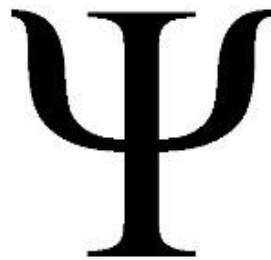




Combined Doctoral Program in Counseling and School Psychology



Program Handbook 2019-2020

"Transforming Hearts and Minds to Serve the World"

Revised 05/10/2019

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I. INTRODUCTION

The policies, procedures and practices of the Combined Doctoral Program in Counseling and School Psychology at Rivier University are guided by the policies of the most recent University's *School of Graduate Studies Catalog* (2017-2018). This *Handbook* addresses policies, procedures, and practices specific to the Doctoral Program, and these may change with the refinement and evolution of the Program. Substitutions and/or additions to the Program's policies, procedures, and practices will be made in the form of Appendices to the *Handbook*; such additions will be incorporated as the *Handbook* is revised. 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, faculty, administrators, and staff 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 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, and the information therein will be amended based on the ongoing experiences of Program faculty and students obtained in the course of Program review and self-assessment.

Additionally, this *Handbook* is intended to facilitate student progress and provide a clear description of the requirements of the Doctoral Program. Thus, all faculty and students associated with the Program should make themselves familiar with (1) the contents of this *Handbook*, including all subsequent additions and/or amendments; and (2) the most recent *Rivier University School of Graduate Studies Catalog*. This *Handbook* was developed to augment policies and procedures set forth in the *Rivier University School of Graduate Studies Catalog*, and 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 School of Graduate Studies Catalog* shall apply.

II. MISSION AND PURPOSE OF RIVIER UNIVERSITY

Founded in 1933 by the Sisters of the Presentation of Mary, Rivier College (now University) is a Catholic institution of higher education dedicated to transforming hearts and minds to serve the world. As a co-educational institution of higher learning, the University is dedicated to the education of undergraduate and graduate students in both the liberal arts and professional courses of study.

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 creates 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 engage in dialogue about basic human issues facing society, especially the plight of the poor and powerless. The University extends to all of its members and also to the greater community an invitation to join in intellectual inquiry and dialogue.

a. Preparing Professional Psychologists to Serve a Diverse Public

The PsyD Program recognizes the importance of diversity inclusive of cultural and individual differences in the training of psychologists and accepts the APA Commission on Accreditation's definition of cultural and individual differences and diversity as including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. PsyD Program objectives and competencies reflect a focus on competent assessment and treatment of clinical populations with respect for client values, preferences, and diverse backgrounds.

The PsyD 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 *Appendix 20* and also online at: <http://www.apa.org/pi/lgbt/resources/policy/diversity-preparation.aspx>. Students are expected to read and become familiar with this statement. Students are also expected to read and become familiar with APA Practice guidelines on serving diverse populations, which can be found at: <http://www.apa.org/pi/guidelines/index.aspx>.

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

The Combined Doctoral Program in Counseling and School Psychology builds on existing MA and EdS programs at Rivier University in clinical mental health counseling and school psychology that have been approved by the New Hampshire Department of Education. The Program was designed to intentionally integrate the two traditional practice areas of counseling and school psychology. This approach to doctoral training prepares health service psychologists to work in a variety of professional settings as licensed psychologists and is consistent with the generalist approach to training entry-level psychologists.

The doctoral program curriculum meets the New Hampshire state psychologist licensure requirements in New Hampshire and is accredited, on contingency by the [American Psychological](#)

[Association](#) (APA), demonstrating their compliance with the APA Criteria for Accreditation implemented in a manner consistent with its publicly stated goals and objectives.

Questions related to the program's accredited 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
Phone: (202) 336-5979
Email: apaaccred@apa.org
Web: 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 Combined Doctoral Program 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. The Program is designed to prepare graduates to obtain licensure as professional psychologists and to work in a variety of agency, community, independent practice, and public service settings.

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 be consumers of research that informs their practice as skilled professionals delivering assessment, diagnosis, intervention, consultation, and preventive services.

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

Mission Statement

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

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.

To meet these aims, the Program has established the following competencies and related elements (or outcomes) 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 the 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 3c: Students demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Competency 3: Professional Values and Attitudes

Students demonstrate behavior that reflect 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 one's 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 client's problems and needs, respectful of client's 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.

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. Also included is 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 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: 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.

V. ORGANIZATION AND GOVERNANCE

The Director of Clinical Training is responsible for the day-to-day administration of the Program. The Dean of the Division of Education has overall responsibility for the Program within the Division, and the Vice President of Academic Affairs provides oversight at the institutional level.

Designated committees have been established to ensure the continuous involvement of faculty and students in Program decision-making.

These committees are as follows:

(1) Core Faculty Committee

The Core Faculty Committee is composed of the Director of Clinical Training and all Core Faculty in the Program. The Core Faculty Committee oversees the following Program functions:

- Reviews applications, conducts interviews, selects applicants, evaluates students, and participates in enrollment and reenrollment decisions.
- 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.

(2) Student Advisory Committee

The Student Advisory Committee consists of student representatives, one (1) from each cohort selected by members of the cohort. The primary purpose of the Committee, which meets at least once each academic semester, is to promote communication between and within the student cohorts and provide input on Program policies and procedures as well as proposed changes.

At least one Student Advisory Committee meeting each academic year is dedicated to a review of Program initiatives. A faculty representative, selected by and from the faculty, may serve as a member of the Student Advisory Committee.

(3) 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. The Committee meets on a semi-annual basis. Contributing faculty are invited to attend these meetings.

(4) Division Curriculum Committee

The Division of Education 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 a faculty member of the PsyD Program.

(5) Division of Education Meetings

Division meetings provide an additional venue for review and input all of the faculty of the Division of Education for the Doctoral Program, specifically with respect to the Doctoral Program's relationship to the Division.

VI. PROGRAM ADMISSION

1. Admission and Enrollment Overview

The Combined Doctoral Program in Counseling and School Psychology accepts and enrolls a diverse student group each Fall Semester. The process of admission begins with the student's application and concludes with the notification of admission decisions by the Core Faculty Committee. Correspondence with applicants is handled by the University Office of Graduate Admissions.

(a) Admission Requirements

There are two routes of admission to the proposed program, **Traditional** and **Advanced Standing**.

The **Traditional** route is for students who hold a bachelor's degree. This 120-hour program includes coursework, practica, research, and internship requirements (as outlined in the Program of Study section below). Students entering under this route may transfer a maximum of 9 graduate credits into the Program.

Traditional students may earn an EdS in Counseling degree en route to the PsyD. **Students are never admitted to the PsyD program for the purpose of completing the MA in Clinical Mental Health Counseling or EdS in School Psychology or Counseling programs.**

The second route to admission, **Advanced Standing**, is open to students with a master's, specialist, CAGS, or EdS degree or the equivalent in Psychology, Clinical Mental Health Counseling, or School Psychology from a regionally accredited institution. (See details about admission criteria for Advanced Standing below). This program includes coursework, practica, research and internship requirements (as outlined in the Program of Study, Section 7 below), and the number of credits required are determined on the basis of which and how many courses are credited to advanced standing (see **Admission Criteria** below). Students entering under this route may transfer a maximum of 9 graduate credits into the Program, but they may not be for courses credited toward advanced standing.

Rivier University offers an MEd in Counseling and School Psychology, an MA in Clinical Mental Health Counseling, an EdS in School Psychology, and an EdS in Counseling. In fact, the Introductory Courses in these programs overlap with the PsyD Program introductory courses. Students in the above Rivier University programs may apply for Advanced Standing admission to the Doctoral Program after successful completion of 40 graduate credits.

(b) PsyD Program Admission Criteria

Individuals may apply for admission to the PsyD Combined Program in Counseling and School Psychology via two routes: **Traditional** or **Advanced Standing**.

(1) Applicants are reviewed and evaluated on the following criteria:

- For admission to all Rivier University graduate programs:
 - Transcripts all from colleges and universities attended
 - Letters of reference (see *Letters of Reference* below)
 - Statement of purpose (see *Admission Requirements* below)
 - For **Traditional** admission to the PsyD Program:
 - An earned bachelor's degree in psychology or a closely related field from an accredited institution
 - Resume or CV
 - Undergraduate grade point average, with a preference of 3.0
 - General GRE scores within the last 5 years
 - 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. Doctoral programs require minimum scores of TOEFL (95), IELTS (7.0), and PTE (66)
 - Interview with the Core Faculty Committee
 - Evidence of commitment to the values, goals, and mission of the University and the Program in the Statement of Purpose and letters of reference
 - For **Advanced Standing** admission to the PsyD Program:
 - An earned master's degree in a field related to psychology or counseling from an accredited institution and coursework relevant to the Program (see below regarding **Introductory Courses for Advanced Standing**)
 - Resume or CV
 - Undergraduate grade point average, with a preference of 3.0, and graduate grade point average, with a preference of 3.5
 - General GRE scores within the last 5 years
 - 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. Doctoral programs require minimum scores of TOEFL (95), IELTS (7.0), and PTE (66)
 - Interview with the Core Faculty Committee
 - Evidence of commitment to the values, goals, and mission of the University and the Program in the Statement of Purpose and letters of reference
- (c) **Introductory Courses for Advanced Standing.** In order to be eligible to apply for Advanced Standing applicants must 1) possess a master's, specialist, CAGS, or EdS degree or the equivalent in Psychology, Clinical Mental Health Counseling, or School Psychology from a regionally accredited institution **and** 2) provide evidence of

preparation at the graduate-level equivalent to that provided by at least 36 credits from the below Introductory Courses offered in the PsyD Program:

ED 501 Fundamentals of Research (3)
ED 505 Advanced Psychology of Human Development (3)
ED 530 Assessment of Learning and Reading Disabilities (3)
ED 538 Cognitive Assessment I (3)
ED 610 Basic Human Interaction (3)
ED 611 Psychotherapy for Children (3)
ED 614 Clinical Counseling Theories (3)
ED 615 Clinical Counseling Techniques (3)
ED 616 Group Counseling (3)
ED 618 Professional Orientation and Ethics of Clinical Mental Health Counseling (3)
or ED 701 Foundations of School Psychology (3)
ED 623 Marriage and Family Therapy (3)
ED 624 Psychopathology (3)
ED 625 Testing and Assessment (3)
ED 629 Addictive Behaviors (3)
ED 681 Career and Lifestyle Development (3)
ED 704 Personality Assessment I (3)
ED 705 Neuropsychological Assessment I (3)
ED 720 Social/Cultural Foundations of Counseling and Education (3)
ED 721 Advanced Multicultural Perspectives (3 credits)

Courses that may be credited for advanced standing will be reviewed during the admissions process. That is, any such courses should have been taken at a regionally accredited institution, should have earned a “B” grade, should be at the graduate level (500 or above), and should have been taken in the previous six years.

Advanced Standing students may be required to complete Introductory Course requirements not adequately covered in their previous graduate programs or not reflecting current knowledge and standards in the field. Any such courses will be indicated in the letter of acceptance and also noted in the student’s Program of Study. In essence, Advanced Standing students may be granted credit for 36 to 45 credits of previous coursework and thus bypass one year of full-time study. Credits granted to satisfy specific course requirements for Advanced Standing do not appear on the transcript. However, they do appear on the student’s Program of Study, thus indicating that the requirement for those courses has been met.

(2) Application Requirements

A complete application, must be received by the Admissions Office by midnight of the annual deadline date. The application must include:

- (1) A completed and signed online application, available at www.rivier.edu/PsyD
- (2) A \$100.00 non-refundable application fee

- (3) Official transcripts from all undergraduate and graduate institutions where the applicant has received degrees and/or course credit
- (4) A written statement of purpose (3-6 pages) that reflects on the following:
 - 1. your professional experience and how this experience relates to doctoral study
 - 2. your reasons for pursuing doctoral study
 - 3. research and/or clinical goal(s), problem(s), and/or question(s) you may wish to address during doctoral study and research
 - 4. how doctoral study will enhance your personal and professional career goals
 - 5. why you think you would be a good fit for the combined program in counseling and school
 - 6. diversity experiences and evidence of a commitment to serving diverse populations
- (5) At least three (3) letters of reference that speak to the your professional and/or academic work, potential for successful completion of doctoral study, and character (see **Letters of Reference** below)
- (6) Writing sample
 - 1. For Traditional Admission students, an academic writing sample
 - 2. For Advanced Standing students, a minimum of one representative clinical work sample of current professional skills (i.e., test reports, treatment plans, case conceptualizations or summaries, etc.). If none of these are available, an academic writing sample should be submitted.

(3) Letters of Reference

Each applicant is required to submit 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.

Applicants are encouraged to provide individuals making the recommendations with a copy of their personal written statement of purpose to ensure that the recommendation addresses these matters. Letters of reference must have been written within six (6) months of the date of the completed application.

Please note: Letters of reference may be written by current members of the faculty of the Division of Education of Rivier University. If a current faculty member agrees to write a letter of reference and that faculty member is serving on the Core Faculty Committee, said faculty member must recuse him/herself from the admission decision process while the applicant's application for admission is being considered. Similarly, if a faculty member of the Core Faculty Committee has recruited an applicant to the Doctoral Program, that faculty member must also recuse him/herself from the admission decision process while the applicant's application is under consideration.

The Core Faculty Committee may invite members of the faculty of the Division of Education who have provided letters of recommendation to speak on behalf of an applicant while the Committee is deliberating.

(4) Interviews

Finalists for admission are invited to campus for in-person interviews with members of the Core Faculty Committee. Depending upon circumstances and availability, some interviews may be conducted by phone.

(5) 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, and Title IX requires that the University not discriminate on the bases stated above.

The Program seeks to recruit and retain a diverse student group across a number of domains including, but not limited to, ethnicity, race, color, national origin, religion, age, veteran or marital status, sex, gender identity, sexual orientation and disability.

(6) Application Deadlines

Each spring, prior to the application cycle for the upcoming academic year, the Director of Clinical Training provides a timeline for the admission process that states all associated deadline dates.

Unless otherwise advertised on the website the dates for the admission cycle are:

February 1	Application deadline
Mid-February	Decisions on interviews
March 1	Notification of interview decisions
April 1	Notification of admission decisions
April 15	Student notification of decision deadline

(7) Application Review and Interviews

After the Office of Graduate Admissions forwards completed application to the Program, copies are provided for members of the Admission Committee. Committee members independently review and rate the application. These ratings are then reviewed at a meeting of the Committee.

On the basis of ratings and Committee review, finalists for admission are invited to campus to be interviewed by members of the Core Faculty Committee. In this interview applicants are asked to clarify and/or expand on aspects of their application, including but not limited to their personal statement of purpose and reasons for seeking doctoral study. Following the interview the Core Faculty Committee reconvenes to discuss applicant interviews.

After review of all applicant files and interviews, the Core Faculty Committee selects applicants for admission to the Doctoral Program. These selections are submitted to the

Dean of the Division of Education for review. Following this review, the Office of Graduate Admissions notifies applicants of their admission status.

(8) Application Withdrawal

Applicants who wish to withdraw their application to the Doctoral Program should notify the Office of Graduate Admissions in writing. The University retains application documents for a period of seven (7) years from the date of withdrawal.

(9) Deferral of Admission

Applicants selected for admission who wish to defer the start of their program should submit their request, in writing, to the Director of the Program, providing: a statement making the request for deferral official; the reasons, personal and/or professional, why a deferral is sought; and the proposed timeframe for initiating study. The Core Faculty Committee reviews these request, and the Director communicates the decision in writing to the applicant. The decision of the Core Faculty Committee is, in every case, made with the review and concurrence of the Dean of the Division of Education.

(10) Reenrollment

The Core Faculty Committee and the Dean of the Division of Education review any requests for reenrollment and forward their recommendation to the Office of the Vice President for Academic Affairs of Rivier University (VPAA). The VPAA makes the final decision on all reenrollment requests. If any conditions are placed on reenrollment they are specified in the letter of acceptance sent to the student.

(11) Orientation

Entering students are required to attend a program orientation, which takes place at Rivier University in the summer of the academic year prior to the student's first semester of classes. The orientation generally takes one or two days; the length depends on the size and needs of each incoming class. Students are informed of the dates and agenda of orientation in their letter of acceptance.

Orientation brings together all newly admitted students, along with the Director of Clinical Training, faculty, and select officers of Rivier University to introduce students to Doctoral Program requirements, the practitioner-scholar, the combined-integrated training models, and the curriculum for the Program, as well as the resources, mission, and purpose of the University.

(12) Academic Advisor

The Director of Clinical Training serves as the academic advisor for all students seeking advice and consultation as they proceed through the Program.

The Dean of the Division of Education is also available to meet with and advise students on faculty research interests, course requirements, and their Program of Study throughout doctoral study. Additionally, students may review their Program of Study with the Director of Clinical Training, the Division Dean, or other core faculty in the Program.

VII. PsyD PROGRAM OF STUDY

The Rivier University Combined Doctoral Program in Counseling and School psychology requires Traditional admission students to complete 120 credits for the degree. For Advanced Standing students, the Program of Study spells out their credit requirements (after a determination of which and how many Introductory Course credits are awarded at admission). All students are expected to attend full-time, and the Program is designed to be completed in six years for Traditional students and five years for Advanced Standing students. Students must complete all requirements for the degree within seven years.

1. Method of Instruction

Program students will encounter various methods of instruction over the course of their studies, including on-line, hybrid, and face-to-face instruction. On-line courses do not meet on campus: all instruction and communication among the students and between the students and the instructor takes place on-line, through Canvas and other available learning or information management tools. Hybrid courses employ these tools, as well as regularly scheduled face-to-face meetings on campus. Face-to face classes make full use of learning management tools.

The following introductory courses are taught in an online format:

- ED505 Advanced Psychology of Human Development
- ED 611 Psychotherapy with Children
- ED 614 Clinical Counseling Theories
- ED 624 Psychopathology
- ED 701 Foundations of School Psychology

The following introductory courses are taught in a hybrid format:

- ED505 Advanced Psychology of Human Development
- ED614 Clinical Counseling Theories
- ED 615 Clinical Counseling Techniques
- ED 618 Professional Orientation and Ethics of Clinical Mental Health Counseling
- ED 616 Group Counseling
- ED 629 Addictive Behaviors
- ED 720 Social and Cultural Foundations
- ED 721 Advanced Multicultural Perspectives

When courses are offered in more than one format, PsyD Program students should take hybrid or face-to-face courses whenever possible. All core (800-level) courses, except ED 801 History and

Systems of Psychology, which is online, are in a traditional face-to-face or hybrid format. The following core (800-level) courses are presented in a hybrid format:

ED 804 Social Bases of Behavior

ED 809 Psychometrics

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, electronically-mediated education is the same student who participates in and completes that course. To protect student privacy, students are asked to verify their identity by logging in with a unique username and password through the River University email system with the course instructor. Students and administrators automatically receive email notifications any time their username or password is changed in the learning management system (LMS). This security measure helps to prevent unauthorized password changes and also alert students if their password has been changed without their permission. Online instructors are required to use Canvas (Rivier's LMS) as the entry point to their online courses so that this integrity is maintained. Furthermore, every click that a student makes in the LMS is logged with a timestamp and the student's IP address. This helps to ensure that the no persons are logging in from multiple locations simultaneously. There are no fees related to verification of identity.

In some cases more than one instructor may teach a course. In this case both instructors will be present to engage in a dialogue with the students and with each other as to course content, and will coordinate with each other as to the method of instruction for the course.

Consistent with most state licensure laws for psychologists, course instruction is predominantly face-to-face. As a matter of policy, students are not allowed to Skype or otherwise attend face-to-face classes electronically. Any requests due to extenuating circumstances must be approved in advance by the Director of Training.

2. Rivier University Policy for Transfer Credits

The policy of Rivier University for transferring credits in from another college or university, as stated in the *School of Graduate Studies Catalog 2016-2017* (<http://catalog.rivier.edu/content.php?catoid=105&navoid=1671&hl=transfer&returnto=search#transfercred>) is as follows:

Candidates for a [graduate] degree at Rivier University may transfer a maximum of nine graduate credits, provided that: (1) these credits were earned at an accredited college or university, (2) these credits are of a B grade or better, (3) the course (s) were completed within the past six years, (4) these credits have been approved by the Dean/Director of Clinical Training of the division.

3. Program Policies for Transfer of Credits

Students may apply to transfer credits for courses they have previously taken, in which case they are credited for both the specific course and the credits accepted for transfer, both

of which appear on the transcript. Credits applied for Advanced Standing status are not eligible for transfer credit.

There is no guarantee that courses taken at another institution will be accepted for transfer credit at Rivier University. Upon acceptance into the Program students complete the Request for Course Transfer Form (*Appendix 15*) and meet with the DCT to discuss the request, which is then reviewed by the DCT and the appropriate course instructor.

There are some additional requirements for transfer credits for the Doctoral Program in Counseling or School Psychology, including:

- The course was at the 500-level or above.
- The student must provide a copy of the course description for the course from the institution's catalog, as well as a copy of the page in the catalog showing the numbering system for courses at the institution; a copy of the syllabus for the course; and a copy of the final transcript for the course showing a grade of "B" or higher.

4. Overview of Courses for the PsyD Program

Sample Programs of Study for both Traditional and Advanced Standing students are found below, after the course lists. Individual students' Programs of Study will vary as a function of admission status, transfer credits awarded, and advisor recommendations. However, the sequence of courses listed in the Sample Programs of Study should generally be adhered to since it takes into consideration course prerequisites and also structures the curriculum to ensure that the student's educational experience is cumulative, sequential, and graded in complexity.

a. Course Prerequisites

Prerequisite	Course
ED 501 Fundamentals of Research*	ED 864 Research Methods and Design in Psychology
ED 505 Advanced Psychology of Human Development*	ED 820 Developmental Psychology
ED 538 Cognitive Assessment I*	ED 810 Cognitive Assessment II
ED 610 Basic Human Interaction*	ED 614 Clinical Counseling Theories
ED 611 Psychotherapy with Children*	ED 815 Evidence Base Treatment: Children and Families
ED 616 Group Psychotherapy*	ED 814 Seminar in Group Psychotherapy
ED 618 Professional Orientation and Ethics of Clinical Mental Health Counseling* or ED 701 Foundations of School Psychology*	ED 821 Health Service Psychology: Ethics and Standards
ED 624 Psychopathology*	ED 806 Seminar: Psychopathology and Interventions
ED 704 Personality Assessment I*	ED 812 Personality Assessment II
ED 705 Neuropsychological Assessment I*	ED 835 School Neuropsychology
ED 720 Social and Cultural Foundations*	ED 721 Advanced Multicultural Perspectives

*or equivalent	
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Courses are open to students at all levels providing the student has completed the appropriate prerequisite. Practicum experiences are tiered and must be taken in sequence, as described in the *PsyD Program Practicum Handbook*.

The below lists of courses represent all courses offered in the PsyD curriculum, including electives. All students, including both those granted Traditional admission and those granted Advanced Standing, must complete all required introductory courses or their equivalent (57 course credits and three 700-level practicum credits), all core courses or their equivalent (43 credits of core courses), 12 credits of electives, three 800-level credits of practicum, research (5 credits), and the internship (0 credits).

5. Introductory Courses (500-, 600-, and 700-level) for the PsyD (also open to MA and EdS students); all 57 credits or equivalent required

ED 501 Fundamentals of Research (3)
ED 505 Advanced Psychology of Human Development (3)
ED 530 Assessment of Learning and Reading Disabilities (3)
ED 538 Cognitive Assessment I (3)
ED 610 Basic Human Interaction (3)
ED 611 Psychotherapy for Children (3)
ED 614 Clinical Counseling Theories (3)
ED 615 Clinical Counseling Techniques (3)
ED 616 Group Counseling (3)
ED 618 Professional Orientation and Ethics of Clinical Mental Health Counseling (3) or
ED 701 Foundations of School Psychology (3)
ED 623 Marriage and Family Therapy (3)
ED 624 Psychopathology (3)
ED 625 Testing and Assessment (3)
ED 629 Addictive Behaviors (3)
ED 681 Career and Lifestyle Development (3)
ED 704 Personality Assessment I (3)
ED 705 Neuropsychological Assessment I (3)
ED 720 Social/Cultural Foundations of Counseling and Education (3)
ED 721 Advanced Multicultural Perspectives (3)

6. Core Courses (800-level) for the PsyD (open to PsyD students only); all 48 credits required

ED 801 History and Systems (2)
ED 802 Biological Bases of Behavior (3)
ED 803 Cognitive-Affective Bases of Behavior (3)
ED 804 Social Bases of Behavior (2)
ED 806 Seminar: Psychopathology and Interventions (3)
ED 809 Psychometrics (2)

ED 810 Cognitive Assessment II (3)
ED 812 Personality Assessment II (3)
ED 815 Evidence-Based Treatment: Children and Families (3) or ED 816 Evidence-Based Treatment: Adults (3)
ED 820 Developmental Psychology (3)
ED 821 Health Service Psychology: Ethics and Standards (3)
ED 825 Aging (3)
ED 833 Supervision, Consultation & Systems (3)
ED 838 Seminar: Internship and Professional Development (1)
ED 864 Research Methods and Design in Psychology (3)
ED 881 Quantitative Analysis in Psychology (3)
ED 892 Directed Research in Psychology (2)
ED 896 Research in Psychology (3)

7. Electives for the PsyD (Open to PsyD students only); 12 credits required

ED 807 Psychopharmacology (3)
ED 808 Foundations of Neuropsychology (3)
ED 814 Seminar: Group Psychotherapy (3)
ED 830 School-Based Consultation (3)
ED 831 Classroom-Based Assessment (3)
ED 832 Community Consultation (3)
ED 835 School Neuropsychology (3)

8. Practicum and Internship Courses for the PsyD (open to PsyD students only); 6 practicum credits required (3 Introductory and 3 Core 800-level)

ED 792 Initial Practicum I (1)
ED 793 Initial Practicum II (1)
ED 794 Initial Practicum III (1)
ED 840 PsyD Practicum I (1)
ED 841 PsyD Practicum II (1)
ED 842 PsyD Practicum III (1)
ED 843 Advanced Clinical Experience I (1; elective)
ED 844 Advanced Clinical Experience II (1; elective)
ED 845 Advanced Clinical Experience III (1; elective)
ED 886 and ED 887 Clinical Internship (0)

Descriptions of all courses and course prerequisites are available in the *Graduate Catalog* at: <http://catalog.rivier.edu/index.php?catoid=105>

9. Graduation requirements

Students must successfully complete a minimum of 120 credits, including:

1. A minimum of 60 credits of introductory courses or their equivalent;

2. A minimum of 48 credits of core doctoral courses and practica and 12 credits of elective courses including a one-year full-time or two-year half-time clinical internship;
3. Oral and written comprehensive examinations; and
4. A doctoral research project.

All graduation requirements must be completed within seven years of beginning the program.

Table 1
Sample Program of Study for Traditional Admission*

	Fall	Spring	Summer
Year One	ED 501 Fundamentals of Research (3) ED 505 Advanced Psychology of Human Development (3) ED 610 Basic Human Interaction (3)	ED 614 Clinical Counseling Theories (3) ED 624 Psychopathology (3) ED 615 Clinical Counseling Techniques (3) ED 792 Beginning Practicum I (1)	ED 611 Child Psychotherapy (3) ED 538 Cognitive Assessment I (3) ED 629 Addictive Behaviors (3)
Year Two	ED 625 Testing and Assessment (3) ED 530 Assessment of LD and Reading (3) ED 681 Career and Lifestyle Development (3) ED 793 Beginning Practicum II (1)	ED 618 Professional Orientation and Ethics in Clinical MH Counseling (3) ED 623 Marriage and Family Therapy (3) ED 720 Social/Cultural Foundations of Counseling and Education (3) ED 794 Beginning Practicum III (1)	ED 704 Personality Assessment I (3) ED 705 Neuropsychological Assessment I (3) ED 721 Advanced Multicultural Perspectives (3) ED 616 Group Counseling (3)
Year Three	ED 802 Biological Bases of Behavior (3) ED 864 Research Methods (3) ED 816 Evidence-Based Treatment: Adults (3) ED 840 Practicum I (1)	ED 881 Quantitative Analysis (3) ED 803 Cognitive-Affective Bases of Behavior (3) ED 810 Cognitive Assessment II (3) ED 841 Practicum II (1)	ED 801AO1 History & Systems (2) ED 812 Personality Assessment II (3) ED 821 Health Service Psychology: Ethics and Standards (3) ED 892 Directed Research in Psychology (2)
Year Four	ED XXX Elective (3) ED 804H2 Social Bases of Behavior (2) ED 820 Developmental Psychology (3) ED 896 Research in Psychology (3)	ED XXX Elective (3) ED 806 Psychopathology and Interventions (3) ED 842 Practicum III (1) ED 889 Comprehensive Written Exam (0)	ED XXX Elective (3) ED 838H1 Internship and Prof Development (1) ED 891 Comprehensive Oral Exam (0)
Year Five	ED 825 Aging (3) ED 809H2 Psychometrics (2)	ED XXX Elective (3) ED 833A Supervision, Consultation & Systems (3)	
Year Six	ED 886 Clinical Internship (0)	ED 887 Clinical Internship (0)	
*sample only, not an actual schedule. Schedules are developed each semester based on faculty and program needs			

Sample* Program of Study for Advanced Standing Admission†

	Fall	Spring	Summer
Year One	ED 802 Biological Bases of Behavior (3) ED 864 Research Methods (3) ED 816 Evidence-Based Treatment: Adults (3)	ED 881 Quantitative Analysis (3) ED 803 Cognitive-Affective Bases of Behavior (3) ED 810 Cognitive Assessment II (3) ED 840 Practicum I (1)	ED 801A01 History & Systems (2) ED 812 Personality Assessment II (3) ED 821H1 Health Service Psychology: Ethics and Standards (3) ED 892 Directed Research in Psychology (2)
Year Two	ED XXX Elective (3) ED 804H2 Social Bases of Behavior (2) ED 820 Developmental Psychology (3) ED 841 Practicum II (1) ED 896 Research in Psychology (3)	ED XXX Elective (3) ED 806 Psychopathology and Interventions (3) ED 842 Practicum III (1) ED 889 Comprehensive Written Exam (0)	ED XXX Elective (3) ED 838H1 Internship and Professional Development (1) Ed 891 Comprehensive Oral Exam (0)
Year Three	ED 825 Aging (3) ED 809A2 Psychometrics (2)	ED XXX Elective (3) ED 833A Supervision, Consultation & Systems (3)	
Year Four	ED 886 Clinical Internship (0)	ED 887 Clinical Internship (0)	
†Does not include any additional introductory courses beyond the 45 accepted for advanced standing or prerequisite courses indicated in individual student's Program of Study		*sample only, not an actual schedule. Schedules are developed each semester based on faculty and program needs	

10. Course Evaluation

a. Grading and Minimum Levels of Achievement

Instructors determine students' grades in each course in accordance with evaluation methods indicated in the syllabi, e.g., by performance on tests, examinations, class and practicum work, written and oral presentations, projects, and other requirements. Grades are assigned by the instructor in accordance with the grading system shown below. Grade reports are issued by the Office of the Registrar.

A grade of B (3.0) is considered the minimum level of performance (MLA) in all doctoral classes.

Course grades represent the instructor's assessment that a student has demonstrated the following skills at an appropriate level of achievement for that course:

- an understanding of course material and discipline-specific concepts
- the ability to apply understanding and knowledge
- the ability to communicate in writing, orally, visually, and/or quantitatively
- 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 and shape observations, broadening the scope the course

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 doctoral course requirements. (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 doctoral course requirements. (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 doctoral course requirements. (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 Office of the Vice President for Academic Affairs for P/F grading. The accumulation of grades of pass (P) in proposal and the doctoral research project does not imply completion of the project; such grades indicate satisfactory progress. (Numerical Equivalent: 84-89)

W

Indicates withdrawal from a course. Deadlines for course withdrawal are listed in the Academic Calendar each semester on the Rivier website at:

<http://www.rivier.edu/academics.aspx?menu=50&id=1034>

I

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 her/his 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 Academic Calendar). Otherwise, the student automatically incurs an F for the course. In unusual cases, the student may submit a written request for an extension. The extension may not exceed three months and must be approved by the Associate Vice President for Learning Effectiveness.

AU (0)

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

b. Competencies and Elements

Each course in the PsyD program has outcomes (elements) that are related to Program aims and competencies, which are in turn related to discipline-specific knowledge in psychology and profession-wide competencies. (See *Appendix 3* for a *Curriculum Competency Map* showing the relationship of courses, competencies, and elements.) Instructors rate each student on each course's elements at the conclusion of the course. Each instructor creates a basis of assessment for the course competency and elements

based on course content, assignments, and other aspects of the course syllabus. A sample evaluation is provided in *Appendix 5*.

The evaluation of competencies and outcome elements of the Rivier Counseling and School Psychology Program is intended to provide feedback on student progress toward achievement of program competencies. *Students must obtain a rating of 3 (the minimum level of achievement) or better in order to be making adequate progress in the Program.* Faculty rate students on each competency using the following scale:

1	Needs remediation.
2	Student's performance is not satisfactory for this element.
3	Student's performance is satisfactory for this element.
4	Student's performance is exceptional for this element.

Students who do not achieve a rating of 3 or higher are referred to the Core Faculty Committee for development of an action or remediation plan to assist the student in achieving program competencies and elements. The *Policies and Procedures* section of this *Handbook* further delineates the implementation and potential outcomes of this process.

11. Program of Study Requirements

a. General Information

The Program of Study serves as a plan for students to follow semester by semester and is structured to ensure that their educational experience is cumulative, sequential, and graded in complexity. The form may also help students determine selection and timing of their elective courses. Students may change the Program of Study form at any time prior to taking the written and oral comprehensive examinations with approval from the Director of Clinical Training.

Individual Program of Study forms (*Appendix 2*) are filled out by the Director and kept in the office of the Director of Clinical Training. The forms are used to audit the student's progress in the Program. It is the student's responsibility to periodically review the Program of Study, including during the annual review, to ensure an accurate version is on file with the office of the Director of Clinical Training.

b. Purposes of the Program of Study Form

The Program of Study serves several important functions:

- (1) It ensures that the student understands the sequence of courses and course of study in general.

- (2) It directs the student to the appropriate faculty within the Program who share similar research interests and questions.
- (3) It determines the courses that correspond with the student's research interest and which will prepare the student to complete the doctoral research project.
- (4) It serves as a basis of reviewing progress in the Program of Study during the student's Annual Review (see below).
- (5) It identifies any courses in the student's previous academic career that may serve as electives and be transferred into the Program.
- (6) It ensures that students meets early and often, as appropriate, with the Director of Clinical Training, which allows the student to receive all necessary information related to orientation, curriculum, competencies, and instruction related to the Program.

c. Outside Employment

The PsyD Program requires students to limit outside employment to no more than 20 hours per week while enrolled in the Program. This is to allow students time to devote to practicum placements, independent research, and faculty advising and mentoring.

d. Time to Completion and Residency

The Program is designed to be completed by Traditional students in 6 years of full-time enrollment, including the 2000-hour year-long internship. The Program can generally be completed by Advanced standing students in 5 years of full-time enrollment, including the internship. Rivier University defines full-time enrollment as a minimum of 5 credits per semester for eligibility for financial aid purposes, however, PsyD Program students typically enroll in 9-11 credits per semester. All students must meet the following residency requirements:

1. A minimum of 3 full-time academic years of graduate study (or the equivalent thereof) plus an internship,
2. At least 2 of the 3 academic training years (or the equivalent thereof) within the Doctoral Program, and
3. At least 1 year of study in full-time residence (or the equivalent thereof) in the Doctoral Program.

XIII. COMPREHENSIVE EXAMINATIONS

ED 889 (Comprehensive Written Examination) and **ED 891** (Comprehensive Oral Examination)
(Please note the Comprehensive Examinations are given course numbers which appear on the student transcript.)

1. Purpose and Timing

The purpose of the written and oral comprehensive examinations is to assist students in developing integrative and evaluative scholarship in the scientific knowledge, research,

and professional service aspects of counseling and school psychology. The written exam is administered in March and followed by administration of the oral examination in June. Students are notified of the exact date, time, and location (*see Appendix 8*) the beginning of the semester in which the exam is offered. Students are eligible to sit for the examinations after completing the required courses listed below. Students must satisfactorily complete all sections of the Comprehensive Exam before the Director of Clinical Training can sign the internship readiness forms.

All introductory courses (or their equivalent) and the following core courses must be completed before the student is eligible to sit for the Written Comprehensive Examination:

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

2. Written Examination Content and Process

There are three parts to the written comprehensive exam:

1. Change theory articulation paper
2. Case conceptualization
3. Core question examination (of discipline-specific knowledge)

a. Change Theory Articulation Paper

This portion of the exam consists of an 8-10 page (plus references) theory articulation paper prepared prior to exam day and submitted electronically no later than Friday at 4:00 pm preceding the weekend of the examination. This paper should provide a foundation for the case conceptualization response (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. The Program expects students to have been adopting or adapting a change theory of psychotherapy/personality/intervention over the course of graduate study. Students should thus consider the theory articulation paper an opportunity to present a summary of this framework, citing theory and empirical research that have influenced their thinking, and to provide a rationale for why they believe the application of this theory is effective. The description of the theory must be coherent, internally

consistent, and incorporate client diversity. It should address the student's perspective on: (a) the development of "problems" by clients, (b) the goals of treatment, (c) the role of the therapist and the psychotherapy relationship, (d) salient aspects of the treatment process, (e) methods for evaluating treatment, and (f) strengths and limitations of the approach (both theoretically and with respect to specific client populations).

The change theory can be an integration of existing theories, but must contain elements, with citations, of at least two established theories. For example, a student might: identify as a "cognitive behavioral psychologist" and include writings from Beck and Wolpe; identify as a "cognitive humanist" and include writings by Rogers and Ellis; adopt a neuropsychological approach and discuss aspects of Kaplan's process approach to interpreting assessment results; or identify with the Carroll-Horn-Cattell (CHC) or Cross Battery theory and discuss assessment from this theoretical perspective. The point is to articulate the basic constructs of one's theoretical approach, cite writings from the established theoreticians who have influenced one's thinking, and present one's theory in a critical way, noting both its promise and its possible limitations.

The explication of the chosen theory should be based on theoretical readings, empirical research, one's style and sense of theoretical "fit," and the deliberate integration of client diversity. Students should not create a wholly novel theory that is devoid of empirical grounding, but rather demonstrate awareness/adaptation of existing approaches.

The Program expects students to develop their theory articulation paper independently (not in collaboration with peers or by modeling one's theory after papers submitted in previous years). This theory should reflect the student's beliefs but also be substantiated with literature. Although the student alone should develop the substance of the ideas presented in the paper, he or she may seek consultation from anyone other than Rivier University faculty, for instance, clinical supervisors.

b. Case Conceptualization (choose one of two options below):

Option 1: A mixed emotional/social/vocational case. Assessment data will be included as appropriate to the case, for instance, information from some combination of such assessments as but not limited to the TAT, Millon Scales, MMPI-2, or WAIS-IV.

Students will be asked to conceptualize the case according to the theory they presented in their theory articulation paper, addressing such issues as client problems, goals of counseling, assessment, role of the counseling relationship, specific strategies for interventions, evaluation of counseling, and strengths and limitations of the articulated approach. Regarding the latter point, students should be prepared to critique their theoretical approach from the perspective of a different theory cluster. For example, if the case is conceptualized according to a particular psychodynamic theory, this approach might be critiqued from the perspective of humanistic or cognitive/behavioral theories.

Option 2: A mixed emotional/social/academic case. Assessment data from a school-based evaluation using cognitive, academic, and neuropsychological measures will be included. Students should be prepared to discuss: interpretation of results according to the approach presented in their theory articulation paper; case conceptualization addressing etiology of

client problems from the perspective of their approach; goals of assessment; interpretation of results; specific strategies for interventions; and strengths and limitations of the articulated approach. Regarding the latter point, students should be prepared to critique their theoretical approach from the perspective of a different theory cluster. For example, if the case is conceptualized according to a particular neuropsychological theory, this approach might be critiqued from the perspective of cross-battery assessment. Assessment data should be interpreted with the goal of providing a summary of results, recommendation for educational identification, and intervention.

Regardless of which option students select, they should refer to their theory articulation paper while working on the case conceptualization part of the exam and should assume that the readers will be familiar with their theory articulation paper. Also, students may, at their discretion, draw from other theories besides their own if they feel the case necessitates such a broadened focus and if they discuss how the diverse theoretical elements would be integrated in a coherent way. Students should provide literature citations (both from the theory articulation paper and other sources) to support their case conceptualization and critique.

c. Core Question Examination (of Discipline-Specific Knowledge)

The core question is aimed at assessing 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 law, and research) and their knowledge of counseling and school psychology.

This section of the Comprehensive Examination is designed to align with the EPPP examination in terms of format and, to some degree, content. This section will have a specified time limit for completion (see below).

3. Construction and Administration of Written Examination

The Written Comprehensive Examination is based on discipline-specific knowledge of core areas of psychology. PsyD Program faculty develop the written comprehensive examination in the Fall Semester of the academic year prior to the administration of the examination.

An examination supervisor is designated by the Director of Clinical Training, who assigns students a numerical ID. Students must use the assigned number for all submissions related to the Written Comprehensive Examination and they must not include their name or any other identifying information on the materials. Students must submit their theory articulation paper electronically no later than Friday at 4:00 pm preceding the weekend of the examination. Once the examination supervisor receives the student's paper, the supervisor sends the examination to the student via email in the form of hyperlinks to the core question and research questions. Students then complete the exam online. They have a two-hour limit for completion of the core question and their work is time stamped during the online administration. The completed Written Examination must be returned via email to the examination supervisor no later than Monday at noon (12:00 pm) following the weekend of the examination. At this time, the student submits a signed statement of sole

authorship (*see Appendix 11*) that is sent along with the written examination to the faculty reviewers.

4. Evaluation of Written Examination

The process for the evaluation of the Written Examination is as follows:

1. The anonymous numbered examinations are given to the two PsyD Program faculty assigned by the Director of Clinical Training to review the exam.
2. The two faculty read and evaluate the examination independently; after their evaluations they confer and determine whether the student has achieved a “Pass” on each of the three examination components: the theory articulation paper; the case conceptualization; and the core question examination. Evaluation options for each component are Pass or Fail, according to the following scale:

Pass	Far Above Standard/Outstanding
Pass	Above Standard/Very Good
Pass	Standard/Satisfactory
Fail	Below Standard/Clarification
Fail	Far Below Standard/Clarification

- a. In the event that the two faculty disagree on their evaluation, the examination is given to a third reader for an independent reading and evaluation.
3. If that a student does not receive a “Pass” for one or more sections of the Written Examination, the faculty will provide written feedback to the student on the relevant section(s) and return the examination to the student.
4. For each section the student does not pass, the student must retake the section(s) on a date and time scheduled by the Director of Clinical Training. Students may retake a portion of the Comprehensive Examination once. Should the student fail any portion of the Comprehensive Examination twice, the student may submit a formal request to the Committee in writing to obtain permission for a third administration. Failure to successfully complete the written comprehensive examination after three examinations will result in dismissal from the program.
5. The rubric used for evaluation of the Written Comprehensive Examination may be found in *Appendix 9*.

5. Comprehensive Oral Examination

a. Overview

The Oral Comprehensive Examination provides an opportunity for students to discuss their theory articulation paper, case conceptualization, and core question responses. Students are expected to defend and expand on the Written Examination while demonstrating a broad knowledge of the field.

b. Time of Examinations

Once a student has passed the Written Examination he/she attends the Oral Examination. Typically, examination slots for individual students are scheduled over the course of two days in June, as determined by the Director of Clinical Training, and are held in the Regina Library Conference room (Room 229). The office of the Director of Clinical Training notifies students of their individual examination time.

c. Process and Evaluation

A committee of faculty who participated in the development of the Written Examination questions conducts the Oral Examinations. The Oral Examination is scheduled for no longer than one hour, during which time the student provides a presentation on the case conceptualization as it relates to the theory articulation paper. After the Oral Examination the committee confers and informs the student of the results of the examination, either Pass or Fail, according to the following grading options:

Pass	Far Above Standard/Outstanding
Pass	Above Standard/Very Good
Pass	Standard/Satisfactory
Fail	Below Standard/Clarification
Fail	Far Below Standard/Clarification

d. Re-examination

If a student does not pass the Oral Examination, the Faculty Committee will provide the student with written feedback about the Oral Examination performance to assist the student in preparing for a re-examination. A member of the examination committee may be assigned to the student to provide guidance and advisement on the Oral Examination performance. The Faculty Committee will reconvene for a re-examination at a date determined by the Director of Clinical Training. Should the student fail the Oral Examination twice, the student may file a formal request the Committee in writing to obtain permission for a third administration.. Students failing the third administration are dismissed from the Program.

IX. PRACTICUM AND QUALIFYING EXAMINATION

Practicum experiences are designed to provide students opportunities to develop and practice clinical skills under the supervision of doctoral-level licensed psychologists. Students are evaluated for readiness to begin practicum work by review of their performance on competencies in coursework. Practicum experiences can begin as early as the second semester of study if prerequisite coursework has been completed as described in the *Practicum Handbook*. In order to qualify for Tier-two placements students must pass the Clinical Qualifying Examination. Site supervisor evaluations from previous placements are also used to determine readiness to continue practicum work.

The Clinical Qualifying Examination consists of analysis of case material developed by faculty. Students use the case material to develop a case formulation (diagnosis and treatment plan). If their case formulation is approved, they prepare a videotape of a client session that illustrates the application of some aspect of the treatment plan. Students who have completed a minimum 700-hour internship in a Clinical Mental Health Counseling Program or a minimum 1200-hour internship in a School Psychology program may request an exemption from the Clinical Competency Examination by submitting the Documentation of Supervised Clinical Experience Form. This form, as well as detailed information about policies and forms used for the practicum experience are available in *The PsyD Program Practicum Handbook*.

X. INTERNSHIP

1. General Information

All students must complete an internship for the PsyD degree. The year-long doctoral internship begins in late summer or fall, and applications are due in November or December of the preceding year. Students enroll in *Ed 838 Seminar: Internship Preparation and Professional Development* in the Fall Semester of the year they plan to submit applications. All students must complete Part 2 of the APPIC (Association of Psychology Postdoctoral and Internship Centers) Application for Psychology Internship to verify Internship Eligibility and Readiness (*See Appendix 17*). This document requires the Director of Clinical Training (DCT) to endorse the following item: “The faculty agrees that the student is ready to apply for internship (Yes or No).”

Procedures and forms for the internship application process are described below:

- a. *The Doctoral Internship:*** Consistent with APA accreditation standards and state licensing laws, students must complete a one-year full-time or two-year half-time internship in counseling or school psychology for the PsyD degree.
- b. *Requesting Approval to Pursue an Internship:*** Students must receive approval to apply for internship by completing the *Request for Approval to Apply to Internship form* (*Appendix 17*), which must be endorsed by the student’s advisor and the DCT. Students are required to apply to APA-accredited and APPIC-member internship sites. These sites are described in the APPIC Directory maintained by the Director of Clinical Training for review in the Program Suite and on-line through APPIC (http://www.appic.org/directory/4_1_directory_online.asp).
- c. *Applying to an Internship Site:*** Internship sites listed in the APPIC directory generally require students to submit the APPIC *Application for a Psychology Internship* (AAPI), which is available from the APPIC web site (www.appic.org). However, students should also review procedures at individual sites to determine their application procedures.

In recent years, obtaining an accredited internship has become a very competitive process. APPIC reported that 49% of students were matched to their first choice site in

the initial phase of the 2015 match, 82% matched to one of their top 3 sites, and 51% of participating applicants were not matched to a site. In 2015, applicants reported applying to an average of 15.8 sites. Past surveys have found that students who limited themselves geographically and exclusively to highly competitive sites often had the greatest difficulty being matched. Students should be prepared for the significant application effort needed for a successful match.

Obtaining an internship is a highly competitive activity. The following recommendations provide some assistance in this process:

1. Students should apply to a number of internships of varying degrees of competitiveness consistent with their training goals.
2. Students should take great care to ensure that their curriculum vita, completed application forms, and written materials are of very high quality.
3. Because internship sites receive many applications from students all over the country, it's important for students to distinguish themselves to the best of their ability. Internship sites often differ in the qualities they value and practice. For instance, internships at research-based clinics will typically give high rankings to students who have published in a relevant area and who have strong research skills. Community mental health settings may place higher value on a broad range of clinical experiences. Students can often find out what is most valued at a particular site by talking with current interns or reviewing written materials describing the internship. Students should apply to sites which best match their interests and strengths. There are a number of useful resources available to assist students in preparing for internships on both the APPIC and APAGS websites. Links to these sites are listed in the Program Canvas websites.
4. Applications should be completed in a timely manner. Maintaining periodic, meaningful, and appropriate communication with potential sites is often a helpful way to ensure full consideration. Yet students should be careful to avoid excessive or frivolous contact. Requesting clarification of written material or elaboration of potential training opportunities relevant to student interests are examples of common questions that students might pose during the application process.
5. Students should take care to submit strong letters of reference. Request letters from professors or supervisors who will provide positive, detailed, and supportive endorsements. Ask potential references if they can write such a letter and give them as much advance notice as possible. As of 2015, APPIC has implemented a standardized reference form. Information about the form and application procedures can be found at:

<https://www.appic.org/AAP-APPA#REF>

2. The APPIC Matching Process

All APPIC sites are required to utilize the matching system to determine intern selections. Detailed information about the matching process is available both at the APPIC web site (www.appic.org) and at the web site for National Matching Services (NMS), which has been contracted by APPIC to conduct the match (www.natmatch.com). Students are encouraged to subscribe to the APPIC Match-News listserv by sending a blank message to subscribe-match-news@lyris.appic.org. A brief summary of the procedures are outlined below:

- a. Applicants apply directly to potential internship programs. Initially, the applicants and the internship sites evaluate each other outside the APPIC portal. APPIC directories are available for review at the APPIC site online. Students may also access the directory online through the APPIC website.
- b. Applicants must complete an Agreement Form to participate in the matching process. This form is available from NMS and should be completed as early as possible (by mid-September) so that students can place their identifying number on their application materials. There is a fee for participating in the matching program, which is paid to NMS by the student.
- c. At the end of the application period, each internship site and applicant completes a rank ordering of their preferences. This ranking is submitted to National Matching Services. *No information about ranking or preferences may be communicated by either the applicant or internship site.*
- d. Rank-ordered lists must be sent to NMS by the date specified by APPIC/NMS.
- e. On the specified date students are informed whether or not they were successfully matched and to what program they were matched. All notifications are sent from NCS by email or may be retrieved from the internet through procedures announced by APPIC/NMS.
- f. Students who were not matched with an internship may utilize the APPIC second match system (Match II), as specified by APPIC/NMS.

3. PsyD Program Requirements: Below are the requirements for the internship experience.

- a. Students should make a reasonable effort to obtain an APA-accredited or FAPPIC-member internship site. Minimum indications of a “reasonable effort” effort include the following:
 - i. Students should apply to at least 12 APA-accredited **or** APPIC-member internship sites of varying degrees of competitiveness (as indicated by the ratio of applicants to interns accepted in the APPIC directory). At least 50% of the sites must be APA accredited.
 - ii. Students should complete all applications in a timely manner and submit completed applications prior to the sites’ application deadlines.
 - iii. Students should ensure that their applications display high quality in preparation, thoroughness, and relevance to the goals of the internship site.
 - iv. Students must submit their rank-ordered preference list to NMS by the submission deadline.

- b. If students have not procured an internship on the match day, they must reapply to at least 5 additional internship sites listed on the APPIC web site (www.appic.org) in Phase II of the match.
- c. Students who do not procure an internship after completing steps 1 and 2 may apply to internships that are neither APA accredited nor APPIC approved or work with the DCT to identify a suitable experience that meets the Program's minimum requirements for internship training. This entails the following steps:

The Doctoral Program will identify sites (or a coordinated group of sites) that are willing and able to provide a training experience that will meet the internship criteria provided within this *Handbook* (see *Appendix 24*). These criteria are designed to be consistent with APA and APPIC standards, as well as licensing requirements in the State of New Hampshire. The site must enter into a memorandum of understanding with Rivier University outlining the training experience. The memorandum must indicate how the site will meet each of the items contained in the Rivier University Requirements for Non-APA accredited Internship Form (see *Appendix 24*).

- i. The completed memorandum must be mailed to the DCT.
- ii. Students must contact the state licensing board in any jurisdiction other than New Hampshire in which they desire to be licensed and ensure that completion of the proposed internship will satisfy the licensing demands in that jurisdiction. The student will then prepare a memorandum that outlines the information obtained from the licensing board and submit this to the DCT.
- iii. The Director of Clinical Training will then evaluate the proposed internship experience. The internship must meet the criteria established by the Program as described in *Appendix 24*. If acceptable, the student will be granted permission to pursue the internship.
- iv. The Director of Clinical Training must approve internships before a student commences the internship. The Director of Clinical Training will evaluate the internship through the use of questionnaires, phone interviews, and/or site visits at quarterly intervals. If discrepancies between the proposed training and the actual experience arise, procedures must be initiated to remedy the situation. If such discrepancies cannot be resolved, approval for the internship may be revoked. Since a partial internship experience will not fulfill the doctoral internship requirement, students are strongly advised to be proactive and prompt in resolving difficulties that arise.

After the Program identifies a suitable site, Core Faculty will work with the student to complete the application process. Since this is a required experience for both completion of the PsyD Program and licensure in most states, students are strongly encouraged to take an active role in this process. While a very limited number of APA-approved doctoral internships are available within commuting distance of Rivier, students should realistically expect to relocate for the internship experience. Students will not be approved for a non-accredited internship experience if they have been accepted in an APA-accredited or APPIC-member site.

The Internship Contract: A letter of acceptance from an APA-accredited or APPIC-member internship constitutes the internship contract. For any non-accredited internship a memorandum of understanding must be completed outlining how all of the program internship criteria (noted in *Appendix 24*) will be satisfied. The proposed internship site, the Director of Clinical Training, and the student must endorse this memorandum.

- d. Intern Evaluation Forms: Sites must submit a completed mid-year and final Intern Performance Evaluation Form (see *Appendix 18 and Appendix 19* respectively), completed by the intern's primary internship supervisor or training director, to the DCT. This form rates the intern on their progress in meeting various program competencies. For students who do not meet minimum levels of achievement, the DCT and internship supervisor will develop a plan for improvement with the student. After review of the evaluation the DCT assigns a grade for the internship course.
- e. Failing Internship: In the unlikely event that a student does not pass their internship, the Core Faculty Committee will review the student's performance. Failure to pass the internship will be handled on a case-by-case basis and may result in dismissal from the Program.
- f. International Students: Due to immigration or other law, all students who are required to obtain a work permit or green card to complete an internship must inform the DCT of the status of their ability to work in the United States before applying to any internship sites and also keep the DCT informed of any changes in their status.

Program students have secured internship placements at the following APPIC-member sites:

Brattleboro Retreat, Brattleboro, Vermont*
Devereux School, Rutland, Massachusetts*
Hillside Children's Center, Rochester, New York*
Keene State College Counseling Center, Keene, New Hampshire
LUK Treatment Center, Fitchburg, Massachusetts
Sullivan Center for Children, Merced, California

*APA accredited internship site

XI. DOCTORAL RESEARCH PROJECT REQUIREMENTS

1. RESEARCH COMMITTEE

a. Membership of the Research Committee

1.Chair

The Chair is selected by the student from among core faculty in the PsyD Program qualified to serve as Chair per approval by the Dean. The Chair helps the student define and focus on a research topic or interest and supervises the research and writing associated with the research proposal and research. This supervision occurs in concert with the student's core instructors and other members of the Research Committee. The Chair monitors the student's progress and has primary responsibility for ensuring that the student submits the documents necessary for successful participation in and completion of the Doctoral Research Project.

The responsibilities of the Chair of the Research Committee also include:

- i. Helping the student select one or two other members of the Committee.
- ii. Ensuring the student submits all appropriate documentation to the University's Institutional Review Board if human participants are involved in the research.
- iii. Supervising the student's completion of the defense of the research proposal and defense of the research project, including any additional requirements specified by the student's Research Committee.

2. Second Research Committee Member

This Committee member shall be a core or associated faculty member in the Division of Education at Rivier University.

3. Third Research Committee Member (optional)

The student selects this Committee member, typically no later than the second semester of the second year of study. The primary reason for inclusion of this member of the Committee is the contribution the person will make guiding the student on his/her research topic and/or methodology.

This person need not be a member of the faculty at Rivier University. However, the person must: be currently employed at an accredited college or university; possess a doctoral degree or terminal degree in their field of study; and have a proven and documented record of scholarship and continuing research relevant to the topic of the student's research. The student must provide the name, credentials, CV, and argument for inclusion of the individual to the Chair of the Research Committee and second member of the Research Committee (*see Doctoral Research Project Style Guide*) according to the deadlines for same as indicated each year by the Director of Clinical Training.

NOTE: Each student's Research Committee will consist of no fewer than two (2) and no more than three (3) members. The membership of each student's Research Committee will vary depending on the content and research methods appropriate to the research. Membership on the Research Committee must be finalized *prior* to defense of the research proposal.

b. Responsibilities of the Research Committee

The responsibilities of second and third members of the Research Committee include:

1. Assisting the student in the preparation and defense of the research proposal, the conduct of the research project, writing of the research, preparation for the research defense, and submission of final copies of the research to the appropriate offices and the Regina Library.
2. Supervising and assisting the student in making changes in the research materials as stipulated by the Chair of the Research Committee following the defense of the proposal and of the dissertation.

c. Changes to the Research Committee

The membership of a student's Research Committee may be changed at any time up to the point of submission of the research proposal to the Committee Chair and the convening of the proposal defense. After the research proposal defense the student cannot change the membership of the Research Committee *except* in the case of the lack of availability of a current member to serve and with the approval of the Director of Clinical Training and the Dean of the Division of Education. All current members of the Committee at the time a proposed change is made must agree to any proposed change in membership; the signature of each member of the Committee indicates their agreement.

A student may change the Chair of their Research Committee prior to the research proposal and only with the approval of the Dean of the Division of Education *and* of the Vice President for Academic Affairs of Rivier University.

To change a member of the Research Committee the student must take the following steps:

- i. The student must recommend a faculty member to join the Research Committee in place of or in addition to the current membership of the Committee; the Director of Clinical Training and the Dean of the Division of Education must approve the recommendation.
- ii. If the recommended change is approved by the Director of Clinical Training and the Dean of the Division of Education, the student must complete the Petition to Change Research Committee Membership form (*see Doctoral Research Project Style Guide*).
 - *Note:* This form requires the signatures of the student, the current members of the Research Committee (including any outgoing member or members), and the new member of the Committee, the Committee Chair, the Director of Clinical Training, and the Dean of the Division of Education.
- iii. The student must submit the completed and signed original Petition to Change Research Committee Membership form to the Director of Clinical Training.

2. DOCTORAL RESEARCH PROJECT OPTIONS

The Combined Program in Counseling and School Psychology provides several options for students to meet research competencies in both discipline-specific knowledge and profession-wide

competencies and their related elements, including completion of coursework on research and completion of the Doctoral Research Project.

Students may satisfy the research project requirement by conducting a project in any of the following formats:

Empirical Study

The empirical study is an investigation of a problem in the field of psychology with one or more research questions or hypotheses that the student seeks to test and/or objectives that will be attained as a result of the study. The research proposal should include a brief statement of the reasons for the selection of the problem and the relationship of pertinent research literature to the problem and the proposal, as well as the research and data analysis methods.

Case Study

The case study is a clinical description of a client that includes presenting problem, history, discussion of symptoms and impairment, diagnosis, and etiology. A treatment plan must be presented, as well as a literature review of evidence-based practices for treatment of the identified disorder. Finally, the student must submit a research proposal to study some aspect of the disorder and treatment discussed in the literature review.

Critical/Systematic Literature Review

By organizing, integrating, and evaluating previously published literature, authors of literature reviews evaluate the progress research has made towards clarifying a specific problem or answering a specific question. A critical or systematic literature review is different from a traditional literature review in that it: is based on a clearly formulated question or questions; identifies relevant studies; evaluates their quality; and summarizes the evidence by use of explicit methodology.

Theoretical Paper

The purpose of the theoretical paper is to address an important theoretical issue in the field of Counseling or School Psychology. The theoretical issue should be investigated thoroughly through a critical review of the literature so as to delineate the strengths and weaknesses in the content area and to make an original contribution to the discussion through development of a theoretical position. The theoretical paper is expected to demonstrate a grasp of the issue, an understanding of how the issue has been addressed, and the development of an original view (theory) on the issue.

A full description of the Doctoral Research Project options and related policies and procedures can be found in the *Doctoral Program Research Handbook*.

Per Program policy, students must be continuously enrolled in ED892 (Directed Research in Psychology) until they successfully defend the research proposal and in ED896 (Research in Psychology) until they successfully defend the research project. Students must successfully defend their research proposal to be eligible to apply for an internship.

XII. POLICIES AND PROCEDURES

This section of the *Handbook* describes the policies and procedures applicable to students in the PsyD Program. All policies correspond to the policies of the School of Graduate Studies, which can be found at: <http://catalog.rivier.edu/content.php?catoid=102&navoid=1578>

Any changes or substitutions to the policies or procedures here would ordinarily be made at the end of the academic year after review by all offices of the University. Regardless of when any changes are made these are communicated in writing to students in the Program in the form of substitutions to this *Handbook*. The most current version of the *Handbook* is distributed to incoming students each June at orientation. As the *Handbook* is revised, changes are posted on the Program website and Canvas page and students are directed to these sites for these updates.

1. Academic Standing

The following rules of the University for Graduate Study apply, with the appropriate modifications for the Doctoral Program:

1. A graduate student must maintain a cumulative grade point average of B (3.0) over the course of enrollment in the program.
2. The student will have up to three semesters to reestablish a deficient grade point average.
3. Courses in which the student received a grade of C (2.0) or better must be repeated to improve the grade.
4. All failing grades shall 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 grade point average.
5. A student who has failed two courses may be dismissed from the Program.

In all other matters of academic standing, students should refer to the *School of Graduate Studies Catalog, 2017-2018*.

2. Annual Review General Information

1. All students are reviewed annually by the Core Faculty Committee. Faculty complete the Annual Student Disposition Rating by Faculty Form (see *Appendix 6*) for each student they have advised or had in class since the last review. These assessments of student performance include a review of the student's transcripts and the student's Self Rating Form (see *Appendix 7*), together with individual course competency/element ratings, and form the basis of the student annual review.
 - a. Students who fail to meet minimum levels of achievement or whose performance has been rated by Faculty Review Unsatisfactory or Unacceptable (see **Annual Review Outcomes** below) will be placed on academic probation, in which case a remediation plan will be developed to address areas of concern.
 - b. Failure to meet the requirement of a remediation plan may result in dismissal from the program.
 - c. Ratings of Unsatisfactory or Unacceptable performance in two consecutive semesters may be cause for dismissal from the program.

- d. Students meet with the Director of Clinical Training on an annual basis, typically during the Summer Semester or early in the Fall Semester, to review their progress in the Program. Results of this review are communicated to the student in writing.

3. Annual Review Outcomes

- b. Exemplary Performance

The student has surpassed minimum levels of performance in all classes and has received faculty ratings of “5” in all areas on the Faculty Review Form and ratings of “4” on course competencies.

- c. Satisfactory Performance

The student has met minimum levels of performance in all classes and has received faculty ratings of “4” or higher in all areas on the Faculty Review Form and ratings of “3” or higher on course competencies.

- d. Unsatisfactory Performance

The student has not met minimum levels of performance in one class and/or has received faculty ratings of “3” in any one area on the Faculty Review Form or and ratings of “2” on course competencies.

- e. Unacceptable Performance

The student has not met minimum levels of performance in more than one class and/or has received faculty ratings of “3” or less in more than one area on the Faculty Review Form or and ratings of “1” on course competencies.

- f. Following the Annual Review the Director of Clinical Training sends each student a letter and/or copies of the Annual Review form communicating the results of the Annual Review.

2. Triggered Reviews and Unsatisfactory or Unacceptable Student Progress

If any instructor’s evaluation of student performance and/or course outcomes is not satisfactory at any time prior to the Annual Review period, this must be brought to the attention of the Director of Clinical Training, in writing. The Director may ask for a triggered review of 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 triggered review of the student at any time by submitting a written request to the Director of Clinical Training. The Director of Clinical Training may also initiate a triggered review if a student fails to achieve the minimum level of achievement (a grade of “B” or better) in any course.

Upon the completion of any review that results in a determination of Unsatisfactory or Unacceptable Student Progress, the Director of Clinical Training schedules a meeting between the student and the Core Faculty to discuss the student’s performance. At this meeting, a remediation plan is developed that outlines a plan for improvement, including a timeline for it. The student and the Director of Clinical Training or his/her designee will meet on a regular basis, no less than once each semester, to review progress or lack of progress to fulfill the remediation plan.

Formal decisions about the outcome of a student's Annual Review, including such actions as counseling a student out of the Program or designating a student at-risk in the Program, are under the jurisdiction of the Core Faculty Committee and only that Committee.

In cases of withdrawal, dismissal, or leave of absence (see **Leave of Absence** below), the student's reasons for leaving the Program are discussed by Core faculty and at Program Retreat meetings as part of Program review.

3. Academic Appeal

When a student wishes to appeal an academic decision in the Program, the following University Graduate School procedures should be followed. Academic decisions are defined as those pertaining to grades, course and annual evaluations and related actions, and dismissals.

a. Grade Review

As described in the Graduate Catalog

(http://catalog.rivier.edu/content.php?catoid=108&navoid=1816#grad_revi):

“When a student finds cause to question a grade, the request for review is first made in writing to the course instructor no later than 30 days after the issuance of the final grade. A copy of this request must be submitted to the Office of the Associate Vice President for Learning Effectiveness and to the dean of the division. All such requests must address the process followed in arriving at the final grade and not the professional evaluation of student work.”

b. Academic Grievance Procedure

In addition to the Program's above-noted Grade Review procedure, Rivier University outlines the Academic Grievance Procedure in its *Graduate School Catalog* (see http://catalog.rivier.edu/content.php?catoid=108&navoid=1816#acad_grie_proc).

4. Leave of Absence

Students seeking a leave of absence to address a professional, personal, or familial obligation should submit a written request to the Director of Clinical Training. After consultation with the 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 Director of Clinical Training.

A leave of absence may be granted for one (1) semester or one (1) academic year. Students are ordinarily not granted more than two (2) leaves of absence during their Program of Study. In cases in which a student requires more than two (2) leaves of absence, the Core

Faculty Committee must review the student's request to determine whether additional leaves will be granted.

Except in cases of emergencies, students should request leaves of absence at least one semester in advance of the semester or academic year for which they seek to take the leave of absence. The Leave of Absence Form should be delivered to the Director of Clinical Training at least two (2) weeks prior to the end of the semester preceding the anticipated leave. Leaves of absence are not granted for semesters that are underway and may not be used to preclude completion of a course or requirements for a course.

The Director of Clinical Training must approve all leaves of absence. A letter of explanation of the specific reasons for requesting the leave must accompany the form. The Director shall forward the form and the letter of explanation, with the necessary signatures granting the leave of absence, to the Office of the Registrar.

In all cases in which a leave of absence is granted, the student rejoins the Program at the point in the Program of Study at which he/she left. Time spent during a leave of absence does not count towards the 7-year program completion timeline.

5. Withdrawal

If a student wishes to withdraw from the Program or from a course within the Program, the student must follow the procedures outlined in the most current *School of Graduate Studies Catalog* and complete the University's Withdrawal form, which is submitted to the Director of Clinical Training.

6. Re-enrollment

Upon re-entering the Program after a leave of absence, withdrawal, or deferment of admission the student must submit a Re-enrollment Application Form (see *Appendix 20*) to the Director of Clinical Training. The Director of Clinical Training reviews the student's application, along with the records associated with the leave of absence, withdrawal, or deferment, confers with Faculty Committee, and makes a recommendation about reentry to the Dean of the Division of Education, who makes the final decision about re-enrollment. The Director of Clinical Training notifies the student of the final decision. The reentry recommendation includes the plan for re-enrolling and completing coursework and other requirements in a timely manner.

7. Dismissal

As outlined above, dismissal from the PsyD Program is not a dismissal from the Department of Education or the University. That is, a student dismissed from the PsyD Program could apply to and be admitted to another program at the University.

XIII. PROFESSIONAL ORGANIZATIONS

Students are required 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.

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.

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.

XIV. REFERENCES

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Shealy, C. N., Cobb, H. C., Crowley, S. L., Nelson, P., & Peterson, G. (2004). Back to our future? The Consensus Conference and Combined-Integrated model of doctoral training in professional psychology. *Journal of Clinical Psychology*, 60(9), 893-909. doi:10.1002/jclp.20025

APPENDICES

APPENDIX 1

DOCTORAL PROGRAM CORE FACULTY

Robert Walrath, PsyD, Nova Southeastern University

Associate Professor in Education

Director of Clinical Training, Doctoral Program in Counseling and School Psychology, PsyD

Licensed Psychologist (NH) and Certified School Psychologist (NH).

Specialty areas: School Psychology; Psychological Assessment; Child and Adolescent Psychotherapy; Family Therapy; Nonsuicidal Self-Injury; Pediatric Acquired Autoimmune Disorder Associated with Streptococcus; The Relationship between working memory and specific learning disabilities

Carol Langelier, PhD, Northeastern University

Professor in Education

Director, Graduate Counseling & School Psychology Programs

Licensed Psychologist (NH)

Specialty areas: Cognitive Behavioral Therapy (CBT); Diversity in Counseling and Leadership; School Counseling; Cultural Context of Education; Assessment, Diagnosis and Treatment

Elizabeth Harwood, PhD, University of Montana

Assistant Professor in Psychology

Department Coordinator, Department of Psychology

Specialty Areas: Best Practices in Teaching, Depression; Relationship Conflict and Satisfaction; Body Dissatisfaction; Substance Abuse.

Cheryl Maykel, PhD, University of Connecticut

Assistant Professor of Education

Nationally Certified School Psychologist (NCSP)

Specialty Areas: Mind-body health and wellness; childhood obesity; critical evaluation of online information

Angela M. Desilva Mousseau, PhD, Boston College

Professor in Education

Licensed Psychologist (MA)

Specialty areas: Adolescent mental health risk taking behavior; role of parents in school communities in adolescent well-being; spirituality and identity development

ASSOCIATED & CONTRIBUTING DOCTORAL PROGRAM FACULTY

James Beauregard, PhD, Northeastern University

Adjunct Professor

Licensed Psychologist (NH)

Specialty areas: Adult Neuropsychology, the biological bases of human behavior, clinical neuropsychology and the integration of multiple academic and clinical areas in, e.g. the multidisciplinary area of geriatrics/aging.

Nicole Clark, DPharm, Massachusetts College of Pharmacy

Adjunct Professor

John J. Gleason, EdD, Harvard University

Professor in Education

Dean, Division of Education

Director, Doctoral Program in Education Leadership and Learning, EdD

Meagan, Lentz, PsyD, Pacific University School of Professional Psychology

Adjunct Professor

Licensed Psychologist (NH)

Kate Murphy, PsyD, Rivier University

Adjunct Professor

Certified School Psychologist (NH)

Jacqueline Reinert, PsyD, Rivier University

Adjunct Professor

Brittany St. Jean, PsyD, Rivier University

Adjunct Professor

Licensed Psychologist, (NH)

Donna Sullivan-Parker, MEd, CAGS, Springfield College

Adjunct Professor

Cynthia Whitaker, PsyD, Antioch University

Adjunct Professor

Licensed Psychologist (NH)



Appendix 2
Doctoral Program in Counseling and School Psychology
Program of Study for ___Traditional Admission ___Advanced Standing Admission

Student Name: _____
Student ID #: _____
Cohort: 2017

Course Number	Course Title	Credit	Sem.	Grade	Equivalent
INTRODUCTORY COURSES and PRACTICUM (60 credits)					Courses/credits accepted for Advanced Standing.
ED 501	Fundamentals of Research	3			
ED 505	Advanced Psychology of Human Development	3			
ED 530	Assessment of LD and Reading	3			
ED 538	Cognitive Assessment I	3			
ED 610	Basic Human Interaction	3			
ED 611	Psychotherapy with Children	3			
ED 614	Clinical Counseling Theory	3			
ED 615	Clinical Counseling Techniques	3			
ED 616	Group Counseling	3			
ED 618 or ED 701	Prof Orientation and Ethics of Clinical Mental Health Counseling	3			
ED 623	Marriage and Family Therapy	3			
ED 624	Psychopathology	3			
ED 625	Tests and Assessment	3			
ED 629	Addictive Behaviors	3			
ED 650	Internship (May replace 700 level practicums and/or CPQ)	3			
ED 681	Career and Lifestyle Development	3			
ED 701 or ED 618	Foundations of School Psychology	3			
ED 704	Personality Assessment I	3			
ED 705	Neuropsychological Assessment I	3			
ED 720	Social Cultural Foundations	3			
ED 721	Advanced Multicultural Perspectives	3			
ED 792	Beginning Practicum I	1			
ED 793	Beginning Practicum II	1			
ED 794	Beginning Practicum III	1			
TOTAL INTRODUCTORY CREDITS		60			

CORE COURSES, PRACTICUM, ELECTIVES and INTERNSHIP					
ED 801	History and Systems	2			
ED 802	Biological Bases of Behavior	3			
ED 803	Cognitive-Affective Bases of behavior	3			
ED 804	Social Bases of Behavior	2			
ED 809	Psychometrics	2			
ED 806	Psychopathology and Interventions	3			
ED 810	Cognitive Assessment II	3			
ED 812	Personality Assessment II	3			
ED 815 or ED 816	Evidence-Based Treatment: Children and Families or Adults	3			
ED 820	Developmental Psychology	3			
ED 821	Health Service Psychology: Ethics and Standards	3			
ED 825	Aging	3			
ED 833	Supervision, Consultation and Systems	3			
ED 838	Seminar: Internship Preparation and Professional Development	1			
ED 864	Research Methods and Design	3			
ED 881	Quantitative Analysis	3			
	PRACTICUM				Date of Clinical Competency Exam (CQE) `(if applicable)
ED 843	Practicum I	1			
ED 844	Practicum II	1			
ED 845	Practicum III	1			
	INTERNSHIP				
ED 886	Clinical Internship	1			
ED 887	Clinical Internship	1			
	DISSERTATION				
ED 892	Directed Research in Psychology	2			
ED 896	Research in Psychology	3			
ELECTIVES (12 credits)					
		3			
		3			
		3			
		3			

Transfer Credits (Up to 9 credits can be transferred in from other institutions)					
Name of Institution	Course #	Course Title	Credits	Sem.	Grade
TOTAL FOUNDATION CREDITS					
TOTAL CORE, PRACTICUM, AND INTERNSHIP CREDITS					
TOTAL RESEARCH CREDITS					
TOTAL ELECTIVE CREDITS					
TOTAL TRANSFER CREDITS					
TOTAL PROGRAM CREDITS				Must equal at least 120 credits	
OTHER PROGRAM REQUIREMENTS					
Program Requirement		Date Completed	Program Requirement		Date Completed
Written Comprehensive Examination			Institutional Review Board		
Retake			Doctoral Research Project		
Oral Comprehensive Examination			Doctoral Research Project Defense		
Retake			Submission of Research Project to Library		
Research Project Proposal Defense			Date of Commencement		

I certify that all of the proposed or completed courses and grades above are accurate.

Student Signature

Date

Director

Date

Dean

Date

APPENDIX 3

Curriculum Competency Map

COMPETENCY & ELEMENTS	INTRODUCTORY COURSE	CORE COURSE	PRACTICA	INTERNSHIP	OTHER
<p>Competency 1: Discipline Specific Knowledge Discipline-specific knowledge represents the requisite core knowledge of psychology an individual must have to attain the profession-wide</p> <p>Element 1a: Students demonstrate an appropriate mastery of the discipline specific knowledge in health service psychology (e.g., developmental, biological, cognitive, affective, and social aspects of behavior, and the history of the discipline of psychology).</p> <p>Element 1b: Students demonstrate a substantial understanding of the integration of discipline specific knowledge of health service psychology.</p> <p>Element 1c: Students demonstrate knowledge and competence in research methods, quantitative analysis, and psychometrics.</p>	<p>Element 1a: ED 501 Fundamentals of Research</p>	<p>Element 1a: ED 801 History and Systems</p>	<p>Element 1b: ED 840 Initial Practicum I</p>		<p>Element 1a and 1b: ED 889 Written Comp Exam</p>
	ED 505 Advanced Psychology of Human Development	ED 802 Biological Bases of behavior	ED 841 Initial Practicum II		Element 1c: ED 892 Directed Research in Psychology
	ED 611 Child Psychotherapy	ED 803 Cognitive/Affective Bases of Behavior	ED 842 Initial Practicum III		ED896 Research in Psychology
	ED 629 Addiction Behavior	ED 804 Social Bases of Behavior			
	ED 720 Social and Cultural Foundations of Counseling	ED 806 Psychopathology and Interventions			
	ED 721 Advanced Multicultural Psychology	ED 809 Psychometrics			
	Element 1c: ED 501 Fundamentals of Research	ED 810 Cognitive Assessment II			
		ED 820 Developmental Psychology			
		Element 1b: ED 825 Aging			
		Element 1c: ED 864 Methods & Design in Psychology			
		ED 809 Psychometrics			
		ED 881 Quantitative Design & Statistical Conceptualizations			

COMPETENCY & ELEMENTS (all activities)	INTRODUCTORY COURSE	CORE COURSE	PRACTICA	INTERNSHIP	OTHER
Competency 2: Communication and Interpersonal Skills Element 2a: Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. Element 2b: 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: Demonstrate effective interpersonal skills and the ability to manage difficult communication well.	ED 501 Fundamentals of Research	ED 801 History and Systems	ED 792 Beginning Practicum I	ED 886 Clinical Internship I	Course, semester, and annual reviews
	ED 505 Advanced Psychology of Human Development	ED 802 Biological Bases of Behavior	Ed 793 Beginning Practicum II	ED 886 Clinical Internship II	
	ED 530 Assessment of Reading and LD	ED 804 Social Bases of Behavior	ED 794 Beginning Practicum III		
	ED 538 Cognitive Assessment I	ED 806 Seminar in Psychopathology and Intervention	ED 840 Initial Practicum I		
	ED 610 Basic Human Interaction	ED 809 Psychometrics	ED 841 Initial Practicum II		
	ED 611 Child Psychotherapy	ED 810 Cognitive Assessment II	ED 842 Initial Practicum III		
	ED 614 Clinical Counseling Theories	ED 812 Personality Assessment II			
	ED 615 Clinical Counseling Techniques	ED 815 Evidence-Based Treatment: Children and Families			
	ED 616 Group Counseling	ED 816 Evidence-Based Treatment: Adults			
	ED 618 Professional Orientation and Ethics of Clinical Mental Health Counseling	ED 820 Lifespan Human Development			
	ED 623 Marriage and Family Therapy	ED 821 Health Service Psychology: Ethics and Standards			
	ED 624 Psychopathology	ED 833 Supervision, Consultation & Systems			
	ED 625 Tests and Assessment	ED 838 Seminar: Internship & Professional Development			
	ED 629 Addictive Behavior	ED 864 Research Methods & Design in Psychology			
	ED 681 Career and Lifestyle Development	ED 881 Quantitative Design & Statistical Conceptualizations			
	ED 701 Foundations of School Psychology				
	ED 704 Personality Assessment I				

	ED 705 Neuropsychological Assessment I				
	ED 720 Social/Cultural Foundations of Counseling and Education				
	ED 721 Advanced Multicultural Perspectives				
COMPETENCY & ELEMENTS (all activities)	INTRODUCTORY COURSE	CORE COURSE	PRACTICA	INTERNSHIP	OTHER
<p>Competency 3: Professional Values and Attitudes</p> <p>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.</p> <p>Element 3b: Students engage in self- reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well- being, and professional effectiveness.</p> <p>Element 3c: Students actively seek and demonstrate openness and responsiveness to feedback and supervision.</p>	ED 501 Fundamentals of Research	ED 801 History and Systems	ED 792 Beginning Practicum I	ED 886 Clinical Internship I	Course, semester, and annual reviews
	ED 505 Advanced Psychology of Human Development	ED 802 Biological Bases of Behavior	Ed 793 Beginning Practicum II	ED 887 Clinical Internship II	
	ED 530 Assessment of Reading and LD	ED 803 Cognitive- Affective Bases of Behavior	ED 794 Beginning Practicum III		
	ED 538 Cognitive Assessment I	ED 804 Social Bases of Behavior	ED 840 Initial Practicum I		
	ED 610 Basic Human Interaction	ED 806 Seminar in Psychopathology and Intervention	ED 841 Initial Practicum II		
	ED 611 Child Psychotherapy	ED 809 Psychometrics	ED 842 Initial Practicum III		
	ED 614 Clinical Counseling Theories	ED 810 Cognitive Assessment II			
	ED 615 Clinical Counseling Techniques	ED 812 Personality Assessment II			
	ED 616 Group Counseling	ED 815 Evidence- Based Treatment: Children and Families			
	ED 618 Professional Orientation and Ethics of Clinical Mental Health Counseling	ED 816 Evidence- Based Treatment: Adults			
	ED 623 Marriage and Family Therapy	ED 820 Lifespan Human Development			
	ED 624 Psychopathology	ED 821 Health Service Psychology: Ethics and Standards			
	ED 625 Tests and Assessment	ED 833 Supervision, Consultation & Systems			

	ED 629 Addictive Behavior	ED 838 Seminar: Internship & Professional Development			
	ED 681 Career and Lifestyle Development	ED 864 Research Methods & Design			
	ED 701 Foundations of School Psychology	ED 881 Quantitative Design & Statistical Conceptualizations			
	ED 704 Personality Assessment I				
	ED 705 Neuropsychological Assessment I				
	ED 720 Social/Cultural Foundations of Counseling and Education				
	ED 721 Advanced Multicultural Perspectives				
COMPETENCY & ELEMENTS	INTRODUCTORY COURSE	CORE COURSE	PRACTICA	INTERNSHIP	OTHER
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	Element 4a: ED 530 Assessment of Reading and LD	Element 4a: ED 806 Seminar: Psychopathology and Interventions	All Elements ED 792 Beginning Practicum I	All Elements ED 886 Clinical Internship I	All Elements ED 889 Written Com Exam
	ED 538 Cognitive Assessment I	Element 4b, 4c, 4d ED 806 Seminar: Psychopathology and Interventions	ED 793 Beginning Practicum II	ED 887 Clinical Internship II	ED 891 Oral Comp Exam
	ED 625 Tests and Assessment		ED 794 Beginning Practicum III		
	ED 704 Personality Assessment I	Element 4d and 4e: ED 806 Seminar: Psychopathology and Interventions	ED 840 Initial Practicum I		
	ED 705 Neuropsychological Assessment I		ED 841 Initial Practicum II		
	Element 4b: ED 611 Child Psychotherapy	ED 810 Cognitive Assessment II	ED 842 Initial Practicum III		
	ED 615 Clinical Counseling Techniques	ED 812 Personality Assessment II			
	ED 624 Psychopathology				
	ED 629 Addictive Behavior				
	Element 4c: ED 624 Psychopathology				

<p>strengths and psychopathology</p> <p>Element 4b: Students demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).</p> <p>Element 4c: Students demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.</p> <p>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.</p> <p>Element 4e: Students communicate orally and in written documents the findings and implications of the assessment in an accurate and effective</p>	ED 704 Personality Assessment I				
	Element 4d: ED 530 Assessment of Reading and LD				
	ED 538 Cognitive Assessment I				
	ED 625 Tests and Assessment				
	ED 704 Personality Assessment I				
	ED 705 Neuropsychological Assessment I				
	Element 4e: ED 530 Assessment of Reading and LD				
	ED 538 Cognitive Assessment I				
	ED 625 Tests and Assessment				
	ED 704 Personality Assessment I				
	ED 705 Neuropsychological Assessment I				

manner sensitive to a range of audiences.					
COMPETENCY & ELEMENTS	INTRODUCTORY COURSE	CORE COURSE	PRACTICA	INTERNSHIP	OTHER
<p>Competency 5: Intervention: Students will develop proficiency in knowledge and practice of evidence-based approaches to the treatment of client's problems and needs, respectful of client's values, preferences, and diverse backgrounds.</p> <p>Element 5a: Students establish and maintain effective relationships with the recipients of psychological services</p> <p>Element 5b: Students develop evidence-based intervention plans specific to the service delivery goals.</p> <p>Element 5c: Students implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.</p> <p>Element 5d: Students demonstrate the ability to apply the relevant research literature to clinical decision-making.</p>	<p>Element 5a: ED 610 Basic Human Interaction</p>	<p>Element 5b, 5c, 5d, 5f: ED 806 Seminar: Psychopathology and Interventions</p>	<p>All Elements: ED 792 Beginning Practicum I</p>	<p>All Elements: ED 886 Clinical Internship I</p>	<p>All Elements: ED 889 Written Comp Exam</p>
	ED 611 Child Psychotherapy		ED 793 Beginning Practicum II	ED 887 Clinical Internship II	
	ED 615 Clinical Counseling Techniques		ED 794 Beginning Practicum III		
	ED 616 Group Counseling		ED 840 Initial Practicum III		
	ED 623 Marriage and Family Therapy		ED 841 Initial Practicum II		
	Element 5b: ED 611 Child Psychotherapy		ED 842 Initial Practicum III		
	ED 614 Clinical Counseling Theories				
	ED 615 Clinical Counseling Techniques				
	ED 616 Group Counseling				
	ED 623 Marriage and Family Therapy				
	Element 5c, 5d, 5e, and 5f: ED 610 Basic Human Interaction				
	ED 611 Child Psychotherapy				
	ED 614 Clinical Counseling Theories				
	ED 615 Clinical Counseling Techniques				
	ED 616 Group Counseling				
	ED 623 Marriage and Family Therapy				
	ED 624 Psychopathology				

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.	ED 629 Addictive Behavior				
	ED 701 Foundations of School Psychology				
COMPETENCY & ELEMENTS	INTRODUCTORY COURSE	CORE COURSE	PRACTICA	INTERNSHIP	OTHER
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 6a: ED 833 Supervision, Consultation & Systems		Element 6a: ED 886 Clinical Internship I	
				ED 887 Clinical Internship II	
COMPETENCY & ELEMENTS	INTRODUCTORY COURSE	CORE COURSE	PRACTICA	INTERNSHIP	OTHER
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	Element 7a: ED 720 Social/Cultural Foundations of Counseling and Education	Elements 7b and 7c: ED 803 Cognitive/Affective Bases of Behavior	Elements 7b and 7c: ED 792 Beginning Practicum I	Elements 7b and 7c: ED 886 Clinical Internship I	Elements 7b and 7c: ED 889 Written Comp Exam
		ED 804 Social Bases of Behavior	ED 793 Beginning Practicum II	ED 887 Clinical Internship II	ED 891 Oral Com Exam
	ED 721 Advanced Multicultural Perspectives	ED 806 Psychopathology and Interventions	ED 794 Beginning		
	Elements 7b and 7c:	ED 815 Evidence-Based Practice:			

<p>including research, training, supervision/consultation, and service.</p> <p>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.</p> <p>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;</p> <p>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</p>	ED 505 Advanced Psychology of Human Development	Children and Families	Practicum III		
	ED 611 Child Psychotherapy	ED 816 Evidence-Based Practice: Adults	ED 840 Initial Practicum I		
	Ed 616 Group Counseling	ED 820 Developmental Psychology	ED 841 Initial Practicum II		
	ED 618 Professional Orientation and Ethics of Clinical Mental Health Counseling	ED 821 Health Service Psychology: Ethics and Standards	ED 842 Initial Practicum III		
	ED 625 Tests and Assessment	ED 833 Supervision, Consultation & Systems			
	ED 681 Career & Lifestyles Development				
	ED 701 Foundations of School Psychology				
	ED 720 Social/Cultural Foundations of Counseling and Education				
	ED 721 Advanced Multicultural Perspectives				

diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.					
COMPETENCY & ELEMENTS	INTRODUCTORY COURSE	CORE COURSE	PRACTICA	INTERNSHIP	OTHER
Competency 8: Research: Students develop the substantially independent ability to formulate research or other scholarly activities that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base, as well as knowledge and skills in the critical review, evaluation, and presentation of psychological and research literature.	Element 8a: ED 501 Fundamentals of Research	Elements 8a and 8b: ED 864 Research Methods and Design in Psychology ED 881 Quantitative Design & Statistical Conceptualizations			Element 8a and 8b: ED 889 Written Comp Exam ED 892 Directed Research in Psychology ED 896 Research in Psychology

<p>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.</p> <p>Element 8b: Students demonstrate and utilize skills in advanced research methods and data analysis appropriate in conducting research.</p>					
COMPETENCY & ELEMENTS	INTRODUCTORY COURSE	CORE COURSE	PRACTICA	INTERNSHIP	OTHER
<p>Competency 9: Ethical and Legal Standards: Students develop knowledge of, and adherence 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 all aspects of their professional work.</p> <p>Element 9a: Students are knowledgeable of and act in accordance with each of the following: the current</p>	<p>All Elements: ED 611 Child Psychotherapy ED 616 Group Counseling ED 618 Professional Orientation and Ethics of Clinical Mental Health Counseling ED 701 Foundations of School Psychology</p>	<p>All Elements: ED 821 Health Service Psychology: Ethics and Standards ED 838 Seminar: Internship & Professional Development</p>	<p>All Elements: ED 792 Beginning Practicum I ED 793 Beginning Practicum II ED 794 Beginning Practicum III ED 840 Initial Practicum I ED 841 Initial Practicum II ED 842 Initial Practicum III</p>	<p>All Elements: ED 886 Clinical Internship I ED 887 Clinical Internship II</p>	<p>Elements 9a and 9b: ED 889 Written Comp Exam</p>

<p>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.</p> <p>Element 9b: Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.</p> <p>Element 9c: Students conduct themselves in an ethical manner in all professional activities.</p>					
COMPETENCY & ELEMENTS	INTRODUCTORY COURSE	CORE COURSE	PRACTICA	INTERNSHIP	OTHER
<p>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.</p> <p>Element 10a: Students respect the roles and perspectives</p>	<p>Elements 10a and 10b: ED 530 Assessment of Reading and LD ED 610 Basic Human Interaction ED 623 Marriage and Family Therapy ED 624 Psychopathology ED 701 Foundations of School Psychology</p>	<p>Elements 10a and 10b: ED 833 Supervision, Consultation, & Systems</p>	<p>Elements 10a and 10b: ED 840 Initial Practicum I ED 841 Initial Practicum II ED 842 Initial Practicum III</p>	<p>Elements 10a and 10b: ED 886 Clinical Internship I ED 887 Clinical Internship II</p>	

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.					
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APPENDIX 4

SAMPLE

EVALUATION of PROGRAM COMPETENCIES and ELEMENTS RIVIER UNIVERSITY COMBINED COUNSELING AND SCHOOL PSYCHOLOGY PROGRAM

Name of Student: _____ Date: _____

Name of Instructor: _____

Evaluation completed by (select one): Instructor Student

Name of Course: **Ed 810 Cognitive Assessment II**

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.

Elements Evaluated: 4d and 4e

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 a rating of 3 or better in order to be making adequate progress in the program.** Please rate student on each competency element using the following scale:

1	Needs remediation.
2	Student's performance is not satisfactory for this competency.
3	Student's performance is satisfactory for this competency.
4	Student's performance is exceptional for this competency.

____ **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.

Please list course activities from your syllabus that were utilized in rating this student:

Other comments:



APPENDIX 5

Doctoral Program in Counseling and School Psychology Annual Student Disposition Rating by Faculty

Student Name: _____ Term: _____ Date: _____

Faculty/Supervisor: _____ Course(s) this term: _____

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 a rating of 3 or better in order to be making adequate progress in the program.** As Competency 2 and 3 are evaluated over all program activities Please rate student on each competency element using the following scale:

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 utilize knowledge and skills to develop and maintain effective relationships with a wide range of individuals and produce and comprehend oral, nonverbal, and written communications that are informative and well integrated.

Element 2b: Students demonstrate a thorough grasp of professional language and concepts while demonstrating effective interpersonal skills and the ability to manage difficult communication well.

Competency 3: Professional Values and Attitudes

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

Element 3a: Students demonstrate and utilize appropriate knowledge, skills, and attitudes in reflecting on, critically evaluating, and improving one's own professional practices.

Element 3b: Students demonstrate openness and responsiveness to feedback from peers, faculty, supervisors, and consumers of services.

Element 3c: Students and graduates will perform activities consistent with those identified in health service psychology including licensure (where appropriate), membership and/or participation in national, state, and local organizations, and through their expressed professional goals.

Please rate student on each element using the following scale:

1 (Never) 2 (Occasionally) 3 (Usually) 4 (Always) N/A (No basis for judgment)

Professional Attitudes and Values	Rating		Communication and Intra/ Interpersonal Skills	Rating
1. Engages enthusiastically in the doctoral learning process. (3a, 3b)			12. Demonstrates knowledge and skill to maintain relationships (2a)	
2. Displays openness and responsiveness to feedback (3b)			13. Collaborates effectively with a wide range of individuals. (2a)	
3. Demonstrates initiative suitable to the context. (3a, 3b)			14. Contributes relevant information during group activities. (2b)	
4. Behaves in ways that reflect the values and attitudes of psychology. (3a)			15. Considers all points of view and demonstrates a respect for diversity. (2a)	
5. Prepares, organizes, and meets assignment due dates. (3a)			16. Handles conflict or difficult communication professionally. (2b)	
6. Demonstrates reliability and arrives on time and attends class consistently. (3a)			17. Communicates effectively and respectfully in both written and oral communications. (2a)	
8. Maintains membership and appropriate involvement in professional organizations and activities. (3c)			18. Maintains professional boundaries with all individuals. (2a, 3b)	
10. Dresses appropriately for the situation and is well groomed. (3a)			19. Demonstrates good judgment and discretion when interacting with others. (2b, 3a)	
11. Reflects on own practices and behavior. (3a)				

Narrative Comments: Please take a few minutes to include comments about this student's overall performance.

Student Signature/Date: _____

Director of Clinical Training Signature/Date: _____



APPENDIX 6

Doctoral Program in Counseling and School Psychology Annual Student Disposition Self-Rating

Student Name: _____ Term: _____ Date: _____

Faculty/Supervisor: _____ Course(s) this term: _____

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 a faculty rating of 3 or better in order to be making adequate progress in the program.** Please rate yourself on each competency element using the following scale:

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 utilize knowledge and skills to develop and maintain effective relationships with a wide range of individuals and produce and comprehend oral, nonverbal, and written communications that are informative and well integrated.

Element 2b: Students demonstrate a thorough grasp of professional language and concepts while demonstrating effective interpersonal skills and the ability to manage difficult communication well.

Competency 3: Professional Values and Attitudes

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

Element 3a: Students demonstrate and utilize appropriate knowledge, skills, and attitudes in reflecting on, critically evaluating, and improving one's own professional practices.

Element 3b: Students demonstrate openness and responsiveness to feedback from peers, faculty, supervisors, and consumers of services.

Element 3c: Students and graduates will perform activities consistent with those identified in health service psychology including licensure (where appropriate), membership and/or participation in national, state, and local organizations, and through their expressed professional goals.

Please rate yourself on each element using the following scale:

1 (Never) 2 (Occasionally) 3 (Usually) 4 (Always) N/A (No basis for judgment)

Professional Attitudes and Values	Rating	Communication and Intra/Interpersonal Skills	Rating
1. Engages enthusiastically in the doctoral learning process. (3a, 3b)		12. Demonstrates knowledge and skill to maintain relationships (2a)	
2. Displays openness and responsiveness to feedback (3b)		13. Collaborates effectively with a wide range of individuals. (2a)	
3. Demonstrates initiative suitable to the context. (3a, 3b)		14. Contributes relevant information during group activities. (2b)	
4. Behaves in ways that reflect the values and attitudes of psychology. (3a)		15. Considers all points of view and demonstrates a respect for diversity. (2a)	
5. Prepares, organizes, and meets assignment due dates. (3a)		16. Handles conflict or difficult communication professionally. (2b)	
6. Demonstrates reliability and arrives on time and attends class consistently. (3a)		17. Communicates effectively and respectfully in both written and oral communications. (2a)	
8. Maintains membership and appropriate involvement in professional organizations and activities. (3c)		18. Maintains professional boundaries with all individuals. (2a, 3b)	
10. Dresses appropriately for the situation and is well groomed. (3a)		19. Demonstrates good judgment and discretion when interacting with others. (2b, 3a)	
11. Reflects on own practices and behavior. (3a)			

Narrative Comments: Please take a few minutes to include comments about your overall performance.

Student Signature/Date: _____

Director of Clinical Training Signature/Date: _____



APPENDIX 7

Doctoral Program in Counseling and School Psychology *Notification of Written and Oral Comprehensive Examinations*

Student Name: _____
Rivier ID #: _____
COHORT: _____

At the annual review of student performance by core instructors we acknowledge that you have successfully completed all of the core course(s) in your final Program of Study and are ready to take your written and oral comprehensive examination. The date time and location are indicated below. If the dates for the examination change you will be notified by the director of the doctoral program. After the successful completion of the written examination you proceed to take the oral comprehensive examination. We may identify a graduate faculty member from Rivier University to serve with the examining instructors for the Oral examination.

Written Examination Date: _____ Location: _____ Time: _____
Oral Examination Date: _____ Location: _____ Time: _____

Director, Doctoral Program in Counseling and School Psychology

Date

APPENDIX 8

Doctoral Program in Counseling and School Psychology

<i>Evaluation Rubric for Written and Oral Comprehensive Examination</i>	Missing (not addressed)	Minimal (only cursory attention paid to the area)	Adequate (mentioned but no more than basic elaboration)	Very Good (more detailed elaboration that supports descriptions and findings)	Excellent (complete and detailed descriptions of findings and conclusions)
	0	1	2	3	4
1. Description of Impaired Functioning					
2. Diagnosis					
3. Psychological profile					
4. Treatment Plan includes:					
a. Evidence-Based Practices					
b. Symptom Reduction					
c. Social/Emotional Needs					
d. Academic/Vocational Needs					
e. Behaviors					
f. Goals					
g. Objectives					
h. Strategies					
5. Discussion of Cognitive Findings					
6. Integrative Summary					
7. Discussion Relative to Theoretical Orientation					
8. Style, Clarity, and Communication					
a. Exam is readable, absent of jargon, consistent, and easy to understand.					
b. Exam is organized, logical, meaningful, and appropriate in length.					
c. Content is free of typographical errors and misspellings.					
d. Grammar and sentence structure are appropriate.					
9. Signature/Credentials					

Grading Key:

63-84 points.....Pass with Distinction

50-63 points.....Pass

0-49 points.....Fail



APPENDIX 9

Eligibility for Written Comprehensive Examinations

Student: _____

Date Submitted: _____

Date of Comp Exam: _____

All introductory courses completed: _____

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

Student Signature: _____

Date: _____

NOTE: Attach current Program of Study or transcript

Approval Date: _____

DCT: _____



APPENDIX 10

Doctoral Program in Counseling and School Psychology *Statement of Sole Authorship for Comprehensive Examinations*

In preparing for the comprehensive examination, students are encouraged to consult books, journals, and other sources of published information. Students are also allowed to consult their own notes and papers from the core and specialization courses.

During the comprehensive examination, students are not allowed to consult with other students, colleagues, instructors, or others. Books, articles, papers, and prior notes are excluded from the examination, *unless otherwise instructed*. Students are not allowed to retrieve or revise their answers after submission. Students may not discuss the examination with anyone after the examination. The examination is meant to be an individual assessment of the student's knowledge, understanding, and application of the content of the core and research classes. Students are operating under Rivier University's code for Academic Honesty as well as the "Honor System". (See School of Graduate Studies Catalog (2016-2018), online at:

http://catalog.rivier.edu/content.php?catoid=95&navoid=1374#acad_honesty under the heading *Academic Honesty*)

Statement of Student:

I have read and understood the requirements of sole authorship for the comprehensive examination. If I have questions I will discuss the questions with the Director of the doctoral program.

During the timeframe of the comprehensive examinations, I have not received or provided assistance to any other student or person at this time and I will not in the future.

Student Signature

Date



APPENDIX 11

Doctoral Program in Counseling and School Psychology

Results of Written Comprehensive Examination

2018-2020

Student Name: _____
Rivier ID #: _____
COHORT: _____

Date of Examination: _____
Location: _____

The examining instructors for the written portion of the comprehensive examination in partial fulfillment of the requirements for the Doctoral Program in Counseling and School Psychology that took place on the recorded date and location above, report the results of the examination as one of the following:

- _____ Pass Far Above Standard/Outstanding
- _____ Pass Above Standard/Very Good
- _____ Pass Standard/Satisfactory
- _____ Fail Below Standard/Clarification
- _____ Fail Far Below Standard/Clarification

The report of the comprehensive examination must be signed by all of the readers. A third reader reads the examination if the first two readers disagree on the performance of the student.

<i>Theory Articulation Paper</i>	Pass	Fail	Comments
Reader 1	_____	_____	_____
Reader 2	_____	_____	_____
Reader 3	_____	_____	_____

<i>Case Conceptualization</i>	Pass	Fail	Comments
Reader 1	_____	_____	_____
Reader 2	_____	_____	_____
Reader 3	_____	_____	_____

<i>Discipline Specific Knowledge</i>	Pass	Fail	Comments
Reader 1	_____	_____	_____

Please Note: if a student fails a portion of the exam, one or both of the readers may give comments. In this case, the comments will be attached to this form for your review.

Director of Clinical Training
Doctoral Program in Counseling and School Psychology

Date



APPENDIX 12

Doctoral Program in Counseling and School Psychology Results of Oral Comprehensive Examination

2018-2020

Student Name: _____
Rivier ID #: _____
COHORT: _____

The examining instructors for the oral portion of the comprehensive examination in partial fulfillment of the requirements for the Doctoral Program in Counseling and School Psychology on _____ report the results of the examination as one of the following.

_____ Pass Far Above Standard/Outstanding
_____ Pass Above Standard/Very Good
_____ Pass Standard/Satisfactory
_____ Fail Below Standard/Clarification
_____ Fail Far Below Standard/Clarification

The members of the committee are:

Member

Member

Member

Member

Please Note: Any comments made by the committee will be attached.

Director, Doctoral Program in Counseling and School Psychology

Date



APPENDIX 13

Rivier University Requirements for Non-APA or Non-APPIC Approved internship

The internship shall:

- (1) Be from an APA accredited internship program; or
- (2) Be an organized training program that is an APPIC member site or that shall:
 - a. Be designed to provide the intern with a planned, programmed sequence of training experiences;
 - b. Have a clearly designated staff psychologist who is responsible for the integrity and quality of the training program and is licensed as a psychologist by a state board of examiners in psychology;
 - c. Have 2 or more psychologists on the staff as supervisors, at least one of who was actively licensed as a psychologist by a state board of examiners in psychology;
 - d. Provide internship supervision by a staff member or by an affiliate of that agency who carried clinical responsibility for the cases being supervised;
 - e. Provide internship supervision where at least half of the supervision was provided by one or more psychologists;
 - f. Provide training in a range of assessment and treatment activities conducted directly with patients seeking health services;
 - g. Provide 25% of the trainee's time in direct client contacts or a minimum of 500 hours;
 - H. Be a minimum of 2000 hours completed within 24 months;
 - I. Provide a minimum of 2 hours per week, regardless of whether the internship was completed in one year or 2, of regularly scheduled, formal, face-to-face individual supervision with the specific intent of dealing with health services rendered directly by the intern;
 - j. Provide at least 2 hours per week in learning activities such as:
 1. Case conferences;
 2. Seminars dealing with clinical issues;

3. Co-therapy with a staff person including discussion;
 4. Group supervision; and
 5. Additional individual supervision;
- k. Have a minimum of 2 interns at the internship levels of training during the applicant's training period;
- l. Provide the trainee with a title such as "intern", "resident", "fellow" or other designation of trainee status; and
- m. Have a written statement or brochure which:
1. describes the goals and content of the internship;
 2. describes how the internship evaluates student performance and competency, including documentation for the student file;
 2. States clear expectations for quantity and quality of trainee's work; and
 3. Is made available to prospective interns.



Rivier University
Requirements for Non-APA Accredited Internship Form
(Complete for any non-APA accredited internship)

The internship supervisor shall insure that the following conditions are met in the internship by initialing each area.

The internship must be an organized training program that is an APPIC member site, or that shall:

____ Be designed to provide the intern with a planned, programmed sequence of training experiences;

____ Have a clearly designated staff psychologist who is responsible for the integrity and quality of the training program and is licensed as a psychologist by a state board of examiners in psychology;

____ Have 2 or more psychologists on the staff as supervisors, at least one of who was actively licensed as a psychologist by a state board of examiners in psychology;

____ Provide internship supervision by a staff member or by an affiliate of that agency who carried clinical responsibility for the cases being supervised;

____ Provide internship supervision where at least half of the supervision was provided by one or more psychologists;

____ Provide training in a range of assessment and treatment activities conducted directly with patients seeking health services;

____ Provide 25% of the trainee's time in direct patient contact or minimum of 450-500 hours;

____ Be a minimum of 1800-2000 hours completed within 24 months;

____ Provide a minimum of 2 hours per week, regardless of whether the internship was completed in one year or 2, of regularly scheduled, formal, face-to-face individual supervision with the specific intent of dealing with psychological health services rendered directly by the intern;

____ Provide at least 2 hours per week in learning activities such as:

____ Case conferences;

____ Seminars dealing with clinical issues;

____ Co-therapy with a staff person including discussion;

- ____ Group supervision; and
- ____ Additional individual supervision;
- ____ Have a minimum of 2 interns at the internship levels of training during the applicant's training period;
- ____ Provide the trainee with a title such as "intern", "resident", "fellow" or other designation of trainee status; and
- ____ Have a written statement or brochure (please attach) which:
 - ____ Describes the goals and content of the internship;
 - ____ States clear expectations for quantity and quality of trainee's work; and
 - ____ Is made available to prospective interns.

<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Internship Supervisor Date	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Rivier Intern Date
---	---

Approved _____ Not Approved _____

 DCT Date



APPENDIX 14

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:
DCT Approval:	Course Instructor Approval:
Rivier Course	Other Institution:
Course Prefix and Number:	Course Prefix and Number:
Course Title: _____ _____ _____	Course Title: _____ _____ _____
Grade:	Grade:
DCT Approval:	Course Instructor Approval:
Rivier Course	Other Institution:
Course Prefix and Number:	Course Prefix and Number:
Course Title: _____ _____ _____	Course Title: _____ _____ _____
Grade:	Grade:
DCT 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 15

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 Director of Clinical Training, and the Director of Clinical Training for review and approval. The completed form should be returned to the Director of Training.

Applicant Name: _____

Date entering program: _____ Projected Date of Internship: _____

Director of Clinical Training Approval:

Requirement: minimum 600 practicum hours. *Please list MH Counseling or School Psychology internship hours for Advanced Standing students if applicable.

Total Practicum Hours to Date: _____

Projected Additional Practicum Hours: _____

*Total master's or EdS Internship Hours (if applicable): _____

I certify that the PsyD student has met criteria related to clinical training and is cleared to apply for internship.

DCT: _____ **Date:** _____

Research Chairperson Clearance:

Requirement: Doctoral research proposal successfully defended

I certify that the PsyD student's research proposal has been approved and is cleared to apply for internship.

Research Chairperson: _____ **Date:** _____

Director of Clinical Training Clearance:

Requirement: Completion of Written and Oral Comprehensive Examination

I certify that the PsyD student has made adequate progress in the completion of course work and completion of the Written and Oral Comprehensive Examination process and is cleared to apply for internship.

Director of Clinical Training: _____ **Date:** _____

Statement of Understanding:

I understand that final clearance to begin my pre-doctoral internship is contingent upon the following factors:

- **Satisfactory progress towards completion of my doctoral research, at a minimum, successful defense of my research proposal,**
- **Adequate completion of all required coursework, practica or field placement experiences,**
- **Successful completion of the Written and Oral Comprehensive Exams,**
- **Remaining a student in good standing, and**
- **Demonstration of adequate emotional maturity, stability, and professional conduct.**

I also understand that I am required to apply to APA and APPIC-member internship sites and that I am obligated to accept such an internship should the opportunity arise. Consideration of approval for non-accredited internships will occur on a case-by-case basis. Before such process begins, I will provide sufficient documentation to demonstrate that the proposed site will fulfill the expectations of an APPIC-member or non -APA accredited site and will also provide an adequate training and experience to meet the licensure requirements of the host state. This documentation will be submitted to the Director of Clinical Training.

Student Signature

Date



APPENDIX 16

PsyD in Counseling and School Psychology Verification of Pre-Doctoral Internship Readiness and Eligibility

This form is to be completed by the applicant's advisor, program training director, practicum or internship supervisor, or other University official familiar with the students work.

Applicant Name: _____

Area of Emphasis: _____

Current status: Please indicate whether the above named applicant has completed or is expected to satisfactorily complete each of the following by August _____.

All course work required for degree: _____ Yes _____ No

Written Comprehensive Exam: _____ Yes _____ No

Oral Comprehensive Exam: _____ Yes _____ No

Research Proposal Defense: _____ Yes _____ No

Minimum 600 supervised practicum hours _____ Yes _____ No

Optional: Completed master's-level internship _____ Yes _____ No

Overall Assessment of the Applicant:

Competence Area	Below Average	Average	Above Average	Excellent
Possesses the theoretical and academic foundation necessary for effective clinical service provision				
Demonstrates sensitivity to diversity and awareness of and ability to integrate multicultural perspectives in service provision				
Demonstrates personal awareness sand ability to address personal issues that may affect professional functioning				

Demonstrates the capacity to participate in supervision and is responsive to constructive feedback				
Demonstrates the capacity to work collaboratively with others as a member of a professional staff				
Overall personal and professional readiness for internship				

Ethical Conduct: Has the applicant had formal complaints or grievances related to ethical or professional conduct filed against him/her?

___Yes ___No If “yes” please describe the nature of the complaint and the outcome:

Eligibility: The applicant is considered eligible for internship during the _____ year:

___Yes ___No

The applicant is considered ready for internship during the _____ year:

___Yes ___No

Comments:

Name: _____ **Signature:** _____

Relationship to Applicant: _____

Please return to:

Robert Walrath, PsyD
Director of Clinical Training
Rivier University
420 South Main Street
Nashua, New Hampshire 03060



APPENDIX 17

Doctoral Program in Counseling and School Psychology

Mid-Year Internship Performance Evaluation

Name of Intern: _____

Internship Program: _____

Internship Director: _____

Clinical Supervisor (s): _____

1. Assessment/evaluation, case conceptualization, treatment formulation skills

Poor-1	Fair-2	Average-3	Above Average-4	Excellent-5
--------	--------	-----------	-----------------	-------------

Strengths:

Concerns:

2. Report Writing Skills:

Poor-1	Fair-2	Average-3	Above Average-4	Excellent-5
--------	--------	-----------	-----------------	-------------

Strengths:

Concerns:

3. Therapy/Intervention skills:

Poor-1	Fair-2	Average-3	Above Average-4	Excellent-5
--------	--------	-----------	-----------------	-------------

Strengths:

Concerns:

4. Case management and consultation skills:

Poor-1	Fair-2	Average-3	Above Average-4	Excellent-5
--------	--------	-----------	-----------------	-------------

Strengths:

Concerns:

5. Interpersonal Skills:

Poor-1	Fair-2	Average-3	Above Average-4	Excellent-5
--------	--------	-----------	-----------------	-------------

Strengths:

Concerns:

6. Work with diverse populations:

Poor-1	Fair-2	Average-3	Above Average-4	Excellent-5
--------	--------	-----------	-----------------	-------------

Strengths:

Concerns:

7. Based on your experience with this intern, how does his/her training compare with interns from other graduate programs?

Poor-1	Fair-2	Average-3	Above Average-4	Excellent-5
Much less well trained	Somewhat less well trained	Similar to others trained	Somewhat better trained	Much better trained

Strengths:

Concerns:

8. Based on your experience with this intern, what suggestions do you have to improve our training program?

9. Other comments about this intern's performance:

10. On the basis of this review, are you willing to indicate at a later time to the national register, state licensing boards, or other accrediting agencies that the student satisfactorily completed his/her internship under your supervision?
_____Yes _____No

Supervisor's Signature

Date

Intern's Signature

Date Discussed with Intern

Please return to:

**Robert Walrath, PsyD
Director of Clinical Training
Rivier University
420 South Main Street
Nashua, New Hampshire 03060**

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APPENDIX 18

Doctoral Program in Counseling and School Psychology

Final Internship Performance Evaluation

Name of Intern: _____

Internship Program: _____

Internship Director: _____

Clinical Supervisor (s): _____

1. Assessment/evaluation, case conceptualization, treatment formulation skills

Poor-1	Fair-2	Average-3	Above Average-4	Excellent-5
--------	--------	-----------	-----------------	-------------

Strengths:

Concerns:

2. Report Writing Skills:

Poor-1	Fair-2	Average-3	Above Average-4	Excellent-5
--------	--------	-----------	-----------------	-------------

Strengths:

Concerns:

3. Therapy/Intervention skills:

Poor-1	Fair-2	Average-3	Above Average-4	Excellent-5
--------	--------	-----------	-----------------	-------------

Strengths:

Concerns:

4. Case management and consultation skills:

Poor-1	Fair-2	Average-3	Above Average-4	Excellent-5
--------	--------	-----------	-----------------	-------------

Strengths:

Concerns:

5. Interpersonal Skills:

Poor-1	Fair-2	Average-3	Above Average-4	Excellent-5
--------	--------	-----------	-----------------	-------------

Strengths:

Concerns:

6. Work with diverse populations:

Poor-1	Fair-2	Average-3	Above Average-4	Excellent-5
--------	--------	-----------	-----------------	-------------

Strengths:

Concerns:

7. Based on your experience with this intern, how does his/her training compare with interns from other graduate programs?

Poor-1	Fair-2	Average-3	Above Average-4	Excellent-5
Much less well trained	Somewhat less well trained	Similar to others trained	Somewhat better trained	Much better trained

Strengths:

Concerns:

8. Based on your experience with this intern, what suggestions do you have to improve our training program?

9. Other comments about this intern's performance:

10. On the basis of this review, are you willing to indicate at a later time to the national register, state licensing boards, or other accrediting agencies that the student satisfactorily completed his/her internship under your supervision?

_____ **Yes**

_____ **No**

11. Final Grade

_____ **PASS**

_____ **FAIL**

12. Has the intern completed a minimum of 2000 hours?

_____ **YES**

_____ **NO**

13. FINAL COMPLETION DATE OF INTERNSHIP: _____

Supervisor's Signature

Date

Intern's Signature

Date Discussed with Intern

Please return to:

**Robert Walrath, PsyD
Director of Clinical Training
Rivier University
420 South Main Street
Nashua, New Hampshire 03060**



APPENDIX 20

Preparing Psychologists to Serve a Diverse Population

This statement was developed by the [Education Directorate's Working Group on Restrictions Affecting Diversity Training in Graduate Education](#), and approved by the [Board of Educational Affairs](#) in March 2013.

Statement of Purpose

For psychologists to competently serve all members of the public now and in the future, professional psychology training programs strive to ensure that psychology trainees demonstrate acceptable levels of knowledge, skills and awareness to work effectively with diverse individuals. Clients/patients are complex individuals who belong to diverse cultures and groups. Trainees also bring a complex set of personal characteristics and diverse cultural or group memberships to the education and training process. An important component of psychology training to explore is when and how trainees' worldviews, beliefs or religious values interact with and even impede the provision of competent professional services to members of the public. It is essential that potential conflicts be acknowledged and addressed during training so that psychologists are prepared to beneficially and non-injuringly interact with all clients/patients. This statement is intended to help training programs address conflicts between trainees' worldviews, beliefs or religious values and professional psychology's commitment to offering culturally responsive psychological services to all members of the public, especially to those from traditionally marginalized groups.

Commitment to a Supportive Training Environment

Training environments foster the ability of trainees to provide competent care to the general public, and trainees' competencies in professional practice are evaluated regularly. Some trainees possess worldviews, values or religious beliefs that conflict with serving specific subgroups within the public. For example, they may experience strong negative reactions toward clients/patients who are of a particular sexual orientation, religious tradition, age, or disability status. Trainers take a developmental approach to trainee skill and competency acquisition and support individual trainees in the process of developing competencies to work with diverse populations. Trainers respect the right of trainees to maintain their personal belief systems while acquiring such professional competencies. Trainers also model the process of personal introspection; the exploration of personal beliefs, attitudes and values; and the development of cognitive flexibility required to serve a wide diversity of clients/patients. Training to work with diverse clients/patients is integral to the curriculum, and consists of both didactic coursework and practical training.

Training programs, trainers and trainees cannot be selective about the core competencies needed for the practice of psychology because these competencies are determined by the profession for the benefit of the public. Further, training programs are accountable for ensuring that trainees

exhibit the ability to work effectively with clients/patients whose group membership, demographic characteristics or worldviews create conflict with their own. Trainers respectfully work with trainees to beneficially navigate value- or belief- related tensions. At times, training programs may wish to consider client/patient re-assignment so trainees have time to work to develop their competence to work with client/patients who challenge trainees' sincerely held beliefs. Trainers utilize professional judgment in determining when client/patient re-assignment may be indicated in this situation as in all other possible situations in which client/patient re-assignment may be considered. The overriding consideration in such cases must always be the welfare of the client/patient. In such cases, trainers focus on the trainees' development, recognizing that tensions arising from sincerely held beliefs or values require pedagogical support and time to understand and integrate with standards for professional conduct. Thus trainees entering professional psychology training programs should have no reasonable expectation of being exempted from having any particular category of potential clients/patients assigned to them for the duration of training.

Commitment to Transparency in Educational Expectations, Policies and Procedures

Psychology training programs inform prospective trainees and the public of expected competencies to be attained during training. Publicly available program descriptions and admission materials should include the program's goals and objectives, content about training standards and the commitment to serving a diverse public. These expectations are reiterated throughout the course of training and in documents such as practicum contracts. Training programs are responsible for notifying prospective trainees, current students and the public that the failure to demonstrate appropriate levels of competence as set forth and assessed by the program could lead to dismissal from the doctoral training program.

Commitment to Establishing and Maintaining Standards for Professional Competence to Protect the Public

As the largest professional and scientific organization of psychologists in the United States, the American Psychological Association has sought to create, communicate and apply psychological knowledge for the public's benefit for more than a century. It does this, in part, by establishing a professional code of ethics and standards for professional education and training for practice. These APA documents mandate that education and training programs take reasonable steps to ensure that doctoral-level graduates are prepared to serve a diverse public.

8. Footnote: This statement was prepared as an educative summary of relevant pedagogical principles applicable to doctoral training of psychologists and is consistent with both the APA Ethics Code (2010) and the Guidelines and Principles for the Accreditation of Professional Psychology Programs of the APA's Commission on Accreditation (APA, 2012). APA's Ethics Committee and the Commission on Accreditation are responsible for interpreting and adjudicating these standards. This statement supports and is not intended to supersede either of these documents.



APPENDIX 21

Rivier University Code of Professional Conduct

All students who enter the graduate program at Rivier 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 himself or herself from the moment of matriculation with maturity and professionalism. Every graduate student is expected to read the code and be responsible for its contents.

Purpose

Rivier University recognizes the need for a Code of Professional Conduct (CPC) to govern the behavior of graduate students in all fields of academic endeavors. The components of this code are designed to prevent occurrences that would bring discredit either to the School of Graduate Studies or to individual graduate students.

Scope

The scope of the CPC is limited to actions by students that occur as a result of their association with the School of Graduate Studies in either on or off campus settings. This code governs activity in the classroom and in any professional setting where the student is identified with Rivier University.

Violations

- It shall be a violation of the CPC to plagiarize. Plagiarism is defined as the presentation of someone else's work in whatever form: copyrighted material, notes, film, art work, reports, statistics, bibliographies, and the like, as one's own, and failing to acknowledge the true source. Quoting word-for-word, or almost so, or using the argumentation of another source without acknowledging this dependence also constitutes plagiarism.
- It shall be a violation of the CPC to cheat during the conducting of an examination. Cheating is defined as giving, receiving, or using unauthorized materials during the conducting of an examination. Disclosing examination questions by a student who has taken an examination or receiving examination questions by a student who has not taken an examination, is cheating under the CPC.
- It shall be a violation of the CPC to hand in the work of another student as your own work.
- It shall be a violation of the CPC to participate in any unauthorized cooperation between two or more students in the preparation of material to be turned in for a grade when collaborative work is expressly prohibited by the instructor.
- It shall be a violation of the CPC to intentionally keep a copy of examination questions after the testing period has elapsed if the instructor expressly specifies that the examination questions be to be returned.

- It shall be a violation of the CPC to take another student's book or personal property from Rivier University premises without authorization. Students' papers (including examinations) are the property of the individual student. Reading such material without the consent of a student to whom the material belongs is a violation of the CPC.
- It shall be a violation of the CPC to fail to check out or return library materials to their proper location within the appointed time or to deface any library materials.
- It shall be a violation of the CPC to alter or deface any official documents or records of Rivier University.
- It shall be a violation of the CPC to intentionally make false or misleading statements either to the administration, the faculty or other persons associated with the University.
- It shall be a violation of the CPC to present a resume containing false or misleading information to prospective employers or to other individuals associated with Rivier University
- It shall be a violation of the CPC to conduct oneself in a nonprofessional manner during an internship or any other professional activity while representing Rivier University
- It shall be a violation of the CPC to conduct oneself in a manner inconsistent with the mission of Rivier University or with expected professional and ethical behavior.

Infraction of the Code of Professional Conduct

Penalties for plagiarism and cheating vary with the degree of the offense and may take the form of the following academic sanctions:

- The grade of F for the work in question;
- The grade of F for the course;
- Notification of the divisional dean and/or the Associate Vice President for Student Success of the misconduct of the student;
- Recommendations that the student be suspended or dismissed from the University.

All efforts should be made to observe the Code of Professional Conduct. Grievances may nonetheless occur. In all cases where a violation of the Code of Professional Conduct has been alleged, informal redress by the persons involved is the first step. If informal resolution cannot occur, formal procedures may be followed.



APPENDIX 22

Student Services

Rivier University provides a variety of student services that can be found on the Rivier website at <http://www.rivier.edu/student.aspx?id=89>. In addition, students should be aware of the following:

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. Complete information is available on the Rivier website at <http://www.rivier.edu/academics.aspx?id=1960>

Financial Aid

Policies and procedures for financial aid are available at:

<http://catalog.rivier.edu/content.php?catoid=105&navoid=1679>

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:

<http://www.rivier.edu/student.aspx?menu=24&id=840>

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:

<http://www.rivier.edu/admissions.aspx?menu=97&id=741>

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.

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STATEMENT of ACKNOWLEDGEMENT
Rivier University

My signature below acknowledges receipt of the Rivier University, Combined Doctorate 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 Director of the PsyD program.

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