



Combined Doctoral Program in
Counseling and School
Psychology



Program Handbook
2026-2027

"Transforming Hearts and Minds to Serve the World"

Revised September, 2026

Table of Contents

I. INTRODUCTION	<u>1</u>
II. MISSION AND PURPOSE OF RIVIER UNIVERSITY	<u>1</u>
III. PURPOSE OF THE DOCTORAL PROGRAM IN COUNSELING AND SCHOOL PSYCHOLOGY	<u>2</u>
IV. PROGRAM MISSION STATEMENT, AIMS, COMPETENCIES, AND ELEMENTS	<u>4</u>
1. Mission Statement	
2. Aims of the PsyD Program	
3. Competencies and Elements of the PsyD Program	
4. Technical Standards (Essential Elements of Successful Completion) of the PsyD Program	<u>8</u>
V. ORGANIZATION AND GOVERNANCE	<u>8</u>
1. Division of Counseling and Psychology Faculty	
2. Division Curriculum Committee	<u>9</u>
3. Core Faculty Committee	
4. Program Committee	
5. Student Advisory Committee	
VI. PROGRAM ADMISSION	<u>10</u>
1. Admissions and Enrollment Overview	
2. Admissions Criteria and Materials	<u>11</u>
3. Application Requirements	<u>12</u>
4. Application Review Process	<u>13</u>
5. Interviews	
6. Application Deadlines	
7. Application Withdrawal	<u>14</u>
8. Deferral of Admission	
9. Diversity	
10. Orientation	
11. Assignment of Academic Advisors	<u>15</u>
VII. PROGRAM OF STUDY	
1. Guidelines for Development of the Program of Study	
2. Method of Instruction	
3. Rivier University Policy for Transfer Credits	<u>20</u>
4. Program Policies for Transfer Credits	
5. Overview of Courses	
6. Prerequisite Courses	<u>21</u>
7. Foundation Courses	
8. Core Courses	<u>22</u>
9. Elective Courses	<u>23</u>
10. Doctoral Research Project Courses	
11. Practicum and Internship	<u>24</u>
12. Course Evaluation	<u>25</u>
13. Minimum Levels of Achievement for Learning Experiences	<u>26</u>
14. Competency Evaluation	<u>27</u>
15. Outside Employment	<u>28</u>
16. Dedicated Days on Campus	
17. Program Calendar	
VIII. BASIC CONTENT AREA INTEGRATED APPLICATION	<u>29</u>

IX. COMPREHENSIVE EXAMINATION	<u>30</u>
1. Written Examination Content	
2. Written Examination Reevaluation	<u>31</u>
3. Oral Examination Content	<u>32</u>
4. Oral Examination Reevaluation	
X. PRACTICUM PLACEMENTS AND CLINICAL QUALIFYING EXAMINATION	<u>33</u>
XI. INTERNSHIP	<u>34</u>
XII. DOCTORAL RESEARCH PROJECT	<u>35</u>
XIII. POLICIES AND PROCEDURES	<u>36</u>
A. Student Rights and Responsibilities	
B. Statement of Nondiscrimination	
C. Student Advising	
D. Academic Standing	
E. Need for Improvement in Performance or Progress	
F. Annual Review	
G. Review of Concerns About Student Progress	
H. Academic Appeal	
I. Academic Integrity	
J. Withdrawal	
K. Leave of Absence	
L. Reenrollment	
M. Dismissal	
N. Student Services	
XIV. PROFESSIONAL ORGANIZATIONS	<u>43</u>
XV. Appendices	<u>45</u>
Appendix 1: Technical Standards of the PsyD Program	
Appendix 2: List of Program Core Faculty Members	
Appendix 3: Admissions guidelines and Rubric	
Appendix 4: Standard PsyD Program Curriculum	
Appendix 5: Program of Study Form	
Appendix 6: Request for Course Transfer Form	
Appendix 7: Curriculum Competency Map	
Appendix 8: Eligibility for Comprehensive Examination Form	
Appendix 9: Request for Permission to Apply for Internship Form	
Appendix 10: Performance-Improvement Support Plan	
Appendix 11: Information Considered During the Annual Review	
Appendix 12: Professional Goals and Activities Form	
Appendix 13: Annual Review Disposition Form	
Appendix 14: Reenrollment Form	
Appendix 15: Student Services	
Appendix 16: Statement of Acknowledgement	

I. INTRODUCTION

The policies, procedures and practices of the Doctoral Program (PsyD) in Counseling and School Psychology at Rivier University are guided by the policies of the River University Academic Catalog. This *Handbook* addresses policies, procedures, and practices specific to this Program. These may change with the refinement and evolution of the Program. Students will be notified of any changes and/or additions to the *Handbook* on an ongoing basis. The most current version is always available on the Program website and the Program Canvas page.

The purpose of this *Handbook* is fourfold: (1) to identify the specific policies, practices and procedures for the students, faculty, administrators and staff associated with the Program; (2) to outline the steps of doctoral study for all individuals associated with the Program; (3) to create a common text to which students, staff, faculty, and administrators may refer when seeking specific guidance on the process and expectations associated with doctoral study; and (4) to provide the forms and timelines associated with, and necessary for, completion of doctoral study.

The *Handbook* is organized according to the processes and phases of doctoral study. Each phase is addressed in terms of: (1) the University and Program policies relevant to steps in the process; (2) the role, relationship, and tasks associated with each step of the process; and (3) the relevant forms and steps necessary to complete each phase of the process. Each section addresses the specific needs of students and faculty participating in the Program. The information will be amended based on the ongoing experiences of Program students and faculty obtained in the course of Program review and assessment.

This *Handbook* is intended to facilitate student progress and provide a clear description of the requirements of the Doctoral Program. All faculty and students associated with the Program should familiarize themselves with (1) the contents of this *Handbook*, including all subsequent additions and/or amendments; and (2) the most recent *Rivier University Academic Catalog*.

Faculty and students should respect these policies and procedures. If a situation arises which is not addressed in the *Handbook*, the policies and procedures of the *Rivier University Academic Catalog* shall apply.

II. MISSION AND PURPOSE OF RIVIER UNIVERSITY

Rivier University is a Catholic institution of higher education established in 1933 by the Sisters of the Presentation of Mary, dedicated to transforming hearts and minds to serve the world. As an institution of higher learning, the University is committed to the education of undergraduate and graduate students in both the liberal arts and professional courses of study such as licensable psychology programs, including offering access to students who might not otherwise be able to afford or pursue education.

Committed to the faith heritage, intellectual tradition, and social teachings of the Roman Catholic Church, the University educates the whole person in the context of an academic community that cultivates critical thought, sound judgment, and respect for all people. This community supports the intellectual growth of all its members while offering them opportunities for social, cultural, moral, and spiritual development. The challenge to the University community is to search for truth through the dialogue between faith and reason.

Rivier endeavors to create an environment in which integrated learning is the shared responsibility of students, faculty, staff, and administrators, and is pursued in all the curricular and co-curricular programs of the University. To participate in the life of Rivier University is to strive for academic excellence, to take responsibility for ourselves and for others, and to do our best to consider basic human issues facing society. The University extends to all of its members and also to the greater community an invitation to join in intellectual inquiry and dialogue.

III. PURPOSE OF THE DOCTORAL PROGRAM IN COUNSELING AND SCHOOL PSYCHOLOGY

The Combined Doctoral Program in Counseling and School Psychology intentionally integrates the two traditional practice areas of counseling and school psychology. This approach to doctoral training prepares health service psychologists to serve their community as licensed psychologists in a variety of professional settings. The Program's training is consistent with the generalist approach to training entry-level psychologists. The program thus prepares psychologists who can work across developmental, educational, clinical, family, and community systems and with clients across the lifespan. For students whose interest is primarily in work with children and families, training can focus on children and adolescents in family and school contexts. For students whose interest is primarily in work with adults, training can focus on practice with clients in contexts and systems that are central for adult life. It is also possible to combine these areas of focus, but in all cases, graduates are prepared to address the community need for access to mental health expertise. Further, given the School Psychology focus, the program is particularly designed to train students in psychological assessment, as a step in routine practice and as a specific skill set for a specialized service for which psychologists are distinctly qualified. However, students seeking certification or licensure as a doctoral school psychologist should check on regulations for certification or licensure in their states of interest.

The Doctoral Program curriculum meets the New Hampshire state psychologist licensure requirements in New Hampshire and is consistent with the APA Standards of Accreditation of the American Psychological Association. The Program is fully APA-accredited. Questions related to the program's accreditation status should be directed to the Commission on Accreditation, Office of Program Consultation and Accreditation, American Psychological Association, 750 1st Street, NE, Washington, DC 20002, (202) 336-5979, apaaccred@apa.org, www.apa.org/ed/accreditation

The Doctor of Psychology (PsyD) degree was proposed at the Vail Conference on Professional Training (in psychology) in 1973 in response to the need for a more practice-oriented degree that would meet the need for more clinically prepared practitioners in the field. The Rivier University Doctoral Program (PsyD) in Counseling and School Psychology follows the practitioner-scholar model, which integrates clinical skills in assessment, diagnosis, treatment, and consultation with the empirical foundations of the discipline. According to the Council of Graduate Schools' (2007) *Task Force Report on the Professional Doctorate*, the professional doctorate prepares "the leaders of the profession who will drive the creative and knowledge-based development of its practices and the development of standards." Rivier's PsyD Program is designed to help students undertake the personal and professional development that will prepare graduates to obtain licensure as professional psychologists and to work as leaders of practice.

Students are prepared as critical thinkers and problem solvers who draw on the theory and knowledge of psychology and education to deliver empirically supported services. Students are trained to use empirical methods to answer important questions in their practice and to be consumers of research that informs their practice as skilled professionals delivering assessment, diagnosis, intervention, consultation, and preventive services. Training in critical thinking builds on development of a strong foundation in the knowledge and skills of psychological practice. The program intentionally focuses on developing students' critical thinking fundamentals of disciplined curiosity and openness to correction; determination of alternative hypotheses and selection based on their relevance to specific goals for specific people in specific contexts; consideration of potential biases contributing to selection and of limits of explanations chosen; and metacognitive processes for ongoing self-correction. Because the goal of the program is preparing practitioners, these processes are developed and evaluated in terms of practice. Students work to collaboratively engage with course material, including exploring strengths and limits and how to choose effective alternatives to meet goals of psychological practice.

Graduates have the ability to serve the world as reflective, evidence-informed, and service-oriented psychologists who are capable of independent clinical assessment, diagnosis, intervention, consultation, and preventive services and leadership. They are prepared to practice ethically, treat clients and colleagues with dignity and respect, and to serve community needs, including those of diverse populations.

The Program recognizes the importance of diversity inclusive of cultural and individual differences in the training of psychologists. The Program adheres to the definition provided by the APA Commission on Accreditation such that this includes, but is not limited to age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status, adding military and other service experience, and social and political beliefs. The Program objectives and competencies reflect a focus on competent assessment and treatment of clinical populations with respect for client values, preferences, diverse backgrounds, and attention to and use of empirical methods for improvement of those processes. This focus builds on Rivier's underlying value of respect and compassion for all persons in support of service to the world.

The Program embraces the American Psychological Association's statement on Preparing Professional Psychologists to Serve a Diverse Public. The text of this statement is available in

online at: <https://www.apa.org/ed/graduate/diversity-preparation>. Students are expected to read and be familiar with this statement. Students are also expected to read and be familiar with APA Practice guidelines on serving diverse populations, which can be found at: <http://www.apa.org/pi/guidelines/index.aspx>.

IV. PROGRAM MISSION STATEMENT, AIMS, COMPETENCIES, AND ELEMENTS

A. Mission Statement

To prepare graduates in the intellectual tradition of Psychology with the broad and general knowledge and skills to function as entry-level health service psychologists.

B. Aims of the PsyD Program

Aim 1: To graduate health service psychologists who are competent and reflective practitioner- scholars.

Aim 2: To graduate health service psychologists who are knowledgeable about and clinically skilled in the areas of assessment, diagnosis, intervention, multiculturalism, and supervision and consultation.

Aim 3: To graduate health service psychologists competent in the comprehension, conduct, and application of research to professional practice.

Aim 4: To graduate students with a strong commitment to their identity as health service psychologists and a strong commitment to ethical practice in psychology.

C. Competencies and Elements of the PsyD Program

To meet these aims, the Program has established the following competencies and related elements to address discipline-specific knowledge and profession-wide competencies in health service psychology in the practice areas of counseling and school psychology:

Competency 1: Discipline Specific Knowledge

Discipline-specific knowledge represents the requisite core knowledge of psychology an individual must have to attain profession-wide competencies.

Element 1a: Students demonstrate an appropriate mastery of the discipline specific knowledge of health service psychology (e.g., developmental, biological, cognitive/affective, and social aspects of behavior), and the history of the discipline of psychology.

Element 1b: Students demonstrate a substantial understanding of the integration of discipline specific knowledge of health service psychology.

Element 1c: Students demonstrate knowledge and competence in research methods, quantitative analysis, and psychometrics.

Competency 2: Communication and Interpersonal Skills

Students develop the ability to communicate and use interpersonal skills effectively in increasingly complex situations with increasing independence.

Element 2a: Students develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

Element 2b: Students produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.

Element 2c: Students demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Competency 3: Professional Values and Attitudes

Students demonstrate behavior that reflects the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

Element 3a: Students behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

Element 3b: Students engage in self-reflection regarding their personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.

Element 3c: Students actively seek and demonstrate openness and responsiveness to feedback and supervision.

Element 3d: Students respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Competency 4: Assessment

Students develop knowledge and skills in evidence-based theories and methods of assessment and diagnosis, including the selection, administration, and interpretation of assessments consistent with best scientific research evidence, the science of measurement, and psychometrics.

Element 4a: Students demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.

Element 4b: Students demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).

Element 4c: Students demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.

Element 4d: Students interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision making biases, distinguishing the aspects of assessment that are subjective from those that are objective.

Element 4e: Students communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Competency 5: Intervention

Students will develop proficiency in knowledge and practice of evidence-based approaches to the treatment of clients' problems and needs, respectful of clients' values, preferences, and diverse backgrounds.

Element 5a: Students establish and maintain effective relationships with the recipients of psychological services.

Element 5b: Students develop evidence-based intervention plans specific to the service delivery goals.

Element 5c: Students implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

Element 5d: Students demonstrate the ability to apply the relevant research literature to clinical decision-making.

Element 5e: Students modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.

Element 5f: Students evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

Competency 6: Supervision

Students develop skills in mentoring and monitoring other professionals to help develop skill in professional practice.

Element 6a: Students demonstrate foundational knowledge and initial skills in the instruction, oversight, and supervision of trainees and other professionals.

Element 6b: Students demonstrate knowledge and respect for the appropriate use of the supervisory relationship including the roles of supervisor/supervisee, boundaries, and ethics.

Competency 7: Individual and Cultural Diversity

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

Element 7a: Students demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.

Element 7b: Students demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.

Element 7c: Students demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers.

Element 7d: Students demonstrate the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. Trainees are expected to respond professionally to such individuals in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Competency 8: Research

Students develop the ability to independently formulate research or other scholarly products that are of sufficient quality and rigor to contribute to the scientific, psychological, or professional knowledge base and acquire the knowledge and skills necessary for the critical review, evaluation, and presentation of psychological and research literature.

Element 8a: Students demonstrate and utilize substantial knowledge and skills and application in basic quantitative methods and data analysis, research design, and psychological measurement commonly used in psychology.

Element 8b: Students demonstrate and utilize skills in advanced research methods and data analysis appropriate in conducting research.

Competency 9: Ethical and Legal Standards

Students develop knowledge of, and adhere to, all relevant ethical and legal standards, guidelines, laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels in their professional work.

Element 9a: Students are knowledgeable of and act in accordance with each of the following: the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health

service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines.

Element 9b: Students recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.

Element 9c: Students conduct themselves in an ethical manner in all professional activities.

Competency 10: Consultation and Interprofessional/Interdisciplinary Skills

Students develop skills to engage in consultation and interdisciplinary collaboration with individuals or groups to address problems and promote effectiveness in professional activities.

Element 10a: Students respect the roles and perspectives of other professions and demonstrate knowledge, skills, and attitudes regarding inter-professional and interdisciplinary consultation in all professional roles.

Element 10b: Students demonstrate knowledge of consultation models and practices.

D. Technical Standards of the PsyD Program (Essential Elements of Successful Completion of the Program)

To meet these Aims and develop these Competencies, all students must be able to meet the technical standards for participation in training and effective, ethical practice, with or without reasonable accommodation (see *Appendix I*).

V. ORGANIZATION AND GOVERNANCE

The Program is housed in the Division of Counseling and Psychology at Rivier University. The PsyD Program is accredited by APA and as such, follows APA's curriculum guidelines. The Program Director is responsible for the day-to-day administration and has overall responsibility for the Program, and the Vice President for Academic Affairs provides institutional oversight.

Designated committees have been established in the Division of Counseling and Psychology to ensure the continuous involvement of faculty and students in Program decision-making. These committees are described below.

A. Division of Counseling and Psychology Faculty

At Division Faculty meetings, faculty from the Division of Counseling and Psychology offer important insight related to the Program's relationship to the Division as well as to community partnerships. Division meetings provide a venue for review and input from all faculty in the Division.

B. Division Curriculum Committee

The Division Curriculum Committee develops, implements, and evaluates the PsyD Program curriculum, including all proposed additions, substitutions, deletions and/or changes in course titles, course descriptions, and/or program requirements. The review process developed by the Division Curriculum Committee is the formal review mechanism for the Program curriculum within the Division and the University. Committee membership includes faculty from the Undergraduate and Graduate (Master's) programs and at least one faculty member of the PsyD Program. Proposals are brought to Division Faculty meetings for approval and upon such approval, submission to the University Curriculum Committee.

C. Core Faculty Committee

The Core Faculty Committee is composed of the Director of the Program and all core faculty members in the Program (see *Appendix 2* for a list of Core Faculty). The Core Faculty Committee oversees the following Program functions:

- Reviews the policies and procedures of the Program; develops and implements Program initiatives; and discusses the roles of Program faculty.
- Reviews routine operations related to the implementation of Program changes.

In addition, the Core Faculty Committee is responsible for teaching foundation and core courses, advising students, chairing and serving on Doctoral Research Project Committees, conducting Annual Reviews, evaluating various learning experiences, and coordinating Program activities and events.

D. Program Committee

The Program Committee consists of the Core and Associated Faculty of the Program. The primary purpose of the Committee is to engage in assessment for continuous improvement of the Program and to review all Program policies and procedures. The Committee meets on an annual basis. Contributing faculty may also be invited to attend these meetings.

E. PsyD Student Advisory Committee

The PsyD Student Advisory Committee ("PAC") consists of a student representative from each active cohort year, selected by members of that cohort. The PAC is described and its membership listed on the Doctoral Student Advisory Committee Canvas page (accessible at [Doctoral Student Advisory Committee](#) for PsyD students who have been added to the page). The primary purpose of the PAC, which meets at least once each academic semester and typically once a month, is to promote communication between and within the student cohorts, to facilitate Program-level communication between students and faculty, and to provide input on Program policies and procedures as well as proposed changes.

Program initiatives are reviewed and discussed with the PAC on an ongoing basis. A faculty representative serves as an ex-officio member and advisor to this committee.

In addition to the PAC, students are expected to attend monthly program-wide (town hall) meetings with the Program Director, Director of Clinical Training, and other faculty as relevant. Students have the opportunity (and expectation) to identify agenda items for these meetings, to bring up concerns and issues, ask questions, and receive updates about the program as a group.

VI. PROGRAM ADMISSION

A. Admissions and Enrollment Overview

The Program accepts students using a cohort model, with new students beginning core doctoral coursework each Fall semester. The process of admission begins with the students' application and continues with the notification of admission decisions by the Program Director.

The Office of Graduate Admissions serves as the primary point of contact for processing applications and for correspondence. Applicants and incoming students may also communicate directly with the Program Director regarding program-specific information, including requirements for admission.

Students must hold a master's degree in a mental health practice field from a regionally accredited institution or anticipate degree completion prior to beginning doctoral course work. As part of the admissions review, each applicant's prior graduate coursework is evaluated by Core faculty to determine whether it satisfies the program's foundation course requirements of 36-credits. Students who have 6 or less foundation course credits to complete may be admitted to the PsyD. without condition. A student enrolled in the MA in psychology degree program may apply in December and may be offered conditional admission to PsyD based on the successful completion of the MA program with a preference for a 3.5 cumulative GPA.

Following completion of the required foundation courses, students must complete a minimum of 78 doctoral credit hours to complete the Program, including required core doctoral coursework, the classroom component of practicum training, required electives, and required dissertation courses. In addition, students must complete 12 credits of full-time Internship as a required part of the Program's clinical training (see below). Internship credits are provided at no cost to students (see Internship section below for additional information).

Students may transfer *up* to 9 credit hours of doctoral course(s) at the 800 level toward applicable doctoral core courses and elective requirements, consistent with University transfer credit policies and contingent on Program approval.

The Program includes the following requirements for successful completion of the degree:

- 36 credit hours in foundation coursework (or their equivalent)
- 58 credit hours in required core doctoral coursework
- 6 credit hours (i.e., 6 semesters) in tiered doctoral practicum experiences and practicum seminars, at minimum

- 5 credit hours, at minimum, in doctoral research coursework and successful defense of the Doctoral Research Project
- 9 credit hours in relevant doctoral-level elective coursework.
- Successful completion of Written and Oral Comprehensive Examinations
- Basic Content Area Integrated Community Application
- A full-time internship experience (2000 hours)

The following courses constitute the foundation coursework required to begin classes in the PsyD program (with credits at Rivier in parentheses):

- CNSL 501 Research Literature & Program Evaluation (3)
- CNSL 505 Advanced Psychology of Human Development (3)
- CNSL 610 Basic Human Interaction (3)
- CNSL 614 Clinical Counseling Theories (3)
- CNSL 615 Clinical Counseling Techniques (3)
- CNSL 616 Group Counseling (3)
- CNSL 618 Professional Orientation and Ethics Clinical Mental Health Counseling (3) **OR** CNSL 701 Foundations of School Psychology (3)
- CNSL 622 Diagnosis and Treatment (3)
- CNSL 623 Marriage and Family Therapy (3)
- CNSL 629 Addictive Behaviors (3)
- CNSL 720 Social/Cultural Foundations of Counseling and Education (3)
- CNSL 721 Advanced Multicultural Perspectives (3)

B. Admissions Criteria and Materials

Applicants are reviewed and evaluated on the following criteria and materials:

- For admission to all Rivier University graduate programs:
 - Transcripts from all colleges and universities attended
 - Letters of reference (see *Letters of Reference* below)
 - Statement of purpose (see *Admission Requirements* below)
- For admission to the Program: (see *Appendix 3* for the Admissions rubric used to evaluate applications)
 - A minimum of an earned Master's degree from an accredited institution
 - Resume or CV
 - Undergraduate GPA, with a preference of 3.0 and above
 - Graduate GPA, with a preference of 3.5 and above (if relevant)
 - For students whose native language is not English, evidence of proficiency in the English language. Official scores from the Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS) and the Pearson Test of English (PTE) are accepted. The Program prefers minimum scores of TOEFL (95), IELTS (7.0), and PTE (66)
 - Interview with a member of the Core Faculty Committee
 - Group Interview with a different member of the Core Faculty Committee
 - Informational meeting with current PsyD students (typically scheduled together with the group interview)

- Evidence of commitment to the values, goals, and mission of the Program in the Statement of Purpose and letters of reference
- Evidence (in these materials) of the capacity to develop the personal and interpersonal characteristics, conceptual, applied, and professional qualities, and the capacity to complete the program requirements successfully
- Evidence (in these materials) of capacity to meet the Technical Standards of the Program (see *Appendix 1*)

C. Application Requirements

Applications are accepted and reviewed according to a standard schedule. Completed applications for the following academic year must be received by the Admissions Office by December 1st.

Applicants who will be interviewed will be notified by January 15. Interviews will take place in late January and February. Admission decisions will be communicated to applicants by March 15.

The program will cap admissions to ensure the faculty to student ratio needed for each student to receive the training, support, and guidance they need to engage and meet training aims in the program. Applicants who are offered admission will have until April 15 to formally accept or reject their admission. A non-refundable enrollment deposit of \$500, which will be applied toward first-term tuition, will be due by April 15. Failure to submit the deposit by this deadline will be interpreted as a declination of the offer of admission.

Given the competitive nature of PsyD admissions and limited capacity for each cohort, when the acceptances reach the cohort goal, additional qualified applicants may be placed on a waiting list to be offered admission as openings become available. As April 15 approaches and shortly afterwards, as applicants finalize their decisions and submit deposits, there is typically greater clarity about the availability of additional openings for applicants originally on the wait list.

A complete application includes the following:

- A completed and signed online application
- A non-refundable application fee
- Official transcripts from all undergraduate and graduate institutions where the applicant has received degrees and/or course credit
- A written statement of purpose that reflects the following:
 - Applicant's professional experience and how it relates to doctoral study
 - Applicants' reasons for pursuing doctoral study
 - Research and/or clinical goal(s), problem(s), and/or question(s) the applicant may wish to address during doctoral study and research
 - Description of how doctoral study will enhance the applicant's personal and professional career goals
 - Explanation of how and why the applicant is a good fit for the Program
 - Identification of diverse experiences and evidence of a commitment to serving diverse populations
- Writing sample to be described in application materials once the initial application is received

- At least three (3) letters of reference that speak to the applicant's professional and/or academic work, potential for successful completion of doctoral study, and character. Letters of reference must have been written within six months of the date of the completed application.

D. Application Review Process

The Admissions Office forwards completed applications to the Program Director who then reviews the applications and sends a standard summary and recommendation to the PsyD Core Faculty, who serve as an admissions committee, which makes final decisions about which applicants to invite for interviews.

E. Interviews

Applicants being considered for admission after the initial screening are invited to an interview. Interviews are conducted in individual and group formats. During the interview process, applicants are asked to clarify and/or expand on aspects of their application indicating their personal and interpersonal characteristics, conceptual, applied, and professional capacities, and capacity to complete program requirements successfully, including but not limited to their personal statement and reasons for seeking doctoral study at Rivier (see *Appendix 3* for more information about the criteria used in the interview process).

After interviews are completed, the Admissions Committee will decide which applicants to offer admission. Following this review, the Office of Graduate Admissions will notify applicants of their admission status to the University, and the Program Director will send applicants the official offer of admission to the Program.

F. Application Deadlines

- Completed applications for the following academic year must be received by the Admissions Office by December 1.
- Applicants who will be interviewed will be notified by January 15.
- Interviews will take place in late January and February.
- Admission decisions will be communicated to applicants by March 15.
- Applicants who are offered admission will have until April 15 to formally accept their admission and submit a non-refundable enrollment deposit of \$500. This deposit will be applied toward first-term tuition.

G. Application Withdrawal

Applicants who wish to withdraw their application to the Program should notify the Admissions Office in writing. The University retains application documents for a period of seven years from the date of withdrawal.

H. Deferral of Admission

Applicants selected for admission who wish to defer the start of their program should submit their request, in writing, to the Program Director, providing: a statement making the request for deferral official, the reasons why a deferral is sought, and the proposed timeframe for initiating study. The Core Faculty Committee reviews these requests, and the Director communicates the decision in writing to the applicant. The decision of the Core Faculty Committee is, in every case, made with consultation with the Admissions Department and the review and concurrence of the Vice President for Academic Affairs. Deferrals of Admission are not automatically granted, and a deferral will be for a maximum of one year.

I. Diversity

Rivier University does not discriminate on the basis of race, color, national origin, religion, age, veteran or marital status, sex, gender identity, sexual orientation, or disability in admission or access to, treatment in, or employment in its programs and activities. Title IX requires that the University not discriminate on these bases. The Program seeks to recruit and retain diverse students.

J. Orientation

Entering students are required to attend a full day program orientation that takes place at Rivier University in late summer of the academic year prior to the student's first semester of doctoral-level classes.

Orientation brings together all newly admitted students, along with the Program Director, core faculty members, current student volunteers, and select officers of Rivier University to introduce students to the Program requirements, the practitioner-scholar model, the combined-integrated training model, and the curriculum for the Program, as well as the resources, mission, and purpose of the University. All incoming students are expected to attend the in-person orientation; exceptions must be requested in writing and are made only at the discretion of the Program Director. The Director will determine an alternative method for excused students to review materials and information covered at the orientation within the first semester.

K. Assignment of Academic Advisors

The Director of the Program will assign each incoming student to an academic advisor. Academic advisors are members of the Core faculty. Students are encouraged to meet with their academic advisors at least once each semester for advice and consultation as they proceed through the Program. Students must meet with their advisor as part of the Annual Review process (see *Section XII; Subsection 2: Annual Review*). The Program Director is also available to meet with and advise students on their progress in completing their Program of Study.

Students may request a change of advisor by informing the Program Director. Before approving the change, the Program Director will confirm availability and willingness with the proposed new advisor but will support such changes whenever practical.

VII. PROGRAM OF STUDY

The Program is designed to be completed in no fewer than 4 years, including a three-year academic residency and a 2000-hour internship. However, the University's policy is that all work for the doctoral degree must be completed within seven years of matriculation. Approval of any extension is given by the Program Director and must be documented in writing. Academic residency includes in-person course attendance, community-based practicum attendance and on- campus professional development activities.

The standard program of study is full-time, including the fall, spring, and summer semesters. Students who enroll part-time with approval from their Advisors need to ensure that they can finish all program requirements within 7 years.

The Program requires completion of the following requirements:

- *Pre-requisite foundation coursework remaining from the required 36 credits or their equivalent, if applicable*
- Doctoral coursework, including core and elective classes (67 credits)
- Practicum experiences (minimum 6 credits, regardless of previous field training)
- Basic Content Area Integrated Community Application
- Successful defense of a written Doctoral Research Project (minimum 5 credits)
- Successful completion of Written and Oral Comprehensive Examinations
- A 2000 hour internship

Students who have completed the admission pre-requisite courses are required to complete a minimum of 78 credits in the doctoral program. Only 9 credit hours of doctoral course work can be transferred into the program towards this minimum. The number of credit hours required to earn the PsyD degree is dependent on the courses that students have completed prior to entering the Program; however, the Program of Study in the doctoral coursework is consistent for each student who enters without transfer credits.

The standard PsyD program curriculum is attached in *Appendix 4*. Individual students can request modifications or may need modifications given transfer credits. These should be approved by students' academic advisor, in consultation with the Program Director.

Individual *Program of Study forms* (Appendix 5) documenting this approval are filled out by the student's academic advisor.

Program of Study forms are kept on file in the Division of Counseling and Psychology and are entered into the University's Colleague registration and progress tracking system. The Program of Study serves as a plan for students to follow semester by semester. It is structured to ensure that their educational experience is cumulative, sequential, and graded in complexity. It is each student's responsibility to periodically review their Program of Study, including during the Annual Review, to ensure an accurate version is on file with the Program and Registrar and that they are aware of upcoming requirements and any need to request modifications.

A. Guidelines for the Program of Study

Programs of Study are developed in adherence to the following guidelines:

- Students shall complete a Master's degree in a mental health practice field and all 36 pre-requisite graduate credits prior to beginning doctoral coursework.
- In general, students may participate in a maximum of five academic courses per semester.
 - In some semesters, this could include no more than four core courses plus a practicum and the associated field placement seminar.
 - In other semesters, this could include no more than three courses plus a practicum and the associated field placement seminar plus work on their dissertation and the associated dissertation courses (CNSL 892 directed research or CNSL 896 research in psychology).
- Students shall begin practicum coursework in their first year in the Program (provided that all pre-requisites are met and an appropriate site/placement is obtained by the student).
- Students shall follow the Basic Content Area Cluster requirements.
- Students shall follow the Research Sequence.
- Each student's Program of Study shall be balanced and integrate coursework, practicum experiences, and work on the Doctoral Research Project as appropriate.

B. Method of Instruction

Consistent with most state licensure guidelines for psychologists, as well as APA requirements, core (800-level) courses are offered in a traditional face-to-face format making full use of learning management tools while meeting in-person each week on campus, with the sole exception of certain advanced practicum seminars, which can be attended remotely at the discretion of the Director of Clinical Training.

Consistent with the 2008 Higher Education Opportunity Act, Rivier University ensures that a student who registers or receives credit for a course that uses any form of distance, online, or remote education, is the same student who participates in and completes that course.

Rivier's PsyD Program prepares graduates to obtain licensure as professional psychologists and to work as leaders of practice in a variety of settings. To do this, the program prepares

students to be critical thinkers and problem solvers who draw on the theory and knowledge of psychology and education to deliver empirically supported services. Students are trained to use empirical methods to answer important questions in their practice and to be consumers of research that informs their practice as skilled professionals delivering assessment, diagnosis, intervention, consultation, and preventive services. Training in critical thinking builds on a strong foundation in the knowledge and skills of psychological practice.

The program's instructional approach intentionally focuses on developing students' critical thinking abilities including disciplined curiosity and openness to correction; determination of alternative hypotheses and selection based on their relevance to specific goals for specific people in specific contexts; consideration of potential biases contributing to selection and of limits of explanations chosen; and metacognitive processes for ongoing self-correction. Training in these processes is focused on the context of practice to prepare students for practice.

All coursework is designed to be participatory and interactive to provide students with the opportunity and expectation to collaboratively engage with course material, including exploring strengths and limits and how to choose effective alternatives to meet goals of psychological practice. Students' cohort, the students who enter and participate in most training activities together, is thus critical to their experience and quality of professional development in the program. Students need to feel comfortable with each other inside and outside of the classroom and other formal program activities, to have the connections, respect, and opportunity for honest exchange, support, and feedback to promote the process of personal and professional growth for all.

Diversity of background, perspective, personal characteristics, and contributions is necessary to support students' development of advanced critical thinking skills and preparation to be of service to the community as a whole and all individuals in it. This includes the safety and responsibility to identify each of our assumptions and biases and thus, the limitations of our views to address and work to overcome them. As a result of this training, graduates will have the ability to serve the world as effective doctoral psychologists through independent development and ongoing corrective evaluation of their practice.

All faculty (core, adjunct, associated, and contributing) are expected to follow Program standards and expectations regarding classroom requirements and evaluations. These include standards and expectations for professionalism (described in the Technical Standards, *Appendix 1 #6*, below). However, because these standards and expectations are intended to support and ensure students' minimum level of achievement (MLA) for competence in the areas addressed in each course, they may differ across courses when the MLA demands different participation, contribution, or performance.

To make these expectations explicit, faculty will include relevant information in class syllabi. Specifically, syllabi will identify which competencies and their elements (from the list above, see also *Appendix 7*) are addressed in the course and how each competency addressed will be discretely evaluated to document students' MLA in each. Syllabi will present explicit grading criteria, with enough information that students can determine what they need to do to earn specific grades and to evaluate the professor's grading of their work to the greatest extent possible. Grading should be consistent across students, not arbitrary, and should avoid faculty's subjective determination of

grades based on factors other than performance on the evaluation as described. Where professional judgment is required to determine the quality of a student's performance, syllabi will include a rubric or explicit description of criteria for the professor's judgment. Finally, syllabi will include brief biographies of the faculty teaching the course indicating the training, experience, and expertise that demonstrate their capacity to teach the course at a doctoral level.

Because different classes require different engagement, performance, and participation for students to meet the educational goals and develop the identified competencies, class-specific policies (such as expectations for attendance, deadlines and timeliness of submission of course assignments) will be identified explicitly in syllabi if they differ in any way from University-wide policies. Syllabi will indicate why these policies are designed as they are in terms of the course goals and methods for achieving them. For instance, enforcement of on-time attendance and timely completion of assignments by deadlines listed in the syllabus should be explained in the course syllabus, with a brief explanation of the rationale for the policy and for how it will be enforced.

If students are concerned about faculty's consistency with these expectations, they are encouraged to bring their concerns to their advisor and to the Program Director as soon as possible, to give the Program the greatest opportunity to intervene with instructors or to work with students about their understanding of the expectations, as relevant.

According to the University's academic catalog, students are determined to have demonstrated "habitual non-attendance" if they miss more than a specific number of class meetings. For 14-week courses that meet once per week, the case for most core doctoral courses, two excused absences are the maximum a student can miss without being treated as a habitual non-attender for grading and financial aid purposes (see the Academic Catalog, p. 27). Faculty will require students who miss class meetings for excused absences to complete make up activities, such as short papers to demonstrate understanding of material covered, demonstration of ability to perform tasks that were completed in the class, or thoughts about the class material to distribute to classmates in discussion-heavy courses. It is always a student's responsibility to make up the work they may have missed during any absence from class, as described by their professors and in their course syllabi. Students should confer with their professors and, if relevant, their advisors, when their absences jeopardize their satisfactory performance in a class.

Students are required to be physically present for all classes unless otherwise informed by their instructor. If there are reasons why occasional remote attendance would be necessary (e.g., communicable illness), a professor may grant rare exceptions and allow remote attendance to the extent it is consistent with course goals and the learning experiences required to meet them. This decision is made by course instructors. Students will sometimes face extenuating circumstances that will interfere with their ability to attend classes in person. Rivier's policy is that only personal or medical emergencies qualify as excused absences. Any other absence may result in penalties including lower grades. This should be discussed with the course instructor, who will determine policies for absences for each course depending on the course goals and learning experiences required to meet them.

In the event of a personal situation that affects a student's ability to meet these expectations, the student is responsible for notifying the faculty for each course and their advisor of the situation and to discuss the potential need for a leave of absence with their advisor.

Like attendance, penalties for late submission of assignments will differ by course as appropriate to the course content, the methods of learning, and the instructor's approach. This should be explicit in course syllabi, with brief explanations for the policy and its enforcement. Many courses will be designed around instructors' understanding of the role of timeliness in professionalism in the area of practice addressed in the courses. These courses will typically include a professionalism grade as part of the overall course grade. Each course will include explicit terms related to the policies around late submissions and its impact on grading for that course, which will be implemented equally across all students in the course. Instructors will explain these policies, their expectations, and implications for grading at the first course meeting.

Course instructors and other faculty or staff involved in students' training are expected to report any concerns that may arise about individual students' ability to meet course and Program requirements to students' advisors as soon as they are noticed. This gives advisors and students the maximum amount of time and opportunity to address the concerns and prevent problems, including opportunity to drop courses before the drop/add deadline or withdraw before the withdrawal deadline when indicated. The purpose of this communication will be to enlist support and guidance for students, not to initiate warnings or corrective actions.

It is important to note that course-specific requirements do not affect accommodations that have been determined by the University's Office of Disability Services. If faculty determine that individual students need additional accommodations to meet expectations for their course, this requires approval by the Program Director to ensure equitable treatment of students based on justified needs and circumstances given each course characteristics and goals.

Because of the importance of syllabi for students' understanding of the requirements and the experience they can expect in each course, including whether there are reasons not to take a course at a given time in their training, the goal is for syllabi to be available to students (typically on Canvas) two weeks before the first class meeting. If a syllabus is not ready, faculty will usually make a draft version available for students' consideration and release the final version on the day of the first class meeting.

In general, the goal of all instruction methods, expectations, and requirements is to enhance meaningful rigor. Students should not be expected to meet standards that are unrelated to course goals or to professional development. Courses should be rigorous enough to ensure students are developing into the most ethical, effective professionals possible.

Like expectations for students to achieve effective instruction, there are expectations for faculty performance in all of their roles as course instructors, student evaluators, advisors, and contributors to the Program's culture and climate. In addition to following the explicit criteria described above and included in their syllabi, faculty are expected to promote the Program's goals of creating safe learning environments and experiences for students focused on guiding and supporting students' growth and professional development. The Program Director is responsible for ensuring that all faculty are aware of these expectations and for intervening when there are concerns about the extent to which they are meeting them.

Faculty will communicate clearly, including when a plan is not able to be implemented as described (e.g., when a resource or assignment are not made available when a syllabus indicates they will be). Faculty will respond in a timely fashion to student questions, concerns, and needs, including

informing students of the expected time frame for their response as relevant. The goal is for faculty to create course structures and climates, manage classes, communicate clearly about assignments, and successfully lead courses to meet their goals and objectives. When students are concerned that a course instructor is not meeting these expectations, they will raise their concerns with the instructor where possible, and with their advisor and/or the Program Director where not or where efforts to address their concerns have been unsuccessful.

Faculty will take proactive responsibility for guiding and supporting students' professional development and ability to navigate individual challenges as described in "Student Advising", below. This includes faculty making themselves available and offering useful advising and mentorship to the extent possible.

C. Rivier University Policy for Transfer Credits

Master's courses are not transferred into the Program. Please see *Section VI, Subsection 1. Admissions and Enrollment Overview* for information on pre-requisite admission requirements.

Core (800-level) courses taken at other colleges or universities that students wish to apply to their program of study must be transferred. The policy of Rivier University for transferring credits in from another college or university is stated in the Rivier University Academic Catalog (<https://catalog.rivier.edu/index.php>).

D. Program Policies for Transfer Credits

Students may apply to transfer credits for core courses (800-level) they take at another University, in which case they are credited for the specific course and the credits accepted for transfer, both of which appear on the transcript. Credits applied toward foundation coursework are not eligible for transfer credit, but they are applied toward the requirements for beginning the doctoral Program of Study.

There is no guarantee that courses taken at another institution will be accepted for transfer credit at Rivier University. Students complete the *Request for Course Transfer Form* (Appendix 6) and meet with the Program Director to discuss the request, which is then reviewed with the appropriate course instructor.

Students must submit the following materials to have a core course reviewed for transfer credits:

- (1) a copy of the course description for the course from the institution's catalog;
- (2) a copy of the page in the catalog showing the numbering system for courses at the institution;
- (3) a copy of the syllabus for the course; and
- (4) a copy of the final transcript for the course showing a grade of "B" or better and confirming that the course was considered a doctoral-level course by the institution at the time it was taken.

E. Overview of Courses

Programs of Study will vary based on transfer credits awarded but will generally follow the standard curriculum. The standard curriculum is designed to prepare students as efficiently as possible to take the comprehensive exams and to complete their dissertation proposals, both required to apply for Internship. Internship matching processes most commonly begin in fall of the third year, for internships to begin in summer or fall of their fourth year. Advisors will recommend course sequences that will also take into consideration course prerequisites and individual circumstances given the structure of the curriculum. Descriptions of all courses and course prerequisites are available in the Academic Catalog: <https://catalog.rivier.edu/index.php>

Master's level pre-requisite courses must be completed before core doctoral coursework begins. Admitted students who have up to 6 credits of pre-requisite courses to complete should complete these courses in the summer before starting doctoral coursework, after accepting their offer of admission. The Basic Content Area Cluster and Research Sequence must be followed (see details below). Practicum experiences are tiered and must be taken in numerical sequence, as described in the *Practicum and Internship Handbook*. Doctoral Dissertation courses require continuous enrollment until the Doctoral Dissertation is successfully defended as described in the *Doctoral Dissertation Handbook*.

F. Prerequisite Courses

*Prerequisite	Course
CNSL 501 Research Literature & Program Evaluation	CNSL 864 Research Methods and Design in Psychology
CNSL 505 Human Development	CNSL 820 Developmental Psychology
CNSL New # Cognitive Assessment I	CNSL 810 Cognitive Assessment II
CNSL 610 Basic Human Interaction	CNSL 614 Clinical Counseling Theories
CNSL 614 Clinical Counseling Theories	CNSL 615 Clinical Counseling Techniques
CNSL 615 Clinical Counseling Techniques	CNSL 616 Group Psychotherapy
CNSL 616 Group Psychotherapy	CNSL 814 Seminar in Group Psychotherapy
CNSL 618 Professional Orientation and Ethics of Clinical Mental Health Counseling or CNSL 701 Foundations of School Psychology	CNSL 821 Health Service Psychology: Ethics and Standards
CNSL 622 Diagnosis and Treatment	CNSL 806 Seminar: Psychopathology and Interventions
CNSL New # Personality Assessment I	CNSL 812 Personality Assessment II
CNSL New # Neuropsychological Assessment I	CNSL 835 School Neuropsychology
CNSL 720 Social and Cultural Foundations	CNSL 721 Advanced Multicultural Perspectives

* or equivalent, typically completed as part of the Master's in an applied mental health field required for admission, except the three assessment courses

G. Pre-Requisite Courses for Admission

All of the pre-requisite foundation courses are typically completed before acceptance into the program as part of the required Master's in a mental health practice field. Thirty-six credits of the Master's level pre-requisite courses or their equivalent are required. Applicants may be accepted with up to six credits of pre-requisite courses remaining but must complete these credits before beginning core doctoral coursework.

Foundation courses provide students with the background knowledge necessary to engage in higher level thinking in the core courses. As pre-requisites rather than core requirements of the PsyD, foundation courses are not evaluated learning experiences to demonstrate mastery of discipline specific knowledge or profession wide competencies. The foundation courses required to begin core doctoral coursework (and the credits for each) are listed here:

- CNSL 501 Research Literature & Program Evaluation (3)
- CNSL 505 Advanced Psychology of Human Development (3)
- CNSL 610 Basic Human Interaction (3)
- CNSL 614 Clinical Counseling Theories (3)
- CNSL 615 Clinical Counseling Techniques (3)
- CNSL 616 Group Counseling (3)
- CNSL 618 Ethics of Clinical Mental Health Counseling (3)
- **or**
- CNSL 701 Foundations of School Psychology (3)
- CNSL 623 Marriage and Family Therapy (3)
- CNSL 624 Psychopathology (3)
- CNSL 629 Addictive Behaviors (3)
- CNSL 720 Social/Cultural Foundations of Counseling and Education (3)
- CNSL 721 Advanced Multicultural Perspectives (3)

H. Core Courses

Fifty-eight credits are required. All courses are instructed in person on campus. The required courses are described below.

- CNSL 801 History and Systems (3)
- CNSL 802 Biological Bases of Behavior (3)
- CNSL 803 Cognitive-Affective Bases of Behavior (3)
- CNSL 804 Social Bases of Behavior (3)
- CNSL 806 Seminar: Psychopathology and Interventions (3)
- CNSL 809 Psychometrics (3)
- CNSL ### Cognitive Assessment I (3)
- CNSL 810 Cognitive Assessment II (3)
- CNSL ### Personality Assessment I (3)
- CNSL 812 Personality Assessment II (3)
- CNSL ### Assessment of Reading and Learning Disabilities (3)
- CNSL ### Neuropsychological Assessment (3)

- CNSL 815 Evidence-Based Treatment: Children and Families (3) or CNSL 816 Evidence-Based Treatment: Adults (3)
- CNSL 820 Developmental Psychology (3)
- CNSL 821 Health Service Psychology: Ethics and Standards (3)
- CNSL 825 Aging (3)
- CNSL 833 Supervision, Consultation & Systems (3)
- CNSL 838 Seminar: Internship and Professional Development (1)
- CNSL 864 Research Methods and Design in Psychology (3)
- CNSL 881 Quantitative Analysis in Psychology (3)

Advisors work with students to ensure they complete the Basic Content Area Cluster and Research Sequence as required.

Basic Content Area Cluster

There are basic content areas of scientific psychology in which Counseling and School Psychology students are expected to have foundational knowledge. These areas are covered across five core courses in the Program. Students are expected to complete all of these courses in their first two years. Upon completion of these courses, students will complete their Basic Content Area Integrated Application Assignment (see section VIII, below).

- CNSL 802 Biological Bases of Behavior (3)
- CNSL 803 Cognitive-Affective Bases of Behavior (3)
- CNSL 804 Social Bases of Behavior (3)
- CNSL 820 Lifespan Developmental Psychology (3)
- CNSL 825 Aging (3)

Research Sequence

The research sequence provides students with sequential experience in developing basic knowledge about research methods and data analysis, culminating in the application of that knowledge to their Doctoral Research Project. Students are expected to enroll in these courses in the order listed below.

1. CNSL 881 Quantitative Analysis in Psychology (3)
2. CNSL 864 Research Methods and Design in Psychology (3)
3. CNSL 8XX Directed Research in Psychology (2) (*see below*)
4. CNSL 892 Directed Research in Psychology II, if needed (2)
5. CNSL 896 Research in Psychology (3) (*see below*), as needed

I. Elective Courses

Nine (9) Elective credits are required. This requirement can be satisfied by taking any doctoral-level course that is offered within the Division that is not already a required course. Students should work with their advisor to determine which elective courses are a good fit with their professional goals and interests.

J. Doctoral Research Project Courses

Students are required to enroll in a minimum of five (5) (often seven) credits toward their Doctoral Research Project. This includes a minimum of two to four credits for the development of the proposal and a minimum of three credits for the execution and defense of their Doctoral Research Project. Continuous enrollment in CNSL 892 is expected until the successful defense of the proposal, at which point students will enroll in CNSL 896 continuously until they successfully complete the final defense of the project. The initial semester of CNSL 896 will be three (3) credits, while any subsequent semesters will be assessed at one (1) credit.

- CNSL 892 Directed Research in Psychology (2)
- CNSL 896 Research in Psychology (3) or (1)

K. Practicum and Internship

Six practicum credits are required. The types of required practicum placements and seminar depend upon students' previous supervised clinical field work. If the student comes in without a completed full-time master's level supervised internship in a related area, the student will be required to complete three beginning practicum courses (Tier-One) and three core practicum courses at the 800 level (Tier- Two), with the option of taking Tier-3 practicum or clerkship to gain additional supervised hours for internship application (see the PSYD Practicum and Internship Handbook). Students who enter the program having completed a full- time, master's- level supervised internship in a related area will be required to complete six practicum courses at the 800 level (Tier-Two and Tier-Three), with the option of continuing at the Tier-Three level for additional pre-Internship experience. Previous supervised clinical course work will be determined and approved by the Director of Clinical Training. Students register for practicum courses in numerical order due to the tiered nature of the experiences. Practicum Seminars must be attended in person and are offered on the dedicated days on campus (*see section VII: Subsection 16, Dedicated Days on Campus*). For advanced students who do not have any other on-campus academic courses to complete, remote attendance may be offered at the discretion of the Director of Clinical Training (DCT). Please refer to the PSYD Practicum and Internship Handbook for more detailed information.

- Tier-One
 - CNSL 792 Initial Practicum I (1)
 - CNSL 793 Initial Practicum II (1)
 - CNSL 794 Initial Practicum III (1)
- Tier-Two
 - CNSL 840 PsyD Practicum I (1)
 - CNSL 841 PsyD Practicum II (1)
 - CNSL 842 PsyD Practicum III (1)
- Tier-Three
 - CNSL 843 Advanced Clinical Experience I (1)
 - CNSL 844 Advanced Clinical Experience II (1)
 - CNSL 845 Advanced Clinical Experience III (1)
 - CNSL 846 Advanced Clinical Experience IV (1)

- CNSL 847 Advanced Clinical Experience V (1)

All students must complete a full-time Clinical Internship (see Section X: Internship) and will register for the Clinical Internship courses when participating in the internship experience. Students enrolled in Clinical Internship courses communicate with the instructor up to three times a semester or as needed to check-in about training experiences. Courses are listed as 6 credits but are not assessed to the student. The course registration is necessary to keep Predoctoral Interns in active-student status within the university and full-time status for financial aid.

- CNSL 886 Clinical Internship I (6)
- CNSL 887 Clinical Internship II (6)
- CNSL 888 Clinical Internship III (6)

L. Course Evaluations of Student Performance

Course grades represent the instructor's assessment of the fact that a student has demonstrated the skills described below at an appropriate level of achievement for that course. Students are required to earn a minimum grade of B for all Program courses. Students are required to earn a P in all non-graded courses (e.g., Doctoral Research Project courses).

Please see *Section XII; Subsection I: Academic Standing* for more information.

- An understanding of course material and discipline-specific concepts
- The ability to apply understanding and knowledge
- The ability to communicate this understanding
- The ability to think critically about course concepts
- The ability to make and support value judgments about course material
- The ability to integrate concepts and ideas

The following grading system is used for Graduate and Doctoral Studies at Rivier University:

A (4.0)

Indicates a level of excellence in completing the goals of the course, understanding the concepts of the discipline, and in demonstrating skills of applying, valuing, judging, synthesizing, and communicating. (Numerical equivalent: 94-100)

AB (3.5)

Indicates a high level of achievement in completing the goals of the course, understanding the concepts of the discipline, and in demonstrating skills of applying, valuing, judging, synthesizing, and communicating. (Numerical equivalent: 90-93)

B (3.0)

Indicates a satisfactory level of achievement in completing the goals of the course, understanding the concepts of the discipline, and in demonstrating skills of applying, valuing, judging, synthesizing, and communicating. (Numerical equivalent: 84-89)

BC (2.5)

Indicates a low level of achievement in completing the goals of the course, understanding the concepts of the discipline, and in demonstrating skills of applying, valuing, judging,

synthesizing, and communicating. This grade represents a failure to complete course requirements as a student in the PsyD Program. (Numerical equivalent: 80-83)

C (2.0)

Indicates that a student has taken the course but that the student's knowledge of the subject matter reflects an unsatisfactory level of achievement. This grade represents a failure to complete course requirements as a student in the PsyD Program. (Numerical equivalent: 74-79).

F (0)

Indicates that the student has insufficient understanding of the course material and insufficient achievement in applying, communicating, or evaluating and synthesizing course material. No credit is given. This grade represents a failure to complete course requirements as a student in the PsyD Program. (Numerical equivalent: 0-73)

P (0)

Indicates that the student has passed a course or sufficiently completed a non-graded course that has been designated by the program faculty and has been approved by the Academic Council for P/F grading. The accumulation of grades of pass (P) in proposal and dissertation research does not imply completion of the research; such grades indicate satisfactory progress. (Numerical Equivalent: 84-89)

W (0)

Indicates withdrawal from a course, which can be done no later than the tenth week of a regular semester or by the end of the fourth week of a summer session. Deadlines for course withdrawal are listed in the Academic Calendar each semester on the Rivier website.

NF (0)

Indicates that the student has not given official notification of withdrawal from a course in writing. An NF (administrative failure) is counted as attempted credits, equal to an F on the student's record. Deadlines for course withdrawal are listed in the Academic Calendar each semester on the Rivier website.

I (0)

A student is expected to complete the requirements of each course by the end of the semester or term in which the course is offered. If for some major reason beyond their control the student is prevented from taking the final as scheduled or does not complete some part of the course requirements, the student may ask the instructor to assign the temporary grade of Incomplete "I". This request must be made before the scheduled final examination. It is the student's responsibility to remove this temporary grade before the end of the fourth week of the following semester or term. (See the University Calendar). Otherwise, the student automatically incurs an F for the course. In unusual cases, the student may request an extension of this period in writing. The extension may not exceed a three-month period and must have the approval of the Vice President for Academic Affairs.

AU (0)

Indicates that the student has merely audited the course without credit.

M. Minimum Levels of Achievement for Learning Experiences

The program is structured to include key learning experiences that have outcomes related to Program competencies/elements and help students progress towards ability to meet the technical standards of the program. See *Appendix 7* for a *Curriculum Competency Map* showing the relationship of learning experiences, competencies, and elements. Each learning experience has a minimum level of achievement (MLA) that students must meet. Syllabi for courses will indicate how each competency and competency element addressed will be discretely evaluated to determine and document that students have met the MLA for that competency. Students who do not earn the minimum level of achievement set for a learning experience will receive detailed feedback from the Core Faculty Committee and meet with their academic advisor to discuss steps for improvement. Below are Program learning experiences and minimum levels of achievement.

Learning Experience	Minimum Level of Achievement
Core Coursework	Course Grade B*
Integrated Application Assignment from Basic Content Area Cluster**	Faculty Rating Pass
Written Comprehensive Examination: Multiple Choice	70% Score
Written Comprehensive Examination: Change Theory Paper**	70% Score
Written Comprehensive Examination: Case Conceptualization**	70% Score
Oral Comprehensive Examination	Faculty Rating Pass
Practicum Placements: Supervisor Evaluation	Minimum Rating 3 in relevant area
Internship: Supervisor Evaluation	Satisfactory Ratings/Minimum Rating of 4 in relevant area
Doctoral Research Project	Faculty Rating Pass
Annual Review Disposition Forms	Minimum Rating 3 in all areas

* *Achievement of a course grade of B requires achievement of MLA on each competency addressed in courses*

** *A rubric is provided at the time of learning experience to help students understand and meet learning experience expectations*

N. Competency Evaluation

Students are responsible for working with their advisors and the Core Faculty Committee to demonstrate progress toward meeting Program competencies and development of ability to meet the Program Technical Standards. Students achieve this through evaluations of their learning experiences during the previous year with their advisors during their Annual Review (see *Section XII; Subsection 2: Annual Review*). The review of learning experiences provides information on student progress toward Program competencies and elements. The advisor, with consultation from the Core Faculty Committee, considers all evidence from learning experiences to provide an overall rating of student progress on the elements and competencies

addressed during the previous year, the Annual Review disposition (see *Appendix 13*). Students must obtain a rating of 3 (the minimum level of achievement) or better to make adequate progress in the Program toward relevant outcomes.

If students do not participate in learning experiences related to given elements during an annual review period, faculty do not consider those elements in their evaluation of students' progress. Students who do not achieve a rating of 3 or higher are placed on a performance-improvement support plan (PISP) to assist the student in progressing toward achievement of Program elements and competencies that were addressed during the previous training year if a PISP has not already been applied regarding the relevant elements and competencies. After all learning experiences associated with each competency are completed, students are expected to achieve a rating of 4.

O. Outside Employment

Academic, practicum, and research requirements demand significant commitment of time and effort. Many students find these demands difficult to meet without adding the other demands involved in outside work, especially given family and other personal circumstances. The Program therefore encourages students to limit outside employment while enrolled. This allows students to devote sufficient time to program activities and events, practicum placements, research, and faculty advising and mentoring to meet doctoral-level program expectations and requirements. Students are also encouraged to note the very limited opportunities for field placements outside of 8-5 weekday hours, increasing the difficulty of meeting Program requirements while maintaining outside employment.

Most students use loans to fund their doctoral training. If a student realistically has to work, the Program encourages students to limit their outside employment to *no more than 20 hours per week*. Students should note that it is unlikely that the Program can be completed in the minimum time required if students do work outside of Program requirements. Students should confer with their advisors to discuss the potential impact on their program of study and time to completion and, if appropriate, revise their plan for coursework, field placements, dissertation completion, and other program expectations.

P. Dedicated Days on Campus, Program Residency Requirements

The program requires a minimum of three years of residency. Residency is defined as on-campus attendance in courses, participation in community-based practica and at professional development days on campus.

The Program has two established on-campus days each week (Monday and Thursday). All in-person requirements are scheduled on these two days to provide students with reasonable opportunity to plan in advance to meet these expectations. Students are expected to attend scheduled on campus classes and professional development or other PsyD events. In addition to coursework and professional development activities, other Program learning experiences and requirements (e.g., comprehensive examinations and doctoral dissertation defenses) are offered on these days, along with Program information sessions.

These days are designed to provide students with opportunities for ongoing interactions with peers and faculty that will contribute to their socialization and development as psychologists. Students should not schedule outside employment responsibilities or practicum responsibilities on the dedicated weekdays on campus. A student needs prior approval from their faculty advisor to be absent on one of those days.

Q. Program Calendar

The Program relies on the University's Academic Calendar for most relevant calendar dates. PsyD-specific events (e.g., comprehensive examination dates, deadlines for submitting/defending specific requirements, graduation conferral dates) will be communicated to students prior to the start of each academic year. For Professional Development, Diversity, and other internal events such as the monthly Town Hall meeting, Students are referred to the Program Canvas page.

VIII. BASIC CONTENT AREA INTEGRATED APPLICATION

This assignment is designed for students to demonstrate and apply knowledge and skills across specific content areas including:

- Affective bases of behavior (CNSL 803)
- Biological bases of behavior (CNSL 802)
- Cognitive bases of behavior (CNSL 803)
- Developmental bases of behavior (CNSL 820)
- Social bases of behavior (CNSL 804)

This project represents significant original work that students initiate and involves the integration of at least two of the above areas as applied to a community-based project that addresses a psychological need for schools or for community mental health and well-being. It can be completed at any point *after* the successful completion of each of these courses but should be ready for presentation by the summer before students leave for internship. It is expected that students will collaborate with members of the community to develop and complete the project.

Students are required to conduct a sufficient review of relevant theory and research as connected to at least two basic content areas of interest that apply to the community need they are addressing. They synthesize and integrate the concepts to provide a foundation for the application work they will do. The project involves integration of multiple areas of scholarship and reflection with creativity in a work of academic excellence with practical impact. Students should consider how their plan will align with university and site mission and goals.

Students will work closely with the individuals at the chosen partner site to determine and refine an appropriate project that will make a positive, substantial contribution to the programming that is offered. Students should carefully consider the resources available to the partner site and how their contribution will be sustainable once they have completed their project. Examples include the creation of new materials (e.g., manuals, protocols, interventions) that will enhance functioning, outreach, productivity, organization, or the quality of services offered at the site and therefore will

provide a contribution to the greater community. Students should plan to propose the project to the faculty (typically, their advisor, or the Program Director or Director of Clinical Training) at least one semester prior to the start of their project.

Successful completion of the project is marked by the creation of a professional poster or presentation outlining the conceptual basis for the project, the details of the project itself, and results from the project at a PsyD workshop event. Members of the Core Faculty Committee evaluate the project, focusing on the integration of basic discipline-specific content areas and the application of that integration to a community-based project. A rubric for faculty evaluation of the project is available to students on request.

IX. COMPREHENSIVE EXAMINATION

The comprehensive examination includes both written and oral sections. The examinations assist students in developing the integration and evaluation of the scientific knowledge, research, and professional service of Counseling and School Psychology. The examination provides a measure of progress toward Program competencies. The date and times of the exams are listed on the Program Calendar annually. Students are encouraged to create study groups to prepare for the comprehensive examination. Students must satisfactorily complete all sections of the comprehensive examination before the Director of Clinical Training can sign the internship readiness form. The form signed by the comprehensive examination committee and the Program Director is a pre-requisite for application to internship.

Students are eligible to sit for the examinations after completing the required courses, listed below. Students must submit the *Eligibility for Written Comprehensive Examinations form* (Appendix 8) to obtain formal approval to participate in the Comprehensive Examination process. All foundation courses (or their equivalent) and the following core courses must be completed with a grade of B or better before the student is eligible to take the Written Comprehensive Examination:

- CNSL 801 History and Systems
- CNSL 802 Biological Bases of Behavior
- CNSL 803 Cognitive/Affective Bases of Behavior
- CNSL 804 Social Bases of Behavior
- CNSL 806 Psychopathology and Interventions
- CNSL 809 Psychometrics
- CSNL 810 Cognitive Assessment II
- CNSL 812 Personality Assessment II
- CNSL 815 Evidence-Based Treatment: Children and Families **OR**
CNSL 816 Evidence-Based Treatment: Adults
- CNSL 820 Developmental Psychology
- CNSL 821 Health Service Psychology: Ethics and Standards
- CNSL 864 Research Methods in Psychology
- CNSL 881 Quantitative Analysis in Psychology

A. Written Examination Content

There are three parts to the written comprehensive exam:

- Core Question Examination (of discipline-specific knowledge)
- Change Theory Articulation Paper
- Case Conceptualization

The details of each section of the examination are provided on the Program Comprehensive Examination Canvas page. The specific dates for each part of the exam are provided at the beginning of the semester.

Core Question Examination of Discipline-Specific Knowledge (multiple choice)

The purpose of the Core Question Examination is to assess students' discipline-specific knowledge of core areas of psychology (cultural and individual differences, biological bases of behavior, cognitive-affective bases of behavior, social bases of behavior, history and systems, ethics, and research) and their knowledge of counseling and school psychology. The Core Question Examination is designed to align with the Examination for Professional Practice in Psychology (EPPP) in terms of format and content, to give students a sense of what to expect and how to prepare for licensure. This portion of the exam is made up of 100 multiple choice questions. Students do not need to pass this portion of the written examination to submit their change theory and case conceptualization papers, or to advance to the oral examination based on successful completion of these papers. Students must pass this portion of the written examination to be approved to apply for internship.

Change Theory Paper

This portion of the exam consists of an 8-10-page (with references) theory articulation paper prepared prior to the examination date, with a case conceptualization for which this paper provides the foundation (see below). In the theory articulation paper, students are expected to describe their theory of working with clients who have both emotional/social and vocational/ academic concerns (i.e., integrating theoretical and practical knowledge). A scoring rubric is provided to guide students' work to ensure all required areas are addressed. Students must pass this portion (and the Case Conceptualization) of the written examination to advance to the oral examination.

Case Conceptualization

After completion of the Change Theory Articulation Paper, students apply their theory of working with clients to an adult or child/adolescent case example for the Case Conceptualization portion of the Change Theory Paper. Students should assume that the readers will be familiar with their Change Theory Articulation Paper and refer to it while working on their case conceptualization. Students may draw from additional theories besides their own if they feel the case example necessitates but are encouraged to select cases that demonstrate the applicability and generality of their change theories. Students should explain the foundation for their judgments about the case example. A scoring rubric is provided to guide students' work to ensure all required areas are addressed. While there is no specific minimum or maximum page limit for the Case Conceptualization Paper, students are required to address all of the required areas from the scoring rubric sufficiently to pass the exam.

Students must pass this portion (and the Change Theory Articulation Paper) of the written examination to advance to the oral examination.

B. Written Examination Reevaluation

If a student does not pass the Core Question Examination, an item analysis by content area is conducted by the examination supervisor. Students receive a full report of performance by content area. Any content area for which a student did not obtain a score of 70% or higher must be retaken the next time the exam is scheduled. Should the student fail the Core Question Examination twice, the student may submit a formal request to the Core Faculty Committee in writing to obtain permission for additional attempts.

If a student does not receive a “Pass” on the Change Theory Articulation Paper or the Case Conceptualization, faculty will provide feedback to the student on the scoring rubric for the relevant section(s) and return the examination to the student. The student must retake the specific section(s) the next time the exam is scheduled to be administered. Students may retake these examinations once. Should the student fail the Change Theory Articulation Paper or Case Conceptualization twice, the student may submit a formal request to the Core Faculty Committee in writing to obtain permission for an additional retake.

When a student petitions to retake a portion of the exam after two failed attempts, the request should (1) outline why the student believes that they will be successful in the third attempt, (2) identify the steps that they are taking to prepare for the reexamination above and beyond what has been done for previous attempts, and (3) present their timeline for accomplishing these steps leading up to the next exam period. If a student fails the exam for a third time, it will trigger a performance-improvement support plan outlining steps necessary to prepare for fourth and final allowable attempt at the exam.

C. Oral Examination Content

Once a student passes the Change Theory Articulation Paper and the Case Conceptualization, they advance to the oral examination. The specific dates for the oral examination will be scheduled with students after successful completion of the written portions of the examination. The oral comprehensive examination provides an opportunity for students to discuss their Change Theory Articulation Paper and Case Conceptualization. Students are expected to defend and expand on the Change Theory Articulation Paper and Case Conceptualization and effectively consider alternative perspectives while demonstrating general and specific knowledge of counseling and school psychology.

The student meets with a committee of core faculty members for one hour, during which time committee members ask questions and offer comments about the Case Conceptualization and Change Theory Paper for student consideration and response.

D. Oral Examination Reevaluation

If a student does not pass the oral examination, the committee of core faculty members will provide the student with feedback about the oral examination performance to assist the student

in preparing for a re-examination. A member of the examination committee or the student's advisor may be assigned to the student to provide guidance and advisement on their oral examination performance. The committee of core faculty members will reconvene for a re-examination at a date determined by the Program Director. Generally, the re-evaluation is at the time of the next exam administration. Should the student fail the Oral Examination twice, the student must file a formal request to the Core Faculty Committee in writing to obtain permission for an additional retake.

When a student petitions to retake a portion of the exam after two failed attempts, the request should (1) outline why the student believes that they will be successful in the third attempt, (2) identify the steps that they are taking to prepare for the reexamination above and beyond what has been done for previous attempts, and (3) present their timeline for accomplishing these steps leading up to the next exam period. If a student fails the exam for a third time, it will trigger a performance-improvement support plan outlining steps necessary to prepare for fourth and final allowable attempt at the exam.

X. PRACTICUM PLACEMENTS AND CLINICAL QUALIFYING EXAMINATION

Practicum experiences are designed to provide students with tiered and sequential opportunities to develop and practice clinical skills under the supervision of doctoral-level licensed psychologists or, for Tier 1 placements, other independently licensed mental health clinicians. Students are evaluated for readiness to begin practicum work by reviewing their performance on competencies across the learning experiences. Practicum experiences begin once prerequisite coursework has been completed or is slated to be completed concurrently throughout the same academic year, as described in the *Practicum and Internship Handbook*.

Students must complete a minimum of 6 practicum semesters. Practicum experiences are expected to occur across diverse settings that include community mental health, testing/assessment sites, private practice, schools and hospital settings. Diversity of the client population is expected (i.e., diagnostic, socioeconomic, developmental). Students must spend at least two semesters working with an underserved population. Students work closely with faculty to plan their practicum experiences. Details about Practicum experiences and placements can be found in the *Practicum and Internship Handbook*. The program uses Time2Track, an online tracking system, to document and track clinical training hours for practicum, send and store required paperwork that must be completed as part of practicum experiences and assist students in preparing their internship application (Required paperwork that must be completed as part of practicum experiences can also be found in the *Practicum and Internship Handbook*.)

All practicum sites and supervisors must be approved by the Program. A list of *currently* approved practicum sites can be found in the *Practicum and Internship Handbook*. This list is updated every year – please see the Director of Clinical Training for the most up-to-date information. In addition to our current list of practicum sites, students are also encouraged to participate in the Massachusetts Practicum Training Collaborative (Mass PTC) which is an online listing intended to distribute information to students about regional clinical training sites.

Students will be encouraged to abide by Mass PTC timeline, even when applying to sites not included on Mass PTC website (e.g., NH, ME, CT, or VT sites). The Program will provide guidance on preparing application material (CV, Cover Letter) with reminders of application deadlines (preferred timeline is mid-December for applying to practicum site for the following fall).

Students must enroll in a practicum seminar course when completing practicum experiences. Course enrollment must be sequential and correspond to the level of training a student is completing. (*see section VII: Subsection 11, Practicum and Internship* for more information)

- CNSL 792 Initial Practicum I (1)
- CNSL 793 Initial Practicum II (1)
- CNSL 794 Initial Practicum III (1)
- CNSL 840 PsyD Practicum I (1)
- CNSL 841 PsyD Practicum II (1)
- CNSL 842 PsyD Practicum III (1)
- CNSL 843 Advanced Clinical Experience I (1)
- CNSL 844 Advanced Clinical Experience II (1)
- CNSL 845 Advanced Clinical Experience III (1)
- CNSL 846 Advanced Clinical Experience IV (1)
- CNSL 847 Advanced Clinical Experience V (1)

The first year of practicum seminar focuses on understanding and preparation for field placements, development of identity as a psychologist, and skills of diagnosis, case conceptualization, and use of evidence-based treatments. Students prepare for and complete the CQE during the first year seminar.

Students complete the Clinical Qualifying Examination (CQE) on specific dates provided in the *PSYD Practicum and Internship Handbook* or the *Practicum Seminar syllabus* before they are scheduled to begin their initial Tier-Two practicum placement, if they begin in a Tier-One placement, or in their second semester of Tier-Two practicum placements if they begin in a Tier-Two placement. Students who begin in a Tier-One placement must pass this exam to begin Tier-Two placements. Students who begin in a Tier-Two placement must pass this exam to get credit for their first year of field placement and practicum seminar. Details about the CQE are provided to students in the practicum seminar during the semester they are scheduled to complete the Examination. Site supervisor evaluations from previous placements are also used to determine readiness to continue practicum training.

The Clinical Qualifying Examination consists of analysis of cases. Details about the CQE can be found in the *PSYD Practicum and Internship Handbook* and on the Clinical Qualifying Examination Canvas page. A scoring rubric will be provided to guide students' work to ensure all required areas are addressed.

The second year of practicum seminar focuses on enhancing benefits of field placements, including development of skills of assessment, diagnosis, treatment, and understanding of the fundamental bases of human behavior as they relate to clinical presentations and practice. Students prepare to take the comprehensive exams during this seminar.

The third and subsequent years of practicum seminar help students solidify their identities as psychologists, their understanding of their individual professional values, strengths, limits, and style, and preparing students for independent practice as professional psychologists, including preparation for internship applications.

XI. INTERNSHIP

Consistent with APA accreditation standards and state licensing guidelines, students must complete a one-year full-time or a two-year half-time internship in Counseling or School Psychology for the PsyD degree. All students will apply for internship through the APPIC (Association of Psychology Postdoctoral and Internship Centers) matching system. Details about the Internship Process and associated Forms are in the *PsyD Practicum and Internship Handbook*.

Doctoral internships begins in summer or fall. The applications are due starting in late October of the preceding year. Students enroll in *CNSL 838 Seminar: Internship Preparation and Professional Development* in the summer semester before they plan to submit applications for internship placement. This course will include instruction and guidance on creating and gathering the application material for internship matching and give students opportunities for review and feedback on draft materials.

Students must receive approval to apply for internship by completing the *Request for Permission to Apply to Internship form (Appendix 9)*, which must be endorsed by the student's practicum instructor, doctoral research project chair, Director of Clinical Training, and the Program Director. In order to be considered eligible to apply for internship, students must successfully complete the following portions of their program of study:

- A minimum of 800 practicum hours, with 1000 hours recommended
- Defense of Doctoral Research Project proposal
- Written and Oral Comprehensive Exams

All students must complete Part 2 of the APPIC Application for Psychology Internship to verify Internship Eligibility and Readiness. This document requires the Director of Clinical Training to endorse the following statement: "The faculty agrees that the student is ready to apply for internship (Yes or No)." This endorsement is not guaranteed based solely on student completion of program requirements. It is based on a holistic review by the Director of Clinical Training and Program Director evaluating the students' academic and professional progress during their time in the program, as described in *Section VII, Subsection 14: Competency Evaluation*.

Students are required to apply to APA-accredited and APPIC-member internship sites. More information is available in the PSYD Practicum and Internship Handbook. These sites are described on-line through APPIC (http://www.appic.org/directory/4_1_directory_online.asp). Internship sites listed in the APPIC directory require students to submit the APPIC *Application for a Psychology Internship (AAPI)*, which is available from the APPIC web site

(www.appic.org). Students register to participate in the APPIC Match through the National Matching Service.

Students enroll in CNSL 886 (6 credits) and CNSL 887 (6 credits) when completing their internship

XII. DOCTORAL DISSERTATION

Students are required to complete a Doctoral Dissertation as part of their Program of Study. Please refer to the *Doctoral Dissertation Handbook* for a complete description of the processes, procedures, evaluation rubrics, and forms associated with the process. The purpose of the Doctoral Dissertation is to develop and demonstrate the critical thinking and problem-solving skills required of leaders of the profession who will drive the creative and knowledge-based development of psychological practices and standards.

The Doctoral Dissertation is a critical learning experience for doctoral students to learn how to draw on the theory and knowledge of psychology and education to identify an important unanswered question. Students learn to construct and select hypotheses (potential explanations) to address their question. Students independently design an appropriate process, gather, and analyze information to evaluate their hypothesis. They interpret the information with open minds to determine what can be concluded about their question and how their explanations were and were not accurate or helpful. They evaluate personal assumptions and biases that may have influenced their selection or interpretation of hypotheses or their application to specific populations or specific contexts. Finally, they demonstrate their metacognitive skills, processes that enable them to self-monitor, evaluate, and correct their ongoing practice. Successful completion of the Doctoral Dissertation demonstrates students' scholarly excellence and ability to contribute original conceptualizations, findings, or applications to the field of psychology in schools and communities.

The Program provides several options for students to meet competencies in both discipline-specific knowledge and profession-wide competencies and related elements, including completion of coursework on research and completion of the Doctoral Dissertation (see the *Doctoral Dissertation Handbook* for details). Students must successfully defend their research proposal to be eligible to apply for an internship.

The Program's emphasis is on having students become good consumers of research and develop the capacity to use empirical methods and information to evaluate important questions raised in practice, as is necessary for being a competent practitioner. A fuller description of the Doctoral Research Project options and related policies and procedures can be found in the *Doctoral Research Project Handbook*.

XIII. POLICIES AND PROCEDURES

This section of the *Handbook* describes the policies and procedures applicable to students in the Program. Many policies correspond to the policies of the Academic Catalog and the Student Services Catalog that can be found at: <https://catalog.rivier.edu/index.php>

Changes, revisions, or substitutions to the policies or procedures here would ordinarily be made at the end of the academic year. Changes are communicated to students. The most current version of the *Handbook* is distributed to incoming students annually at the start of the academic year.

A. Student Rights and Responsibilities

All students who enter the Program are bound by a Code of Professional Conduct. The Code contemplates that professional, ethical and mature behavior is expected of each student at all times. Every student must conduct themselves from the moment of matriculation with maturity and professionalism. Every graduate student is expected to read the code and be responsible for its contents.

The full Code of Conduct can be found here:

<https://catalog.rivier.edu/content.php?catoid=114&navoid=2089#grad>

B. Statement of Nondiscrimination

Rivier University does not discriminate on the basis of race, color, national origin, religion, age, veteran or marital status, sex, sexual orientation, gender identity or disability in admission or access to, treatment in or employment in its programs and activities. Please see full statement of nondiscrimination and related information here: <https://www.rivier.edu/notice-of-nondiscrimination/>

In addition, the PsyD program does not discriminate on the basis of current or past military and other service experience, or social and political beliefs.

C. Student Advising

Every student will have an individual advisor who takes responsibility for the Program's contribution to student success through proactive and ongoing support and guidance. Advisors are responsible for becoming familiar with individual students' interests, strengths, experience, needs, and challenges. This enables them to provide individualized support and to help students personalize their learning experience within the standard curriculum. Students' ability to meet the program's explicit goals and expectations and to complete the program successfully is enhanced by the advising process and its focus on how each student can best benefit and approach the different learning experiences and requirements.

Faculty are responsible for creating a safe, supportive, and collaborative relationship with their advisees. Faculty should communicate regularly and respond sufficiently quickly when needed to address students' needs, or arrange alternative support (e.g., from the Director of Clinical Training or the Program Director, depending on the content) if necessary.

Students are expected to regularly communicate with their advisor about their experience in the program, including to anticipate possible challenges and changes in their circumstances that might affect their performance. This enables advisors to support and work with students to

determine the best solutions given their situation, plan for how to implement that solution, and advocate for students to have access to the support and flexibility they need to be successful.

If a student finds themselves facing a problem with their academic, field, or other training or personal situation that might affect their performance in the program, they are expected to alert their advisor or another appropriate faculty member (including the Program Director) in a timely manner. This makes it possible for faculty to support and work with students and with other professionals involved in their training to support the best solution to their difficulties. If students do not inform faculty in a timely manner, the Program's ability to support them may be affected.

If a student feels uncomfortable with their advisor, they are encouraged to address this directly with the advisor if they feel able. If not, or if their attempts to work through any discomfort are not successful, they should consult with the Program Director about options, including the option to change advisors, if the Program Director determines it is appropriate and logistically possible.

D. Academic Standing

The requirements below apply for students to be considered in good academic standing in the Program. In all other matters of academic standing, refer to the *Rivier University Catalog*.

- A student must maintain a cumulative GPA of B (3.0) over the course of enrollment in the program.
- The student will have up to three semesters to reestablish a proficient GPA.
- Courses in which the student received a grade of BC (2.5) or lower must be repeated to improve the grade.
- All failing grades (any grade below a B) will remain on the student's transcript; however, a failed course may be repeated once, with only the grade of the student's second attempt being included in the calculated GPA.
- A student who fails two courses may be dismissed from the Program.

E. Need For Improvement in Performance or Progress

Students' performance or progress may not be satisfactory or may raise concerns on the part of faculty, practicum supervisor, or others. Those concerns or the identification of unsatisfactory performance or progress should first be communicated by the faculty member, practicum supervisor, or other to the student, with offers of appropriate support given the context, relationship, role of the person concerned, and nature of the concerns. If this informal notice and support is not sufficient to adequately resolve the concerning performance or progress, the concerned faculty member should complete a performance-improvement support plan (PISP; *Appendix 10*) and give it to the student, the student's advisor, and the Program Director, who will place it in the student's record. If the concern is raised by a practicum supervisor or other, these concerns should be communicated to the student's advisor, the Director of Clinical Training, or the Program Director, who will evaluate them and, if appropriate, complete a PISP and give it to the student, the student's advisor and the Program Director (if not the ones completing the PISP), and the Program Director will provide a copy to the practicum supervisor or other if appropriate and place it in the student's record.

The PISP form indicates need for improvement in demonstration of the minimum level of achievement required by APA and the program, because of concerns about a student's ability to meet the Technical Standards of the Program, because progress is below or behind expected, performance or behavior that fails to meet professional standards, or other performance and behavior contrary to becoming ethical, effective doctoral psychologists. Eleven foundational and ten functional competencies are identified as potential competencies of concern, to ensure relevance of the concerns to doctoral psychology training, as indicated on the PISP form (see *Appendix 10*).

Importantly, the purpose of the PISP is to document the individual's need for improvement, the criteria and specific evidence that will be used to determine satisfactory resolution of the concern, the support offered to the student to meet these criteria, and the steps expected from the student to resolve the concerns satisfactorily. The foremost goal is to document and ensure that students are provided with the support and guidance that will be necessary to succeed in meeting the standards of doctoral training, performance, and conduct. Only if students are unable or unwilling to use this support and guidance to succeed will the documentation of the PISP become relevant for further decisions about disciplinary action.

F. Annual Review

All students participate in a collaborative annual review with their advisor who consults with and reports to the Core Faculty Committee. The annual review assesses student progress toward competencies and elements, ability to meet the technical standards of the program, and completion of the Program of Study and eventual graduation as a well-prepared doctoral psychologist.

The annual progress review is based on progress on each student's program of study, course grades, practicum or internship performance and evaluations, performance on other program requirements and evaluations (e.g., comprehensive examinations, the Basic Content Area Integrated Application), progress, performance, and completion of the doctoral research sequence (described in the Dissertation Handbook), dissertation proposal, completion, and defense, in turn. Finally, the annual progress review considers any performance-improvement support plans and other evidence of concerns about students' progress, performance, and conduct during the training year. The review also identifies student achievements made during the previous year.

Evidence of progress toward meeting each competency and element (see *Appendix 7* for a description of where each competency and element is evaluated in the program of study). Evidence is drawn from learning experiences in the Program that include the following:

- Core Coursework
- Integrated Application Assignment from Basic Content Area Cluster
- Written Comprehensive Examinations (three parts, described in *Section VIII*)
- Oral Comprehensive Examination
- Practicum Placements
- Internship
- Doctoral Research Project
- Annual Review Disposition Forms (*Appendix 13*)
- PISP filed during the current year or still in effect from previously, if applicable.

Students also submit a *Professional Goals and Activities form* (Appendix 12), which is used to evaluate and support students' achievement of their individual professional development goals.

Review of the evidence from students' learning experiences with their *Professional Goals and Activities form* are the basis of the student's annual review. Students meet with their academic advisor to review their progress in the Program as demonstrated in the evidence and consultation with the Core Faculty Committee. Results of this review are communicated to the student and the Core Faculty Committee in writing and reviewed by the Program Director. A copy of the results will be kept in the student's file.

Students who fail to meet minimum levels of achievement (See *Section VII, Subsection 13: Minimum Levels of Achievement*) or whose progress toward competencies or elements has been rated by faculty as below the expected level (i.e., none to minimal progress in areas where progress is expected based on the program of study), will be placed on a performance-improvement support plan to address specific competencies. Failure to meet the requirement of a performance-improvement support plan may result in dismissal from the program.

G. Review of Concerns About Student Progress

If a student's advisor or any course instructor evaluates a student's performance, capacity to meet the Program's Technical Standards, and/or course outcomes as not satisfactory or otherwise concerning at any time prior to the annual review, this deficiency must be brought to the attention of the Program Director in writing. The Director may ask for a review of the concerns about the student's performance by the Core Faculty Committee. Any faculty member with concerns about a student's academic, professional, or ethical performance may request a review of the student at any time by submitting a written request to the Program Director. The Program Director may also initiate a review if a student fails to achieve the minimum level of achievement (a grade of "B" or better) on any competency or overall course grade in any course or to pass any section of the Comprehensive Exam.

Upon the completion of a review that results in a determination of unsatisfactory student progress or unacceptable student behavior, the Program Director schedules a meeting with the student and the Core Faculty Committee to discuss the student's performance. At this meeting, a performance-improvement support plan is developed that outlines the steps for improvement and supports to be offered to the student to meet them, including a timeline. The student and the Director or his/her designee, typically the student's advisor, will meet on a regular basis, no less than once each semester, to review progress to fulfill the performance-improvement support plan until the goals of the plan are complete.

H. Academic Appeal

When a student wishes to appeal an academic decision in the Program, the following academic grievance policies are followed by the student. Academic grievances are defined as those pertaining to grades (course and assignment), annual reviews, complaints, and dismissals.

Grade Review

As described in the Academic Catalog (<https://catalog.rivier.edu/index.php>):

“Students have the right to request a review of a final grade. All such requests must address the process followed in arriving at the final grade and not the professor’s evaluation of the student’s work. A request for a review of a final grade must be made in writing by the student to the instructor of the course no later than 15 calendar days from the posting of the official grade report by the Office of the Registrar. The student sends a copy of this request to the Program Director. If there is no resolution between the student and the instructor, and the student continues to believe the grade to be in error, the student may appeal in writing to the department coordinator/program director in which the course was offered, or to the Vice President for Academic Affairs if the grade review is between the student and the department coordinator/program director. If no satisfactory resolution is reached after contacting the department coordinator/program director, the student may appeal to the Vice President for Academic Affairs. The Vice President for Academic Affairs will make the final decision, which is binding, and send notification of the decision to the Office of the Registrar for processing.”

The grade review evaluates the process and criteria used to determine the student’s work for consistency with the course syllabus and with professional and educational standards. The Program Director of VPAA will not substitute their evaluation of the student’s performance for that of the course professor.

Academic Grievance Procedure

In addition to the statement related to the grade review procedure, Rivier University outlines the Academic Grievance Procedure in its *Graduate School Catalog* (see <https://catalog.rivier.edu/content.php?catoid=114&navoid=2089#grievance>).

I. Academic Integrity

As described in the Academic Catalog (<https://catalog.rivier.edu/index.php>):

“Academic integrity involves the thorough, accurate, and systematic discussion, presentation, reporting and publication of information. Academic integrity is a cornerstone of the teaching and learning in which all members of our community are engaged.

When considering student work, academic integrity assumes and expects that academic work is solely the product of the student. Plagiarism and cheating are breaches of academic integrity. In general, plagiarism is defined as the presentation of someone else’s work as the student’s own without complete acknowledgement of the source of the material. Quoting or using another person’s argument from another source without acknowledgement of the source or its relationship to other sources constitutes plagiarism. Cheating is defined as the giving or receiving or attempting to give or receive unauthorized information or assistance during an examination, study, or project. Submission of a single work for two separate courses without the permission of both instructors prior to submission is also a form of cheating.

Instructors will communicate clear expectations regarding assignments, including group work and group projects. If students are unsure whether a specific course of action would constitute academic dishonesty, they should consult with the relevant instructor before proceeding.

When academic integrity is violated by plagiarism, cheating or other unethical conduct, sanctions may be applied. The nature of the sanctions varies with the type, degree or repetition of an act of academic dishonesty in the judgement of the instructor and the institution. Depending on the nature of academic dishonesty sanctions may take the form of one or more of the following:

- *student discussion with the instructor about the nature of the offense that results in reassurance and commitment to improvement.*
- *individualized [performance-improvement support] plan with identified steps and timeline to achieve the appropriate outcomes.*
- *rewriting and submission of the academic work in question with or without grade penalty.*
- *a grade penalty up to and including a grade of “F” or zero for the work in question.*
- *notification of the Program Director of the infraction and reason for recommending a review.*
- *review by the Program Director and meeting with student and instructor to determine facts related to allegations and to impose other sanctions as appropriate.*
- *other academic sanctions up to and including dismissal from the university.*

All efforts should be made to conduct ourselves with dignity, integrity and a just consideration for those with whom we interact. Often, disagreement can best be resolved by the individuals directly involved. However, there may be instances when this does not occur.”

Students should note the University’s policy on use of Generative AI. Individual courses may have specific policies on AI use that students are expected to follow. In addition, the Program may develop a specific policy on AI which will be distributed to students and considered a required policy for student and faculty compliance.

Please refer to Academic Catalog for a review of the procedure that is followed if the Academic Integrity Policy is violated.

J. Withdrawal

If a student wishes to withdraw from the Program or from a course in the Program, the student must follow the procedures outlined in the most current *Academic Catalog* and complete the University’s *Withdrawal form* and submit it to the Program Director. If a student decides to withdraw from the program, they cannot automatically re-enroll. They need to follow the procedures for reenrollment outlined in the section below.

K. Leave of Absence

Students seeking a leave of absence to address professional, personal, or familial obligations should submit a written request to the Program Director. The student may officially apply for a leave of absence by completing the University’s *Leave of Absence form* and submitting it to the Program Director at least two weeks prior to the end of the semester preceding the anticipated leave. Leaves of absence are rarely granted for semesters that are underway and may not be

used to preclude completion of a course or requirements for a course or to meet deadlines for withdrawing from a course. If a request for leave of absence is submitted after the add/drop deadline and/or the deadline for withdrawal, students may be partially or wholly financially responsible for tuition courses associated with that semester's courses, and the withdrawal may be noted on students' transcripts.

The Program Director must approve all leaves of absence. A letter of explanation of the specific reasons for requesting leave must accompany the form. A leave of absence may be granted for one or two semesters and a maximum of 180 days. In cases in which a student requires more than two semesters or wishes to extend an already approved leave of absence, the Core Faculty Committee must review the students' request to determine whether additional leaves will be considered. After two semesters or 180 days, the Registrar's office is required to report a student as inactive and their financial aid repayment will typically begin. After 3 years on leave, the student would need to reapply to be admitted back into the program.

The Program Director forwards the Leave form and the letter of explanation with the necessary signatures granting the leave of absence to the Office of the Registrar. The student rejoins the Program at the point in the Program of Study when they leave the Program.

L. Reenrollment

To re-enter the Program after a withdrawal, the student must submit a *Reenrollment Application form* (see *Appendix 14*) to the Program Director. The Program Director reviews the students' application, along with the records associated with the withdrawal, and then confers with the Core Faculty Committee and then with the Vice President for Academic Affairs to make a final decision about reenrollment. A student who withdraws from the program and wishes to reenroll may be required to complete the standard admissions process (see *Section VI: Program Admission*) during the next admissions cycle. The Program Director notifies the student of the final decision. The recommendation includes the plan for reenrolling to complete coursework and other requirements in a timely manner.

M. Dismissal

Students can be dismissed from the program for academic dishonesty, engagement in unethical behavior as defined by the APA Code of Ethics, failing more than one required course, failure to meet program requirements or demonstrate capacity to meet the Program's Technical Standards, or failure to meet the requirements of a performance-improvement support plan. Dismissal from the PsyD Program is not a dismissal from the Division of Counseling and Psychology or the University. A student dismissed from the Program may apply to and be admitted to another program at the University.

N. Student Services

Rivier University provides a variety of student services that can be found on the Rivier website. In addition, students should review *Appendix 15* for information regarding Disabilities/Special Needs, Financial Aid, ID Cards, Student Parking, Veterans, Sexual Harassment, and the University Nondiscrimination Statement.

XIV. PROFESSIONAL ORGANIZATIONS

Students are encouraged to join at least one professional organization relevant to the field of counseling and school psychology. Membership in professional organizations contributes to student mastery of some program competencies. Students receive significant discounts on membership rates. Below are examples of some organizations relevant to Program aims.

American Psychological Association (APA) represents all disciplines within psychology. APA's Division 16 represents School Psychology exclusively, while Division 17 represents Counseling Psychology. The American Psychological Association of Graduate Students (APAGS) is the voice of student concerns within the APA. APAGS develops, endorses, and disseminates information to students about relevant education and training issues, legislative positions and developments, and future directions or changes in the field through printed resources and the website. APAGS also supports students in the form of [scholarships and awards](#), association advocacy work, and a host of development activities. Students who join APA as student affiliates automatically become members of APAGS.

National Association of School Psychologists (NASP) is the national association for school psychologists. Members receive a monthly newsletter and a quarterly journal, *School Psychology Review*.

New Hampshire Psychological Association (NHPA) is the state affiliate of the national organization. NHPA sponsors an annual student convention, fall and spring annual meetings, and numerous continuing education events throughout the year.

New Hampshire Association of School Psychologists (NHASP) is the state affiliate of the national organization. NHASP publishes a quarterly newsletter and sponsors an annual conference.

Other state, regional, and national psychological associations may be relevant to students' interests and career goals, including neuropsychology or other practice-area associations and identity-related associations such as the [Association of Black Psychologists](#), [Asian American Psychological Association](#), [National Latinx Psychological Association](#), [Society of Indian Psychologists](#), and the [American Arab, Middle Eastern, and North African Psychological Association](#).

IX. APPENDICIES

- [Appendix 1](#): Technical Standards of the PsyD Program
- [Appendix 2](#): List of Program Core Faculty Members
- [Appendix 3](#): Standard Doctoral Program Admissions Rating Form
- [Appendix 4](#): Standard PsyD Program Curriculum
- [Appendix 5](#): Program of Study Form
- [Appendix 6](#): Request for Course Transfer Form
- [Appendix 7](#): Curriculum Competency Map
- [Appendix 8](#): Eligibility for Comprehensive Examination Form
- [Appendix 9](#): Request for Permission to Apply for Internship Form
- [Appendix 10](#): Performance-Improvement Support Plan
- [Appendix 11](#): Information Considered During the Annual Review
- [Appendix 12](#): Professional Goals and Activities Form
- [Appendix 13](#): Annual Review Disposition Form
- [Appendix 14](#): Reenrollment Form
- [Appendix 15](#): Student Services
- [Appendix 16](#): Statement of Acknowledgment

Appendix 1: PsyD Program Technical Standards (Essential Elements of Successful Completion of the Program)

To ensure that all students admitted to the Doctoral Program in Counseling and School Psychology are able to meet the academic and clinical demands of their training and post-graduation professional practice, the following technical standards have been established as essential elements of successful completion of the program. These standards reflect the core performance necessary for the competent and ethical professional practice for which the program prepares them, and by implication, the competencies required to meet them. Some of the standards require professional judgment to be applied. In these cases, to ensure fairness and appropriateness of judgment, concerns will be considered by the full PsyD Core Faculty Committee, which will develop consensus before steps are taken to evaluate, require, and support their implementation. Students' and the program's admissions decisions should take these expectations into account, and students will be required to develop their ability to meet them across their training at Rivier. These technical standards align with the training standards and ethical principles of the American Psychological Association.

All students must be able to meet the following standards, with or without reasonable accommodation:

1. Observation and Interpretation

Students must be able accurately to perceive and assess verbal and non-verbal behavior in clients and clinical or assessment participants, in classroom and other academic settings, and in other professional experiences. Ability to accurately observe and interpret others' behavior, explicit communication, and implicit expressions is necessary to support safe, ethical, and effective professional decision-making.

2. Communication

Students must be able to communicate effectively with a diverse range of clients, peers, faculty, supervisors, and other professionals. Effective communication is defined as:

- Demonstrating sufficient ability to read, comprehend, communicate, and understand communications in English, with or without reasonable accommodations, at a level necessary for academic, clinical, and professional success in Rivier's program and associated field training experiences.
- Demonstrating basic technological proficiency to participate effectively in educational experiences and requirements of the program and in electronic communication and meetings as required, and to meet all of the expectations for successful completion of training at Rivier University.
- Communicating effectively non-verbally, including presenting the attitude and commitment required for effective professional and academic performance and recognizing and responding appropriately to others' non-verbal communication cues given the goals and requirements of their professional activities.
- Demonstrating ability to accept and integrate feedback about communications, and to recognize and collaboratively repair relationship ruptures and miscommunications.
- Effectively eliciting and sharing information clearly and respectfully with each person with whom they interact professionally.
- Maintaining professionalism (see below) in all forms of communication.

3. Acquiring and Applying Knowledge

Students must demonstrate sufficient ability to acquire and apply knowledge to:

- Analyze, synthesize, and apply complex information from diverse sources.
- Understand and critically evaluate research and clinical information.
- Generate novel hypotheses and design appropriate means of evaluating them
- Formulate clinical judgments supported by evidence or peer-reviewed theory
- Engage in ethical decision-making.
- Learn effectively through classroom instruction, clinical training, and independent study.
- Think critically, including being aware of their own assumptions and biases and the limits of their conclusions in contrast to other viewpoints.

4. Behavior and Interpersonal Relations

Students are expected to:

- Exhibit emotional maturity, self-awareness, and the capacity to assess information accurately in terms of professional and academic demands and to draw justified conclusions.
- Be sustainably able to complete difficult workloads and demands successfully, including in stressful situations such as managing clinical crises.
- Demonstrate compassion, integrity and sensitivity in diverse interpersonal contexts.
- Engage ethically and respectfully with clients and colleagues whose values or behavior may differ from their own.
- Maintain appropriate professional boundaries as defined in the American Psychological Association Dictionary of Psychology: a psychological demarcation that protects the integrity of an individual or group or that helps the person or group set realistic limits on participation in a relationship or activity.
- Handle confidential material responsibly and follow relevant laws, regulations, and policies of the University and of any organization where they are acting in their role as a student in the Program.
- Use language that is professional (see below) and respectful in all interactions, whether in person, on campus, at training placements, with peers, faculty, staff, or in any communication or interaction when they are acting in their role as a Rivier student, including email, discussion boards, and learning management systems.
- Collaborate respectfully and effectively within groups and teams, demonstrate appreciation for diverse professional and non-professional roles, and contribute meaningfully to achievement of shared academic and professional goals.
- Be aware of and avoid any communication or actions which could reasonably be construed as threatening or offensive. If a communication or action is brought to the student's attention that could be construed in this way, the student considers the feedback and participates in a process to repair the situation and/or brings the report to appropriate Rivier faculty or staff for assistance in doing so.

5. Organization and Meeting Program Requirements

The demands of doctoral training require sustained energy, effort, and organization. Students must:

- Successfully manage demanding workloads and function effectively under stress and time constraints.

- Function effectively through changing environments and significant clinical demands.
- Develop and sustain a strategy for maintaining organization, to ensure timely follow-through and completion of all program components in and beyond the classroom, including practicum, dissertation, internship, and related training expectations.

6. Professionalism and Ethical Behavior

APA defines professionalism in Loughran, T. (2024). APA Guidelines on Equitable and Respectful Treatment of Students in Graduate Psychology Programs: Professional Socialization. According to this definition, students must consistently demonstrate:

- Adherence to APA ethical standards and university policies, including demonstrating integrity, honesty, and trustworthiness.
- Accountability for actions and professional development through taking responsibility for their appropriateness, effectiveness, and impact.
- Self-Reflection by being open to supervision and constructive feedback, self-aware, and engaging in ongoing self-evaluation and self-care, including recognition of personal limitations and the willingness to seek support when needed.
- Commitment to excellence in the form of lifelong learning and continuous efforts at improvement.
- Humanism, defined as caring, compassion, and respect for others.
- Collaboration by working effectively and respectfully with others.
- Cultural humility reflected in considering and trying to understand others' perspectives and experiences.
- Commitment to psychology's social contract in terms of responsibility to society, including careful attention to competence in service to others.
- Social responsibility, including altruism, advocacy for others, and fairness.

While these characteristics develop throughout training and different students will demonstrate them in different ways given their own backgrounds and perspectives, all students are expected to demonstrate commitment and active effort to meet them and ongoing progress towards improvement in each.

7. Professional Responsibility and Self-Regulation

Students must demonstrate the capacity to engage effectively in practicum, internship, and other supervised clinical experiences where they are representing Rivier University, which are integral components of clinical/school training. This includes:

- Consistently meeting attendance, punctuality, and professional conduct expectations in clinical settings.
- Applying classroom knowledge to real-world clinical contexts with appropriate supervision.
- Responding constructively to feedback and integrating it into clinical practice.
- Navigating professional relationships with clients, supervisors, and interdisciplinary teams ethically and respectfully.
- Managing time and workload demands associated with clinical placements.
- Demonstrating self-awareness and emotional regulation in high-stakes or emotionally charged situations.

8. Capacity to Successfully Complete Professional and Training Requirements

Students must be able to perform the essential functions required in academic, clinical, and assessment training experiences. This includes accurately administering assessment and intervention procedures; perceiving, observing, responding to, and documenting relevant verbal, visual, behavioral, sensory, and other information; communicating and demonstrating standardized instructions in a way that is in accordance with the standardized instructions of the test or intervention; manipulating and presenting assessment materials and equipment as required; producing, recording, and scoring written, graphic, or other responses; and completing required documentation. This also includes maintaining the integrity of tests or interventions, such as not substantively altering the materials, their administration, or their standardization.

During administrations of assessments or interventions, students may be required to perform these functions simultaneously and in real time, including integrating sensory information, manipulating materials, recording responses, reactions, and relevant behavioral observations, and making administration and scoring decisions based on clients' responses and behavior. These functions must be performed in a manner that maintains required standardization, adherence to protocols, safety, ethics, and effectiveness, with or without reasonable accommodation.

Reasonable Accommodations

Rivier University is committed to providing reasonable accommodations to qualified students with disabilities in compliance with the Americans with Disabilities Act (ADA) and consistent with the PsyD Program's commitment to inclusion. Reasonable accommodations are adjustments or supports that provide qualified students with disabilities an equal opportunity to meet the program's technical standards and successfully complete its essential academic and professional requirements.

Reasonable accommodations do not waive, lower, eliminate, or substantially alter essential academic, clinical, or professional standards or requirements. They may not fundamentally alter the nature of the program or impose an undue burden on the institution. Rather, accommodations are intended to provide students with disabilities an equitable opportunity to demonstrate that they can meet the same essential requirements of the program.

Students seeking reasonable accommodations should contact the Office of Disability Services and engage in the University's established accommodation process.

Note that other students needing support should reach out to their professors, advisors, or the Program Director to discuss what the program can appropriately and reasonably do to provide them with the greatest chance of success, but that this falls outside the disability accommodation process.

Appendix 2: List of Program Core Faculty Members

Paul Block, PhD, New York University

Director, PsyD Program in Counseling and School Psychology

Specialty Areas: Community Mental Health, Health and Mental Health Policy and Systems, Leadership, Program Design, Evidence-Based Practice, Acute Mental Illness

Belinda Plowell, PsyD, CSPP/Alliant International University

Director of Clinical Training

Specialty Areas: Community Mental Health, Children/Adolescents, Curriculum Development, Evidence-Based Practice, Groups, Parenting, Maternal/Women's Mental Health, Trauma

Sonia Gooden-Alexis, EdD, Argosy University

PsyD Program Core Faculty (Counseling Psychology)

Specialty Areas: Community Mental Health, Trauma, Crisis Intervention, Marginalized Populations, Counselor Education & Supervision, Culturally Responsive Care, Evidence Based Practice, Ethics, Substance Use

Paul Wise, PhD, University of California, San Diego

PsyD Program Core Faculty (Quantitative Psychology)

Specialty Areas: sensory systems, quantitative methods, research methods, protection of human participants, scientific communication (posters, presentations, papers).

Amanda Buckley, PsyD, University of Maine

PsyD Program Core Faculty (School Psychology)

Specialty Areas: school psychology, cognitive and educational assessment, ethics, bias in psychological testing, behavioral assessment and management, neurodiversity-affirming practices, academic and behavioral interventions, multi-tiered systems of support (MTSS)

Melissa Coffey, PsyD, Rivier University

PsyD Program Core Faculty (School Psychology)

Specialty Areas: School psychology, school counseling, clinical mental health counseling, psychoeducational assessment, neurodiversity-affirming practices, school-based mental health services, educational consultation, culturally responsive counseling, and graduate and doctoral professional preparation.

Appendix 3: Rivier Doctoral Psychology Program Standard Admissions Rating Form

Goal statement:

Rivier doctoral psychology students are prepared as critical thinkers and problem solvers who draw on the theory, evidence, and knowledge of psychology and education to deliver empirically supported preventive services, assessment, diagnosis, intervention, consultation, supervision, and training to help improve the lives of clients, the people whose lives they touch, the organizations and systems in which they carry out their lives, and their communities.

The Program recognizes the importance of diversity inclusive of cultural and individual differences in the training of psychologists and has four major aims, to graduate health service psychologists who are:

1. competent and reflective practitioner- scholars.
2. knowledgeable about and clinically skilled in the areas of assessment, diagnosis, intervention, multiculturalism, and supervision and consultation.
3. competent in the comprehension, conduct, and application of research to professional practice.
4. who have a strong commitment to their identity as health service psychologists and to ethical practice in psychology.

To meet these aims, the Program attempts to admit students who have the capacity to develop 10 competencies, to:

1. Develop and apply discipline-specific knowledge at a doctoral level
2. Professionally apply communication and interpersonal skills
3. Develop and professionally apply values and attitudes
4. Perform appropriate, accurate assessment
5. Perform appropriate, effective intervention
6. Understand and provide appropriate, effective supervision
7. Understand and professionally attend to individual and cultural diversity
8. Understand and conduct research and use of empirical methods for monitoring and evaluating relevant applied questions
9. Understand and follow ethical and legal standards
10. Understand and provide appropriate, effective consultation and demonstrate appropriate, effective interprofessional/interdisciplinary skills

The foundational characteristics we believe are needed to have this capacity are evaluated in admissions materials and interviews using the following rubric.

Applicant name:

Reviewer name:

Highlight one:

Materials

I

GM

Foundational characteristic	Evidence ¹	Rating: (select one)				Key evidence
		Does not support	Is unclear	Seems to support	Clearly supports	
Personal & interpersonal characteristics						
Commitment to values of program, e.g., - capacity to become an effective, contributing part of the program community & culture - commitment to community service (inc. universal & targeted school-based services) - commitment to inclusion & equity	PS, R, I, GM					
Professional attitudes & commitment to ethics & standards of professional practice, e.g., - ability to prioritize client needs - ability to appropriately self-regulate power dynamics	PS, R, GM					
Interpersonal skills & style, e.g., - capacity for effective communication, clinical & collegial relationships - capacity to attend & respond to diversity effectively	PS, R, I, GM					
Curiosity, humility, & eagerness to learn, e.g., - capacity for personal & professional growth involved in becoming an ethical, effective, contributing doctoral psychologist	CV, AE, PS, R, OA, PE, I, GM					
Professional self-awareness & -regulation, e.g., - Capacity to receive & use constructive feedback (non-defensiveness, ability to incorporate & act on feedback)	PS, R, I, GM					
Conceptual, academic, and applied professional characteristics						
Critical thinking/problem solving/humility, e.g., - potential for sophisticated conceptualization about psychological topics and theories	CV, PS, R, G, OA, I, GM					
Potential to deliver effective services, e.g., - ability to understand & apply practically relevant theory, evidence, & knowledge of psychology & education - capacity to understand & apply discipline specific knowledge at a doctoral level	CV, AE, PS, R, G, OA, GM					
Capacity to understand & apply empirical methods to evaluate important questions, e.g., - capacity to monitor applied effectiveness (question for interview if not clear from application materials)	CV, R, G, OA					

Foundational characteristic	Evidence ¹	Rating: (select one)				Key evidence
Capacity to complete program requirements successfully						
Capacity to complete original empirical research independently and persist to completion	CV, R, G, OA, I					
Understanding of & readiness for the personal, academic, & clinical requirements & experience of doctoral training at Rivier	PS, R, I, GM					
Understanding of need & ability to maintain appropriate communication & seek supervision/ support when necessary (with faculty, advisor, chair, field placement supervisors, etc.)	PS, R, I, GM					
Other fit with Rivier program requirements & expectations (e.g., ability to successfully complete remaining foundation courses remotely & relocate to Nashua for core courses)	PS, R, I					
Other considerations (describe)						
Specific information or questions important for evaluating potential (describe)						

1. Note that evidence for all characteristics might be found anywhere in all materials, but is especially likely to be found in interviews based on questions identified from materials for all applicants; circle which of these sources was particularly relevant for each applicant

Sources of evidence:

CV: resume or curriculum vitae
 AE: applied experience supportive of doctoral training in counseling and school psychology
 PS: personal statement
 R: references
 G: both undergraduate and graduate transcript grades
 OA: other academic experiences that provide relevant evidence (e.g., research experience, special training)
 PE: other past experiences
 I: interviews (where particularly relevant, vs. as source of tailored questions/information to gather based on application materials)
 GM: group meetings

Appendix 4: PsyD Program Standard Curriculum

Fall Semester

*803 Cognitive/Affective Bases *809 Psychometrics 8?? [†] Cog Assess I *881 Quantitative Methods 792 or 840 Practicum I
*802 Biological Bases *815 or 816 Evidence-Based Treatment *810 Cognitive Assessment II 892 Directed Research 794 or 842 Practicum III
833 Supervision, Consultation, Systems 8?? [†] Neuropsych Assess Elective #2 (Concentration) 896 Dissertation Research (cont. if needed) 841 or 844 Practicum V Apply for internships

Spring Semester

*804 Social Bases *806 Psychopathology & Intervention *820 Developmental *864 Research Methods 793 or 841 Practicum II Clinical Qualifying Exam (in Prac. Sem.)
*801 History & Systems *812 Personality Assessment II *821 Ethics 892 Directed Research (cont., if needed) or 896 Research in Psychology 840 or 843 Practicum IV Comps (May, after semester ends)
896 Research in Psychology (if needed) 8?? [†] Assessment of LD Elective #3 (Concentration) 842 or 845 Practicum VI Basic Content Area Integrated Application

Summer Semester

8?? [†] Personality Assess I 825 Aging
838 Internship Preparation Elective #1 (Concentration) 892 Directed Research (cont. if needed) or 896 Dissertation Research
896 Dissertation Research - if needed Leave for internship (886-888)

* note courses marked with asterix are required before taking comps

[†] note courses marked with [†] are being renumbered by the registrar

Appendix 5: Program of Study Form



Student Name: _____ ID: _____

Doctoral Program in Counseling and School Psychology Prerequisites for Core Doctoral Coursework

Foundation Courses (36 credits)			Semester	Grade	Credits	Equivalence Course
CNSL 501	Fundamentals of Research	3				
CNSL 505	Advanced Psychology of Human Development	3				
CNSL 610	Basic Human Interaction	3				
CNSL 614	Clinical Counseling Theory	3				
CNSL 615	Clinical Counseling Techniques	3				
CNSL 616	Group Counseling	3				
CNSL 618	Prof Orientation and Ethics of Clinical Mental Health Counseling	3				
CNSL 622	Diagnosis and Treatment	3				
CNSL 623	Marriage and Family Therapy	3				
CNSL 629	Addictive Behaviors	3				
CNSL 720	Social Cultural Foundations	3				
CNSL 721	Advanced Multicultural Perspectives	3				
TOTAL FOUNDATION CREDITS		12				
Foundation Practicum Courses (3 credits) (*may be placed out with master's internship)						
CNSL 792	Beginning Practicum I	1*				
CNSL 793	Beginning Practicum II	1*				
CNSL 794	Beginning Practicum III	1*				
TOTAL FOUNDATION PRACTICUM CREDITS						

* Students placed out of these practica will begin Doctoral Practica at CNSL 840 but will continue to be required to complete 6 semesters of Practica

Student Name: _____ ID: _____

Core Courses (46 credits)						
CNSL XX	Assessment of LD	3				
CNSL XX	Cognitive Assessment I	3				
CNSL XX	Personality Assessment I	3				
CNSL XX	Neuropsychological Assessment I	3				
CNSL 801	History and Systems*	3				
CNSL 802	Biological Bases of Behavior*	3				
CNSL 803	Cognitive-Affective Bases of behavior*	3				
CNSL 804	Social Bases of Behavior*	3				
CNSL 806	Psychopathology and Interventions*	3				
CNSL 809	Psychometrics*	3				
CNSL 810	Cognitive Assessment II*	3				
CNSL 812	Personality Assessment II*	3				
CNSL 815 or CNSL 816	Evidence-Based Treatment: Children and Families or Adults*	3				
CNSL 820	Developmental Psychology*	3				
CNSL 821	Health Service Psychology: Ethics and Standards*	3				
CNSL 825	Aging	3				
CNSL 833	Supervision, Consultation and Systems	3				
CNSL 838	Seminar: Internship Preparation and Professional Development	1				
CNSL 864	Research Methods and Design*	3				
CNSL 881	Quantitative Analysis*	3				
* Required before taking comprehensive exam						
TOTAL CORE CREDITS		58				
Core Practicum Courses (minimum 6 credits)						
CNSL 840	Practicum I	1				
	Clinical Qualifying Exam					Pass Date:
CNSL 841	Practicum II	1				
CNSL 842	Practicum III	1				
CNSL 843	Advanced Clinical I	1*				
CNSL 844	Advanced Clinical II	1*				
CNSL 845	Advanced Clinical III	1*				
CNSL 846	Advanced Clinical IV	1**				
CNSL 847	Advanced Clinical V	1**				
*required unless student has completed 792, 793, 794; **optional						
TOTAL CORE PRACTICUM CREDITS		6				

Student Name: _____ ID: _____

Core Research Courses (minimum 5 credits)						Notes
CNSL 892	Directed Research in Psychology	2				Proposal Defense Date:
CNSL 896	Research in Psychology	3 or 1				Defense Date:
TOTAL RESEARCH CREDITS						
Core Elective Courses (minimum 9 credits)						
		3				
		3				
		3				
	Preapproved Electives: 807, 808, 814, 830, 831, 832, 835 (others pending)					
TOTAL CORE ELECTIVE CREDITS						

Basic Content Area Integrated Application presentation & Comprehensive Examination		0				Notes
	Basic Content Area Integrated Application presentation					Pass Date:
	Written Comprehensive Exam: Multiple Choice					Pass Date:
	Written Comprehensive Exam: Theory Paper					Pass Date:
	Written Comprehensive Exam: Case Study					Pass Date:
	Oral Comprehensive Exam					Pass Date:
Core Internship Experience (0 credits)						
ED886	Clinical Internship I	0				Internship Completion Date:
ED887	Clinical Internship II	0				
TOTAL PROGRAM CREDITS						
GRADUATION DATE:						

Appendix 6: Request for Course Transfer Form

Course Transfer Request

Student Name: _____ Date of Request: _____

Instructions: For each row, please indicate the course taken at another institution and the Rivier course you wish to receive transfer credit. Up to 9 graduate credits may be transferred from another program.

Rivier Course	Other Institution:
Course Prefix and Number:	Course Prefix and Number:
Course Title: _____	Course Title: _____
Grade:	Grade:
Program Director Approval:	Course Instructor Approval:
Rivier Course	Other Institution:
Course Prefix and Number:	Course Prefix and Number:
Course Title: _____	Course Title: _____
Grade:	Grade:
Program Director Approval:	Course Instructor Approval:
Rivier Course	Other Institution:
Course Prefix and Number:	Course Prefix and Number:
Course Title: _____	Course Title: _____
Grade:	Grade:
Program Director Approval:	Course Instructor Approval:

Note: The Course syllabus and transcript MUST be attached for any course from a previous institution to be considered for transfer credit.

Appendix 7: Curriculum Competency Map

By competency

<i>Competency</i>	<i>Documentation Sources in Curriculum</i>
Competency 1: Discipline Specific Knowledge Discipline-specific knowledge represents the requisite core knowledge of psychology an individual must have to attain profession-wide competencies.	801, 802, 803, 804, 809, 820, 825, Comps
Element 1a: Students demonstrate an appropriate mastery of the discipline specific knowledge of health service psychology (e.g., developmental, biological, cognitive/ affective, and social aspects of behavior), and the history of the discipline of psychology.	801, 802, 803, 804, 820, BCAIA, Comps
Element 1b: Students demonstrate a substantial understanding of the integration of discipline specific knowledge of health service psychology.	825, BCAIA
Element 1c: Students demonstrate knowledge and competence in research methods, quantitative analysis, and psychometrics.	809, 864, 881, 892, 896, Dissertation Proposal/Defense
Competency 2: Communication and Interpersonal Skills Students develop the ability to communicate and use interpersonal skills effectively in increasingly complex situations with increasing independence.	806, 810, 812, 816, 833, Annual Review
Element 2a: Students develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.	833
Element 2b: Students produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.	806, 810, 812, 816, BCAIA, CQE, Dissertation Proposal/Defense
Element 2c: Students demonstrate effective interpersonal skills and the ability to manage difficult communication well.	833
Competency 3: Professional Values and Attitudes Students demonstrate behavior that reflects the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.	810, 812, 833, 838, Annual Review

Element 3a: Students behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.	833, Annual Review
Element 3b: Students engage in self-reflection regarding their personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.	838, Annual Review, CQE
Element 3c: Students actively seek and demonstrate openness and responsiveness to feedback and supervision.	810, 812, Annual Review, Comps, CQE Dissertation Proposal/Defense
Element 3d: Students respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.	Field placement seminars, Annual Review, Dissertation Proposal/Defense
Competency 4: Assessment Students develop knowledge and skills in evidence-based theories and methods of assessment and diagnosis, including the selection, administration, and interpretation of assessments consistent with best scientific research evidence, the science of measurement, and psychometrics.	809, 810, 812, 530*, 538*, 704*, 705*
Element 4a: Students demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.	806, 809, 810, 812, Comps, CQE
Element 4b: Students demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).	806, 810, 812, 825, Comps, CQE
Element 4c: Students demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.	806, 810, 812, Comps, CQE
Element 4d: Students interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision making biases, distinguishing the aspects of assessment that are subjective from those that are objective.	810, 812
Element 4e: Students communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	810, 812

Competency 5: Intervention Students will develop proficiency in knowledge and practice of evidence-based approaches to the treatment of clients' problems and needs, respectful of clients' values, preferences, and diverse backgrounds.	806, 816, 825, Field placement seminars, Comps, CQE
Element 5a: Students establish and maintain effective relationships with the recipients of psychological services.	806, 816
Element 5b: Students develop evidence-based intervention plans specific to the service delivery goals.	806, 816, Comps, CQE
Element 5c: Students implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.	806, 816
Element 5d: Students demonstrate the ability to apply the relevant research literature to clinical decision-making.	Field placement seminars, BCAIA, Comps, CQE
Element 5e: Students modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.	Field placement seminars, BCAIA, CQE
Element 5f: Students evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.	Field placement seminars, Comps, CQE
Competency 6: Supervision Students develop skills in mentoring and monitoring other professionals to help develop skill in professional practice.	833
Element 6a: Students demonstrate foundational knowledge and initial skills in the instruction, oversight, and supervision of trainees and other professionals.	833
Element 6b: Students demonstrate knowledge and respect for the appropriate use of the supervisory relationship including the roles of supervisor/supervisee, boundaries, and ethics.	833
Competency 7: Individual and Cultural Diversity Students will develop knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.	810, 812, 816, 821, 825, 833, Comps, CQE, Dissertation Proposal/Defense

Element 7a: Students demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.	810, 812, 816, 821, 825, 833
Element 7b: Students demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.	810, 812, 816, 821, 825, 833, Comps
Element 7c: Students demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers.	CQE, Dissertation Proposal/Defense, Field placement seminars
Element 7d: Students demonstrate the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. Trainees are expected to respond professionally to such individuals in increasingly complex situations with a greater degree of independence as they progress across levels of training.	Field placement seminars
Competency 8: Research Students develop the ability to independently formulate research or other scholarly products that are of sufficient quality and rigor to contribute to the scientific, psychological, or professional knowledge base and acquire the knowledge and skills necessary for the critical review, evaluation, and presentation of psychological and research literature.	809, 864, 881, 892, 896, BCAIA, Dissertation Proposal/Defense
Element 8a: Students demonstrate and utilize substantial knowledge and skills and application in basic quantitative methods and data analysis, research design, and psychological measurement commonly used in psychology.	809, 864, 881, 892, 896, Dissertation Proposal/Defense
Element 8b: Students demonstrate and utilize skills in advanced research methods and data analysis appropriate in conducting research.	809, 864, 881, 892, 896, Dissertation Proposal/Defense
Competency 9: Ethical and Legal Standards Students develop knowledge of, and adhere to, all relevant ethical and legal standards, guidelines, laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels in their professional work.	810, 812, 816, 821, Comps, Field placements, Annual Review, Dissertation Proposal/Defense

Element 9a: Students are knowledgeable of and act in accordance with each of the following: the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines.	810, 812, 816, 821, Comps, CQE, Dissertation Proposal/Defense
Element 9b: Students recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.	810, 812, 816, 821, CQE
Element 9c: Students conduct themselves in an ethical manner in all professional activities.	Annual Review, CQE, Dissertation Proposal/Defense, Field placement seminars
Competency 10: Consultation and Interprofessional/ Interdisciplinary Skills Students develop skills to engage in consultation and interdisciplinary collaboration with individuals or groups to address problems and promote effectiveness in professional activities.	833
Element 10a: Students respect the roles and perspectives of other professions and demonstrate knowledge, skills, and attitudes regarding inter-professional and interdisciplinary consultation in all professional roles.	833
Element 10b: Students demonstrate knowledge of consultation models and practices.	833, Comps

Sources in addition to courses:

Annual Review: Advisor review of progress and training needs, including next steps in professional development

BCAIA: Basic Content Area Integrated Application

Comps: Comprehensive examinations, including multiple choice content exam, theory paper including application to a case vignette, and oral exam

CQE: Clinical Qualifying Exam in Field Placement Seminar

Dissertation Proposal/Defense: consistency of dissertation conceptualization, design, rationale and justification, conduct, interpretation, and reporting with competencies as rated by committee members

Field placements/Field placement seminars: Supervisor ratings and DCT seminar evaluations

Curriculum Competency Map

By source

<i>Documentation Sources in Curriculum</i>	<i>Competency</i>
Current 530 Assessment of Learning Disabilities	Competency 4: Assessment: Students develop knowledge and skills in evidence-based theories and methods of assessment and diagnosis, including the selection, administration, and interpretation of assessments consistent with best scientific research evidence, the science of measurement, and psychometrics.
Current 538 Cognitive Assessment I	Competency 4: Assessment: Students develop knowledge and skills in evidence-based theories and methods of assessment and diagnosis, including the selection, administration, and interpretation of assessments consistent with best scientific research evidence, the science of measurement, and psychometrics.
Current 704 Personality Assessment I	Competency 4: Assessment: Students develop knowledge and skills in evidence-based theories and methods of assessment and diagnosis, including the selection, administration, and interpretation of assessments consistent with best scientific research evidence, the science of measurement, and psychometrics.
Current 705 Neuropsychological Assessment	Competency 4: Assessment: Students develop knowledge and skills in evidence-based theories and methods of assessment and diagnosis, including the selection, administration, and interpretation of assessments consistent with best scientific research evidence, the science of measurement, and psychometrics.
801 History and Systems	Competency 1: Discipline Specific Knowledge Discipline-specific knowledge represents the requisite core knowledge of psychology an individual must have to attain profession-wide competencies. Element 1a: Students demonstrate an appropriate mastery of the discipline specific knowledge of health service psychology (e.g., developmental, biological, cognitive/ affective, and social aspects of behavior), and the history of the discipline of psychology.
802 Biological Bases	Competency 1: Discipline Specific Knowledge Discipline-specific knowledge represents the requisite core knowledge of psychology an individual must have to attain profession-wide competencies. Element 1a: Students demonstrate an appropriate mastery of the discipline specific knowledge of health service psychology (e.g., developmental, biological, cognitive/ affective, and social aspects of behavior), and the history of the discipline of psychology.
803 Cognitive-Affective Bases	Competency 1: Discipline Specific Knowledge Discipline-specific knowledge represents the requisite core knowledge of psychology an individual must have to attain profession-wide competencies. Element 1a: Students demonstrate an appropriate mastery of the discipline specific knowledge of health service psychology (e.g., developmental, biological, cognitive/ affective, and social aspects of

	behavior), and the history of the discipline of psychology.
804 Social Bases	Competency 1: Discipline Specific Knowledge Discipline-specific knowledge represents the requisite core knowledge of psychology an individual must have to attain profession-wide competencies. Element 1a: Students demonstrate an appropriate mastery of the discipline specific knowledge of health service psychology (e.g., developmental, biological, cognitive/ affective, and social aspects of behavior), and the history of the discipline of psychology.
806 Psychopathology and Intervention	Competency 2: Communication and Interpersonal Skills Students develop the ability to communicate and use interpersonal skills effectively in increasingly complex situations with increasing independence. Element 2b: Students produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. Element 4a: Students demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology. Element 4b: Students demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural). Element 4c: Students demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process. Competency 5: Intervention Students will develop proficiency in knowledge and practice of evidence-based approaches to the treatment of clients' problems and needs, respectful of clients' values, preferences, and diverse backgrounds. Element 5a: Students establish and maintain effective relationships with the recipients of psychological services. Element 5b: Students develop evidence-based intervention plans specific to the service delivery goals. Element 5c: Students implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
809 Psychometrics	Competency 1: Discipline Specific Knowledge Discipline-specific knowledge represents the requisite core knowledge of psychology an individual must have to attain profession-wide competencies. Element 1c: Students demonstrate knowledge and competence in research methods, quantitative analysis, and psychometrics. Competency 4: Assessment: Students develop knowledge and skills in evidence-based theories and methods of assessment and diagnosis, including the selection, administration, and interpretation of assessments consistent with best scientific research evidence, the science of measurement, and psychometrics. Element 4a: Students demonstrate current knowledge of diagnostic classification systems, functional

	and dysfunctional behaviors, including consideration of client strengths and psychopathology. Competency 8: Research Students develop the ability to independently formulate research or other scholarly products that are of sufficient quality and rigor to contribute to the scientific, psychological, or professional knowledge base and acquire the knowledge and skills necessary for the critical review, evaluation, and presentation of psychological and research literature. Element 8a: Students demonstrate and utilize substantial knowledge and skills and application in basic quantitative methods and data analysis, research design, and psychological measurement commonly used in psychology. Element 8b: Students demonstrate and utilize skills in advanced research methods and data analysis appropriate in conducting research.
810 Cognitive Assessment II	Competency 2: Communication and Interpersonal Skills Students develop the ability to communicate and use interpersonal skills effectively in increasingly complex situations with increasing independence. Element 2b: Students produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. Competency 3: Professional Values and Attitudes Students demonstrate behavior that reflects the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. Element 3c: Students actively seek and demonstrate openness and responsiveness to feedback and supervision. Competency 4: Assessment: Students develop knowledge and skills in evidence-based theories and methods of assessment and diagnosis, including the selection, administration, and interpretation of assessments consistent with best scientific research evidence, the science of measurement, and psychometrics. Element 4a: Students demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology. Element 4b: Students demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural). Element 4c: Students demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process. Element 4d: Students interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision making biases, distinguishing the aspects of assessment that are subjective from those that are objective. Element 4e: Students communicate orally and in written documents the findings and implications of

	the assessment in an accurate and effective manner sensitive to a range of audiences. Competency 7: Individual and Cultural Diversity Students will develop knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. Element 7a: Students demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. Element 7b: Students demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. Competency 9: Ethical and Legal Standards Students develop knowledge of, and adhere to, all relevant ethical and legal standards, guidelines, laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels in their professional work. Element 9a: Students are knowledgeable of and act in accordance with each of the following: the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines. Element 9b: Students recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.
812 Personality Assessment II	Competency 2: Communication and Interpersonal Skills Students develop the ability to communicate and use interpersonal skills effectively in increasingly complex situations with increasing independence. Element 2b: Students produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. Competency 3: Professional Values and Attitudes Students demonstrate behavior that reflects the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. Element 3c: Students actively seek and demonstrate openness and responsiveness to feedback and supervision. Competency 4: Assessment: Students develop knowledge and skills in evidence-based theories and methods of assessment and diagnosis, including the selection, administration, and interpretation of assessments consistent with best scientific research evidence, the science of measurement, and psychometrics. Element 4a: Students demonstrate current knowledge of diagnostic classification systems, functional

	and dysfunctional behaviors, including consideration of client strengths and psychopathology. Element 4b: Students demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural). Element 4c: Students demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process. Element 4d: Students interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision making biases, distinguishing the aspects of assessment that are subjective from those that are objective. Element 4e: Students communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences. Competency 7: Individual and Cultural Diversity Students will develop knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. Element 7a: Students demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. Element 7b: Students demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. Competency 9: Ethical and Legal Standards Students develop knowledge of, and adhere to, all relevant ethical and legal standards, guidelines, laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels in their professional work. Element 9a: Students are knowledgeable of and act in accordance with each of the following: the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines. Element 9b: Students recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.
815/816 Evidence-Based Treatment (of Children or Adults)	Competency 2: Communication and Interpersonal Skills Students develop the ability to communicate and use interpersonal skills effectively in increasingly complex situations with increasing independence. Element 2b: Students produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. Competency 5: Intervention

	Students will develop proficiency in knowledge and practice of evidence-based approaches to the treatment of clients' problems and needs, respectful of clients' values, preferences, and diverse backgrounds. Element 5a: Students establish and maintain effective relationships with the recipients of psychological services. Element 5b: Students develop evidence-based intervention plans specific to the service delivery goals. Element 5c: Students implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. Competency 7: Individual and Cultural Diversity Students will develop knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. Element 7a: Students demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. Element 7b: Students demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. Competency 9: Ethical and Legal Standards Students develop knowledge of, and adhere to, all relevant ethical and legal standards, guidelines, laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels in their professional work. Element 9a: Students are knowledgeable of and act in accordance with each of the following: the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines. Element 9b: Students recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.
820 Developmental Psychology	Competency 1: Discipline Specific Knowledge Discipline-specific knowledge represents the requisite core knowledge of psychology an individual must have to attain profession-wide competencies. Element 1a: Students demonstrate an appropriate mastery of the discipline specific knowledge of health service psychology (e.g., developmental, biological, cognitive/ affective, and social aspects of behavior), and the history of the discipline of psychology.
821 Ethics	Competency 7: Individual and Cultural Diversity Students will develop knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training,

	supervision/consultation, and service. Element 7a: Students demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. Element 7b: Students demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. Competency 9: Ethical and Legal Standards Students develop knowledge of, and adhere to, all relevant ethical and legal standards, guidelines, laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels in their professional work. Element 9a: Students are knowledgeable of and act in accordance with each of the following: the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines. Element 9b: Students recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.
825 Aging	Competency 1: Discipline Specific Knowledge Discipline-specific knowledge represents the requisite core knowledge of psychology an individual must have to attain profession-wide competencies. Element 1b: Students demonstrate a substantial understanding of the integration of discipline specific knowledge of health service psychology. Element 4b: Students demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural). Competency 5: Intervention Students will develop proficiency in knowledge and practice of evidence-based approaches to the treatment of clients' problems and needs, respectful of clients' values, preferences, and diverse backgrounds. Competency 7: Individual and Cultural Diversity Students will develop knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. Element 7a: Students demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. Element 7b: Students demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training,

	supervision/consultation, and service.
833 Supervision, Consultation, & Systems	Competency 2: Communication and Interpersonal Skills Students develop the ability to communicate and use interpersonal skills effectively in increasingly complex situations with increasing independence. Element 2a: Students develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. Element 2c: Students demonstrate effective interpersonal skills and the ability to manage difficult communication well. Competency 3: Professional Values and Attitudes Students demonstrate behavior that reflects the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. Element 3a: Students behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. Competency 6: Supervision Students develop skills in mentoring and monitoring other professionals to help develop skill in professional practice. Element 6b: Students demonstrate knowledge and respect for the appropriate use of the supervisory relationship including the roles of supervisor/supervisee, boundaries, and ethics. Competency 7: Individual and Cultural Diversity Students will develop knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. Element 7a: Students demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. Element 7b: Students demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. Competency 10: Consultation and Interprofessional/Interdisciplinary Skills Students develop skills to engage in consultation and interdisciplinary collaboration with individuals or groups to address problems and promote effectiveness in professional activities. Element 10a: Students respect the roles and perspectives of other professions and demonstrate knowledge, skills, and attitudes regarding inter-professional and interdisciplinary consultation in all professional roles.

	Element 10b: Students demonstrate knowledge of consultation models and practices.
838 Internship Preparation	Competency 3: Professional Values and Attitudes Students demonstrate behavior that reflects the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. Element 3b: Students engage in self-reflection regarding their personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
864 Research Methods	Element 1c: Students demonstrate knowledge and competence in research methods, quantitative analysis, and psychometrics. Competency 8: Research Students develop the ability to independently formulate research or other scholarly products that are of sufficient quality and rigor to contribute to the scientific, psychological, or professional knowledge base and acquire the knowledge and skills necessary for the critical review, evaluation, and presentation of psychological and research literature. Element 8a: Students demonstrate and utilize substantial knowledge and skills and application in basic quantitative methods and data analysis, research design, and psychological measurement commonly used in psychology. Element 8b: Students demonstrate and utilize skills in advanced research methods and data analysis appropriate in conducting research.
881 Quantitative Methods	Element 1c: Students demonstrate knowledge and competence in research methods, quantitative analysis, and psychometrics. Competency 8: Research Students develop the ability to independently formulate research or other scholarly products that are of sufficient quality and rigor to contribute to the scientific, psychological, or professional knowledge base and acquire the knowledge and skills necessary for the critical review, evaluation, and presentation of psychological and research literature. Element 8a: Students demonstrate and utilize substantial knowledge and skills and application in basic quantitative methods and data analysis, research design, and psychological measurement commonly used in psychology. Element 8b: Students demonstrate and utilize skills in advanced research methods and data analysis appropriate in conducting research.
892 Dissertation Proposal Preparation	Element 1c: Students demonstrate knowledge and competence in research methods, quantitative analysis, and psychometrics. Competency 8: Research Students develop the ability to independently formulate research or other scholarly products that are of sufficient quality and rigor to contribute to the scientific, psychological, or professional knowledge base and acquire the knowledge and skills necessary for the critical review, evaluation, and

	presentation of psychological and research literature. Element 8a: Students demonstrate and utilize substantial knowledge and skills and application in basic quantitative methods and data analysis, research design, and psychological measurement commonly used in psychology. Element 8b: Students demonstrate and utilize skills in advanced research methods and data analysis appropriate in conducting research.
896 Research in Psychology	Element 1c: Students demonstrate knowledge and competence in research methods, quantitative analysis, and psychometrics. Competency 8: Research Students develop the ability to independently formulate research or other scholarly products that are of sufficient quality and rigor to contribute to the scientific, psychological, or professional knowledge base and acquire the knowledge and skills necessary for the critical review, evaluation, and presentation of psychological and research literature. Element 8a: Students demonstrate and utilize substantial knowledge and skills and application in basic quantitative methods and data analysis, research design, and psychological measurement commonly used in psychology. Element 8b: Students demonstrate and utilize skills in advanced research methods and data analysis appropriate in conducting research.
Annual Review	Competency 2: Communication and Interpersonal Skills Students develop the ability to communicate and use interpersonal skills effectively in increasingly complex situations with increasing independence. Competency 3: Professional Values and Attitudes Students demonstrate behavior that reflects the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. Element 3a: Students behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. Element 3b: Students engage in self-reflection regarding their personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. Element 3c: Students actively seek and demonstrate openness and responsiveness to feedback and supervision. Element 3d: Students respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training. Element 9c: Students conduct themselves in an ethical manner in all professional activities.
Basic Content Area Integrated Application (BCAIA)	Element 1a: Students demonstrate an appropriate mastery of the discipline specific knowledge of health service psychology (e.g., developmental, biological, cognitive/ affective, and social aspects of

	behavior), and the history of the discipline of psychology. Element 1b: Students demonstrate a substantial understanding of the integration of discipline specific knowledge of health service psychology. Element 2b: Students produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. Element 5d: Students demonstrate the ability to apply the relevant research literature to clinical decision-making. Element 5e: Students modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking. Competency 8: Research Students develop the ability to independently formulate research or other scholarly products that are of sufficient quality and rigor to contribute to the scientific, psychological, or professional knowledge base and acquire the knowledge and skills necessary for the critical review, evaluation, and presentation of psychological and research literature.
Comprehensive Examinations	Element 1a: Students demonstrate an appropriate mastery of the discipline specific knowledge of health service psychology (e.g., developmental, biological, cognitive/ affective, and social aspects of behavior), and the history of the discipline of psychology. Element 3c: Students actively seek and demonstrate openness and responsiveness to feedback and supervision. Element 4a: Students demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology. Element 4b: Students demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural). Element 4c: Students demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process. Competency 5: Intervention Students will develop proficiency in knowledge and practice of evidence-based approaches to the treatment of clients' problems and needs, respectful of clients' values, preferences, and diverse backgrounds. Element 5b: Students develop evidence-based intervention plans specific to the service delivery goals. Element 5d: Students demonstrate the ability to apply the relevant research literature to clinical decision-making. Element 5f: Students evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation. Competency 7: Individual and Cultural Diversity Students will develop knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training,

	supervision/consultation, and service. Element 7b: Students demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. Element 9a: Students are knowledgeable of and act in accordance with each of the following: the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines. Element 10b: Students demonstrate knowledge of consultation models and practices.
Clinical Qualifying Exam	Element 2b: Students produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. Element 3b: Students engage in self-reflection regarding their personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. Element 3c: Students actively seek and demonstrate openness and responsiveness to feedback and supervision. Element 4a: Students demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology. Element 4b: Students demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural). Element 4c: Students demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process. Element 4d? <i>Students interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision making biases, distinguishing the aspects of assessment that are subjective from those that are objective.</i> Element 4e? <i>Students communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.</i> Competency 5: Intervention Students will develop proficiency in knowledge and practice of evidence-based approaches to the treatment of clients' problems and needs, respectful of clients' values, preferences, and diverse backgrounds. Element 5b: Students develop evidence-based intervention plans specific to the service delivery goals. Element 5d: Students demonstrate the ability to apply the relevant research literature to clinical decision-making. Element 5e: Students modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking. Element 5f: Students evaluate intervention effectiveness and adapt intervention goals and methods

	consistent with ongoing evaluation. Element 6b? <i>Students demonstrate knowledge and respect for the appropriate use of the supervisory relationship including the roles of supervisor/supervisee, boundaries, and ethics.</i> Competency 7: Individual and Cultural Diversity Students will develop knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. Element 7a? <i>Students demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.</i> Element 7c: Students demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Element 9a: Students are knowledgeable of and act in accordance with each of the following: the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines. Element 9b: Students recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas. Element 9c: Students conduct themselves in an ethical manner in all professional activities.
Dissertation Proposal/Defense	Element 1c: Students demonstrate knowledge and competence in research methods, quantitative analysis, and psychometrics. Element 2b: Students produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. Element 3c: Students actively seek and demonstrate openness and responsiveness to feedback and supervision. Element 3d: Students respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training. Competency 7: Individual and Cultural Diversity Students will develop knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. Element 7c: Students demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers.

	Competency 8: Research Students develop the ability to independently formulate research or other scholarly products that are of sufficient quality and rigor to contribute to the scientific, psychological, or professional knowledge base and acquire the knowledge and skills necessary for the critical review, evaluation, and presentation of psychological and research literature. Element 8a: Students demonstrate and utilize substantial knowledge and skills and application in basic quantitative methods and data analysis, research design, and psychological measurement commonly used in psychology. Element 9a: Students are knowledgeable of and act in accordance with each of the following: the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines. Element 9c: Students conduct themselves in an ethical manner in all professional activities.
Field Placements/Seminars	Element 3d: Students respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training. Competency 5: Intervention Students will develop proficiency in knowledge and practice of evidence-based approaches to the treatment of clients' problems and needs, respectful of clients' values, preferences, and diverse backgrounds. Element 5d: Students demonstrate the ability to apply the relevant research literature to clinical decision-making. Element 5e: Students modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking. Element 5f: Students evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation. Element 7c: Students demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Element 7d: Students demonstrate the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. Trainees are expected to respond professionally to such individuals in increasingly complex situations with a greater degree of independence as they progress across levels of training. Element 9c: Students conduct themselves in an ethical manner in all professional activities.

Sources in addition to courses:

Field placements/Field placement seminars: Supervisor ratings and DCT seminar evaluations

BCAIA: Basic Content Area Integrated Application

Comps: Comprehensive examinations, including multiple choice content exam, theory paper including application to a case vignette, and oral exam

Annual Review: Advisor review of progress and training needs, including next steps in professional development

Dissertation Proposal/Defense: consistency of dissertation conceptualization, design, rationale and justification, conduct, interpretation, and reporting with competencies as rated by committee members

Appendix 8: Eligibility for Comprehensive Examination Form

Eligibility for Written Comprehensive

Examinations Student Name: _____

Date Submitted: _____

Scheduled Date of Comprehensive Exam: _____

All introductory courses completed (circle one): YES NO

Please complete table for required Core Courses.

Course	Semester Taken	Grade
CNSL 801		
CNSL 802		
CNSL 803		
CNSL 804		
CNSL 806		
CNSL 809		
CNSL 820		
CNSL 821		
CNSL 816 or CNSL 815		
CNSL 810		
CNSL 864		
CNSL 881		

NOTE: Attach current Program of Study or transcript

Student Signature: _____

Date: _____

Approval

Program Director:

Appendix 9: Request for Permission to Apply for Internship Form

Request for Permission to Apply for Pre-Doctoral Internship

Instructions: The applicant is required to complete the information on this form and meet with their Research Committee Chairperson, the Program Director, and the Director of Clinical Training for review and approval. The completed form should be returned to the Program Director.

Applicant Name: _____

Date entering program: _____ Projected Date of Internship: _____

Director of Clinical Training Approval:

Requirement: minimum 800 practicum hours.

Total Practicum Hours to Date: _____

Projected Additional Practicum Hours: _____

Director of Clinical Training

Date

Research Chairperson Approval:

Requirement: Doctoral Research Project proposal successfully

defended Date of Defense: _____

Research Chairperson

Date

Program Director Approval:

Requirement: Completion of Written and Oral Comprehensive Examination

Date Passed Written Examinations: _____ Date Passed Oral Examinations: _____

Program Director

Date



Appendix 10: Performance-Improvement Support Plan

420 South Main Street
Nashua, NH 03060-5086
(603) 888-1311 • www.rivier.edu

Performance Improvement Support Plan (PISP)

A performance improvement support plan (PISP) is developed for any student whose performance and progress needs improvement in one of the competencies required to become ethical, effective doctoral psychologists. This may include students experiencing circumstances that interfere with their ability to make sufficient progress in these areas. The purpose of the PISP is to document the need for improvement, the criteria and evidence that will be used to determine satisfactory resolution of the concern, the support offered to the student to meet these criteria, and the steps expected from the student to resolve the concerns satisfactorily.

Doctoral Candidate: _____

Student's Year in Program: _____ Date of Plan: _____

Reason for Need for Improvement in the following areas: (check all reasons/areas that apply)

- ☐ Minimum level of achievement not met or at risk of not being met
- ☐ Progress is below or behind expected
- ☐ Performance or behavior fails to meet professional standards
- ☐ Other (specify: _____)

Competencies of concern:

A. Foundational competencies:

- ☐ 1. Self-Care Sufficient to Meet Program Requirements/Professional Expectations
- ☐ 2. Professionalism (Consistency with Professional Values and Attitudes)
- ☐ 3. Academic Integrity
- ☐ 4. Reflective Practice/Self-Assessment
- ☐ 5. Successful Completion/Compliance with Administrative Requirements (e.g., paperwork)
- ☐ 6. Successful Completion/Compliance with Academic Requirements (e.g., completion of class assignments to meet course requirements)
- ☐ 7. Communication and Interpersonal Skills
- ☐ 8. Scientific Knowledge and Methods
- ☐ 9. Other Discipline Specific Knowledge
- ☐ 10. Awareness and Responsiveness to Cultural and Contextual Factors
- ☐ 11. Awareness and Responsiveness to Ethical and Legal Standards and Policies

B. Functional Competencies:

- ☐ 12. Assessment
- ☐ 13. Intervention
- ☐ 14. Consultation
- ☐ 15. Research/Evaluation
- ☐ 16. Supervision
- ☐ 17. Teaching
- ☐ 18. Management-Leadership
- ☐ 19. Advocacy
- ☐ 20. Interprofessional Skills
- ☐ 21. Effective Engagement with Interdisciplinary Systems

Describe concerns (briefly): _____

Circumstances Interfering with the Student's Progress or Performance:

- ☐ Need for Leave (specify type: _____)
- ☐ Need for Additional Support or Temporary Accommodations (specify: _____)
- ☐ Other (specify: _____)

Describe (inc. date(s) the concern(s) was/were brought to the trainee's attention and by whom):

Steps already taken by the trainee to rectify the concern(s): _____

Steps already taken by supervisor(s), faculty, and/or advisor to address the concern(s):

Other important information, if any: _____

Performance Improvement Support Plan:

Area of Concern (# from above)	Brief Description of Each Concern	Criteria for Successful Completion	Evidence to Evaluate Progress	Support Offered To Student	Steps Expected By Student	Consequences if Unsuccessful, Timeline

Required Signatures:

Doctoral Candidate: _____

Advisor: _____

Program Director: _____

Other: _____

Date: _____

Date: _____

Date: _____

Date: _____

Performance Improvement Support Plan
Progress Review

Doctoral Candidate: _____

Year in Program: _____

Today's Date: _____

Reason for Need for Improvement (from original plan: _____

Decision:

- ☐ Concern has been resolved
- ☐ Performance Improvement goals have been met but ongoing monitoring is required to confirm that the concern has been resolved
- ☐ Progress toward goal(s) noted – continue with revised PISP
- ☐ Concern continues – Student is advised to seek other career options
- ☐ Dismissed from Program (provide rationale below)

Rationale: (see Progress Table, below)

Notes/Comments: (indicate if by student, advisor, program director, other)

Performance Improvement Support Plan Progress: (see comments above)

Area of Concern (# from above)	Brief Description of Progress on Each Concern	Progress Towards Criteria for Successful Completion	Status on Evidence to Evaluate Progress	Support Already Offered To Student or To Be Added	Steps Completed By Student or Expected	Status of Consequences if Unsuccessful, Revised Timeline

Progress Key:

MET = Goal Met
Rev = Revise Goal
IP = In Progress
InP = Inadequate Progress on Goal (explain above)

Required Signatures:

Doctoral Candidate: _____ Date: _____
Advisor: _____ Date: _____
Program Director: _____ Date: _____
Other: _____ Date: _____

Appendix 11: Information Considered During Annual Review

Evaluation of Information Considered During Annual Review

Student Name:	Student ID:
Cohort Year:	Advisor Name:

You are responsible for working with your advisor, who will report and review the results with the Core Faculty Committee to demonstrate progress toward meeting Program competencies. The Annual Review of Learning Experiences provides information on progress toward Program competencies and elements for your, your advisor's, and the Program's use in supporting your satisfactory completion of the program.

Information Considered from the previous training year:	Comments/Evaluation:
Student's progress towards fulfillment of course requirements in the program of study, compared to the student's individual course plan and standard PsyD curriculum	
Course grades	
- Competencies demonstrated through course grades inc. Field Placement Seminar (circle/highlight which)	1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 3, 3a, 3b, 3c, 3d, 4, 4a, 4b, 4c, 4d, 4e, 5, 5a, 5b, 5c, 5d, 5e, 5f, 6, 6a, 6b, 7, 7a, 7b, 7c, 7d, 8, 8a, 8b, 9, 9a, 9b, 9c, 10, 10a, 10b
Practicum or internship (circle which) performance and evaluations	
Performance on other program requirements and evaluations (e.g., CQE, Comprehensive Examinations, Basic Content Area Integration Application)	CQE: Comps (MC, Change Theory paper, Case Conceptualization, oral exams- indicate which): BCAIA: Other (specify):
- Competencies demonstrated through CQE, Comps, BCAIA, etc. (circle/highlight source)	3d (Dissertation Proposal), 5d (CQE, Comps, BCAIA), 5e (CQE), 5f (CQE, comps), 7c (CQE, Dissertation Proposal), 9c (CQE, Dissertation Proposal)
Progress, performance, and completion of the doctoral research course sequence (inc. 892-E)	
Progress, performance, completion, and defense of the doctoral proposal and doctoral dissertation (indicate which)	
Performance-Improvement Support Plans (if any)	
Other evidence of concerns about student progress, performance or conduct (describe)	
Student achievements (describe)	

Additional competencies evaluated by Advisors directly through discussion in the Annual Review:

3d (comment:

9c (comment:

Your advisor will consider all evidence from learning experiences to provide an overall rating of your progress toward each element and competency, which will be reported to and reviewed by the Core Faculty Committee. *You must obtain a rating of 3 (the minimum level of achievement) or better to be recognized as making adequate progress in the Program toward relevant outcomes.*

Faculty signature: _____

Date: _____

Student signature: _____

Date: _____

Core Faculty Review and Agreement:

Program Director signature: _____

Date: _____

Appendix 12: Professional Goals and Activities Form

Professional Goals and Activities

Please complete and submit to your Academic Advisor for your Annual Review.

Student Name: _____

Date: _____

Year in Review: _____

Please *briefly* summarize your professional goals and the activities you undertook this year to work towards them. Leave any question blank if you do not have substantive related information to report. Your advisor will review this form with you to evaluate your progress, offer guidance and support, and help you plan to make your next year's training as effective and satisfying as possible.

A. Training goals: (modify from previous years, if relevant)

1. Please describe your career goals.

2. Please describe your training goals for this past year to prepare yourself for those career goals.

a. What progress did you make on your training goals re: your theoretical foundations or conceptual skills?

i. What are your goals in this area for the next training year?

b. What progress did you make on your training goals re: your clinical skills?

i. What are your goals for the next training year?

c. What progress did you make on your training goals re: your professional confidence?

i. What are your goals for the next training year?

d. What progress did you make on your training goals re: your ability to monitor your performance and make improvements as needed across roles and settings?

i. What are your goals for the next training year?

e. What progress did you make on your training goals re: your professional roles and tasks?

i. What are your goals for the next training year?

- f. What progress did you make on your training goals re: specific skills and content?
 - i. What are your goals for the next training year?
- g. What progress did you make on your training goals re: your respect, compassion, and effectiveness with all persons regardless of background, identity, experience, or other characteristics?
 - i. What are your goals for the next training year?

B. Training activities to achieve those goals

1. Please describe any research-related activities you have been involved in:
2. Please list any professional publications you have contributed to in the past year:
3. Please list any professional presentations you have given in the past year:
4. Please list any conferences or workshops you have attended in the past year:
5. Please list any conferences or workshops you have led in the past year:
6. Please list all Professional/Research Organizations of which you are a member:
7. Please list all leadership roles you have held in Professional/Research Organizations:

Appendix 13: Annual Review Disposition Form

Annual Review Disposition Form

Student Name: _____ Date: _____

Year of Review: _____ Faculty Name: _____

The evaluation of outcome competencies of the Rivier Counseling and School Psychology Program is intended to provide feedback on student progress toward achievement of program competencies and related elements. Students must obtain an advisor rating of 3 or better to be recognized as making adequate progress in the program.

1	No progress made toward the competencies and outcome elements addressed during the previous training year. (complete a PISP)
2	Minimal progress made toward the competencies and outcome elements addressed during the previous training year. (complete a PISP)
3	Expected progress is made toward the competencies and outcome elements addressed during the previous training year. (advise student re: progress and activities to increase it)
4	Student demonstrated mastery of the competencies and outcome elements addressed during the previous training year.

Narrative Comments: Please comment about this student's overall performance

Faculty signature: _____ Date: _____

Student Comments: Please comment about your review and your plans for the upcoming training year

Student signature: _____ Date: _____

Appendix 14: Reenrollment Form

Application for Reenrollment

A complete review of the applicant's academic record will be conducted by the Core Faculty Committee of the Program with the approval of the Dean of the Division of Education and Counseling prior to any decision to re-enroll a former student in the program. If the request is approved, conditions for reenrollment may be specified.

Please complete and submit this form to the Program Director.

Name: _____

Rivier Identification Number: _____

Year Admitted to the Program: _____

Term of Last Enrollment: _____

Proposed Term of Reenrollment: _____

Please describe in detail the reason(s) you wish to reenroll in the Program at this time and the ways in which you plan to be successful, if the Core Faculty Committee approves your reenrollment.

Appendix 15: Student Services

Student Services

Rivier University provides a variety of student services that can be found on the Rivier website at <https://catalog.rivier.edu/content.php?catoid=114&navoid=2087>. In addition, students should be aware of the following, the details of which can be found at the above website.

Disabilities/Special Needs

A student who requires special services for a learning or physical disability is encouraged to contact the Office of Disability Services at (603) 897-8497 to inquire about services available to help the student succeed academically.

Financial Aid

Policies and procedures for financial aid are available at: <https://www.rivier.edu/financial-aid/>

ID Cards

Prior to the beginning of classes all new students must obtain a valid University ID, which is issued by the Department of Public Safety and Security Office, located at the Dion Center, Room 204. Information can be found on the Rivier website at:

<http://www.rivier.edu/student.aspx?id=803>

Student Parking

All students with a car parked on campus are required to have a Rivier University student parking sticker. Information can be found on the Rivier website at:

<https://catalog.rivier.edu/content.php?catoid=114&navoid=2087>.

Veterans

In cooperation with the Department of Veterans Affairs, Rivier University participates in numerous veterans benefits programs. Information can be found on the Rivier website at:

<https://www.rivier.edu/admissions/veterans/>

Sexual Harassment Policy

Harassment on the basis of sex is a violation of Section 703 of Title VII/IX of the Civil Rights Act of 1964. All members of the University community (students and employees) must be afforded protection under the provisions of this Act. As a matter of institutional policy, Rivier University will not tolerate behavior, either verbal or physical, by a member of the University community that leads to sexual harassment of another member of the University community. Any incident of alleged sexual harassment should be reported immediately to the Assistant Vice President for Student Development or the Director of Human Resources. Copies of the Sexual Harassment Policy can be obtained from the Office of Human Resources or the Assistant Vice President for Student Development.

Nondiscrimination Statement

Rivier University does not discriminate on the basis of race, color, national origin religion, age, veteran or marital status, sex, gender identity, sexual orientation or disability in admission or access to, treatment in or employment in its programs and activities (except in the limited condition of a bona fide job qualification-BFJQ) and Title IX requires that the University not discriminate on the bases stated above.

This policy prohibits implying or threatening that an applicant's or a community member's race, color, religion, sex, national origin, age, disability, marital status, veteran status, or disabled veteran status will have any effect on the individual's education, matriculation, employment, job assignment, wages, promotion, or any other condition of learning, employment or future job opportunities (except in the limited condition of a bona fide job qualification). This policy also prohibits any conduct that would tend to create an intimidating, hostile or offensive work environment.

Appendix 16: Statement of Acknowledgement

STATEMENT of ACKNOWLEDGEMENT Rivier University

My signature below acknowledges receipt of the Rivier University, Combined Doctoral Program in Counseling and School Psychology Handbook. It further acknowledges that I have read the Handbook *in its entirety* and that I understand my responsibilities as a student in the PsyD program in agreeing to abide by all policies and procedures described, herein.

I also understand that should I have any problems or questions regarding the policies as they are presented in this handbook, I may direct them to the Program Director.

I understand that departmental policies and handbook information are subject to revision throughout my program and I am responsible for remaining current.

This acknowledgement will be placed in my student file.

Student Name (print): _____

Student Signature: _____

Date: _____