Ph.D. in Clinical Psychology
Course Catalog and Handbook

2013-2014
Accreditation

University of the Cumberlands is accredited to award associate, baccalaureate, master’s, and doctoral degrees by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), 1866 Southern Lane, Decatur, GA 30033 • (404) 679-4500 • Fax: (404) 679-4558. Interested constituents may contact SACS 1) to inquire about the University’s accreditation status, 2) to file a third-party comment as part of its decennial review, or 3) to file a complaint alleging non-compliance with a standard or requirement. Any other inquiries, such as those concerning admissions requirements, financial aid, educational programs, should be addressed directly to the University and not to the Commission’s Office.

Non-Discrimination Policy

University of the Cumberlands does not illegally discriminate on the basis of race, color, national or ethnic origin, sex, disability, age, religion, genetic information, veteran status, because a person is a smoker or nonsmoker, or any other basis on which the University is prohibited from discrimination under local, state, or federal law, in its employment or in the provision of its services, including but not limited to its programs and activities, admissions, educational policies, scholarship and loan programs, and athletic and other University-administered programs. In order to fulfill its purpose, the University may legally discriminate on the basis of religion in employment, and the University has sought and 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 following person has been designated to handle inquiries or complaints regarding the disability nondiscrimination policy, including compliance with Section 504 of the Rehabilitation Act of 1973:

Dr. Tom Fish, Dean of Undergraduate Studies, Retention, and Assessment
Library 021, (606) 539-4216.

The following person has been designated to handle inquiries or complaints regarding the sex nondiscrimination policy including compliance with Title IX of the Education Amendments of 1972:

Ms. Pearl Baker, Human Resources Director and Title IX Coordinator
Gatliff Administration Office 116, (606) 539-4211.

The following person has been designated to handle inquiries or complaints regarding all other portions of the non-discrimination policy:

Mr. Steve Morris, Vice President for Business Services
Gatliff Administration Office 001, (606) 539-4597.
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.
INTRODUCTION

Congratulations on your acceptance into the Ph.D. in Clinical Psychology program! To have entered our graduate program means that you are already a successful learner and have gained considerable knowledge about the field of psychology. For the next few years, you will be immersed in the study of clinical psychology and will be well-prepared for entry into the field.

Completing a graduate degree involves many integrated activities and this handbook along with the Graduate Practicum and Internship Handbook (GPIH) will be essential reference documents for you as you progress through the program. Students in the doctoral program will also need to review and refer to the Dissertation Handbook. Additional material concerning University of the Cumberlands policies and procedures is available in the University of the Cumberlands Student Handbook.

At times, our policies and procedures may change, but you will be informed of any changes. All changes will be posted, emailed, and discussed with students during the program meetings that are scheduled each semester. Handbooks are also updated annually and are available through MyUC. If you have any questions or comments concerning our policies or procedures, please see your advisor or any member of the graduate faculty or staff.

Kristy Keefe, Psy.D.

Program Director, PhD in Clinical Psychology

August 2013
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Graduate Educational and Training Model

The PhD in Clinical Psychology resides as one entity within the University of the Cumberlands’ Graduate School, which in turn forms a part of the larger university structure. The university’s commitment to service is the foundation from which our doctoral program has been built. Our graduate programs are committed to developing highly competent and qualified clinicians and psychologists. The doctoral program in clinical psychology is based on a scientist-practitioner model of training and has adopted resolutions of the National Council of Schools and Programs of Professional Psychology (NCSPP) (Peterson et al., 1997) as a foundation for its goals, competencies, and curriculum plan.

Graduate Program Mission

The focus of the program is to train students for the general, integrative practice of clinical psychology. Students develop capacities for thinking in a systematic and disciplined manner about clinical cases, theories, assessment, diagnoses, case conceptualization, intervention, problem solving, and ethics. They learn to translate basic psychological science into clinical practice, judiciously consider various sources of data and weigh evidence from multiple sources, evaluate and modify beliefs based upon evidence, be outcome-oriented, and consider alternative viewpoints and perspectives. Scientific inquiry and research are viewed as improving critical thinking, and in the doctoral program the foundations of research design and statistics are well enough in place to enhance professional activity in these areas.

The faculty believe that graduate education is most effective when the relationship between students and faculty is characterized by mutual respect, responsibility, and dedication to excellence. The graduate programs are founded on a deep and abiding respect for diversity in individuals, the ethical practice of psychology, and a commitment to service to others. These foundation themes are reflected in the selection of students, the coursework and training experiences offered, and the faculty who serve as role models and mentors. The program has adopted core competencies and benchmarks from Competency Benchmarks: A Model for Understanding and Measuring Competence in Professional Psychology Across Training Levels (Training and Education in Professional Psychology, 3, 2009).

Program Goals and Competencies:

1. Ethics and Professional Identity Goal: To promote sound ethical and legal decision making in the practice of professional psychology.

   Competencies:

   1.A) Professional Values and Attitudes: as evidenced in behavior and comportment that reflect the values and attitudes of psychology.

   1.B) Ethical, Legal Standards and Policy: application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.
1. C) Reflective Practice / Self-Assessment / Self Care: practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.

2. Psychotherapy Skills Goal: To provide clinical skill development of main clinical skill competency areas outlined by the American Psychological Association for professional practice in psychology.

   Competencies:

   2.A) Relationships: relate effectively and meaningfully with individuals, groups, and / or communities.

   2.B) Intervention: interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and organizations.

   2.C) Evidence-Based Practice: integration of research and clinical expertise in the context of client factors.

   2.D) Management/ Administration: Manage the direct delivery of services (DDS) and / or the administration of organizations, programs, or agencies (OAP).

   2.E) Supervision / Consultation: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others. The ability to provide expert guidance or professional assistance in response to a client’s needs or goals.

3. Scientific Inquiry Goal: To promote scientific inquiry and critical thinking for professional practice in psychology.

   Competencies:

   3.A) Scientific Knowledge and Methods: understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.

   3.B) Research / Evaluating: generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.

4. Assessment and Diagnosis Goal: To foster the development of the clinical skills necessary to reliably identify and interpret the signs and symptoms of personal problems and/or mental health.

   Competencies:

   4.A) Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and organizations.

5. Individual Differences Goal: To promote an understanding of the breadth of normal human behavior and the ability to distinguish abnormal from normal human behavior. Students will be able to describe and appreciate the diversity and richness of human behavior represented by knowledge of different cultures, genders, ethnicities, races, religions, ages, physical/mental status, and other groups.

   Competencies:
5.A) Individual and Cultural Diversity: awareness, sensitivity and skills in working professionally with diverse groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.

6.B) Advocacy: actions targeting the impact of social, political, economic or cultural factors to promote change at the individual, institutional, and / or systems level.

Generalist Integrated Training in Psychology Goal: To provide a generalized and integrative theoretical understanding in the practice of clinical psychology.

6. Generalist Integrated Training in Psychology Goal: To provide a generalized and integrative theoretical understanding in the practice of clinical psychology.

Competencies:

6.A) Students will demonstrate an understanding of the biological, psychological, cognitive, affective, and social factors of mental health.

7. Experiential Learning Goal: To provide adequate practica experiences for development of clinical skill and competitiveness for pre-doctoral internships organized by Association of Pre-doctoral and Post-doctoral Internship Centers (APPIC).

Competencies:

7.A) Students will practice multiple treatment modalities (e.g., empirically validated) under supervision in a variety of mental health settings to demonstrate evaluation of treatment approaches.

7.B) Students will obtain an APPIC organized pre-doctoral internship in psychology and demonstrate integration of roles, knowledge, and skills of entry level psychologists.

Program Organization and Administration

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

Program Director, Ph.D. in Clinical Psychology and Associate Professor
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Program Resources

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/).

General Collection, Periodical, and Online Database Resources

In its general collection, Hagan Memorial Library over 450 volumes published since 2000 are 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 archives 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 homepage. The table above details some of 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.

**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, Office Suite 322 on the Florence, Kentucky Campus of University of the Cumberlands.

Tests and equipment are available to our 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 a student chooses to have another person return the test, the student who check out the test will be held responsible for any damage or missing items. Keep in mind that testing supplies are expensive and the replacement can range in cost from $20 to more than $1200 per item.

**Test Check-out Procedure**

Students may check out testing supplies on the Florence campus with the assistance of a full-time staff/faculty member. If testing equipment is needed, students should contact the Clinical Director, or another full-time staff/faculty member, to make arrangements to pick up the needed equipment. Students may check out tests during staff/faculty office hours or by appointment. If a student wishes to
check out testing equipment outside usual faculty office hours, such arrangements may be made by contacting the Clinical Director, Dr. Tammy Hatfield, at tammy.hatfield@ucumberlands.edu or at 859-980-7934.

**Returning Tests & Extending Check-out Time**

Testing equipment may be checked out for a period of one week and should be returned at that time. If there is no wait list for the test, students may extend their check-out period for another week. To request an extension, students should follow the above procedure, bring the equipment to the campus and check it out again. If travel to campus is not possible, students may request an extension by emailing the Clinical Director. An extension is considered granted when the Clinical Director sends 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 Clinical Director for guidance.

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 on time and the condition of the test kit.

**PROGRAM POLICIES AND PROCEDURES**

**Admissions**

To be considered for admission to doctoral studies in Clinical Psychology, applicants must:

- Complete the program application form (available online) and application fee.
- Submit up-to-date official copies of all prior baccalaureate and graduate work.
- Provide documentation of any professional certification, licensure, or practice in a recognized counseling field (e.g., alcohol/drug counseling, marriage and family therapy, professional counseling).
- Provide three letters of recommendation speaking to their academic preparation and/or professional orientation and experience. If applicant has previous graduate study, one letter must be sent from the applicant’s previous graduate program.
- Complete a pre-admissions interview in person or by phone.
- Personal statement: Submit a 500-word Statement of Purpose for graduate study.
- CV or resume.

After review of the completed application portfolio by the Program Director and faculty, successful applicants will be admitted unconditionally or be admitted 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 awarded.
Prior Study and Transfer Credit

What Courses can be Transferred?

With the approval of the Director of the PhD program and the Registrar, some coursework from other regionally accredited colleges and universities may be accepted as transfer credit toward the PhD program at University of the Cumberlands. Students who have completed graduate level work in psychology may 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 30 graduate hours may be transferred from another 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 PhD in Clinical Psychology program at the 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 dissertation work. Transfer credit will not be offered for PSYOL - 531 (Ethics and Legal Issues in Counseling & Psychotherapy); PSYC-860-867 (Doctoral Practicum/Seminar); PSYC-990 (Dissertation Research). 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. Transfer credit is not granted for on-campus coursework. Residency requirements of one year face-to-face instruction cannot be waived by transfer credit.
7. 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 Winter 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 include 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. Along with a Petition for Transfer Credit, a copy of the course syllabus from the semester in which the course was taken must be submitted. 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 submitted to the Administrative Director of the PhD in Clinical Psychology Program, Cassie Cockrum.

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 are received. Program Faculty reserve the right to require that students’ evidence satisfactory performance on a competency examination even for information obtained through transfer credits.

**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 PhD program (including internship and the defense of the dissertation) 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 financial aid office to ensure that taking a reduced load does not impact their status. For example, at the time of this writing, students who are receiving federal loans are required to enroll in a minimum of 6 credit hours per semester.

**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 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
- **AF** Failure due to excessive absences
- **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

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. Grade “F” cannot be used toward degree or non-degree programs but will be used toward computing GPA. Candidates for a graduate degree are required to have a combined cumulative grade point average of “B” in all courses. A “W” grade has no
bearing on the grade point average. Students wishing to withdraw prior to the end of the semester should complete an official withdrawal form from the Office of Academic Affairs.

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.

**Academic Standing**

**Time Limit for Degree Completion**

The Ph.D. in Clinical Psychology must be completed within seven years of enrolling. The Program Director must approve any request for an extension of this time limit.

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

1. Students must maintain a GPA of 3.0 to complete the program successfully.

2. A student whose GPA drops below 3.0 will be 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.

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.

**Residency Requirements**

Doctoral study requires a substantial investment of time, energy, and resources on the part of students. 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 residency requirement. This requirement stipulates that at least 2 academic training years must be at the University of the Cumberlands, and at least 1 year (40 consecutive weeks-Fall, Spring, Summer semesters equaling 32 semester credits) of which must be in full-time residence at the Northern Kentucky Campus of the University of the Cumberlands.

In addition, learners are required to complete a minimum of 50 clock hours of participation in professional activities. These activities must be completed during the Residency but extend beyond the
residency requirements described above. 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 doctoral professional psychology training. Students must submit certificates of completion to earn professional activity hours. These hours are documented in the student’s curriculum contract. Professional activity hours are usually filled by Continuing Education Credits (CEUs) offered at Psychology Conferences. For CEUs outside the field of psychology or offered as work related training experience, approval must be obtained by the Program Director.

Students are expected to travel to Northern Kentucky Campus of the University of the Cumberlands for their Advancement to Candidacy Examinations.

Identity Verification

The PhD in Clinical Psychology is designed as a hybrid program offering coursework in a variety of formats (i.e., on-line, face-to-face, independent study, and on-site training). Included in this is the programs commitment to ensuring student performance to maintain standards. Specifically, students must verify personal identity when completing academic work. This may take the form of taking competency exams in specific testing centers, submitting photo identification with role-play videos, and / or taking examinations during specified times through web-cam.

Academic Appeals

A student wishing to appeal a grade must appeal first to the professor 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 professor 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.

Professional Standing

An important part of entry-level education is the development of students as future professionals. The faculty believe that there are fundamental skills and abilities which are requisite not only for successful classroom performance, but are also crucial aspects of the practicing professional psychologist. Therefore, students are expected to exhibit classroom and clinical behaviors appropriate to professional psychologists. These behaviors include empathy, compassion, desire to be helpful, tolerance and use of affect, effective boundary management, understanding impact of self on others, respectful, effective interpersonal skills, openness to providing and receiving feedback, cooperation and collaboration, communication skills, and commitment to interpersonal competence. Students are informed of any deficiencies in these important behaviors which are observed by faculty and remedial steps are
discussed. Students are given written feedback on these behaviors as part of their “Professional Competency Evaluation” summaries. It is the student’s responsibility to schedule this review meeting with his/her academic advisor at mid-point and end of the first year in the program.

**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.

**Academic Integrity:** In order to ensure that the PhD 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 given a short quiz 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 University of the Cumberlands Policies and Procedures Handbook).

**Students with Emotional or Behavioral Difficulty**

The PhD 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:

1. Offering to provide or providing services that are beyond the scope of the student's training, experience or emotional functioning.

2. Conviction of a crime that has a direct bearing on the student practitioner's ability to practice competently.

3. Continued enrollment or practice by a student who has become unfit to continue with courses or to practice under supervision due to:
   a) Failure to keep current with current professional theory or practice;
   b) Inappropriate behavior in academic and/or clinical settings; or

4. 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.

5. Lewd or immoral conduct by a student in connection with the delivery of services to patients.

6. 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.

7. Rude, demanding, or threatening behavior toward another member of the University of the Cumberlands (student, faculty, staff or administration).

When such difficulties are identified and come to the attention of faculty, other students, or administration the student may be referred to the program faculty responsible for the student’s professional evaluation (PE). If the student difficulties are severe, the student may be placed on an emergency leave of absence following such consultation.

During this leave or evaluation period, the program faculty will undertake an assessment of the circumstances and severity of the student's impairment in a timely fashion. This assessment may include:

1. Evaluations submitted to the program faculty by the student's own consultant and/or outside consultants as recommended by the program faculty.

2. The opinions of experts on the academic faculty, clinical training faculty, and/or persons acting as consultants to the faculty.

3. The student's willingness to obtain remediation for existing problems.

4. The extent to which continued enrollment of the student will place unreasonable or excessive demands upon other students or faculty of the academic institution or clinical training site.

5. The student's ability to function as a trainee who has contact with clinical treatment populations.
6. The program faculty responsible for student evaluation will use the assessment information to determine an appropriate course of action. Possible outcomes include: advisement, remediation, probation, and dismissal.

Students may be referred to one or more of the following services as needed:

- Referred to tutoring services and or the Teaching and Learning Center
- Referred to Disability Services
- Referred to course coordinator/instructor
- Referred to Program Director – study skills
- Referred to Career Counseling and or Mental Health counseling services.

**Professional Misconduct**

**Student Misconduct**

Please see the student misconduct policy in the University of the Cumberlands Policies and Procedures handbook.

**Faculty Misconduct**

Please see the faculty misconduct policy in the University of the Cumberlands Policies and Procedures handbook.

**Professionalism Evaluation (PE)**

The University of the Cumberlands PhD in Clinical Psychology accepts it as an ethical responsibility to regularly review students’ professional competence. Professional competency is seen to be an essential function of graduate students and practitioners in the field of psychology. Professional competence includes personal skills and characteristics necessary for the successful and ethical practicing psychologist. The program conducts periodic evaluations of professional competency, including the outlined personal characteristics and skills documented below, as a part of evaluating students’ academic progress. Specifically, students must establish, develop, and maintain effective interpersonal, professional relationships with faculty, peers, support staff, allied professionals, organizations, and communities.

The essential functions to be considered when evaluating professional competency are:

*Empathy, Compassion, and Desire to be Helpful*
Expresses a desire to help others. Demonstrates compassion and awareness of suffering for those who are similar and dissimilar to oneself. Demonstrates empathetic listening, behavior, and attitude.

*Experience & Use of Affect*
Demonstrates awareness of inner emotional experience. Demonstrates emotional maturity.

*Tolerates Affect*
Demonstrates general capacity for affect tolerance, including effectively managing own affect. Tolerates uncertainty and ambiguity.
**Effective Boundary Management**
Demonstrates understanding of appropriate boundaries and displays general ability to manage boundaries.

**Recognizes Effects of Self on Others**
Demonstrates sensitivity to the effects of own identities, behaviors, affects, attitudes, values, and beliefs on others.

**Respectful Interactions with Others**
Shows honesty and integrity; values ethical behavior. Respects and shows interest in others’ cultures, experiences, values, points of view, goals, desires, fears, etc. even when inconsistent with personal and/or professional beliefs, experiences, values, models, etc. Interactions reflect basic knowledge of literatures on individual and cultural difference, such as racial identity, acculturation, and historical legacies of racial/ethnic minorities in the United States.

**Effective Interpersonal Skills in Challenging Situations**
Open-minded. Tolerates interpersonal conflict. Addresses problematic interpersonal situations using verbal and nonverbal skills.

**Open to Providing and Receiving Feedback**
Demonstrates willingness to admit errors. Listens to and acknowledges feedback from others.

**Cooperation and Collaboration**
Demonstrates ability to cooperate and consult with others.

**Expressive Skills**
Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills.

**Awareness of & Commitment to Interpersonal Competence**
Demonstrates a knowledge and clear understanding of interpersonal competencies that are expected in the field. Demonstrates general awareness of own level of interpersonal professional competence.

The rubric for the Professionalism Evaluation can be found in Appendix D.

Faculty will review student’s professional competency after the initial semester and at the end of the first academic year in the program.

1. After the clinical psychology faculty review meeting, each student and advisor will meet to discuss the rating and any remediation deemed appropriate.

2. If a student receives a negative PE a remediation plan is written. If they receive 2 negative PEs then will be referred to the Professional Evaluation Committee where they will be reviewed for dismissal from the program.

3. Students are given written feedback as part of each review.
Nothing in this policy discourages faculty from talking to students about seeking personal counseling or voluntary assistance before problems occur.

**Attendance/Participation in Clinical Psychology Functions, Activities, Surveys**

Throughout the academic year students may be required to attend various program functions. These may include such things as attending colloquium presentations by prospective or current faculty, participating in community education programs held by the Program, attending continuing education offerings sponsored by the Program, participation in feedback sessions scheduled by the CD, the Director, or the Academic Dean involvement in program evaluation activities, completing surveys and questionnaires required for APA accreditation and/or 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.

**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. Student’s personal and / or work email are not acceptable modes of communication.

**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, not coincide 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.
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 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.

Withdrawing from the University

A student desiring to withdraw from University of the Cumberlands within any semester must complete required paperwork and receive permission from the Vice President for 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 Cumberlands 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 “F.”

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 processed when aF’s are posted for all courses on a student’s schedule.

4. No student who withdraws from University of the Cumberlands is entitled to a grade report or transcript of credits until the student’s account is cleared by the Bursar’s Office.

5. The official date of withdrawal 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 attending 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 grade of a “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).

Leave of Absence

Students who must discontinue enrolling in coursework during the program may take a ‘leave of absence.’ However, this leave of absence does not alter the time limit for degree completion. Thus, if a student takes a leave of absence from enrolling in coursework, he or she is still expected to complete
the degree within the seven years from date of enrollment. Furthermore, if the student is actively working on their dissertation, they may not take a leave of absence and must enroll in dissertation credits as outlined by the dissertation policy. Leave of absence must be approved by the Program Director.

Disability Accommodations

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 on the inside front cover.) 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, Dr. Tom Fish Library 021, (606) 539-4216. 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.

Financial Policies

Current information on tuition and fees related to the doctoral program in Clinical Psychology is available from the Bursar’s Office and from the program website. Highlighted below are important policies and procedures concerning finances and financial aid.

Withdrawal / Refund Policy

To officially withdraw from all classes for a semester, a student must contact the Office of Academic Affairs (606-539-4214) and complete the withdrawal process. A student withdrawing from the program will receive a tuition refund as determined by the University’s Withdrawal / Refund Policy.

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

Courses Fifteen Weeks or Greater in Length

<table>
<thead>
<tr>
<th>Official Date of Withdrawal</th>
<th>Charge</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to Register</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Week 2 of classes</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>Week 3 of classes</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>Week 4 of classes</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Week 5 of classes</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>After 5th week of classes</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

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.

Curriculum

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

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 in the Clinical Psychology program may result in exposure to emotionally disturbing information and situations. Enrollment and attendance in class and on practicum presumes that students accept responsibility for any potential emotional or physical damages and does not hold the professor, department, or University liable.

The recommended sequence for the 3+1 curriculum are found in Appendix A.

Program Overview

The doctoral degree in Clinical Psychology is comprised of 90 semester credit hours of coursework. All coursework is required.
Standard Program of Studies

In the following outline of the curriculum, “PSYC” denotes a course taught in-seat or as proctored independent study, whereas “PSYOL” denotes a course offered online.

Ph.D. Required Courses

The courses required to complete the Ph.D. in Clinical Psychology at University of the Cumberlands are listed below.

PSYOL 501 Professional Development Seminar
PSYOL 531 Ethics and Legal Issues in Psychology
PSYOL 532 Lifespan Development
PSYOL 533 Personality Theory and Testing
PSYOL 536 Research Methods in Psychology
PSYOL 537 Etiology & Diagnosis of Abnormal Behavior
PSYOL 539 Social Basis of Behavior
PSYOL 540 Biostatistics
PSYOL 541 Neuropsychology & Biological Basis of Behavior
PSYOL 630 Grief and Crisis Interventions
PSYOL 631 Individual and Social Theory in Psychotherapy
PSYC 633 Group Psychotherapy
PSYC 640 Fundamentals of Clinical Interviewing & Psychotherapy
PSYC 833 Personality Assessment
PSYC 835 Cognitive Assessment
PSYOL 843 Supervision, Management, & Consultation
PSYC 844 Cognitive & Behavioral Approaches to Treatment
PSYC 860-863 Practicum in Psychotherapy
PSYC 864-867 Practicum in Assessment
PSYOL 930 Psychodynamic Approaches to Treatment
PSYOL 932 Cognitive & Affective Bases of Behavior
PSYC 938 Existential—Humanistic Approaches to Treatment
PSYOL 939: Clinical Applications
PSYOL 940 History and Systems of Psychology
PSYC 999 Clinical Internship

Clinical Practica and Internship

Clinical Practica

Clinical practica are intended to expose our 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.

Students will participate in 2 yearlong practica placements in a mental health setting under the supervision of a licensed psychologist. The first practicum involves a supervised experience at a placement site approved by the Clinical Director. Emphasis is on the application and development of various skills involved in therapy, consultation, diagnosis, assessment, and program management.
Students must concurrently participate in a weekly practicum seminar on the Northern Kentucky campus and are required to make case presentations. The second practicum involves advanced supervised field experience at a placement site approved by the Clinical Director. Emphasis is on the refinement of various skills involved in therapy, consultation, diagnosis, assessment, program management, and supervision. Students must concurrently participate in a weekly practicum seminar and are required to make case presentations. The doctoral practicum consists of a minimum of 16-20 hours per week on-site with a total 500 per year-1000 overall (per ASPPB Guidelines). As recommended by ASPPB, students may select to complete a third year of practicum (year 3-500 more hours, 1500 total) to build expertise in a specialty area.

Course Prerequisites for Practica

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


PSYOL 864-867 Practicum in Assessment Prerequisites: PSYC 860-863 Practicum in Psychotherapy, 833 Personality Assessment, and 835 Cognitive Assessment.

Practica Requirements

University of the Cumberlands has established the following requirements for the practicum experience, wherever it is located.

1. A minimum of 50% of your hours need 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.

   NOTE: In determining the hours of supervised professional experience which may be earned during the doctoral training program, University of the Cumberlands shall use 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.”

2. A portion of hours in service-related activities shall be devoted to face-to-face patient/client contact, including at least one hour weekly of scheduled individual, face-to-face supervision.

NOTE: The criteria for supervision of professional experience in the doctoral training program for sites located in the commonwealth of Kentucky are as follows:

1. There shall be a minimum of one hour weekly face-to-face supervision. *

2. At least 75% of the required hours of supervision must be done with a Licensed Psychologist* supervisor. No more than 25% of the required hours of supervision may be done with a licensed mental health professional other than a Licensed Psychologist as the supervisor.

* 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
meet the requirements specified in the Kentucky licensure law. It is the responsibility of the student to make sure that the practicum placement meets the requirement for licensure in the state where the student plans to practice.

External Supervisors

If an external supervisor is needed for an agency (e.g., supervisor is contracted from outside of the agency), the student and supervisor need to document the relationship between the supervisor and the agency. This usually takes the form of the contract between the agency and the supervisor documenting the student is not paying for the supervision directly. Additional documentation must be obtained concerning how the supervisor has access to the supervisee’s client records, how the supervisor was available for emergencies, and how the supervisor was able to evaluate the student’s work (e.g., videos, audio tapes, live observation, transcripts, etc.).

Each student takes PSYC 860-867 Clinical Practica throughout during the second and third year of the program. The Clinical Director at University of the Cumberlands must approve all rotations in advance. Students are required to purchase their own professional liability insurance coverage. All students must show proof of insurance prior to undertaking the clinical practica. Their insurance policy must name “University of the Cumberlands” and the practicum site as “also insured” under the policy.

Practica placements will be identified mutually by the Clinical Director and the student. The Clinical Director will work with each student in identifying and contacting potential mental health facilities and licensed psychologists appropriate for the clinical practica. However, students are ultimately responsible for securing practica training with the approval of the Clinical Director.

The clinical practicum is intended to offer a real-life opportunity for the diagnosis and treatment of mental disorders. Since each student’s clinical experience and exposure to the diagnosis and treatment of mental disorders depends upon the conditions of actual clients, experiences will vary.

Policy for Dealing with Trainee Impairment or Competency Problems

In the event that there are concerns about trainee’s progress, ethics, professionalism or competence, the supervisor will consult with the Clinical Director and may develop a plan for addressing concerns, which may include probationary status.

Program faculty or the Clinical Director may also inform Site Supervisors about any student competency problems or need for remediation that has been observed. Site supervisors are provided this information so that a plan for improvement in the area needing remediation can be developed.

Practicum Remediation

If a student receives a grade below a ‘B’ in any practicum course for any reason the student is placed on a practicum remediation plan for the following practicum course (See Appendix E). If the student receives below a ‘B’ for the practicum course while on remediation, faculty will review the student’s progress to consider a repeat of the practicum year or dismissal from the program. Any serious unethical behavior, impairment, or misconduct on practicum will fall under the aforementioned policies. See trainee impairment or the University of the Cumberlands Policies and Procedures Handbook.
Pre-Doctoral Internship

The student is required to complete one year of supervised professional experience in the field of Clinical Psychology. 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 with at least 100 hours of supervisory sessions by two licensed clinical psychologists with a minimum of two hours of individual, face-to-face supervision on a weekly basis. The internship is required for PhD students after successful completion of all doctoral coursework with a ‘B’ or better, comprehensive examinations, and residency requirements. Internship placements must be an Association of Psychology Postdoctoral and Internship Centers (APPIC) organized internship and approved by the Clinical Director.

Disclaimer: Practicum and internship students can sometimes be exposed to dangerous situations that involve potential harm at practicum/internship sites. Enrollment and attendance in practica/internship courses presumes that students accept responsibility for any potential emotional or physical damages and does not hold the professor, department, or University liable.

Advancement to Candidacy Examination

After the end of their 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; clinical skills and core content competency. The student must notify the Program Director in writing of their request to sit for the advancement to candidacy exam. This notification must be submitted at least 5 weeks prior to the exam date. No late requests will be accepted. (A student must have successfully obtained a “B” in the following courses to qualify for the CCCE: PSYC/OL 501,531,532,533,537,536,539,540,541,630,631,640,833,835,844,860,861, and 990.)

The core content examination focuses on the following domains commonly required for licensure as a clinical psychologist:

1. Biological and Social Bases of Behavior.
2. Psychological Tests and Measurements.
3. Treatment and Interventions.
4. Ethics and Professional Practice.
5. Diagnosis and Psychopathology
6. Developmental Psychology
7. Intelligence
8. Research Methods and Data Analysis

The core content examination will be based on questions students will be required to answer on the Examination for the Professional Practice in Psychology (EPPP). This exam is the national exam for licensure as a psychologist. The core content examination will be administered toward the end of the second year of coursework. The student must notify the Program Director in writing of his or her intent to take the core content examination. The student must meet the expected pass rate before the student is given approval to sit for the Clinical Skills Competency Exam. If the student does not meet the expected pass rate the student will be placed on probation and given formal remediation. The student will be provided one additional opportunity, during the next time the core content competency
evaluation is offered, to demonstrate 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 not be allowed to progress in the program.

For the second part of the competency examination (Clinical Skills Competency Exam or CSCE) the student submits an audio- or video-recorded clinical work sample, and a written clinical document describing a psychotherapy case that the student has seen with formal assessment. The student will be given an opportunity to defend their submission and respond to questions during an oral examination. The CSCE is offered during the beginning of the third year in the program. Students are expected to travel to the Northern Kentucky site for the CSCE. (A student must have successfully obtained a “pass” in the CCCE and a “B” in the following courses to quality for the CSCE: PSYC 633,862,938,991, and 863.)

The face-to-face, oral defense of the written document and clinical tapes format if the CSCE designed to provide an assessment of the student’s clinical reasoning within diverse conceptual frames. Formulations must be based on the relevant literature and on core psychological knowledge in science. The case materials must demonstrate the student’s abilities to: (1) establish and maintain a psychotherapeutic relationship; (2) self-reflect and critically analyze clinical material; (3) gather and use clinical data through diagnostic interviewing and formal assessment tools; (4) devise a treatment plan; and (5) to direct interventions appropriately and in accordance with this plan.

The clinical skills competency exam will focus on the following skill domains necessary for advanced practice under supervision. The exam will cover:

1. Application of Ethical Practice
2. Psychotherapy Relationship Building Skills
3. Treatment Planning, Effective Intervention, and Outcome Evaluation Skills
4. Evidence-Based Practice
5. Integration of Scientific Method and Research into Professional Practice
6. Assessment and Diagnostic Skills
7. Case Conceptualization Skills
8. Application of Individual and Cultural Diversity Bases of Behavior

The student shall receive formal written feedback concerning his or her clinical skill exam performance within two business weeks of completing the exam. A passing score will consist of at least two ratings at the pass level or higher. If the student does not receive two pass ratings on the evaluation the student will be placed on probation and given formal remediation in the skill domain assessed to be deficient.* The student will not be allowed to apply for internship until remediation is complete and he/she has successfully passed the CSCE. The student will be provided one additional opportunity, during the next time the clinical skill competency evaluation examination is given, to demonstrate the student has meet the requirements of the program. If the student does not receive a passing evaluation on the second attempt, the student will not be allowed to progress in the program. (See Appendix C)

*Remediation: If a student does not meet the requirements for any portion of the Advancement to Candidacy Exam they will be given the opportunity for formal remediation in the content domain assessed to be deficient. Formal remediation can 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 deficits identified in the clinical skill and/ or core content competency evaluation (See Appendix E).
**Doctoral Dissertation**

The doctoral dissertation 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, theoretical 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 dissertation can be of three types; empirical, program evaluation, or theoretical, each having its own unique format that will be explained in detail with the student upon agreement of dissertation topic with their assigned dissertation chair. *See Dissertation Handbook for further explanation, policies, and procedures.*

Upon completion of PSYC 990 and 991 Dissertation courses, a student shall submit a written proposal for dissertation topic to their dissertation committee. A dissertation committee consists of three examiners approved by the Research Coordinator 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 dissertation chair during the preparation of the doctoral dissertation. Dissertation Chairs are assigned by the Research Coordinator at the beginning of the student’s second year 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 dissertation.

After the dissertation manuscript is submitted in its completion and tentatively approved by the examining committee, an oral defense is required as the final step of the dissertation process. Before recommending the award of the Ph.D. in Clinical Psychology degree, the examiners must satisfy themselves that the dissertation is clearly written in APA format, recognizes appropriately previously published work on the subject, and represents a useful contribution to the field of Psychology.


**Protection of Human Participants in Research**

If a dissertation will involve the conduct of research with human participants, the study must be reviewed by the Ethics in Human Research Committee. Any study involving human participants requires review. Approval from this committee must be received prior to the initiation of the dissertation. The length of the approval process is dependent on the level of review required. Proposals should be sent to the Chair of the committee, Dr. Larry Cockrum [Larry.Cockrum@ucumberlands.edu](mailto:Larry.Cockrum@ucumberlands.edu).

**Format Papers**

Students are encouraged to purchase and familiarize themselves with the most recent edition of the Publication Manual of the American Psychological Association (6th ed.). The text, citations, and reference of the dissertation must conform to the guidelines in the Manual. Applicable sections of all papers must be completed using these general guidelines unless otherwise specified by the instructor. A separate set of guidelines for dissertation format is also published by the Program Research Coordinator, with which students should become familiar.
Course Descriptions

Below are course descriptions of all courses in the curriculum.

PSYOL 501 Professional Development Seminar

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 PhD 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.

PSYOL 531 - Ethical and Legal Issues in Clinical Psychology 3 credits

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.

PSYOL 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 counseling or clinical setting.

PSYOL 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 counseling.

PSYOL 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 counseling and psychotherapy. 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.

PSYOL 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, and other tools for facilitating accurate mental health diagnoses.

PSYOL 539 Social Bases of Behavior  3 credit hours

This course is designed to provide students with a comprehensive study of the skills, techniques, and information necessary to facilitate the psychotherapy process in a cross-cultural relationship. Specifically, it provides an understanding of human behavior as a function of social and cultural factors. Social psychology topics covered include social influence theory, attitude formation and change, social cognition, interpersonal perception, and stereotyping. Students will be encouraged to develop self-awareness of their own social and cultural biases as well as awareness of many other cultures. Special attention will be given to dimensions of culture, ethnicity, lifestyle, religion, socioeconomic status, and gender issues and how those factors affect the counseling relationship and the choice of treatment processes. The focus is on racial and ethnic basis of behavior with special emphasis on people of color, particularly in regards to cross-cultural psychology, psychology and social oppression, racism and psychology.

PSYOL 540 Biostatistics 3 credit hours

This course offers an introduction to statistical methodology for the mental health professions. 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. The course provides a solid foundation in statistical inference, statistical significance, and hypothesis testing.

PSYOL 541 – Neuropsychology & Biological Bases of Behavior  3 credits

This course explores the biological basis 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.

PSYOL 630 Grief and Crisis Interventions 3 credits

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 counselor can intervene to prevent ongoing impairment or distress for clients.

PSYOL 631 - Theory and Practice in Psychotherapy

This 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 credits
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.

**PSYC 640 Fundamentals of Clinical Interviewing & Psychotherapy  3 credits**

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 are involved in role-play situations, as well as submitting audio taped and videotaped examples demonstrating mastery of skills.

**PSYC 833 – Personality Assessment  3 credits**

This course will provide hands-on training for a variety of personality tests. Tests receiving special attention are The Rorschach Test, The Thematic Apperception Test (TAT), and the most current version of the MMPI-2. Appraisal of the individual through psychometric theory includes the development of a framework for understanding the individual personality, methods of data-gathering and interpretation, case study approaches, individual and group psychological and educational testing and the study of individual differences with consideration of ethnic, cultural and gender factors. Psychometric theory, test construction and measurement will be discussed.

**PSYC 835- Cognitive Assessment  3 credits**

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. Tests receiving special attention are current versions of WISC and WAIS as well as Raven’s Progressive Matrices.

**PSYC 938 - Existential-Humanistic Psychotherapy  3 credits**

This course offers some practical training as well as a theoretical foundation for the implementation of Existential-Humanistic Psychotherapy 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 Existential-Humanistic Psychotherapy.

**PSYOL 843 Supervision, Management, and Consultation  3 credits**

This class will cover an examination into current psychological theories and practices of Industrial/Organizational Psychology. Assessment, motivation, performance and the classic Hawthorne Effect shall be investigated. Furthermore, students will learn the purpose and methods of conducting clinical supervision and consultation. Several theories of supervision and consultation will be presented.

**PSYC 844 – Cognitive-Behavioral Therapy  3 credits**
This course offers some 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.

**PSYC 860-863 Clinical Practica in Psychotherapy  8 credits**

This course involves a supervised experience at a placement site approved by the Clinical Director. 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 16-18 hours per week on site. Students must concurrently participate in a weekly practicum seminar and are required to make case presentations. Prerequisites: Approval by the Clinical Director.

**PSYC 864-867 Clinical Practica in Assessment  8 credits**

Course Description: This course involves an advanced supervised field experience at a placement site approved by the Clinical Director. 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 16-18 hours per week on site. Students must concurrently participate in a weekly practicum seminar and are required to make case presentations. Prerequisites: Approval of the Clinical Director and the successful completion of the clinical skills comprehensive examination.

**PSYOL 930 Psychodynamic Approaches to Treatment 3 credit hours**

This course explores the theoretical underpinnings of modern psychoanalytic theory as it was originally formulated by Sigmund Freud at the end of the 19th Century and further developed by Sigmund Freud and Carl Gustav Jung in the early part of the 20th Century. The emphasis of this course is on the study of authentic, historically important writings on theories of the unconscious mind, defense mechanisms of repression, sexual desire as the primary motivational energy of human life, archetypes and symbols, and the interpretation of dreams as sources of insight into unconscious desires. Included, is a discussion of therapeutic techniques, including the use of dream interpretation and free association.

**PSYOL 932 Cognitive & 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.

**PSYOL 939 Clinical Applications**

This course covers a special topic concerning the diagnosis and/or treatment of a mental health issue.

**PSYOL 940 History and Systems of Psychology  2 credits**

Course Description: 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 990-993 - Doctoral Dissertation  12 credits**
The doctoral dissertation is a five-chapter original written report that (i) represents significant scholarship on the part of the student; (ii) presents the results of the student’s own clinical, theoretical or applied research; (iii) and 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.

**PSYC 999 Clinical Internship  non-credit course**

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 PhD students after successful completion of all doctoral coursework, comprehensive examinations, and residency requirements. Internship placements must be an APPIC organized internship and approved by the Clinical Director. Prerequisites: Completion of coursework, comprehensive exams, and dissertation proposal.
Agreement Contract

(To be placed in the student’s file)

I, __________________________________________ (student name), have received and read the Course Catalog and Handbook from the PhD Program in Clinical Psychology and have read the Policies and Procedures Handbook of the 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.

Signature____________________________________ 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: Tentative Ph.D. (3+1) Course Sequence  2013-2014
Name: ___________________________ Anticipated Graduation Date: ______________

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<th>Year I On-line</th>
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**Second Year Total: 32**
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PhD without MA Credit Hours

90 credit hours.

Notes: †Students enroll in dissertation until it is completed.
APPENDIX B: PROFESSIONAL COMPETENCY EVALUATION (PE)
University of the Cumberlands
PhD in Clinical Psychology

Rating Form

Student Name: 

Faculty Member Completing Form: 

Date Evaluation Completed: 

Licensed Psychologist: Yes  No

Point of Review: 
Mid-year review      Final Review      Other (please describe):


Not at All/Slightly = 0          Somewhat = 1          Moderately = 2          Mostly = 3          Very = 4          No Opp. = [N/O]
Rate items in that column by responding to the following question using the scale below:

**How characteristic of the student’s behavior is this competency description?**

<table>
<thead>
<tr>
<th>Not at All/Slightly</th>
<th>Somewhat</th>
<th>Moderately</th>
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<td>0</td>
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If you have not had the opportunity to observe a behavior in question, please indicate this by circling “No Opportunity to Observe” [N/O].

---

**Interpersonal Professional Relationships** - Establishes, develops, and maintains effective interpersonal, professional relationships with clients¹, supervisors, supervisees, faculty, peers, support staff, allied professionals, organizations, and communities (e.g., effective working alliances/therapeutic relationships with clients, supervisory relationships that foster the growth and development of supervisees and facilitate client progress)

**READINESS FOR PRACTICUM**

1. **Empathy, Compassion, & Desire to be Helpful**

   - **Expresses desire to help others**

     | 0 | 1 | 2 | 3 | 4 | [N/O] |

   - **Demonstrates compassion (awareness of suffering and the wish to relieve it) for others who are similar to oneself**

     | 0 | 1 | 2 | 3 | 4 | [N/O] |

   - **Demonstrates empathic listening, behavior, and attitude**

     Examples: accurately reflects others’ feelings

     | 0 | 1 | 2 | 3 | 4 | [N/O] |

---

¹ “Clients” refers to individuals, couples, families, and/or groups or role-play participants

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<p>| Not at All/Slightly = 0 | Somewhat = 1 | Moderately = 2 | Mostly = 3 | Very = 4 | No Opp. = [N/O] |</p>
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<tr>
<td><strong>2. Experience &amp; Use of Affect</strong></td>
<td>Demonstrates awareness of inner emotional experience</td>
<td>Examples: notices and expresses feelings</td>
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<td><strong>Demonstrates emotional maturity</strong></td>
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<td>Examples: demonstrates comfort with range of emotions; affect does not overwhelm judgment; resiliency around distressing affect</td>
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<td><strong>3. Tolerates Affect</strong></td>
<td>Demonstrates general capacity for affect tolerance, including effectively managing own affect</td>
<td>Examples: demonstrates comfort with others’ affect; measured vs. impulsive reaction to own feelings; manages stress</td>
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<td><strong>Tolerates ambiguity and uncertainty</strong></td>
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<td>Examples: is flexible when things don’t go according to plan</td>
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<td><strong>READINESS FOR PRACTICUM</strong></td>
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<td><strong>4. Effective Boundary Management</strong></td>
<td>Demonstrates understanding of appropriate boundaries and displays general ability to manage boundaries</td>
<td>Examples: recognizes differences between personal and professional relationships; differentiates session content in the context of one’s own interests and the client’s therapeutic interests</td>
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<td><strong>5. Recognizes Effects of Self on Others</strong></td>
<td>Demonstrates sensitivity to the effects of own identities, behaviors, affects, attitudes, values, and beliefs on others</td>
<td>Examples: understands aspects of self that affect others, such as facial expressions or posture; understands that others may perceive self differently and interpersonal interactions are shaped by own and others’ identities; sensitive to the effects of self on others; examines interactions for effects of self on others</td>
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<td>Not at All/Slightly = 0</td>
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<td>Mostly = 3</td>
<td>Very = 4</td>
<td>No Opp. = [N/O]</td>
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</table>
## READINESS FOR PRACTICUM

### 6. Respectful Interactions with Others [Across Difference]

**Shows honesty and integrity; values ethical behavior**

Examples: follows through on commitments; shows care in speaking about confidential client material; shows respect for whole client; does not label client pejoratively; is respectful and considerate in interactions with support staff

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**Respects and shows interest in others’ cultures, experiences, values, points of view, goals, desires, fears, etc. even when inconsistent with personal and/or professional beliefs, experiences, values, models, etc.**

Examples: actively participates in course discussions about diversity issues and welcomes others’ perspectives; develops better understanding of others’ perspectives; able to modify own beliefs/biases

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**Interactions reflect basic knowledge of literatures on individual and cultural difference, such as racial identity, acculturation, and historical legacies of racial/ethnic minorities in the United States**

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## READINESS FOR PRACTICUM

### 7. Demonstrates Effective Interpersonal Skills in Challenging Situations

**Open-minded**

Examples: acknowledges others’ opinions; articulates more than one perspective in discussions; maintains a broad belief system; statements reflect acceptance of diversity of opinions or beliefs

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**Tolerates interpersonal conflict**

Examples: maintains engagement during interpersonal conflict; able to process interpersonal conflict; is not confrontational or dismissive in discussions with others who have differing opinions

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**Addresses problematic interpersonal situations using verbal and nonverbal skills**
Examples: verbally acknowledges and engages in discussion of disagreements with colleagues and instructors; does not deny or minimize problematic situation when raised; tolerates discussion of problematic situation without overly hostile or defensive stance; generates possible resolution strategies or ways to handle problematic encounters

0 1 2 3 4 [N/O]

**READINESS FOR PRACTICUM**

**8. Open to Providing & Receiving Feedback**

**Demonstrates willingness to admit errors**

Examples: pursues correction of errors rather than shifting focus to errors of others; acknowledges mistakes forthrightly

0 1 2 3 4 [N/O]

**Listens to and acknowledges feedback from others**

Examples: acknowledges potential challenges and ways to overcome challenges; does not demonstrate non-verbal rejection such as changing subjects or giving a cursory acknowledgement; attentive to others’ ideas and perspectives on own ideas and work; open to feedback

0 1 2 3 4 [N/O]

**9. Cooperation & Collaboration**

**Demonstrates ability to cooperate with others**

Examples: works effectively with peers in group projects; contributes to group discussion; shares own work; sees the goals and outcomes of group tasks as accomplishments of the group rather than self accomplishments; adopts a group identity in working tasks rather than an individual identity

0 1 2 3 4 [N/O]

**READINESS FOR PRACTICUM**

**10. Expressive Skills**

**Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills**

Examples: written work is organized, easy to understand, and conveys the main points; shares opinions with others using language that others can understand; non-verbal behavior is consistent with verbal communications

0 1 2 3 4 [N/O]

**READINESS FOR PRACTICUM**

**11. Awareness of & Commitment to Interpersonal Competence**

**Demonstrates knowledge and clear understanding of interpersonal competencies that are expected in the field**

Examples: reviews Benchmarks document

0 1 2 3 4 [N/O]
**Demonstrates general awareness of own level of interpersonal professional competence**

Examples: self ratings generally congruent with ratings by instructors and supervisors

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Comments:

Signature of Faculty

______________________________________________________________ Date___________________

Signature of Student

______________________________________________________________ Date___________________

Signature of Program Director

______________________________________________________________ Date___________________
Appendix C: Competency Benchmarks*
University of the Cumberlands
PhD in Clinical Psychology

Clinical Skills Comprehensive Exam (CSCE)

Trainee Name: 
Evaluating Faculty Member: (please include highest degree earned): 

Date Evaluation Completed: 
Licensed Psychologist: Yes No 

Dates of Training Experience this Review Covers: 

Rate each item by responding to the following question using the scale below:

How does the student demonstrate this competency description in the submitted materials and oral defense?

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Near the end of the rating form, you will have the opportunity to provide a narrative evaluation of the student’s current level of competence.

**GOALS & COMPETENCIES**

**Goal 1. ETHICS AND PROFESSIONAL IDENTITY**

1A. Professional Values and Attitudes: as evidenced in behavior and comportment that reflect the values and attitudes of psychology.

| 1A1. Integrity - Honesty, personal responsibility and adherence to professional values |
| Adherence to professional values infuses work as psychologist-in-training; recognizes situations that challenge adherence to professional values | 0 | 1 | 2 | 3 | 4 | [N/O] |

| 1A2. Deportment |
| Communication and physical conduct (including attire) is professionally appropriate, across different settings | 0 | 1 | 2 | 3 | 4 | [N/O] |

| 1A3. Accountability |
| Accepts responsibility for own actions | 0 | 1 | 2 | 3 | 4 | [N/O] |

| 1A4. Concern for the welfare of others |
| Acts to understand and safeguard the welfare of others | 0 | 1 | 2 | 3 | 4 | [N/O] |

| 1A5. Professional Identity |
Displays emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development

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1B. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

1B1. Knowledge of Ethical, Legal and Professional Standards and Guidelines
Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations

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1B2. Awareness and Application of Ethical Decision Making
Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma

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1B3. Ethical Conduct
Integrates own moral principles/ethical values in professional conduct

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1C. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.

1C1. Reflective Practice
Displays broadened self-awareness; utilizes self-monitoring; displays reflectivity regarding professional practice (reflection-on-action); uses resources to enhance reflectivity; demonstrates elements of reflection-in-action

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1C2. Self-Assessment
Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills

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1C3. Self-Care (attention to personal health and well-being to assure effective professional functioning)
Goal 2. PSYCHOTHERAPY SKILLS

2A. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.

2A1. Interpersonal Relationships
Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines

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2A2. Affective Skills
Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively

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2A3. Expressive Skills
Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language

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2B. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.

2B1. Intervention planning
Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation

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2B2. Skills
Displays clinical skills

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2B3. Intervention Implementation
Implements evidence-based interventions

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2B4. Progress Evaluation
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<th>Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures</th>
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<tr>
<td><strong>2C. Evidence-Based Practice</strong>: Integration of research and clinical expertise in the context of patient factors.</td>
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<tr>
<td><strong>2C1. Knowledge and Application of Evidence-Based Practice</strong></td>
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<tr>
<td>Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences</td>
<td>0 1 2 3 4 [N/O]</td>
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<td><strong>2D. Management-Administration</strong>: Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).</td>
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<td><strong>2D1. Appraisal of Management and Leadership</strong></td>
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<tr>
<td>Forms autonomous judgment of organization’s management and leadership</td>
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<td><strong>2D2. Management</strong></td>
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<tr>
<td>Demonstrates awareness of roles of management in organizations</td>
<td>0 1 2 3 4 [N/O]</td>
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<td><strong>2D3. Administration</strong></td>
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<td>Demonstrates knowledge of and ability to effectively function within professional settings and organizations, including compliance with policies and procedures</td>
<td>0 1 2 3 4 [N/O]</td>
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<td><strong>2E. Supervision &amp; Consultation</strong>: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others &amp; the ability to provide expert guidance or professional assistance in response to a client’s needs or goals.</td>
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<td><strong>2E1. Role of Consultant</strong></td>
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<td>Demonstrates knowledge of the consultant’s role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher)</td>
<td>0 1 2 3 4 [N/O]</td>
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</table>
2E2. Addressing Referral Question
Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions

0 1 2 3 4 [N/O]

2E3. Communication of Consultation Findings
Identifies literature and knowledge about process of informing consultee of assessment findings

0 1 2 3 4 [N/O]

2E4. Application of Consultation Methods
Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings

0 1 2 3 4 [N/O]

2E5. Expectations and Roles
Demonstrates knowledge of, purpose for, and roles in supervision

0 1 2 3 4 [N/O]

2E6. Processes and Procedures
Identifies and tracks progress achieving the goals and tasks of supervision; demonstrates basic knowledge of supervision models and practices

0 1 2 3 4 [N/O]

2E7. Skills Development
Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals

0 1 2 3 4 [N/O]

2E8. Supervisory Practices
Provides helpful supervisory input in peer and group supervision

0 1 2 3 4 [N/O]

Goal 3. SCIENTIFIC INQUIRY

3A. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.

3A1. Scientific Mindedness
Values and applies scientific methods to professional practice

0 1 2 3 4 [N/O]

3A2. Scientific Foundation of Psychology
### 3A3. Scientific Foundation of Professional Practice

| Demonstrates knowledge, understanding, and application of the concept of evidence-based practice | 0 | 1 | 2 | 3 | 4 | [N/O] |

### 3B. Research/Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.

#### 3B1. Scientific Approach to Knowledge Generation

| Demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology | 0 | 1 | 2 | 3 | 4 | [N/O] |

#### 3B2. Application of Scientific Method to Practice

| Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs | 0 | 1 | 2 | 3 | 4 | [N/O] |
Goal 4. ASSESSMENT AND DIAGNOSTIC SKILLS

4A. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.

4A1. Knowledge of Measurement and Psychometrics
Selects assessment measures with attention to issues of reliability and validity

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4A2. Knowledge of Assessment Methods
Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances

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4A3. Application of Assessment Methods
Selects appropriate assessment measures to answer diagnostic question

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4A4. Diagnosis
Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity

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4A5. Conceptualization and Recommendations
Utilizes systematic approaches of gathering data to inform clinical decision-making

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4A6. Communication of Assessment Findings
Writes adequate assessment reports and progress notes and communicates assessment findings verbally to client

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Goal 5. INDIVIDUAL DIFFERENCES

5A. Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.
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<thead>
<tr>
<th>5A1. Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context</th>
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<tr>
<td>Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation</td>
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<th>5A2. Others as Shaped by Individual and Cultural Diversity and Context</th>
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<tr>
<td>Applies knowledge of others as cultural beings in assessment, treatment, and consultation</td>
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<th>5A3. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context</th>
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<td>Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others</td>
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<th>5A4. Applications based on Individual and Cultural Context</th>
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<tr>
<td>Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation</td>
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<tr>
<th>5B. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.</th>
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<tr>
<td>5B1. Empowerment</td>
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<tr>
<td>Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision</td>
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<th>5B2. Systems Change</th>
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<td>Promotes change to enhance the functioning of individuals</td>
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</table>
Overall Assessment of Trainee’s Current Level of Competence

Please provide a brief narrative summary of your overall impression of this trainee’s current level of competence. In your narrative, please be sure to address the following questions:

- What are the trainee’s particular strengths and weaknesses?
- Do you believe that the trainee has reached the level of competence expected by the program at this point in training?
- If applicable, is the trainee ready to move to the next level of training, or independent practice?

Signature of Student

_____________________________________

Faculty Member

_____________________________________

Date

_____________________________________

Student Comments Regarding Evaluation:
APPENDIX D: Graduate Survey PhD in Clinical Psychology

PhD in Clinical Psychology Graduation Survey

Professional Activities

(Please answer all questions, if possible. Most information is required for APA accreditation reports. Please understand that this information will be kept confidential)

Please check YES or NO – and if YES please list information where indicated. In the past academic year, were/have you been...

A member of a professional or research society? ☐ Yes ☐ No If yes, please list:

An author or co-author of workshops, oral presentations and/or poster presentations at professional meetings? ☐ Yes ☐ No If yes, please list title/location:

An author or co-author of books, book chapters or articles in peer-reviewed professional/scientific journals? ☐ Yes ☐ No If yes, please list title/location:

Involved in grant-supported research? ☐ Yes ☐ No If yes, please list:

Attended any professional conferences/meetings? ☐ Yes ☐ No If yes, please list:

Involved in teaching? ☐ Yes ☐ No

Involved in reading journals on a regular basis? ☐ Yes ☐ No

A participant in any continuing education activities (CEs)? ☐ Yes ☐ No

Involved in any volunteer and/or community activities? ☐ Yes ☐ No

Involved in any leadership roles in professional or community groups? ☐ Yes ☐ No

POST-GRADUATION ACTIVITIES

Are you doing a formal post doctoral fellowship or residency? ☐ Yes ☐ No

Post-doctoral position begins (month/year) ____________ Ends ____________

Name of Post-doctoral Site: __________________________________________

City and State: ______________________________________________________
Post-doctoral Setting [Check the single best fitting description]: ______ Community Mental Health Center

______ Health Maintenance Organization
______ Medical Center
______ Military Medical Center
______ Private General Hospital
______ General Hospital
______ Veterans Affairs Medical Center
______ Private Psychiatric Hospital
______ State or County Hospital
______ Correctional Facility
______ School District or System
______ University Counseling Center

______ Academic Teaching Position
______ Academic – Doctoral Program
______ Academic – Masters Program
______ Academic – 4-year College
______ Academic – Community or 2-year College
______ Academic – Adjunct Professor
______ Independent Practice
______ Academic Non-Teaching Position
______ Medical School
______ Student
______ Multiple Setting
______ Not Currently Employed
______ Other (Specify):______________________

EMPLOYMENT

Will you be employed (other than the post-doctoral position noted above)? ☐ Yes ☐ No

Name of Employment Site ____________________________________________________________

Job Title: _______________________________________________________________________

City and State: ____________________________________________________________________

Initial employment setting (Check the single best fitting description): ______ Community Mental Health Center

______ Health Maintenance Organization
______ Medical Center
______ Military Medical Center
______ Private General Hospital

______ Academic Teaching Position
______ Academic – Doctoral Program
______ Academic – Masters Program
______ Academic – 4-year College
______ Academic – Community or 2-year College
______ Academic – Adjunct Professor
______ Independent Practice
INTERNSHIP DATA

Name of internship site: __________________________________________________________

Type of facility: ________________________________________________________________

Primary supervisor at internship site: ______________________________________________

Director of training at internship site: ______________________________________________

Did you match on match day? □ Yes □ No

Were you matched using the clearinghouse? □ Yes □ No

Was your internship position funded? □ Yes □ No

Was your internship position funded? □ Yes □ No

Was your internship APA accredited? □ Yes □ No

What was your rank of the site?_______

Date Internship Began: _________ Date Internship Ended: _________ Stipend: ___________

Benefits: □ Yes □ No Vacation: □ Yes □ No

Insurance: □ Yes □ No Sick Leave: □ Yes □ No

EDUCATIONAL AND RESEARCH OPPORTUNITIES:

Are seminars available to interns? □ Yes □ No

Is seminar attendance mandatory? □ Yes □ No

Is time made available for research? □ Yes □ No
Are support services available? ☑ Yes ☐ No

Is time provided for attendance at professional meetings? ☑ Yes ☐ No

Did site hold its own conferences/bring in speakers? ☑ Yes ☐ No

Were there opportunities to supervise externs? ☑ Yes ☐ No

If so, was this supervision itself supervised? ☑ Yes ☐ No

Number of hours of supervision per week: _____ Individual _____ Group

PSYCHODIAGNOSTIC EXPERIENCE:

Number of assessment batteries completed: ________

Please list the assessment instruments which you utilized:
_____________________________________________________________________________________

TREATMENT/INTERVENTIONS EXPERIENCE:

Theoretical orientations emphasized:

On the average, how many hours per week did you spend in the following:

Individual Therapy _____ Group _____ Conjoint _____ Family _____ Crisis/On-call ________

Intake/DX Interview _____ Psychological Testing ________

Other ________ (explain)

Were you able to see patients more than once per week? ☑ Yes ☐ No

Were you able to do some longer-term therapy (more than twenty sessions)? ☑ Yes ☐ No

Were you able to complete paperwork/essential tasks during on-site hours? ☑ Yes ☐ No

Were you able to record sessions at the site? Audio / Video (please circle) ☑ Yes ☐ No

OTHER CLINICAL AND RELATED EXPERIENCE:

Please describe opportunities/experiences available at the site for program development, consultation-education liaison, psycho-education activities, developing and/or presenting workshops, etc. (Average # of hours per week: ________

OVERALL RATING OF INTERNSHIP EXPERIENCE: (Rating Scale: 1 = Excellent; 2 = Good; 3 = Fair; 4 = Poor)

Overall Quality Opportunities For Sharing with Peers
Supervision          Self-directed Pursuits
Therapy Training     Professional Growth
Assessment Training  Personal Development
Seminars             Address Internship Goals
New Skills Development New Skills Development

**DISSERTATION:**

Which category best describes your dissertation?:

_______Quantitative/experimental   _______Case study
_______Program development _______Qualitative
_______Theoretical _______Meta-analysis
APPENDIX E: Competency Remediation Plan*
University of the Cumberlands
PhD in Clinical Psychology

Date of Competency Remediation Plan Meeting:
Name of Trainee:
Primary Supervisor/Advisor:
Names of All Persons Present at the Meeting:
All Additional Pertinent Supervisors/Faculty:
Date for Follow-up Meeting(s):
Assessment that identified need for remediation: (GPA, Professional Competency Evaluation 1 or 2, Practicum Evaluation Y1, CCCE, CSCE, Practicum Evaluation Year 2, Dissertation Proposal, Internship Evaluation)

Circle all competency domains in which the trainee’s performance does not meet the benchmark in academic and applied work:

Foundation Competencies: Professionalism, Ethical Legal Standards and Policy, Reflective Practice/Self-Assessment/Self-care, Scientific Knowledge and Methods, Relationships, Individual and Cultural Diversity

Functional Competencies: Assessment, Intervention, Evidence Based Practice, Consultation / Supervision, Management-Administration, Advocacy, Research/Evaluating,

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

Date(s) the problem(s) was brought to the trainee’s attention and by whom:

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

Steps already taken by the supervisor(s)/faculty to address the problem(s)
<table>
<thead>
<tr>
<th>Competency Domain/ Essential Components</th>
<th>Problem Behaviors</th>
<th>Expectations for Acceptable Performance</th>
<th>Trainee’s Responsibilities/ Actions</th>
<th>Supervisors’/ Faculty Responsibilities/ Actions</th>
<th>Timeframe for Acceptable Performance</th>
<th>Assessment Methods</th>
<th>Dates of Evaluation</th>
<th>Consequences for Unsuccessful Remediation</th>
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I, ______________________, have reviewed the above competency remediation plan with my primary supervisor/advisor, any additional supervisors/faculty, and the director of training. My signature below indicates that I fully understand the above. I agree/disagree with the above decision (please circle one). My comments, if any, are below (PLEASE NOTE: If trainee disagrees, comments, including a detailed description of the trainee’s rationale for disagreement, are REQUIRED).

______________________________  ______________________  ______
Trainee  Name  Date  Training Director  Date

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

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

### SUMMATIVE EVALUATION OF COMPETENCY REMEDIATION PLAN

Follow-up Meeting(s):
Date (s):
In Attendance:

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<tr>
<th>Competency Domain/ Essential Components</th>
<th>Expectations for Acceptable Performance</th>
<th>Outcomes Related to Expected Benchmarks (met, partially met, not met)</th>
<th>Next Steps (e.g., remediation concluded, remediation continued and plan modified, next stage in Due Process Procedures)</th>
<th>Next Evaluation Date (if needed)</th>
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I, ______________________, have reviewed the above summative evaluation of my competency remediation plan with my primary supervisor(s)/faculty, any additional supervisors/faculty, and the director of training. My signature below indicates that I fully understand the above. I agree/disagree with the above outcome assessments and next steps (please circle one). My comments, if any, are below. (PLEASE NOTE: If trainee disagrees with the outcomes and next steps, comments, including a detailed description of the trainee’s rationale for disagreement, are REQUIRED).

______________________________  ___________________________
Trainee                      Date                              Training Director    Date

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