Doctor of Psychology in Counseling Psychology (Psy.D.)

Psy.D. Handbook
Student Guide to CSBS and the Psy.D. Program, Clinical Training, and Doctoral Dissertation

2019-2020 Academic Year

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**IMPORTANT**

This handbook is published for information purposes only. Although every effort is made to ensure accuracy at the time of publication, this handbook shall not be construed to be an irrevocable contract between the student and the university. Northwest University reserves the right to make any changes in the content and provisions of the handbook without notice. During the program, you must refer to the handbook published for the current academic year you are in, not for the year you began.
Welcome and Introduction

Program Philosophy and Ethos – A Word from the Dean

The College of Social and Behavioral Sciences (CSBS) at Northwest University educates individuals to serve within the mental health and human services professions both locally and internationally. Its graduate programs, the Master of Arts degrees (MA) in Counseling Psychology and Clinical Mental Health Counseling (CMHC), the Doctorate of Psychology in Counseling Psychology (Psy.D.), and the Master of Arts in International Community Development (ICD), are built upon the integration of psychology, culture, and social justice and designed to equip people from a wide variety of professions to work for social change and justice across cultural boundaries. Students have the opportunity to participate in a wide variety of cultural immersion experiences. These experiences provide students with the opportunity to connect theory to praxis by responding to Christ’s call to serve, love, and care for those who are hurting. Students are exposed to internationally recognized leaders, speakers, and scholars in global mental health and community development.

An integration of cutting-edge technology allows for online global learning communities which interconnect the student to the global community regardless of the student’s location in the world. Whether serving locally or internationally, graduates of the CSBS are prepared to respond to the call of Christ through service-leadership in a rapidly globalizing world. We hope that you will consider joining us!

Matt Nelson, Ph.D.
Dean, College of Social and Behavioral Sciences
Acknowledgement of Policy within the Psy.D. Student Handbook

Welcome to the Psy.D. program in the CSBS at Northwest University. Success in this program is a joint effort between faculty and students. The development of students to become competent psychologists is of utmost importance to our faculty. There are many factors that can prohibit students from earning a Psy.D. or becoming a licensed psychologist in Washington state. The faculty of the program cannot guarantee either graduation from the program or licensure from the state. However, we will endeavor to provide each student with support and many opportunities to accomplish their goals.

One of the steps towards becoming a competent psychologists is becoming familiar with the world of research. As part of your development, you will be taking several courses in research methods and are expected to engage in your own original research. Your work will be written up and disseminated in the form of a dissertation. You will be assigned a dissertation chair during your first year of the program who will also serve as your Research, Advising, and Dissertation (RAD) mentor. You are expected to initiate contact with your chair, collect the appropriate signatures, and adhere to the dissertation timeline. Failure to complete your dissertation will result in an inability to graduate and achieve subsequent licensure. Students are expected to reach a professional standard that exceeds passing grades, meeting prescribed competencies, clinical training requirements, and professional standards. The emotional stability, interpersonal skills, maturity, and ethical conduct of each student will be evaluated. Faculty reserves the right to request that a student engage in psychotherapy throughout the program and may require counseling as a condition for remediation or re-admittance in the program.

The information in this Psy.D. Handbook does not supersede the information found in the American Psychological Association (APA) Ethics Code or the laws of the Washington State Board of Examiners of Psychologists (see Appendix A). Students are responsible for knowing the information found at these websites, and for knowing the information found in this handbook.

Please print and sign the acknowledgements on the following page, then submit to the Psy.D. Program Coordinator no later than one week after your first day of class.
To be signed by the student and submitted to the Psy.D. Program Coordinator

Student Acknowledgements:

1. I have read, understand, and agree to adhere to all the policies in this handbook.
2. I agree to abide by the Community Covenant (see Appendix G) to contribute to a professional learning community that is open and respectful.
3. I agree to adhere to the ethics code of the APA and maintain the highest level of integrity when conducting IRB approved research.
4. I understand that I am expected to attend an APA accredited internship and that I will likely have to move in order to fulfill that requirement.
5. I acknowledge that Northwest University has been a Christian institution since its founding and continues its dedication to building a Christian community. Although I am not obligated to share that same faith commitment, I understand that employment at Northwest University is reserved for those who profess a faith in Jesus Christ. I further acknowledge that the faith requirement extends to psychology trainee placements at NUhope Community Counseling Center and serving as an adjunct faculty member.

Student Name (printed): ____________________________________________________________

Student Signature: __________________________________________________________ Date: ___________
Psy.D. Faculty and Staff Contact Information

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## CSBS Department Faculty and Staff Functions Guide

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<tr>
<td>Yulia Shtareva</td>
<td>Supports current students and recruits prospective students</td>
<td>Psy.D.</td>
</tr>
<tr>
<td>Robert Campbell, Psy.D.</td>
<td>Teaches as a core Psy.D faculty member CMHC Online Faculty Lead</td>
<td>Psy.D.</td>
</tr>
<tr>
<td>Leihua Edstrom, Ph.D.</td>
<td>Teachers as a core faculty member Oversees the Psy.D. Program</td>
<td>Psy.D.</td>
</tr>
<tr>
<td>Sarah Lackenbauer</td>
<td>Coordinates the Psy.D. Program</td>
<td>Psy.D.</td>
</tr>
<tr>
<td>Jennifer Harris, Ph.D.</td>
<td>Teaches as a core faculty member Oversees Clinical Training</td>
<td>Psy.D.</td>
</tr>
<tr>
<td>James Lundy</td>
<td>Coordinates the CMHC Program</td>
<td>CMHC</td>
</tr>
<tr>
<td>Forrest Inslee, Ph.D.</td>
<td>Teaches as a faculty member Oversees ICD Programs</td>
<td>ICD</td>
</tr>
<tr>
<td>Nikki Johnson, Psy.D.</td>
<td>Teaches as a core faculty member Coordinates Psy.D. Dissertations</td>
<td>Psy.D.</td>
</tr>
<tr>
<td>Kim Lampson, Ph.D.</td>
<td>Teaches as a core faculty member Oversees NUhope Counseling Center</td>
<td>Psy.D.</td>
</tr>
<tr>
<td>Kevin Leach, Ph.D.</td>
<td>Chairs and teaches in Undergraduate (BA) Psychology</td>
<td>BA</td>
</tr>
<tr>
<td>Brooke Lundquist, Ph.D.</td>
<td>Oversees On Campus and Online CMHC Program</td>
<td>CMHC</td>
</tr>
<tr>
<td>Matt Nelson, Ph.D.</td>
<td>Oversees all CSBS programs, faculty, and staff</td>
<td>All</td>
</tr>
<tr>
<td>Lisa San Martin, M.A.</td>
<td>Supports current students and recruits prospective students</td>
<td>ICD</td>
</tr>
<tr>
<td>Heidi Cook</td>
<td>Coordinates the ICD Program</td>
<td>ICD</td>
</tr>
<tr>
<td>Cherri Seese, Ph.D.</td>
<td>Teaches as a faculty member Oversees Psi Chi Honor Society</td>
<td>BA CMHC</td>
</tr>
<tr>
<td>Rachel Smulski Partsch, Ed.S.</td>
<td>Oversees course evaluations and program assessment</td>
<td>All</td>
</tr>
<tr>
<td>Daniela Steinkamp, M.A.</td>
<td>Recruits Prospective MA Students</td>
<td>CMHC ICD</td>
</tr>
<tr>
<td>Jeff Cook, Ph.D.</td>
<td>Teaches as core faculty member Oversees Clinical Training for On Campus</td>
<td>CMHC</td>
</tr>
<tr>
<td>Edward Ewe, Ph.D.</td>
<td>Teaches as core faculty Directs Clinical Training for Online</td>
<td>CMHC</td>
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</table>
History of the College of Social and Behavioral Sciences

Northwest University began to offer an undergraduate major in Psychology in 1998. The School of Psychology was opened in 2001, launching the first master’s degree at Northwest University – a Master of Arts in Counseling Psychology. The College of Social and Behavioral Sciences (CSBS) was founded in 2007, which is home to the School of Psychology and the School of Global Studies. Today, the School of Psychology continues to offer both a Bachelor of Arts in Psychology as well as a Master of Arts in Clinical Mental Health Counseling (CMHC) and in 2009 added an adult degree completion program that offers a Bachelor of Arts in Psychology. Northwest University’s first doctoral program also began in 2009 as part of the School of Psychology – offering a Doctor of Psychology in Counseling Psychology (Psy.D.). In 2016, the CSBS launched an online-hybrid Master of Arts in Clinical Mental Health Counseling, which meets the educational requirements for licensure in Washington, Oregon, Idaho, and California states. The School of Global Studies, beginning in 2007, offers a Master of Arts in International Community Development. In 2014, the School of Global Studies launched an alternative hybrid International Community Development track. With its hybrid format, students from all over the world may enroll in the hybrid program. In 2018, the Psy.D. Program was awarded accreditation by the APA.

Overview of the Doctor of Psychology in Counseling Psychology Program

Model of Training

The Psy.D. Program at Northwest University prepares students to qualify for professional licensure as a Licensed Psychologist in Washington State with tangible knowledge and skills that can be used to serve the needs of others in a globally relevant and socially conscious manner. Using the practitioner-scholar model, we provide excellent training to equip students with assessment and intervention skills leading to qualification for licensure as a psychologist. Our program emphasizes the development of cultural sensitivity and service to the global community, with commitment to social justice from a Christian worldview. Whether alleviating psychological suffering for those who reside here in our own city, or developing services for the afflicted around the world, we strive to equip our graduates to serve others with compassion and excellence. This applied program focuses on training skilled practitioners with a solid focus on scholarly research, discipline and inquiry. Students learn to integrate a strong theoretical knowledge base with practical, theory-informed, evidence-based skills to provide psychological and counseling services.

Program Aims and Competencies

In keeping with the practitioner-scholar model, the program utilizes the training aims, objectives, and competencies as outlined below. Training goals, objectives, and competencies. In order to fulfill program requirements, students must successfully demonstrate proficiency on each competency. These competencies are evaluated using a variety of methods throughout the program (refer to the CSBS Eagle website for a complete listing of competency evaluations).

Aim 1. To produce graduates who have obtained the necessary skills and abilities needed for providing professional psychological and counseling services.

Objective 1. Exhibit professional values and attitudes.
Competency 1a. Students display integrity and honesty.
Competency 1b. Students display professional communication.
Competency 1c. Students display professional conduct.
Competency 1d. Students display personal responsibility.

Objective 2. Maintain ethical and legal standards.
Competency 2a. Students demonstrate knowledge of ethical and legal standards of professional psychology.
Competency 2b. Students demonstrate compliance with ethical and legal standards.
Competency 2c. Students understand the importance of self-care.

Objective 3. Demonstrate self-awareness and maintain effective relationships with others.
Competency 3a. Students demonstrate self-reflection.
Competency 3b. Students demonstrate awareness of their impact on others.
Competency 3c. Students demonstrate empathy.
Competency 3d. Students demonstrate the ability to form therapeutic alliances.

Objective 4. Demonstrate proficiency in psychological assessments.
Competency 4a. Students demonstrate proper administration and scoring of psychological assessments.
Competency 4b. Students demonstrate the ability to accurately interpret psychological assessments.
Competency 4c. Students demonstrate the ability to report the results of psychological assessments.

Objective 5. Demonstrate skills in psychological interventions and treatment planning.
Competency 5a. Students demonstrate clinical skills in psychotherapeutic interventions.
Competency 5b. Students demonstrate the ability to diagnose psychopathology.
Competency 5c. Students demonstrate skills in case conceptualization.
Competency 5d. Students demonstrate the ability to develop a treatment plan.
Competency 5e. Students demonstrate the ability to evaluate the effectiveness of interventions and the flexibility needed to make adjustments based on evaluation results.

Objective 6. Respect and sensitivity for individual and cultural diversity and commitment to social justice.
Competency 6a. Students demonstrate respect for those of other cultures and backgrounds.
Competency 6b. Students are able to identify personal and social barriers faced by clients.
Competency 6c. Students show capability in advocating for clients at the individual, institutional and public level.

Aim 2. To develop scholars with the ability to critically analyze scientific literature and to conduct psychological research.

Objective 7. An understanding of research methodology and the ability to critically analyze social and behavioral science reports.
Competency 7a. Students demonstrate knowledge of various research methodologies.
Competency 7b. Students show knowledge of research ethics.
Competency 7c. Students show the ability to analyze research quality and meaningfulness to the field of professional psychology.

Objective 8. The ability to conduct research and analyze and interpret data.
**Competency 8a.** Students demonstrate skill in designing an effective and ethical research study.

**Competency 8b.** Students demonstrate the ability to implement a research study and collect data.

**Competency 8c.** Students demonstrate the ability to analyze data and interpret data.

**Competency 8d.** Students demonstrate the ability to report the results of data analysis and disseminate research findings.

**Aim 3.** To develop graduates with knowledge of the fundamental theories and scientific foundations of psychology.

**Objective 9.** Demonstrate knowledge of the scientific foundations of psychology.

**Competency 9a.** Students demonstrate knowledge of the scientific bases of human behavior.

**Competency 9b.** Students display knowledge about human development.

**Competency 9c.** Students show knowledge about the history of psychology and counseling.

**Competency 9d.** Students demonstrate proficiency in understanding psychometrics.

**Objective 10.** Demonstrate knowledge of theories of psychology and counseling.

**Competency 10a.** Students exhibit knowledge about theories of personality.

**Competency 10b.** Students demonstrate the ability to articulate theories of interventions.

**Competency 10c.** Students display knowledge of the systems of psychology.

**State Licensure as a Psychologist**

As licensure requirements differ slightly from state to state, the required course sequence may not fulfill all educational licensure requirements for every state. Given this, it is the student’s responsibility to determine the licensure requirements for the state in which they desire to become licensed, and to determine whether or not the required course sequence meets those requirements. The CSBS may be able to offer electives to students in order to meet out-of-state licensure requirements not met by the required course sequence; however, students must have permission from the Director of the Psy.D. Program in order to enroll in electives for the purpose of meeting licensure requirements.

**Program Format and Learning Community**

The Psy.D. Program uses a cohort model to form a professional learning community. All entering students are grouped together and given nearly the same schedule of courses for the entire program. The advantage of this system is the support and openness it creates. The cohort becomes a valuable resource for several reasons: students study together, encourage and assist one another when needed; and become comfortable with one another to the point of being able to discuss sensitive issues, and share personal perspectives and stories. Since a higher level of openness is attainable, a higher level of learning can be reached. Toward this end, the Community Covenant was developed by a Psy.D. student committee to make explicit the climate of openness and respect we strive for and that is essential for our learning community. (See Appendix G for the Community Covenant.

**Course Format**

Five years of full-time enrollment are required to complete the Psy.D. degree, with courses scheduled across three annual terms (Fall, Spring, and Summer semesters) of
approximately 15 weeks each. The Psy.D. degree is not available on a part-time basis or available in a distance learning format. Full-time enrollment is required. Classes generally meet Monday and Wednesday evenings 6-10 p.m., with the occasional Friday evening (6-10 p.m.) or Saturday morning session during a given semester (9 a.m. - 2 or 4 p.m.). In addition to hours spent in the classroom, each course has additional required instructional experiences that take place outside of normal class hours. These experiences may include clinical training, conferences, research, labs, etc. and add to student understanding of subject matter or development of clinical skills.

**Individual Psychotherapy**

All students are required to complete at least 10 hours of individual psychotherapy during their first two years of the program. These hours must be completed with a Licensed Psychologist, separate to other therapy the student may be seeking. A credentialed master’s level therapist may be approved under unusual circumstances (although a licensed psychologist continues to be the preferred provider), and needs to have an appropriate state license and at least three years of experience.

This is an expense that is not covered by tuition and fees from the University. If difficulty is foreseen in completing this requirement, the student must submit a formal request for extension to the Program Director. Once you have completed your 10 hours, there is a Therapy Verification Form (see Appendix B) that must be filled out and turned in to the Psy.D. Program Coordinator.

**Graduate Assistant and Teaching Assistant Positions**

**Counseling Lab Technician.** One graduate lab assistant is available per year to manage the CSBS counseling lab. This position is typically reserved for students in their first or second year of the program and requires approximately 15 hours of work per week. The graduate lab assistant receives a stipend per semester, which is paid in intervals throughout the term.

**Graduate Assistant in Teaching.** Several volunteer positions are available each year that involve assisting professors who teach psychology courses in the College of Adult and Professional Studies as well as in the traditional undergraduate program. Duties include attending class sessions, managing discussion forums, grading, and some lecture. Teaching positions are needed on a continuous or semester basis and may be offered to students in their second year or higher in the program.

**Graduate Assistant for NUhope.** This position entails supporting the NUhope Community Counseling Center in its daily functions providing psychological services to the community. All currently registered students are eligible. More information is available on the NUhope website or through its Clinical Director.

**Teaching Assistant.** At least two teaching assistant positions are available within the Psy.D. Program supporting the several courses, including Tests and Measurements and Psychological Assessment. The teaching assistant works with the instructor to provide support and feedback to students learning the material and within the SPSS lab. This position is available to students who have completed their first year of the program and comes with a small stipend.
Special note. Northwest University has been a Christian institution since its founding and continues its dedication to building a Christian community. Although Psy.D. students are not obligated to share the same faith commitment, formal employment at Northwest University is reserved for those who profess a faith in Jesus Christ. This faith requirement extends to graduate assistantships (as well as psychology trainee placements) at NUhope Community Counseling Center and teaching as an adjunct faculty member. However, the faith requirement does not apply to graduate and teaching assistantships that are located within the College of Social and Behavioral Sciences graduate programs.

Program Curriculum

Overview
The Psy.D. degree is a five-year post-bachelor’s program designed to prepare the doctoral student to serve in diverse community settings as a counseling psychologist. The program focuses on theoretical and applied evidence-based scholarly literature and research. Emphasis is placed on international, multicultural, and social justice issues. Students build on their critical thinking skills and their understanding of diversity while acquiring, refining, and demonstrating doctorate-level skills as practitioners, researchers, and academics.

The program is organized as a year-round cohort system, with 119 credits required for graduation. Classroom instruction is the focus of the first three years. There is also a requirement of a cultural immersion experience in an international setting sponsored by the Psy.D. Program in the second year, and a practicum during the third year. Clinical training is the focus of the last two years. The fourth covers fewer courses, but includes dissertation work and advanced practicum or a preinternship. The fifth year is a yearlong internship.

Registration may be completed through Self-Service. Students are responsible for registering and paying tuition every semester while on internship. A student’s internship clinical site supervisor will be notified of a student’s status if registration is not completed on time each semester.

Degree Requirements for the Psy.D. Degree:
1. 119 semester hours of coursework
2. 10 hours of individual psychotherapy in year one
3. Cultural Immersion Experience in year two
4. Qualifying Examination in year three
5. Doctoral Dissertation*
6. Doctoral Practicum experience which satisfies all program and state requirements.
7. Advanced Practicum or Preinternship experience which satisfies all program and state requirements.
8. Internship experience which satisfies all program and state requirements.*

*In order to graduate and participate in the Northwest University spring commencement ceremony, the student must successfully defended their final dissertation by the first week of April.
Cross-cultural Immersion
A hallmark of the Psy.D. Program is its required international cultural immersion experience in the second year. Psychologists care for people from diverse cultural and socioeconomic backgrounds. The Psy.D. curriculum prepares students through study, clinical experience, and interaction with culture specialists to work in diverse global contexts. In addition, students are required to participate in a 10-14 day cultural immersion experience. Sites may vary from year to year, and include such places as India, Turkey, El Salvador, and Uganda. The costs for this trip is $3,000 per student. A $1,000 travel fee is attached to PSYC 7502, PSYC 7202, and PSYC 7662 to cover the cost of the trip. Passport and Visa costs not covered by Northwest University.

Course Sequence (as of 2019 start date*)

Year 1
Fall Semester: (11 credits)
- PSYC 8103 Advanced Law and Ethics (3)
- PSYC 7502 Multicultural Issues in Psychology (2)
- PSYC 7613 History and Systems of Psychology (3)
- PSYC 7453 Psychopathology (3)

Spring Semester: (11 credits)
- PSYC 7603 Advanced Lifespan Development (3)
- PSYC 7003 Theories of Personality (3)
- PSYC 7353 Biological Basis of Behavior (3)
- PSYC 7202 Social Justice and Faith Integration (2)

Summer Semester: (11 credits)
- PSYC 7872 Pre-Practicum I: Basic Counseling Skills (2)
- PSYC 7443 Social Psychology and Behavior (3)
- PSYC 8023 Cognitive Affective Basis of Behavior (3)
- PSYC 7263 Research Methods I: Statistics (2)

Year 2
Fall Semester: (10 credits)
- PSYC 7273 Research Methods II: Design and Ethics (3)
- PSYC xxx2 Pre-Practicum II: Advanced Counseling Skills (2)
- PSYC 7302 Group Counseling and Cultural Dynamics (2)
- PSYC 8773 Psychological Assessment I: Cognitive Assessments (3)

Spring Semester: (11 credits)
- PSYC 7173 Testing and Measurement (3)
- PSYC 8793 Psychological Assessment III (3)
- PSYC 7873 Pre-Practicum III: Systems and Modalities (3)
- PSYC 7662 International Field Study - Trip Course (2)
Summer Semester: (8 credits)
PSYC 7892 Pre-Practicum IV: Advanced Psychopathology (2)
PSYC 8783 Psychological Assessment II (3)
PSYC 7823 Research Methods III: Techniques of Data Analysis (3)

Year 3
Fall Semester: (11 credits)
PSYC 8123 Interventions and Practice I: Psychotherapeutic Modalities (3)
PSYC 8353 Psychopharmacology (3)
PSYC 7912 Doctoral Practicum I (2)
PSYC 8423 Couples and Family Therapy (3)

Spring Semester: (8 credits)
PSYC 7142 Human Sexuality and Sexual Disorders (2)
PSYC 8132 Interventions and Practice II: Population-based Approaches (2)
PSYC 7762 Substance Addiction and Intervention (2)
PSYC 7922 Doctoral Practicum II (2)

Summer Semester: (7 credits)
PSYC 7043 Interprofessional Practice and Consultation (3)
PSYC 8162 Interventions and Practice III (2)
PSYC 7932 Doctoral Practicum III (2)

Year 4
Fall Semester: (9 credits)
-PSYC 8912 Preinternship in Psychology I (2)
Or
-PSYC 7942 Advanced Practicum I (2)
PSYC 8752 Professional Practice Seminar: Supervision (2)
PSYC 8943 Doctoral Dissertation in Psychology I (3)
PSYC 7552 Child and Adolescent Therapy (2)

Spring Semester: (9 credits)
-PSYC 8922 Preinternship in Psychology II (2)
Or
-PSYC 7952 Advanced Practicum II (2)
PSYC 8192 Interventions and Practice IV (2)
PSYC 7362 Career Counseling (2)
PSYC 8953 Doctoral Dissertation in Psychology II (3)

Summer Semester: (7 credits)
-PSYC 8932 Preinternship in Psychology III (2)
Or
-PSYC 7962 Advanced Practicum III (2)
PSYC 8732 Professional Practice Seminar: Professional Standards (2)
PSYC 8963 Doctoral Dissertation in Psychology III (3)
Year 5

Fall Semester: (2 credits)
*PSYC 8972/6 Internship in Psychology I (2)

Spring Semester: (2 credits)
*PSYC 8982/6 Internship in Psychology II (2)

Summer Semester: (2 credits)
*PSYC 8992/6 Internship in Psychology III (2)

Total Credits: 119
*Subject to change. Please see specific Cohort “Tracks” on Eagle. **During the fifth year of the program, students complete a year-long internship. This course is offered at 2 or 6 credits for financial aid purposes. Please see the financial aid policy located in the Northwest University Graduate Catalog.

Program Timeline and Continuation
Students are required to complete the Psy.D. Program requirements of 119 semester credit hours of the prescribed course work, an original dissertation, an organized, sequential and coordinated practicum, preinternship, and internship within seven years of beginning the program. Extra fees related to additional/continuation dissertation, practicum, preinternship, and/or internship credits and program continuation fees may be applied within the fourth – seventh year. Students time out of the program on August 31st of their seventh year in the program.

Sixth year internship and/or dissertation continuation. Students who do not accrue enough internship hours by the end of their fifth year may enroll in Internship Continuation (1 credit). Similarly, students who have not completed their dissertation by the end of their fourth year must continue to enroll in Dissertation Continuation (1 credit) each semester until they complete the process in order to access program or university resources and assistance. Students in continuation are not eligible to receive financial aid.

Master of Arts in Counseling Psychology en Route
Students have the option of applying for a Master of Arts in Counseling Psychology (MACP) degree en route to the Psy.D. degree after completing the second year of the Psy.D. Program. Having an MACP degree may aid the student in obtaining an Internship position in the fifth year. Students must submit a completed application to the Psy.D. Program Coordinator who will present the application to a committee of Psy.D. Faculty and staff for review. In order to qualify, the student must have successfully completed all coursework for the first two years of the program.

A student cannot be awarded both an MACP degree and Psy.D. degree in the same academic year. Therefore, the student must be awarded their MACP en route prior to the beginning of the student’s fifth year (unless the student has extended their internship over two years in which case the student would not graduate with a Psy.D. degree until their sixth year).
Assessment of Student Progress

The student’s academic and clinical development is formally assessed on an annual basis by a committee comprised of Psy.D. Program leadership and faculty. These assessments are conducted to evaluate a student’s professional ethics and conduct, interpersonal and relationship skills, emotional maturity, academic progress, and clinical competency development required for clinical training. However, successfully passing each annual assessment does not ensure success in the student’s clinical experiences, professional life, or guarantee licensure. Should a student’s annual assessment indicate an area of major concern, the student may not be allowed to progress to the next phase of the program and may be placed on probation, or dismissed from the program (see Probation under Academic Policy).

Formal assessment of student performance are as follows:

1. Early assessment of progress – early to mid-year during Year 1
2. Annual assessment of progress – summer semester each year
3. Qualifying Exam – spring and summer semester of Year 3
4. Assessment of Dissertation Defense
5. Assessment of Clinical progress – end of each semester during Years 3-5+

Annual assessment of student progress. The Student Progress Assessment conducted near the end of the first, second, and third years of the program is used to determine if the student (a) is well suited to the profession of psychology by evaluating student interpersonal skills, ethical behavior, professional conduct, and emotional stability; and (b), is developing appropriate clinical competencies needed for clinical practice. This assessment is used in conjunction with the student’s current academic standing to determine if the student will be allowed to continue in the program.

The progress assessment is conducted during the summer semester and the results of this assessment will be given to the student. If a student’s progress assessment indicates an area of concern, Psy.D. Faculty will meet with the student to discuss the concern. A plan will be formulated to resolve the concern, and failure to successfully deal with the problematic area may result in dismissal from the program. Please see Corrective Action section below for more detail.

Qualifying Exam (Year 3). The Qualifying Exam is designed to assess a student’s mastery of the professional and program competencies. The exam is administered during the student’s third year: the written portion in the Spring semester, and the clinical portion during the Summer semester. The written portion is made up of four sections: (a) assessment and psychopathology, (b) law and ethics, (c) research methods, and (d) globalization and social justice. The student must receive passing scores in all sections in order to participate in the APPIC Match, apply for internships, and propose their dissertation.

If a student does not pass one section of the written exam, they must retake that one section. If a student does not pass two or more sections of the written exam, they must retake the entire written exam. If a student doesn’t not pass the clinical portion of the exam, they must retake that section. All retakes will take place no less than 30 days after the date of results being given. Faculty may request more or less time as the situation necessitates. This waiting period
allows the student adequate time to study for their retake. If the student fails a retake of any kind, they will not be allowed to continue in the program.

**Qualtrics.** The Psy.D. Program utilizes an online survey platform and management system called Qualtrics, for which students pay a fee of $30 each semester. Students use Qualtrics to manage all clinical training files (site proposals, supervisor feedback forms, and PTCAs). The use of Qualtrics is also available for research activities (i.e., 2nd year projects and dissertations). Qualtrics is also used for student assessment and ongoing program evaluation. Additional fees for extending your Qualtrics subscription may apply. Information about Qualtrics and its application in the Psy.D. Program will be provided as needed throughout the program.

**Academic Policies and Procedures**

**Student Advisement**

Faculty advisors assist students in navigating the program and with orientation to the field of professional psychology. Advisors also act as the dissertation chair and help students throughout the dissertation process. Students remain with their assigned faculty advisors until the end of the program.

Students are assigned an advisor early on in the program. Given a list of faculty and their research interests, students rank their top three choices for a dissertation chair and advisor. Assignments are subsequently made in consideration of students’ rankings (although no guarantee can be made that students will be paired with their top choice). Students have the option of requesting a different faculty advisor/dissertation chair if the change is helpful for their proposed dissertation focus.

The Research, Advising, and Dissertation (RAD) teams consist of students who are in years one through four (approximately 10-12 students per team). These teams meet throughout the year to support successful progress through the program, professional development, and student research (including the dissertation). Within and cross-cohort relationships are another important component of RAD teams. Critical aspects of advisement occur during RAD team meetings, hence, attendance at RAD meetings is mandatory.

The faculty advisor does not need to discuss course sequencing with students given that the Psy.D. Program utilizes the cohort model. Students within a cohort complete the identical course sequence throughout the program. Each cohort’s semester track is available on Eagle.

**Student Retention**

CSBS enthusiastically supports students of diverse backgrounds including different cultural, ethnic, and religious backgrounds. Psy.D. Program faculty and staff intentional foster an environment that respects diversity and differing life experiences. The CSBS begins creating this open and respectful environment during the application and admissions process. The Director of Student Services notifies potential students of the department emphasis on culture and social justice. This subject is revisited during the group interview during which faculty and staff inquire about each student’s cultural worldview and biases. During orientation, the emphasis of culture and social justice is re-enforced and the need to respect and appreciate differing worldviews and
experiences is further explained. In the classroom and cohort environment, each student’s unique voice in the conversation of psychology, culture, and social justice is appreciated and encouraged. In a continued effort to foster an environment of respect and encouragement, the Psy.D. Faculty integrate issues of diversity in classroom discussions. Furthermore, the CSBS hosts periodic events (typically two events a year) to raise awareness of diversity issues and educate students, faculty, and outside community members about issues of diversity. Students, faculty, and staff are strongly encouraged to attend these events.

During each year of the program, students are grouped with students from another cohort for mentorship. The goal of this exercise (besides developing counseling skills) is to foster support and encouragement for students by grouping them with more advanced students as they begin developing their clinical skills and prepare for practicum. Students in year one will be grouped with students in year three. Students in year two are grouped with year four students.

**Academic and Professional Requirements**

Students must earn a grade of B- or above in all Psy.D. courses, including elective and clinical courses, and maintain a minimum cumulative GPA of 3.000. Further, students must successfully pass all sections of the Qualifying Exam (a passing score is a minimum of 80%). Refer to the Qualifying Exam section of this handbook for further information. Students must also complete the minimum number of required clinical hours for level of clinical training (e.g., prepracticum, practicum, advanced practicum/preinternship, and internship) and demonstrate a sufficient level of clinical skills (appropriate to the level of training) as determined by program faculty and the student’s site supervisor. Student clinical skills are assessed using the Psychological Trainee Competency Assessment (PTCA) form.

In addition to successfully passing course and clinical requirements, students must successfully demonstrate proficiency on each program competency. These competencies are evaluated using a variety of methods throughout the program. Such evaluation methods include course work, qualifying exam, dissertation, clinical training, and annual evaluations by faculty. Competencies are evaluated on a 1 through 5 scale. Students must achieve a score of at least 3 on all competencies in order to graduate from the program. Should a student’s performance fall below a 3 on a given competency, they will be notified that improvement is necessary and may be placed on a remediation plan and/or probation (see Corrective Action section).

Students must continuously demonstrate professional ethics and conduct, interpersonal and relationship skills, emotional maturity, and self-awareness expected of counseling professionals. Students’ demonstration of these standards will be evaluated annually. In addition, students are expected to adhere to the APA Ethic Codes, the laws of the Washington State Board of Examiners of Psychologists, and the Washington State laws that pertain to all mental health providers (see Appendix A). In the event that a student fails to reach a minimum level of achievement on program competencies and standards, the concern will be considered by a quorum of the core Psy.D. Faculty. Failure to adhere to the above standards may be cause for probation or dismissal from the program at any time (see Dismissal from the program).

**Course Repeat**

Should a student desire to repeat a course for the purpose of raising their grade, the student must obtain prior permission from the Director of Psy.D. Program. Reregistration for the
course is required and there is a re-registration cost. The latest completed course grade is considered the grade of record as it pertains to credit toward graduation and to the official transcript. (A grade of “W” is not considered a completed course grade.) The student will not be eligible for graduation with a Cumulative GPA below 3.0.

**Corrective Action**

Probation serves as a warning that improvement is needed for continuation in the program. Program faculty will continue to provide guidance and support in helping the student to assume responsibility for their academic success and professional growth. Documentation of the student’s probationary status and progress monitoring will be placed in their student file. A second probation during the course of the program may result in dismissal. Faculty reserve the right to request that a student engage in psychotherapeutic counseling as a condition for probation or readmittance in the program.

**Academic Standards.** Plagiarism is a serious violation of University standards, and will result in disciplinary action. Students must earn a grade of B- or above in all graduate courses, including electives, and maintain a minimum cumulative GPA of 3.000. If a student’s course grade is below B- or cumulative GPA falls below a 3.000, the student will be placed on academic probation for one term and be required to retake the course. A student may also enter the program on probation for one semester if their undergraduate course work is below admissions standards; this status is considered probationary and subject to the probation policy.

**Professional Standards.** Students must continuously demonstrate professional ethics and conduct, interpersonal and relationship skills, emotional maturity, and self-awareness expected of counseling professionals. These professional standards are as important as maintaining academic requirements. The student’s academic and/or professional conduct failings will be considered by a quorum of the core Psy.D. Faculty. Faculty reserve the right to request a student to engage in psychotherapeutic counseling (at the student’s own expense) and may require counseling as a condition for remediation or re-admittance in the program. Students are expected to adhere to the APA Ethics Codes and the laws of the Washington State Board of Examiners of Psychologists (see Appendix A).

**Documentation and Remediation.** When a student falls below academic standards (i.e., earning below B- as the final grade for a course) or professional standards (e.g., APA ethics and state ethics), the student may either (a) receive a verbal warning with written documentation of the incident, (b) be placed on conduct probation, or (c) be dismissed from the program depending on the severity of the student’s conduct.

In both cases of verbal warnings and formal probations, written documentation outlines: (a) the behavior(s) of concern, (b) the expectation of the faculty for improvement of the student’s performance, consistent with program competencies, (c) specific action steps the student will take to achieve improved performance, (d) the timeline for which the student has to correct the action, and (e) the consequences that the student will incur if they do not follow through with the remediation plan. During implementation of the remediation plan, the student’s RAD chair will meet periodically with them to offer support and monitoring. Effectiveness of the plan will also be assessed during these check-in meetings and documented. Copies of the written
documentation will be provided to the student. Following fulfillment of any remediation requirements, the student will receive written documentation to that effect and of the return to good standing within the program.

**Verbal warning.** In the case of a verbal warning, an incident report is completed by a Psy.D. Faculty member which is discussed in person with the student and signed by the student and two Psy.D. Faculty members. It is articulated in person and in writing that the student has received a warning and that if the behavior does not improve within a specified period of time then the subsequent course of action will be probation. If the student commits further violations of the program’s academic or professional standards, or does not improve performance in the timeline discussed then the student will be placed on probation.

**Probation.** Probation serves as a warning that improvement is needed for continuation in the program. When a student is placed on probation, they are provided with documentation of the violation and must notify their clinical site of the probation status. The document is then signed by the student and two Psy.D. Faculty members. Program Staff and Faculty will continue to provide guidance and support in helping the student to assume responsibility for their academic success and professional growth. Documentation of the student’s probationary status and progress monitoring will be placed in their file. If a student does not improve their performance in the timeline discussed, or is placed on probation more than once throughout the course of the program, they may be dismissed from the program.

The student will be taken off of probation the following semester if all course grades for the term are passing (that is, B- or higher), and a minimum of a 3.000 cumulative GPA has been achieved. If the reason for probation is professional standards not being met, then probationary status will be lifted when, the student meets the criteria of professional behavioral standards, including, but not limited to: emotional stability, interpersonal skills, maturity, and ethical conduct after a predetermined period of time as assessed by faculty. Failure to adhere to the above standards may be cause for dismissal from the program at any time.

**Incurring more than one probation.** In addition, if a student is placed on probation more than once throughout the course of the program, the student may be dismissed from the program. Furthermore, if a student fails to retake the course within a time period determined by a quorum of the core faculty, they may be dismissed from the program.

**Dismissal from the Program**
A student *may* be dismissed from the program due to the following factors, which would be determined by a quorum of the core Psy.D. faculty:

- Plagiarism.
- Continual poor performance in the classroom or in applied settings (clinical training site, dissertation work, etc.).
- Unprofessional conduct, including but not limited to; emotional stability, interpersonal skills, maturity, and ethical conduct, the student may be dismissed from the program.
- More than one probation.
Academic and Assessment Appeals

Students dismissed from the Psy.D. Program by the program staff and faculty may appeal the decision to the Dean of the CSBS, and further appeal could be made to the Provost of the university. The reviewing personnel will be provided with all relevant information regarding the student’s academic performance and professional conduct.

A student is expected to adhere to the standards of the Psy.D. Program regulations and expectations in a professional manner. The student must be courteous toward Psy.D. faculty and staff and refrain from conduct that disrupts the training process. If a student has a grievance against a professor with regard to any action affecting the student’s standing (grades, assessments, etc.), the student shall first respectfully speak to the professor concerning the situation.

The Academic Appeals Process: If an acceptable resolution is not reached between the student and the professor, or if the student finds the professor unapproachable, the student should speak to the Director of the Psy.D. Program. If an acceptable resolution is not reached or if the professor is the Director of the Psy.D. Program, the student may appeal to the Dean of the CSBS. If an acceptable resolution is still not reached or if the professor is the Dean of the CSBS, the student may appeal to the Office of the Provost. A form for this purpose (Student Petition for General Academic Matter) is available on Eagle (see Appendix A for link to Eagle).

If the matter continues to remain unresolved, the student will have seven days to request (in writing to the Provost) a hearing by the Academic Affairs Committee (the University’s highest academic consideration committee). Instructions for this process are found below:

- A vice chairman designated by the president for the specific case shall preside over the hearing in the event that there is conflict of interest involving both the Provost and the vice chairman of the Academic Affairs Committee.
- The student, the professor, and vice chairman may limit testimony if it becomes irrelevant, immaterial, or unduly repetitious.
- Testimony by other parties shall be received by the Committee only when it is unable to determine the facts of the case from the testimony of the involved parties.
- By a majority vote the Committee may decide for the professor or the student, or may reach a decision which arbitrates between the two if it feels that both views presented are incomplete. (Board action-February, 1984).
- The action of the Academic Affairs Committee shall be final.

In cases of severe incompatibility with a professor or with the University’s standards, the student shall voluntarily withdraw from the class or from the University rather than promote disunity.

Program Progression and Leave of Absence

The sequence of Psy.D. courses is critical to the complete educational and professional experience in the program. Additionally, the Psy.D. Program is designed to rely heavily on the student cohort model. Thus, students are expected to enroll in every predetermined course
scheduled each term. Electives are optional and dependent on a number of factors, including approval by Psy.D. Program staff and faculty.

In an emergency situation, a student may be allowed to withdraw from or defer one or more courses. The Psy.D. Program staff and faculty will formulate a plan for the student to make up the course(s) and complete the program, which may involve an independent study format (and its associated fee) and/or joining another cohort. Considerations for the program completion plan include the cumulative nature of some course sequences (e.g., Research Methods). The student may also wish to consider their need to maintain half-time equivalency for financial aid purposes (e.g., eligibility, deferment; refer to the Academic Catalog for more detail).

The student, not the Psy.D. Program, bears the responsibility for ensuring all curriculum and clinical requirements are fulfilled within the seven year allotment for program completion. Nonetheless, consultation with the Psy.D. Program Office is essential to devise a workable completion plan. In order to preserve the cohort model, the student may be required to make up all missed mandatory courses in an independent study format and to pay the associated independent study fees in addition to the cost of tuition.

In every situation, the format in which the student will make up the course(s) is up to the determination of the Psy.D. staff and faculty. In addition, should a student decide in conjunction with the Psy.D. staff and faculty to take fewer courses per semester and/or take a leave of absence the student must complete the entire program within 7 years from their initial start date. It is the student’s responsibility, not the Psy.D. Program, for ensuring all curriculum and clinical requirements are fulfilled within the seven year allotment; nonetheless, consultation with Psy.D. Program leadership is essential to devise a workable completion plan.

Another consideration when deferring courses is that complications arise when the deferred class is a prerequisite for a subsequent course. Courses cannot be taken unless all prerequisites are fulfilled, and it is the student’s responsibility to verify that all prerequisites are met before enrolling in any course. Also, any complications that may occur should a student postpone, drop, or withdraw from a mandatory course are the student’s complete responsibility. The student must confer with the Psy.D. Program leadership when deciding to postpone, drop, or withdraw from a mandatory course.

Should a student defer enough courses to put them below the number of credits required to meet full-time or half-time equivalency, and financial aid eligibility may be affected. Additionally, if a student takes a leave of absence, their student loans may come due. See the section on full-time/part-time status of the Graduate Catalog (see Appendix A for link to the catalog).

**Program Continuation**

If a student is finishing degree requirements (e.g., dissertation, internship) in the fifth year of the program or beyond, the student is considered to be in continuation. The student must remain enrolled in the appropriate continuation courses (e.g., PSYC 8011 Internship Continuation, and/or PSYC 8021 Dissertation Continuation) each semester until the student completes the remaining degree requirements.
Students who do not enroll in continuation by the first day of the term will be unable to utilize university resources such as the library, document tracking, and faculty advising. Should a student choose to not register for a semester while in continuation, the student will be considered on leave without permission and, therefore, will be unable to accrue hours for clinical training or complete work for their dissertation (e.g., unable to seek chair assistance, apply for IRB approval, or defend proposal or final dissertation).

Readmittance Procedure

In order to be re-admitted into the program after taking a leave of absence with permission, the student will need to complete a re-admittance form and meet with program staff or faculty to development a plan for program completion. After a leave of absence without permission, a student must apply for re-admittance and will be charged continuation course tuition for the semesters the student was not enrolled.

Reapplication Policy

CSBS has specific policies and requirements for students who wish to reenter the program after previously withdrawing. Students who have withdrawn must reapply in order to reenter the program. The application will be reviewed by the respective Review Board Committee and students are not guaranteed re-admittance. In addition, it is up to the discretion of the Review Board Committee if the applicant will return to their cohort or be placed in a new cohort. A readmitted student is responsible for completing the Psy.D. Program within seven years of their original start date of the program. Students may contact Psy.D. Program Coordinator for assistance in this process.

Students experiencing personal problems

Students are encouraged to participate in personal counseling throughout the entire program (beyond the required 10 hours of personal psychotherapy during the first year). CSBS staff may be able to provide information about possible low-cost counseling services available to students. Additionally, students are strongly encouraged to engage in regular self-care and stress management activities such: as taking days off from schoolwork, spending time with friends and family, fostering a support group, exercising, eating a balanced diet, and obtaining adequate sleep.

Attendance Policy

Class attendance is extremely important for student learning and achievement of specified course outcomes and, in turn, the program aims. Hence, attendance at all class sessions is expected. At minimum, students absent for a class session will need to make up any missed assignments or exercises, complete the expected readings, and watch Panopto recordings of the class if available. A grade penalty may also be applied, with additional policies and consequences at the discretion of the individual professor of the course. More than one missed class session will result in failure of the course and require a retake to continue in the Psy.D. Program. In this circumstance, the student is encouraged to withdraw from the course and retake the class when it is offered again. In the event of unusual circumstances (e.g., extended illness, emergency), a student may appeal the automatic course failure. A proposal outlining a plan for satisfactory course completion will be required, composed by the professor and agreed to by the student. In addition, the plan will require approval by the Program Director and Dean.
Faculty and Student Authorship

An important part of becoming a professional in the field of psychology is conducting research. There are several research experiences integrated into the Psy.D. Program including the research forum and the doctoral dissertation. In addition to these experiences, students may also have the opportunity to work with a faculty member on a research project. These research projects may result in a conference presentation or a journal article submission. There are not prescribed rules regarding authorship within the field of psychology, however, there are several APA recommended best practices and guidelines for determining authorship. CSBS recommends that faculty and students consider the following recommendations when discussing authorship and authorship order on joint faculty and student research endeavors:

- Discuss expected roles and authorship of each contributor to the research project at the start of the project;
- Continue the discussion of authorship and author order throughout the entire research project and authorship should be considered subject to change at any time;
- The process of determining authorship and authorship order should be as egalitarian as possible despite the inherent power difference between the faculty and student in compliance with the ethics code, and
- Document in writing the agreed upon roles, authorship, and any changes throughout the course of the research project.

For additional information and recommendations regarding authorship, the CSBS recommends the APA Science Student Council’s (2006) paper (see Appendix A). Additionally, a resource recommend by the APA Science Student Council may be helpful in determining authorship order can also be found in Appendix A.

Transcripts

An official transcript is a copy of a student’s academic record at Northwest University that bears the official seal of the University and the signature of the registrar. Requests for transcripts must be accompanied by the student’s signature and by a fee per copy. Therefore, phone orders for transcripts cannot be accepted.

Financial indebtedness to the University will prevent the release of a student’s transcript. If a student is delinquent in their Federal Perkins Loan or NDSL payment, they will not be eligible to receive deferment, cancellation provisions, or academic transcripts.

Electronic Communication

Students will need access to high speed internet to support interaction in classes and with their program leadership. It is essential that students understand the nature and scope of electronic communications in their graduate program. Nearly all communication between students and their graduate office, all administrative forms management, course management and reporting, and cohort information are conducted through electronic means. Graduate programs have important information on the Northwest University websites for Eagle and Discovery the links for which can be found in Appendix A.

Each of these provide pertinent and helpful information for course-related matters such as syllabi, grades, testing, submitting papers, as well as updates and announcements regarding
special program offerings and servings provided by the student’s graduate office. All graduate students are assigned a Northwest University email account prior to the start of the first course. Students are required to use such as the primary means of communication for issues related to academic, advising, and student services. Students are able to access and download the various management tools necessary for a wide variety of tasks inside and outside of the classroom.

**Technology in the Classroom**

As students in the PsyD program are preparing to become professional psychologists, students are expected to conduct themselves as professionals in the academic environment. An important clinical skill is cultivating focused attention and active engagement. Thus, laptop and electronics usage should be utilized in class for academic purposes only. Students should not send emails or instant messages, complete homework, play games, check social media, or any other online activity during class time. Laptops should be closed during classmate presentations unless otherwise noted by the instructor. Abuse of electronics may result in loss of privilege at the instructor's discretion. The use of cell phones or other electronic devices is distracting and impacts the communal learning environment. If a cell phone is brought to class, it should be on silent mode or turned off. Violation of these policies may result in the student being asked to leave the classroom, losing participation points, or, in the case of repeated offenses, be placed on conduct probation.

**Professionalism**

Training as a future psychologist goes beyond success in academic coursework and includes both personal and professional development. Thus, professionalism is an expectation of all graduate students and will constitute 10% of your grade in this course. Professionalism encompasses how a student interacts with their peers, faculty, staff, supervisors, and training sites. Professional behavior includes: respectful communication (both verbal and nonverbal); timeliness in class attendance and assignment due dates; adequate preparation for class; appropriate language and clothing, in addition to behavior; technology use strictly for the purpose of learning and class participation; and, active engagement in learning activities. In addition, adherence to the Community Covenant (see Appendix G) is essential for participation in the Psy.D. Program and contributing to our professional learning community.

**Assessment Lab**

The purpose of the assessment lab is to have materials readily available for learning purposes within the Psy.D. and CMHC curriculum. Assessments are available to be checked out for class purposes only. Assessments are not meant to be checked out for clinical placements. On occasion, the Psy.D. Program will approve assessments to be checked out for a clinical placements with a written request. Assessments need to be returned within two weeks of being checked out. Students who check out instruments are responsible for the assessments and all materials included. If a test or related material goes missing or is damaged, the student will be charged the cost to replace the test. Because the assessment lab was established for class purposes, students cannot request the certain assessments for clinical placements during the some semesters. For example, cognitive assessments cannot be checked out for anything other than class purposes during Fall semester. Assessments are checked out under the supervision of the counseling lab Graduate Assistant. You will need to make arrangements in advance with the GA to check out and return assessments. Requests should be made in advance (at least 48 hours).
Graduation Requirements

Primary Requirements for the Psy.D. Degree
- 119 semester hours of prescribed coursework.
- At their own expense, Psy.D. students are required to participate in 10 hours of individual psychotherapy with a licensed psychologist within the first year of the doctoral program. Written verification of completion from the student’s psychotherapist must be provided to the program.
- Obtain minimal levels of achievement on all program competencies. Assessment includes annual reviews at the end of years one, two, and three.
- Cultural Immersion Experience, as part of PSYC 7662 International Field Study
- Qualifying Examination
- Doctoral Dissertation
- An approved Doctoral Practicum that meets Washington State and program requirements.
- An approved Preinternship or an Advanced Practicum that meets Washington State and program requirements.
- An approved Internship that meets Washington State and program requirements.

Graduation, Commencement, and Degree Conferral

Application submission and fees. All applicants for graduation must pay at the time of application a fixed, nonrefundable graduation fee to cover the cost of the diploma and commencement. If the student cancels the application for graduation or if graduation is postponed, the fee is retained and used when the student graduates. The Psy.D. Program does not use the general graduation application form found on Eagle due to the special completion requirements of the doctoral program; please make sure you are using the form provided to you by the Psy.D. Program Coordinator. Students must submit this graduation application to the Psy.D. Program Coordinator, who will set a deadline in coordination with the Registrar’s office.

When students have complete all program requirements, they must request the Psy.D.-specific graduation application from, and submit it completed to, the Psy.D. Program Coordinator. The Psy.D. Program Coordinator will then audit the student’s academic, clinical, and dissertation records to confirm any completed or remaining graduation requirements. Once the audit is complete and the Psy.D. office deems the students as having fulfilled all program requirements, the coordinator will then forward the graduation application and audit findings to the registrar’s office for further review.

Commencement participation. A student’s graduation date should not be confused with the public commencement ceremony that occurs in early May. No one will be presented as graduating at a public commencement ceremony who has not satisfied each of the requirements. The Registrar’s office requests clarification for outstanding credits during the summer semester and must certify to the Provost that students will have satisfied all graduation requirements. All graduates, at the time of graduation, must be enrolled or eligible to be enrolled for the term in which they graduate. The requirements for participating in the commencement ceremony include:
- All requirements of the program for years one through four, and registered for all applicable courses in year five;
- Doctoral Dissertation must have been successfully defended by the first week of April of the student’s fifth year; and
- Complete at least 1000 internship hours and be on track to complete 1500 by end of the summer semester following commencement ceremony.

**Degree conferral.** All requirements must be completed prior to degree conferral. Incomplete courses or other requirements (e.g., clinical hours, dissertation, etc.) are not considered completed. Candidates who receive an incomplete grade in a course will have their application reclassified to the next term. The catalog requirements in effect during the term in which the student first enrolled are applicable, provided graduation is within seven years from the end of that term.

Since the awarding of a degree certifies that the student has met all requirements, students who have not met these requirements will have their degree conferred at the time of all requirements being successfully completed.

Degree conferral is not the responsibility of the Psy.D. Program or the College of Social and Behavioral Sciences. Once the student’s graduation application and audit has been sent to the Registrar’s Office, the student must communicate with the registrar for all further inquiries about graduation and degree conferral. Please see the Northwest University Graduate Catalog for further details about graduation policies.

**Student Responsibility**

While the University provides advisement services to its students through the graduate program offices, the Registrar’s office, and other sources; the final responsibility rests with the student to fulfill all requirements for graduation, including those identified in an official program audit. This includes requirements resulting from program modifications affecting course offerings as may be adopted by the university and/or by the Psy.D. Program.
Clinical Training
Dear Future Psychologist,

It is with whole-hearted enthusiasm that I welcome you to our doctoral program at Northwest University. This marks the beginning of your clinical training toward becoming a licensed Counseling Psychologist. Less than 2% of the U.S. population has earned a doctorate, and this degree will allow you to be both an expert in your field and a distinguished member of your community. Being accepted into a graduate program is an amazing opportunity, but it is also a goal that you have worked hard to accomplish.

Now that you are here, take this opportunity to absorb as much information as possible. The first two years of your clinical training primarily happen within the classroom. We do not expect you to have it all figured out when you get here and we definitely do not want you to fake it until you make it. We have hired faculty who are experts in the field and passionate about providing you with evidenced-based information to help ensure your success. Please use this time to foster relationships with our faculty. Their knowledge and expertise will help inform your own academic and professional journey.

During the second year of the program, we provide training in counseling skills during the pre-practicum sequence to help prepare you for your first practical experience. We will mentor you through this process and help you to secure a practicum that fits your goals and interests. In addition to teaching you the theoretical and practical underpinnings in the field, we will train you to be both consumers and producers of research in order to help you be effective practitioner-scholars.

In the course of year three, you will be balancing coursework, preparing your dissertation proposal, completing the comprehensive exams, and learning how to be an effective, competent, and ethical clinician. You will also learn excellent record-keeping skills as you document your practicum hours for internship applications and eventually licensure. Practicum provides you with specific training under the supervision of a licensed psychologist outside the program. This individual will not only supervise your experience, but they will mentor you and shape you. At times, they may have critical corrective feedback. Be willing to receive this feedback with humility and grace. They are providing you with invaluable experience that you should not take for granted. Use this time as an opportunity for self-reflection. Identify your weaknesses and ask for guidance in refining them. Year three might feel like your most challenging year yet, so self-care is essential.

You will begin preinternship at a new clinical training site with a new clinical supervisor in the fourth year. It is our hope that this time will increase your confidence as a clinician, but I encourage you to continue to adopt an attitude of curiosity and willingness to learn. Simultaneously, you will continue coursework, propose your dissertation, and participate in the APPIC internship match process. This can be a stressful time and we will be here to guide you through this phase.
This brings us to your fifth and final year of the program: internship. You will likely have to move away for internship as there are a limited amount of accredited internships in the area. While at internship, you will get comprehensive training as a psychologist. Please note, there is no coursework during this year. You will gain experience as a clinician and see clients full time to prepare for graduation and licensure. This is also the time to finish your dissertation if you have not already done so. Even though you may be far away, we will all be available to mentor, encourage, and support you during this new and exciting period of your clinical training.

My recommendation and prayer for you is that you take care of yourself. Pray, meditate, exercise, eat healthy, and sleep. Learn to reflect on your experiences. Now is a time to develop as a professional which requires integrity. Adopt an attitude of gratitude, open mindedness, and humility. Lean on your classmates who will be going on this journey with you and help support one another. You may not know it yet, but some of your lifelong friends may be sitting next to you. They are not your competition; they are your team. In the end, you will be surprised by how much you were able to manage, how much you learned, how much you grew personally and professionally, and how quickly it all went by. Remember, God will never give you more than you can handle. Trust God and trust the process.

God bless,
Jennifer S. Harris, Ph.D.
Director of Clinical Training
Associate Professor of Graduate Psychology
Licensed Clinical Psychologist
Northwest University Clinical Training Guidelines

The Student Experience

The clinical training sequence is intended to provide the student with a variety of clinical experiences, including a Doctoral Practicum, a Doctoral Advanced Practicum or Preinternship, and a Doctoral Internship. These experiences allow the student the opportunity to further develop and refine their clinical and assessment skills. During clinical training, students will be supervised by a licensed psychologist at a clinical training site approved by the Director of Clinical Training (DCT). At this site, students will have opportunity to experience one or more of the following: application of their understanding of scientific foundations of psychology and of evidence-based practices, administration of psychological assessments, development of their own theoretical orientation, and provision of consultation and/or supervision. Throughout all clinical training experiences, students will weave their awareness of issues of social justice and the needs of underserved populations with sensitivity to diversity of culture, sexual orientation, and religion.

The Psy.D. Program maintains quality control over student clinical training by periodic site visits by the DCT, regular communication between the DCT and site supervisors, and student feedback provided each semester via the Supervisor Feedback Form. At the clinical training sites, all students will develop skills resulting in mastery of the following program competencies:

- Competency 1a Students display integrity and honesty.
- Competency 1b Students display professional communication.
- Competency 1c Students display professional conduct.
- Competency 1d Students display personal responsibility.
- Competency 2a Students demonstrate knowledge of ethical and legal standards of professional psychology.
- Competency 2b Students demonstrate compliance with ethical and legal standards of professional psychology.
- Competency 2c Students understand the importance of self-care.
- Competency 3a Students demonstrate self-reflection.
- Competency 3b Students demonstrate awareness of their impact on others.
- Competency 3c Students demonstrate empathy.
- Competency 3d Students demonstrate the ability to form therapeutic alliances.
- Competency 5a Students demonstrate clinical skills in psychotherapeutic interventions.
- Competency 6a Students demonstrate respect for those of other cultures and backgrounds.

In addition, depending upon the nature of the clinical training site, some students will develop skills resulting in mastery of the following other program competencies:

- Competency 4a Students demonstrate proper administration and scoring of psychological assessments.
- Competency 4b Students demonstrate the ability to accurately interpret psychological assessments.
- Competency 4c Students demonstrate the ability to report the results of psychological assessments.
assessments.
- Competency 9d Students demonstrate proficiency in understanding psychometrics.
- Competency 5c Students will demonstrate skills in case conceptualization.
- Competency 5d Students will demonstrate the ability to develop a treatment plan.
- Competency 5e Students will demonstrate the ability to evaluate the effectiveness of interventions and the flexibility needed to make adjustments based on evaluation results.
- Competency 6b Students are able to identify personal and social barriers faced by clients.
- Competency 6c Students show capability in advocating for clients at the individual, institutional and public level.

**Expectations of Students**

Students at NU are expected to present in a professional manner, both on and off campus and to exemplify the core values of the University: academic excellence, spiritual vitality, and empowered engagement with human need. Students are expected to enter each year of clinical training with not only the requisite knowledge, but also the warmth, character, and integrity that typify a helping professional.

Because students in clinical training experiences are a reflection of the NU Psy.D. Program and the University, it is expected that their behavior will be ethical and above the law; and, that they will be honest, equitable, and open-minded in all interactions with clients, coworkers, and supervisors.

It is expected that other professionals as well as clients will be aware that NU students are open-minded, humble, and desirous of learning. Supervisors and program faculty are to be treated with utmost respect as mentors who are giving of their time and energy to further the education and foster the professional growth of NU students. In turn, students are expected to show respect by being punctual, completing assigned tasks on time, fulfilling responsibilities, admitting and making amends for mistakes, dressing appropriately for the setting, and following the culture of the organization.

All clinical training questions should go to the DCT. Students should balance professional development with self-care, thereby maintaining physical and emotional health while becoming proficient at clinical skills.

**Finding a Clinical Training Site**

The student will work collaboratively with the DCT to find clinical training sites for practicum and advanced practicum or preinternship. Northwest University hosts an annual Clinical Training Fair in which students are introduced to potential practicum, advanced practicum, or preinternship sites that have been approved by the DCT. However, finding a clinical training site is a competitive process involving interviews and selection processes. Thus, Northwest University cannot guarantee site placement.

Students applying for internship are required to complete the Application for Psychology Internships (APPI) and participate in the Association of Psychology Postdoctoral and Internship
Centers (APPIC) match. The DCT will guide fourth year students as they participate in this process.

**Choice of Clinical Training Site**

- The APA requires that students receive broad and diverse clinical training experiences, which means a different site for each year of clinical training.
- You may not commit to more than one training site per year without the approval of the DCT.
- Students MUST be willing to move to a different state when applying for and completing the doctoral internship.
- If there is any possibility of the student moving out of the state of Washington at any time in their career as a psychologist, it is important that they plan to do a postdoctoral fellowship. Only 11 states recognize the preinternship. Most states require a postdoc for licensure. It is important that students check the licensing requirements of the states where they are likely to move. If the student knows they will be doing a postdoc, the fourth year clinical experience can be either advanced practicum or preinternship. Most students in most states do two years of practicum prior to internship. On the APPI, preinternship hours are counted as practicum hours, therefore taking advanced practicum does not affect applications for internship.

**Late or Missing Documents**

Please be advised that failure to turn in the required documents will result in failure of the course for the semester. You are responsible for keeping a copy of all clinical documents for your own records.

**Student Responsibility**

You are responsible for keeping copies of *all clinical documentation* that you hand in. You should be keeping your own clinical file for your personal records in preparation for applying to licensure. This includes keeping copies of your proposals, signed contracts, site brochures, supervisor CVs, insurance, and hours.
# Clinical Training Checklist

Use this checklist to keep track of the forms you need to turn in. Further explanation and instructions for these items will be in detail on the following pages of this handbook.

<table>
<thead>
<tr>
<th>Document</th>
<th>Instructions</th>
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| **Proposal**              | 1. In January, you will be emailed a link for your site proposal. You will need to save this link until you have secured a training site.  
2. Once you have secured a training site, you will complete your proposal on the link that you saved.  
3. Once you have completed the proposal, you email Dr. Harris, DCT, to let her know and she can approve it.  
4. The Psy.D. Program Coordinator will email you a contract after receiving proposal approval from the DCT. |
| **Contract**              | 1. You are responsible for collecting all required signatures.  
2. You must print two copies of the contract, and sign them.  
3. You get original signature(s) from your supervisor(s).  
4. You turn the contract in to Dr. Harris - with original signatures, supervisor CV(s), and brochure. She will sign both copies.  
5. You keep one copy of the contract for your own files.  
*If your site requires a copy of your signed contract, you are responsible for providing this to them.* |
| **Supervisor CV**         |                                                                                                                                             |
| **Site brochure**         |                                                                                                                                             |
| **Insurance**             | 1. You apply for and pay for student liability insurance.  
2. You turn this into the Program Coordinator before you see your first client. |
| **Psychology Trainee Competency Assessment (PTCA)** | 1. We will email this link to your supervisor each semester. They will complete it and go over it with you.  
2. You are responsible to follow up with your supervisor to make sure that they received the link, and to work with them to assure it is completed on time. |
| **Supervisor Feedback Form (SFB)** | 1. We will send you an email with a link to complete this.  
2. You will let Dr. Harris know when it is complete. |
| **Hours**                 | 1. You will track your hours throughout the term and submit the totals at the end of each semester.  
2. You will collect your supervisor’s signature.  
3. You will make a copy for yourself.  
4. You will turn this in to Dr. Harris. She will sign both the original and the copy (which you need to keep for your records). |

*Note. *Brochure must involve a written statement or brochure describing the goals and content of the clinical experience, stating clear expectations and quality of student work. *This is not a brochure describing the client services at the clinical training site.*
Psy.D. Program Clinical Experiences and Requirements

Doctoral Practicum

A doctoral practicum is required during the third year of the Psy.D. Program. This initial clinical experience is a prerequisite for the fourth-year advanced practicum or preinternship and the fifth year internship. In addition to the third-year clinical work, students must register for and pass three courses at Northwest University (PSYC 7912: Doctoral Practicum I, PSYC 7922: Doctoral Practicum II and PSYC 7932: Doctoral Practicum III). Students who have completed all practicum requirements by the end of Spring Semester may begin counting hours toward preinternship (only if the supervision meets the stipulations in the WAC for preinternship); however, these students must still register for and complete PSYC 7932 Doctoral Practicum III.

Prerequisites. The requirements must be completed prior to applying for practicum placement are (a) 31 semester hours of coursework, and (b) a minimum rating of “met expectations” on all categories of the Annual Student Review.

Process. A student may proceed in securing a practicum position in the spring semester of the second year, assuming they are on track to complete the above requirements by the end of the summer semester in the second year of the program. This process requires completion of the following:

- Working in coordination with the DCT to find an appropriate practicum site that has been approved by the DCT, meets the Psy.D. Program requirements and meets the WA state licensure requirements.
- Submitting the Northwest University Clinical Training Site Proposal Form to the Director of Clinical Training.
- Receiving a Northwest University Clinical Training Site Contract from the Director of Clinical Training.
- Submitting a signed copy of a Northwest University Clinical Training Site Contract to the Director of Clinical Training with a copy of your insurance, the site’s training brochure, and copies of your supervisor(s) CVs.
- Registering for practicum credit (PSYC 7912, 7922, 7932) each semester of the practicum year and completing all course requirements. Registration must be completed through Self-Service. Students are responsible for registering and paying tuition every semester while on practicum. A student’s practicum clinical site supervisor will be notified of a student’s status if registration is not completed on time each semester.

Guidelines.

- Northwest University requires doctoral practicum students to accrue a minimum of 450 hours of direct-experience, 100 of which must be in supervision.
- The student must complete a minimum of 150 direct client contact hours during the practicum experience.
- The student must have an appropriate practicum supervisor. Northwest University requires students to have one or more licensed psychologists with at least 2 years’ of experience post licensure as the primary supervisor(s) of the practicum.
The practicum experience is to be organized, cumulative, sequential, and graded in complexity. The practicum training is to be compatible with the student’s expertise and program curriculum.

- If the student is employed at the practicum site or has had previous practicum/internship experience at the site, a distinction must be made as to how the current clinical training experience builds on and is distinct from the previous or current work/clinical experience at that site.
- The student must be evaluated by the site supervisor each semester. Each practicum evaluation by the site supervisor must be based in part on direct observation (either live or electronically).
- The student must attend practicum classes and complete all of the assigned coursework.

**Doctoral Advanced Practicum**

An advanced practicum is one of two options for clinical experience in the fourth year of the program after the student has completed the doctoral practicum and before the student begins internship. The other option for clinical experience during the fourth year is preinternship (*see Doctoral Preinternship for more information*). The advanced practicum experience prepares the student for the fifth year internship. The primary differences between an advanced practicum and preinternship are:

- Advanced practicum has less restrictive supervision requirements than a preinternship; and
- Advanced practicum hours cannot count towards state licensure but preinternship hours can.

In addition to clinical work, students must register for and pass three courses at Northwest University (PSYC 7942: Advanced Practicum I, PSYC 7952: Advanced Practicum II, and PSYC 7962: Advanced Practicum III).

**Prerequisites.** The following requirements must be completed prior to collecting advanced practicum hours.

- A minimum of 450 hours of approved doctoral practicum.
- A minimum of 2 semesters doctoral practicum credit (PSYC 7912, 7922). Please note that the course PSYC 7932, Doctoral Practicum III, is still required; however, students may begin collecting advanced practicum hours prior to PSYC 7932 completion.

**Process.** A student may proceed in securing an advanced practicum position in spring semester of the third year, assuming they are on track to complete the above requirements by the end of the summer semester in the third year of the program. This process requires completion of the following:

- Working in coordination with the DCT to find an appropriate advanced practicum site that has been approved by the DCT, meets the Psy.D. Program requirements and meets the WA state licensure requirements.
- Submitting the Northwest University Clinical Training Site Proposal Form to the Director of Clinical Training.
- Receiving a Northwest University Clinical Training Site Contract from the Director of Clinical Training.
• Submitting a signed copy of a Northwest University Clinical Training Site Contract to the Director of Clinical Training with a copy of your insurance, the site’s training brochure, and copies of your supervisor(s) CVs.

• Registering for advanced practicum credit (PSYC 7942, 7952, 7962), each semester of the fourth year. Registration must be completed through Self-Service. Students are responsible for registering and paying tuition every semester while on advanced practicum. A student’s advanced practicum clinical site supervisor will be notified of a student’s status if registration is not completed on time each semester.

**Guidelines.**

• A minimum of 500 hours of a supervised experience must be accrued during the advanced practicum, 100 of which must be in supervision. (These hours cannot be applied towards Washington State licensure requirements for internship).

• The student must complete a minimum of 50% of advanced practicum hours as direct client contact hours, which includes providing assessment or intervention services.

• The supervised hours must meet the WAC 246-924-049 requirements.

• The student must have an appropriate advanced practicum supervisor. Northwest University requires students to have one or more licensed psychologists with at least 2 years’ of experience post licensure as the primary supervisor(s) of the advanced practicum.

• The advanced practicum experience is to be organized, cumulative, sequential, and graded in complexity. The advanced practicum training is to be compatible with the student’s expertise and program curriculum.

• The student must be evaluated by the site supervisor each semester. Each practicum evaluation by the site supervisor must be based in part on direct observation (either live or electronically).

• The student must attend the advanced practicum/preinternship classes and complete all of the assigned coursework.

• If the student is employed at the advanced practicum site or has had previous practicum/internship experience at the site, a distinction must be made as to how the current clinical training experience builds on and is distinct from the previous or current work/clinical experience at that site.

**Doctoral Preinternship**

A preinternship is the second of two options for clinical experience in the fourth year of the program after the student has completed the doctoral practicum and before the student begins the internship. The other option for clinical experience during the fourth year is an advanced practicum (see Doctoral Advanced Practicum for more information). The preinternship experience prepares the student for the fifth year Internship.

In addition to clinical work, students must register for and pass three courses at Northwest University (PSYC 8912: Preinternship in Psychology I, PSYC 8922: Preinternship in Psychology II, PSYC 9832: Preinternship in Psychology III).

**Prerequisites.** The following requirements must be completed prior to collecting preinternship hours.

• A minimum of 450 hours of approved doctoral practicum.
A minimum of 2 semesters doctoral practicum credit (PSYC 7912, 7922). Please note that the course PSYC 7932: Doctoral Practicum III is required; however, students may begin collecting preinternship hours prior to PSYC 7932 completion.

**Process.** A student may proceed in securing a preinternship position in spring semester of their third year, assuming they are on track to complete the above requirements by the end of the summer semester in their third year of the program. This process requires completion of the following:

- Working in coordination with the DCT to find an appropriate preinternship site that has been approved by the DCT, meets the Psy.D. Program requirements and meets the WA state licensure requirements.
- Submitting the Northwest University Clinical Training Site Proposal Form to the Director of Clinical Training.
- Receiving a Northwest University Clinical Training Site Contract from the Director of Clinical Training.
- Submitting a signed copy of a Northwest University Clinical Training Site Contract to the Director of Clinical Training.
- Registering for preinternship credit (PSYC 8912, 8922, 8932), each semester of the preinternship year and completing all course requirements. Registration may be completed through Self-Service. Students are responsible for registering and paying tuition every semester while on preinternship. A student’s preinternship clinical site supervisor will be notified of a student’s status if registration is not completed on time each semester.

**Guidelines.**

- At least 850 and up to 1500 hours of a supervised experience may be accrued during the preinternship; however only 850 hours are required for graduation.
- The student must have appropriate preinternship supervision as specified in the WAC.
- Of the preinternship hours collected, the student must complete a minimum of 60% as direct client contact hours, 20% support hours, and 10% other supervision hours. These include providing assessment or intervention services.
- For every 20 clinical hours, student must have 2 hour of individual supervision.
- The preinternship hours may be applied toward the 3000 hours of post practicum supervised hours required for Washington state licensure as a psychologist.
- The supervised hours must meet the WAC 246-924-053 requirements.
- The preinternship experience is to be organized, cumulative, sequential, and graded in complexity. The preinternship training is to be compatible with the student’s expertise and program curriculum.
- If a student is placed on probation with the Psy.D. Program after securing a preinternship site they must notify the Director of Clinical Training and the site supervisor to determine further action.
- The student must be evaluated by the site supervisor each semester. Each practicum evaluation by the site supervisor must be based in part on direct observation (either live or electronically).
- The student must attend the advanced practicum/preinternship classes and complete all of the assigned coursework.
If the student is employed at the preinternship site or has had previous practicum/internship experience at the site, a distinction must be made as to how the current clinical training experience builds on and is distinct from the previous or current work/clinical experience at that site.

**Doctoral Internship**

An APA accredited internship experience is required during the fifth year of the program.

**Prerequisites.** The following requirements must be completed prior to collecting internship hours toward graduation requirements:

- 113 semester hours of coursework.
- A minimum of 450 hours of doctoral practicum plus completion of practicum credit (PSYC 7912, 7922, 7932).
- A minimum of 500 hours of advanced practicum (PSYC 7942, 7952, 7962) or preinternship (PSYC 8912, 8922, 8932) plus completion of the advanced practicum or preinternship credit.
- Passing the Qualifying Examination at the end of the third year of the program.
- Passing the dissertation proposal defense by November 1st of the fourth year of the program (prior to participating in the APPIC Match).

**Process.** A student may proceed in securing an internship position in fall semester of their fourth year, assuming they are on track to complete the above requirements by the end of the summer semester in their fourth year of the program. Students are required to participate in the APPIC match process when apply for an internship. Securing an internship site requires completion of the following:

- Participation in the APPIC match.
- Submitting the Northwest University Clinical Training Site Proposal Form to the Director of Clinical Training.
- Receiving a Northwest University Clinical Training Site Contract from the Director of Clinical Training.
- Submitting a signed copy of the Northwest University Clinical Training Site Contract to the Director of Clinical Training.
- Registering for internship credit (PSYC 8972, 8982, 8992), each semester of the internship year.

**Guidelines.**

- At least 1500 hours of a supervised experience must be accrued *during the internship* in order to graduate.
- Hours cannot be counted toward graduation until the doctoral dissertation proposal defense has been passed.
- The supervised hours must meet the WAC 246-924-056 requirements.
- The internship experience is to be organized, cumulative, sequential, and graded in complexity. The internship training is to be compatible with the student’s expertise and program curriculum.
- The student is evaluated by the site supervisors.
• The student must attend the Internship classes and complete all of the assigned coursework.
• The State of Washington requires 3000 hours of post-practicum supervised experience for licensure. This means students need to accrue 3000 hours over the course of preinternship and internship for licensure (not for graduation). If students have not accrued 3000 hours of post-practicum supervised experience by the end of internship, then after they have graduated they must complete the remaining hours through Post-Doctoral Supervised Experience per WAC 246-924-059.

Internship Continuation
After the fifth year of the program, students must register for Internship Continuation (PSYC 8011) until they have finished accruing the 1500 internship hours required for graduation. Students can register for continuation each semester until the end of their sixth year and they must have finished accruing hours at that point or they become invalid.

Professional Liability Insurance for Graduate Students

Required Insurance
Northwest University students are required to purchase professional liability or malpractice insurance before beginning any clinical training. Professional liability insurance is the same as malpractice insurance. The terms are used interchangeably. A recommended company for purchasing your insurance is Trust Insurance (see Appendix A for link). Before you apply, please have the following materials available for quick reference:
• A copy of your prior professional liability insurance policy (if applicable);
• Details of any previous claims history (if applicable);
• Names and addresses of any third parties (additional insured or entities); that require certificates/memorandums of insurance; and
• A credit/debit card for premium payment (Visa or MasterCard).

Important Notes on Completing the Application
• Effective Dates - Desired effective dates (meaning the dates that your insurance covers you) must be no earlier than the day following the application date and no later than 90 days following the application date.
• Selection of Payment Method - Following receipt of a premium indication, you will be prompted to select a payment method. Once you have chosen a payment method, you will not be allowed to return to previous screens.
• Completion of an application and payment of premium does not bind coverage.
• Indicate that the type of coverage you are requesting is “Student”.
• Liability insurance designed specifically for graduate students to cover practicum and internship activities.
• Premium Indication:
  o The following indication of premium is an estimate based on the basic information you have provided.
  o Type of Coverage: Psychology Student
  o Limit of Liability $1,000,000 / $3,000,000
Note. When turning in a copy of insurance to DCT for all clinical experiences, the page to print is titled “Certificate of Liability Insurance” or “Proof of Insurance”.

Evaluation

Formal evaluation of the clinical training experience is required three times per year, typically at the end of each semester. If forms are not completed and submitted by the end of the semester, students will fail the course.

Supervisor Evaluation of Student: PTCA Form

Supervisors of Northwest University students are required to provide feedback to students on development of clinical skills by completing the PTCA Form. At the end of each semester of clinical training (December, April, and July), the DCT will email the PTCA Form out to supervisors for completion. The student and supervisor are to discuss student progress, and then both sign the form. The student then brings a copy with original signatures to the DCT to sign. The copy of the PTCA is kept in the student’s clinical file.

Individual Remedial Plan

During clinical training, students are expected to progress in skill development by participating in organized, sequential, and coordinated practicum and internship experiences that are graded in complexity. The DCT will monitor progress as is indicated on the PTCA according to the guidelines below. If a student is not meeting the minimal expectations outlined below, a Remediation Plan will be developed with a collaborative process involving the DCT, clinical site supervisor(s), and the student. The Remediation Plan will be implemented promptly. The student’s failure to comply with the plan and/or to improve in clinical skills may result in the student being dismissed from the program.

Practicum. Students must receive a rating of “E” (Entry level/Continued intensive supervision is needed) or above on all items on the PTCA. At the practicum level, a rating of “R” (Needs remedial work) on one or more competency areas is considered below program standard.

Advanced practicum/preinternship. Students must receive a rating of “I” (Intermediate/Should remain a focus of supervision) or above for a minimum of 80% of the items on the PTCA. At the advanced practicum or preinternship level, a rating of “R” on one or more competency areas is considered below program standard.

Internship. Students must receive a rating of “HI” (High Intermediate/Occasional supervision needed) or above for a minimum of 80% of the items on the PTCA. In addition, interns must receive a minimum rating of HI on the items on the PTCA linked to the Psy.D. Program. At the internship level, a rating of “R” or “E” on one or more competency areas is considered below program standard.

Student Evaluation of Supervisor: Supervisor Feedback Form

At the end of each semester, students will complete the Supervisor Feedback Form to review their supervisor’s performance. Student evaluation of their supervisor(s) is an integral
part of the clinical training program. The DCT wants to know how all students perceive the
good quality of the supervisory relationship at their respective clinical training sites. At the end of each
semester, the student is required to give feedback regarding the relationship with their
supervisor. Students are not required to discuss these evaluations with their supervisors.
However, if there are serious concerns regarding the supervisory relationship, the student should
contact the DCT immediately.
| Washington State Licensing Requirements for Clinical Experience Table  |
| (abbreviated – See WAC for detailed listing of requirements) |
| **Practicum**<br>WAC 246-924-049 | **Preinternship**<br>WAC 246-924-053 | **Internship**<br>WAC 246-924-056 | **Post-Doc**<br>WAC 246-924-059 |
| **Total Hours** | Minimum of 300 hours direct experience | No minimum. Up to 1500 maximum. 60% of hours must be direct client contact | Minimum of 1500 hours. 25% (400 hours) minimum must be direct client contact | 1500 maximum. (need total of 3000 hours including preinternship, internship, and post-doc for licensure) |
| **Time Span** | Minimum 2 semesters | Unspecified. | Maximum of 24 months | Unspecified. |
| **Supervision Hours Required** | 100 of the 300 hours must be supervision | 2 hours face-to-face individual supervision per 20 hours of preinternship | 2 hours face-to-face individual supervision per 40 hours of internship | 1 hour individual supervision per 20 hours of psychological work |
| **Other Learning Activities** | 2 hours per 20 hours – case conferences, co-therapy, seminars, group supervision | 2 hours per 20 hours – case conferences, co-therapy, seminars, group supervision | 2 hours per 40 hours – case conferences, co-therapy, seminars, group supervision | 1.50% of supervision must be by licensed psychologist with 2 years post-licensure experience |
| **Supervisor Qualifications** | Licensed professional (LMHC, LMFT, MSW, Licensed psychologist, psychiatrist) | 1. 75% of supervision must be by licensed psychologist with 2 years post-licensure experience 2. 25% of supervision can be by psychiatrist (3 years beyond residency), LMHC (5 years post license), LMFT (5 years post license), LASW or LCSW (5 years post license), or exempt doctoral level psychologist if provided in exempt setting | 1. 75% of supervision must be by licensed psychologist with 2 years post-licensure experience 2. 25% of supervision can be by psychiatrist (3 years beyond residency), LMHC (5 years post license), LMFT (5 years post license), LASW or LCSW (5 years post license), or exempt doctoral level psychologist if provided in exempt setting | 1. 50% of supervision must be by licensed psychologist with 2 years post-licensure experience 2. 50% of supervision can be by psychiatrist (3 years beyond residency), LMHC (5 years post license), LMFT (5 years post license), LASW or LCSW (5 years post license), or exempt doctoral level psychologist if provided in exempt setting |
| **Assigned Casework** | Supervisor must be responsible | Supervisor must be responsible | Supervisor ethically and legally responsible for work covered by supervision agreement. | |
| **Site Requirements for Supervisor** | Supervisor does not need to be on site. | 2 or more psychologists available as supervisors, at least one licensed psychologist | Supervisor and supervisee must have written agreement for supervision. Supervisor does not need to be on site. | |
| **Site Requirements** | Accredited by APA OR member of APPIC OR written statement or brochure describing goals and content of internship with licensed psychologist responsible for integrity and quality of internship program | | |
| **Student Title** | Practicum students must use titles indicating their training status. | Pre-interns must use titles indicating their training status. | Interns must use titles indicating their training status. | Student title must indicate training status (e.g., “Psychological Intern”, “Psychological Resident”) |
| **Content of Supervision Requirements** | See WAC | See WAC | See WAC | See WAC |
Documentation of Hours during Clinical Training

Documentation of hours spent at clinical training sites is necessary for application for internship, graduation, and licensure. The number of hours required and the way the hours are recorded varies depending upon whether the hours are for application for internship, graduation, or licensure. Psy.D. students at NU are required to keep two sets of records for their clinical hours documentation. The Clinical Training Hours Recording Forms in this handbook are required to document hours for course requirements. You will need to keep a copy for yourself and turn in one paper copy to the DCT. You will not pass your clinical courses without submitting one form per course at the end of each semester in years three through five. If you continue on to do Internship Continuation, then these hours forms will be required during each semester you are registered for that course as well.

Graduation

Northwest University’s graduation requirements are a minimum of 450 hours of practicum, 850 hours of either preinternship or advanced practicum, and 1500 hours of internship.

Licensure

Students are expected to follow the guidelines in the WAC’s regarding Washington State’s requirements for licensure. The State of Washington’s licensure requirements are 300 hours of practicum, up to 1500 hours of preinternship, and a minimum of 1500 hours of internship for a grand total of 3300 hours. A post-doc may be required to complete the necessary hours if not completed within the program. There are clearly specified ratios of hours to supervision depending upon level. If you plan to be licensed in another state or want this option, be sure to find out the licensure requirements in the other states before beginning clinical training.

Application for Internship

All students are required to participate in the APPIC Match during the Fall semester of the fourth year of the doctoral program and to complete the APPI.
Dissertation
Dissertation Overview

The dissertation study in the Psy.D. Program provides each student with the opportunity to demonstrate their knowledge and skill in research methodology, as well as to focus on a specific element of psychology that interests the students. As a requirement of the Psy.D. Program, each student must complete a doctoral dissertation. The doctoral dissertation is intended to provide the student with the opportunity to produce a significant piece of scholarly work that represents the culmination of both the student’s acquisition of knowledge in the field of psychology, as well as their professional development and area of specialization. As outlined in the program requirements, the dissertation will consist of an original piece of scholarly work and can be done utilizing either a quantitative or qualitative research methodology.

The dissertation is divided into five primary phases. Students must complete each phase before being allowed to advance to the next stage of the dissertation process. In the first phase, students will request to be assigned a dissertation chair and work with their chair to generate a dissertation topic. They will then select the members of their dissertation committee, which typically consists of two members and the dissertation chair. In the second phase, students prepare and submit a dissertation proposal. Once the proposal has been approved, students will submit an application to the Institutional Review Board (IRB). In the third phase, once students have received IRB approval, they complete the necessary research, analysis, and writing for the dissertation.

After the dissertation is completed, during the fourth phase, students will defend their work to the selected dissertation committee. In the fifth and final phase, it is expected that students will disseminate their dissertation at a location approved by their dissertation chair. Dissemination may include publication, presentation of a paper at a professional conference, a formal report of results to a clinic or entity evaluated, or an approved planned speaking engagement.

Successful completion of each stage requires that all necessary forms are signed by the appropriate individuals and submitted, fully signed, to the Psy.D. Program Coordinator. These forms are an important part of your academic record and allow the program to track your graduation readiness. Students who have not acquired all required signatures and applicable forms will not be allowed to proceed to the next phase. It is the student’s responsibility to obtain signatures and submit completed forms.

Dissertation Timeline

The dissertation process is time-sensitive as well as primarily self-motivated. It is thus very important that students stay on schedule. Although adjustments may need to be made dependent upon the student’s individual dissertation needs and varying research methodologies, it is essential that the student adhere to the timeline below as much as possible. Failure to do so may impact a student’s respective degree completion plan and/or impact their internship placement.
### Dissertation Timeline Table

<table>
<thead>
<tr>
<th>Year One</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td></td>
<td>• Get paired with a chair</td>
<td>• Start researching your topic of interest</td>
<td>• Continue researching your topic of interest and adding to your annotated bibliography</td>
</tr>
<tr>
<td></td>
<td>• Reflect on special interests and topics</td>
<td>• Start finding articles in your area of interest and create an annotated bibliography</td>
<td></td>
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<table>
<thead>
<tr>
<th>Year Two</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Continue researching your topic of interest and adding to your annotated bibliography</td>
<td>• Continue researching your topic of interest and adding to your annotated bibliography</td>
<td>• Fine tune your hypothesis and methods</td>
</tr>
<tr>
<td></td>
<td>• Start fine tuning your research question</td>
<td>• Develop a hypothesis and start researching your methodology (how will you test it?)</td>
<td>• Create an outline of your chapter one and two</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Start plugging your annotated bibliographies into this outline</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Start focusing research on more specific articles that fit the outline and research question</td>
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<tr>
<th>Year Three</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Assemble a committee</td>
<td>• Write your draft of chapters one and two</td>
<td>• Once you pass your Qualifying Exams, you may propose your dissertation</td>
</tr>
<tr>
<td></td>
<td>• Identify gaps in literature review</td>
<td>• Edit well using your APA Manual</td>
<td>• Prepare/submit application for IRB approval</td>
</tr>
<tr>
<td></td>
<td>• Finish compiling research articles</td>
<td>• Send the completed draft to your chair Wait on approval or request for revisions</td>
<td></td>
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<table>
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<tr>
<th>Year Four</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Complete IRB app and wait for approval</td>
<td>• Write up results, discussion, conclusion (Chapters three and four)</td>
<td>• Send final draft to chair for approval or request for revisions.</td>
</tr>
<tr>
<td></td>
<td>• Proceed with data collection</td>
<td>• See dissertation example. Follow the format for cover pages, appendices, etc.</td>
<td>• Once approved, send final manuscript to committee</td>
</tr>
<tr>
<td></td>
<td>• Data Analysis</td>
<td>• Complete full manuscript with edits and in APA format</td>
<td>• Schedule final oral defense**</td>
</tr>
<tr>
<td></td>
<td>• PSYC 8943</td>
<td>• PSYC 8953</td>
<td>• Preprinting and Publication***</td>
</tr>
<tr>
<td></td>
<td>• Schedule oral proposal*</td>
<td></td>
<td>• PSYC 8963</td>
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</tbody>
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<tr>
<th>Year Five</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Dissemination</td>
<td>• Dissemination (if needed)</td>
<td>• Dissemination (if needed)</td>
</tr>
<tr>
<td></td>
<td>• PSYC 8021 (if needed)</td>
<td>• PSYC 8021 (if needed)</td>
<td>• PSYC 8021 (if needed)</td>
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**Note.** *Proposal by November 1 is required in order to participate in the APPIC Match and is a general program requirement. **In order to be eligible to walk in the May Commencement ceremony, the student must have successfully defended their final dissertation by the first week of April. ***The pre-printing and publication process involves further review of your dissertation document for APA publication standards by the appointed Editor and Psy.D. Program Coordinator. This process can take up to two months.*
Dissertation Continuation

If a student needs additional time to complete their dissertation after finishing the fourth year of the program, the student must register for a continuation course, PSYC 8021 Doctoral Dissertation Continuation, each semester until the dissertation has been completed (including final defense, revisions, dissemination, review for APA style standards, and publication). The student must successfully defend their dissertation proposal by the end of the 6th year of the program unless otherwise negotiated with their dissertation chair. The student must complete their dissertation within the seven-year time frame that is allotted to complete the entire Psy.D. Program. In order to assure that APA publication revisions are completed by the end of a given semester, the Editor must be given the manuscript, approved by the dissertation chair and committee, no later than two months before the end of the semester. If the editing process carries into another semester, the student must be registered for continuation. The student is expected to plan their time accordingly.

Grading Policy and Progress Reports

Before the conclusion of each semester, each student who is enrolled in a dissertation continuation course (PSYC 8021) is required to submit a Progress Report to their dissertation chair detailing any work that they did on dissertations during that semester. Failure to turn in the Progress Report will result in a failure for that semester’s course. Additionally, if a student did not make any progress on their dissertation, they will receive a failing grade for that semester. In either of these two cases, the student will be required to retake the course (fees apply).

A student’s grade in PSYC 8963 Dissertation III will be held at an incomplete until the student has completed all dissertation requirements including: passing the final defense, making all revisions noted by the student’s committee and the appointed Editor, publishing and binding, and disseminating the dissertation. Once the student has completed the entire dissertation process, their grade will be changed. Even though a student’s grade in Dissertation III is an incomplete, the student must register for PSYC 8021 Dissertation Continuation if additional time is needed to complete any part of their dissertation.

Graduation and Commencement Participation

Students must successfully defend their dissertation no later than the first week of April in order to participate in the May commencement ceremony. Further, students will not be able to graduate (have their degree awarded) until all program requirements are completed. This includes passing the final dissertation defense, completing edits and revisions with their dissertation committee, completing edits and revisions for APA publication style standards with the appointed Editor, and conducting the dissemination.

Dissertation Faculty, Topic, and Committee

Dissertation Coordinator

The dissertation coordinator is responsible for overseeing the general dissertation process. The dissertation coordinator should not be confused with the student’s dissertation chair, who will be working individually with the student. The dissertation coordinator’s role includes placing students with the best suited chair. It is also the dissertation coordinator’s responsibility to conduct the initial dissertation orientation at the beginning of students’ third year of the program.
**Dissertation Chair**

During the first semester of the program, students are given a list of their potential chair options and the research interests of various faculty. Students then rank their top 3 choices, and are paired with those rankings in consideration. The Dissertation Coordinator makes no promises that students will be paired with their top choice. The student may request a dissertation chair depending on the methodologies and/or topic area in which they are interested. Dissertation chairs must hold an earned doctoral degree and are generally faculty members within CSBS. Department faculty members are listed in this handbook.

Once the student has a dissertation chair, they must submit a fully signed and completed Form A to the Psy.D. Program Coordinator. If the student’s interest changes after a chair has been assigned, the student should first contact the assigned chair to discuss their options prior to approaching another faculty member. The student will not be permitted to change their dissertation chair once they have successfully defended the dissertation proposal.

The dissertation chair’s role and responsibility is to guide the student in planning the proposal, and supervise the completion of the student’s dissertation. It is the job of the student to formulate the topic and methods, while the chair’s role is simply to provide feedback. The chair will take part in reviewing and evaluating the proposal and the completed project; they will also take part in the defense. In providing guidance and supervision, it is not the chair’s role to edit or proofread the student’s dissertation or drafts of their dissertation. The chair is available to assist the student with navigating the research process; however, the chair will primarily only review the student’s dissertation when the student believes they are ready for either the proposal defense or the final defense.

**Dissertation Topic**

Once the student has a dissertation chair, they will work in conjunction with their chair to generate a dissertation topic or to finalize any topic ideas they already have. Dissertation topics should be selected based upon (a) the student’s specific area of interest in the field of professional psychology, and (b) faculty expertise and guidance. The student must complete dissertation topic Form B in full, complete with signatures, and then submit it to the Psy.D. Program Coordinator. Dissertation committees should not be selected before the dissertation topic has been approved by the student’s dissertation chair and Form B has been submitted.

**Dissertation Committee**

The student will need to select an appropriate dissertation committee. Committees should consist of a dissertation chair and two additional dissertation committee members. The chair and one other committee member must be faculty or adjunct faculty of the CSBS. The third committee member may be a faculty member from another college or school at Northwest University or from the community. The chair and committee members must hold an earned doctorate degree and have appropriate credentials. Dissertation committee members must be approved by the student’s chair. However, the student is responsible for contacting potential committee members. The student should not proceed with any dissertation work until both the dissertation chair and committee members have been approved by the Program Director. Once the student has determined their dissertation committee members, they must submit Form C, complete with signatures, to the Psy.D. Program Coordinator. The student will not be permitted
to change their dissertation committee once they have successfully defended the dissertation proposal.

The role of the committee is to supervise the student’s progression on their dissertation and provide oversight for the student throughout the dissertation process. The committee will (a) review the dissertation proposal and evaluate the proposal defense, and (b) read the final dissertation document and evaluate the defense of the dissertation. The student should give careful attention to the selection of their dissertation committee members. Both committee chair and committee members should be requested with consideration for both the dissertation topic as well as the respective research methodology that is proposed.

**Dissertation Process Overview**

**Overview of the Proposal Process**

The intent of the dissertation proposal is to provide a comprehensive outline of the student’s dissertation topic, hypotheses/questions, and method. It provides the dissertation committee with the appropriate information and time to suggest revisions for either the topic or the method of inquiry before the study is conducted and the dissertation is completed. The student is not allowed to move forward with the IRB application or to conduct the dissertation research until the dissertation proposal has been successfully defended and Form D has been submitted, complete in full and with all signatures, to the Psy.D. Program Coordinator.

Proposals must include full versions of chapters one and two, and are expected to be 25-30 pages in length each. The student must submit their proposal to their dissertation chair. Once the chair approves the proposal, the chair will pass the proposal to the rest of the dissertation committee for review. Following initial approval by the committee, the proposal defense will be scheduled. In preparation for the proposal defense, it is the student’s responsibility to confirm a date and time that work for the committee with them, and to schedule a room. To reserve a room, contact the Psy.D. Program Coordinator at least 48 hours in advance. If one or more committee members will not be physically present for the defense, the student is required to determine a suitable format (i.e., ZOOM, Skype, etc.) to communicate with said committee member, and work with the Psy.D. Program Coordinator to prepare the assigned room for that use.

The student should come prepared with a copy of Form D and the Oral Proposal Defense form (see Appendix F) for the committee to record the results of their review of the dissertation proposal. During the oral defense of the dissertation proposal, the student will present the study proposal to their dissertation committee. The student is required to successfully defend their dissertation proposal by November 1st of their fourth year in the program. Following the proposal, the committee may request that the student make changes before proceeding with a submission of the IRB application. Required changes to the dissertation proposal following the proposal defense must be made by the student and approved by the committee before the IRB application may be submitted.

**Formatting and Writing the Proposal.** Adhere to APA guidelines for all of your dissertation formatting and writing *except* for the following:

- Include a CSBS dissertation-specific formatted title page (see example in Appendix E).
The dissertation proposal is split into two chapters: Chapters 1 and 2. These map out the introduction and methods section of an APA journal article, respectively.

The left margin on the document is set to 1.5 inch, whereas the top, right, and bottom margins are set to 1 inch. This is to aid space for the binding process.

For the proposal, Chapters 1 and 2 are written in the future tense. In some circumstances, references to theories and current ideas in the field may be in the present perfect tense. Per APA standards, the use of an active, first person voice is preferred; however, this should not be mistaken for permission to write in a colloquial manner.

A table of contents must be included in the dissertation and placed after the abstract but before acknowledgements and Chapter 1. Each section in the dissertation with a heading should appear in the table of contents (see example in Appendix E).

Proofreading Before submitting the dissertation proposal to the student’s chair, the student must have proof read the document thoroughly. The use of editors, peer reviews, and faculty reviewers is not prohibited. These individuals must not do any substantive work on the final product (i.e., they are not to create the project, collect the data, or write the paper). The student is, however, solely responsible for ensuring that their dissertation meets CSBS’s standards. The student is also responsible to pay for any help they receive and to monitor the quality of the assistance. The final product is ultimately the student’s responsibility. While proofreading, the student should check that the dissertation:

- Is in the correct APA format and other formats required by Northwest University;
- Has correct punctuation and grammar; and
- Has all the correct references included and does not include extra references lacking citation within the paper.

Proposal Defense At a student's dissertation proposal defense, only the student’s dissertation chair and committee members may be present. The dissertation chair may choose to invite other CSBS faculty and staff. If the student would like family or friends to be present, the family or friends may sit outside the proposal room.

Institutional Review Board After a successful proposal defense, the student is responsible for submitting the application to the Institutional Review Board (IRB). The dissertation chair’s signature approval of the completed application is required. The application and more information about the committee can be found on Eagle. It is important that this is done in a timely manner as IRB research proposal applications are due by the last business day of each month, and will be reviewed no later than the final week of the following month (except July and December). Due to this committee calendar and the possible need for application revisions, students should give themselves ample time for this process.

Students may not begin data collection prior to approval by the IRB. Once approved, a copy of the IRB approval must be submitted to the Psy.D. Program Coordinator before beginning research. If approval is given via email, forward the email to the Psy.D. Program Coordinator. The following are recommendations to help ensure approval from the IRB:
• The research should not pose any psychological or physical risk to the participants including but not limited to: stress, excessive physical activity, threats, and/or substance use (i.e., drug/alcohol use).
• Appropriate consideration should be given for issues of confidentiality and/or anonymity (see Confidentiality and Anonymity).
• If a participant’s responses become known, the participant should not be at risk for criminal or civil liability, damage to employment, financial loss, or undue social embarrassment.
• The subjects should be informed of any risks involved in the study and must be allowed to quit the study at any time without social pressure or loss of compensation of any type.
• Participants must be appropriately debriefed and provided with aftercare resources as necessary.

In addition to obtaining university IRB approval, the student may need to receive off-site IRB approval at the organization where they are conducting research (e.g., hospitals, other universities, etc.). In this situation, the student should plan for the additional time needed to obtain a second IRB approval. A student will need to work with their chair and the Dissertation Coordinator to successfully coordinate IRB procedures and authorizations with both Northwest University and the outside entity.

Data Collection and Analysis

After the student’s proposal has been approved by the committee and the Institutional Review Board Application has been approved, the student may progress to the data collection phase of the dissertation. Once the student has completed the data collection, they may begin analyzing the data. The use of research assistants and/or statisticians is permitted; however, the dissertation is ultimately the student’s responsibility and must be the student’s own work and writing. The student is responsible to compensate any assistance they receive and is also responsible for the quality of work done by the assistant and/or statistician.

Writing the Dissertation Document

The formatting and writing standards for the dissertation document are the same as the dissertation proposal with one exception. The dissertation document must be in past tense; future tense should not be used anywhere in the document except in reference to possible areas of future research. Present tense may still be used to discuss theories and current ideas in the field. While the dissertation proposal includes only chapters one and two, the final dissertation document contains all four chapters. In chapter three, the student will provide a summary of the findings. In chapter four, the student will interpret the findings, integrate the findings into the larger literature, and will discuss weaknesses or limitations of the study and possible areas for future research. Chapter four will also focus on conclusions and implications of the research.

Some additional pointers are as follows:

• The document text should be double-spaced. Follow APA Guidelines for spacing on Tables, Figures, Appendices, etc. Note that if a copyrighted testing instrument is used, the student will need to include either a receipt of purchase for that instrument or a copy of an email/evidence showing permission to use the instrument in an appendix. A copy of the actual instrument, then, is not required.
• The APA Publication Manual must be followed exactly (except where this Psy.D. Handbook requirements vary), especially in areas of dissertation style, font face and size, levels of headings, references, and formatting tables, graphs, and figures.

• In the review of literature, students should not overuse direct quotes. Typically, the student will be paraphrasing for the reader what was found in the literature. When using a direct quote be sure to accurately quote and cite the author, including page numbers. Quotes should be used for emphasis only, not to communicate information.

• Your dissertation must be broken down into four distinct chapters. The chapter numbers should serve as level one headings.
  o Chapter 1 includes a review of the literature discussed in other chapters. For example, the student might include a review of literature discussing the background of the study.
  o In Chapter 2, there should be a description of the research design and methodology.
  o In Chapter 3, the student will provide a summary of their findings. Data is not interpreted in Chapter Three.
  o In Chapter 4, the student will interpret their findings, integrate the findings into the larger literature, and discuss weaknesses and limitations of the study and possible areas for future research. Chapter Four will also focus on conclusions and implications of the research.

Dissertation writing is not something that should appear to be casual in formatting, content, and discussion. It should be presented as scholarly work and build on previous research. The student must be a professional and an expert. Therefore, the use of colloquialism, anthropomorphism, and other informal writing is not acceptable for a Doctoral Dissertation. Plagiarism is completely unacceptable; as it is a serious violation of University standards. Plagiarism within the dissertation will result in disciplinary action and may be grounds for dismissal from the program.

**Dissertation Defense**

**Submitting the final draft.** The student must submit the dissertation manuscript to their dissertation chair via Turnitin on the Discovery course platform (see Appendix A).

**Draft review.** Once the chair approves the final draft, the chair will pass it to the rest of the dissertation committee for review. Following initial approval of the final draft by the committee, the dissertation defense will be scheduled. The student is expected to defend the completed dissertation to the dissertation committee.

**Scheduling the defense.** In preparation for the defense, it is the student’s responsibility to confirm a date and time that works for the committee with them, and to schedule a room. To reserve a room, contact the Psy.D. Program Coordinator at least 48 hours in advance. If one or more committee members will not be physically present for the defense, the student is required to determine a suitable format (i.e., ZOOM, Skype, etc.) to communicate with said committee member, and work with the Psy.D. Program Coordinator to prepare the assigned room for that use. The student should come prepared with a copy of Form F and the Oral Defense form (see
Appendix F) for the committee to record the results of their review of the dissertation defense. The student should plan to defend the dissertation no later than in the summer of the fourth year.

**Dissertation Defense Presentation.** All faculty and staff of CSBS are invited to attend the student’s dissertation defense. A student may also invite family and friends to attend. Family and friends may listen to the student’s presentation and questioning by the committee and other faculty members. However, family and friends are not permitted to ask questions or comment during the student’s presentation. Once the student has completed their presentation and the committee has no more questions, the student and any guests of the student must leave the room while the committee deliberates.

Following deliberation about the student’s dissertation, the committee will call the student back into the room for the feedback. Family and friends should remain outside the room and not participate in the committee’s feedback.

Considering the dissertation is not a culmination of the Psy.D. Program if the recommended benchmarks were followed (it is possible that both internship and dissemination may happen prior to dissertation defense, though unlikely), it is not appropriate for the Chair to address the student as Doctor at this time (assuming the student successfully defended their dissertation). Once the student has completed all requirements of the program, including internship and dissemination, it is appropriate to refer to the student as Doctor.

**Postdefense revisions.** If, following the defense, the committee requests any revisions, the student must keep hold of Form F until they have completed the requested edits and revisions. The student must resubmit this form to their chair and/or committee along with the revised dissertation. Once the committee/chair has given final approval, the student must submit Form F to the Psy.D. Program Coordinator. It is the student’s responsibility to obtain any necessary signatures for the form.

**Dissertation Dissemination**

Dissemination of the dissertation is required. Dissemination may include publication, presentation of a paper at a professional conference, a formal report of results to a clinic or entity evaluated, or an approved planned speaking engagement. All dissemination venues must be approved by the student’s dissertation chair. Credit will not be granted for dissemination that has taken place without approval of the student’s chair. To receive approval, the student must fill out Form H, acquire the necessary signatures, and submit the form to the Psy.D. Program Coordinator. The student should plan to disseminate their dissertations via one of the approved modalities during the fourth year. Dissemination can take place during the fifth year and can be completed prior to defense but only by special permission.

**Dissertation Publication and Binding**

The student is required to have their approved dissertation published online through Northwest University’s World Catalog. In addition, the student must have two copies of the dissertation bound. The student will not be considered to have completed the dissertation requirement of the Psy.D. Program until their dissertation has been published in the World Catalog, and until the Psy.D. Program Coordinator has received two printed copies of the
dissertation document (approved by committee, passed the APA style review, and ready for publication).

**Prepublication review for APA style standards.** Once the student has successfully passed their defense, including completing any necessary revisions to the committee’s satisfaction, the student will submit an electronic word document of their dissertation to the Psy.D. Program Coordinator for review for publication. Psy.D. Program Coordinator will review the dissertation for APA style standards to ensure it is ready for online publication on WorldCat and binding. If the Editor recognizes any errors or discrepancies, they will request the student to make edits.

This process can take up to two months, depending on how quickly the student can work and how well the student has adhered to APA style. Remember that it is not your chair’s responsibility to correct APA errors; it is the student’s responsibility to make sure they are following APA guidelines. To insure a quick prepublication review process, proofread your document in cross reference to the APA style guide, or request outside editing/proofreading if possible.

**Electronic publication.** Once the dissertation has been approved by the Psy.D. Program Coordinator, the student will email an electronic PDF of the dissertation to the Psy.D. Program Coordinator for publication on the World Catalog library database. If the student would like to wait to have their dissertation published on NU’s WorldCat because the student would like to submit their dissertation for publication in a journal or book, the student may petition the Psy.D. Program committee. However, the student should consult with their chair regarding publication through another source prior to petition of the Psy.D. Program committee.

**Printed publication.** Once the dissertation has received approval from the appointed Editor, the student will also submit two hard copies of their dissertation and Form G (see Appendix to the Psy.D. Program Coordinator for binding. At this time, the student will also need to submit Form G (Preprinting checklist). The two copies will be bound: one copy will remain with the CSBS and the other will be given to the student. Until these two hard copies are received by the Psy.D. Program Coordinator, the student must be registered for Dissertation Continuation.

**Dissertation Authorship**

An important part of becoming a professional is conducting research. A doctoral dissertation is an opportunity for students to produce professional quality research under the guidance of their chair. Considering that a dissertation is an opportunity for students to produce research, a student’s chair or committee members may not coauthor the student’s dissertation. However, the chair or committee member and the student may pursue additional research projects beyond the original scope of the dissertation. In this scenario the faculty member may be a coauthor of work produced. The student should be listed as the primary author on all work (journal article, presentation, etc.) directly based on a student’s dissertation in accordance with the Ethical Principles and Code of Conduct of the APA (see Standard 8.12 of the APA Ethical Code).
**Confidentiality and Anonymity in Research**

Some studies should be designed to ensure participant anonymity. True participant anonymity means that the participant’s identity will not be known to anyone including the researcher. For example, this would be the case when subjects participate in a study by completing anonymous questionnaires. At times, primarily in qualitative studies, anonymity can also be used to describe a situation in which the participant’s identity is known to the researcher but is concealed from others. For example, this would be the case in a qualitative study when the subject, or organization, is known to the researcher (as a result of being interviewed, etc.) but the subject’s or organization’s identity is not revealed in the study report (i.e., the dissertation).

When anonymity is employed in a study, the researcher should specify the exact definition/parameters of anonymity via both the consent form and the study report. Furthermore, in a study that is designed with true participant anonymity, the participant should not be identified even on the consent form (i.e., space for recording the participant’s name and signature is omitted).

Generally, studies should be designed to ensure participant confidentiality. Respect and consideration for a participant’s privacy in the research process is an essential element of conducting an ethical study. Confidentiality means that the data collected from the participant will be kept private. For example, only the researcher and research assistants would have access to questionnaires, interview transcripts, test scores, etc. Furthermore, if data is included in the study report (e.g., quotes from interviews, etc.) the participant from whom the data was obtained should not be identified. Even when neither anonymity nor confidentiality is possible (e.g., a single case study where the participant is identified by name and thus all data is identifiable as belonging to the participant) the researcher should maintain the confidentiality of the study records (i.e., transcripts, documents, photos, etc. contained in the data set but not included in the study report). When confidentiality is employed in a study, the researcher should specify the exact definition/parameters of confidentiality in both the consent form and the study report.

It is essential that issues of anonymity and confidentiality in your study are thoroughly discussed and established with your dissertation chair. Not all study designs allow for anonymity, although confidentiality generally can and should be ensured (there are some exceptions to this). A participant must be informed of the anonymity and confidentiality status of study participation in the informed consent, and the researcher must maintain the level of anonymity and confidentiality as stated in the consent form. Finally, the researcher must inform the participant of potential risks (e.g., embarrassment, etc.) should the participant’s responses or participation in a study become known to anyone beyond the researcher.
Appendix A

American Psychological Association (APA) Ethics Code

Laws of the Washington State Board of Examiners of Psychologists

Washington State laws that pertain to all mental health providers

APA Science Student Council’s (2006) paper

Resource recommend by the APA Science Student Council for determining authorship order

Eagle
http://Eagle.northwestu.edu/academic

NU Graduate programs
http://www.northwestu.edu/graduate/

Course management system
https://discovery.northwestu.edu/

Discovery and Turnitin tutorials
https://Eagle.northwestu.edu/departments/instructional-technology-center/resources-for-students/

2019-2020 Graduate Catalog
http://catalog.northwestu.edu/index.php?catoid=8

2019-2020 Graduate Catalog: Psy.D. Home
http://catalog.northwestu.edu/preview_program.php?catoid=8&poid=924&returnto=461

2019-2020 Graduate Catalog: Academic Information and Policies (full-time/part-time status)
http://catalog.northwestu.edu/content.php?catoid=8&navoid=451

Trust Insurance
https://www.trustinsurance.com/
Appendix B

Verification of Individual Counseling Experience

Dear Psychologist,

Students in the Doctorate of Psychology Program at Northwest University must participate in at least 10 hours of individual counseling prior to the completion of their first year of the program.

These requirements are based on a philosophy that values self-awareness that such experiences can bring to counselors in training.

Students must provide written verification of their individual counseling experiences to the Psy.D. Program Coordinator prior to completion of the first year. In accordance with the APA Ethical Principles, specifics of the experiences should not be disclosed. We appreciate your assistance in this process. The College of Social and Behavioral Sciences will not retain this form or copies of this form but will record completion of the requirements in the student’s file and return the form to the student.

Student name: ___________________________________________________________

Therapist name: __________________________________________________________

Degree: ____________________________ Certification/License: _________________

By signing below, you verify that the student listed above has completed at least 10 hours of psychotherapy (individual or couples) from a licensed practitioner (Licensed Psychologist).

Approval Signatures:

Student: ____________________________________________ Date: _______________

Therapist: ___________________________________________ Date: _______________
Appendix C
Practicum Hours Recording Form

**Name:**
**Academic Year:**

<table>
<thead>
<tr>
<th>Semester (circle):</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
</table>

**Practicum (WAC 246-924-049)**
The doctoral practicum must include a practicum of at least two semesters or three quarters and at least 300 hours of direct experience, 100 hours of which must be in supervision. A practicum is required. You may attach additional paper if necessary to explain extent of the supervision.

Northwest University requires a minimum of 450 hours of practicum, 100 of which must be in supervision.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Total Number of Hours</th>
<th>Name &amp; title of supervisor</th>
<th>Description of supervised work activities, and nature and extent of supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>From mm/yy To mm/yy</td>
<td>Column A: Direct Contact Intervention hours</td>
<td>Column B: Direct Contact Assessment hours</td>
<td>Column C: Supervision Hours</td>
</tr>
</tbody>
</table>

| Fall: | | | | | |
|------|----|----|---|

| Spring: | | | | | |
|------|----|----|---|

| Summer | | | | | |
|-------|----|----|---|

| Grand Total Hours | | | | | |

Supervisor Signature/Date | Student Signature/Date | DCT Signature/Date
Preinternship Hours Recording Form

<table>
<thead>
<tr>
<th>Name:</th>
<th>Academic Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Semester (circle): Fall Spring Summer

Preinternship (WAC 246-924-053)

Every 20 hours of preinternship experience must include the following: a. At least 2 hours of regularly scheduled, formal, face-to-face individual supervision that addresses the direct psychological services provided by the student; b. At least 2 hours of other learning activities such as case conferences, seminars on applied issues, conducting cotherapy with a staff person including discussion of the case, and group supervision; c) At least 60% direct client contact providing assessment and intervention services.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Total Number of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>From (mm/yy)</td>
<td>To (mm/yy)</td>
</tr>
<tr>
<td>Column A: Direct Contact Intervention hours</td>
<td>Column B: Direct Contact Assessment hours</td>
</tr>
</tbody>
</table>

Fall:

Spring:

Summer

Supervisor Signature/Date

Student Signature/Date

DCT Signature/Date

Grand Total Hours
Internship Hours Recording Form

<table>
<thead>
<tr>
<th>Name:</th>
<th>Academic Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Semester (circle): Fall Spring Summer

Internship (WAC 246-924-056) Applicants must complete an organized internship as part of the doctoral programs. The internship must include 1500 hours of supervised experience completed within 24 months. Attach additional explanation if necessary.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Total Number of Hours</th>
<th>Name and title of supervisor</th>
<th>Description of supervised work activities, and nature and extent of supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: mm/yy</td>
<td>To: mm/yy</td>
<td>Column A: Direct Contact Intervention hours</td>
<td>Column B: Direct Contact Assessment hours</td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Supervisor Signature/Date  Student Signature/Date  DCT Signature/Date
Appendix D

**Washington State Requirements**

**Education and Experience Requirements for Licensure (WAC 246-924-043)**

(1) To obtain a license, applicants must complete:
   (a) A doctoral degree program as described in WAC 246-924-046.
   (b) A practicum of at least 300 hours as described in WAC 246-924-049; and
   (c) An experience requirement consisting of no fewer than two years supervised experience totaling 3000 hours that includes:
      (i) A minimum of 1500 hours of supervised experience that must be completed as an internship experience as outlined in WAC 246-924-056.
      (ii) The remaining 1500 supervised hours may be obtained through:
         (a) A preinternship as described in WAC 246-924-053;
         (b) A postdoctoral experience as described in WAC 246-924-059; or
         (c) A combination of preinternship and postdoctoral experience.

(2) The order of supervised experience must be graduated from more intensive to less intensive supervision.

[Statutory Authority: RCW 18.83.50 [18.83.050]. 07-24-093, § 246-924-043, filed 12/5/07, effective 9/1/09.]

**Washington State’s Definition of the Practice of Psychology (RCW 18.83.010)**

(1) The "practice of psychology" means the observation, evaluation, interpretation, and modification of human behavior by the application of psychological principles, methods, and procedures for the purposes of preventing or eliminating symptomatic or maladaptive behavior and promoting mental and behavioral health. It includes, but is not limited to, providing the following services to individuals, families, groups, organizations, and the public, whether or not payment is received for services rendered:

(a) Psychological measurement, assessment, and evaluation by means of psychological, neuropsychological, and psychoeducational testing;

(b) Diagnosis and treatment of mental, emotional, and behavioral disorders, and psychological aspects of illness, injury, and disability; and

(c) Counseling and guidance, psychotherapeutic techniques, remediation, health promotion, and consultation within the context of established psychological principles and theories.

This definition does not include the teaching of principles of psychology for accredited educational institutions, or the conduct of research in problems of human or animal behavior.
Nothing in this definition shall be construed as permitting the administration or prescribing of drugs or in any way infringing upon the practice of medicine and surgery as defined in chapter 18.71 RCW.

**Washington State Practicum Requirements (WAC 246-924-049)**

Applied experience: The doctoral degree program required in WAC 246-924-046 must include a practicum of at least two semesters or three quarters and at least 300 hours of direct experience, 100 hours of which must be in supervision.

Supervision must include the following:
- Discussion of services provided by the student;
- Selection of service plan for and review of each case or work unit of the student;
- Discussion of and instruction in theoretical concepts underlying the work;
- Discussion of the management of professional practice and other administrative or business issues;
- Evaluation of the supervisory process by the student and the supervisor;
- Discussion of coordination of services among the professional involved in the particular cases or work units;
- Discussion of relevant state laws and rules;
- Discussion of ethical principles including principles applicable to the work;
- Review of standards for providers of psychological services; and
- Discussion of reading materials relevant to cases, ethical issues and the supervisory process.

[Statutory Authority: RCW 18.83.50 [18.83.050]. 07-24-093, § 246-924-049, filed 12/5/07, effective 9/1/09.]

**Washington State Preinternship Requirements (WAC 246-924-053)**

A preinternship experience occurs between the doctoral practicum required by WAC 246-924-049 and internship required by WAC 246-924-056. A preinternship can include up to 1500 hours of supervised experience, but is not required for licensure. If preinternship experience is used to satisfy the experience requirement of WAC 246-924-053 (1)(c), it must meet the following requirements:

1. Before beginning the program, the student, the doctoral program, and the preinternship program must agree on and document the goals, the student expectations, and the methods of the preinternship experience. The goals must meet the requirements of this section.

2. Every 20 hours of preinternship experience must include the following:
   - At least 2 hours of regularly scheduled, formal face-to-face, individual supervision that addresses the direct psychological services provided by the student, and
   - At least 2 hours of other learning activities such as case conferences, seminars on applied issues, conducting co-therapy with a staff person including discussion of the case, and group supervision.

3. At least sixty percent of the preinternship experience must be direct client contact providing assessment and intervention services.
(4) The preinternship experience must be supervised by the person(s) responsible for the assigned casework.
   (a) At least seventy-five percent of the supervision must be by a licensed psychologist with two years post-license experience.
   (b) Up to twenty-five percent of the supervision may be completed by the following:
      (1) A psychiatrist(s) with three years’ experience beyond residency;
      (2) A licensed mental health counselor(s) with five years’ post-license experience;
      (3) A licensed marriage and family therapist(s) with a least five years post-license experience
      (4) A licensed advanced social workers(s) or licensed independent clinical social worker(s) with five years’ post-license experience; or
      (5) A doctoral level psychologist(s) with three years post-doctoral experience who is exempt from licensure under RCW 18.83.200 (1), (2), (3), or (4), if the supervision occurs in the exempt setting.
   (c) Supervision of the preinternship experience must include the following;
      (1) Discussion of services provided by the student;
      (2) Selection of service plan for ad review of each case or work unit of the student
      (3) Discussion of an instruction in theoretical concepts underlying the work;
      (4) Discussion of the management of professional practice and other administrative of business issues;
      (5) Evaluation of the supervisory process by the student and the supervisor;
      (6) Discussion of coordination of services among the professionals involved in the particular cases or work units;
      (7) Discussion of relevant state laws and rules;
      (8) Discussion of ethical principles applicable to the work;
      (9) Review of standards for providers of psychological services, and
      (10) Discussion of reading materials relevant to cases, ethical issues, and the supervisory process.

None of these requirements specify where you must be in your academic experience, so long as the experience meets the qualifications as listed above, then the students may count those hours towards licensure.

[Statutory Authority: RCW 18.83.50 [18.83.050]. 07-24-093, § 246-924-053, filed 12/5/07, effective 9/1/09.]

**Washington State Internship Requirements (WAC 246-924-056)**

An internship must include a minimum of 1500 hours of supervised experience and is required for licensure. In order for the internship experience to satisfy the requirements of WAC 246-924-056 (1)(c), “Education and Experience Requirements for Licensure”, it must meet the following requirements:
The internship must include at least 1500 hours of supervised experience and be completed within twenty-four months. The internship program must:

(a) Be accredited by the APA; or

(b) Be a member program of the Association of Psychology Postdoctoral and Internship Centers (APPIC); or
(c) Meet the requirements listed below.

**Requirements for an Internships Not Accredited by the APA or Not a Member Program of APPIC**

Organization of the internship program (non-APA accredited, non-APPIC)

1. The internship must have a written statement or brochure describing the goals and content of the internship, stating clear expectations and quality of student work, and made available to prospective interns.
2. A psychologist licensed by the appropriate state or provincial licensing authority must be clearly designated as responsible for the integrity and quality of the internship program.
3. Interns must use titles indicating their training status.

Content of the internship program (non-APA, non-APPIC)

4. The internship must be designed to provide a planned sequence of training experiences focusing on breadth and quality of training. Supervision and training related to ethics must be ongoing.
5. At least twenty-five percent of the internship experience must be in direct client contact providing assessment and intervention services.
6. For every 40 hours of internship experience, the student must receive:
   (a) At least 2 hours of regularly scheduled, formal, face-to-face individual supervision that addresses the direct psychological services provided by the intern; and
   (b) At least 2 hours of other learning activities such as case conferences, seminars on applied issues, conducting cotherapy with a staff person including discussion of the case, and group supervision.
7. Supervision of the internship experience.
   (a) The internship setting must have two or more psychologists available as supervisors, at least one of whom is a licensed psychologist.
   (b) The preinternship experience must be supervised by the person(s) responsible for the assigned casework.
      (a) At least seventy-five percent of the supervision must be by a licensed psychologist with two years post-license experience.
      (b) Up to twenty-five percent of the supervision may be completed by the following:
         (1) A psychiatrist(s) with three years of experience beyond residency;
         (2) A licensed mental health counselor(s) with five years’ post-license experience;
         (3) A licensed marriage and family therapist(s) with a least five years post-license experience;
         (4) A licensed advanced social workers(s) or licensed independent clinical social worker(s) with five years’ post-license experience; or
(5) A doctoral level psychologist(s) with three years post-doctoral experience who is exempt from licensure under RCW 18.83.200 (1), (2), (3), or (4), if the supervision occurs in the exempt setting.

[Statutory Authority: RCW 18.83.50 [18.83.050]. 07-24-093, § 246-924-056, filed 12/5/07, effective 9/1/09.]
Examining Board of Psychology: Practicum Hours Counting for Preinternship

Department Of Health
Health Systems Quality Assurance
Washington State Examining Board of Psychology
Policy/Procedure

<table>
<thead>
<tr>
<th>Title:</th>
<th>Examing Board of Psychology - Extra Practicum Hours May Qualify As Preinternship Hours</th>
<th>Number: PY-05-15-09.2</th>
</tr>
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<tbody>
<tr>
<td>Contact:</td>
<td>Program Manager</td>
<td></td>
</tr>
<tr>
<td>Effective Date:</td>
<td>Approved on July 17, 2009</td>
<td></td>
</tr>
<tr>
<td>Approved:</td>
<td>Carol A. Pahlke, Ph.D. Chair, Examining Board of Psychology</td>
<td></td>
</tr>
</tbody>
</table>

**Purpose:** This policy describes how the Board interprets and grants credit for supervised experience hours earned by an applicant prior to commencing the required internship.

**Policy Statement:**
The Board will grant "preinternship hours" for any hours earned in a practicum if those hours
- exceed the required 300 practicum hours, and
- meet the preinternship supervised experience requirements in WAC 246-924-053.

**Application:**
An applicant submits proof of 400 hours of practicum supervised experience. These hours are titled "practicum" on the applicant’s transcripts. The applicant submits proof that 100 of the hours meet the requirements of WAC 246-924-053.

**Board interpretation:**
The Board will count 300 of the hours towards the practicum requirement and will count 100 hours as pre-internship hours.

Carol A. Pahlke, Ph.D., Chair  
Date 7-17-09
Exposing Board of Psychology: Experiences Counting towards Licensure

Rob McKenna
ATTORNEY GENERAL OF WASHINGTON
7141 Cleanwater Dr SW • PO Box 40109 • Olympia WA 98504-0109

MEMORANDUM

DATE: September 9, 2010

TO: Examining Board of Psychology
MS: 47869

FROM: Mark Calkins, Assistant Attorney General
Agriculture and Health Division, MS: 40109

SUBJECT: The Definition of the “Practice of Psychology” (RCW 18.83.010(1)) and the “Teaching” and “Conduct Of Research” Exclusions From the Definition as Applied to Supervised Experience Requirements For Licensure

ISSUE: Can a license applicant obtain qualifying supervised experience for teaching or research related experience?

ANSWER: Under limited circumstances this analysis suggests that the Board may allow a license applicant to obtain qualifying supervised experience when providing psychological services as part of a research study involving human subjects. Qualifying supervised experience does not appear to be possible to obtain in the context of teaching.

DISCUSSION:

1. Statutory Definition

Recent license applications raise questions about whether an applicant can meet the requirements of supervised experience—practicum, pre-internship, internship or post-doctoral experience—when their experience was obtained in a teaching position or a position involving research with human subjects. For example, during (or following) an applicant’s participation in a doctoral program he/she obtains a position as a research assistant or graduate teaching assistant and seeks to obtain supervised experience for that work under one of the four rules.

The rules for each of the four categories of supervised experience do not reference “teaching” or “research.” Each rule refers to “experience” and uses terms like “psychological services” or “services.”1 The four categories of experience requirements are clearly intended to require and

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1 The four rules for supervised experience are as follows: WAC 246-924.049, .053, .056, and .059.
obtain documentation that the applicant has met the particular requirements in each rule for supervised experience in the “practice of psychology.”

Under RCW 18.83.010(1), the “practice of psychology” definition includes three categories of services: assessment services, diagnostic services, and treatment services. RCW 18.83.010(1)(a)-(c). The definition expressly excludes: “the teaching of principles of psychology for accredited educational institutions, or the conduct of research in problems of human or animal behavior.”

2. The Teaching Exclusion

The teaching of psychology does not ordinarily involve any kind of clinical relationship between teacher and student. The student may be assessed, but that assessment is for the purpose of measuring or grading the student’s mastery of course content. A graduate teaching assistant is simply assisting in this process. Even individual tutoring is focused on the academic objective rather than any clinical objective (the student is enrolled to obtain academic credit/learning—not to obtain psychological services). Supervised teaching experience does not appear to meet the definitions of the practice of psychology under RCW 18.83.010(1)(a)-(c) and the exclusionary language in the definition should disqualify any supervised teaching experience from qualifying under any of the four categories of supervised experience.

3. The Research Exclusion

The conduct of research presents a more nuanced picture. It appears possible that an applicant may participate in human subject research where the applicant’s involvement includes supervised experience providing psychological services. For example, in a study comparing different therapies for a clinical condition, such as depression, the license applicant may have participated as a research assistant (supervised by a psychologist or other qualified supervisor), administering standardized psychological tests to the subjects. Such testing would fall under the definition of psychology at RCW 18.83.010(1)(a). The applicant’s “position” as a research assistant is in the context of human subject research, but the applicant’s “function” is providing a service that is within the definition of the practice of psychology. Other functions provided by the research assistant under this example may include duties unrelated to the provision of psychological services to the research subjects—e.g., administrative tasks, data analysis, etc. Time spent in such research functions where psychological services are not provided should not qualify for supervised experience.

4. Summary and Recommendation

If the Board chooses to proceed with review of license applicants consistent with the interpretation offered in this memorandum, it may be important to develop guidance for
reviewing Board members and Department of Health staff consistent with this advice. Additionally, it would be helpful to provide publically accessible information about these limiting factors for qualifying supervised experience. This could take the form of a formal guidance policy, an interpretative policy statement, or even development of a rule.

This analysis reflects my own considered opinion. It is not a formal opinion of the Office of the Attorney General.

cc: Betty Moe, Program Manager
MEMORANDUM

DATE: October 19, 2010

TO: Examining Board of Psychology

FROM: Mark Calkins, Assistant Attorney General
Agriculture and Health Division, MS: 40109

SUBJECT: Requirement For Supervisors Of Internship Experiences To Be “Present Or Available.”

Question: Must a qualified supervisor be physically present in a facility when a supervisee is providing psychological services under a practicum, pre-internship, internship, or post-doctoral supervised experience?

Answer: There are no express requirements in RCW 18.83 or WAC 246-924 for a supervisor to be physically present in a facility when a supervisee is providing psychological services. The physical “presence” of the supervisor in the same facility could be a requirement imposed by a facility or institution; could be stated in the written supervised experience plan; or could be a standard of care issue on a case-specific basis as discussed below. Under WAC 246-924-030(3) a supervisor must be “available” when he/she is not “present.”

Discussion:

This issue has come up in the past and most recently in the form of a question from a psychologist in clinic that has provided supervised experience to interns.

Pursuant to RCW 18.83.070(3), the Board has adopted rules “defining the circumstances under which supervised experience shall qualify the candidate for licensure.” The rules that specifically define these circumstances are the following: WAC 246-924-049, Practicum; WAC 246-924-053, Preinternship; WAC 246-924-056, Internship; and WAC 246-924-039, Post-doctoral supervised experience.

Under WAC 246-924-030, “Guidelines for the employment and/or supervision of auxiliary staff,” there are general provisions which appear applicable to each of the four kinds of pre-licensure supervised experience. This rule applies to the four supervised experience rules if the term “auxiliary staff” is interpreted to include such supervisees.
None of the rules defining the four kinds of supervised experience stipulate that the supervisor must be physically present in the facility when the supervisee is providing services. The internship rule includes the provision that “[t]he internship setting must have two or more psychologists available as supervisors, at least one of whom is licensed as a psychologist.” WAC 246-924-056(2)(c)(iii)(A). [Emphasis added.] The term “available” is not defined and should be distinct from the term “present” as discussed below.

WAC 246-924-030(3) includes the requirement that “[t]he supervisor is responsible for assuring that appropriate supervision is available or present at all times.” [Emphasis added.] The terms “present” and “available” are used in the disjunctive—i.e., as having alternate meanings. Neither term is defined in the rule.

Principles of statutory interpretation allow the use of dictionary definitions for undefined terms. In relation to people, one dictionary defines “available” as “free” and “able to be contacted.” It defines “present” as “being in the place in question.” The Oxford Dictionary and Thesaurus—American Edition (1996). Another dictionary (used by the Washington State Supreme Court) defines “present” as “being in one place and not elsewhere; being in view or at hand; being before, beside, with, or in the same place as someone…. It defines “available” as “such as may be availed of; capable of use for the accomplishment of a purpose; immediately utilizable.” Webster’s Third New International Dictionary of the English Language—Unabridged (2002).

With these definitions in mind, WAC 246-924-030(3) would provide supervisors the option of being physically present in the facility when the supervisee is providing psychological services or not being present but being accessible to the supervisee with little or no delay. The distinction made in this rule between “present” and “available” means that the “available” supervisor must be accessible to the supervisee—such as by telephone or other remote means of two-way communication—whenever the supervisor is not or cannot be physically present at the time the supervisee is providing psychological services.

Even if one concluded that WAC 246-924-030(3) does not apply to supervisors/supervisees because supervisees are not “auxiliary staff,” the conclusion that the supervisor must be present or available can be implied given the plain meaning of “supervise.” Under the four supervised experience rules, the supervisor necessarily assumes responsibility for and oversight of the supervisee when he/she is providing psychological services. Such responsibility and oversight would not be satisfied if the supervisor was neither present nor available.

---

1 “Supervise” is defined as “to coordinate, direct, and inspect continuously and at first hand the accomplishment of: oversee with the powers of direction and decision the implementation of one’s own or another’s intentions.” Webster’s Third New International Dictionary of the English Language—Unabridged (2002).
Letter to Examining Board of Psychology  
October 19, 2010  
Page 3

Unless a particular supervision facility or supervision plan imposes more specific requirements for the presence of the supervisor, under the existing rules the supervisor has the option being physically present or being available at all times when the supervisee is providing psychological services. The supervisor's discretion to be available rather than present can also involve standard of care considerations which can arise on a case-specific basis. Because the supervisor is ultimately responsible for the services provided by the supervisee, he/she must assess the need to be present rather than available in light of the unique needs of the supervisee and the client(s) he/she is serving.

This is my own considered opinion and is not an official opinion of the Office of the Attorney General.

cc: Betty Moe, Program Manager (MS: 47852)
Appendix E

Title of your Dissertation

by

Your Full Name

A dissertation to fulfill the requirements for a

Doctor of Psychology in Counseling Psychology

at

Northwest University

2019

Approved:

Faculty Name and Degree Initials, Chair

Faculty Name and Degree Initials, Committee Member

Faculty Name and Degree Initials, Committee Member

Faculty Name and Degree Initials, Program Director

Faculty Name and Degree Initials, Dean of College of Social and Behavioral Sciences

Date of Defense

If the director or dean are also a chair or committee member, please collapse those titles (i.e., Faculty Name and Degree Initials, Chair and Program Director) prioritizing the person’s role regarding the dissertation before their title.

1.5 inch margin on left side of all dissertation pages
The purpose of the abstract is to briefly summarize the student’s research. An abstract should include the topic, hypothesis/research questions, participants, methods, results, conclusions, and, if possible, implications or future research suggested by the student’s findings. The abstract should be between 250 and 300 words, and the first paragraph of it is not indented unlike anything else.

The abstract need not be written until after data collection and analysis have occurred, while drafting the final dissertation manuscript.

*Keywords:* enter, keywords, of, your, dissertation, here

*Note this word is italicized*
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Chapter 1

The purpose of Chapter 1 is to provide the reader with an understanding of the literature in the area of interest, as well as to delineate the rationale for the study and state the research questions/hypotheses. Do not label this as an introduction.

The main body of this section should include a thorough review of the literature on the topic of interest. The student should include coverage of all important studies related to the variables/topics of interest, as well as all relevant theories. This section will therefore have numerous citations. The student should also make sure to provide important definitions in this section as appropriate. In the case involving many terms requiring definition, a list of the terms and their definitions (labeled Definition of Terms) may be included in an appendix.

Section headings should be used throughout the literature review as needed to help organize the content and assist flow. The dissertation chair should be consulted for assistance in formulating appropriate section headings within this and the remaining dissertation chapters.

Rationale/Purpose of the Study/Significance of the Study

The literature review should culminate in the rationale/significance for the present study. The student will need to specify how their project is both unique and important to the literature. Depending on the student’s specific method, the student should also make clear (a) what their variables are, (b) why these variables were chosen, (c) the gap in the literature regarding the dissertation topic, (d) why it is important to study this topic, and (e) inherent limitations to their study if applicable.

Research Questions/Hypotheses

In this section the student will clearly and concisely explain the research problem. This explanation should naturally lead into the purpose of the research and the hypotheses/research
questions as well as predictions that have been made. In addition, the student should briefly describe their methods.

**Note.** Typically Chapter One is between 20-25 pages in length. Additional sections/sub-headings may be required. Please consult with your chair about the appropriate headings needed for your particular study. Note that section and subsection headings will vary considerably from dissertation to dissertation, as they need to be individualized for each study.

This is a basic guide of the outline of chapters, and generally follows the form of an expanded journal article. Certain project types, however, may necessitate the creation of a different chapter structure at the discretion of the dissertation chair.

Always make a page break between chapters.
Chapter 2

Research Design for Quantitative Research Methodology

The purpose of Chapter Two is to provide an in-depth description of the methodology. This section should begin with a few paragraphs which introduce the reader to the chapter and restate the problem, research questions, and the hypothesis/purpose. The student should work closely with their dissertation chair to determine the appropriate subheadings for this section (this will vary depending upon the selected strategy of inquiry).

Participants

The student is required to describe and define the population from which the sample is being taken. Recruitment methods also need to be explained. In addition, the student should describe in detail the method of selection for the sample, the exact number of participants used and their demographics. The student should also make clear how participants were compensated, and whether any subjects were removed from the dataset and why.

Materials or Measures

In this section, the student must adequately and fully explain the methods by which the data are collected. The explanation of the methodology is to be extensive and thorough. In addition, a separate section for each instrument used in the data collection process should be included. In each instrument’s section, the student should include information about scaling/scoring and assurances of validity and reliability of the instruments. The length of this section will vary depending on the number of instruments needed by the student.

Study Procedures

Within this section, all the procedures undertaken within the study should be outlined in detail. Enough detail is needed that would allow another researcher to replicate your study accurately.
Summary

At the end of the chapter, the student should summarize all information discussed in Chapter Two.

*Note.* Chapter Two will vary in length depending on the number of instruments and statistical analyses used; however, it should be at least 2-4 pages in length.

**Research Design for Qualitative Research Methodology**

The purpose of Chapter Two is to provide an in-depth description of the methodology. The student should work closely with their dissertation chair to determine the appropriate subheadings for this section (this will vary depending upon the selected strategy of inquiry). The following are subheadings commonly used in qualitative research.

- **Philosophical Worldview**
- **Purpose Overview**
- **Research Questions**
- **Population and Sample**
- **Research Design and Methodology**
  - Data collection process and procedures.
  - Data analysis process and procedures.
  - Credibility, validity, and reliability.
  - Protection of human subjects.

**Summary**

At the end of the chapter, the student should summarize all information discussed in Chapter Two. Chapter Two will vary in length depending on the research methodology used. However, it should be at least 2-4 pages in length.
Chapter 3

The purpose of this section is to describe the findings of the study. Quantitative and qualitative projects are likely to differ in this area. The student should provide a clear summary of the findings, without an interpretation of their findings in this section.

Analytic Strategy

This section should specify the data/statistical analyses being used. Information should also be included that describes how data were prepared for analyses; alternatively, simple transformations such as scale means or sums may be described within the measures section of Chapter Two. Sources should be cited.

Results

In this section, the student should provide a clear and step-by-step depiction of their findings. For those using quantitative analyses, this section should be broken into descriptive and inferential statistics sections and should include all $p$ values and statistical language as appropriate. Thus, various sections are likely to be helpful to present the results in an organized way, for example, descriptive statistics, correlations, and inferential statistics subsections. Per recent APA changes, statistical output should be reported as a part of the sentence, not within parentheses, and should include the effect size and confidence intervals. In addition, the student should use graphs and tables as necessary to assist comprehension.

For those using qualitative approaches this section should make clear how the findings connect with the student’s methodology.

Section headings should be used to help provide a structure for the chapter and aid comprehension of the results.

Summary

What not to do: A header should not be separated from the text it belongs to.
In the last several paragraphs of this section, the student should provide a brief summary of the findings, but not an interpretation. Chapter Three will vary in length depending on the type of research done. However, it should be at least 2-4 pages in length and may be much longer.
Chapter 4

The purpose of the discussion is to interpret the findings, integrate them into the larger literature, explore any weaknesses of the study and provide future directions for research. For qualitative projects, this final chapter will also focus on conclusions and implications of the work. Note that section headings will be important to help highlight the relevant conclusions and structure your discussion. The appropriate heading titles will be unique to the particular dissertation study, as each study is quite different, thus, the headings used below are generic to offer an idea of the types of discussion that need to be included in this chapter.

Interpretation

In this section, the student should summarize the results in their own words and interpret them. Importantly, a lack of significant results should not be interpreted as support for a theoretical stance, but just for what it is: lack of evidence of an effect. From here, the student can discuss why an effect was not found (e.g., small sample sizes leading to low power).

Integration

The student should tie their results back to the larger literature, compare and contrast them to findings of other researchers and attempt to explain any differences.

Exploration

In this section, the student should critique their study and explore weaknesses and how these weaknesses could be remedied.

Future Directions/Recommendations

This section should include ideas for future research, as well as implications of the work done and practical applications or recommendations suggested by the results.
Conclusions

The final section of the paper should summarize the study and its major conclusions.

Chapter Four is expected to be 7-12 pages in length at minimum, and depending on the topic and particular study, may be considerably longer.
Use current APA style for formatting the references. Use of EndNote or other bibliography software may offer considerable time savings; however, the student is advised to carefully review references generated by the bibliography tool to ensure that the formatting is accurate. This will also save time in the prepublication and editing process.
Appendix A

Survey of Study Habits

Year in School (circle one):  Freshman    Sophomore    Junior    Senior

(1) How many hours per week do you study?

(2) What time of the day do you study?

(3) What is your current GPA?

Note: The IRB Application form specifies formatting requirements for appendices included in the application. Please refer to the current IRB procedures and application instructions.
Appendix F

**Doctoral Dissertation Checklist**

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<th><strong>Dissertation Committee and Topic</strong></th>
<th><strong>Date Completed</strong></th>
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</tr>
<tr>
<td>___ Topic approved and Form B turned in</td>
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<tr>
<td>___ Committee Members approved and Form C turned in</td>
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<td>___ Final Proposal draft approved by the Chair</td>
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<tr>
<td>___ Approved predefense draft submitted to Committee</td>
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<tr>
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<tr>
<td>___ Data Analysis and Progress Report turned in</td>
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<tr>
<td>___ Dissertation Writing and Progress Report turned in</td>
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<tr>
<td>___ Final Dissertation Draft approved by the Chair</td>
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<tr>
<td>___ Approved Dissertation draft submitted to Committee</td>
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<tr>
<td>___ Form F (Results of Final Defense) turned in</td>
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<tr>
<td>___ Final edits approved by Chair</td>
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<td>___ Pre-publication review completed for APA style standards</td>
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</tr>
<tr>
<td>___ Form G (Preprinting Checklist) turned in with two hard copies of dissertation approved by Psy.D. Program Coordinator</td>
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<tr>
<td><strong>Progress Reports must be completed for each semester during dissertation continuation. A student must defend their proposal prior to the end of fall semester in the student’s seventh year, in order to reasonably meet the requirements within the seven-year timeframe.</strong></td>
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</tbody>
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Form A: Doctoral Dissertation Chair Proposal
College of Social and Behavioral Sciences
Doctor of Psychology in Counseling Psychology Program

Student name: ________________________________________________________________

Email: _____________________________________________________________________

Phone (best contact number): (______) _____-___________

Proposed Research Design: Quantitative _________ Qualitative________

Working title of dissertation: _________________________________________________

Requested Chair: ____________________________________________ Date: ______________

---------------------------- To Be Completed by Dissertation Coordinator ---------------------------

Notes: __________________________________________________________________________

_________________________________________________________________________________

Assigned Chair __________________________________ Date: ______________

Signatures:

Student: ____________________________________________ Date: ______________

Dissertation Chair: ________________________________ Date: ______________

Dissertation Coordinator: __________________________ Date: ______________
Form B: Doctoral Dissertation Topic Approval Form
College of Social and Behavioral Sciences
Doctor of Psychology in Counseling Psychology Program

Student name: _________________________________________________________________

Email: _________________________________________________________________

Phone (best contact number): (______)_______-___________

Proposed Research Design: Quantitative _________ Qualitative_______

Working title of dissertation: ____________________________________


------------------------------------------
Approval Signatures
-----------------------------------------------

Dissertation Chair: ________________________________ Date: _________

Student: _________________________________________ Date: _________

Conditions of Approval (if any): ____________________________________


Form C: Doctoral Dissertation Committee Member Proposal
College of Social and Behavioral Sciences
Doctor of Psychology in Counseling Psychology Program

Student name: _________________________________________________________________

Email: ______________________________________________________________________

Phone (best contact number): (______) _______ - __________

Working title of dissertation: ____________________________________________________

Proposed Committee Members

Committee Member 1:
Name: ______________________________________________________________________ Date: ________
Signature: ___________________________________________________________________

Committee Member 2:
Name: ______________________________________________________________________ Date: ________
Signature: ___________________________________________________________________

--------------------------------------------- Approval Signatures ---------------------------------------------

Student Date

Dissertation Chair Date
Form D: Results of Dissertation Committee’s Review of the Doctoral Dissertation Proposal
College of Social and Behavioral Sciences
Doctor of Psychology in Counseling Psychology Program

Student name: _____________________________________________________________

Email address: _______________________________________________________________________________________

Phone (best contact number): (_____)(____)____-___________

Working title of dissertation: _______________________________________________________
_____________________________________________________________________________________

APPROVALS:
_____ Pass with no revisions (except minor editorial recommendations, if needed)
_____ Pass with substantive revisions, re-submit to Chair only for review
_____ Fail: Resubmit and re-convene Committee for defense

If changes are required for approval. Please list changes below. An additional page may be used if necessary.
_____________________________________________________________________________________
_____________________________________________________________________________________

Student must indicate how they have addressed these changes. An additional page or pages may be attached.
_____________________________________________________________________________________
_____________________________________________________________________________________

Dissertation Chair: ___________________________ Date: _____________

Committee Member 1: ___________________________ Date: _____________

Committee Member 2: ___________________________ Date: _____________

Student: ___________________________ Date: _____________
Applications for the Institutional Review Board (IRB) are available on the Office of the Provost’s Eagle Website (http://Eagle.northwestu.edu/academics/office-of-the-provost/). Completed applications should be submitted to the IRB Committee Chair who will process the application through the IRB. Note that the IRB does not meet in July or December, and applications must be submitted by the last business day of the month before they will review it. If a student wishes to gain approval to begin studying in June, they must turn in their application by the last business day of May. If the student wishes to begin by July, they must also have the application turned in by the end of May, because the IRB does not meet in July, and if the June meeting is missed then approval will not happen until August.

The student is required to remit verification of IRB approval to the Psy.D. Program Coordinator before beginning research. This may be done by forwarding the approval email from the IRB to the Psy.D Program Coordinator. This page does not need to be printed or turned in.
Form F: Results of Dissertation Committee’s Review of the Doctoral Dissertation
College of Social and Behavioral Sciences
Doctor of Psychology in Counseling Psychology Program

Student name: _________________________________________________________________

Email: _________________________________________________________________

Phone (best contact number): (______) _______ - __________

Title of dissertation: _____________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

APPROVALS:

_______Pass with no revisions (accept minor editorial recommendations)
_______Pass with substantive revisions, re-submit to Chair only for review*
_______Pass with substantive revisions, re-submit to entire committee for review**
_______Resubmit and Re-Defend to Committee

Revisions required (use additional pages if necessary):
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Dissertation Chair: ____________________________ Date: ____________

*All revisions complete: ____________________________ Date: ____________

Committee Member: ____________________________ Date: ____________

**All revisions complete: ____________________________ Date: ____________

Committee Member: ____________________________ Date: ____________

**All revisions complete: ____________________________ Date: ____________

Student: ____________________________ Date: ____________

Dean: ____________________________ Date: ____________

*Only the Chair needs to sign revisions. **The Chair and all committee members need to sign revisions.
Form G: Pre-Printing Doctoral Dissertation Checklist

College of Social and Behavioral Sciences

Doctor of Psychology in Counseling Psychology Program

Name of Student: _______________________________________________________________

Title of Dissertation: ____________________________________________________________

Please initial and/or check that you have completed each item.

○ I, the student, verify that I have checked the page numbers on all the pages.  INITIALS: __________
○ I have read the final draft to ensure the content is correct.  INITIALS: __________
○ I have proofread every page to eliminate spelling, typing, and grammatical errors.  INITIALS: __________
○ I have examined every page to ensure proper APA and CSBS dissertation formatting has been followed.  INITIALS: __________

Student CSBS

___ ___ 1. Title page in correct format and content.
___ ___ 2. Correct paper quality (20 lbs.).
___ ___ 3. All dissertation forms submitted.
___ ___ 4. Correct margins (1-1/2” left, 1” top, right, and bottom).
___ ___ 5. Correct indentations (1/2” for paragraphs, 1/2” for set-off quotes).
___ ___ 6. No obvious format errors (no orphans/widows, double-spaced throughout).
___ ___ 7. Table of Contents is correct (heading match page numbers).
___ ___ 8. Correct heading levels and formatting per APA style.
___ ___ 9. Correct citation and reference format per APA style.
___ ___ 10. Dissertation Chair/Committee final approval.
___ ___ 12. Two hard copies submitted to Program Coordinator.
___ ___ 12. One PDF submitted via email to Program Coordinator.

I certify that everything specified on this page is complete and is correct in regards to the dissertation I am submitting to fulfill the dissertation requirement of the Psy.D. Program.

Student Signature: ______________________________________________ Date: _______

Current Address: __________________________________________________________

Non-NU email address: _____________________________________________________

Psy.D. Program Coordinator: ____________________________________________ Date: _______
Form H: Doctoral Dissertation Dissemination
College of Social and Behavioral Sciences
Doctor of Psychology in Counseling Psychology Program

Student name: ________________________________________________________________

Title of dissertation: ________________________________________________________________________________________________________

Proposed Dissemination location and method:
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Proposal Approval Signatures:
Dissertation Chair: ___________________________ Date: __________________
Student: ___________________________ Date: __________________

------------------------------------------Upon Completion of Dissemination------------------------------------------
Dissemination Date: __________________
Evidence of Completed Dissemination __________________

Approval Signatures:
Dissertation Chair: ___________________________ Date: __________________
Student: ___________________________ Date: __________________
Progress Report  
Doctoral Dissertation Continuation

Student Name: _________________________________

For (circle one): Fall  Spring  Summer  ____ (year)

The dissertation doctoral work that I completed this past semester involved (circle):

- Reading journal articles
- Writing
- Collecting data
- Analyzing data
- Dissemination

Summarize the work you have done this past semester in 1-2 paragraphs and attach it to this form. In addition, attach evidence of your work. Examples of acceptable evidence of your work are:

- Reading journal articles (attach references for the articles you have read)
- Writing (attach a rough draft of what you have written so far)
- Collecting data (attach a spreadsheet of the data collected so far or examples of narratives recorded; no identifying information please)
- Analyzing data (attach the results from the analyses conducted thus far)
- Dissemination (attach drafts of your dissemination, such as the PowerPoint, electronic copy of poster, draft of talk)

Note. Your work does not need to be completed, formatted correctly, or fine-tuned. It is submitted simply as evidence of your ongoing work and to inform your chair of the current status of your dissertation work.

_________________________Dissertation Chair Complete Below ___________________________

Grade Given (circle one):  Pass  No Credit

Comments:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Signature: _______________________________  Date: ______________
# Dissertation Proposal Review

Student Name: ____________________________________________________________

Title of Dissertation: ____________________________________________________

*Rate the dissertation proposal document on a scale of 1 to 5 for each item.*

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<th>Rating Scale Definitions</th>
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<td>APA Style and Format</td>
<td>1: Fails to demonstrate and/or achieve the item. Quality of work is not consistent with doctoral-level work. Traditional Grading Scale Equivalents: F, D</td>
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<td>Quality of Lit. Review (clarity, organized, relevant, thorough, sufficient)</td>
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<td>Quality of Methods section (clarity, organized)</td>
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<td>Quality of Methodology (appropriate, professional – quality in design)</td>
<td>5: Exceptional demonstration and/or achievement of the item. Quality of work is consistent with professional research. Traditional Grading Scale Equivalents: A</td>
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<td>Competency (student demonstrates understanding of research methodology)</td>
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<tr>
<td>Appropriate supporting material (bibliography, appendixes, test materials, etc.)</td>
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**Number of Scores below 3:** ______  
**Overall Average Score:** ______
### Oral Presentation - Proposal:

<table>
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<th>Category</th>
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<tr>
<td>Time management (approx. 15 minutes, covered pertinent material, logical flow of information)</td>
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<td>Professionalism (attire, behavior, interaction with committee members)</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Mastery of study and relevant information</td>
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<tr>
<td>Engagement (eye contact, voice fluctuation, etc.)</td>
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</tr>
<tr>
<td>Answers Committee’s Questions (appropriately)</td>
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<td>Overall Quality of the Presentation</td>
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**Number of Scores below 3:** ____  
**Average Score for Section:** ____

**Overall Average Proposal Score:** ____
Oral Dissertation Defense Review

Student Name: ________________________________________________________________

Title of Dissertation: _________________________________________________________

This form is used during the final dissertation defense to evaluate the quality of the student’s dissertation. At the defense, the committee completes one form together and submits the form to the Psy.D. Program Coordinator. A satisfactory is a score of 3 or higher in any category and an overall score of 4 or higher.

<table>
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<th>Rating Scale Definitions:</th>
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<td>1: Fails to demonstrate and/or achieve the item. Quality of work is not consistent with doctoral-level work. <em>Traditional Grading Scale Equivalents: F, D</em></td>
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<td>2: Poor demonstration and/or achievement of the item. Lower quality than appropriate for doctoral-level work. <em>Traditional Grading Scale Equivalents: C-, C, C+</em></td>
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<tr>
<td>3: Demonstrates and/or achieves the item. Quality meets minimal standard for doctoral-level work. <em>Traditional Grading Scale Equivalents: B-, B</em></td>
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<tr>
<td>4: Successfully demonstrates and/or achieves the item. Quality is consistent with doctoral-level work. <em>Traditional Grading Scale Equivalents: B, B+</em></td>
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<tr>
<td>5: Exceptional demonstration and/or achievement of the item. Quality of work is consistent with professional research. <em>Traditional Grading Scale Equivalents: A-, A</em></td>
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Dissertation Document:

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<tr>
<td>Grammar</td>
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<td>Quality of Methods (clarity, organized, appropriate)</td>
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<td>Quality of Results (clarity, organized, accuracy)</td>
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<td>Quality of Discussion (clarity, organized, appropriateness, thoughtful, relevant)</td>
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<td>Appropriate connection between Research Question/Hypothesis and Results</td>
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<tr>
<td>Interpretation and Generalization/Application (appropriate)</td>
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<tr>
<td>Appropriate supporting material (bibliography, appendixes, test materials, etc.)</td>
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</table>
Number of Scores below 3: _____  Average Score for Section: _____

Oral Presentation:

Time management (approx. 20 min., covered pertinent material, logical flow) 1 2 3 4 5

Professionalism (attire, behavior, interaction with committee members) 1 2 3 4 5

Mastery of study and relevant information 1 2 3 4 5

Engagement (eye contact, voice fluctuation, etc.) 1 2 3 4 5

Answers Committee’s Questions (appropriately) 1 2 3 4 5

Overall Quality of the Presentation 1 2 3 4 5

Number of Scores below 3: _____  Average Score for Section: _____

Overall Average Score: ________
Appendix G

PsyD Community Covenant
Northwest University

As an academic and professional learning community, we invite all members to collectively create an environment that promotes care, respect, and support for one another. The Community Covenant presents guiding values and processes for students in an effort to provide expectations and resources to support professional engagement and communication as we learn within a diverse community.

Values

1. **We value individual differences.**
   As a community of learners, we understand that our program department is comprised of members of diverse cultures, values, and beliefs. We not only accept these differences, but we strive to respect our diverse community by valuing the worth and dignity of each community member. Therefore, we resist using language that divides, antagonizes, and harms. Rather, we seek to cultivate a diverse learning community by building up and encouraging our fellow community members.

2. **We maintain an open and teachable spirit.**
   As students in an academic setting, we value the capacity to learn and further expand our understanding and curiosity of the human experience from a multicultural and multi-faceted lens. In doing so, we seek to collaborate with cultural humility as we explore and learn different perspectives and beliefs about humanness, well-being, and healing.

3. **We demonstrate empathy and kindness.**
   We engage with one another with kindness and compassion. Despite differences in values and beliefs, we seek to care for one another by practicing culture-centered perspective-taking and assuming the best in one another. We also strive to remain diligent in our speech, actions, and demeanor when interacting with one another.

4. **We aspire to be a community that cultivates relationships and reconciliation.**
   We value the opportunity to foster relationships within a professional learning community, particularly among our cohorts. In the midst of potential conflict or division, members strive to pursue reconciliation with others and resolution of conflict.

5. **We strive to create a safe and inclusive environment.**
   We collectively seek to promote a nurturing learning atmosphere that fosters safety and inclusivity by valuing the differences of perspectives and beliefs that emerge within diverse communities. We strive to provide a space where members can participate in open and honest conversations while demonstrating respect and professionalism.

Guiding Processes

In an effort to demonstrate the guiding values and goals of our Community Covenant, members support professional engagement and communication by utilizing the following processes.

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1 According to the American Psychological Association’s Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists (2003), culture-centered practices involves an understanding that “all individuals, including themselves, are influenced by different contexts, including the historical, ecological, sociopolitical, and disciplinary” (p. 380).
Avoidance of Assumptions. Our academic learning community encourages members to share their unique perspectives and beliefs that may differ from other members. At the same time, it is important that we recognize how our language may imply assumptions or overgeneralizations that unintentionally hurt and harm those who are listening. Therefore, when expressing our perspectives, we aim to avoid ascribing assumptions, such as statements based on categorizations and overgeneralizations.

Empathic Listening and Respectful Communication Behaviors. When listening to others speak on matters that may differ from our own, it is important that we recognize how our demeanor and response may impact those who are expressing their perspectives. For instance, both verbal (e.g., interrupting the speaker, ascribing assumptions and attributions) and non-verbal language (e.g., avoiding eye-contact, rolling of the eyes, crossing arms, distorted face) can convey defensive and dismissive communication that may cause harm or hurt. Therefore, we encourage the use of perspective-taking and intentional and empathic listening in the classroom that demonstrates support and an openness to learn from a member’s cultural lens. Additionally, members may utilize communication strategies that foster respectful discussions such as:

- Demonstrating interest in the speaker’s perspective by asking questions that help clarify one’s own understanding.
- Identifying one’s feelings and emotions when speaking on an issue (e.g., “I feel...”).
- Using statements that express their own perspective or experience without negating others’ experiences (e.g., “That has not been my experience...”).
- Despite disagreement, responding to others with support (e.g., “While that has not been my experience, I respect your willingness to share about yours and I appreciate having the opportunity to learn from you.”)
- Suspending judgments and assumptions, but leaning into discussions with curiosity.
- Utilizing empathic and attending skills.
- Being fully present for important discussions by putting away distractions (e.g., closing laptop).
- Assuming the best in others.

Active Work Toward Engagement and Unity. In an effort to promote unity and reconciliation among members, cohorts may find it beneficial to organize supplemental check-ins or meetings to address any ongoing difficulties or review the community covenant and its guiding values, goals, and processes as a group. Cohorts are encouraged to extend the Community Covenant by collaborating on specific ways in which the cohort can promote professional communication and engagement.

Pursuit of Multicultural Competency. Multicultural competency promotes effective engagement and communication among individuals from diverse backgrounds. Multicultural competency is not limited to our work as clinicians and researchers, but it extends within the academic as well as clinical setting. Therefore, we aim to enhance our self-awareness in the classroom by reflecting on our personal biases and attitudes and how these beliefs may impact our understanding and interactions with fellow members.

Additional Resources
As both community members and emerging psychologists, we also refer to the various guidelines and codes presented by the American Psychological Association as well as other professional organizations as resources to inform our understanding and process of multicultural competence and professional development.

- American Psychological Association’s Multicultural Guidelines
- Civility: A Core Component of Professionalism?
- Effective Conversations About Diversity Issues with Drs. Anatasia Kim and Alicia del Prado