



UNIVERSITY *of the* CUMBERLANDS

Psy.D. in Clinical Psychology
Course Catalog and Handbook

2017-2018

ACCREDITATION

University of the Cumberlands is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, masters, education specialist, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of University of the Cumberlands.

NONDISCRIMINATION POLICY

The University does not illegally discriminate in its programs and activities on the basis of race, color, national or ethnic origin, sex, disability, age, religion, genetic information, veteran or military status, or any other basis on which the University is prohibited from discrimination under local, state, or federal law. As a non-profit Christian institute of higher learning, the University exercises its rights under state and federal law to use religion as a factor in making employment decisions. The University has been granted exemption from certain regulations promulgated under Title IX of the Education Amendments of 1972 which conflict with the University's religious tenets.

The University has grievance procedures to provide students, employees, or applicants an opportunity to file a complaint of illegal discrimination of any kind. In order to file a grievance, see the grievance procedures published below or contact the appropriate person:

The following person has been designated to handle inquiries or complaints regarding the disability non-discrimination policy, including compliance with Section 504 of the Rehabilitation Act of 1973:

Mr. Nate Clouse
Student Success Coordinator
Boswell Campus Center, Student Services Office Suite
(606) 539-3561, nate.clouse@ucumberlands.edu

The following person has been designated to handle employee inquiries or complaints regarding the sex non-discrimination policy, including compliance with Title IX of the Education Amendments of 1972, as well as all other portions of the nondiscrimination policy:

Mr. Steve Allen
Human Resources Director and Title IX Coordinator
Gatliff Administration Office 116
(606) 539-4211, steve.allen@ucumberlands.edu

The following person has been designated to handle student inquiries or complaints regarding the sex non-discrimination policy, including compliance with Title IX of the Education Amendments of 1972, as well as all other portions of the nondiscrimination policy:

Dr. Emily Coleman
Vice President for Student Services and Deputy Title IX Coordinator
Boswell Campus Center, Student Services Office Suite
(606) 539-4171, emily.coleman@ucumberlands.edu

FERPA POLICY

The University is subject to the provisions of the Family Educational Rights and Privacy Act (FERPA). This federal law affords students certain rights with respect to the student's education records. These rights are:

- 1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.** Students should submit to the Office of the Registrar written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place the records may be inspected.
- 2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.** Students may ask the University to amend a record. They should write the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading, or a violation of their privacy rights. If the Registrar decides not to amend as requested, the Registrar will notify the student of the decision and advise the student of his or her right to a hearing regarding the request and will provide the student with additional information regarding the request and will provide the student with additional information regarding the hearing procedures.
- 3. The right to consent to disclosures of personal identifiable information contained in the student's education records, except to the extent that FERPA authorized disclosure without consent.** One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent) to perform a university function which would otherwise be accomplished by a university employee; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

The University may also disclose, without the student's consent, "directory information", unless the student has advised the Registrar in writing at least five days following registration that the student does not wish part or all of the directory information to be made public. Once filed, this instruction becomes a permanent part of the student's record until the student instructs the University, in writing, to have the request removed. The primary purpose of directory information is to allow the University to include this type of information in certain University publications, the media, and outside organizations. The University has designated the following as examples of directory information: the

student's name, addresses including electronic mail address, telephone numbers, date and place of birth, major field of study, degree sought, attained class level, expected date of completion of degree requirements and graduation, degrees and awards received, picture, dates of attendance, full or part-time enrollment status, the previous educational agency or institution attended, class rosters, participation in officially recognized activities and sports, weight and height of athletic team members and denominational preference.

The University may disclose education records without the student's consent in certain other circumstances, but shall do so only upon the authorization of the Registrar.

- 4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements FERPA.** The name and address of the office which administers FERPA and to which complaints are to be sent is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC, 20202-4605.

UNIVERSITY MISSION STATEMENT

University of the Cumberlands has historically served students primarily, but not exclusively, from the beautiful mountain regions of Kentucky, Tennessee, West Virginia, Virginia, Georgia, North Carolina, South Carolina, Ohio and Alabama which have traditionally been described as Appalachia. The University's impact can be seen in the achievements of its graduates who have assumed roles of leadership in this region and throughout the nation.

While located in the resort-like area of Appalachia, with emphasis primarily on serving the beautiful mountain area, the University now reaches into every state and around the world through its student body and alumni.

UC continues to offer promising students of all backgrounds a broad-based liberal arts program enriched with Christian values. The University strives for excellence in all of its endeavors and expects from students a similar dedication to this pursuit. Its commitment to a strong academic program is joined with a commitment to a strong work ethic. UC encourages students to think critically and creatively so that they may better prepare themselves for lives of responsible service and leadership. This focus of its undergraduate programs is extended and extrapolated into its graduate programs. These programs prepare professionals to be servant-leaders in their disciplines and communities, linking research with practice and knowledge with ethical decision-making in the pursuit of the life-more-abundant for both the individual and society. At UC, graduate study prepares professionals to be servant-leaders in their disciplines and communities, linking research with practice and knowledge with ethical decision-making.

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INTRODUCTION

Welcome to the University of the Cumberland! Congratulations on your record of academic success that has created a foundation for your next learning endeavor in the Psy.D. Program in Clinical Psychology. Over the next few years, you will have the opportunity to immerse yourself in the study of clinical psychology and develop skills that will prepare you for clinical practice. I encourage you to bring a sense of curiosity, an openness to learning, a willingness to engage in personal and professional growth and development, and a passion for helping individuals, couples, families, and communities thrive.

As you embark on your journey through the Psy.D. program, you will find this handbook to be a useful roadmap that outlines our program's policies and procedures and provides reference documents for your review. You will also want to review the Practicum and Research Handbooks for more detailed information about requirements. Information about additional university policies and procedures can be found in the University of the Cumberland Student Handbook (link posted on the Student Life homepage).

Be mindful that policies and procedures may change and when these changes do occur, you will be informed. All changes will be emailed and discussed with students during program meetings. Handbooks are updated annually and are available on the university website. If you ever have questions about any university or program policy or procedure, please ask your advisor or another member of the graduate faculty.

Again, I extend a warm welcome to you! It is my hope that your experiences in the Psy.D. in Clinical Psychology program will prepare you for a future filled with possibilities and opportunities and leave you with a passion for lifelong learning.

A handwritten signature in black ink that reads "Christen T. Logue, Ph.D." The signature is written in a cursive style with a large initial 'C'.

Christen T. Logue, Ph.D.
Interim Director, Psy.D. in Clinical Psychology Program
August 2017

CLINICAL PSYCHOLOGY GRADUATE TRAINING MODEL AND PROGRAM OVERVIEW

The Psy.D. in Clinical Psychology program resides as one entity within University of the Cumberland's Graduate School, which in turn forms a part of the larger university structure. University of the Cumberland's commitment to servant-leadership is the foundation from which the university's graduate programs are built. We believe that graduate education is most effective when the relationship between students and faculty is characterized by mutual respect, responsibility, collaboration, and dedication to excellence. We value individual and cultural diversity, strong relational skills, and commitment to service to others.

We offer a blended-format Psy.D. program with 73 credit hours (70.8%) of coursework being offered in the executive weekend format (once monthly on Friday-Saturday-Sunday), 16 credit hours (15.5%) of coursework being offered in the online bi-term format, and 5 credit hours (4.85%) of coursework being offered in the online, full semester format. An additional 9 credit hours will be offered for the predoctoral internship in clinical psychology. We use the Scholar-Practitioner Model of training to prepare graduates who are competent in linking science with ethical practice and in serving their local communities as leaders.

We follow a competency-based model of education as outlined by the American Psychological Association's Commission on Accreditation Standards of Accreditation. Students must demonstrate knowledge in the science of psychology and competency across areas of psychological practice. Discipline specific knowledge must be demonstrated for research, history and systems, developmental bases of behavior, biological bases of behavior, social bases of behavior, and affective and cognitive bases of behavior. Health Service Psychology profession-wide competencies include research, ethical and legal standards, individual and cultural diversity, professional values and attitudes, communication and interpersonal skills, assessment, intervention, supervision, and consultation and interprofessional skills.

Our curriculum and training experiences are designed to promote development of the following aims, objectives, and competencies.

Aims, Objectives, and Competencies

- **AIM 1: To prepare graduates for the practice of health service psychology as evidenced by their content mastery of the discipline specific knowledge that serves as the foundation of psychological science.**
 - **Objective 1A:** Students will demonstrate discipline specific knowledge of the origins and development of major movements in the history of psychology that inform the profession of health service psychology.
 - Competency 1A1: Students will demonstrate foundational knowledge of History and Systems of Psychology.
 - **Objective 1B:** Students will demonstrate broad and general knowledge of psychological science that serves as required for the establishment of identity in and orientation to health service psychology.

- Competency 1B1: Students will demonstrate foundational knowledge of Affective bases of behavior.
 - Competency 1B2: Students will demonstrate foundational knowledge of Biological bases of behavior.
 - Competency 1B3: Students will demonstrate foundational knowledge of Cognitive bases of behavior.
 - Competency 1B4: Students will demonstrate foundational knowledge of Developmental bases of behavior.
 - Competency 1B5: Students will demonstrate foundational knowledge of Social bases of behavior.

- **AIM 2: To produce graduates who will have profession wide competencies required for entry level practice in health service psychology and a strong professional identity as a health service psychologist.**
 - **Objective 2A:** Students will demonstrate knowledge and application of ethical principles and the legal standards of practice in health service psychology.
 - Competency 2A1: Students will demonstrate knowledge of ethical principles that guide the practice of health service psychology.
 - Competency 2A2: Students will demonstrate knowledge of the legal standards that guide the practice of health service psychology.
 - Competency 2A3: Students will demonstrate the application of ethical principles and legal standards required for the practice of health service psychology.

 - **Objective 2B:** Students will demonstrate core knowledge and the application of professional competencies that inform the science of health service psychology.
 - Competency 2B1: Students will demonstrate critical evaluation of research and professional literature in guiding their activities in health service psychology.
 - Competency 2B2: Students will apply the clinical science base of health service psychology in activities related to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification.

 - **Objective 2C:** Students will demonstrate awareness, sensitivity, and respect in communicating and engaging in interpersonal interactions required in the performance of responsibilities in health service psychology
 - Competency 2C1: Students will demonstrate adherence to professional values and attitudes including integrity, compassion, and personal responsibility.
 - Competency 2C2: Students will demonstrate professional behaviors including openness to feedback, self-care, and self-awareness.

- Competency 2C3: Students will demonstrate sensitivity to the welfare, rights, and dignity of others as a priority in the performance of their duties in health service psychology.
 - Competency 2C4: Students will demonstrate effective verbal, nonverbal, and written communication skills.
 - Competency 2C5: Students will demonstrate the ability to develop and maintain positive relationships with peers, faculty, staff, and supervisors.
- **Objective 2D:** Students will demonstrate competence in conducting psychological assessments, interpreting results accurately, and rendering diagnoses.
 - Competency 2D1: Students will demonstrate competence in the selection of evidence-based assessment and evaluation procedures that are appropriate for the referral question and the client/patient.
 - Competency 2D2: Students will demonstrate competence in the administration, scoring, and interpretation of results used to inform conceptualization.
 - Competency 2D3: Students will demonstrate the ability to use a multicultural lens that includes the impact of intersectionality on the development and maintenance of the individual's presenting problem(s).
 - Competency 2D4: Students will demonstrate competence in applying assessment and evaluation data in the formulation of diagnoses and recommendations.
 - Competency 2D5: Students will demonstrate the ability to produce a written comprehensive psychological report in communicating results that answer the referral question.
- **Objective 2E:** Students will demonstrate competence in selecting and conducting interventions that are appropriate for client/patient assessed goals, situation, and resources.
 - Competency 2E1: Students will demonstrate competence in addressing informed consent issues (e.g., limits of confidentiality, treatment boundaries, payment for services rendered, etc.) in a professional manner.
 - Competency 2E2: Students will demonstrate competence in the development of evidenced based treatment plans, selecting interventions that are appropriate for the client/patient and situation.
 - Competency 2E3: Students will demonstrate competence in applying interventions with skill, knowledge, and appropriate attitude.
 - Competency 2E4: Students will demonstrate the ability to build and maintain professional relationships with their clients/patients.
- **Objective 2F:** Students will demonstrate foundational knowledge of supervision, consultation, and interprofessional practice.
 - Competency 2F1: Students will demonstrate knowledge of supervision models and practices.

- Competency 2F2: Students will demonstrate knowledge of consultation models and practices.
 - Competency 2F3: Students will demonstrate knowledge of the roles and perspectives of other healthcare professionals in communicating with other health service providers.
- **AIM 3: To produce graduates who will have the discipline specific knowledge and competencies to promote scientific inquiry, the linkage of science with practice, and critical thinking required for entry level practice in health service psychology.**
 - **Objective 3A:** Students will demonstrate the broad and general knowledge of psychological science that serves as the basis for health service psychology.
 - Competency 3A1: Students will demonstrate foundational knowledge of Research Methods for the statistical analysis of psychological data.
 - Competency 3A2: Students will demonstrate foundational knowledge of Psychometric theory as applied to assessment and psychological measurement.
 - Competency 3A3: Students will demonstrate the ability to integrate discipline specific knowledge from a variety of areas (e.g., cognitive, developmental, social psychology, quantitative methods, etc.) in hypothesis formulation and application of scientific methodologies in their educational and learning experiences.
 - **Objective 3B:** Students will demonstrate the ability to conduct research and engage in other scholarly activities.
 - Competency 3B1: Students will demonstrate the ability to critically evaluate scientific literature.
 - Competency 3B2: Students will demonstrate the ability to critically evaluate both qualitative and quantitative research designs and methodologies.
 - Competency 3B3: Students will demonstrate the ability to develop, implement, and disseminate the results of an original research project.
 - Competency 3B4: Students will demonstrate the ability to write scientifically using APA style for disseminating their scholarly research before professional societies and the general public.
 - Competency 3B5: Students will demonstrate the ability to develop a professional presentation that is grounded in psychological science.
 - **Objective 3C:** Students will demonstrate knowledge of Evidence Based Practices of Health Service Psychology.
 - Competency 3C1: Students will demonstrate knowledge of Evidence Based Practices in psychotherapy and assessment.
- **AIM 4: To train graduates, in furthering their identification with health service psychology, who demonstrate competence in Individual and Cultural Diversity for**

the amelioration of health care disparities, with special emphasis in under-resourced communities and Appalachian sectors.

- **Objective 4A:** Students will demonstrate foundational knowledge in Individual and Cultural Diversity.
 - Competency 4A1: Students will demonstrate knowledge of the literature and research associated with Individual and Cultural Diversity.
 - Competency 4A2: Students will demonstrate knowledge of abnormal behavior that is respectful of individual and cultural diversity.
 - Competency 4A3: Students will demonstrate the ability to integrate domain specific knowledge (e.g., affective, cognitive, developmental, social psychology, etc.) in the conceptualization of cases involving individual and cultural diversity.
 - Competency 4A4: Students will demonstrate attention and sensitivity to individual and cultural diversity in performing their responsibilities as required for health service psychology.

- **Objective 4B:** Students will demonstrate the ability to work effectively within under-resourced communities by advocating for and serving as leaders within rural Appalachian sectors.
 - Competency 4B1: Students will demonstrate knowledge specific to the strengths and challenges of under-resourced communities.
 - Competency 4B2: Students will demonstrate efficacy in their work with under-resourced communities.
 - Competency 4B3: Students will demonstrate efficacy in working with innovative interventions for the delivery of health service psychology (e.g. telehealth to rural Appalachian communities).

- **Objective 4C:** Students will demonstrate a commitment to life-long learning through their scholarly activities in health service psychology.
 - Competency 4C1: Students will demonstrate a commitment to life-long learning in health service psychology.
 - Competency 4C2: Students will demonstrate a commitment to their identity with health service psychology, for example, by securing their clinical training statistics through services such as Time2Track for future use for professional purposes (e.g., licensure, board certification, etc.) and engagement in continuing education.

Graduate Program Mission

The focus of the Psy.D. in Clinical Psychology program is to train graduates for the general, integrative practice of health service psychology with diverse populations, especially those that are traditionally underserved. The program also seeks to prepare students from underserved groups to become psychologists who reinvest by serving as health care leaders in their local communities.

Program Organization and Administration

The administration and management of the doctoral program is carried out through various committees and individuals with designated responsibilities in the program.

Interim Director, Director of Psychological Services Clinic, and Associate Professor
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Program Resources

Psychological Assessment Library

Psychological testing instruments and equipment are available in the Psychological Assessment Library. The Psychological Assessment Library is located in the Clinical Psychology Department at the Northern Kentucky Campus (NKC) of University of the Cumberlands.

Tests and equipment are available to psychology graduate students who are enrolled in practicum or are required to practice administration of tests in their coursework (e.g. assessment courses). Students are responsible for returning borrowed tests and equipment in the condition in which they were obtained. If tests are damaged, lost, or stolen, the student will be held responsible for the expense of replacing the testing instrument or equipment. The student who checked out the test should return the test. If students choose to have another person return the test, the student who checks out the test will be held responsible for any damage or missing items. Testing supplies are expensive and the replacement can range in cost from \$20 to possibly more than \$2000 per item.

All departmental testing equipment will be tracked electronically and under no circumstance should equipment be removed from the department prior to undergoing the following check-out procedure (see below).

Students actively enrolled in an assessment courses have priority over those who are in practicum. This will result in some testing equipment being unavailable for extended periods of time during the semester. Please check with the department for test availability.

Test Check-out Procedure

Students may check out testing supplies on the NKC. If testing equipment is needed, students should submit a request to the department Administrative Assistant or any other full time faculty member. Every effort should be made to pick up testing equipment during regular departmental hours. Should another arrangement be needed due to distance, travel, or last minute circumstances the Administrative Assistant or any other member of faculty should be notified as soon as possible to make different arrangements.

Returning Tests and Extending Check-out Time

Testing equipment may be checked out for a period of *up to one week on the initial request* and should be returned at the date/time scheduled on the initial written request. If there is no additional recorded request for the test, students may extend their check-out period for another week. To request an extension, students should follow the above procedure. An extension is considered granted when the student receives an email approving the extension. If there are circumstances beyond the student's control that prevent the student from returning the equipment at the designated time, the student may contact the Administrative Assistant or any other full time faculty member for guidance. Please be mindful that in some instances, when an extension cannot be granted or a student cannot return to campus, students are responsible and may incur costs for shipping the item(s) back to campus.

Sharing of testing equipment with another student is at your own discretion. The student who checks out the test is ultimately responsible for returning the testing supplies as scheduled and in the condition in which it was received.

Library

Hagan Memorial Library currently houses over 166,000 volumes, including 142,000 titles in its print collections. These volumes are cataloged using the Library of Congress Classification System and are accessible through *UCat*, the Library's online catalog. In addition to print titles,

the Library provides access to more than 176,000 books in electronic format. These books are also cataloged and accessible through *UCat*.

In addition to its print and electronic book resources, Hagan Memorial Library provides access to 823,000 microforms; 3,700 media items; and 25,000 periodical titles. Most periodical titles are accessible through online databases. Access to periodicals in any format is available through the “*Information Resources*” section of the library website (<http://www.ucumberlands.edu/library/>).

Hagan Memorial Library’s general collection includes over 450 volumes published since 2000 dedicated to the study of medical disciplines. The Library also provides access to over 10,930 e-books related to medical disciplines. In addition, the following databases provide access to materials especially pertinent to clinical psychology:

- *Academic Search Premier Collection* – Database indexing more than 8,300 journals, with full text for more than 4,500 of those titles.
- *ACP Medicine* – Online version of continually updated primary care textbook.
- *CINAHLw/Full Text* – Comprehensive source of full text for nursing and allied health journals, providing full text for more than 580 journals.
- *CREDO Reference* – Collection of over 600 reference sources.
- *EBSCO eBook Collection* – Provides access to more than 100,000 ebook titles.
- *Encyclopedia of Environmental Microbiology* – Includes approximately 320 articles that provide A-Z coverage of the entire field of environmental microbiology.
- *Encyclopedia of Molecular Biology* – Contains over 1,000 articles on molecular biology.
- *Films on Demand* – Collection of more than 6,400 full-length educational films.
- *Gale Virtual Reference Collection* – Provides access to more than 1,000 electronic reference titles covering many subjects, including health, science, and psychology.
- *Health Source-Consumer Edition* – Collection of consumer health information that provides access to 80 full text, consumer health magazines.
- *JSTOR* – Provides access to wide-ranging selection of academic journals from a variety of disciplines, including business. It specializes in preserving archive es of older editions of journals rather than recent editions.
- *Lexis-Nexis Academic Universe* – Provides full text newspaper articles, wire and TV transcripts, legal information, medical information, and more.
- *MD Consult* – Database providing clinical content to physicians and medical providers that includes books, journals, clinical reviews, patient handouts, drug information, practice guidelines, medical images, and medical news.
- *MEDLINE* – National Library of Medicine database that provides authoritative medical information on medicine, nursing, dentistry, veterinary medicine, the health care system, pre-clinical sciences, and much more. Includes citations from over 4,800 current biomedical journals.
- *Oxford Reference Online Premium* – Collection of over 300 reference works updated regularly with an expanding range of volumes.
- *Project MUSE* – Provides access to over 300 journals in the arts, humanities, natural sciences, medicine, health, and social sciences.

- *PubMed* – Comprises more than 21 million citations for biomedical literature from MEDLINE, life science journals, and online books with links to some full-text content.
- *Sage Premier* – Provides access to full text articles from more than 520 journals in business, humanities, social sciences, science, technology and medicine.
- *STAT!Ref* – A collection of medical books, including the Merck Manual of Diagnosis and Therapy and the DSM-IV-TR.

The many electronic and online databases to which the Library subscribes comprise a major segment of the learning resources available on campus. These databases offer scholarly support for all academic programs, including medical disciplines. Most include full-text journals and other information resources.

Library users may access these databases on-campus or off-campus through [the Library's website](#). Databases are listed by academic discipline on the “*Information Resources*” menu on the Library's home page. Refer to the Library's website for information on the major electronic resources available through the Library's various subscriptions.

Interlibrary Loan

The Library offers reliable interlibrary loan services to faculty, students, and staff. The Library has access to the Online Computer Library Center (OCLC) bibliographic network. OCLC enhances the Library's holdings by providing access to holdings of other libraries worldwide, thus making interlibrary loan a viable service. The Library also has interlibrary loan agreements with member libraries of the ACA and of FoKAL. These agreements provide free or low-cost interlibrary loans between member libraries. The Library's interlibrary loan policy and procedures enable students to obtain materials from other libraries normally within five days. Currently, students seeking interlibrary loan materials may request them using the online library resource request forms located in the “*Services*” section of the Library's homepage. These forms may be submitted online. When interlibrary loan materials arrive, the staff notifies the student of their availability for pickup or mails these resources directly to students who live outside the local area.

Reference and Instructional Services

The Library employs a full-time Reference and Instruction Librarian to work with faculty and students to ensure their access to the full array of library resources and services. This MLS-certified individual has been designated the primary liaison with graduate students, ready to assist them both on-campus or via phone or email with their learning resource and research needs. The Reference and Instruction Librarian and other librarians and professional staff are available to answer questions about resources or research from students at any time during the Library's open hours. Currently the Library is open nearly 80 hours each week. Off-site students may call the Library for assistance through the University's toll-free number (800-343-1609). In addition, the Reference and Instruction Librarian is available for providing online instruction and support to online classes through the University's learning management system.

Students are able to access an online presentation detailing the learning resources and services provided by the Library. This presentation provides guidance in navigating the Library website, a review of the library services available, as well as a description of program-specific online resources. It also provides basic bibliographical instruction, guidance in using online databases

and resources, a summary of library policies and procedures (such as interlibrary loans), and contact information for the library staff. Resource pages have also been developed for areas of study and for specific courses within programs.

Student Services

University of the Cumberlands offers the following services for students. This is not a comprehensive list. The full list of services may be found at www.ucumberlands.edu/students/.

Career and Counseling Services

Free and confidential counseling services are available to University of the Cumberlands students. Services for a wide variety of concerns including, stress, adjusting to college, depression, anxiety, substance use, relationship struggles and more are provided. Services can be accessed as follows:

In person on the main campus in Williamsburg, Kentucky: University of the Cumberlands' Student Services collaborates with the School of Counseling to provide the Counseling Center located on the second floor of the Correll Science Complex, Room M230. You may schedule your own initial appointment via the online portal at:

<https://www.therapyportal.com/p/ucumberlands/> or by calling 606-539-3566.

For additional information regarding counseling services, including assistance with scheduling appointments and/or information about other community resources, please contact the University of the Cumberlands professional listed below. For students who are unable to access services in person, please contact the professional listed below to discuss other options.

Jodi Carroll, MSW, LCSW, Director of Behavioral Health: 606-539-3553;
Jodi.carroll@ucumberlands.edu (main campus in Williamsburg)

If this is a life threatening emergency, please go to the nearest emergency room or call 911. National Suicide Prevention Lifeline 1-800-273-(TALK)8255 or Text "START" to 741-741.

Additional services involving career assessments and career decision making are available through UC Career Services. Individual appointments, seminars and class presentations are conducted to assist with career interest and assessment, résumé writing, interview skills, and job search tactics. Career resource information is maintained in the office and on-line. Students may reach Debbie Harp, Director of Career Services, Library 019, at 606-539-4259 or debbie.harp@ucumberlands.edu

DISABILITY ACCOMODATIONS

University of the Cumberlands accepts students with certified disabilities and provides reasonable accommodations for their certified needs in the classroom, in housing, in food service or in other areas. (Please see the University's Non-Discrimination Policy). Students with disabilities may incur additional costs for services not provided by the University. The University's obligation to reasonably accommodate any student's disability ends where the accommodation would pose an undue hardship on the University or where accommodation in question would fundamentally alter the academic program.

For accommodations to be awarded, a student must submit a completed Accommodations Application form and provide documentation of the disability to the Disability Services Coordinator, Mr. Nate Clouse at nate.clouse@ucumberlands.edu. Documentation may include copies of accommodation records from a high school or previously attended educational institution, testing results and evaluation by a licensed psychometrician, and/or statements from a physician describing the disability and the necessary restrictions. When all paperwork is on file, a meeting between the student and the Coordinator will be arranged to discuss possible accommodations before accommodations are formally approved. Students must then meet with the Coordinator at the beginning of each semester before any academic accommodations can be certified for that term. Certifications for other accommodations are normally reviewed annually. All accommodations may be reviewed at any time at the request of the student or the Disabilities Coordinator.

Additional information on disability accommodations may be found in the *Undergraduate Catalog* or the *Student Handbook*.

Mr. Nate Clouse

Student Success Coordinator

Boswell Campus Center

606-549-3561

nate.clouse@ucumberlands.edu

Tutoring Services

For information about tutoring, contact The Academic Resource Center:

Carolyn Reaves, Director

carolyn.reaves@ucumberlands.edu

arc@ucumberlands.edu

606.539.4312

UNIVERSITY POLICIES AND PROCEDURES

Dropping a Course

A student may withdraw from a course with a “W” up until the last day to drop listed upon the Academic Calendar as long as another grade (such as an “aF”) has not been previously posted. A “W” has no impact upon a student’s GPA. No student may drop a course after the deadline posted on the Academic Calendar for the appropriate semester or bi-term.

Financial Policies

Current information on tuition and fees related to the doctoral program in Clinical Psychology is available from the Bursar’s Office, the Office of Financial Planning, and from the program website.

Bursar’s Office

- 606-539-4208
- bursar@ucumberlands.edu

Office of Financial Planning

- 606-539-4220
- finplan@ucumberlands.edu

Withdrawal/Refund Policy

See official University Withdrawal Policy above.

Refund Schedule

Below is the Refund Schedule, depending upon the length of courses.

Courses Fifteen Weeks or Greater in Length		
Official Date of Withdrawal	Charge	Refund
Last day to Register	0%	100%
Week 2 of classes	20%	80%
Week 3 of classes	40%	60%
Week 4 of classes	60%	40%
Week 5 of classes	80%	20%
After 5th week of classes	100%	0%

Courses Greater than Six Weeks but Less than Fifteen Weeks in Length		
Official Date of Withdrawal	Charge	Refund
Last day to Register	0%	100%
Week 2 of classes	50%	50%
After 2nd week of classes	100%	0%

Courses Six Weeks or Less in Length		
Official Date of Withdrawal	Charge	Refund
Last day to Register	0%	100%
After 1st week of classes	100%	0%

A student who officially withdraws after the posted cancellation deadline and on or before the first day of the term will be charged a non-cancellation fee of \$150 for tuition and \$150 for room and board for the fall and spring term. There is no non-cancellation fee for the summer terms. If a student officially withdraws after the first day of classes, they will be charged an administrative withdrawal fee of \$100 for the fall and spring terms and \$50 fee for the summer and bi- terms.

A student is not eligible for any financial aid prior to the first day of class attendance.

No Refund of Tuition or fees will be applied for dropping a course after the last day to add a course for the term has expired.

Treatment of Title IV Aid

Below are the regulations concerning Title IV aid when a student withdraws:

The law specifies how your school must determine the amount of Title IV program assistance that you earn if you withdraw from school. The Title IV programs that are covered by this law

are: Federal Pell Grants, Academic Competitiveness Grants, National SMART grants, TEACH Grants, Stafford Loans, PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), and Federal Perkins Loans.

When you withdraw during your payment period or period of enrollment (your school can define these for you and tell you which one applies) the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or your school or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

The amount of assistance that you have earned is determined on a pro rata basis. For example, if you completed 30% of your payment period or period of enrollment, you earn 30% of the assistance you are originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period.

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, your school must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don't incur additional debt. Your school may automatically use all or a portion of your post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school). The school needs your permission to use the post-withdrawal grant disbursement for all other school charges. If you do not give your permission (some schools ask for this when you enroll), you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

There are some Title IV funds that you were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you withdraw, you will not receive any FFEL or Direct loan funds that you would have received had you remained enrolled past the 30th day.

Financial Clearance for Enrollment

Full payment of an account or satisfactory financial arrangements of an account for all charges for previous semesters are due on or before registration. No student having any unpaid account shall receive financial clearance for the release of an official report of grades, a transcript of his/her credits, a diploma, or for participation in graduation ceremonies.

Verification of Enrollment

A student must confirm enrollment at the beginning of each term during the Confirmation of Enrollment period established by the Registrar and published on the Academic Calendar. For in-seat courses, Confirmation of Enrollment normally occurs by attendance in all courses on a student's schedule at least once during the confirmation period. For on-line courses, Confirmation of Enrollment normally occurs via active participation in a learning activity in all

courses during the confirmation period. With the assistance of other offices and all faculty, the Registrar's Office administers the procedures by which enrollment is confirmed.

NOTE: Student Aid is not dispersed by the Financial Planning Office until enrollment is verified. A student's receipt of aid confirms the student's intent to complete all courses on the schedule for the semester. Once enrollment is confirmed and aid is dispersed, all policies and procedures described elsewhere are followed regarding tuition refund and aid remission should a student choose to drop individual classes or withdraw from all classes.

Withdrawing from the University

A student desiring to withdraw from University of the Cumberland at any time must complete required paperwork and receive permission from the Vice President for Academic Affairs. The withdrawal process normally begins in the Office of Academic Affairs. The following policies and procedures govern withdrawal from the University for the current term.

1. The permanent record of a student who withdraws from University of the Cumberland up until the last day to drop a class published on the Academic Calendar for that semester or bi-term will list a mark of "W" for all courses for which another grade (such as an "aF") has not been previously posted. A "W" carries no grade point penalty.
2. Students withdrawing after the last day to drop a course for the semester or bi-term will receive a grade as determined by the professor. In many cases this may be an "aF."
3. A student who does not attend or ceases to attend a class but never officially drops or withdraws will receive an "aF" for each class when appropriate. An administrative withdrawal will be posted when non-participation in classes results in an active schedule of less than 1 credit hour, with W's, F's or aF's posted on all other courses.
4. No student who withdraws from University of the Cumberland is entitled to a grade report or transcript of credits until the student's account is cleared by the Bursar's Office.
5. The final date of active enrollment (more information below) will be used by the Bursar's Office and the Office of Financial Planning to determine any adjustments involving financial aid and financial charges.

Medical/Emergency Withdrawal

Students who must withdraw from classes for medical reasons or because of dire personal circumstances may submit a written request to the Academic Affairs Office as soon as the student intends to stop participating in classes. This request must be supported by a letter from a medical professional or other source supporting the student's request with specific information on the student's diagnosis, current condition and continuing treatment requirements, or on the student's personal emergency that necessitates the withdrawal request. If the medical/emergency withdrawal is granted, the student will receive a grade of "W" in all current classes. NOTE: Normally, partial medical/emergency withdrawals are not permitted (that is, withdrawal from one or two courses while the student continues in others).

Administrative Withdrawal

A student may be withdrawn from all classes by administrative action based upon:

1. Disciplinary action against a student confirmed by the Vice President for Academic Affairs, the Vice President for Student Services, or other university officer.
2. Failure of the student to confirm enrollment during the enrollment confirmation period at the

beginning of a term.

3. Non-Participation in classes resulting in an active schedule of less than 1 credit hour and the posting of an aF, F, W in other classes.

Final Date of Active Enrollment

Whatever the circumstances, at the time of student withdrawal from the current term, the Registrar determines the final date of active enrollment (normally the last date of class attendance for in-seat classes or the withdrawal date for online courses). The final date of active enrollment is used by the Bursar's Office and the Financial Planning Office to determine any eligibility for tuition refund and any requirement for return of financial aid.

PROGRAM POLICIES AND PROCEDURES

Academic Appeals

A student wishing to appeal a grade must appeal first to the instructor of the course. If the situation remains unresolved, the student may then appeal to the Director of the Program. Following the ruling of the Director, either the instructor or the student may file a complaint with the Academic Appeals Committee of the University. This formal written appeal must be filed by the end of the 4th week of classes in the next regular term following the term in which the course in question was taken. The Academic Appeals Committee then gathers information from the student, the instructor, and any other relevant parties. The Committee will deliver its recommendation on the complaint to the Vice President for Academic Affairs. After reviewing this recommendation and concurring with or amending it, the Vice President for Academic Affairs will inform the student and instructor of the disposition of the complaint no later than the last day of classes of the term in which the complaint was filed.

An appeal of any application of program policy made by the Director of the program may also be filed with the Vice President for Academic Affairs, who will make the final determination in the matter.

Academic Standing

The following standards will determine a student's academic status:

1. Students must earn a B or above in all courses graded with a letter grade and a Satisfactory (S) in courses graded as such.
2. When a student fails to obtain a B or above or a Satisfactory (S) grade in a particular course, he/she will be allowed to repeat that course(s) a maximum of one time before being dismissed from the program.
3. A student whose GPA drops below 3.0 will be placed on academic probation. Academic probation is an official university status. Students should be notified of this status by the Registrar's office. Please note that if you receive such notification, you should immediately contact your academic advisor. Once a student is placed on academic probation, the student then has one semester to improve the GPA to a 3.0 or higher. If the student fails to do so, the student will normally not be allowed to continue in the program. Of note, failure to maintain a 3.0 GPA could result in Student Aid Probation (SAP), which may result in the loss of access to loans, etc. SAP will also result if a student earns less than 2/3 of the credit hours for which they enroll. For example, if one enrolls in 15 credits in the first semester and because

of F's or W's only earn 9 credits, a warning and potentially a SAP letter will be sent by the Financial Planning Office. It is possible to appeal this, but financial aid resources may be in serious jeopardy.

Admissions

In order to start the admissions process for the Psy.D. program in Clinical Psychology, please complete the following and forward your materials to the admissions address listed below:

Graduate Admissions
7985 College Station Drive
Williamsburg, KY 40769
gradadm@ucumberlands.edu
800.343.1609 (x4390)
606.539.4534
606.539.4534 (F)

In order to complete the admissions process for the Psy.D. program in Clinical Psychology, you'll need the following materials or to meet the following requirements:

- Completed Application
- Completed Psy.D. Supplemental Questions
- Completed Essay
 - In 500 words or less, write a brief autobiography emphasizing why you want to be a psychologist; discuss your commitment to diversity and if applicable, service to under-represented Appalachian sectors; and discuss your research goals/agenda (identify the faculty member(s) with whom you want to work).
- Official Transcripts
 - Must be issued and received directly from ALL degree granting colleges and universities
- Application Fee \$30
- Documentation of language fluency (i.e., TOEFL or IELTS – if applicable)
- Three (3) completed recommendation forms
 - Forms must be completed by past professors or supervisors of your professional work who can objectively evaluate your overall capability to succeed in the program.
 - Forms should include information about your academic preparation and/or professional orientation and experience.
 - If you have previous graduate study, one form MUST be completed by an instructor in that program.
- Resume or CV
- GRE scores - A combined verbal and quantitative score of 300 or above is strongly preferred.
- Undergraduate GPA of 3.0 or above
- Graduate GPA of 3.5 or above (if applicable)
- Undergraduate major in psychology (preferred) OR at least 12 hours of undergraduate coursework in psychology

- Completion of an interview with the program Admissions Committee; additional information and interview requirements will be provided for selected applicants

The Admissions Committee will then review the application materials and offer interviews to those candidates who qualify. Should the number of qualified applicants exceed the admissions capacity for the academic year, the program reserves the right to only offer admission to a select number of applicants. Individuals who are granted acceptance to the program after completing the interview will be admitted unconditionally or conditionally. Those admitted conditionally will have specific requirements to be met by a stated deadline. Conditionally admitted students will not be allowed to enroll in or earn more than twelve (12) semester hours until all requirements are met and full-admission status is awarded.

Please visit our website for additional information:

<http://gradweb.ucumberlands.edu/psychology/pdcp/overview/Admissions>

Also, please visit the following link for additional information about professional training in psychology (in general):

<http://www.cudcp.wildapricot.org/Resources/Documents/CUDCP%202011%20Graduate%20School%20Fact%20Sheet.pdf>

New students begin either in fall or spring of each year; therefore, admissions files must be complete by **August 1** for fall of the same year or **December 1** for spring of the following year.

Annual Student Evaluation (ACE)

All students will be evaluated annually on their progress in the development of Profession-Wide Competencies and Discipline-Specific Knowledge. Each year students will receive written feedback detailing their performance across all areas assessed in the program.

Attendance/Participation in Clinical Psychology Functions and Activities

Throughout the academic year students will be required to attend various program functions. These may include such things as attending colloquium presentations, participating in community education programs, completing surveys and questionnaires required for program development, and attending various other required program functions. Attendance and participation in these activities is an important part of graduate students' education, training, and professional role development as future psychologists. By enrolling in the graduate program, students acknowledge that they are committed to attending program functions that are announced and recognize that they may need to change personal schedules (work, family, social) and modify practicum schedules (appointments with clients, supervisory sessions, team meetings) if a conflict with a program function occurs. Attendance at these program functions will be considered when students' professional competency behaviors are evaluated.

CEU Requirements

Students are required to complete a minimum of 50 clock hours of participation in professional activities. These activities are designed to promote professional identity development and a commitment to lifelong learning. Activities include participation in local, state, and national professional organizations, attending webinars from experts in the field, and engaging in

scholarly activities commonly associated with graduate training in professional psychology. Students must submit certificates of completion or equivalent documentation to earn professional activity hours. Continuing Education Credits (CEUs) must be earned across all three of the first three years of full-time study or prorated accordingly for part-time study. Ten hours must be obtained in the first year, 20 hours in the second year, and 20 hours during the third year of the program. CEU hours must be approved credits for psychologists by a state or national psychological association (e.g., APA, KPA). CEUs not approved by a state or national psychological organization must be pre-approved by the academic advisor or the Program Director. CEU hours are documented in the student's curriculum contract and evaluated during the Annual Student Evaluation.

Practicum and CEU Requirements

Continuing education received outside the practicum site during the practicum **does not** count for the accumulation of hours for the purposes of satisfying practicum requirements. However, CEU trainings offered by the agency for the purposes of training its employees or offsite CEU trainings that the onsite supervisor request the student to attend can be counted for the purposes of practicum hours as it is a position required training. **However, this training cannot be simultaneously counted towards the CEU requirements established by the program.** Please refer to chart below:

Conditions under which CEU training is obtained:	Does it count for my practicum hours?	Does it count towards my program CEU requirements?
I attended a CEU training by my own choice, and I am enrolled in a practicum at this time.	NO	YES
I am enrolled in a practicum, and site supervisor requested I attend this training as part of my required experiences.	YES	NO
I attended a CEU training by my own choice, and I am not enrolled in a practicum at this time.	N/A	YES

NOTE: Continuing education units acquired during practicum do not count towards service related practicum hours.

Class Scheduling, Registration, and Attendance

The Clinical Psychology Program must balance student desires, faculty availability, University policies and regulations, practicum site schedules, program needs, and numerous other factors when scheduling classes. Because the above factors can vary from semester to semester, and unanticipated situations can arise, changes in class schedules may occur. It is the responsibility of the student to consult published schedules and to regularly check for changes in course offerings, including meeting times and dates. Please remember that class schedules are

developed on the basis of being offered primarily to full-time students. Course schedules may, therefore, conflict with other activities in which various students are involved (e.g., work schedules, vacations, family schedules, etc.). As a student enrolled in our graduate program, being available for classes as scheduled by the Clinical Psychology Program and fully attending all class sessions is an important responsibility which you assume. By enrolling in the program, students acknowledge that they are committed to attending classes as scheduled (including any schedule changes) and recognize that they may need to change their personal schedules (work, family, social) if a conflict with their academic schedule occurs. Class attendance and participation may be monitored by instructors as outlined by syllabus policy. University of the Highlands and Islands has a policy that there are no excused absences (see the university student handbook for more information).

Competency Based Assessment

The program utilizes a competency based approach to education and training as required by the American Psychological Association. Each competency area will be assessed numerous times throughout a student's tenure in the program. Minimum levels of achievement (MLAs) are established for each program competency. Failure to meet the MLA standards set by the program will result in remediation. Assessment tools are available upon request.

Full-time and Part-time Study

Students are generally expected to take a full academic load as they complete the program (at least 9 hours per semester unless the curriculum requires less than 9-hours for a particular semester). Part-time students must be enrolled for a minimum of 1-credit hour each regular semester. Regardless of full-time or part-time status, students must complete the Psy.D. program (including internship and the defense of the doctoral project) in seven years. If students wish to enroll part-time they must petition the Program Director for approval.

Note: Students making use of financial aid must consult the Office of Financial Planning to ensure that taking a reduced load does not impact their status.

Grading

The Clinical Psychology program uses the following grades and quality points:

- A – Superior performance, four quality points are earned for each semester hour with a grade of “A”
- B – Performance distinctly above average, three quality points are earned for each semester hour with a grade of “B”
- C – Average performance, two quality points are earned for each semester hour with a grade of “C”
- F – Failure, given for unsatisfactory work, no quality points
- W – Withdrawn from class without punitive grade
- I – Incomplete, assigned only in instances where a small unit of work is not complete because of verifiable, extenuating circumstances; an “I” contract is submitted to the Registrar's Office with each “I” grade assigned
- IP – In Progress
- S – Satisfactory (Pass)

The grade point average is computed on all graduate course work with the exception of “W.” The grade of “I” is computed as an “F” in determining qualifications for candidacy. If the grade point average is below 3.0 (B), the candidacy application is held until the incomplete is cleared and the grade earned is then considered in determining the grade point average. Grades of U, I, C, and F cannot be used toward degree or non-degree programs. A “W” grade has no bearing on the grade point average.

The grade of incomplete is awarded only when legitimate circumstances warrant. Should the instructor and Program Director agree that an “I” is warranted, the instructor will request that Academic Affairs approve an I-Contract detailing the work to be completed and the deadline for completion. The grade of “I” will be recorded on the graduate student’s transcript and will remain until the instructor requests a grade change or contract deadline passes. If the work required on the contract is not completed by the deadline, the grade of “F” is recorded.

High standards of personal honesty and ethics are essential for those who are preparing for a career in clinical psychology. Students are expected to demonstrate integrity in their work, as well as a strong academic performance. Students who submit the work of others as their own, or who in any fashion violate academic or professional ethics will be dismissed from the program.

Identity Verification

The Psy.D. in Clinical Psychology is designed as a blended, distributed program offering coursework primarily face-to-face onsite at the Northern Kentucky Campus, with some coursework offered in an online format. Included in this is the program’s commitment to ensuring student performance to maintain standards. Specifically, students must verify personal identity when completing academic work. While enrolled in online classes you may be required to take competency exams in specific testing centers, submit photo identification with role-play videos, and/or take examinations utilizing a professional proctoring service. Students should note that online proctoring services are fee-based on a per administration basis, and students may be responsible for paying these fees.

All students, upon admission to University of the Cumberlands, are provided with the online ID request link (<http://inside.ucumberlands.edu/students/forms//id/>). The link is also online under the Current Student Support Resources page (<http://gradweb.ucumberlands.edu/student-quicklinks>). Students are encouraged to obtain their student ID as soon as possible. Students can complete the link and upload a professional photograph and their ID card will be mailed to them (the ID and shipping are free). An expedient processing option (which has a small fee) is available for students who need an ID quickly.

Inclement Weather Policy

Program Inclement Weather Policy

If classes are cancelled due to inclement weather, a make-up weekend during the same semester will be scheduled. Students are required to attend any make-up weekends that occur during the course of their program.

University Inclement Weather Policy

If, due to an emergency (e.g., inclement weather, power failure, etc.), it becomes necessary to close the Northern Kentucky Campus (NKC) or to delay the normal work schedule, the Director of the NKC will notify NKC staff and faculty via email or telephone. Students who are scheduled to be on campus for classes on that date will be notified via email. Additionally, the Director of the NKC will consult with the Vice President for Academic Affairs and the Vice President for Operations to determine whether activation of the ENS system is necessary.

*Message example/clarification - "The University of the Cumberlands Northern Kentucky Campus: four-hour delay, 10 a.m. classes are canceled. University offices and classes will open at 1:00 p.m."

All faculty and staff are required (students are expected) to register with the ENS system annually.

Leave of Absence

Students who must discontinue enrolling in coursework during the program may request a leave of absence from the Program Director for up to one calendar year. However, if approved, the leave of absence does not alter the time limit for degree completion. Thus, if a student takes an approved leave of absence from enrolling in coursework, he or she is still expected to complete the degree within seven years from the initial date of enrollment. Furthermore, if the student is actively working on his/her doctoral project, he/she may not take a leave of absence and must enroll in doctoral project credits as outlined by the doctoral project policy. Any approved leave of absence lasting more than one year will necessitate that the student reapply to the program. If a student fails to enroll in courses (per the full and part-time study policy) without first obtaining an approved leave of absence, then he/she may be required to reapply for admission into the program.

Prior Study and Transfer Credit

Transferring Courses

With the approval of the Director of the Psy.D. program and the Registrar, some coursework from other regionally accredited colleges and universities may be accepted as transfer credit toward the Psy.D. program in Clinical Psychology at University of the Cumberlands. Students who have completed graduate level work in psychology or related fields may petition to substitute these courses for required courses at the University of the Cumberlands.

Transfer of credit is subject to the following conditions:

1. A maximum of 15 graduate hours may be transferred from another regionally accredited institution.
2. Transfer of credit will only be given for graduate course work in which a grade of B or better was obtained.
3. All transferred graduate credit must have been completed within five (5) years prior to a student's admission into his or her respective program.
4. Transfer of credit may only be given for prior graduate course work judged to be equivalent to courses offered in the Psy.D. in Clinical Psychology program at University of the Cumberlands in which the student is enrolled. This includes elective courses and special concentration courses.

5. Transfer of credit is not granted for practica, internships, or doctoral project work. Transfer credit will not be offered for PSYC 760-870 (Doctoral Practicum/Seminars); PSYC 990-993 (Doctoral Project). We consider these courses to be fundamental to the program's character and must certify that students have received training according to those standards.

6. Petitions for courses given during the Fall Semester of the student's first term of matriculation in the Program must be submitted no later than August 1 prior to the first year of enrollment. Petitions for courses given during the Spring or Summer semesters, as well as any course[s] for the remainder of the student's matriculation in the program, must be submitted no later than the semester prior to which the course in question is being offered.

How to Request Transfer Credit

For each course in which transfer credit is sought, the applicant must provide the following:

1. An official copy of the student's transcript indicating the university and semester in which the course was completed and the grade received submitted to the registrar.
2. An official request for transfer credit along with a copy of the course syllabus from the semester in which the course was taken must be submitted to the Program Director. The syllabus must include the course number and name, textbook used (if any), course reading list, and an outline of the course content. The syllabus must also indicate in which semester the course was offered and include the instructor's name.
3. For courses in which the student is unable to produce a syllabus, the student must provide a letter on university letterhead from the instructor of record for the course. Letters should include a course description and outline of the course content.

Requests for transfer credit will be reviewed by the Program Director only after all the required supporting materials have been received. Program Faculty reserve the right to require that students evidence satisfactory performance on the program's competency examinations even for information obtained through transfer credits.

Professional Misconduct

Student Misconduct

Please see the student misconduct policy in the University of the Cumberlands Student handbook.

Faculty Misconduct

Please see the faculty misconduct policy in the University of the Cumberlands Faculty handbook.

Program Communication

All correspondence for program related activities will be sent through University of the Cumberlands webmail and/or iLearn Program Organization Page. Students are responsible for checking both iLearn and webmail frequently for current information on program related activities. Students are responsible for information distributed to these locations and shall be held to any deadlines or expectations communicated through these methods. Students' personal and/or work email are not acceptable modes of communication.

Residency Requirements

Doctoral study in professional psychology requires a substantial investment of time, energy, and resources on the part of students and faculty. In addition to formal course work and training experiences, a crucial aspect of doctoral study involves close interaction with faculty and other students over a sustained period of time. To ensure that all students are sufficiently immersed in the professional training experience, every student is required to meet a physical residency requirement at the Northern Kentucky Campus as specified by full attendance and participation during the weekend course meetings.

The Psy.D. program is offered in a blended-format with 73 credit hours (70.8%) of coursework being offered face-to-face in the executive weekend format (once monthly on Friday-Saturday-Sunday), 16 credit hours (15.5%) of coursework being offered in the online bi-term format, and 5 credit hours (4.85%) of coursework being offered in the online, full semester format. An additional 9 credit hours will be offered for the predoctoral internship year. Students will have a total of three years in physical residency at the Northern Kentucky Campus.

Standards of Student Conduct

Students are expected to evidence both academic and professional integrity in their behavior in order to remain in good standing in the program. Students should reference the APA code of ethics (including the preamble) and Meara, Schmidt, and Day's (1996) article that describes the characteristics of a virtuous agent as one who (p. 28):

- (a) is motivated to do what is good
- (b) possesses vision and discernment
- (c) realizes the role of affect or emotion in assessing or judging proper conduct
- (d) has a high degree of self-understanding and awareness; and
- (e) is connected with, and understands the mores of his or her community and the importance of community in moral decision making, policy setting, and character development and is alert to the legitimacy of client diversity in these respects.

Academic Integrity

In order to ensure that the Psy.D. in Clinical Psychology program graduates competent and ethical practitioners, the faculty of the program have developed the following information regarding academic honesty and integrity. This information will be reviewed with all students during the Professional Development Seminar.

Students will be required to demonstrate their understanding of policies related to academic integrity. It is the responsibility of the student to visit these policies regularly to refresh their understanding.

At a Christian liberal arts university committed to the pursuit of truth and understanding, any act of academic dishonesty is especially distressing and cannot be tolerated. In general, academic dishonesty involves the abuse and misuse of information or people to gain an undeserved academic advantage or evaluation. The common forms of academic dishonesty include:

- cheating – using deception in the taking of tests or the preparation of written work, using unauthorized materials, copying another person's work with or without consent, or assisting

- another in such activities;
- lying – falsifying, fabricating, or forging information in either written or spoken presentations;
- plagiarism – using the published writings, data, interpretations, or ideas of another without proper documentation.

Episodes of academic dishonesty are reported to the Vice President for Academic Affairs. The potential penalty for academic dishonesty includes 1) a failing grade on a particular assignment, 2) a failing grade for the entire course, or 3) charges against the student with the appropriate disciplinary body. Any breach of integrity may serve as grounds for dismissal, *even on a first offense*.

Professional Integrity

The program at the University of the Cumberlands requires that all students adhere to the Ethical Principles of Psychologists published by the American Psychological Association. In addition, students are bound by the university rules of personal and social conduct (see policies and procedure in University of the Cumberlands Student Handbook found on the Student Life website).

Students with Emotional or Behavioral Difficulty

The Psy.D. in Clinical Psychology Program considers the student as a whole person and realizes a student may have emotional or behavioral problems underlying or related to academic and clinical difficulties. These problems may be recognized by the student, faculty member, clinical field supervisor, and/or fellow students. Such difficulties may include, but are not limited to the following:

- Offering to provide or providing services that are beyond the scope of the student's training, experience or emotional functioning.
- Conviction of a crime that has a direct bearing on the student practitioner's ability to practice competently.
- Continued enrollment or practice by a student who has become unfit to continue with courses or to practice under supervision due to any of the following:
 - Failure to keep current with current professional theory or practice
 - Failure to abide by ethical and legal standards of practice
 - Inappropriate behavior in academic and/or clinical settings
 - Addiction to, abuse of, or severe dependency on alcohol or other drugs which endanger the public by impairing the student practitioner's ability to practice safely
 - Lewd or immoral conduct by a student in connection with the delivery of services to patients
 - Academic or clinical deficits owing to the interference of emotional or behavioral difficulties which may be disruptive to or endanger the University community or the public by impairing the student's ability to function adequately and/or safely
 - Rude, demanding, or threatening behavior toward another member of the University of the Cumberlands (student, faculty, staff or administration)

When such difficulties come to the attention of the faculty, the student may be referred to the Student Concerns Committee (SCC) who will review the situation and recommend an outcome such as advisement, remediation, probation, or possible dismissal from the program.

Disclaimer: In the field of Clinical Psychology, students are often exposed to written material, images, and verbal accounts of potentially emotionally disturbing information. Choosing to enroll in the Clinical Psychology program may result in exposure to emotionally disturbing information and situations. Practicum and internship students can sometimes be exposed to dangerous situations that involve potential harm at practicum/internship sites. By enrolling in and attending classes and/or practicum, students accept responsibility for any potential emotional or physical damages incurred and agree to not hold the faculty, departmental staff, or University liable for same.

Time Limit for Degree Completion

The Psy.D. in Clinical Psychology must be completed within seven years of enrolling. Any request for an extension of this time limit must first be submitted to the program faculty who will then forward such a request to the Vice President for Academic Affairs for final approval.

CURRICULUM

The curriculum is designed for the possible completion of the program in 3+1 framework, whereby students may complete coursework in the first three years and the pre-doctoral internship during their fourth year. Circumstances may arise that could deviate a student from this timeline. Examples of such circumstances include: personal emergencies, enrolling part time, failure of a course or competency exam, unsuccessful obtainment or completion of a practicum or internship experience, and/ or remediation.

The recommended sequence for the 3+1 curriculum is found in Appendix C.

Psy.D. Curriculum and Requirements

The doctoral degree in Clinical Psychology is comprised of 103 semester credit hours of coursework. All coursework is required.

Psy.D. Required Courses

Course Number	Course Title	Hours
PSYC 501	Professional Development Seminar	0
PSYC 531	Ethical and Legal Issues in Psychology	3
PSYC 532	Lifespan Development	3
PSYC 533	Personality Theories in Clinical Practice	3
PSYC 536	Research Methods in Psychology	3
PSYC 537	Etiology and Diagnosis of Abnormal Behavior	3
PSYC 539	Social Bases of Behavior	3
PSYC 540	Statistics	3
PSYC 541	Biological Bases of Behavior	3

PSYC 542	Psychometrics	3
PSYC 631	Theory and Practice of Psychotherapy	3
PSYC 641	Cognitive and Affective Bases of Behavior	3
PSYC 633	Group Psychotherapy	3
PSYC 635	Child and Family Systems Therapy	3
PSYC 640	Fundamentals of Clinical Interviewing and Psychotherapy	3
PSYC 650	Health Psychology	3
PSYC 733*	Personality Assessment	3
PSYC 735*	Cognitive Assessment	3
PSYC 744	Cognitive and Behavioral Approaches to Treatment	3
PSYC 759	Pre-Practicum	1
PSYC 760	Practicum in Psychotherapy I	3
PSYC 761	Practicum in Psychotherapy II	3
PSYC 764	Practicum in Assessment I	3
PSYC 765	Practicum in Assessment II	3
PSYC 862	Practicum in Psychotherapy III	3
PSYC 870	Advanced Practicum	3
PSYC 843	Supervision, Management, and Consultation	3
PSYC 930	Psychodynamic Approaches to Treatment	3
PSYC 940	History and Systems of Psychology	1
PSYC 990	Doctoral Project	3
PSYC 991	Doctoral Project	3
PSYC 992	Doctoral Project	1
PSYC 993	Doctoral Project	1
PSYC 994-997	Extended Doctoral Project Research	1 Credit hour each course as needed for doctoral project completion
Take any 2 of these 3 credit hour courses to meet the 6 hour requirement	PSYC 830 Grief and Crisis Interventions PSYC 738 Existential Humanistic PSYC 939 Clinical Applications PSYC 736* Comprehensive Assessment PSYC 842 Advanced Psychopharmacology PSYC 831 Clinical Neuropsychology PSYC 946 Forensic Psychology PSYC 639 Advanced Human Sexuality PSYC 835 Human Diversity and Multicultural Psychology	6
PSYC 999	Clinical Internship (3 credit hours each) x 3 semesters	9
		103

*Students enrolled in the assessment course series will be charged a fee for each assessment course to cover the cost of those test protocols and other consumables that will be used by students. The fee is currently \$75 per assessment course and will cover the cost of a packet of scoring sheets and protocols that will be provided for use in the assessment courses.

M.A. Curriculum and Requirements

The Doctoral Program in Clinical Psychology at University of the Cumberland offers students the option to obtain a Master of Arts (M.A.) degree while progressing through the curriculum.

Students who obtain the M.A. degree may be eligible to apply to practice psychology in Kentucky as a Licensed Psychological Associate (LPA). An LPA may practice under the supervision of a psychologist permanently or may in five years of supervised practice apply for an independent license. Graduates with the M.A. may choose to exit the program with the master's degree. Or, those with a strong performance on the master's Comprehensive Examinations will be able to continue with doctoral studies, receiving the Psy.D. after a cumulative total of 103 hours of coursework (including the M.A.) and successful completion of the doctoral project.

The M.A. degree is obtained during the first two years of the program, consisting of 55 credits without doctoral project credits. At the end of master's level work, candidates will sit for the Core Content Competency Examination (CCCE). This assessment will serve as preparation for potential licensure exams, as an exit evaluation for master's candidates, and as a qualifying examination for doctoral aspirants.

M.A. Required Courses

Course Number	Course Title	Hours
PSYC 501	Professional Development Seminar	0
PSYC 531	Ethical and Legal Issues in Psychology	3
PSYC 532	Lifespan Development	3
PSYC 533	Personality Theories in Clinical Practice	3
PSYC 536	Research Methods in Psychology	3
PSYC 537	Etiology and Diagnosis of Abnormal Behavior	3
PSYC 539	Social Bases of Behavior	3
PSYC 540	Statistics	3
PSYC 541	Biological Bases of Behavior	3
PSYC 641	Cognitive and Affective Bases of Behavior	3
PSYC 631	Theory and Practice of Psychotherapy	3
PSYC 633	Group Psychotherapy	3
PSYC 640	Fundamentals of Clinical Interviewing and Psychotherapy	3
PSYC 733	Personality Assessment	3
PSYC 735	Cognitive Assessment	3
PSYC 744	Cognitive and Behavioral Approaches to Treatment	3
PSYC 759	Pre-Practicum	1

PSYC 760	Practicum in Psychotherapy I	3
PSYC 761	Practicum in Psychotherapy II	3
PSYC 764	Practicum in Assessment I	3
		55

Below are course descriptions of all courses in the curriculum.

Course Descriptions

Required Courses

PSYC 501 – Professional Development Seminar (non-credit course)

This course provides a broad understanding of the profession of psychology, the competencies that are essential for professionals in the field, the various requirements of the Psy.D. in Clinical Psychology Program, and the developmental processes through which students move towards becoming professional psychologists. This course is designed to support students as they matriculate to pre-doctoral internships. Non-credit bearing course graded on a Satisfactory / Unsatisfactory scale.

PSYC 531 – Ethical and Legal Issues in Clinical Psychology (3 credit hours)

Legal and ethical issues and practices are integral to clinical psychology and APA code of ethics. This course will examine topics such as confidentiality, ethical competence, professional relationships, and what constitutes malpractice. Emphasis will be placed upon rights, duties, and professional responsibilities under the law. Exercises are used to develop critical thinking and skill in evaluating and resolving ethical dilemmas encountered in a mental health practice. Course assignments will focus on utilization of the ethics code, applying ethical decision making models, and legal issues in the context of clinical practice.

PSYC 532 – Lifespan Development (3 credit hours)

This course will focus on human development from conception through adulthood. This course will provide an overview of development in the following areas: physical, cognitive, psychological, social-emotional, and moral. The five areas of development will be examined through various developmental theories with applications to therapeutic settings. Students will examine developmental crises that may be the source of problems that become the focus in a clinical setting. Students will learn about evidence-based practices applicable to clients presenting with developmental life problems.

PSYC 533 – Personality Theories in Clinical Practice (3 credit hours)

This class will cover an in-depth examination into historical and current psychological theories of personality. These will include psychoanalytic, humanistic, behavioral, cognitive and trait theories. The student will be given the opportunity to interpret the strengths and weaknesses of each of these models, and integrate learning toward creating tools for effective psychotherapy.

PSYC 536 – Research Methods in Psychology (3 credit hours)

This course will provide an introduction to research methods and statistical procedures that are necessary to the design, application, and evaluation of current research in the field of health

service psychology. Generating independent research proposals and analyzing published empirical findings will be emphasized in the course. Topics will include descriptive and inferential statistics, quasi-experimental designs, correlational research methods, nonparametric statistics, APA writing style, and independent research proposal development.

PSYC 537 – Etiology and Diagnosis of Abnormal Behavior (3 credit hours)

One of the primary roles of clinicians in community settings is to recognize the diagnostic criteria for abnormal behavior, understand its possible causes, and begin to develop appropriate treatment or referral plans for addressing the problems associated with psychopathology. This course is designed to provide students with a comprehensive study of the etiology of abnormal behavior. In addition, students will learn how to facilitate the diagnostic process. This will include intimate familiarity with the Diagnostic and Statistical Manual of Mental Disorders (DSM), and other tools for facilitating accurate mental health diagnoses. Students will be provided mock cases for which they must make a diagnosis using the most current version of the DSM and ICD.

PSYC 539 – Social Bases of Behavior (3 credit hours)

Social psychology is the study of how human behavior is influenced by the real or imagined presence of others. This course will provide a comprehensive overview of the theories, research methods and scientific findings in the field of social psychology. Social psychology topics covered include social influence theory, attitude formation and change, social cognition, interpersonal perception and stereotyping, aggression and altruistic behavior. Emphasis will be placed on thinking critically about human behavior in the context of both micro and macro social environments.

PSYC 540 – Statistics (3 credit hours)

This course offers an introduction to statistical methodology for the mental health professions. The course provides a solid foundation in statistical inference, statistical significance, and hypothesis testing. Topics covered include presentation of data, descriptive statistics, basic concepts of probability, estimation of parameters, hypothesis testing, simple linear regression, correlation, and the analysis of attribute data. Examples used in the course and assignments given will focus on clinical application and statistics used in measuring clinical outcome to assess the effectiveness of clinical practice.

PSYC 541 – Biological Bases of Behavior (3 credit hours)

This course explores the biological bases of behavior, including sensation and perception, the regulation of hunger and thirst, physiological psychology, comparative psychology; learning, memory, and the role of hormones, pheromones and neurotransmitters in regulating human behavior and emotion.

PSYC 542 – Psychometric Theory and Test Construction (3 credit hours)

This course is designed to introduce students to psychometric theory and provide the basic skills necessary to evaluate the merits of psychological tests and the interpretations of inferences from these measures. Moreover, students should obtain a basic foundation in understanding test development. The material will cover research, theories, and applications of a wide range of psychological testing concepts, including Classical Test Theory and Item Response Theory. Best

practices for reliability and validity testing of psychological measures will be discussed and practiced within the course. Prerequisite(s): PSYC 536, PSYC 540.

PSYC 631 – Theory and Practice of Psychotherapy (3 credit hours)

This course provides an overview of various theories of psychotherapy. The course is designed to critically examine the historical/theoretical frameworks that the major forms of psychotherapy utilize. Some of the theoretical perspectives will include (but are not limited to): Psychodynamic, Person-Centered (Humanistic), Existential, Adlerian, Behavioral, Cognitive-Behavioral, Gestalt, Multimodal, and Systems theory.

PSYC 633 – Group Psychotherapy (3 credit hours)

This course is designed to provide students with a comprehensive overview of the various group psychotherapy theories. In addition, this course will help students link various theoretical perspectives in group dynamics to its practice in therapeutic settings. Students will learn how to assess interpersonal and group dynamics, identify and practice group facilitation skills, manage group process and recognize how and when group treatment may or may not be a beneficial treatment process for particular individuals or problems. Focus will be on learning to implement evidence-based clinical group practice.

PSYC 635 – Child and Family Systems Therapy (3 credit hours)

This course surveys the fundamental knowledge in the field of child psychotherapies and family systems psychotherapy. The purpose of this course is to cover theoretical models of marriage, family, and child psychotherapies. Students are introduced to family therapy concepts and practice basic models of family therapy. Students will learn systems theory, various therapy approaches with children and the diverse factors relating to successful outcomes. The course will combine theoretical study with recent empirical findings and experiential learning activities. Prerequisite(s): PSYC 532.

PSYC 640 – Fundamentals of Clinical Interviewing and Psychotherapy (3 credit hours)

This course will help students refine the fundamental skills of therapeutic relationships and clinical interviewing. Specific foundation skills of psychotherapy will be covered including skills in forming a therapeutic alliance, the mastery of empathic listening skills, and termination procedures. Various styles of approaching the clinical interview and mental status exam will be presented. Students engage in role-plays and submit audio-taped and video-taped examples demonstrating mastery of skills. Focus will be on the use of evidence-based clinical interviewing and relationship skills. Students will be introduced to psychological screening instruments used in primary care and other health psychology settings.

PSYC 641 – Cognitive and Affective Bases of Behavior (3 credit hours)

This course explores the study of the cognitive-affective bases of behavior including learning, thinking, motivation, and emotion. Integration of affective and cognitive domains and the implications for individual well-being will be a point of focus. Students will learn how motivation, emotion, and thought processes intersect in a variety of clinical problem areas.

PSYC 650 – Health Psychology (3 credit hours)

This course will explore the bidirectional relationship between psychological processes and physical health and how this relationship affects individual well-being. This course will also discuss how individuals cope with stress, the predictors of recovery from chronic illness, and interdisciplinary models of health behavior change. The course will have a specific focus on the role of clinical psychologists in healthcare. Empirical literature related to effective psychological practice in primary care and other behavioral health venues will be reviewed. Prerequisite(s): PSYC 541.

PSYC 733 – Personality Assessment (3 credit hours)

This course will provide an overview of the assessment of personality and will include training in objective, self-report personality inventories and projective methods of assessing personality. Students will administer, score, and interpret psychological tests and practice integrating test results in written psychological reports. Tests receiving special attention are the PAI and MMPI-2 RF (or most current version) with consideration of ethnic, cultural, and gender factors. Psychometric theory, test construction, and measurement will be discussed. To successfully complete this course, students must demonstrate competence in the administration, scoring, and interpretation of standardized personality tests into an integrated and comprehensive psychological report.

PSYC 735 – Cognitive Assessment (3 credit hours)

This course will provide hands-on training for a variety of cognitive assessment tools. In addition, the course offers an overview of theories of intelligence, followed by intelligence test development and practice in administering, scoring, and interpretation of widely used tests for assessing child and adult intelligence and learning disabilities. Practical focus will be on the administration, scoring, and interpretation of tests that measure cognitive ability and on the writing of integrated and comprehensive psychological reports that include standardized testing.

PSYC 744 – Cognitive-Behavioral Approaches to Treatment (3 credit hours)

This course offers practical training as well as a theoretical foundation for the implementation of Cognitive-Behavioral Therapy in a clinical practice. Concepts and theories will be offered to supplement the knowledge base of the student as they acquire skills fundamental to the style of Cognitive-Behavioral Therapy. Focus will be on the application of CBT in clinical practice.

PSYC 759 – Pre-Practicum (1 Credit hour)

The student in this course will be exposed to a clinical laboratory exploring the methods of psychological intervention and roles of the professional psychologist in preparation for beginning practicum training. The student at this level of training will engage in an experiential clinical experience where the student will engage in role play scenarios with subjects who present with a variety of mental health problems and/or other roles in which the student may be involved in a clinical environment. Students can expect to observe and participate in the treatment process including assessment, treatment planning, psychological intervention, and the multi-disciplinary team process. These experiences will be supplemented with group discussions that will bridge the students' academic knowledge and emerging professional identity. Successful completion of this laboratory experience prepares the student to begin his/her first practicum placement.

PSYC 760 - Practicum in Psychotherapy I (3 credit hours)

This course involves a supervised experience at a placement site approved by the Director of Clinical Training. Emphasis is on the refinement of various skills involved in therapy, consultation, diagnosis, assessment, program management, and supervision. The doctoral practicum consists of a minimum of 18-20 hours per week on site. Students must concurrently participate in a weekly practicum seminar and are required to make case presentations. Prerequisite(s): PSYC 531, PSYC 537, PSYC 631, PSYC 759.

PSYC 761 – Practicum in psychotherapy II (3 credit hours)

This course involves a supervised experience at a placement site approved by the Director of Clinical Training. Emphasis is on the refinement of various skills involved in therapy, consultation, diagnosis, assessment, program management, and supervision. The doctoral practicum consists of a minimum of 18-20 hours per week on site. Students must concurrently participate in a weekly practicum seminar and are required to make case presentations. Prerequisite(s): PSYC 760.

PSYC 764- Practicum in Assessment I (3 credit hours)

This course involves an advanced supervised field experience at a placement site approved by the Director of Clinical Training. Emphasis is on the refinement of various skills involved in diagnosis and assessment. The doctoral practicum consists of a minimum of 18-20 hours per week on site. Students must concurrently participate in a weekly practicum seminar and are required to make case presentations. Prerequisite(s): PSYC 733, PSYC 735, PSYC 761.

PSYC 765– Practicum in Assessment II (3 credit hours)

This course involves an advanced supervised field experience at a placement site approved by the Director of Clinical Training. Emphasis is on the refinement of various skills involved in diagnosis and assessment. The doctoral practicum consists of a minimum of 18-20 hours per week on site. Students must concurrently participate in a weekly practicum seminar and are required to make case presentations. Prerequisite(s): PSYC 764.

PSYC 862– Practicum in Psychotherapy III (3 credit hours)

This course involves a supervised experience at a placement site approved by the Director of Clinical Training. Emphasis is on the refinement of various skills involved in therapy, consultation, diagnosis, assessment, program management, and supervision. The doctoral practicum consists of a minimum of 18-20 hours per week on site. Students must concurrently participate in a weekly practicum seminar and are required to make case presentations. Prerequisite(s): PSYC 765.

PSYC 870 – Advanced Practicum (3 credit hours)

This advanced course involves a supervised field experience at an approved placement site. Emphasis is on securing an advanced level of skills in the delivery of professional psychological services. Advanced practicum may involve directed experience in a specific area of practice, supervision, program development, program evaluation, consultation, research, and/or other services as approved by the program. The *advanced practicum* consists of a minimum of 18-20 hours per week on-site. Opportunities are provided for students to further refine and hone professional competencies related to the specialty practice areas in which clinical psychologists are often involved such as administration, management, program development, program

evaluation, consultation, and supervision. Graded Satisfactory/Unsatisfactory. Prerequisite(s): PSYC 862.

PSYC 843 – Supervision, Management, and Consultation (3 credit hours)

This course will cover an examination into current psychological theories and practices of consultation methods in health service psychology. Assessment, motivation, performance, and the classic Hawthorne Effect shall be investigated. Additionally, students will learn the purpose and methods of conducting clinical supervision and consultation. Several theories of supervision and consultation will be presented. The focus will be on foundational preparation of students to provide supervision to other clinicians, consultation as part of clinical practice, and clinical leadership in the healthcare environment.

PSYC 930 – Psychodynamic Approaches to Treatment (3 credit hours)

This course explores the theoretical underpinnings of modern psychoanalytic theory and modern conceptualization of the psychodynamic approach. Students will be exposed to the significant contributors that have influenced the modern psychodynamic perspective. Special emphasis will be placed on evidence-based, time-limited dynamic approaches.

PSYC 940 – History and Systems of Psychology (1 credit hour)

This course will cover a historical overview of the major theories and meta-theoretical paradigms in the field of psychology. It will survey the historical connections to current approaches in professional psychology. Through consideration of core issues in the philosophy of science, students develop the ability to critically evaluate different theoretical approaches in professional psychology.

PSYC 990 – Doctoral Project Prospectus (3 credit hours)

This course provides guided instruction on the design and writing of a doctoral project proposal and introductory chapter. Course activities are intended to strengthen skills in writing, project design, and research methods with focus on clinical application. Prerequisite(s): PSYC 536, PSYC 540.

PSYC 991 – Doctoral Project Literature Review (3 credit hours)

This course provides doctoral students with guidance in gathering resources as well as planning and implementing a coherent research design for the proposed doctoral project. Special attention is given to making sound decisions regarding the research design and methodology for the proposed doctoral project. Prerequisite(s): PSYC 990.

PSYC 992 – Doctoral Project Research I (1 credit hour)

In this semester-long course, degree candidates continue an independent application of research, design, and methodology that leads to the completion of an original research project under the guidance of the candidate's doctoral project director. Subject to the final approval of the doctoral project director and committee members, the degree candidate writes the doctoral project and prepares for its oral defense. Initially candidates receive a grade of "IP" with a letter grade awarded after the doctoral project is completed. Prerequisite(s): PSYC 991.

PSYC 993 – Doctoral Project Research II (1 credit hour)

In this semester-long course, degree candidates continue an independent application of research, design, and methodology that leads to the completion of an original research project under the guidance of the candidate's doctoral project director. Subject to the final approval of the doctoral project director and committee members, the degree candidate writes the doctoral project and prepares for its oral defense. Initially candidates receive a grade of "IP" with a letter grade awarded after the doctoral project is completed. Prerequisite(s): PSYC 992.

PSYC 994 – Extended Doctoral Project Research (1 credit hour)

If the doctoral project is not completed at the end of PSYC 993, the candidate enrolls in PSYC 994 through PSYC 997 as needed, for 1 credit until the doctoral project is completed and defended. Initially candidates receive a grade of "IP" with an "S" awarded after the doctoral project is completed. Prerequisite(s): PSYC 993.

PSYC 995 – Extended Doctoral Project Research (1 credit hour)

If the doctoral project is not completed at the end of PSYC 993, the candidate enrolls in PSYC 994 through PSYC 997 as needed, for 1 credit until the doctoral project is completed and defended. Initially candidates receive a grade of "IP" with an "S" awarded after the doctoral project is completed. Prerequisite(s): PSYC 994.

PSYC 996 – Extended Doctoral Project Research (1 credit hour)

If the doctoral project is not completed at the end of PSYC 993, the candidate enrolls in PSYC 994 through PSYC 997 as needed, for 1 credit until the doctoral project is completed and defended. Initially candidates receive a grade of "IP" with an "S" awarded after the doctoral project is completed. PSYC 995.

PSYC 997 – Extended Doctoral Project Research (1 credit hour)

If the doctoral project is not completed at the end of PSYC 993, the candidate enrolls in PSYC 994 through PSYC 997 as needed, for 1 credit until the doctoral project is completed and defended. Initially candidates receive a grade of "IP" with an "S" awarded after the doctoral project is completed. Prerequisite(s): PSYC 996.

PSYC 999 – Clinical Internship (3 credit hours)

This course involves an 1800-hour supervised clinical experience in an organized health service training program over a 12-month (full-time) to 24-month (half-time) period. The internship is required for Psy.D. students after successful completion of all doctoral coursework, comprehensive examinations, and residency requirements. Internship placements must be approved by the Director of Clinical Training and may include a variety of clinical settings such as hospitals, community mental health centers, federal and state prisons, V. A. medical centers, university counseling centers, substance abuse treatment facilities, and group practices. Any approved site must have a strong emphasis on evidence-based practice. Prerequisite(s): Completion of coursework, comprehensive exams, and doctoral project proposal along with approval from the Director of Clinical Training.

Elective Courses

PSYC 639 Advanced Human Sexuality (3 credit hours)

The purpose of this course is to familiarize students with contemporary theory, research, and practice related to human sexuality including normal sexual development and reproduction, sexual trauma, gender identity, and sexual dysfunctions/paraphilic disorders. Students will explore the biological, cognitive, socioemotional, cultural, and spiritual dimensions of sexuality and sexual/gender identity. Current issues and controversies related to human sexuality will also be discussed.

PSYC 736 – Comprehensive Assessment (3 credit hours)

This course will provide an understanding of the integration and application of multiple assessments included in a comprehensive assessment battery. Students will become familiar with interpreting and integrating intellectual, achievement, emotional, behavioral, and specialized assessments into a comprehensive report. Report writing styles will be explored and applied. Specialized assessment in forensic, health, neuropsychological, and educational testing will be reviewed. Students will be able to approach psychological assessment in a comprehensive way and provide reports to answer specific referral questions encountered in applied practice. Students will learn evidence-based practices in psychological report writing. Prerequisite(s): PSYC 733, PSYC 735.

PSYC 738 – Existential-Humanistic Approaches to Treatment (3 credit hours)

This course offers practical training as well as a theoretical foundation for the implementation of existential-humanistic psychotherapy in clinical practice. Concepts and theories will be offered to supplement the knowledge base of the student as they acquire skills fundamental to the style of existential-humanistic psychotherapy. Attention will be given to evidence which supports these interventions and the application to culturally diverse people.

PSYC 830 – Grief and Crisis Interventions (3 credit hours)

This course will provide a basic overview of theory and interventions used when working with clients who seek out psychotherapy during times of crisis. Crisis interventions address urgent situations that are triggered by a specific life event. Course material will address social/emotional problems associated with mental illness (depression, OCD, suicide, etc.), bereavement, or other social losses (health/chronic illness, divorce, unemployment, etc.) and how the psychologist can intervene to prevent ongoing impairment or distress for clients. Students will be required to apply an evidence-based crisis intervention model in their work with a mock client.

PSYC 831 – Clinical Neuropsychology (3 credit hours)

Clinical neuropsychology will introduce students to understanding human brain-behavior relationships. Emphasis will be placed on commonly used approaches in the assessment and measurement of human behavior and how the human brain is responsible for cognition, language, memory, spatial processing, emotion, and personality. Various diseases of and trauma to the central nervous system will also be explored. Students will gain an understanding of principles of brain organization, individual differences, and professional and clinical issues in clinical neuropsychology. Prerequisite(s): PSYC 541, PSYC 736.

PSYC 835 – Human Diversity and Multicultural Psychology (3 credit hours)

This course is designed to emphasize development of multicultural competence in work with diverse populations. Empirical literature related to topics such as privilege, oppression, power,

micro-aggressions, and identity development will be reviewed. Aspects of individual diversity and the influence of social factors will be explored. Students will be presented with the opportunity to explore the process of developing cultural humility as they self-reflect and examine their values and biases related to the diversity of humanity. Prerequisite(s): PSYC 539.

PSYC 842 – Advanced Psychopharmacology (3 credit hours)

This course examines the biochemistry and the therapeutic effects of prescription psychotropic medication. Psychotropic drugs used in the treatment of psychological disorders and their biochemical properties will be studied in-depth. Beyond the knowledge obtained through course content, the primary goal of this course is to prepare the doctoral student in clinical psychology to work with clients who are taking psychotropic medication and monitor them for therapeutic outcomes, side effects, and contraindications for the purposes of communicating with professional prescribing partners. Secondly, this course should be considered a comprehensive introduction and preparation for post-doctoral training in clinical psychopharmacology. The relationship between psychotropic medication and psychotherapy will be examined as well as ethical and cultural considerations. Methods of working with diverse medical personnel are included. Prerequisite(s): PSYC 541.

PSYC 939- Clinical Applications (3 credit hours)

This course covers a special topic concerning the diagnosis and/or treatment of a mental health issue. All assignments will require clinical application of the topic.

PSYC 946 – Forensic Psychology (3 credit hours)

This course is designed to provide foundational knowledge regarding the role of the forensic psychologist. Course content will focus on the intersection of psychology and the law and the role of the forensic psychologist in the legal context. Topics addressed will include the role of the forensic psychologist in civil and criminal cases including those involving competency, insanity, psychological injury, child abuse, and child custody issues. Additionally, students will learn about the role of the forensic psychologist with regard to expert testimony, forensic psychological assessment, and trial consultation and jury selection. Prerequisite(s): PSYC 531.

Advancement to Candidacy Examination

Toward the end of the second year in the program, doctoral students will begin to sit for the Advancement to Candidacy Examination. The Candidacy Examination must be completed successfully before the student applies for the pre-doctoral internship (required by APPIC). The Candidacy Examination will be divided into two separate parts: Core Content Competency Examination (CCCE) and Clinical Skills Competency Exam (CSCE).

The CCCE focuses on the following Discipline Specific Knowledge domains and knowledge domains related to Profession Wide Competencies. Additionally, knowledge of these areas are required to pass the EPPP (national licensing exam for psychologists).

- Biological Bases of Behavior
- Cognitive and Affective Bases of Behavior
- Social and Cultural Bases of Behavior
- Growth and Lifespan Development

- Assessment and Diagnosis
- Treatment, Intervention, Prevention, and Supervision
- Research Methods and Statistics
- Ethical, Legal, and Professional Issues.

The CCCE will be an objective exam of core content knowledge given in an electronic format. Students are required to utilize a professional proctoring service when taking the CCCE. Please note that proctoring services are fee based on a per exam basis, and students may be responsible for paying these fees.

The CCCE will be administered around the first two weeks of July during the end of the second year of course work. The student must notify the Program Director or designee in writing of their intent to take the CCCE. A student must have successfully obtained a “B” in the following courses to qualify for the CCCE: PSYC 501, 531, 532, 533, 536, 537, 539, 540, 541, 631, 640, 641, 733, 735, & 744.

The student must meet the expected pass rate of 60% before the student is given approval to sit for the CSCE. If the student does not meet the expected pass rate, the student will be provided one additional opportunity, during the next time the CCCE is offered, to demonstrate that the student has met the requirements of the program. If the student does not meet the pass rate on the second attempt, the student will be placed on probation and given formal remediation, and will not be permitted to progress in the program until the formal remediation has been fulfilled.*

The CSCE is composed of three activities (mock therapy session/clinical interview, case vignette, and WAIS administration) that occur during a face-to-face meeting with a comprehensive exam team.

Mock Therapy Session/Clinical Interview

The student is provided basic information about a “client” and must role play a therapy session/clinical interview with the “client.” The exam team will ask questions after the role play and the student will have an opportunity to explain their thoughts and approach.

Case Vignette

Step 1: Student will be presented with “client” history information and will answer basic questions about conceptualization, diagnosis, and treatment planning.

Step 2: Student will be presented psychological testing data for same “client” from step 1 and then will be asked to interpret the testing data.

Step 3: Student will be asked to integrate “client” history and psychological testing data to formulate a case conceptualization and diagnosis.

WAIS Administration

The student will administer the most recent version of the WAIS to a “client.” On the date of the CSCE, the exam team will select at least two subtests for the student to administer.

Additional details will be provided to students prior to taking the CSCE. The CSCE is offered around the first week of September during the third year of coursework. Students are expected to travel to the Northern Kentucky Campus for the CSCE. A student must have successfully obtained a “pass” in the CCCE and a “B” in the following courses to qualify for the CSCE: PSYC 640, 733, 735, 744, 759, 760, 761, & 764.

Students will be evaluated by the exam team utilizing a rubric tied to program competencies. Rubrics are available upon request.

The student shall receive formal written feedback concerning his or her CSCE performance within two business weeks of completing the exam. To pass the CSCE, a student must earn an average of 3 across all ratings. Any area that is rated 1 by two or more raters will result in failure of the CSCE in the specific area assessed, and this will require remediation facilitated by the student’s advisor. If the student does not receive an average of 3 across all ratings on the evaluation rubric, the student and advisor will develop a formal remediation plan in the domain(s) assessed to be deficient.*

If the student wishes to apply to internship in the fall of their third year of the program all Advancement to Candidacy exams must be complete at that time. The student must have all exams and/or remediation complete prior to requesting Director of Clinical Training verification of readiness on the APPIC application. This verification usually takes place in October prior to applications being submitted to sites. It may be the case that remediation requirements will delay the APPIC application and start of internship as required by the faculty.

*Remediation: If a student does not pass any portion of the Advancement to Candidacy Exam they will be given the opportunity for formal remediation in the competency domain assessed to be deficient. Formal remediation may include, but is not limited to, requirement of re-enrollment in courses, attendance and active participation in training workshops, personal counseling, and/or individual performance assignments with feedback from core faculty. Each remediation plan will be tailored to the competency deficits identified in the clinical skill and/or core content competency evaluation.

CLINICAL TRAINING

Clinical Practica Sequence and Vertical Teams

Clinical practica are intended to expose students to a wide variety of mental disorders and provide an opportunity to assess and treat clients representing various age, gender, and cultural groups who are seeking mental health treatment. Throughout the course of the program students will participate in multiple practica placements in a mental health setting under the supervision of a licensed psychologist. These practica years will take place in the second and third year of the training program. Students will have the opportunity to experience a diversity of training experiences and supervisory styles with the goal of developing multiple treatment perspectives

and skill sets. There is a minimum of two practica placements required in the program but students may experience additional placements.

The pre-practicum course is an introduction to the basic skill sets required of students at practicum sites. Experiences may include observational learning and role-playing in a lab environment with peers, as well as experiencing the processes involved in clinical supervision and basic record keeping. The pre-practicum course consists mainly of classroom activity in a lab format, thus, is not considered credit towards the program requirement.

The first practica involves a supervised experience at a placement site approved by the Director of Clinical Training. Students must be concurrently enrolled in the practicum seminars. Emphasis is on the application and development of various micro and macro skills involved in therapy, consultation, diagnosis, assessment, community outreach, and program or project management. Students must concurrently participate in a weekly practicum seminar and are required to make case presentations in the vertical team experiences PSYC 760, 761, & 764. Students are expected to achieve a *minimal level of achievement* on the Clinical Performance Review (CPR) which reflects the acquisition of competency expected of a clinical trainee at the beginner level. A student may be asked to complete remediation or in some cases repeat the first practica year to meet the required *minimal level of achievement* defined by the program.

The second year practica involves increasingly advanced supervised field experience (under the supervision of a licensed psychologist) at a placement site approved by the Director of Clinical Training. Emphasis is on the refinement of various micro skills involved in therapy, consultation, diagnosis, assessment, program/project management, etc. Students are required to be enrolled in a weekly practica seminar. Students are expected to achieve a *minimal level of achievement* on the clinical performance review which reflects the acquisition of competency expected of a clinical trainee at the advanced level. A student may be asked to complete remediation or in some cases repeat the practica year to meet the required *minimal level of achievement* defined by the program.

Overview of Clinical Training Sequence

<u>Program Year and Developmental Goal</u>	<u>Courses/Term</u>	<u>Internship</u>
1 st Year Pre-Practicum “Readiness for Practicum”	PSYC 759 / Spring	N/A
2 nd Year Beginning Practicum “Readiness for Internship”	PSYC 760 / Fall PSYC 761 / Spring PSYC 764 / Summer	<ul style="list-style-type: none"> • It is strongly advised that students begin to familiarize themselves with APPIC and national matching process. • Students participate in orientation and organize work groups to develop applications and supporting materials.
3 rd Year Advanced Practicum	PSYC 765 / Fall PSYC 862 / Spring	<ul style="list-style-type: none"> • Student begins the APPIC matching process in the fall of the 3rd year.

“Readiness for Internship”	PSYC 870 / Summer	<ul style="list-style-type: none"> Student will develop an arranged contract in the spring and summer of the 3rd year if they do not participate in the national match or fail to match. Consult the DCT and the Program Internship Manual.
4 th Year Pre-Doctoral Internship “Readiness for Independent Practice”	PSYC999 (full academic year, 9 hours total)	<ul style="list-style-type: none"> Student matriculates to the pre-doctoral internship program.

Note: This Overview is contingent upon remaining ‘on sequence’ throughout the program with a goal of completion in 4 years. There are many circumstances in which this sequence may be extended beyond the 4 year plan to include but not limited to: remediation, failure to pass a course, not achieving enough hours in a practicum experience and requiring an extension, or accepting an internship which is more than 12 months in length, and any number of unforeseen circumstances interfering with the students progression.

Summary of Course Prerequisites for Practica Sequence

Students must have successfully obtained a “B” or better in the following coursework to be approved to start practica:

Prerequisites for PSYC 760 and 761 Practicum in Psychotherapy:

- PSYC 531 – Ethics and Legal Issues in Psychology
- PSYC 537 – Etiology and Diagnosis of Abnormal Behavior
- PSYC 631 – Theory and Practice of Psychotherapy
- PSYC 759 – Pre-Practicum

Prerequisites for PSYC 764, 765, 862, & 870 Practicum in Assessment:

- PSYC 733 – Personality Assessment
- PSYC 735 – Cognitive Assessment
- PSYC 760 – Practicum in Psychotherapy I
- PSYC 761 – Practicum in Psychotherapy II

Assessment Plan - Overview of Evaluation Schedule and Required Forms

<u>Practicum Course</u>	<u>Evaluation Forms to Complete</u>	<u>Type of Assessment</u>	<u>Required MLA</u>	<u>Required Course Grade</u>
PSYC 759	<ul style="list-style-type: none"> • CPR 	Summative	Avg. score of “1”- Course instructor retains right/obligation to refer for remediation.	A or B

PSYC 760	<ul style="list-style-type: none"> • CPR • Site Evaluation • Eval of supervision • Time2Track 	Formative	N/A – Site supervisor has the discretion to refer for remediation.	A or B
PSYC 761	<ul style="list-style-type: none"> • CPR • Site Evaluation • Eval of supervision • Time2Track 	Formative	N/A – Site supervisor has the discretion to refer for remediation.	A or B
PSYC 764	<ul style="list-style-type: none"> • CPR • Site Evaluation • Eval of supervision • Time2Track 	Summative	Avg. Score of “2.7”- Site supervisor has the discretion to refer for remediation; failure to meet MLA will require remediation.	A or B
PSYC 765	<ul style="list-style-type: none"> • CPR • Site Evaluation • Eval of supervision • Time2Track 	Formative	N/A – Site supervisor has the discretion to refer for remediation.	A or B
PSYC 862	<ul style="list-style-type: none"> • CPR • Site Evaluation • Eval of supervision • Time2Track 	Formative	N/A – Site supervisor has the discretion to refer for remediation.	A or B
PSYC 870	<ul style="list-style-type: none"> • CPR • Site Evaluation • Eval of supervision • Time2Track 	Summative	Avg. Score of “4” - Site supervisor has the discretion to refer for remediation; failure to meet MLA will require remediation.	Pass

Competency Based Assessment

Students are encouraged to review all the evaluation forms prior to beginning the practicum sequences. Students are evaluated on the Clinical Performance Review (CPR) based on competencies defined by the program. A more thorough explanation of the competency model and specific competencies measured by the University of the Cumberland's Psy.D. program is detailed in the 759 course and re-iterated throughout the practicum series. Students are encouraged to review and understand those competency areas. Note that the competencies remain the same throughout the practicum experiences and students are expected to demonstrate

increasing complexity and level of proficiency in the competency areas. Students are expected to progress through a basic readiness for practicum to a level of readiness for internship throughout their matriculation through the program. During the Internship year students are working towards “readiness ‘for independent practice.’” These benchmarks will be determined successfully obtained or not by scores derived from the CPR tool completed by the site and practicum course instructors.

Vertical Teams

The philosophy underlying the Vertical team model is simply that the students across cohort levels will facilitate the learning of their colleagues in training. By participating in the case presentations, Practicum students are exposed to more varied case conceptualizations earlier in their academic/clinical development. Since students of different training levels will be combined, beginner practicum students will be exposed to more advanced conceptualization of client problems and functioning. In this way, advanced practical knowledge can also be passed along to students at who are experiencing problems in similar or across diverse practicum sites.

The vertical team will be offered on weekends when courses are taught in the weekend format. Vertical teams are a required residency component of the practicum courses. Students in both the first and second year cohort will participate in advanced specific learning opportunities, peer consultation, in vivo training experiences. This will be an active learning environment and students will be involved in the preparation of learning activities and material for the experience. The vertical team will also be an opportunity to practice individual supervision with peers in the program.

Vertical Team Schedule:

	<u>Fall Vertical Team Agenda</u>	<u>Spring Vertical Team Agenda</u>	<u>Summer Vertical Team Agenda</u>
1st Weekend	Ethics and Risk Management Review Case Presentation	HIPPA review Case Presentation	Assessment in Integrated Settings Case Presentation
2nd Weekend	Competency Based Assessment Case Presentation	Evidence Based Practice (i.e.,FIT) Case Presentation	Integrated Report Writing Case Presentation
3rd Weekend	Rural Mental Health Case Presentation	Clinical Interviewing Case Presentation	Consultation and Clinical Leadership Case Presentation
4th Weekend	Research in Practice Case Presentation	Diversity and Multi-Cultural issues in Practice Case Presentation	Clinical Supervision Case Presentation

The vertical team experience will be a two-hour meeting that meets in the evening on a designated day of the weekend when students are in residence on the Florence campus in Northern KY. Assignments for the vertical team will be coordinated in the weekly online chat

consultation sessions and between practicum course instructors. The vertical team will plan topic and presentation rotation for the following year at the completion of the current year.

Practica Requirements

University of the Cumberlands has established the following requirements for the practicum experience, regardless of placement location. These standards are set based upon current practice in clinical psychology, accreditation standards set forth by the American Psychological Association, and Kentucky State law.

1. The practicum will ideally consist of a yearlong placement where the student will gain at least 600 hours of direct experience over the course of the placement and up to 900. The student may combine multiple sites to gain these hours. The student will spend at least 50% of their time in direct service related activities. If the student “splits” the experience between multiple sites:
 - a. The student should make proper supervision arrangements including a written contract with the clinical supervisor (with the appropriate clinical credentials) that details specific supervision arrangements including the supervisor’s assumption of clinical responsibility of the practice at the additional site.
 - b. Or secure a second supervisor that meets minimal standards.
2. A minimum of 50% of the recorded hours must consist of supervised experience in service-related activities, defined as treatment/intervention, assessment, interviews, report-writing, case presentations, supervision, and consultations, including **at least one hour of face-to-face weekly supervision with the Psychologist or other licensed mental health professional approved by the DCT**. These requirements are consistent with the ASPPB Guidelines for Practicum Experience (October, 2008) which recommends “At least 50% of the supervised experience shall be in service-related activities, such as treatment, assessment, interviews, report-writing, case presentations, supervision, and consultations.”
 - a. **NOTE: TIME SPENT IN THE PRACTICUM COURSE CAN NO LONGER BE COUNTED AS “SUPERVISION TIME.” THIS TIME IS MORE APPROPRIATELY RECORDED AS “CONSULTATION”.**
 - b. **If a student wishes to obtain more than 20 hours per week:**
 - i. **The arrangement must be approved by the Director of Clinical Training**
 - ii. **An additional hour of supervision must be arranged either with the same or additional supervisor.**
3. A minimum of 50% of the service related activities (25% of total time) shall be devoted to face-to-face patient/client contact.
4. Minimum weekly face-to-face supervision must be provided by a licensed psychologist or other licensed mental health professional.
 - a. The Psychologist must meet the following credentials and willing to perform the following duties:
 - i. Licensed by the board of Examiners in psychology with health service provider status.
 - ii. Licensed at the doctoral level by the state Board of Examiners in the state where the training program exists

- iii. 100% of the supervision provided during the practicum must be provided by a licensed psychologist.
 - iv. Evaluate the supervisee based upon direct observation of the clinical activities performed at least once per grading period. A video or audio recording is sufficient for these purposes.
 - v. Supervisor must be willing to document in the student's evaluation that their evaluation of performance is based on direct observation of the students' performance.
- b. If additional supervision is sought by an "other mental health professional":
- i. it must be approved by the Director of Clinical Training (see below)
 - ii. it will only account for a maximum of 25% of the supervision hours
 - iii. all evaluation criteria described in the previous section describing supervising psychologists' duties apply.
- c. If a portion of the supervision (provided by the required licensed psychologist) is to be provided by secure videoconferencing software, only up to 50% of the total hours of supervision can be provided in this manner.
- i. Students may not utilize telesupervision during PSYC760. All supervision must be provided in person. There is no exception to this policy.
 - ii. Students who wish to utilize telesupervision methods are required to demonstrate sufficient competence in previous practicum experience. All telesupervision proposals must be reviewed and approved by the DCT in advance. For additional details see policy on telesupervision.
 - iii. If approved the supervisor and student will be required to meet initially for a substantial duration to the satisfaction of the supervisor that the student can utilize telepsychology procedures for supervision. Please refer to the telesupervision policy for additional information.
- d. If the student wishes to seek approval for a supervisor that is not a licensed psychologist the student is required to make a formal request to the Director of clinical Training with a rationale for seeking this arrangement. The student will need to provide the proposed supervisors current vitae including proof of license. The DCT will reserve the right to contact the potential supervisor and approve or disapprove the proposal.

*Requirements for licensure vary by state. States may specify the type of clinical experience they expect during practica for psychology graduate students. Clinical experiences in this program are designed to exceed the requirements specified in the Kentucky licensure law and standards set by the APA for accreditation purposes. It is the responsibility of the student and the DCT to ensure that any practicum placements will meet the basic requirements for licensure in the state where the student plans to practice. If the student encounters issues at the site that impede acquiring the necessary experience, then they should bring this to the attention of their site supervisor, practicum instructor, or the Director of Clinical Training immediately.

For additional policies related to practicum see the Practicum Handbook.

Pre-Doctoral Internship

The student is required to complete one year of supervised professional experience in the field of clinical psychology beyond the practica experiences, referred to as the pre-doctoral psychology internship. Students are required to participate in the National Match process coordinated by the Association of Psychology Postdoctoral and Internship Centers (APPIC) as the program is eligible and may only otherwise opt out under official written request and approval of the director of clinical training. The experience involves an 1800-hour supervised clinical experience in an organized health service training program over a 12-month (full-time) to 24-month (half-time) period with at least 100 hours of supervisory sessions provided by two licensed psychologists with a minimum of two hours of individual, face-to-face supervision on a weekly basis. The internship is required for Psy.D. candidates who have successfully completed all of their doctoral coursework with a “B” or better, comprehensive examinations, continuing education, and residency requirements. Students must also have completed or scheduled doctoral project proposal at the time that they are applying for internship.

Internship placements must be:

- APA accredited.
- Accredited Association of Psychology Postdoctoral and Internship Centers (APPIC) organized internship.
- Arranged and meets specific requirements and is approved by the Director of Clinical Training through a formal, written contract. The program will supply a contract template that addresses all requirements.
 - **NOTE: Students who pursue arranged internships are responsible to ensure the internship meets the licensure requirements established in the state they wish to practice upon graduation.**

DISCLAIMER: In the field of Clinical Psychology, students are often exposed to written material, images, and verbal accounts of potentially emotionally disturbing information. Choosing to enroll in the Clinical Psychology program may result in exposure to emotionally disturbing information and situations. Practicum and internship students can sometimes be exposed to dangerous situations that involve potential harm at practicum/internship sites. By enrolling in and attending classes and/or practicum, students accept responsibility for any potential emotional or physical damages incurred and agree to not hold the faculty, departmental staff, or University liable for same.

RESEARCH

Research Teams

Faculty/student research is a key feature in the process of graduate education. Research teams are a common mechanism by which graduate students are introduced and mentored in the process of scholarly research (Gelso and Lent, 2000). Research teams have also been shown to be an effective method of improving student attitudes toward research, research self-efficacy, and research productivity (Gelso, Mallinckrodt, and Judge, 1996) and reducing student anxiety toward research (Gelso and Lent, 2000). Within a research environment, the behaviors thought to be most effective in inducing these positive outcomes include faculty modeling of scientific behavior, faculty teaching students through research teams that science can be a partly social-

interpersonal experience, and teaching students that research is flawed and limited (Gelso et al., 2013).

It is traditionally an expectation of regionally accrediting bodies for institutions of higher education that doctoral level education will include some exposure to and development of research skills. Within the profession of clinical psychology, it is also an expectation of professional accrediting bodies, such as the American Psychological Association (APA), that Psy.D. programs will offer education, training, and opportunities for application of research. It is an expectation that faculty will have an active research agenda that leads to publication in peer-reviewed academic journals. Additionally, the expectation that students are involved in developing research as well as presenting and publishing research findings is evident throughout the profession.

One path to the development of a strong research agenda in doctoral psychology programs has been the establishment of research teams. Although each program may have differences in the structure of research teams, the teams are designed to promote student and faculty interaction around research interests and increase students' sense of self-efficacy (Bandura, 1977) toward research which in turn may lead to the development of research and publications and possibly even a lifelong interest in social science research. Therefore, all students will join or be assigned to a research team. Additionally, students are expected to be active participants in their respective teams. Active participation includes attending research team meetings and participating in team projects or research activities such as collecting data, reviewing literature, writing, editing, analyzing data, presenting at professional conferences, etc. Participation will be considered as part of each Annual Student Evaluation (ASE). Please see the Psy.D. Research Handbook for more information about this requirement.

Doctoral Project

The doctoral project traditionally is an original written document consisting of five chapters that (i) represents significant scholarship on the part of the student; (ii) presents the results of the student's own clinical, experimental or applied research; and (iii) either demonstrates the student's novel application of existing knowledge to some aspect of clinical psychology; or represents, in and of itself, significant new knowledge. The doctoral project can be one of many types (see research handbook for more details), each having its own unique format that will be explained in detail with the student upon agreement of doctoral project topic with their assigned doctoral project chair.

Upon completion of PSYC 990 and 991 Doctoral Project courses, a student shall submit a written proposal for doctoral project topic to their doctoral project committee. A doctoral project committee consists of three examiners approved by the Director of Research to review and evaluate the student's proposed study. Typically, one member of the examination committee is a faculty member who has served as the student's doctoral project chair during the preparation of the doctoral project. Doctoral Project Chairs are assigned by the Director of Research at the beginning of the student's second year of coursework. The second member of the examination committee may be another faculty member at the University of the Cumberlands (inside or outside the discipline of psychology). The third member can be University of the Cumberlands faculty or a senior academic from outside the University who is considered a 'specialist' on the

topic of the doctoral project. Doctoral project proposals must be orally defended and approved by all three committee members and the Director of Research.

After the doctoral project manuscript is submitted in its completion and tentatively approved by the examining committee, an oral defense is required as the final step of the doctoral project process. Before recommending the award of the Psy.D. in Clinical Psychology degree, the examiners must satisfy themselves that the doctoral project is clearly written in APA format, recognizes appropriately previously published work on the subject, and represents a useful contribution to the field of psychology. Final doctoral projects must be approved by all three committee members and the Director of Research.

Further policies and procedures of the doctoral project are outlined in the Psy.D. in Clinical Psychology Research Handbook.

Protection of Human Participants in Research

Doctoral projects require approval by the Institutional Review Board (IRB) at University of the Cumberlands. Detailed information about requests for approval for research can be found on myUC by clicking on the IRB tab. IRB approval must be obtained prior to collecting any data for the doctoral project.

AGREEMENT CONTRACT
(To be placed in the student's file)

I, _____ (student name), have received and read the Course Catalog and Handbook from the Psy.D. Program in Clinical Psychology and have read the Policies and Procedures/Student Handbook of University of the Cumberlands. I understand the policies and procedures as stated in the Handbooks. I agree to fulfill the requirements as stated and to abide by the policies set forth therein. I understand that it is my responsibility to check each year for any changes published in the Course Catalog and Handbook, and to abide by the most current policies and procedures. I have read and understood the Ethical Principles of Psychologists and Code of Conduct (<http://www.apa.org/ethics/index.aspx>) and promise to adhere to these guidelines.

I further agree that the faculty and staff at the University of the Cumberlands have the right and the responsibility to monitor my academic progress, my professional ethical behavior, and my personal characteristics. If in the opinion of the faculty, any or all of these are in question, I agree to abide by the faculty's decision as to whether or not I will continue in the program.

Student Signature _____ Date _____

Program Director _____ Date _____

Please give this completed form to the Program Director. The Program Director will sign the form and turn it in to the Program office where it will be placed in your student folder.

Note: A digital copy of the university student handbook can be downloaded here:

<http://gradweb.ucumberlands.edu/academics/catalogs>

APPENDIX A: Psy.D. Planned Program

Psy.D. Clinical Psychology (103 course hours) (*TR Indicates Transfer Credit)

Course Number	Course Title	Complete Date	Grade	Hours
PSYC 501	Professional Development Seminar			0
PSYC 531	Ethical and Legal Issues in Psychology			3
PSYC 532	Lifespan Development			3
PSYC 533	Personality Theories in Clinical Practice			3
PSYC 536	Research Methods in Psychology			3
PSYC 537	Etiology and Diagnosis of Abnormal Behavior			3
PSYC 539	Social Bases of Behavior			3
PSYC 540	Statistics			3
PSYC 541	Biological Bases of Behavior			3
PSYC 542	Psychometrics			3
PSYC 631	Theory and Practice of Psychotherapy			3
PSYC 641	Cognitive and Affective Bases of Behavior			3
PSYC 633	Group Psychotherapy			3
PSYC 635	Child and Family Systems Therapy			3
PSYC 640	Fundamentals of Clinical Interviewing and Psychotherapy			3
PSYC 650	Health Psychology			3
PSYC 733	Personality Assessment			3
PSYC 735	Cognitive Assessment			3
PSYC 744	Cognitive and Behavioral Approaches to Treatment			3
PSYC 759	Pre-Practicum			1
PSYC 760	Practicum in Psychotherapy I			3
PSYC 761	Practicum in Psychotherapy II			3
PSYC 764	Practicum in Assessment I			3
PSYC 765	Practicum in Assessment II			3
PSYC 862	Practicum in Psychotherapy III			3
PSYC 870	Advanced Practicum			3
PSYC 843	Supervision, Management, and Consultation			3
PSYC 930	Psychodynamic Approaches to Treatment			3
PSYC 940	History and Systems of Psychology			1
PSYC 990	Doctoral Project			3
PSYC 991	Doctoral Project			3
PSYC 992	Doctoral Project			1
PSYC 993	Doctoral Project			1

PSYC 994-997	Extended Doctoral Project Research			1 Credit hour each course as needed for Doctoral Project completion
Take any 2 of these 3 credit hour courses to meet the 6 hour requirement	PSYC 830 Grief and Crisis Interventions PSYC 738 Existential Humanistic PSYC 939 Clinical Applications PSYC 736 Comprehensive Assessment PSYC 842 Advanced Psychopharmacology PSYC 831 Clinical Neuropsychology PSYC 946 Forensic Psychology PSYC 639 Advanced Human Sexuality PSYC 835 Human Diversity and Multicultural Psychology			6
PSYC 999	Clinical Internship (3 credit hours each) x 3 semesters			9
		Core (103 credit hours)	Total	103

Psy.D. Clinical Psychology Graduation Requirements:

103 hours of core courses complete: Yes _____ No _____

N/A _____

Program GPA: _____

2 years of clinical practicum hours completed: Yes _____ No _____

1800 internship hours completed: Yes _____ No _____

Clinical Skills Competency Exam

Date and Form: Pass _____ Pass with Revisions _____ Fail _____

Core Content Competency Exam

Date and Form: Pass _____ Pass with Revisions _____ Fail _____

Year 1 final practicum supervisor evaluation: Pass _____ Fail _____

Year 2 final practicum supervisor evaluation: Pass _____ Fail _____

Final internship supervisor evaluation: Pass _____ Fail _____

Professional Activity Hours:

Year 1: 10 hrs. Yes _____ No _____

Year 2: 20 hrs. Yes _____ No _____

Year 3: 20 hrs. Yes _____ No _____
Doctoral Project Proposal

Total Complete: _____

Date and Form:

Pass _____ Pass with Revisions _____ Fail _____

Viva Voce/Defense

Date and Form:

Pass _____ Pass with Revisions _____ Fail _____

APPENDIX B: M.A. Planned Program

**UNIVERSITY OF THE CUMBERLANDS
GRADUATE PLANNED PROGRAM AND CURRICULUM CONTRACT
M.A. in Clinical Psychology:**

Student's Name: _____ **ID Number:** _____

M.A. Clinical Psychology (55 course hours) (*TR Indicates Transfer Credit)

Course Number	Course Title	Complete Date	Grade	Hours
PSYC 501	Professional Development Seminar			0
PSYC 531	Ethical and Legal Issues in Psychology			3
PSYC 532	Lifespan Development			3
PSYC 533	Personality Theories in Clinical Practice			3
PSYC 536	Research Methods in Psychology			3
PSYC 537	Etiology and Diagnosis of Abnormal Behavior			3
PSYC 539	Social Bases of Behavior			3
PSYC 540	Statistics			3
PSYC 541	Biological Bases of Behavior			3
PSYC 641	Cognitive and Affective Bases of Behavior			3
PSYC 631	Theory and Practice of Psychotherapy			3
PSYC 633	Group Psychotherapy			3
PSYC 640	Fundamentals of Clinical Interviewing and Psychotherapy			3
PSYC 733	Personality Assessment			3
PSYC 735	Cognitive Assessment			3
PSYC 744	Cognitive and Behavioral Approaches to Treatment			3
PSYC 759	Pre-Practicum			1
PSYC 760	Practicum in Psychotherapy I			3
PSYC 761	Practicum in Psychotherapy II			3
PSYC 764	Practicum in Assessment I			3
			Total	55

M.A. Clinical Psychology Graduation Requirements:

55 hours of core courses complete: Yes _____ No _____ N/A _____

Program GPA: _____

1st year clinical practicum hours completed: Yes _____ No _____

Core Content Competency Exam

Date and Form: Pass _____ Pass with Revisions _____ Fail _____

Year 1 final practicum supervisor evaluation: Pass _____ Fail _____

Professional Activity Hours:

Year 1: 10 hrs.

Yes _____

No _____

Year 2: 20 hrs.

Yes _____

No _____

Total Complete: _____

Student

Date

Program Director

Date

Registrar

Date

**APPENDIX C: Course Sequence
University of the Cumberland
Psy.D. 3+1 Course Sequence***

Name: _____

Anticipated Graduation Date: _____

Year 1 Fall Online	Bi-Term I	Credit Hours	Grade	Semester Completed
	PSYC 501 – Professional Development Seminar	0		
Year 1 Fall In-Seat	Main	Credit Hours	Grade	Semester Completed
	PSYC 533 – Personality Theories in Clinical Practice	3		
	PSYC 536 – Research Methods in Psychology	3		
	PSYC 631 – Theory and Practice of Psychotherapy	3		
	Total	9		

Year 1 Spring Online	Bi-Term I	Credit Hours	Grade	Semester Completed
	PSYC 540 – Statistics	3		
Year 1 Spring In-Seat	Main	Credit Hours	Grade	Semester Completed
	PSYC 537 – Etiology and Diagnosis of Abnormal Behavior	3		
	PSYC 539 – Social Bases of Behavior	3		
	PSYC 541 – Biological Bases of Behavior	3		
	PSYC 759 – Pre-Practicum	1		
	Total	13		

Year 1 Summer Online	Bi-Term I	Credit Hours	Grade	Semester Completed
	PSYC 531 – Ethical and Legal Issues in Psychology	3		
	PSYC 532 – Lifespan Development	3		
	Bi-Term II	Credit Hours	Grade	Semester Completed
	PSYC 542 – Psychometrics	3		
	PSYC 641 – Cognitive and Affective Bases of Behavior	3		
	Submit Documentation of 10 CEUs			
	Total	12		

Year 2 Fall Online	Main	Credit Hours	Grade	Semester Completed
	PSYC 990 – Doctoral Project	3		
Year 2 Fall In-Seat	Main	Credit Hours	Grade	Semester Completed
	PSYC 640 – Fundamentals of Clinical Interviewing and Psychotherapy	3		
	PSYC 733 – Personality Assessment	3		
	PSYC 744 – Cognitive and Behavioral Approaches to Treatment	3		
	PSYC 760 – Practicum in Psychotherapy I	3		
	Assign Doctoral Project Chair			
	Total	15		

Year 2 Spring In-Seat	Main	Credit Hours	Grade	Semester Completed
	PSYC 735 – Cognitive Assessment	3		
	PSYC 635 – Child and Family Systems Therapy	3		
	PSYC 761 – Practicum in Psychotherapy II	3		
	PSYC 991 – Doctoral Project	3		
	Propose Doctoral Project			
	Total	12		

Year 2 Summer In-Seat	Main	Credit Hours	Grade	Semester Completed
	PSYC 764 – Practicum in Assessment I	3		
	PSYC 633 – Group Psychotherapy	3		
	PSYC 650 – Health Psychology	3		
	Core Content Comprehensive Exam			
	Submit Documentation of 20 CEUs			
	Total	9		

Year 3 Fall Online	Main	Credit Hours	Grade	Semester Completed
	PSYC 992 – Doctoral Project	1		
Year 3 Fall In-Seat	Main	Credit Hours	Grade	Semester Completed
	PSYC 765 – Practicum in Assessment II	3		
	PSYC 843 – Supervision, Management, and Consultation	3		
	PSYC 930 – Psychodynamic Approaches to Treatment	3		
	Clinical Skills Comprehensive Exam			
	Apply to Internship (APPIC) by Nov. 15			
	Total	10		

Year 3 Spring Online	Main	Credit Hours	Grade	Semester Completed
	PSYC 993 – Doctoral Project	1		
Year 3 Spring In-Seat	Main	Credit Hours	Grade	Semester Completed
	PSYC 862 – Practicum in Psychotherapy III	3		
	Elective	3		
	Elective	3		
	Total	10		

Year 3 Summer Online	Bi-Term I	Credit Hours	Grade	Semester Completed
	PSYC 940 – History and Systems of Psychology	1		
	Defend Doctoral Project			
Year 3 Summer In-Seat	Main	Credit Hours	Grade	Semester Completed
	PSYC 870 – Advanced Practicum	3		
	Submit Documentation of 20 CEUs			
	Total	4		

Year 4 Fall	Main	Credit Hours	Grade	Semester Completed
	PSYC 999 – Clinical Internship	3		
	Total	3		

Year 4 Spring	Main	Credit Hours	Grade	Semester Completed
	PSYC 999 – Clinical Internship	3		
	Total	3		

Year 4 Summer	Main	Credit Hours	Grade	Semester Completed
	PSYC 999 – Clinical Internship	3		
	Total	3		

*Note: The course sequence is provided as a convenience in planning and is not a curriculum contract nor a guarantee of completion in the 3+1 format.