates, we are also making ourselves a more attractive place at which to work for diverse job candidates. We hope that meeting our faculty during interviews and visits will encourage candidates, including diverse candidates, to want to work with us.

Program-Level Commitment. The PsyD Program offers resources that clearly address diversity. The curriculum is designed to align and fulfill the university’s mission to foster a more diverse, inclusive and equitable community where all of our members can flourish and reach their full potential. The two concentrations offered by our PsyD program (Latinx Mental Health and Diverse Populations) and the program-wide focus on critical consciousness are but three examples of how our mission and commitment to diversity permeates our instructional design and course offerings. The program’s recruitment and retention of students who are diverse attract faculty who are diverse. The same things that attract students who are diverse attract faculty who are diverse: open discussion of topics that are often taboo in other places; supporting diverse students in their interests; actually listening to students and trying to accommodate their experiences and perspectives; identifying partners and events such as National Latinx Psychological Association (NLPA), the Association of Black Psychologists, National Council of Schools and Programs of Professional Psychology, Southern California Association of Psychology Training
Retention of Faculty who are Diverse

The PsyD Program is committed to the retention of faculty who are diverse as central to its mission to prepare our graduates to become leaders and agents of social change in Health Service Psychology and the larger world. The goal is to have faculty not only reflect the diversity of our current students but to enhance the diversity of future students as well. The program’s recruitment plan is described below, as well as the evaluation process of the plan. The program attracts faculty who are diverse through a multi-level, multi-year plan that fits into and is supported by the Psychology Department and the University. We (1) offer an environment that clearly supports diversity, (2) we mentor faculty to promote retention, (3) identify partners and events that help retain faculty who are diverse, (4) recognize that diverse faculty want to work in a diverse environment, and (5) regularly assess our effectiveness at retaining faculty who are diverse.

Institutional Commitment to Diversity and Diverse Student Recruitment. Mount Saint Mary’s University is committed to fostering a diverse and welcoming community to people of all backgrounds. As one of the most diverse universities in the nation – with 83% students of color – the Mount has had a commitment to social justice since its founding in 1925. Our institution believes that diversity and social justice are fundamental components of educational excellence and the advancement of knowledge. In fact, its recent commitment to becoming an anti-racist institution is one of the most important priorities of its strategic plan for the next five years. MSMU honors and remains steeped in the tradition and legacy of its founders, the Sisters of St. Joseph of Carondelet, and it continues to work for social justice, equity and inclusion. Specifically, the Bernadette Gonzaque Robert Center for Equity, Diversity and Justice advances campus strategies for enhancing equity, diversity and inclusion, combating discrimination, and achieving our shared values of upholding dignity for all.

Department Commitment. The Psychology Department has been committed to diversifying the faculty for over a quarter century. In the MSMU 1994-1996 college catalog, three (3) full-time and six (6) part-time faculty were listed for Psychology, all of whom were White. Today we have seventeen (17) full-time faculty, forty-two (42) part-time faculty, two (2) full-time staff members. Over seventy percent (70.6%) of our full-time faculty are faculty of color; over fifty percent (50%) of our part-time faculty are people of color (the racial/ethnic background of 26.9% are unknown); and 100% of our staff are people of color. We also have significant diversity of religion, age, marital status, parenting status, gender, sexual orientation, ability, and other identities within the full-time faculty, part-time faculty, and staff. Many of us claim more than one minoritized identity. When you look more closely at the full-time faculty, privilege is clearly still evident when you break down ethnic/racial background by rank (see Table 1). However, as time moves on, that inequity will be disappearing. Right now two (2) of two (2) tenured full professors are White, but both plan to retire in the near future.

Additional full-time positions were not added for many years, so it was difficult to make a difference in the full-time faculty initially. With the need to teach additional sections of courses, we initially increased and diversified our adjunct faculty pool. By including our adjunct faculty in decision making and social occasions, providing them with professional development opportunities, offering office space, and in general including them as full members of the department, we gained their loyalty and long term service.

The Psychology Department was invited to give a presentation on department collegiality at the 2015 Vancouver International Conference on the Teaching of Psychology because the conference organizer was impressed by the department’s functioning. Regular department meetings involving collaborative decision making and sharing of teaching techniques and experiences, socializing opportunities off campus, encouraging faculty to only work reasonable hours, flattening the leadership hierarchy, and periodic faculty retreats to work on visioning and goals help to create a collaborative department culture in which faculty, both part-time and full-time, feel valued and support each other’s health and growth. Mentoring happens in the department not only top-down but also among peers. Regularly discussing social justice issues, including calling out systemic and structural oppression (e.g., police murder) at the university and in society, celebrating major progress (e.g., Kamala Harris’s election as Vice President
and Justice Jackson’s confirmation), discussing and trying to use appropriate language (e.g., pronouns and grouping terminology), having difficult discussions together (e.g., is urban gay male culture perceived as sexually harassing by some women?), sharing opportunities with each other for trainings (e.g., trauma informed pedagogy, decolonizing psychology conference), finding ways to update ourselves in areas related to cultural humility, recognizing each other’s strengths and accomplishments, empowering each other to take on leadership roles and pursue interests, looking out for each other, supporting each other when needed, and more all contribute to a thriving department that helps with the retention of all faculty.

Beyond the program and department curriculum and culture, and the amazing students, we retain faculty by mentoring them so that they will successfully attain tenure, helping them network across the campus beyond the department, helping them settle into the area if they relocated, helping them develop courses if they have new preparations, socializing them into the Mount, department, and program, helping them learn how things are done and who to contact for different needs, and listening for anything else we can help with. For faculty who are diverse, we especially try to connect them with other faculty who are diverse in the department and across campus.

Program-Level Commitment. The PsyD Program offers resources that clearly address diversity. The curriculum is designed to align and fulfill the university’s mission to foster a more diverse, inclusive and equitable community where all of our members can flourish and reach their full potential. The two concentrations offered by our PsyD program (Latinx Mental Health and Diverse Populations) and the program-wide focus on critical consciousness are but three examples of how our mission and commitment to diversity permeates our instructional design and course offerings. The program’s recruitment and retention of students who are diverse provide a supportive environment for faculty who are diverse. The same things that make diverse students comfortable in the program also support diverse faculty: open discussion of topics that are often taboo in other places; supporting diverse students and faculty in their interests; carefully listening to students and faculty in order to accommodate their experiences and perspectives; identifying partners and events such as National Latinx Psychological Association (NLPA), the Association of Black Psychologists, National Council of Schools and Programs of Professional Psychology, Southern California Association of Psychology Training Programs; opportunities to build programs and create opportunities for our students, etc.

We recently learned about the National Center for Faculty Development and Diversity and were able to fund a one-year membership for each of our first year tenure-track faculty in the PsyD program. Each tenure-track faculty member is also given a year with extra reassigned time to focus on getting their research program going. We try to start new faculty off with slightly lighter loads to ease their transition into a new position, but also recognize their talents and give them the freedom and space to pursue their passions.

The PsyD faculty review faculty retention strategies every year to assess the effectiveness of retention of diverse faculty and revise or enhance current approaches. Faculty and students are always encouraged to provide feedback on this process.

Residency Requirements and Program Schedule

After acceptance into the PsyD program the student is expected to remain continuously enrolled each regular semester up to and including the semester in which the degree is awarded.

The PsyD Program is designed to be completed in five years; this includes four years of full-time academic coursework at MSMU and one year of full-time internship (or two years of half-time internship) which may not be local. All four academic training years must be completed within the MSMU PsyD Program. The Program is year-round, with academic breaks in May, July, August, and December. Please note that practicum placement schedules do not necessarily coincide with the academic calendar and thus students may be required to continue clinical training during some academic breaks.
Upon admission into the program, students are not allowed to transfer any credits or hours from any previous programs. Thus, residency will be required for all 120 instructional units, without exception, to maintain systematic quality of our PsyD coursework towards their degree.

Degree Requirements

- One hundred twenty (120) instruction units are required for completion of the doctoral program, including twelve (12) units of practicum during years two (2) through four (4). Students are responsible for following the designed degree plan. (see Appendix D). Please note that curriculum sequencing is subject to change. Students will be notified of any changes through the Canvas Portal and during mandated academic advising.
- Students complete the Clinical Proficiency Exam (CPE) the summer semester of the third year and is a prerequisite for application to Internship. The CPE evaluates the student's knowledge, understanding of, and skills in clinical assessment, intervention, ethics/legal standards, cultural diversity as they apply to health service psychology. It also evaluates communication/interpersonal skills and professional values and behaviors as they relate to the profession. The CPE requires the student to successfully pass a written exam before preparing an oral case presentation. (See Appendix E)
- Students complete a Clinical Dissertation. The goal of the Clinical Dissertation is to ensure that the student possesses advanced scholarly competencies consistent with the aims and competencies of the PsyD Program. The student demonstrates this competence by completion of a written document and by the successful oral defense of that document. Faculty mentors prepare and guide students as they produce the document and prepare for the oral defense. See the PsyD Dissertation Handbook for more details.
- Students complete 9 internship units during their 5th year of program (for a total of 129 units for the entire degree program) which are concurrent with their full-time one-year Internship.

PsyD Emphases. To prepare skilled, clinical psychologists targeting and supporting the increasing diversity of the clinical setting, our program offers two emphases: 1) Latinx mental health and 2) Diverse populations. A student must pick an emphasis at time of admission.
- Students enrolled in the Latinx Mental Health emphasis will focus their dissertation research, practicum, and internships with Spanish-speaking populations. In establishing our emphasis of Latinx Mental Health, we set out to train mindful psychological clinicians to work in underserved, Spanish-speaking mental health communities. In order to accomplish this, we weave the perspectives of Latinx throughout both required and elective courses in this full-time, five-year graduate program.
- Students enrolled in the Diverse Populations emphasis will focus their dissertation research, practicum, and internships on serving clients of various intersectional identities. Students are trained in the application of critical theories as a lens to unpack the ways systemic oppression impacts the mental health of historically marginalized communities. Additionally, students may elect to develop expertise, via their course papers and dissertation, in serving a specific marginalized population (e.g., LGBTQ, Black Psychology, first-generation immigrants, veterans, etc.).

Advancement in Program. A student is advanced in the program in two ways:

1. “En-Route” Master’s of Psychology. PsyD students are eligible to receive their M.S. in Psychology after successful completion of their first year (minimum 30 units) of required coursework. This degree is intended only as an “en-route” degree toward completion of the PsyD and is not intended as a terminal master’s degree. This degree does not allow the recipient to sit for licensure as a mental health practitioner. Students’ eligibility for the “en-route” degree is determined by the Professional Standing Committee (PSC) during the summer as part of the Annual Evaluation process. Students are then notified at the beginning of the subsequent fall semester whether they are eligible to apply for the MS degree. Once notified of their eligibility, students must submit a Graduate Declaration/Change of Emphasis Form to the Registrar’s Office, apply for graduation, and pay the appropriate fee.

2. Advancement to Candidacy. Students advance to candidacy once they have completed 3 years of coursework, passed the Clinical Proficiency Exam (CPE), and are in good standing (cumulative GPA 3.0 or higher; not on academic remediation or other probation). Students’ eligibility for candidacy is determined by the Professional Standing Committee (PSC) during the summer as part of the Annual Evaluation process. Once candidacy is granted, students are permitted to use the title “Doctoral Candidate” or “PsyD Candidate.” Students are prohibited from using these titles before then and should instead refer to themselves as a “Doctoral Student,”
or “PsyD Student.” All students must earn candidacy status as a step toward completing the program. However, candidacy is not a guarantee of program/degree completion. Dismissal of a student can occur even after conferring of candidacy and passing the Competency Exam if the student does not meet dissertation competency, internship competency, or if the student’s personal or professional behavior does not continue to meet required standards for the profession.

**Years to Completion.** Students have seven (7) years from their matriculation into the program, regardless of any leave of absence taken, to complete program requirements. All requirements leading to the PsyD degree will be completed within seven years from the date of matriculation and within four (4) years from the date of advancement to candidacy, regardless of any leave of absence taken. However, a student can petition for an extension if unusual circumstances warrant such an extension. The student will contact the Program Director for further information and advisement about extension of program at least 6 months before the 7-year deadline. The petition must be signed by the Program Director and the Graduate Dean.

**Clinical Training.** Students will complete a minimum of 1500 total hours of practicum training across the Program before beginning their internship placement. As part of that 1500 hours, a minimum of 500 hours of direct contact is required. Practica must be approved in advance to ensure that the student is fulfilling requirements for accreditation and licensure, and are coordinated by the Director of Clinical Training. Starting in Year 2, students enroll in practicum seminar courses at the same time they are in practicum placement. These practicum seminar courses must be taken each semester during which the student is acquiring clinical hours. Typically students take practica courses fall and spring of years 2, 3, and 4, earning 500 hours an academic year in each internship placement. Practica placements are for an academic year.

Students must also complete a minimum of 1500 hours of doctoral internship training. Students may submit a request to apply for internship only after successful completion of the CPE and approval by the Director of Clinical Training. This usually occurs in the summer between the 3rd and 4th years. Internship is designed to occur during the fifth year of the Program and may be full time (40 hours/week) for one year or half time (20 hours/week) for 2-years. Internships must be pre-approved by the Director of Clinical Training to ensure that the student is fulfilling requirements for accreditation and licensure. During each semester of internship, students enroll in a three-unit Internship course.

For more detailed information about clinical training policies and procedures, please refer to the PsyD Clinical Training Handbook.

**Conferral of PsyD Degree.** A student becomes eligible to have the PsyD degree awarded once they have completed all program requirements, including defense of their Clinical Dissertation and completion of Internship. It is the student’s responsibility to apply for graduation. Graduation application forms are available online in myMSMU through Self-Service. The graduation fee is required in order for the degree to be awarded, regardless of attendance at the graduation ceremonies. The doctoral degree is conferred once the Program and the Registrar certify that all requirements have been completed. Note: students may not associate the terms "Doctor" or "PsyD" with their names until the degree has been officially conferred.

**Professional Development Requirements** (see also related Professional Conduct Standards and Professionalism Policy). Additional activities are required to achieve professional socialization and development in health service psychology. These include:
- Meeting with the assigned Faculty Advisor each fall and spring semester
- Attendance at Program meetings and colloquia
- Membership in professional organizations
- Consistent professional behavior, communication, language, and attire
- Consistent engagement in cordial, respectful relationships with students, faculty, supervisors and staff members at all levels
- Notification of the student’s Faculty Advisor and Program Director of requests for exceptions to requirements, or personal and/or academic difficulties interfering with progress in the Program
- Compliance with any recommendations for remediation
Adherence to the Ethical Principles and Code of Conduct of the American Psychological Association (APA)

Finally, Doctoral students are expected to learn and exhibit the American Psychological Association’s PWC (iv) Profession Values, Attitudes and Behaviors: behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others; engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness; actively seek and demonstrate openness and responsiveness to feedback and supervision.

Current Address, Phone Number and Email Address. MSMU and the PsyD Program require that all students keep their address, telephone numbers, and email addresses current and on file. The Office of the Registrar and the PsyD Program Coordinator should be notified immediately of any changes in the above in addition to any change of name.

Section III: ACADEMIC EXPECTATIONS AND POLICIES

Student Bill of Rights

I. Preamble

At an institution of higher learning, the pursuit of knowledge and the attainment of mature attitudes will be greatly facilitated by freedom of expression and decision making as enumerated in the following Bill of Rights. In exercising these rights, however, students must bear the responsibility to act in accordance with local, state, and national laws, and University rules. No right specified by this bill is meant to be construed as enabling students to infringe upon the individual rights of another member of the academic community. It is thereby expected that students will follow these documents with maturity and a level of responsibility which will enable the University to retain its academic excellence.

II. Articles

1) The student has the right to accurate and plainly stated information which enables clear understanding of:
   a) The general qualifications for establishing and maintaining acceptable academic standing.
   b) The graduation requirements for a particular program and degree.
   c) The course objectives, requirements, and evaluation criteria and procedures set by the individual instructors for their courses.

2) The student has the freedom to express ideas that differ from any interpretation, or any viewpoint presented by an instructor. In exercising this freedom, there should be no disruption of the academic process of the class.

3) The student has the right to be evaluated accurately and fairly on academic performance as outlined by the instructor at the beginning of the course.

4) The student has the right to discuss and review any academic performance with instructors. A student who believes that an evaluation was made on a basis other than academic performance has the right to an appeal procedure.

5) Every student has the right to substantive and procedural fair play in the administration of discipline and imposition of academic sanctions.

6) The imposition of any academic penalty (e.g., academic probation, dismissal) shall be subject to appeal through an established appeals procedure.

7) Whenever a student, or group of students, claims that these rights have been violated and they have been adversely affected thereby, and such complaint is not resolved informally by the interested parties, it may be presented to the Academic Grievance Board or to the Academic Integrity Board, whichever is appropriate.

The foregoing Preamble and Articles shall provide the basis for student appeals to the Academic Grievance Board and Academic Integrity Board.

Student Responsibilities

Students are held individually responsible for knowledge of policies and procedures contained in the University Catalog, Graduate Student Handbook, PsyD Program Handbooks, University email correspondence, University web pages, and University myMSMU pages. Failure to read and understand these policies and regulations will not
excuse students from their observance. In addition, students are responsible for the information contained in the official class schedules and other data sent or posted on the MSMU website by the Graduate Division Office. The University reserves the right to make program changes, policy revisions, and fee adjustments at any time and without prior notice.

Doctoral students are responsible for knowing and following all policies contained in these various locations, but we especially want to point out Mount Saint Mary’s University’s policy regarding academic integrity. Plagiarism and other forms of academic dishonesty are treated as extremely serious violations of ethical conduct and may result in suspension or expulsion from the University. (see Graduate Student Handbook, Academic Integrity section)

Academic Freedom Policy
Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. This freedom of expression implies the responsibility to provide the same freedom for others.

Students should be free to discuss any grade with the instructor of the course, the department chairperson, and the academic dean so as to be protected against prejudiced or capricious academic evaluation. Students are responsible for performing according to standards established for each course in which they are enrolled. Student performance should be evaluated on this academic basis.

Student academic freedom should respect the freedom of faculty to determine content, methodologies, and measures of academic performance within the framework of University goals and policies.

Institutional Complaint Process
Students should follow the Institutional Complaint Process whenever they have an issue with an instructor, staff, or fellow student in the PsyD program. In general, this process involves speaking directly with the person with whom you have an issue and trying to resolve the issue whenever possible first. Students are encouraged to do this in a polite, compassionate, and direct manner as possible, emphasizing the value of the relationship (“I value your class, and respect you as my instructor, so I would appreciate the opportunity to talk to you about something that is bothering me”), a desire to maintain or fix the relationship (“I have been uncomfortable with you since … and I would like the opportunity to clear things up so we can have a good mentoring relationship again”), and focusing on how the other person’s actions impacted them, using “I statements,” such as “when you call on me in class I feel self-conscious.” Avoid blaming or making assumptions about the other person’s motives such as “you pick on me in class!” or “you are out to get me!” as that tends to make problems worse rather than moving toward resolution.

If a student is not able to informally resolve the problem directly with the person involved, then they should talk with their advisor and/or move up the ladder of responsibility. That is, the student should talk next to whomever they are upset with reports to. For example, if they are unhappy with an instructor, they should speak with that instructor’s supervisor, the Program Director. The student should give that person sufficient time to try to resolve the issue. If the issue is not resolved to the student’s satisfaction, then the student should feel free to move up an additional level, to that person’s supervisor. If the student is working with the Program Director, for example, the next level would be the Department Chair.

Please note that it is never appropriate to send complaint emails to multiple levels of supervision simultaneously (e.g., an instructor, Program Director, Department Chair, and Graduate Dean) when you have not worked your way up through those levels. That is unprofessional and wastes the time of higher level administrators.
Grading Policy

Once submitted, grades may not be changed unless the result of clerical or procedural error. A student must request a review/change within 30 days after the end of a semester, or within 30 days following the posting of grades containing the grade which the student wishes to challenge (see process in Graduate Handbook).

Students are expected to work independently, to contribute proportionately to group projects, and to adhere to the University's student academic honesty policies and procedures outlined earlier.

For every required course, the syllabus lists the competencies to be demonstrated for successful completion of that course. Students will be required to demonstrate the course competencies, which are assessed through various assignments in the course, such as case studies, comprehensive examinations, presentations, quizzes, and written papers.

The PsyD program uses the following grading scale:

<table>
<thead>
<tr>
<th>Course Grade</th>
<th>Grade Point Average</th>
</tr>
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<tbody>
<tr>
<td>93 - 100 = A</td>
<td>4.0</td>
</tr>
<tr>
<td>90 - 92 = A-</td>
<td>3.7</td>
</tr>
<tr>
<td>88 - 89 = B+</td>
<td>3.3</td>
</tr>
<tr>
<td>83 - 87 = B</td>
<td>3.0</td>
</tr>
<tr>
<td>80 - 82 = B-</td>
<td>2.7</td>
</tr>
<tr>
<td>&lt; 80%</td>
<td>Course must be repeated at MSMU</td>
</tr>
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The following grades are not computed in the GPA:

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<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>AU</td>
<td>Audit</td>
</tr>
<tr>
<td>CR</td>
<td>Credit given</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IP</td>
<td>In progress: deferred grading for graduate thesis or field experience</td>
</tr>
<tr>
<td>NC</td>
<td>No credit given</td>
</tr>
<tr>
<td>NG</td>
<td>No grade received, issued by the Registrar pending receipt of the final grade</td>
</tr>
<tr>
<td>R</td>
<td>Course was repeated at later date</td>
</tr>
<tr>
<td>U</td>
<td>Unauthorized withdrawal</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
</tbody>
</table>

 Withdrawal from Courses (W). The grade W indicates withdrawal from a course, according to the following policy: Withdrawal (W) indicates that the student was permitted to withdraw from a class during the period scheduled on the University calendar with the approval of the instructor and advisor. After the scheduled date, a student may petition the Graduate Dean for an exception. The W carries no connotation of quality of student performance and is not calculated in the grade point average.

Unauthorized Withdrawal. The designation of Unauthorized Withdrawal, “U” may, at the discretion of the instructor, be assigned in lieu of a grade of “F”, when the student does not attend a course but fails to officially withdraw, or does not attend a sufficient number of class meetings.
Incompletes (I). An Incomplete is given only when a student:
1. has fulfilled the majority of the course requirements;
2. has a passing grade in the course work completed;
3. is prevented from completing the assigned work for serious reasons;
4. has consulted the instructor prior to the grading period; AND
5. has been assessed by the instructor that he/she can realistically complete the work within one semester.

A student requesting an Incomplete must file a Petition for Incomplete with the signature of the Instructor and the Program Director prior to the week of final examinations. The instructor will assign a default grade when approving an Incomplete. This default grade will be recorded on the student's transcript when a completed grade is not assigned by the instructor and/or an Extension of the Incomplete is not processed. If a default grade is not provided by the instructor and the work is not completed, the Incomplete will revert to an F. An Incomplete may only be extended for one additional semester with the approval of the Instructor, the Program Director, and the Graduate Dean. Students may not be given more than two semesters to complete any course.

In Progress. An “In Progress” (IP) grade is given only during the practicum seminar courses when clinical hours are being accrued. All clinical hours and course work must be completed before an IP grade may be changed to a grade prior to graduation.

Missed or Late Assignments. Late assignments may be made up at the discretion of the course instructor. It is the responsibility of the student to promptly make arrangements for missed assignments, quizzes or examinations. Failure to follow up on this policy could result in a 0% for the assignment. Unless a student presents a valid excuse for missing an examination, paper, project or any other assignment, the grade on a make-up will be lowered one letter grade (10%) each day late, including weekends and holidays. In the absence of adequate supporting evidence, the instructor always retains the authority to refuse to provide any make-up opportunity.

PsyD Program Re-Examination Policy. Students who earn a failing course grade (less than 80 percent) at the end of the semester may be eligible for re-examination of their lowest assignment grade or a re-examination of all course content in the form of a cumulative exam or equivalent assessment. Re-examination is not an option for all courses. The course syllabus will stipulate whether re-examination is available for the course. Re-examination will only be allowed if a replacement of their lowest grade or successful re-examination would permit the student to pass the course. The maximum grade for the course in the case of re-examination is 80% (B-). Faculty members are available to answer specific questions, but no formal review sessions will be conducted. Preparation for re-examination is largely an independent endeavor by the student. Students may take only one re-examination in a course. The maximum number of re-examinations in the PsyD program is three. Re-examinations will be scheduled by the course instructor and must be completed prior to the start of the next semester. Any student failing to sit for the re-examination on the scheduled date will receive a grade of zero for the re-examination attempt and fail the course. If re-examination results in failure, the student is considered to have not satisfactorily completed all academic requirements in order to progress in the program and will therefore be off track and will be required to take an academic leave of absence.

Progression Policy

A minimum passing grade is B- in all courses (not including Practicum Seminars). Note that some courses allow reexamination. Because the PsyD Program structure is a cohort model, and courses are usually only offered once per year, any student who earns less than a B- will be off track and will be required to take an academic leave of absence (LOA) until the class is offered again and can be repeated. After successful completion of the initially failed course, a student is removed from the LOA, if no other concerns remain. Students who fail a second course will be placed on a remediation plan requiring them to retake and pass the course. Because this is a second failed course, additional requirements may be included in the remediation plan. The remediation status may be extended even after successful completion of the second failed course in order to support the student in getting back to being successful in the program. Failure of a third course is grounds for dismissal.
Termination from a clinical placement is grounds for dismissal from the Program and will be reviewed by faculty on a case-by-case basis. Please see the PsyD Clinical Training Handbook for more details.

Students must receive a minimum passing score on all items on the Clinical Evaluation Form (CEF). Any scores lower than the minimum passing score on the mid-year evaluation will be remediated at the practicum site. The student must inform their practicum seminar instructor about the remediation plan. On the end-of-year CEF students must receive a minimum passing score on all items and on the overall performance rating score in order to pass the practicum seminar course. If a student obtains a score lower than the minimum passing score at the end-of-year CEF, the course of action may include a remediation plan, an academic Leave of Absence, and/or repeating the practicum (clinical placement + practicum seminar) the following academic year. Please see the PsyD Clinical Training Handbook for more details.

Challenges. Faculty, supervisors, and advisors provide feedback intended to guide students in their development, but sometimes students encounter challenges along the way. Whether those difficulties are related to academic performance, behavior, clinical aptitude, or dissertation, students will go through a process designed to help them improve and experience success in the Program. Throughout the Program there are opportunities for the student to remediate and recover if at all possible. For failed didactic courses, re-examination opportunities are provided as well as the opportunity to take a leave of absence and retake the course. For a failed CPE, retake opportunities are provided. Avenues for appeals of unfavorable decisions are always available (e.g., Academic Grievance, CPE decision appeal, academic petitions).

In the case of behavioral concerns or issues that cross a variety of domains, the following procedures will apply:

1. **Letter of Concern.** After addressing an issue in person with a student and not seeing improvement after a reasonable period of time, the next step is for a faculty member to draft a Letter of Concern (see Appendix F). A copy of the Letter of Concern will be sent to the student’s Advisor and to the Program Director. The Letter of Concern notifies the student of what needs to change in order for the student to be successful and might suggest avenues to take to help with this change.

   - Dialogue with the student to determine the validity of the charge; if validity is established, a Remediation Plan (see Appendix G) will be developed, and a process will be determined by which the situation will be corrected
   - Refer the matter to the Program Faculty for consideration and action
   - Refer the matter to the Assistant Vice President of Student Affairs for consideration and action
   - In the event of repeated incidents or an egregious act, the Program Director or Department Chair may recommend suspension or dismissal of the student from the program.

**Academic Probation.** Failure to maintain a 3.0 cumulative GPA places the student on probation. The student and student’s advisor will be notified in writing by the Office of the Graduate Dean regarding the probation. A student on probation must achieve a semester GPA of 3.0 or higher during the next two semesters in order to be reinstated to regular standing. For more information, see Graduate Handbook.

**Academic Dismissal.** A student is subject to dismissal for failure to maintain a 3.0 GPA during the probationary period. Failure to comply with the requirements and regulations of the PsyD program and the University may also subject a student to dismissal. The Graduate Dean and/or the Graduate Council have the authority to dismiss students and to suspend dismissal.

**Attendance.** A student who misses more than 20% of a class during the semester may be withdrawn from the course by the instructor. No course credit will be given if the student is withdrawn (during the withdrawal period designated by the University) and a “W” will appear on their transcript. If the withdrawal period has passed students will receive a “U” (unauthorized withdrawal) on their transcript. No credit will be received for either a “W” or “U” and no reimbursement of tuition will be permitted unless allowed by University policies.
Course Syllabi

All instructors are required to provide a course syllabus at the beginning of the semester. The syllabus may be distributed via MSMU’s eLearing (Canvas) platform, via email or via hardcopy during the first week of class. Course syllabi are agreements between faculty and students. Faculty members have the right to alter the syllabi to adapt to curricular needs and accommodate for events such as professional meetings, official and religious holidays etc. Faculty must inform students of any changes in a timely fashion. Students are responsible for all content in the course syllabus. If there are questions, students need to bring it up to their instructor within the first two weeks.

Responsibility for Seeking Assistance. It is the student's responsibility to advise the faculty when problems (internal or external to the program) occur which may affect his/her performance in the program.

Student Success Alerts. MSMU policy suggests students (as well as advisors and administrators) be notified, at least once, during the semester if an instructor believes a student’s success in a course is potentially in jeopardy. Alerts are sent to PsyD students at mid-semester or throughout the course when they are earning a B or lower grade in the course. Students receiving Student Success Alerts are strongly encouraged to discuss their course progress with the instructor.

Credit Hour Equivalence. A credit hour is an amount of work represented in the intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:
1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practica, lab, and other academic work leading to the award of credit hours.

Administrative Drop. Students who do not attend the first meeting of a course in which they are registered may be administratively dropped, unless they make arrangements with the instructor prior to the first day. Students should contact the instructor if a possible error has been made regarding an administrative drop.

Electronic Devices in the Classroom. The use of cell phones or any other communication device that emits a ringer or tone during class sessions is disrespectful and disruptive. Communication devices of any kind must be turned off during class sessions. The use of laptop computers in the classroom should be limited to course activities and note taking and/or should not be used unless required by the instructor. Activities such as texting, checking email, and surfing the internet are prohibited, as they are disruptive to faculty and students.

Disabilities. Mount Saint Mary’s University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University’s programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-4142, or at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at disability@msmu.edu.

Students are responsible for requesting and ensuring that each faculty member implement any agreed upon accommodation. Retroactive accommodation or adjustment of any kind is not available to students who fail to follow these procedures, fail to comply with these timelines, or fail to ensure implementation of the prescribed methods of accommodation. For instances of temporary accommodation, (for those conditions deemed not permanent), authorization for accommodation must be renewed each semester through the LRC.
Students must speak with the Clinical Coordinator prior to fieldwork training to see if any accommodations need to be made. Students who require accommodations in their fieldwork must inform the fieldwork sites during the interview process. The University has an obligation to its clinical sites and the public to ensure students are adequately prepared to function in the fieldwork.

**Identifying and Managing Unprofessional Behavior.** Failure to demonstrate professional behaviors in the classroom be addressed in the following manner:

1. The faculty that observes the behavior will advise the student of its inappropriateness and work with the student to develop appropriate behaviors. The faculty may ask the student to leave class if the behavior is particularly disruptive or if the pattern of inappropriate behavior persists after the initial infraction and consultation. Should the faculty member choose this course of action, this will count as an unexcused absence. The faculty will report the incident to the student’s Faculty Advisor. If unprofessional behaviors persist, the course faculty will give the student a Letter of Concern. A copy of this Letter will be given to the student’s Faculty Advisor and the Program Director.

2. If the pattern of unprofessional behaviors persists or the magnitude is sufficient to place in doubt the student’s suitability or capability for performing as a Psychologist, the Program Director will review the situation and choose one of the following courses of action:
   
e. Dialogue with the student to determine the validity of the charge; if validity is established, a remediation plan will be developed, and a process will be determined by which the situation will be corrected
   
f. Refer the matter to the Program Faculty for consideration and action
   
g. Refer the matter to the Assistant Vice President of Student Affairs for consideration and action
   
h. In the event of repeated incidents or an egregious act, the Program Director or Department Chair may recommend suspension or dismissal of the student from the program.

**Class Schedule and Final Exams.** Students may search the online schedule of classes via Web Advisor, specifying Psychology, then doctoral level courses. Final exam times are listed online each semester and are linked to the class meeting time; some instructors may not administer final exams (check each course syllabus for details).

**Technology.** When students experience difficulties with technology (email, Canvas etc.), they must contact the OIT Help Desk to open a ticket so the department and University can track these issues. The student must provide a copy of the OIT ticket to the instructor if technological difficulties were the reason why an assignment was late or otherwise not completed.

**Email.** MSMU Email is the official communication method that the University will use to contact students to keep them informed of University activities, policies, and administrative functions such as registration and billing. Students, therefore, must check e-mail regularly in order to stay abreast of important messages and notifications. Failure to read official University communications sent to students’ official e-mail addresses does not absolve students from knowing and complying with the content of official communications. Faculty may use students’ official Mount email addresses as means of communicating with students registered in their courses. Students must comply with course requirements communicated to them by e-mail.

**Principles of Community.** Mount Saint Mary’s University is a multi-cultural community of people from diverse racial, ethnic, and class backgrounds, national origins, religious affiliations, political beliefs, physical abilities, and sexual orientations. Our activities, programs, classes, workshops, lectures and everyday interactions are enriched by our acceptance of one another, and we strive to learn from each other in an atmosphere of positive engagement and mutual respect. We want to make explicit our expectations regarding the behavior of each member of our community. As adults, we are responsible for our behavior and are fully accountable for our actions. We each must take responsibility for our awareness of racism, sexism, xenophobia, homophobia and all other forms of oppression.

Bigotry will not go unchallenged within this community. No one has the right to denigrate another human being on the basis of race, sex, sexual orientation, national origin, etc. We will not tolerate verbal or written abuse, threats, harassment, intimidation or violence against persons or property. In this context, we do not accept alcohol or
substance abuse as an excuse, reason or rationale for such abuse, harassment, intimidation, or violence. Ignorance or "it was just a joke" is also not an excuse for such behavior. Such behavior will be subject to the University's disciplinary processes. All who work, live, study and teach in the Mount Saint Mary's community are here by choice, and as part of that choice should be committed to these principles which are an integral part of Mount Saint Mary's University's focus, goals and mission. *(Permission to print granted by the University of California at Irvine, University of California at Santa Cruz, and the University of Southern California).*

**Change of Emphasis**

Students may change their emphasis one time during the program. The student must meet with their advisor and meet the following criteria to change specialization:

**Diverse Populations** to **Latinx Mental Health**
- Recommendation of the Latinx Mental Health Coordinator and PsyD Program Director
- Student is in good standing with the University
- Pass the “Spanish Language Proficiency” Interview/exam
- Complete the Registrar's Change of Emphasis Form

**Latinx Mental Health** to **Diverse Populations**
- Recommendation of the Diverse Populations Coordinator and PsyD Program Director
- Student is in good standing with the University
- Complete the Registrar's Change of Emphasis Form

**Returning to Campus Following a Psychological Emergency or Related Administrative Leave/Withdrawal**

Mount Saint Mary’s University is committed to the well-being and safety of its community members as well as the integrity of the learning environment. A student who is returning to any area of campus following a psychological emergency (e.g., hospitalization for suicidality/homicidality, disruptive behavior, etc.) or related administrative leave/withdrawal, may be required to provide evidence of professional evaluation and treatment or release from medical leave from their treating physician, before returning to campus. Decisions regarding return to the Program may be made by the Assistant Vice President for Student Affairs or designee in consultation with the appropriate Mount Saint Mary’s University mental and physical health professionals and other staff as is deemed necessary. Failure to comply with this requirement may result in further action up to and including suspension or dismissal from the University. Students seeking medical withdrawal from the University should refer to policies in the Academic Catalog.

**Cancelation of Class and Campus Closure**

In the rare instance that an instructor needs to cancel class, students will be notified as soon as possible via MSMU email and/or Canvas. In the case of campus closure, students will be notified by the campus emergency alert system. Students are encouraged to register with the Emergency Alert System at Mount Saint Mary’s University so that they will be immediately notified of campus-wide closures.

**Section IV: ADVISING, EVALUATIONS and FEEDBACK**

**Academic Advisement regarding Student Progress and Success**

Immediately after matriculation into the PsyD Program at Mount Saint Mary’s University, a faculty academic advisor is assigned to each graduate student. The academic advisor is a personal consultant and mentor on academic matters and serves as a liaison between the student and the Program. Graduate students are urged to maintain close and frequent contact with their academic advisor. Faculty advisors are available to assist students with any questions or concerns that arise from the academic or clinical components of the curriculum or issues relating to clinical practice. It is the responsibility of the student to attempt to settle any conflicts or questions with individual faculty members before involving the advisor. If participation by the assigned faculty advisor is a conflict
of interest, another faculty member will be assigned. It is the responsibility of the student to schedule an appointment with the advisor once per semester for selection of courses, or on a more frequent basis if academic difficulties are encountered. It is the responsibility of the student to seek appropriate assistance in the event of personal or academic difficulties.

**Dissertation Advisement regarding Dissertation Progress**

Beginning year 2, students will be advised by the Director of Research about their dissertation topic, dissertation proposal, research methodology and the composition of their dissertation committee. Beginning year 3, students will be advised by their Dissertation Chair regarding progress through the dissertation.

**Clinical Training Advisement regarding Practica and Internship Progress**

Beginning year 1, each student will be advised by the Director of Clinical Training or Assistant DCT about the selection and interview process for practicum year 2 and 3, and the selection and interview process for advanced practicum year 4. The Clinical Training team will also advise each student regarding preparation for the Clinical Proficiency Exam (CPE), and about the selection and interview process for the 5th year Internship. The DCT will be available for informal advisement to students during their Internship, and to prepare them for graduation, career planning post-degree, as well as state licensing preparation.

**Advisement of Assistantships**

Students participating in Teaching, Research, and Graduate Assistantships are advised and supported by their supervising faculty members or administration.

**Evaluations and Feedback to Students**

**Course grades.** For every required didactic course, the syllabus lists the competencies to be demonstrated for successful completion of that course. Students are required to demonstrate the course competencies, which are assessed through various assignments in the course, such as case studies, comprehensive examinations, presentations, quizzes, and written papers. Students are required to pass each of these courses at a minimum level of 80% proficiency.

**Practica.** Each practicum seminar course offers classroom-based learning to complement field-based training at a practicum site and must be taken each semester during which the student is placed in a practicum. The course is taught in seminar format, focusing primarily on the practicum training experience, as well as providing experience integrating recent research into the practice of psychology. In order to pass the class, students must abide by the attendance and participation policies of the practicum seminar class and earn passing scores on the Practicum Evaluation Form (PEF), as assessed by the Practicum Supervisor (see PsyD Clinical Training Handbook for more information).

**Professional Standing Committee (PSC).** Each student meets with the Professional Standing Committee (consisting of all core Program faculty) after the completion of each academic year. Based upon grades, observations and Professional Behavior feedback from all teaching faculty, students are informed of their overall progress in the program and are alerted to any concerns that are impacting their progression toward completion of degree (academic, training or professional behavior). If necessary, a remediation plan is created, specifying what is the problem(s), linking these behaviors to APA’s PWCs, discussing how they can be resolved or fixed, and outlining the consequences if they are not adequately resolved.

**Clinical Proficiency Exam (CPE).** All PsyD students are required to sit for and successfully pass a clinical proficiency examination (CPE). This examination evaluates the student's knowledge, understanding of, and skills in clinical assessment, intervention, ethics/ legal standards, cultural diversity as it applies to health service psychology. It also evaluates communication/ interpersonal skills and professional values and behaviors as they relate to the profession. The CPE is a prerequisite to internship eligibility (i.e., it must be completed before a student can submit
Student Feedback regarding Faculty

Mid-Semester Course Survey (optional). Instructors are encouraged to perform a mid-semester anonymous survey (via Canvas) to obtain student feedback on course strengths, course weaknesses, and suggestions for improvement. These are primarily information for the instructor, though they can also be a useful tool for consultation with the Program Director (if requested).

End-of-Semester Course Evaluation (required). Students are expected to complete anonymous end-of-semester course evaluations utilizing MSMU’s Course Evaluation Assessment. Instructors receive the results of this evaluation after grades are officially posted. The Program Director has access to these surveys, and formally discusses the results with instructors.

Academic Advising. Students also have the opportunity to give specific feedback regarding individual faculty during required mid-semester meetings with their academic advisor, as well as anytime they desire to initiate such feedback to their advisor or Program Director.

Meeting with Faculty. Students are encouraged to provide any feedback directly to instructors, unless there are compelling reasons not to do so.

Student Feedback regarding Program

Professional Development Fridays (PDF). First year students are required to attend a weekly Friday morning seminar that addresses orientation to the program and the profession of Health Service Psychology, special topics, guest speakers, preparation for first practicum placement, and an opportunity to take part in process groups in which student feedback related to the program is encouraged. Usually, the DCT or Assistant DCT oversee the PDFs, and (with student permission) convey relevant student feedback to the core faculty during Program Meetings.

Academic Advisement. Students have the opportunity to give feedback regarding any aspects of the doctoral program during required mid-semesters meetings with their academic advisor, as well as any time they desire to initiate such feedback to their advisor or Program Director.

Professional Standing Committee (PSC). Not only is the yearly PSC an opportunity to give specific academic and professional feedback to each student, it is also an important opportunity for students to offer feedback about the Program to the core faculty.

Section V: MAJOR PROGRAM AND UNIVERSITY POLICIES

Professionalism Policy (see also Professional Conduct and Professional Development)

Students and Faculty have made a commitment to the intensive and exciting training period required by Doctor of Clinical Psychology Education. This commitment begins with modeling appropriate professional behaviors at all times during the program. Professionalism in the classroom and clinical trainings creates a positive learning and working environment that allows students and faculty to maximize the collaborative learning experience. Faculty and students are required to abide by the ethical standards of the profession and to take whatever action is appropriate to ensure the integrity of the education experience and the quality of care for the consuming public. These behaviors are detailed in the APA’s Ethical Principles and Code of Conduct and are specified in the 2 following APA Profession Wide Competencies:

Professional Values, Attitudes and Behaviors: PWC (iv)

Doctoral students are expected to:
- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
• Engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
• Actively seek and demonstrate openness and responsiveness to feedback and supervision.

Communication and Interpersonal Skills: PWC (v)
Doctoral students are expected to:
• Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
• Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
• Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

The following are also important behaviors to create and maintain a professional environment:

Attendance. Come to class. Knowledge and skills developed in the classroom environment cannot be found in a book. Faculty utilize class time to condense required readings, so study time is focused and efficient, facilitating the development of understanding beyond the preparatory material by integrating current material with prior knowledge. Full engagement in class and clinical education are the foundation of sound clinical reasoning skills. Students are expected to attend all classes and to be punctual.

Excessive absences and/or consistent tardiness may result in a letter grade reduction at the instructor’s discretion. Planned absences and/or anticipated delays arriving to class on time should be discussed with the instructor in advance, and make-up work may be assigned on an individual basis with the instructor. If notice is not possible, it is the expectation of the PsyD faculty that students should initiate communication about the absence and/or tardiness directly with the instructor as soon as possible.

Students are expected to consistently arrive on time for class meetings and at clinical placements, which includes returning from class breaks. Punctuality is an expected component of professional behavior. Tardiness is unacceptable, as it demonstrates lack of respect for the instructor and/or guest speakers and impacts the productivity of the classroom.

Preparation. Time management is a critical component of success in the program. To make efficient use of class time it is imperative that students come to class prepared. Appropriate preparation allows students to ask questions that address areas of true confusion rather than general lack of knowledge.

Students help each other learn by asking appropriate questions. Appropriate preparation includes purchasing required textbooks and completing assigned readings. Textbooks are carefully chosen by instructors to assist students in the classroom and in the clinic.

Promptness. Arriving on time is a courtesy to the faculty, classmates and patients as well as a benefit to the student. This includes being present and prepared when class is scheduled to begin and when returning from breaks. Promptness also extends to course assignments. Handing in assignments on time will help you stay on schedule with other commitments and will help you avoid penalties that will negatively affect your grade.

Courteousness. Graduate education is a stressful time of life. It is a wonderful opportunity to learn to be gracious and courteous to classmates, faculty, staff and patients at all times regardless of your personal circumstance. These positive attitudes and actions are appreciated by all and will be reciprocated.

Examples of discourteous classroom behaviors are lack of preparation, tardiness, and use of electronic devices for purposes not related to the class at hand, talking during lectures, interrupting lecturers excessively, preparing to leave class early, leaving class early without permission and using non-verbal behaviors which would be commonly judged as impolite.
Student Academic Integrity

The academic environment is predicated on truth and integrity. Acts of dishonesty constitute a serious offense to the Mount Community. Acts of academic dishonesty include but are not limited to the following:

- **Cheating:** Cheating of any kind is dishonest. This includes copying other’s essays or exams, stealing exams, buying or otherwise procuring new or used exams, having someone else take an exam or write an essay for which you take credit, and any other way you might receive credit for work that is not your own.

- **Failing to hand in original work:** Using one essay for two different classes is also dishonest. If you have a topic appropriate for two classes, original and separate work must be done for each class, unless approval of both instructors has been obtained. Moreover, co-writing an essay without both obtaining the instructor’s permission and acknowledging the other person’s help is dishonest.

- **Plagiarism:** Plagiarism is an act of academic dishonesty. It is a serious academic offense. Plagiarism is using anyone else’s ideas and representing them as your own (i.e., not giving appropriate credit). Acts of plagiarism include the following:
  - Failure to document and give credit to an original source.
  - Paraphrasing another person’s ideas without giving credit.
  - Using direct quotes without proper recognition of the source.
  - Using statistics, facts, or information from a source other than your own original research without giving credit.

- **Falsification or misrepresentation:** Falsification of lab or clinical data, clandestine collaboration with others in class presentations or laboratory experiments, alteration of University documents, alteration of instructor’s grade sheets/book, misrepresentation on admissions materials, falsification of academic records, forgery, entering computer accounts other than one’s own without prior consent of the owner, entering or deleting information without permission are all academic offenses.

- **Theft:** Theft or mutilation of library or media materials, computer or media equipment, records or other University documents (such as examinations, assignments, gradebooks or other course materials), or theft from any member of the academic community are all acts of academic dishonesty.

**Consequences:** Actions such as these should incur, in proportion to the gravity of the offense, appropriate action on the part of the instructor or University representative. The penalty for an act of dishonesty could range from a grade of F on an examination or assignment, a reduced or failing grade for the course in question, probation, suspension, or expulsion from the University. Repeated acts of academic dishonesty will be treated more gravely.

Due Process and Appeal Procedure: Any student at the University has the right to appeal any decision resulting from a perceived act of academic dishonesty. The Academic Integrity Board should be consulted in the case of an appeal or whenever a case involving academic dishonesty has not been resolved at a lower level. For further information on the Academic Integrity Board can be found here.

**Grievance Procedures and Due Process**

**Academic Grievances.** Regarding grievances, the PsyD Program adheres to the Mount Saint Mary’s University Grievance Policy as articulated in the Mount Saint Mary’s University Faculty Handbook. A copy of that policy is can be found here.

**Disability Grievances.** Students, who believe they have been subjected to discrimination on the basis of disability, or have been denied access to services or accommodations required by law, should contact the institution’s ADA Manager at disability@msmu.edu.

**Discrimination, Harassment and Retaliation**

The PsyD Program is in compliance with the MSMU Discrimination, Harassment and Retaliatio policy, which states that “Federal law and state law, including Title IX of the Civil Rights Act of 1972, prohibit the University from discriminating against students or employees on the basis of protected characteristics, including, but not limited to: sex, sexual orientation or preference, gender, gender identity, race, color, religion, national origin, creed, citizenship status, ancestry, age, marital status, pregnancy, childbirth or related medical conditions, medical conditions including genetic characteristics, mental or physical disability, and veteran status. Mount Saint Mary’s
University is concerned about the safety and well-being of its employees and students and is committed to providing an environment that is free from harassment, discrimination, and retaliation on the basis of these protected characteristics, and any other characteristic protected by federal, state or local law, ordinance or regulation. To this end, the University strictly prohibits all forms of unlawful harassment (including sexual harassment and sexual violence), discrimination or retaliation in any form. Anyone who violates this policy of zero tolerance is subject to appropriate disciplinary action, up to and including immediate termination or dismissal.”

Student Privacy (FERPA)

In accordance with the Family Educational Rights and Privacy Act (FERPA), official records are made available to students and are not made available to off-campus persons or agencies without the express (written) consent of the student, in accordance with the provisions listed below. Some official records (e.g., transcripts) are maintained in perpetuity. Others (e.g., disciplinary records, registration forms) are destroyed on a regular schedule as determined by the university official in each office. Records may be encumbered for reason of indebtedness.

The University is authorized by FERPA to release directory information concerning students (the student's name, address, phone number, class, degree program, major, campus, dates of attendance, degrees and award received) unless the student has requested that this information remain confidential. Notification to withhold such information can be made at the beginning of each academic year through the Registrar. Requests to withhold information are granted for one semester. Questions regarding student prerogatives under the Act should be directed to the Vice President for Student Affairs.

On the other side of things, students as well as other healthcare workers are required to maintain as confidential all those matters pertaining to a patient or client of Mental Health Care services. Discussion of the client with others not involved in the person’s care is inappropriate and unprofessional. When referring to the client in practicum courses or in written work as part of clinical practice, use only the person’s initials or a pseudonym. Patient privacy must be protected. Failure to maintain confidentiality may result in removal from the program and legal action from the patient and/or family.

Academic Petitions

A student may submit an academic petition to the Graduate Dean, with the approval of their Advisor, in order to request a waiver or exception to an academic policy. Petitions may not be retroactive. The Graduate Dean will accept or deny academic petitions at their discretion.

Leave of Absence (LOA)

Students in good academic standing may request a leave of absence (LOA) from the University for one year. However, after the deadline to withdraw with a "W" a Leave of Absence cannot be granted for the current term. Students on a Leave of Absence may not enroll in another institution during the period of the Leave of Absence. Students on a Leave of Absence are considered continuing students and may pre-register for the next semester at the allotted time and must contact their academic advisor. NOTE: Students need to be aware that a Leave of Absence may have an impact on their financial aid which may cause them to repay their loans prior to graduation. Check with the financial aid department for terms and conditions.

During a leave of absence, students on remediation may be required to perform remedial activities to demonstrate the capacity to be successful in the areas of deficiency (otherwise they may risk dismissal from the program). Students have the option during a leave of absence to register for an “Audit” in courses that were successfully completed in prior semesters to stay current with Health Service Psychology education and practice.

Leaves of absence, whether for academic, medical, or personal reasons, must be approved by the Program Director. The student is responsible for filing appropriate “Leave of Absence” paperwork with the Registrar, and for making appropriate arrangements with the office of Financial Aid and Student Accounts.
Withdrawal from the University

When students withdraw from a graduate program, they should seek guidance from their Academic Advisor to explore other options or assistance. Students who withdraw from the University at any time must file a withdrawal notice in the Registrar’s Office. Forms are available from the Registrar’s Office. Students who leave the University for three consecutive semesters without filing appropriate forms are considered withdrawn. Students wishing to re-enter must file an application for re-admission with the Graduate Admissions Office.

Section VI: STUDENT SERVICES and ADMINISTRATIVE ASSISTANCE

PsyD Program Coordinator

The PsyD Program Coordinator will usually be a student’s primary source of assistance regarding administrative matters pertaining to the PsyD Program. The PsyD Coordinator will assist with general student questions, admissions, enrollment, referral to relevant student services (e.g., Financial Aid; Housing), as well as help with onboarding new students. Besides initial orientation of new students, the PsyD Coordinator is an active member of the PsyD Team and will remain involved with students throughout their program, and after graduation, regarding the collection of important data for accreditation. Students’ relationship with the PsyD Program Coordinator is vital! This person can make students’ life easier or more difficult in any doctoral program. Please cooperate with our Coordinator’s requests!

Student Service Center

Conveniently located in one location, the Student Service Center houses the Registrar, Financial Aid and Student Accounts.

Registrar’s Office

The Registrar’s Office provides the following services: new students and continuing students can register for classes, find class schedules, view the current academic calendar, access graduation application, records and transcripts.

Financial Aid Office

Through MSMU’s Financial Aid Office, students receive assistance in answering financial aid related questions, directed to necessary resources, and made aware of the responsibility of financial aid options with caution to avoid long-term indebtedness. Our Financial Aid Office representatives are trained on federal guidelines and regulations. Additionally, the Mount offers a dedicated financial aid officer assigned to work primarily with veterans and active-duty personnel.

Student Accounts Office

The Student Accounts Office assists students with managing tuition billing and taking payments.

Student Academic Services: PARC

In addition to the support offered by PsyD faculty, administration, and staff, our PsyD students receive support offered all graduate students at the Mount. This includes access to the Professional and Academic Resource Center (PARC) on our Doheny campus, providing: 1) academic writing, 2) APA formatting, statistics, 3) research methodologies, and 4) career support (e.g., C.V.s and mock interviews). PARC partners closely with MSMU’s graduate division to support students in research writing and overall organizational and structural writing support. Our doctoral students also attend one-on-one appointments and presentations with library staff on APA formatting as well as research skillsets using the digital library.
Health Services

Currently, Student Health Services are only available to undergraduate students and DPT (Doctorate in Physical Therapy) students. However, the University has made available telehealth services for PsyD students: Telehealth for Students - The Virtual Care Group.

ID Cards

All faculty, staff, and students are required to always carry a university ID. The ID card is necessary at Food Services, Health Services, library use, access to Fitness facilities, University sponsored events, check cashing in the Student Accounts Office, boarding the Shuttle, and for security purposes. New students are issued an ID card during Orientation free of charge.

Replacement cards may be obtained in the Food Services Office for $12 with the same picture or $15 with a new picture. ID cards are only valid when affixed with a sticker indicating the current semester and year. Current semester stickers must be affixed to the ID card and may be obtained with proof of registration. An ID may be required for any MSMU service.

Information Technology Services (ITS)

MSMU provides the essential technical infrastructure needed for our PsyD program. In addition to an accessible wireless network throughout the campus, each classroom is equipped with a TechPod providing the instructor with a central control for lectures, presentations, and interactions with internet resources. Most classrooms are also equipped with video conferencing capabilities, allowing for two-way communications.

Funded through a $3.1 million Title V Federal Grant, MSMU updated computer labs, faculty computers, software options, and technological support over the last few years. Student computer labs utilized for classes or individual work are available on both campuses: two media centers, seven computer labs (two available 24-hours, seven days a week), as well as several computer lab classrooms. The Doheny campus housing the PsyD program includes one media center, two computer labs (one available 24-hours), library computers, as well as various computer lab classrooms available by request.

Other applications and resources include the learning management system, CANVAS; automated grammar checker and plagiarism tools, Grammarly and Turnitin; a campus portal, myMSMU; Microsoft’s Office Suite 365, and Zoom. Office 365 provides our students and faculty with email, calendaring, PowerPoint, Skype, planning tools, and OneDrive for collaborations. PsyD students and faculty are reimbursed for SPSS statistical software licenses and supported in their use of SPSS, R, and Qualtrics by the program’s research methodologist. Zotero and SPSS are also available for student use on all university computers.

Campus Security

For the safety and security of students, faculty and staff, Universal Protection Service is contracted to provide security coverage for Mount Saint Mary’s University. Security functions 24 hours a day, 7 days a week. Guards are stationed in two locations (24 hours a day, 7 days a week).

Security can be reached at the following numbers for the Doheny Campus:

- Main Gate 213.477.2502
- Mansion Kiosk 213.477.2501

Student Housing

Life in the residence halls is a very unique aspect of the University experience. Residence halls provide for the establishment of friendship and the continued development of the students’ intellectual, emotional, spiritual and physical identities. Students are encouraged to develop social and communication skills and a sense of personal responsibility and accountability. Students are given opportunities to become involved in leadership positions in the residence halls, thus enabling them to be involved in both intellectually challenging and fun programs. On-
campus housing at Chalon is for traditional undergraduate students only. On campus housing at Doheny is available for traditional undergraduate students, ADN, ABSN, DPT, JTC and Graduate students.

The **Doheny Residence Life and Housing Services** staff is composed of the Director, Assistant Director, Residence Life and Housing Services Intern, two Head Resident Assistants and eight Resident Assistants. These individuals are available for informal counseling and problem solving. The Residence Life and Housing Services staff is also responsible for the operational aspect of housing, which includes room and roommate assignments, room changes and room selection.

**Veteran Affairs**

**Mount Saint Mary’s University** is dedicated to inspiring each veteran, military-affiliated student and family member to discover their potential and achieve their goals by working collaboratively and effectively with on- and off-campus offices, providing access to relevant resources, and fostering a spirit to serve others. The purpose of **Veterans, Military and Family Services** at Mount Saint Mary’s University is to provide, facilitate and coordinate programs and services as effectively as possible for you and your family members. We strive to assist you in making a successful transition to the Mount community and support you throughout your academic career.

**Libraries**

**Library Information Resources.** The MSMU library offers a variety of academic services and support, workspaces, as well as physical and digital holdings including memberships and subscriptions to external databases. Holdings include 88,758 print books and provide electronic access to 396,855 books, 39,316 journal titles, and 215 databases in a variety of disciplines. Digital library holdings include access to a variety of databases including *PsychInfo*, *ProQuest* as well as *Link+*, allowing student borrowing from other *Link+* member libraries. Included in this collection is 349 peer-reviewed psychology journals, 281 clinical psychology e-books, and more than 500 print psychology and behavioral sciences resources. Students are also able to access librarians and IT specialists, physically at our Doheny Library as well as online for research and tech support. We currently have online access to *DSM-5* and all legacy *DSM* references to the libraries' collection, as well as the *Sage Research Methods* database, which includes case studies, data sets, and video tutorials.

**Library Staffing.** The MSMU Libraries team consists of 16 staff and librarians as well as approximately 60 student workers. The J. Thomas McCarthy Library on the Doheny campus serves graduate students and faculty in many disciplines. Reference librarians are available for help seven days of the week. The libraries provide 90.5 public service hours per week.

**Library Instructional Services.** Three librarians are available to create customized instruction sessions to support students’ research skills. Our librarians are experienced with information literacy instruction and pedagogy, and are available to work with faculty to create scaffolded assignments that achieve specific information literacy outcomes.

**Bookstore**

The **Doheny Campus Bookstore** allows students to purchase technology, supplies, gifts and collectibles, as well as required and recommended textbooks and a wide range of books.

**Canvas**

Canvas is an online learning management system (LMS) that allows students to view courses, syllabi, documents, track performance, stay up to date with announcements, access PsyD Community Groups and collaborate with fellow students, among other things.
## Appendix A: PsyD Professional Conduct Standard

<table>
<thead>
<tr>
<th>Initial</th>
<th>Professional Conduct Standard</th>
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<tr>
<td></td>
<td>As a student of the PsyD Program at MSMU, I agree to abide by the following professional conduct standards:</td>
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<tr>
<td>1.</td>
<td>I will always be respectful to others by maintaining a professional demeanor in my interactions with other students, staff, faculty, clients, and supervisors.</td>
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<tr>
<td>2.</td>
<td>I will, at all times, refrain from discriminatory behaviors toward others regarding race, religion, national origin, gender, age, ability, or sexual orientation.</td>
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<tr>
<td>3.</td>
<td>I understand that I am enrolling in a graduate program, and that graduate school requires a high level of maturity, flexibility, dedication, and personal responsibility. I understand that the MSMU PsyD Program requires an especially high level of these behaviors, and I agree to conduct myself accordingly at all times during my training.</td>
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<tr>
<td>4.</td>
<td>I will treat my educational program as I would any other professional position. I will conduct myself appropriately during class and fieldwork sessions. I will be prompt and attend class sessions in their entirety and submit my work on time. I will participate in class discussions and be prepared to give and receive constructive feedback. I will come to class prepared and be ready to discuss the readings/topics. If I am unable to meet these standards, I will inform my instructor in advance.</td>
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<tr>
<td>5.</td>
<td>I will be open to constructive personal and professional feedback, and I will incorporate suggestions made by faculty and peers that will improve my work.</td>
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<td>6.</td>
<td>I will familiarize myself with the University policy on plagiarism and abide by the proper writing and citation methods outlined in the APA Publication Manual. I will become aware of all University policies, procedures, dates, and registration deadlines by consulting the University catalogue issued my first year of enrollment and the course schedule for each semester.</td>
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<td>7.</td>
<td>When I am dealing with a personal issue that impedes my progress in the program, I will inform my professors and advisors as soon as reasonably possible to develop a plan to continue or suspend my work in the program until the issue is resolved, so that I am not penalized for poor performance as a result of the stress I am experiencing.</td>
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<td>8.</td>
<td>When I have a documented disability I will see the Director of the Doheny Learning Resource Center at #213-477-2690 or <a href="mailto:disability@msmu.edu">disability@msmu.edu</a>, to make arrangements for classroom accommodations. It is my responsibility to obtain accommodation letters from the director and to make arrangements for the implementation of accommodations with faculty and/or staff in advance. If I believe I have been subjected to discrimination on the basis of disability or have been denied access to services or accommodations, I will contact the campus Disability Services Coordinator for resolution. For more information regarding disability grievance procedures, go to: <a href="http://msmu.edu/disabilitygrievanceprocedures">msmu.edu/disabilitygrievanceprocedures</a>.</td>
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<tr>
<td>9.</td>
<td>Should I have a grievance that affects my work in the program, I will first approach the person with whom I have a grievance and try to settle the dispute informally. Should I be unsuccessful in settling the dispute (or feel intimidated in any way), I will notify my faculty advisor or the Director of the PsyD Program. I understand that if the dispute is not adequately settled, the next step is to contact the Academic Grievance Committee (see Graduate Student Handbook for details).</td>
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<td>10.</td>
<td>I will, at all times, adhere to the ethical guidelines of the American Psychological Associations (APA) and the laws in the California business and professional codes, as they relate to Psychologists. I understand that failure to adhere to these guidelines and laws could result in remediation and/or my dismissal from the PsyD Program.</td>
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<td>11. I understand that the PsyD Program is a highly structured Cohort model, and that if I need to withdraw from a class, I will need to take a Leave of Absence, and resume when the class is next offered.</td>
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<td>12. I understand that admission to the PsyD Program does not guarantee graduation from the program. If, at any time, the PsyD faculty determines that I am not adequately progressing through the program or that I am unsuitable for the program, I may be asked to remediate parts of my training or I may be dismissed from the program. If necessary, I will participate in the development and implementation of the remediation plan, including, but not limited to, repeating a course, doing extra work to become proficient in an area of weakness, seeking personal counseling where appropriate, etc. I understand that failure to implement this plan could result in my dismissal from the program.</td>
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<td>13. I understand that MSMU is a drug-free environment therefore I am not permitted to attend class, practicum, or any MSMU events under the influence. I understand if I am under the influence, my advisor and the Director of the PsyD Program will be informed and a plan of action will be instituted. I understand that intoxication could be grounds for dismissal from the program.</td>
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<td>14. I understand that MSMU faculty are required by Title IX to report any evidence of sexual harassment/misconduct/assault whether the incident occurred at MSMU or elsewhere for your well-being and safety. Faculty will make a confidential report to the Title IX coordinator or member of MSMU Community Assault Response Education Support (MCARES) team.</td>
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<td>15. I understand that the PsyD Program meets the standards and have been approved by the California Board of Psychology, leading to Psychologist license in California. Mount Saint Mary’s is in the process of researching program professional licensure standards in other states.</td>
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<tr>
<td>16. I understand that if I choose to practice in a state other than California, I may or may not have additional requirements that I must complete prior to applying for my license. It is my responsibility to research the licensing requirements in the state(s) I chose to practice in.</td>
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I have read and agree to the policies and procedures of this handbook.

___________________________________   __________________
Student’s Name   Date

___________________________________
Student’s Signature
Appendix B: APA’s Profession-wide Competencies (PWCs)

I. **Research** - Demonstrates understanding and respect for research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan.

II. **Ethical and legal standards** - Demonstrates application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

III. **Individual and cultural diversity** – Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal backgrounds and characteristics defined broadly and consistent with APA policy/guidelines.

IV. **Professional values, attitudes and behaviors** - Adherence to professional values including self-reflection, integrity, professional identity and comportment, accountability and concern for the welfare of others.

V. **Communication and interpersonal skills** - Develop individual and group interpersonal skills to improve and foster participation and interaction critical for achieving individual, group and diverse community goals. Able to demonstrate verbal and non-verbal congruency and ability to demonstrate engagement.

VI. **Assessment** - Able to assess and diagnose problems, capabilities and issues associated with diverse individuals, groups and/or organization. Able to demonstrate conceptualization of problems considering the context and other relevant factors.

VII. **Intervention** - Able to plan, implement and evaluate interventions designed to alleviate suffering and to promote health and well-being of diverse individuals, groups and organizations. Able to demonstrate conceptualization of problems considering the context and other relevant factors.

VIII. **Supervision** - Able to guide, support and direct the integration of research and clinical expertise in the context of patient factors.

IX. **Consultation and inter-professional/interdisciplinary skills** - The ability to provide expert guidance or professional assistance in response to a client’s needs or goals. Able to use interpersonal skills needed to collaborate well with others.
Appendix C: APA’s Discipline-Specific Knowledge (DSKs)

Category 1: History and Systems of Psychology

- History and Systems of Psychology, including the origins and development of major ideas in the discipline of psychology.

Category 2: Basic Content Areas in Scientific Psychology

- Affective Aspects of Behavior, including topics such as affect, mood, and emotion. Psychopathology and mood disorders do not by themselves fulfill this category.
- Biological Aspects of Behavior, including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior. Although neuropsychological assessment and psychopharmacology can be included in this category, they do not, by themselves, fulfill this category.
- Cognitive Aspects of Behavior, including topics such as learning, memory, thought processes, and decision-making. Cognitive testing and cognitive therapy do not, by themselves, fulfill this category.
- Developmental Aspects of Behavior, including transitions, growth, and development across an individual’s life. A coverage limited to one developmental period (e.g., infancy, childhood, adolescence, adulthood, or late life) is not sufficient.
- Social Aspects of Behavior, including topics such as group processes, attributions, discrimination, and attitudes. Individual and cultural diversity and group or family therapy do not, by themselves, fulfill this category.

Category 3: Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas

- Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas, including graduate-level scientific knowledge that entails integration of multiple basic discipline-specific content areas identified in Category 2 (i.e., integration of at least two of: affective, biological, cognitive, social, or developmental aspects of behavior). Advanced integrative knowledge in Category 2 areas can be acquired in either of two ways: 1) an evaluated educational experience that integrates at least two Category 2 content areas that have been previously covered through other methods; or 2) an evaluated educational experience that provides basic coverage in two or more areas and integration across those areas.

Category 4: Research Methods, Statistical Analysis, and Psychometrics

- Research Methods, including topics such as strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, experimental, and other quantitative research designs; measurement techniques; sampling; replication; theory testing; qualitative methods; mixed methods; meta-analysis; and quasi-experimentation.
- Statistical Analysis, including topics such as quantitative, mathematical modeling and analysis of psychological data, statistical description and inference, univariate and multivariate analysis, null-hypothesis testing and its alternatives, power, and estimation.
- Psychometrics, including topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization.

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1 Evaluated educational experience: a learning experience (e.g., course, parts of courses, or independent study) the outcome of which is assessed by a person recognized as having current knowledge and expertise in the area of the learning experience.
Admission Requirements for PsyD Program

Minimum Requirements

Grounded in social justice, our program is committed to evaluating applications holistically based on students’ capacity to contribute to the study and practice of clinical psychology. The program welcomes applicants from diverse ethnic, cultural, religious, sexual orientation, age, and ability backgrounds. Students who wish to apply to the PsyD program must meet minimum graduate admission requirements and submit their application through PSYCAS.

1. **A baccalaureate or professional degree** (or equivalent foreign credential) from a regionally accredited U.S. college or university, earned by the expected date of entry

2. **Completion of 18 semester units with "B" or better in the following courses**
   - Required prerequisite courses:
     - General or Introductory Psychology
     - Abnormal Psychology
     - Research Methods or Statistics
     - Remaining units may be in other areas of social science
   - **Note:** Courses may be taken at a variety of institutions

3. **Minimum 3.0 cumulative grade-point average (GPA) on a 4.0 scale for undergraduate work.** If your GPA does not meet the minimum requirement—or if you believe that your GPA is not a valid indicator of your ability—you may submit an application, and provide a brief statement (no more than one page) explaining circumstances or limitations that affected your GPA

Application Components & Process

All PsyD applicants must apply through PSYCAS and are responsible for submitting all the following supporting documents to PYSCAS:

**PsyD Admission Application**
Applicants must complete and submit an online application through PSYCAS in order to be considered for admission.

**Application Essay**
PsyD applicants are required to submit in PSYCAS a statement describing your professional goals and aspirations in undertaking the profession of Clinical Psychology. This is your opportunity to define your goals, interests, and career plans as they relate to your proposed course of study. We are trying to gain a sense of who you are and the distinctive experiences and interests that have motivated you to pursue this degree.

Please submit a statement that includes answers to the following questions. Please limit your statement to **four, double-spaced pages. (Applicants must answer all prompts)**

Application essay prompt:
1. **Tell us about your interest in pursuing a PsyD in Clinical Psychology.** Why are you interested in pursuing this degree at Mount Saint Mary's University? Please explain why you decided upon a PsyD vs. PhD. Also, please explain why you decided upon pursuing a doctorate vs. a master's degree. Describe your career goals and how this degree will benefit you.

2. **Tell us about your undergraduate/graduate academic experience including a description of both your academic strengths and weaknesses.** Address any grade deficiencies or additional length of time to complete your degree and how you will manage any previous struggles in our program. How will you manage attending classes, completing homework, clinical placements, and home responsibilities?

3. **Tell us about your personal qualities that will benefit you in being successful in our doctorate program and as a clinical psychologist after graduation.** Describe times in your life when you experienced challenges/struggles and
how you were able to overcome these obstacles. How were you able to problem solve and manage these difficulties?

4. As a psychologist, you will interact with various populations and work in a variety of different settings. What are your thoughts and feelings about working with individuals who are different than you in a multitude of ways (SES, race, ethnicity, religion, sexual orientation, gender diversity, etc.)?

Letters of Recommendation
Three (3) letters of recommendation are required.
At least two (2) letters must be from faculty members who worked with you during your schooling and can speak to your ability of successfully completing a doctoral program in psychology. One (1) letter must be from a current or past supervisor familiar with your clinical or professional work.

Please note that letters of recommendation must be on letterhead and signed by the recommender. Your recommenders must submit their letters to PYSCAS for processing.

Résumé /Curriculum Vitae
Please outline your educational and professional background and relevant experiences and activities, including community and volunteer work if applicable.

Official Transcripts
After you submit your application, arrange for all official transcripts from colleges, universities, and post-secondary institutions you have previously attended be sent to PSYCAS. View instructions on how to send your transcripts to PSYCAS.

Please note you will be required to submit a second set of official transcripts to our university if, and after, you have been admitted.

Important: Official transcripts are those that have been issued by an institution and submitted directly to the Office of Graduate Admissions in a sealed envelope or electronically. Copies of transcripts mailed by applicants or hand-delivered will be considered unofficial.

Official transcripts may be sent to Mount Saint Mary’s University in one of two ways:

Mail transcripts to:
Mount Saint Mary’s University
Office of Graduate Admissions
10 Chester Place, Mailbox 181
Los Angeles, CA 90007

Electronic Delivery*:
Please instruct your institution to submit secure electronically delivered transcript to graddocs@msmu.edu.
*MSMU does not accept electronic transcripts from overseas institutions or vendors.

International Transcript Credential Evaluation
International degrees must be evaluated by a professional agency that is a member of the National Association of Credential Evaluation Services. Evaluations must include a course-by-course analysis indicating the type of degree received, the U.S. equivalency of the degree, the graduation date and a cumulative grade point average. These evaluations must be sent to PSYCAS. View instructions on how to send the evaluations to PSYCAS.

Admission Interview and Onsite Writing Sample
In addition to submitting a full application, applicants who are under consideration for admission may be invited to an admission interview with the academic director and/or a faculty member as part of the admission decision process. Applicants seeking admission must also complete an on-site writing sample as part of the admission
Admission interviews are by invitation only. An invitation to interview is not a guarantee of admission to the program.

**Transfer credit**
Graduate course work taken at other colleges or universities, or post-baccalaureate courses completed at MSMU will not be accepted in partial fulfillment of the PsyD program requirements. This pertains to didactic as well as clinical experiences (practica).
CLINICAL PROFICIENCY EXAMINATION
All PsyD students are required to sit for and successfully pass a clinical proficiency examination (CPE). This examination evaluates the student’s knowledge, understanding of, and skills in clinical assessment, intervention, ethics/legal standards, cultural diversity as it applies to health service psychology. It also evaluates communication/interpersonal skills and professional values and behaviors as they relate to the profession. The CPE is a prerequisite to internship eligibility (i.e., it must be completed before a student can submit internship applications). The CPE is offered as a required “0 unit” course (PSY 460) during summer Year 3 in the Mount’s PsyD curriculum schedule.

General Description
The Clinical Proficiency Examination (CPE) is designed to assure that students have achieved the level of clinical knowledge, clinical skills, ethical/legal knowledge and professional behavior expected of a student ready to begin internship. Specifically, the CPE is based upon the relevant clinical Profession Wide Competencies (PWCs) from the APA Standards of Accreditation (see Appendix A). There are 2 parts to the CPE: Written Case Conceptualization and Oral Case Presentation (see Appendix B). Faculty evaluate students using the CPE Rating Forms for both the Written Case Conceptualization and the Oral Case Presentation (see Appendix D). The Minimum Level of Achievement (MLA) for the CPE is scoring a 3 or higher using a 4-point Likert-type scale on each item as rated by 2 faculty members.

Passing the Written Case Conceptualization is a prerequisite to being allowed to proceed with the Oral Case Presentation. A student must successfully pass both the written and oral parts of the CPE to be eligible to apply for Internship. If a student does not pass either the written case conceptualization or the oral case presentation on the first attempt, they are allowed one re-examination. If a student still does not pass, a remediation plan will be developed before attempting subsequent attempts. The student will be advised on scheduling of re-examination and/or remediation within one week of not passing. If a student does not pass the CPE with sufficient time to apply for an Internship, they risk having to delay their Internship for one year, and thus delaying graduation. If a student is on a remediation plan regarding the CPE, they only have 2 remaining attempts to pass the CPE. If a student has not passed after this second attempt, they run the risk of being dismissed from the program.
Eligibility
Students normally enroll in PSY 460 Clinical Proficiency Exam during the third summer of their doctoral program (i.e., the summer at the end of their third academic year, just prior to applying for Internship). In order to enroll in PSY 460, each student must be in good standing (i.e., not on academic or other probation, leave of absence, etc.) to take the CPE. In exceptional circumstances, however, students who have completed the first 3 years of doctoral coursework may request permission to sit for the CPE while on a leave of absence.

Format and Content
The CPE is comprised of two parts: a Written Case Conceptualization and a subsequent Oral Case Presentation.

The Written Case Conceptualization is based upon answering questions about a clinical case vignette to demonstrate proficiency in the following 4 Profession Wide Competencies (PWCs): Assessment (vi); Intervention (vii); Ethical and Legal Standards (ii); Individual and Cultural Diversity (iii). The Clinical Case Vignette is presented to all eligible students at the same time in a proctored setting. The Written Case Conceptualization will be structured, and students will respond to specific questions about the clinical case vignette (see Appendix B). Students will have up to 3 hours to complete the written part of the CPE. Each PWC assessed in the Written Case Conceptualization must be passed (scoring a 3 or higher using a 4-point Likert-type scale) to pass this part of the CPE. The Written Case Conceptualization must be passed before a student can sign up for the Oral Case Presentation.

The Oral Case Presentation is designed to evaluate two PWCs: Professional Values, Attitudes and Behaviors (iv) and Communication and Interpersonal Skills: PWC (v) and consists of two sections. Due to the nature of this exam, it will be scheduled individually, and will be video recorded. In the first section, students will present a brief overview and critical reflection of their Written Case Conceptualization. The second part will consist of a discussion with the examination committee, in which the student will answer questions about their case presentation, choices, and possible alternatives. In other words, the committee will evaluate the professional way the student conducts themselves during the Oral Case Presentation. The Committee members are free to explore and question the student until they conclude they can render an accurate decision. However, the student will not be formally re-evaluated on the PWCs covered in the Written Case Conceptualization. Students can help to prepare themselves for the question and answer by conducting mock “orals” with other students. All CPE candidates are encouraged to utilize mock “orals,” because this practice increases confidence, helps prepare for unexpected questions, and decreases some of the anxiety of presenting. Just a reminder that you’ve been practicing these oral presentation skills at your practicum sites and in practicum seminars.

Examination Committee
The examination committee is comprised of two PsyD Program faculty members identified as having sufficient clinical experience to evaluate both parts of the CPE. Faculty with relationships too close or conflictual to render objective decisions may recuse themselves from membership in this committee.

Examination Outcome
A pass rate scoring a 3 or higher using a 4-point Likert-type scale on each PWC examined represents the minimum level for achievement on the Clinical Proficiency Examination (CPE). The Written Case Conceptualization must be passed before a student can sign up for the Oral Case Presentation. The Oral Case Presentation is scheduled individually and must be successfully passed before a student is allowed to apply for their 5th Year Internship. The Committee is to evaluate both the written case conceptualizations and oral case presentations. After deliberation and discussion, each member of the Committee is to render an independent decision. In addition, each Committee member is to rate the student’s strengths and weaknesses in the specific categories of the Written Case Conceptualization Rating Scale (Appendix A), and the Oral Case Presentation Rating Scale (Appendix B).
On the Written Case Conceptualization, the committee members' decisions will result in one of the following outcomes.

- If both members render decisions of “Pass” (scoring a 3 or higher using a 4-point Likert-type scale) on the Written Case Conceptualization, then the student has successfully completed the written portion and is eligible to progress to the Oral Presentation.
- If both members render a decision of “Not Pass,” the Written Case Conceptualization is not passed, and the student cannot progress to the Oral Presentation. If a student does not pass the Written Case Conceptualization on the first attempt, they are allowed one reexamination. If a student does not pass a reexamination, a remediation plan will be developed before allowing subsequent attempts.
- If one member renders a decision of “Pass” and the other member renders a decision of “Not Pass,” the outcome will be considered a split decision. The committee will appoint a third committee member who will evaluate the student’s written work. This member will then render an independent pass/not pass decision using the Written Case Conceptualization Rating Scale. The third member will NOT contact the original committee members or review their scores on the rating scale to ensure that the evaluation is not biased and is conducted independently.
  - If the third member renders a decision of “Pass,” then the student has successfully completed the Written Case Conceptualization requirement.
  - If the third member renders a decision of “Not Pass,” then the Written Case Conceptualization is not passed. If a student does not pass the Written Case Conceptualization on the first attempt, they are allowed one reexamination. If a student does not pass a reexamination, a remediation plan will be developed before allowing subsequent attempts.
  - If a student is on a remediation plan regarding the written Case Conceptualization, they only have 2 remaining attempts to pass. If a student has not passed after this second attempt, they run the risk of being dismissed from the program.

On the Oral Case Presentation, the committee members' decisions will result in one of the following outcomes.

- If both members render decisions of “Pass” (scoring a 3 or higher using a 4-point Likert-type scale on each item) on the Oral Case Presentation, the student has successfully completed the CPE, and is eligible to begin the application process for Internship.
- If both members render a decision of “Not Pass,” the CPE is not passed. If a student does not pass the Oral Case Presentation on the first attempt, they are allowed one reexamination. If a student does not pass a re-examination, a remediation plan will be developed before allowing subsequent attempts.
- If one member renders a decision of “Pass” and the other member renders a decision of “Not Pass,” the outcome will be considered a split decision. The committee will appoint a third committee member who will evaluate the student’s (recorded) oral work. This member will then render an independent pass/not pass decision using the Oral Case Presentation Rating Scale. The third member will NOT contact the original committee members or review their scores on the rating scale to ensure that the evaluation is not biased and is conducted independently.
  - If the third member renders a decision of “Pass,” the student has successfully completed the CPE requirement and is eligible to apply for Internship.
  - If the third member renders a decision of “Not Pass,” the CPE is not passed. If a student does not pass the oral case presentation on the first attempt, they are allowed one reexamination. If a student does not pass a reexamination, a remediation plan will be developed before allowing subsequent attempts.
  - Students are not eligible to apply for Internship until they have successfully passed the CPE.
If a student is on a remediation plan regarding the oral Case Presentation, they only have 2 remaining attempts to pass. If a student has not passed after this second attempt, they run the risk of being dismissed from the program.

The Director of Clinical Training (DCT) will be informed in writing of the Committee's decision (pass, not pass, remediate) as well as ratings and descriptions of the student's strengths and weaknesses for the Written Case Presentation and the Oral Case Presentation. The DCT will inform students of the results of both components of the CPE and will meet individually to advise any student who requires re-examination or remediation.

A student must pass the CPE in order to be eligible to apply for an Internship placement. Not passing the CPE in a timely manner may result in a student not being able to apply for their internship, delaying Internship for one academic year and delaying completion of the doctoral degree requirements. Furthermore, if a student is on a remediation plan regarding the CPE, they only have 2 remaining attempts to pass the CPE. If a student has not passed after this second attempt, they run the risk of being dismissed from the program.

**Re-Examination Policy**

Students who earn a failing grade on any PWC are eligible for re-examination of the specific PWCs not passed. The Examination Committee can also determine that an entire part of the CPE (Written Case Conceptualization and/or Oral Case Presentation) must be re-examined to earn a passing grade. A student is allowed only one opportunity for re-examination per PWC. If a student earns less than a 3 on a 4-point Likert-type scale on re-examination, they will be placed on a remediation plan.

**CPE Remediation**

Should the committee's decision be that the student remediate, the DCT will appoint a committee of two faculty members who will:

- Meet with the student
- Review the findings of the CPE committee
- Develop a written plan of additional work that the student must complete to address weaknesses identified by the CPE committee
- Arrange for the student to re-take the written and/or oral components of the CPE.

**Dismissal from the Program**

If a student is on a remediation plan regarding the CPE, they only have 2 remaining attempts to pass. If a student has not passed after this second attempt, they run the risk of being dismissed from the program.

**Appeals of CPE Decisions**

Any student wishing to dispute their scores and/or pursue an appeal of the Committee's decision, should consult the Student Grievances and Appeals section of the PsyD Student Handbook.
CPE Appendix A:
Relevant APA PWCs and Selected Associated IRs

Note: the behavioral expectations for each PWC are based upon the relevant IRs for the CPE.

Part 1: Written Case Conceptualization
In the Written Case Conceptualization, students are expected to demonstrate competency in each of the following 4 PWCs, to the degree possible. Note that not every vignette will provide an opportunity to demonstrate every skill listed below. The student must achieve a minimum level of achievement (MLA) of scoring a 3 or higher using a 4-point Likert-type scale on each PWC prior to being eligible for the Oral Case Presentation (Part 2 of the CPE).

Assessment: PWC (vi)
Doctoral students are expected to:
- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
- Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
- Select and apply assessment methods that draw from the best available empirical literature and that 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.
- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicate in writing the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Intervention: PWC (vii)
Doctoral students are expected to demonstrate the ability to:
- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement Describe intervention(s) informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Demonstrate the ability to apply the relevant research literature to clinical decision making.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

Ethical and Legal Standards: PWC (ii)
Doctoral students are expected to be knowledgeable of and act in accordance with each of the following:
- The current version of the APA Ethical Principles of Psychologists and Code of Conduct; 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.

---

- Recognize ethical dilemmas as they arise and apply ethical decision-making processes to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.

**Individual and Cultural Diversity: PWC (iii)**

Doctoral students are expected to demonstrate:
- An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- 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. [assessment and intervention]
- 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). [assessment and intervention] 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.

**Part 2: Oral Case Presentation**

In the Oral Case Presentation, students are expected to demonstrate competency in each of the following 2 PWCs. The student must achieve a minimum level of achievement (MLA) of scoring a 3 or higher using a 4-point Likert-type scale on each of the following PWCs.

**Professional Values, Attitudes and Behaviors: PWC (iv)**

Doctoral students are expected to:
- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- Engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.

**Communication and Interpersonal Skills: PWC (v)**

Doctoral students are expected to:
- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. [the evaluators]
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.
CPE Appendix B:
CPE Exam Structure

The CPE is comprised of two parts: A Written Case Conceptualization and a subsequent Oral Case Presentation.

Written Case Conceptualization
Students will be given a clinical case vignette. After reviewing the vignette, students will provide written answers to the following questions:

1. Briefly summarize the clinically important aspects of the case in your own words.
2. What contextual aspects of the case do you deem to be important?
3. Is there a crisis that needs to be dealt with immediately? If so, how would you handle that?
4. What is your initial impression of the case, including a tentative diagnosis? Explain your reasoning, including any literature you are relying upon (anecdotally?).
5. What information would you like to obtain that you don’t currently have? How might you acquire that information if you were working with this case? Are there any special considerations you might take into account?
6. If you were to gain more information, how would that improve your diagnosis?
7. What theoretical perspective are you going to take with this case, and why?
8. How would you establish rapport and trust with this client?
9. Describe the intervention or treatment plan you would use and explain why you selected/developed/modified it.
10. How would you evaluate whether your intervention is successful over time, and what would you do based upon that information?
11. Discuss any legal or ethical issues you find in this case and how you would handle them. If you don’t see any legal or ethical issues, are there any you might want to probe for?
12. What assessment tests would you want to administer to gain more information?
13. What other health information may you want to gather for this client?
14. How would your background impact your work on this case? What individual and cultural diversity issues do you see in this case, if any? If you don’t see any, are there any you might want to probe for?

Oral Case Presentation
The oral case presentation consists of two parts.

Part I: Overview and Reflection. In part one of the Oral Case Presentation, students will present a brief overview and critical reflection of their Written Case Conceptualization. As the examiners will have read the Written Case Conceptualization prior to the Oral Case Presentation, the overview should be brief, and students should focus upon building upon their Written Case Conceptualization. What might be relevant to share based upon reflection since first writing? In particular, the student should include a critical evaluation of the case. This portion of the Oral Case Conceptualization should consist of an objective and thoughtful critique of the case. (For example, in retrospect, what "errors" were made? What other interventions might have proven more effective for the client?) This presentation should be brief, not exceeding twenty (20) minutes in length.

Part II: Question and Answer. The second part of the Oral Case Presentation is questions and answers. Faculty will ask questions concerning the student’s Written Case Conceptualization and Oral Case Presentation. The student is required to "think on one’s feet," thoughtfully and professional consider and respond to faculty questions, evaluate possible alternatives, demonstrate cultural humility, all while demonstrating professional behaviors and effective communication.
## Mount Saint Mary’s University PsyD Program
### Clinical Proficiency Exam (CPE)
### Written Case Conceptualization Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>POINTS</th>
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</thead>
<tbody>
<tr>
<td><strong>Assessment: PWC (vi)</strong> Doctoral students are expected to be knowledgeable of and act in accordance with each of the following:</td>
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<tr>
<td>* Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.</td>
<td>Student demonstrates this knowledge thoroughly and completely.</td>
<td>Student demonstrates this knowledge with some minor omissions.</td>
<td>Most expectations for PWC are demonstrated; Some corrections are necessary.</td>
<td>Student demonstrates some of this knowledge, but significant corrections are required.</td>
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<td>* Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).</td>
<td>Student demonstrates this understanding thoroughly and completely.</td>
<td>Student demonstrates this understanding with some minor omissions.</td>
<td>Most expectations for PWC are demonstrated; Some corrections are necessary.</td>
<td>Student demonstrates some of this understanding, but significant corrections are required.</td>
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<tr>
<td>* Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.</td>
<td>Student applies this knowledge thoroughly and completely.</td>
<td>Student applies this knowledge with some minor omissions.</td>
<td>Most expectations for PWC are demonstrated; Some corrections are necessary.</td>
<td>Student applies this knowledge somewhat, but significant corrections are required.</td>
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<tr>
<td>* Interpret assessment results, following research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.</td>
<td>Student interprets assessment results appropriately and thoroughly.</td>
<td>Student interprets assessment results appropriately with some minor omissions.</td>
<td>Most expectations for PWC are demonstrated; Some corrections are necessary.</td>
<td>Student interprets assessment results somewhat as expected, but significant corrections are required.</td>
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</tr>
<tr>
<td>* Communicate in writing the findings and implications of the assessment in an accurate and effective manner.</td>
<td>Student communicates clearly and effectively.</td>
<td>Student communicates clearly with some minor omissions.</td>
<td>Most expectations for PWC are demonstrated; Some corrections are necessary.</td>
<td>Student communicates ineffectively, unclearly, or inconsistently, requiring significant corrections.</td>
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</tr>
</tbody>
</table>
**Rating Scale:**
4: “Pass with Distinction” All expectations for a PWC are demonstrated; no omissions made
3: “Pass” Most expectations for a PWC are demonstrated; minor omission may be made
2: “Corrections Needed” Most expectations for a PWC are demonstrated; some corrections necessary
1: “Not Passed” Missing expectations; significant corrections necessary

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<tr>
<td><strong>Intervention: PWC (vii)</strong> <em>Doctoral students are expected to demonstrate the ability to:</em></td>
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<tr>
<td>• Develop evidence-based intervention plans specific to the service delivery goals.</td>
<td>Student demonstrates this ability thoroughly and completely.</td>
<td>Student demonstrates this ability with some minor omissions.</td>
<td>Most expectations for PWC are demonstrated; Some corrections are necessary.</td>
<td>Student demonstrates some of this ability, but significant corrections are required.</td>
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<tr>
<td></td>
<td>Student demonstrates this ability thoroughly and completely.</td>
<td>Student demonstrates this ability with some minor omissions.</td>
<td>Most expectations for PWC are demonstrated; Some corrections are necessary.</td>
<td>Student demonstrates some of this ability, but significant corrections are required.</td>
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<tr>
<td>• Describe intervention(s) informed by scientific literature, assessment findings, diversity characteristics, and contextual variables.</td>
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**Notes:**
Rating Scale:
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3: “Pass” Most expectations for a PWC are demonstrated; minor omission may be made
2: “Corrections Needed” Most expectations for a PWC are demonstrated; some corrections necessary
1: “Not Passed” Missing expectations; significant corrections necessary

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<th>POINTS</th>
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<tr>
<td>Ethical and Legal Standards: PWC (ii) Doctoral students are expected to be knowledgeable of and act in accordance with each of the following:</td>
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<tr>
<td>• The current version of the APA Ethical Principles of Psychologists and Code of Conduct; 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.</td>
<td>Student demonstrates this knowledge thoroughly and completely.</td>
<td>Student demonstrates this knowledge with some minor omissions.</td>
<td>Most expectations for PWC are demonstrated; Some corrections are necessary.</td>
<td>Student demonstrates some of this knowledge, but significant corrections are required.</td>
<td></td>
</tr>
<tr>
<td>• Recognize ethical dilemmas as they arise and apply ethical decision-making processes to resolve the dilemmas.</td>
<td>Student clearly demonstrates this ability.</td>
<td>Student clearly demonstrates this ability with some minor omissions.</td>
<td>Most expectations for PWC are demonstrated; Some corrections are necessary.</td>
<td>Student demonstrates aspects of this ability, but significant corrections are required.</td>
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Notes:
**Rating Scale:**
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3: “Pass” Most expectations for a PWC are demonstrated; minor omission may be made
2: “Corrections Needed” Most expectations for a PWC are demonstrated; some corrections necessary
1: “Not Passed” Missing expectations; significant corrections necessary

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<tr>
<td><strong>Individual and Cultural Diversity: PWC (iii)</strong> Doctoral students are expected to demonstrate:</td>
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<tr>
<td>• An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves</td>
<td>Student demonstrates this understanding thoroughly and completely.</td>
<td>Student demonstrates this understanding with some minor omissions.</td>
<td>Most expectations for PWC are demonstrated; some corrections are necessary.</td>
<td>Student demonstrates some of this understanding, but significant corrections are required.</td>
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</tr>
<tr>
<td>• Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in assessment and intervention.</td>
<td>Student clearly and thoroughly demonstrates this knowledge.</td>
<td>Student clearly demonstrates this knowledge with some minor omissions.</td>
<td>Most expectations for PWC are demonstrated; some corrections are necessary.</td>
<td>Student demonstrates some of this knowledge, but significant corrections are required.</td>
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</tr>
<tr>
<td>• The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of assessment and interventions. Also is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.</td>
<td>Student clearly demonstrates this ability.</td>
<td>Student clearly demonstrates this ability with some minor omissions.</td>
<td>Most expectations for PWC are demonstrated; some corrections are necessary.</td>
<td>Student demonstrates aspects of this ability, but significant corrections are required.</td>
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**Notes:**
### Summary

#### Rating Scale:
4: “Pass with Distinction” All expectations for a PWC are demonstrated; no omissions made  
3: “Pass” Most expectations for a PWC are demonstrated; minor omission may be made  
2: “Corrections Needed” Most expectations for a PWC are demonstrated; some corrections necessary  
1: “Not Passed” Missing expectations; significant corrections necessary  

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<tr>
<th>Criteria</th>
<th>Evaluator 1 (Pass or Not)</th>
<th>Evaluator 2 (Pass or Not)</th>
<th>Result</th>
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<tbody>
<tr>
<td>Assessment: PWC (vi)</td>
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<td>Intervention: PWC (vii)</td>
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<td>Individual and Cultural Diversity: PWC (iii)</td>
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</table>

#### Overall Exam

Evaluator 1 Name   
Evaluator 1 Signature   
Date

Evaluator 2 Name   
Evaluator 2 Signature   
Date
Action:

I, (name) ______________________________, the (title) ______________________________,

☐ communicated to the student ___________________________ on (date) _____________________, that they PASSED the written portion of the CPE and they are free to schedule the oral presentation

☐ communicated to the student ___________________________ on (date) _____________________, that the written portion of the CPE was NOT PASSED, and they should go over the feedback carefully with me before setting up a date to retake the written portion of the exam

☐ communicated to the student ___________________________ on (date) _____________________, that the written portion of the CPE was NOT PASSED for the second time and initiated a remediation plan for the student to help them prepare for and pass the written portion of the CPE on their third and last possible attempt

☐ communicated to the student ___________________________ on (date) _____________________, that the written portion of the CPE was NOT PASSED for the third (and final) time, which unfortunately means they cannot progress in the program. I referred them to the program director.

☐ appointed a third Evaluator, ________________________, on (date) _______________________ to independently review the student’s written case conceptualization because the two evaluators rendered a split decision.
The third evaluator will not be shown the results of the first two evaluators. The result after the third evaluation is:

### Summary II

**Rating Scale:**
- 4: “Pass with Distinction” All expectations for a PWC are demonstrated; no omissions made
- 3: “Pass” Most expectations for a PWC are demonstrated; minor omission may be made
- 2: “Corrections Needed” Most expectations for a PWC are demonstrated; some corrections necessary
- 1: “Not Passed” Missing expectations; significant corrections necessary

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<tr>
<th>Criteria</th>
<th>Evaluator 1 (Pass or Not)</th>
<th>Evaluator 2 (Pass or Not)</th>
<th>Evaluator 3 (Pass or Not)</th>
<th>Result</th>
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<td>Assessment: PWC (vi)</td>
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<td>Intervention: PWC (vii)</td>
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<td>Individual and Cultural Diversity: PWC (iii)</td>
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</table>

**Overall Exam**

Evaluator 3 Name ___________________________ Evaluator 3 Signature ___________________________ Date ____________

---

54
After the third evaluation I:

☐ communicated to the student __________________________ on (date) _____________________,
  that they PASSED the written portion of the CPE and they are free to schedule the oral presentation

☐ communicated to the student __________________________ on (date) _____________________,
  that the written portion of the CPE was NOT PASSED, and they should go over the feedback carefully
  with me before setting up a date to retake the written portion of the exam

☐ communicated to the student __________________________ on (date) _____________________,
  that the written portion of the CPE was NOT PASSED for the second time and initiated a remediation
  plan for the student to help them prepare for and pass the written portion of the CPE on their third
  and last possible attempt

☐ communicated to the student __________________________ on (date) _____________________,
  that the written portion of the CPE was NOT PASSED for the third (and final) time, which unfortunately
  means they cannot progress in the program. I referred them to the program director.

__________________________________________  __________________________________________  ____________
Action Taker’s Name                        Title                                      Date
Mount Saint Mary’s University PsyD Program
Clinical Proficiency Exam (CPE)
Oral Case Presentation Rubric

Student: _______________________________ Evaluators: _______________________________ Date: _______________________________

☐ First attempt ☐ Second attempt ☐ Third attempt

Rating Scale:
4: “Pass with Distinction” All expectations for a PWC are demonstrated; no omissions made
3: “Pass” Most expectations for a PWC are demonstrated; minor omission may be made
2: “Corrections Needed” Most expectations for a PWC are demonstrated; some corrections necessary
1: “Not Passed” Missing expectations; significant corrections necessary

Criteria | 4 | 3 | 2 | 1 | POINTS
---|---|---|---|---|---
Professional Values, Attitudes and Behaviors: PWC (iv): Doctoral students are expected to

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

  | Student clearly demonstrates this behavior. | Student demonstrates this behavior with some minor omissions. | Most expectations for PWC are demonstrated; Some corrections are necessary | Student demonstrates some of this behavior, but significant corrections are required. |

- Engage in self-reflection regarding one’s personal and professional functioning

  | Student clearly demonstrates this ability. | Student demonstrates this ability, with some minor omissions. | Most expectations for PWC are demonstrated; Some corrections are necessary | Student demonstrates some of this ability, but significant corrections are required. |

- Actively seek and demonstrate openness and responsiveness to feedback

  | Student clearly demonstrates this behavior. | Student demonstrates this behavior with some minor omissions. | Most expectations for PWC are demonstrated; Some corrections are necessary | Student demonstrates some of this behavior, but significant corrections are required. |

Notes:
**Rating Scale:**
4: “Pass with Distinction” All expectations for a PWC are demonstrated; no omissions made
3: “Pass” Most expectations for a PWC are demonstrated; minor omission may be made
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<tr>
<td>• Maintain effective relationships with the evaluators</td>
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<tr>
<td>Student demonstrates this ability thoroughly and completely.</td>
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<tr>
<td>• Demonstrate a thorough grasp of professional language and concepts</td>
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<tr>
<td>Student demonstrates this ability thoroughly and completely.</td>
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<td>• Demonstrate effective interpersonal skills</td>
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<tr>
<td>Student demonstrates this ability thoroughly and completely.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
### Rating Scale:
4: “Pass with Distinction” All expectations for a PWC are demonstrated; no omissions made
3: “Pass” Most expectations for a PWC are demonstrated; minor omission may be made
2: “Corrections Needed” Most expectations for a PWC are demonstrated; some corrections necessary
1: “Not Passed” Missing expectations; significant corrections necessary

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Evaluator 1 (Pass or Not)</th>
<th>Evaluator 2 (Pass or Not)</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Values, Attitudes and Behaviors: PWC (iv)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication and Interpersonal Skills: PWC (v)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall Exam**

Evaluator 1 Name ________________________________
Evaluator 1 Signature ____________________________
Date __________________

Evaluator 2 Name ________________________________
Evaluator 2 Signature ____________________________
Date __________________
I, (name) ______________________________, the (title) ________________________________,

☐ communicated to the student ___________________________ on (date) _____________________, that they PASSED the oral portion of the CPE and they are eligible to begin the application process for Internship.

☐ communicated to the student ___________________________ on (date) _____________________, that the oral portion of the CPE was NOT PASSED, and they should go over the feedback carefully with me before setting up a date to retake the oral portion of the exam.

☐ communicated to the student ___________________________ on (date) _____________________, that the oral portion of the CPE was NOT PASSED for the second time and initiated a remediation plan for the student to help them prepare for and pass the oral portion of the CPE on their third and last possible attempt.

☐ communicated to the student ___________________________ on (date) _____________________, that the oral portion of the CPE was NOT PASSED for the third (and final) time, which unfortunately means they cannot progress in the program. I referred them to the program director.

☐ appointed a third Evaluator, ________________________, on (date) _____________________ to independently review the student’s oral case conceptualization because the two evaluators rendered a split decision.
The third evaluator will not be shown the results of the first two evaluators. The result after the third evaluation is:

**Summary II**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Evaluator 1 (Pass or Not)</th>
<th>Evaluator 2 (Pass or Not)</th>
<th>Evaluator 3 (Pass or Not)</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Values, Attitudes and Behaviors:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PWC (iv)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication and Interpersonal Skills: PWC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(v)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall Exam**

________________________________________  ___________________________  ____________
Evaluator 3 Name                        Evaluator 3 Signature        Date
After the third evaluation I:

☐ communicated to the student __________________________ on (date) _____________________,
that they PASSED the oral portion of the CPE and they are eligible to begin the application process for
Internship.

☐ communicated to the student __________________________ on (date) _____________________,
that the oral portion of the CPE was NOT PASSED, and they should go over the feedback carefully with me before setting up a date to retake the oral portion of the exam

☐ communicated to the student __________________________ on (date) _____________________,
that the oral portion of the CPE was NOT PASSED for the second time and initiated a remediation plan
for the student to help them prepare for and pass the oral portion of the CPE on their third and last
possible attempt

☐ communicated to the student __________________________ on (date) _____________________,
that the oral portion of the CPE was NOT PASSED for the third (and final) time, which unfortunately means they cannot progress in the program. I referred them to the program director.

____________________________________  ________________________________  __________
Action Taker’s Name                      Title                                     Date
Appendix F: Sample Letter of Concern

Date

Dear Student,

Congratulations on ...

In accordance with APA’s Profession Wide Competencies, it is important to address some concerns to help you to be successful in the program and as a professional in the field. The APA’s PWCs that need to be addressed are in the areas of ...

For that reason, we are sending you this letter of concern, and asking you to work with us to address these concerns during (semester) (year). At the end of the semester, we will reassess your competencies in these areas and let you know whether we have any further concerns.

Please know that this is not a punitive measure. It is a safety net, a support, and a way to help you develop as a student and clinician in areas in which your faculty have concerns based on APA standards for students in training. We want you to be successful in this program, and in your future career. This is designed to help you bolster skills that need some help, and move forward.

In your case, faculty have concerns, specifically (any needed modification, such as “in times of high levels of stress”), with your ability to:

•
•
•
•
• (note: cite appropriate PWCs as relevant)

After careful consideration, we strongly urge you to do the following for the Fall 2021 semester:

•
•
•

Please be assured that this will not be on your transcript, and will not be part of any record that goes to the Board of Psychology or any other licensing agency. This is strictly an internal action and record.

We wish you a successful and productive semester.
Appendix G: Remediation Plan Form

MSMU PsyD Competency Remediation Plan

Date of Competency Remediation Plan Meeting:
Name of Student:
Clinical Advisor:
Names of All Persons Present at the Meeting:

All Additional Pertinent Supervisors/Faculty:
Date for Follow-up Meeting(s):

Highlight all competency domains in which the student’s performance does not meet the benchmark:

**Foundational Competencies**
- Professionalism / Reflective Practice / Self-Assessment / Self-Care / Scientific Knowledge and Methods / Relationships /
- Individual and Cultural Diversity / Ethical Legal Standards and Policy / Interdisciplinary Systems

**Functional Competencies**
- Assessment / Intervention / Consultation / Research-Evaluation / Supervision / Teaching / Management – Administration / Advocacy

Description of the problem(s) in each competency domain highlighted above:

**APA Guidelines for Profession-wide Competencies**

<table>
<thead>
<tr>
<th>Research</th>
<th>Demonstrates understanding and respect for research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical and Legal Standards</td>
<td>Demonstrates application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.</td>
</tr>
<tr>
<td>Individual and Cultural Diversity</td>
<td>Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal backgrounds and characteristics defined broadly and consistent with APA policy/guidelines.</td>
</tr>
<tr>
<td>Professional Values, Attitudes and Behaviors</td>
<td>Adherence to professional values including self-reflection, integrity, professional identity and comportment, accountability and concern for the welfare of others.</td>
</tr>
<tr>
<td>Communication and Interpersonal Skills</td>
<td>Develop individual and group interpersonal skills to improve and foster participation and interaction critical for achieving individual, group and diverse community goals. Able to demonstrate verbal and non-verbal congruency and ability to demonstrate engagement.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Able to assess and diagnose problems, capabilities and issues associated with diverse individuals, groups and/or organization. Able to demonstrate conceptualization of problems considering the context and other relevant factors.</td>
</tr>
<tr>
<td>Intervention</td>
<td>Able to plan, implement and evaluate interventions designed to alleviate suffering and to promote health and well-being of diverse individuals, groups and organizations. Able to demonstrate conceptualization of problems considering the context and other relevant factors.</td>
</tr>
</tbody>
</table>
Supervision

Able to guide, support and direct the integration of research and clinical expertise in the context of patient factors.

Consultation and Inter-Professional/Interdisciplinary Skills

The ability to provide expert guidance or professional assistance in response to a client’s needs or goals. Able to use interpersonal skills needed to collaborate well with others.

Date(s) the problem(s) was/were brought to the student’s attention and by whom:

Steps already taken by the trainee to rectify the problem(s) identified:

Steps already taken by the supervisor(s)/faculty to address the problem(s) identified:

Steps student will complete to address the problem(s):

I, ____________________________, have reviewed the above competency remediation plan with my primary advisor, core faculty, and director of training. My signature below indicates that I fully understand the above. I agree/disagree with the above decision (please circle one). My comments, if any, are below (PLEASE NOTE: If student disagrees, comments, including a detailed description of the student’s rationale for disagreement are REQUIRED.)

Student Signature
   Date

Training Director
   Date

Student’s comments (Feel free to use additional pages):

All supervisors/faculty with responsibilities or actions described in the above competency remediation plan agree to participate in the plan as outlined above. Please sign and date below to indicate your agreement with the plan.

Follow-up Meeting(s):