

Doctor of Psychology in Counseling Psychology (PsyD)

PsyD Handbook

**Student Guide to CSBS and the PsyD Program, Clinical
Training, and Doctoral Dissertation**

2025-2026 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 to 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, human services, and community development professions, both locally and internationally. Its graduate programs, the Clinical Mental Health Counseling (CMHC) and Doctor of Psychology in Counseling Psychology (PsyD) are built upon the integration of psychology, culture, and social justice and are designed to equip people from a wide variety of professions to work for social change and justice across cultural boundaries.

Some of our 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.

Robert Campbell, PsyD
Dean, College of Social and Behavioral Sciences

Acknowledgement of Policy within the PsyD Student Handbook

Welcome to the PsyD 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 counseling psychologists is of utmost importance to our faculty. There are many factors that can prohibit students from earning a PsyD 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 psychologist 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 and adhere to the dissertation timeline. Failure to complete your dissertation and other program requirements will result in an inability to graduate and achieve subsequent licensure. In addition, 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 PsyD 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 it to the PsyD Program Coordinator no later than one week after your first day of class.

To be signed by the student and submitted to the PsyD Program Coordinator

Student Acknowledgements:

1. I have read, understand, and agree to adhere to all the policies in this handbook. I agree to abide by the Community Covenant (see Appendix G) to contribute to a professional learning community that is open and respectful.
2. I agree to adhere to the ethics code of the APA and maintain the highest level of integrity when conducting IRB approved research.
3. 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.
4. 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: _____

PsyD Faculty and Staff Contact Information

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History of Psychology and Counseling in 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 (PsyD). 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. received initial accreditation by the APA and earned a 10 year [Reaccreditation](#) in 2025.

Overview of the Doctor of Psychology in Counseling Psychology Program

Model of Training

The PsyD 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).

1. Research
 - a. Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies,

- clinical case studies, theoretical papers, program development and/or evaluation projects) of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
 - b. Conduct research or other scholarly activities.
 - c. Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including Northwest University), regional, or national level.
2. Ethical and legal standards
- a. Be knowledgeable of and act in accordance with each of the following:
 - i. The current APA Ethical Principles of Psychologists and Code of Conduct.
 - ii. Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and,
 - iii. Relevant professional standards and guidelines.
 - b. Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.
 - c. Conduct self in an ethical manner in all professional activities.
3. Individual and cultural diversity
- a. Demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
 - b. Display knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
 - c. Show the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities), including (a) the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered, and (b) the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
 - d. Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups and apply this approach effectively in their professional work.
4. Professional values and attitudes
- a. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
 - b. Engage in (a) self-reflection regarding one's personal and professional functioning, and (b) activities to maintain and improve performance, well-being, and professional effectiveness.

- c. Actively seek and demonstrate openness and responsiveness to feedback and supervision.
 - d. Respond professionally within increasingly complex situations with a greater degree of independence as they progress across levels of training.
- 5. Communication and interpersonal skills
 - a. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
 - b. Produce and comprehend oral, nonverbal and written communications that are informative and well-integrated, demonstrating a thorough grasp of professional language and concepts.
 - c. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.
- 6. Assessment
 - a. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
 - b. Demonstrate understanding of human behavior within its context (e.g., family, social, societal, and cultural).
 - c. Demonstrate the ability to apply knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
 - d. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics, collecting relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment, as well as relevant diversity characteristics of the service recipient.
 - e. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
 - f. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
- 7. Intervention
 - a. Establish and maintain effective relationships with recipients of psychological services.
 - b. Develop evidence-based intervention plans specific to the service delivery goals.
 - c. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
 - d. Demonstrate the ability to apply the relevant research literature to clinical decision making.
 - e. Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.

- f. Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.
- 8. Supervision
 - a. Demonstrate knowledge of supervision models and practices.
 - b. Apply this knowledge in simulated practice with psychology trainees or other health trainees or professionals.
- 9. Consultation and interprofessional/interdisciplinary skills
 - a. Demonstrate knowledge and respect for the roles and perspectives of other professions.
 - b. Demonstrate knowledge of consultation models and practices.

State Licensure as a Psychologist

State by State licensure requirements are outlined in [this spreadsheet](#), to give you information regarding requirements for counselor/therapist licensure by state. The licensure information includes NU's MA in Clinical Mental Health Counseling and PsyD graduate programs and whether these programs meet licensure requirements for each of the 50 states and US territories. Please keep in mind, beyond coursework and internship/practicum, some states require additional hours and certification courses prior to licensure. For your convenience, links to state counselor websites and phone numbers are provided. This information is updated by October each year, and the information is subject to change. If you plan to move to a different state during your program, please let us know in advance so we can direct you to the appropriate licensure information for the state you are moving to.

Every effort has been made to ensure the accuracy of the information presented [here](#), but, due to the complexity of laws and regulations, and the frequency with which state regulations can and do change, we cannot guarantee that this report is completely without error. You are encouraged to bring any errors, omissions, or changes to our attention. For any questions or corrections regarding this state-by-state information, please contact Kimberly D'Angelo: kimberly.dangelo@northwestu.edu. For additional information, clarification, or interpretation of laws and regulations summarized in this report, please contact the appropriate state licensing board ([see spreadsheet](#) by state for details).

Program Format and Learning Community

The PsyD 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 PsyD 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 PsyD degree, with courses scheduled across three annual terms (Fall, Spring, and Summer semesters) of approximately 15 weeks each. The PsyD degree is not available on a part-time basis or a distance learning format. Full-time enrollment is required. Classes generally meet on 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 year of the program. These hours must be completed with a Licensed Psychologist, separate from other therapy the student may be seeking. A credentialed master's level therapist may only be approved under unusual circumstances (although a licensed psychologist continues to be the preferred provider) and needs to have an appropriate state license with at least three years of experience. Before therapy begins, providers need to be pre-approved to provide therapy by the program coordinator via the Licensed Therapist Approval Form (Appendix H).

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 the student has completed their 10 hours, there is a Therapy Verification Form (see Appendix B) that must be filled out and turned into the PsyD Program Coordinator.

Financial Aid

Northwest University Student Financial Services (SFS) administers student financial aid awards. SFS staff members create financial aid awards that are tailored to the individual circumstances of the student. Financial aid packages may include scholarships, loans, work study, and other types of financial aid. A payment plan is also available.

Administrative Assistance

The PsyD Program Coordinator is a staff member with many roles in the program. This person assists with registration, transferring coursework, and degree tracks for graduation. This staff member can also help connect students to campus resources, as well as answer general questions about the program.

Graduate Assistant and Teaching Assistant Positions

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 PsyD Program supporting 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.

Research Assistantships. Several research assistantships may be available on a given year assisting PsyD faculty with their research projects. A small stipend may be available for certain positions, and other positions may be on a volunteer basis. Research Assistantships may lead to access to research data that could be the focus of a student's second-year research project and/or dissertation study.

Special Note. Northwest University has been a Christian institution since its founding and continues its dedication to building a Christian community. Although PsyD 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. **NU-funded graduate assistantship positions that involve instructing students or assisting in the instruction of students require employees, including program graduate students, to sign the University's Statement of Faith. NU-funded graduate assistantships that do not involve student instruction do not require employees to sign the University's Statement of Faith.**

Program Curriculum

Overview

The PsyD 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 121 credits required for graduation. Classroom instruction is the focus of the first three years. There is also a requirement for a cultural immersion experience in an international or domestic setting sponsored by the PsyD Program in the first 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 year-long internship.

Registration may be completed through Self-Service. Students are responsible for registering and paying tuition every semester while on an 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 PsyD Degree:

1. 121 semester hours of coursework
2. 10 hours of individual psychotherapy in year one
3. Cultural Immersion Experience in year one
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.

**To graduate and participate in Northwest University's spring commencement ceremony, the student must successfully defend their final dissertation by March 15th of the anticipated graduation year.*

Cross-Cultural Immersion

A hallmark of the PsyD Program is its required cultural immersion experience in the first year. Psychologists care for people from diverse cultural and socioeconomic backgrounds. The PsyD 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. The cost for this trip is \$3,750 per student. A \$1,250 travel fee is attached to PSYC 7502, PSYC 7202, and PSYC 7662 to cover the cost of the trip.

It is important to remember that this trip is a learning experience, not a vacation. There is scheduled free time, but the bulk of activities will have a learning/immersion focus.

Passport, visa, and travel vaccination costs are not covered by Northwest University. Depending on the trip and location, if hotels are utilized sometimes breakfasts are included as part of the hotel stay, but all other meals are the responsibility of the student. Drug and alcohol use is not permitted while on the immersion trip. Students are restricted to carry-on luggage allowance only when traveling over to the immersion location but are free to check bags when returning home. Students must be physically able to carry all their own luggage and walk several miles per day.

Students with legal difficulties, uncontrolled or severe medical issues, severe/anaphylactic allergies, or medical conditions that are worsened by travel are encouraged to complete an alternative immersion experience but this will be decided on a case-by-case basis. Some medical conditions may require a doctor's note clearing the student for participation on the trip. Please talk to the program director for more information.

Course Sequence

Year 1

Fall Semester: (11 credits)

- PSYC 8103 Advanced Law and Ethics (3)
- PSYC 7502 Multicultural Issues in Psychology (2)
- PSYC 7773 Theology of Psychology (3)
- PSYC 7453 Psychopathology (3)

Spring Semester: (11 credits)

- PSYC 7603 Advanced Lifespan Development (3)
- PSYC 7003 Theories of Personality (3)
- PSYC 7263 Research Methods I: Statistics
- PSYC 7202 Social Justice and Faith Integration (2)

Summer Semester: (12 credits)

- PSYC 7862 Pre-Practicum I: Basic Counseling Skills (2)
- PSYC 7443 Social Psychology and Behavior (3)
- PSYC 7662 Field Study (2)
- PSYC 7612 - History and Systems of Psychology (3)
- PSYC 7353 Biological Basis of Behavior (3)

Year 2

Fall Semester: (11 credits)

- PSYC 7273 Research Methods II: Design and Ethics (3)
- PSYC 78722 Pre-Practicum II: Advanced Counseling Skills (2)
- PSYC 8023 Cognitive Affective Basis of Behavior
- PSYC 8773 Psychological Assessment I: Cognitive Assessments (3)

Spring Semester: (11 credits)

PSYC 7173 Testing and Measurement (3)
 PSYC 8783 Psychological Assessment II (3)
 PSYC 7883 Pre-Practicum III: Systems and Modalities (3)
 PSYC 7302 Group Counseling and Cultural Dynamics (2)

Summer Semester: (9 credits)

PSYC 7892 Pre-Practicum IV: Advanced Psychopathology (2)
 PSYC 8793 Psychological Assessment III (3)
 PSYC 7283 Research Methods III: Techniques of Data Analysis (3)
 PSYC 8891 Dissertation Preparation (1)

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 7423 Couples and Family Therapy (3)

Spring Semester: (8 credits)

PSYC 7812 Special Topics in Psychology
 PSYC 8132 Interventions and Practice II: Population-based Approaches (2)
 PSYC 7762 Substance Addiction and Intervention (2)
 PSYC 7922 Doctoral Practicum II (2)
 PSYC 7990 Qualifying Exam (0)

Summer Semester: (9 credits)

PSYC 7043 Interprofessional Practice and Consultation (3)
 PSYC 7932 Doctoral Practicum III (2)
 PSYC 7362 Counseling and Career Development
 PSYC 8902 Dissertation I (2)

Year 4**Fall Semester: (8 credits)**

-PSYC 8912 Preinternship in Psychology I (2) Or
 -PSYC 7942 Advanced Practicum I (2)
 PSYC 8752 Professional Practice Seminar III: Supervision (2)
 PSYC 8942 Doctoral Dissertation in Psychology II (2)
 PSYC 7552 Child and Adolescent Therapy (2)

Spring Semester: (6 credits)

-PSYC 8922 Preinternship in Psychology II (2) Or
 -PSYC 7952 Advanced Practicum II (2)
 PSYC 8162 Interventions and Practice III: Efficacy of Interventions (2)
 PSYC 8952 Doctoral Dissertation in Psychology III (2)

Summer Semester: (8 credits)

PSYC 8732 Professional Practice Seminar: Professional Standards (2)
 -PSYC 8932 Preinternship in Psychology III (2) Or
 -PSYC 7962 Advanced Practicum III (2)

PSYC 8192 Interventions and Practice IV: Advanced Counseling Practice (2)
 PSYC 8962 Doctoral Dissertation in Psychology IV (2)

Year 5

Fall Semester: (2 credits)

**PSYC 8972 Internship in Psychology I (2)

Spring Semester: (2 credits)

**PSYC 8982 Internship in Psychology II (2)

Summer Semester: (2 credits)

**PSYC 8992 Internship in Psychology III (2)

Total Credits: 121

**Subject to change. Please see specific Cohort "Tracks" on Eagle. **During the fifth year of the program, students complete a year-long internship. Taking this 2 credit course counts as half- time 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 PsyD Program requirements of 121 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 PsyD degree after completing the third year of the program, including passing both the written and clinical comprehensive examinations. Students must submit a completed application to the PsyD Program Coordinator at the beginning of the fourth year. The coordinator will then present the application to a committee of PsyD faculty and staff for review. In order to qualify, the student must have successfully completed all requirements and courses for the first three years of the program, have passed both comprehensive exams, and be in good standing in the program.

A student cannot be awarded both an MACP degree and PsyD 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 PsyD degree until their sixth year).

The dates of when students are considered to have earned their master's degree vary by when they entered the program. Students in Cohorts 15 and above will have earned a licensable master's degree after completing three years of the program. For students in Cohorts 11-14: Students are considered to have earned a non-licensable master's degree after completion of their second year in the program. This degree is considered non-licensable because there is no

supervised experience component, as required by the WAC for licensure as an entry-level Licensed Mental Health Counselor Associate. If students delay applying for their master's degree to be awarded until later in the program, after completion of at least one semester of practicum, this master's degree is considered to be a potentially licensable degree because supervised experience is included as part of the educational experience.

It is possible that the Department of Health may accept applications that include non-licensable master's degrees if there is a supervised experience component completed and reflected on the transcript. We cannot guarantee what the Department of Health will or will not do with these applications, and our primary goal as a program is to prepare you for licensure as a psychologist (not licensed counselor). Students are not to represent themselves as having supervised experience to the Department of Health for any reason (including licensure purposes) when in fact they have not completed any semesters of clinical training.

Students are discouraged from opening up private practices during their training. Outside employment of any kind needs to accommodate class time and clinical training, and not the other way around." Students' first and main priority should be their education: classes, RAD teams, dissertation, comprehensive exams, clinical training. While students may be able to receive their associate licensure from Washington State partway during the program, the focus should remain on the schoolwork.

Assessment of Student Progress

The student's academic and clinical development is formally assessed on an annual basis by a committee comprised of PsyD 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 is as follows:

1. Early assessment of progress – early to mid-year during Year 1- on an as-needed basis
2. Annual assessment of progress – summer semester each year/results provided in early Fall semester of following year
3. Qualifying Exam –summer semester of Year 3
4. Assessment of Dissertation Defense
5. Assessment of Clinical progress – at the end of fall and summer term 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, PsyD 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 and consists of two sections- the written exam and the clinical exam. The exam is administered during the student's third year in the summer semester (written exam in May and clinical exam in June). The written portion is made up of four sections: (a) abnormal psychology/psychopathology, (b) law and ethics, (c) research methods/statistics, and (d) diversity, culture, and social justice/clinical psychology. The student must receive an overall passing score of 70% in the written exam in order to participate in the APPIC Match, apply for internships, and propose their dissertation.

The written exam is administered by AATBS, and is in a multiple-choice format, similar to the EPPP exam (but only covering the 4 domains). Two and a half hours are allotted for the exam. It is administered in a campus computer lab and proctored by CSBS staff. Discounts for EPPP prep materials are available for several of the major test prep companies, and students may find these review materials helpful, but purchase of the materials is not required.

The clinical section of the exam involves the student seeing a client (played by an actor) in a therapy session, with faculty reviewing the session live, while it happens. Student must receive a minimum score of 3 (out of 5) to pass the clinical portion of the exam.

If a student does not pass any section (written or clinical) of the qualifying exam they will need to retake that section. Students are offered up to three retakes (thus a total of four attempts to pass the qualifying exam). Below is an exam of a typical retake schedule (*note: subject to change based on needs/schedule of program*).

- Initial Exam – May/June 3rd year
- Retake 1 – Late August/September 4th year**If student does not pass this retake, they will be unable to complete APPIC match and thus will need to take an extra year in the program.*
- Retake 2 – May/June 4th year
- Retake 3 – Late August/September 5th year**If student does not pass this retake, they will likely be dismissed from program.*

- If a student does not pass their initial or first retake, they will be unable to apply for internship and the APPIC match and will need to complete an sixth year in the program. If a student does not pass their third retake (thus their fourth attempt), they will likely be dismissed from the program. Additionally, a student will receive be placed on academic probation after the failing their second attempt/first retake.

Qualtrics

The PsyD Program utilizes an online survey platform and management system called Qualtrics, for which students pay a fee of \$40 each semester. The use of Qualtrics is 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 PsyD 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 in the program. Students are provided a list of faculty and their research interests and then allowed to rank their top three preferences for their dissertation chair. Faculty are also allowed to assess student fit and assignments are subsequently made with these considerations in mind(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 if the change is helpful for their proposed dissertation focus, though the final decision is left to the dissertation coordinator who will take into account other factors such as faculty workload and the viability of the request.

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). 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 PsyD 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

The CSBS enthusiastically supports students of diverse backgrounds including different cultural, ethnic, and religious backgrounds. PsyD Program faculty and staff intentionally 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's 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 reinforced 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 PsyD Faculty integrate issues of diversity in classroom discussions. Furthermore, the CSBS hosts periodic events (typically [one to](#) 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.

Academic and Professional Requirements

Students must earn a grade of B- or above in all PsyD 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 3 (of 5) on the clinical exam and 70% on the written exam). 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 (pre-practicum, 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 and/or site-specific internship assessments.

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 exams, 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). If a student fails to reach a minimum level of achievement in program competencies and standards, the concern will be considered by a quorum of the core PsyD Faculty. Failure to adhere to the above standards may be the cause of probation or dismissal from the program at any time (see Dismissal from the program).

Student Documentation and Files

Students are responsible for ensuring their student documents and files are uploaded appropriately. Including: clinical training documentation (hours, PCTA, supervisor feedback forms, site contracts, site brochures, supervisor CVs), dissertation documentation, and all other documentation as requested by the PsyD program.

Writing in Graduate School

Students in the PsyD program are expected to show a high level of writing in their papers and written work for program requirements. Students are able to access the Writing Center for help in writing papers, and may be directed to utilize the services by faculty if the faculty deems it necessary. The use of generative artificial intelligence software is forbidden. Faculty may choose to have students submit their papers to AI detection software, which can monitor the use of artificial intelligence in writing. If the software finds that a student has used artificial intelligence when constructing a paper or other task, for either the full paper or a portion of the paper, the faculty member will make a plagiarism report to the Provost. If there are three reports of plagiarism the student may be dismissed from the program.

Resources for writing include:

NU Writing Center:

<https://eagle.northwestu.edu/departments/writing-center/>

APA Style Guide:

<https://apastyle.apa.org/style-grammar-guidelines>

Purdue OWL Online Writing Lab:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html

Heartful Editor free online APA style training:
<https://heartfuleditor.com/training/>

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 the PsyD Program. Re-registration 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.

In the event a student fails a course (grade below a B-), the student will be required to repeat the course.

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 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 failing the qualifying exam (especially retake) or upon entry 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 PsyD 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 failing a qualifying exam) 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 probation, 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. The 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 PsyD Faculty member which is discussed in person with the student and signed by the student and two PsyD 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, 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 PsyD 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 probation the following semester if all course grades for the term are passing (that is, B- or higher), or all sections of qualifying exam are passed, and/or 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 as assessed by faculty. Failure to adhere to the above standards may be the cause for dismissal from the program at any time.

Incurring more than one probation. 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 PsyD 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; and/or
- More than one probation.

Academic and Assessment Appeals

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

Students dismissed from the PsyD Program by the program staff and faculty, or who petition for a policy exception which is denied 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.

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 PsyD Program. If an acceptable resolution is not reached or if the professor is the Director of the PsyD 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 chairperson designated by the president for the specific case shall preside over the hearing if there is conflict of interest involving both the Provost and the vice chairperson of the Academic Affairs Committee.
- The student, the professor, and vice chairperson 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 parties involved.
- 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 PsyD courses is critical to the complete educational and professional experience in the program. Additionally, the PsyD 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 several factors, including approval by PsyD Program staff and faculty.

In an emergency, a student may be allowed to withdraw from or defer one or more courses. The PsyD Program staff and faculty will formulate a plan for the student to makeup 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 PsyD 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 PsyD 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 PsyD staff and faculty. In addition, should a student decide in conjunction with the PsyD 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 PsyD Program, for ensuring all curriculum and clinical requirements are fulfilled within the seven-year allotment; nonetheless, consultation with PsyD 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 PsyD 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, 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 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 develop 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 PsyD Program within seven years of their original start date of the program. Students may contact the PsyD 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 from 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 PsyD 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.

Parental Leave

Students are eligible for 6 weeks parental leave after the birth or adoption of a child. During this leave, the student may opt to watch Panopto recordings of their classes in order to avoid falling behind, and assignments will not be due during this time. Students should work with their professors to find new deadlines for assignments originally due during the parental leave period. If time beyond the 6 weeks is needed, a leave of absence from the program can be requested/granted.

Babies and Children in Class

The program recognizes that many students are parents and applauds the ability to manage life as a caregiver with the work required for graduate school. However, babies and children are not allowed to be in class sessions. This is to preserve the learning environment and is in fairness to the other parents in the program. Parents of babies are welcome to have someone babysit their child in the hall, and may leave the classroom to feed/pump

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 PsyD 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 no 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 stay 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, CSBS recommends the APA Science Student Council's (2006) paper (see Appendix A). Additionally, a resource recommended 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. For more information on obtaining a transcript, see the Registrar's website: www.northwestu.edu/registrar/

Transfer Credit Policy

Credits may be transferred into the PsyD program at the sole discretion of the Director of the PsyD program and the Director of PsyD Student Services. PsyD students may transfer up to 20 credits from another APA-accredited doctoral program (credits from a rigorous master's level program may also be put forth for consideration). Transfer credit is not allowed toward practicum or internship requirements. All coursework must have been taken within the last seven years. To be eligible to transfer, courses must match the NU PsyD courses in both credit number and course content. An official transcript, a copy of each course syllabus, and a copy of course descriptions obtained from the other school's published catalog (if not represented accurately on the syllabus) must be provided. Courses that may be considered for transfer are the following:

- Theories of Personality (3)
- Psychopathology (3) *
- Biological Basis of Behavior (3) **
- Cognitive Affective Basis of Behavior (3)
- Social Psychology & Behavior (3)
- Advanced Law & Ethics (for WA state) (3)**
- Advanced Lifespan Development (3)
- Career Counseling (2)
- Testing & Measurement (3)
- Theology of Psychology (3)

* must include the DSM-5-TR

**must be from a doctoral program; master's programs do not qualify

Courses that do not transfer are the following:

- Pre-Practicum I, II, III, & IV (2-3)
- Child & Adolescent Therapy (2)
- Couples and Family Therapy (3)
- Group Counseling and Cultural Dynamics (2)
- Substance Addiction & Intervention (2)
- Interventions & Professional Practice series
- Diversity Issues in Psychology (2)
- Social Justice & Faith Integration (2)
- International Field Study (2)
- Research Methods II and III (3 each)
- Psychological Assessment I, II, III (3 each)
- Clinical Training series (Practicum, Pre-Internship, and Internship)

The process for transferring credits is as follows:

Step 1. The accepted student submits a written request to the Director of PsyD Student Services proposing that previous credit(s) earned from another institution be substituted for required course(s).

Step 2. The student must obtain an official transcript and a copy of course(s) descriptions and syllabi obtained from the other school's published catalog and submit all items to the Director of PsyD Student Services.

Step 3. The Director of PsyD Student Services will cross-check the proposal and submit a completed proposal form to the Director of the PsyD program.

Step 4. The Director of PsyD Student Services and the Director of the PsyD program will audit the proposal. A list of accepted credit substitutions will be marked on the proposal form and returned to the Director of PsyD Student Services.

Step 5. The Director of PsyD Student Services will inform the student of the accepted credit substitutions.

Step 6. The student will accept or deny the accepted proposal, at which time the student will inform the Director of PsyD Student Services whether he or she plans to pursue enrollment at NU.

Step 7. If the student agrees to the accepted substitution of credits, then the Director of PsyD Student Services submits a Degree Requirement Substitution / Waiver form to the Registrar's office.

Electronic Communication

Students will need access to high-speed internet to complete required coursework, clinical training, and communicate with program and university offices. 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 including email, Microsoft Outlook and Teams, and Discovery (course webpage). Additionally, graduate programs have important information on the Northwest University websites for Eagle and Discovery, the links for which can be found in Appendix A.

Discovery serves as the online classroom for each course and provides pertinent and helpful information for course-related matters such as syllabi, grades, testing, submitting papers. NU's eagle website provides university updates/announcements, as well as online resources for university departments students may need access to including NU testing center, academic accommodations office, financial aid and student accounts, printing and mailing services, Registrar's Office, IRB, as well as PsyD program webpages. All graduate students are assigned a Northwest University email account prior to the start of the first course. Students are required to use this Northwest University email as the primary means of communication with the university including professors and university offices. Students are able to access and download the various management tools necessary for a wide variety of tasks inside and outside of the classroom.

Students are expected to check their university email regularly. Student should respond to university emails within 48 hours (except over weekends, holidays, or semester breaks). Likewise, faculty and staff should also respond to student emails within 48 hours (except over weekends, holidays, semester breaks, or vacations). Please note – some university personnel are part-time and thus may not respond on days when they do not have office hours.

Technology in the Classroom

Classes will be held in a synchronous and in-person format. Exceptions may be made for situations that affect the entire class such as inclement weather or faculty illness, and a class may be held remotely in these infrequent situations. In a rare case, a class may be offered in a fully remote synchronous format to accommodate faculty availability. Hybrid technology, where both in-person and remote students are taught at the same time, is not utilized in the PsyD program.

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, being 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 courses. 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 PsyD 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 PsyD 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 PsyD Program will approve assessments to be checked out for a clinical placement 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 certain assessments for clinical placements during 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 clinical lab technician. You will need to make arrangements in advance with the clinical lab tech to check out and return assessments. Requests should be made in advance (at least 48 hours).

Graduation Requirements

Primary Requirements for the PsyD Degree

- 121 semester hours of prescribed coursework.
- At their own expense, PsyD 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 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.

"When students are ready to apply for graduation after fulfilling all program requirements, they should access the PsyD degree application form online from the Program Forms, Policies, and General Resources page on Eagle. Before submitting the form and making their official request for degree conferral, students must conduct their own audit.

This audit includes:

- Ensuring all final grades are posted,
- Verifying their transcript reflects completion of all required courses as per their degree track,
- Confirming their dissertation has been submitted for publication,
- Ensuring all program forms, including clinical training forms, are completed and submitted.

Once students have completed this audit and are confident all requirements are met, they should submit the completed application form to their Student Upload Folder. They should then notify the PsyD coordinator that they have submitted the form and formally request degree conferral in their email. The PsyD program will conduct an internal audit of the student's file. Upon verification, the graduation application will be forwarded to the Registrar's Office for final review and processing."

Commencement participation

A student's graduation date should not be confused with the public commencement ceremony that occurs in 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 March 15th* of the student's fifth year; and
- Complete at least 1000 internship hours and be on track (according to the DCT) to complete 1500 by the end of summer semester following the commencement ceremony.

*Note: In order to defend by March 15th the final and complete version of the dissertation should be sent to the chair shortly after Christmas break. This would allow two months for review and then the edited draft should be sent to the committee no later than February 1. This should provide a month for review and scheduling a final defense.

Degree conferral

All requirements must be completed prior to degree conferral. Incomplete courses or other outstanding 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 for 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.

Students will not be able to graduate (e.g., have their degree awarded) until all program requirements are completed, including but not limited to, passing the final dissertation defense, completing edits and revisions to the dissertation document for publication, conducting the dissemination, and submitting the final clinical training paperwork. The university graduates students at the end of each semester; thus, students need to submit all required items before the end of the semester in order to graduate that term. Please allow up to one month after your graduation request for the process to be completed. If circumstances necessitate an extension of time beyond the semester deadline, the student will need to register for Dissertation Continuation or Internship Continuation (whichever is applicable) and will need to graduate the following semester (assuming completion of the incomplete items).

Degree conferral is not the responsibility of the PsyD Program or the College of Social and Behavioral Sciences. Once the student's graduation application and audit have 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. Degrees are typically conferred on the last business day of the last month in the semester in which the degree was completed, regardless of the exact completion date within that semester. However, the PsyD program may be able to accommodate earlier processing at the written request of the student.

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 PsyD Program.

Clinical Training

Letter from the Director of Clinical Training

Dear Future Psychologist,

Greetings and welcome to Northwest University! We are excited for you to start your journey toward becoming a licensed counseling psychologist. Regardless of the path or expertise you choose, you will touch the lives of many individuals in ways you may never fully know, and this sacred role will change you as well.

We are an APA-accredited program, held to the highest standards of providing clinical training that is sequential, cumulative, and graded in complexity. Being accepted into this graduate program is a reflection of the hard work you have already put into accomplishing your goals. Whether you are fresh out of an undergraduate program, have taken years off from academia, or have been practicing as a master's level clinician, this marks the beginning of your clinical training as a licensed counseling psychologist.

Your training at Northwest University begins today, and the path is laid out for you to maximize your growth and potential. This training will start in the classroom with rigorous studies, led by professors chosen for their knowledge, skills, and abilities. Take the time to cultivate relationships with your professors and take advantage of the expertise they bring to the classroom. These two years in the classroom will go quickly, but they will prepare you well for the next step in your journey: clinical training.

With this degree, you will stand out in society as an expert in your field. Our program is dedicated to the intersectionality of faith-based instruction and social justice. Our goal is not only to contribute to your development as a competent clinician but also to train you to be allies, advocates, and activists with the population you feel called to serve. Your cohort will be comprised of people from different ages, genders, religions, sexual orientations, political ideologies, socioeconomic statuses, and backgrounds. It is expected that you will navigate these differences with cultural humility and that you will treat each other with the utmost respect. You will spend the next five years together; do not take these relationships for granted.

During your second year, you will receive training in counseling skills through the pre-practicum sequence to prepare you for your practicum placement. There are a variety of practicums offered, and it will be an exciting time for you to step into this new role. Your academic training will include theoretical models of practice and the logistics of delivering clinical services. Learning how to provide psychotherapy services is a lifelong journey that involves practice, supervision, learning, and self-reflection. You will also learn how to administer, score, and interpret evidence-based assessments. We will prepare and guide you along the way with the overarching goal of becoming a skilled and effective practitioner and scholar.

In your third year, you will be balancing coursework, preparing your dissertation proposal, completing comprehensive examinations, and learning how to be an effective, competent, and ethical clinician. Maintaining accurate records of your clinical work is paramount, and we will assist you in this endeavor as you prepare for licensure as a psychologist. 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 also mentor and shape you. At times, they may provide critical feedback. Be open to this feedback with humility and grace, as it offers invaluable opportunities for self-reflection and growth. The third year will feel drastically different from the first two years as you have many obligations. Prioritizing academic commitments and clinical training efforts over external employment is essential. Self-care, time management, and prioritization of expectations are imperative for staying on top of your obligations. You must take care of yourself to help others effectively, which will look different for everyone.

In the fall of your fourth year, you will begin pre-internship at a new clinical training site with a new clinical supervisor. This time will increase your confidence as a clinician, but we encourage you to continue adopting an attitude of curiosity and willingness to learn. Simultaneously, you will continue coursework, propose your dissertation by October 1st, and participate in the APPIC internship match process.

Finally, your fifth and final year of the program: internship. As mentioned in your initial interview, completing an APA-accredited internship will likely require you to move to another state. There are limited APA-accredited internships in the state of Washington and they are highly competitive. This can be a stressful time, but we will guide you through this phase. If you do not match during Phase I, Phase II, or the Post-Match vacancy, you will be expected to take an extra year in the program. While at internship, you will get comprehensive training and supervision aimed to help you prepare for applying for licensure. Although you may be far away, we are available to support and encourage you during your clinical training experience.

We wish you all the best during these next five years. Self-care is critical. Pray, meditate, exercise, eat well, sleep, and stay connected to your social support network. This is an incredible opportunity to make lifelong relationships. Be good to yourself and one another. We are a community of supporters, believers, and encouragers. Now is the time to develop as a professional, which requires integrity and grit. Adopt an attitude of gratitude, open-mindedness, and humility. You are here for a reason, and God has touched your heart with the passion to serve others. Know when to ask for help, and trust that your faculty is dedicated to your success.

With whole-hearted enthusiasm,

PsyD Program Faculty



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 PsyD Program maintains quality control over student clinical training by formal and informal mechanisms. 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 are some of the ways quality control is maintained.

At the clinical training sites, students will develop skills resulting in mastery of program competencies, particularly related to assessment, intervention, interprofessional collaboration, and individual and cultural diversity. In addition, competencies in communication and interpersonal skills and professional behavior will also be an important focus of development.

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 reflect the NU PsyD 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. Concerns in this area will be addressed.

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 their time and energy to further 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 first and foremost and the lowest level of communication is direct communication.

Students should balance professional development with self-care, thereby maintaining physical and emotional health while becoming proficient at clinical skills.

Your clinical training and professional development are the main goals and the structure and requirements of the Clinical Training Program directly support your overall development. The Clinical Training Program is conceptualized as a developmental process and requires flexibility, openness, personal insight, receptivity to feedback, and mutual respect.

Finding a Clinical Training Site

The student will work collaboratively with the DCT to find clinical training sites from the list of approved 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. All students seeking sites are required to attend the Clinical Training Fair in its entirety. Northwest University cannot guarantee site placement. Students may not engage in pre-interviewing of sites and supervisors prior to the Clinical Training Fair. In the event you do not comply with this guideline, you will forfeit the intended placement and be subject to waiting until all students are placed at sites before you proceed with the process of establishing a training site. It is imperative that all students have an equal opportunity to compete for sites. Finally, typically the DCT will not write a letter of recommendation for practicum, advanced practicum, or preinternship sites; however, a letter of recommendation for internship applications is appropriate.

Students are welcome to share information with the DCT regarding potential sites that are not on the approved list. However, this is not a guarantee the site will be pursued and does not give preferential treatment to the recommending student.

Readiness to apply for internship is a faculty decision. The DCT will solicit feedback from the faculty in determining if the student is eligible to apply. This evaluative process begins on your first day of the program. Students applying for internships are required to complete the Application for Psychology Internships (AAPI) 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. Further, to apply for an internship, you must successfully defend your dissertation proposal by October 1st of your fourth year, or the year you plan on attending. Some students elect to apply for internships in their fifth year.

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 including internship.
- While students are allowed to complete up to one year of clinical training and supervision via telehealth or remote work, sites that provide onsite/in person experiences are heavily encouraged and should be prioritized. Students are required to participate in 15-20 hours of clinical training work per week.
- **Secondary Training Site:** You may not commit to more than one training site per year without the approval of the DCT. The process and requirements for requesting a secondary site are outlined below. Requesting a secondary site is a significant decision as it adds to your academic and training obligations, and it is not taken lightly by the faculty. To request a secondary site, please ensure you meet and follow the requirements and procedures below:
 - **Availability of Sites:** No secondary sites shall be sought or approved

until all students pursuing practicum, pre-internship, and advanced practicum have secured a primary site. Secondary sites are not guaranteed. All decisions regarding secondary sites are left to the DCT's discretion.

- **Good Standing:** The student requesting a secondary site must be in good standing with the program, which includes but is not limited to:
 - Completion of course requirements
 - Passing of qualifying exams (if applicable)
 - Obtain approval from your dissertation chair signifying your on track for meeting the proposal deadline of October 1st.
 - Meeting professionalism standards outlined by the program and community covenant
 - Not currently on academic probation
- **Concerns with Primary Site:** If you are seeking a secondary site due to significant concerns or impediments to adequate clinical training at your primary site, you must immediately notify the DCT in writing about the concerns at your training site. You are not authorized to pursue a secondary site unless approved in writing by the DCT.
- Contracts for secondary sites will not be administered without written approval from the DCT. Please ensure all these requirements are met and procedures are followed before submitting your request for a secondary training site.
- As an APA accredited program, we are expected to provide clinical training that is sequential, cumulative, and graded in complexity. This means you will have different clinical placements for practicum, preinternship, and internship. As mentioned in your initial interview, APA requires that you complete an APA accredited internship which will likely require that you move to another state. There are limited APA accredited internships in the state of Washington and they are very competitive. Therefore, you are expected to participate in the APPIC internship match process and apply to at least 15 APA accredited internships. In order to do so, you must be in good standing with the program and have successfully proposed your dissertation by October 1 of your fourth year. This can be a stressful time and we will be here to guide you through this phase. If you do not match during Phase I, Phase II, or the Post-Match vacancy, you will be expected to take an extra year in the program.
- Students who are considering withdrawing from the APPIC Match must contact the DCT immediately. A course of action will be discussed. Students may not withdraw from the Match without prior approval of the DCT.
- 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 AAPI, preinternship hours are counted as practicum hours, therefore taking advanced practicum does not affect applications for internship.
- It is the responsibility of the student to be familiar with and understand licensure requirements as well as the PsyD program's training requirements.

Considerations for Practicum, Advanced Practicum, Preinternship and Internship

- Prior to establishing a contract for clinical training, the DCT and Program Coordinator must receive the following documents: proof of current malpractice insurance, supervisor's curriculum vitae, and a site brochure. Contracts are completed on Time2Track.
- A start date and ending date must be established by the student and site supervisor. Upon approval of the DCT you will receive a contract link assuming the required documentation is in place as outlined above. Typically, clinical training experiences will last for 12 months.
- In the event you have overlapping dates of clinical training between the current site and future site, you must contact the DCT and discuss a plan for managing obligations. Said plan will be approved in writing before a contract link is provided to the student. For students leaving for an internship, this should be established approximately 45 days after you have been officially matched at an internship.
- Students will spend between 15 – 20 hours a week at their clinical training site. Students must notify the DCT in writing of any extended illnesses or absences from the site in excess of 3 days. Working fewer than 15-20 hours per week is not acceptable and may result in formal action to include discipline.
- Students are responsible for ensuring the ratios of direct clinical contact and supervision hours meet the guidelines of the WAC. In the event your ratios are not within guidelines it is your responsibility to adjust. The DCT can provide guidance in this area.
- Students are responsible for maintaining an accurate log of clinical training hours and experiences in Time2Track. The DCT has access to these logs and may view them at any time without notification to the student.
- Students are required to have a Time2Track account and pay for these services through a student fee. Northwest University has a Time2Track contract. If a student decides to pursue a postdoctoral fellowship, they will be responsible for paying for their own Time2Track account.
- Students are required to maintain copies of all documentation related to clinical training and upload them to their student upload folder as indicated. This will be useful when applying to internship, postdoctoral fellowships, and state licensing boards. Note, that the student upload folders are not personal folders and are used for uploading purposes only.
- Students should be familiar with the Board of Psychology and the licensing requirements. The DCT will refer to the Board of Psychology, but ultimately the student is responsible for understanding and interpretation of Board rules and regulations.
- In the event you are providing clinical services at a site without proper malpractice insurance you will be immediately removed from the site and may be subject to disciplinary action.

APPIC Applications

- Once approved all students are required to apply to the Match.
- All psychological assessment reports included in your AAPI will be approved before submission and must reflect your work in its entirety. Psychological assessment reports must be deidentified in accordance with HIPAA guidelines. The APPIC website has a link on this requirement.
 - The DCT cannot verify or vouch for any clinical training hours received from other training programs or institutions.
- Your participation in the Match is a legal contract and there are consequences as outlined on the official APPIC website for failing to accept a training site once selected.
- Withdrawal from the Match is not permitted.
- Students who participate in the Match and do not match in Phase 1 are obligated to participate in all phases (Phase 2 and Post-Match Vacancy) except in rare circumstances and require permission to discontinue attempts at finding a match.

Late or Missing Documents

Please be advised that failure to turn in/upload the required documents will result in failure of your clinical training. You are responsible for keeping a copy of all clinical documents for your own records. These documents will likely be needed as a part of your licensure application. Submitting any documents late is not acceptable and reflects poorly on your professionalism.

Student Responsibility

As previously noted, students are required to submit clinical documentation through their designated student upload folders and are responsible for keeping copies of *all submitted clinical documentation*. Instructions on how to upload clinical training documents can be found on Eagle. You should be keeping your own clinical file for your personal records in preparation for applying to licensure. This includes keeping copies of your signed contracts, site brochures, supervisor's CVs, proof of insurance, and hours.

Clinical Training Checklist

Use this checklist to keep track of the forms you need to turn in through your student upload folder. Further explanation and instructions for these items will be in detail on the following pages of this handbook. A step-by-step guide of how to upload documents to your student folder can be found on Eagle.

Document	Instructions
Prior to beginning training at a site:	
☐ Insurance ☐ Supervisor CV ☐ Site Brochure*	1. The student will apply for and pay for malpractice insurance. 2. The student will provide the DCT and Program Coordinator with a copy of the receipt of proof of malpractice insurance, supervisor's CV, and site brochure. 3. The student will provide the DCT with firm start and stopping dates for their clinical training. These dates are approved by the DCT.
☐ Contract	1. Upon receipt of the aforementioned documents and approval of the site, starting and stopping dates, the student will receive a notice from the DCT to establish the contract in Time2Track. A contract link will not be provided unless these documents have been submitted to the Program Coordinator. 2. The student is responsible for collecting all required signatures on the contract through electronic submission. 3. The DCT will electronically sign that contract <i>after</i> the student and site supervisor sign the contract 4. The student will maintain a hard copy of the contract for their files. 5. <i>If the site requires a copy of the signed contract, the student is responsible for providing the contract to the site.</i> 6. The student will provide the DCT and Program Coordinator with a copy of any additional contracts the student is required to sign at the site.
Students Must Submit the Following Documents in a Timely Manner	
☐ Psychology Trainee Competency Assessment (PTCA)	1. We will email this link to your supervisor each December and August or within 2 weeks of completion date of clinical training (this date will vary depending on the end of training). The site supervisor will complete it and go over it with the student. 2. The student is responsible for following up with their supervisor to make sure that they receive the link, and to work with them to assure it is completed by the established deadline.
☐ Supervisor Feedback Form (SFB)	1. Each December and August, or within 2 weeks of completion, we will send you an email with a link to complete this by the established deadline.

□ **Hours**

1. The student will track their hours throughout the term and submit the totals at the end of each term (December and August or within 2 weeks of completion of clinical training. This date will vary depending on when the clinical training experience ends). Time2Track is the method of documenting hours.
2. Signatures from the student, supervisor, and DCT are electronic.
3. The student will have access to their signed hours on Time2Track.
4. All forms that must be filled out completely or they will not be approved by the DCT.
5. Forms must be submitted electronically in Time2Track

*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.*

Students are responsible for ensuring all their documents are completed and uploaded to their designated student upload folder. Students are responsible for following up with their supervisor(s) to complete documents prior to verification/submission to the DCT for signature.

PsyD Program Clinical Experiences and Requirements

Doctoral Practicum

A doctoral practicum is required during the third year of the PsyD 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 that 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 is approved by the DCT, meets the PsyD Program requirements and meets the WA state licensure requirements.
- After submitting a copy of your malpractice insurance, site training brochure, and a copy of your supervisor’s CV, and establishing a firm start and stopping date for your training and upon approval of the DCT you will be given permission to establish a contract on Time2Track.
- Contracts are signed electronically on Time2Track and will be signed by the student, then the supervisor, and then the DCT.
- 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 in 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

- Students are required to be at their site 15-20 hours per week for 12 months independent of total hours accrued at the end of the 12 months.
- The site establishes the training period and not the student. There may be sites that offer clinical training for 10 months (ie. academic settings) but this is unusual.
- Northwest University requires doctoral practicum students to accrue a minimum of 450 hours of direct-experience, 100 of which must be in supervision.
- The WAC requires at least 300 hours of direct experience, 100 of which meets the requirements for supervision.
- Students are encouraged to accrue a total of 575 hours. The student must have an appropriate practicum supervisor. Northwest University requires students to have one or more licensed psychologists with at least 2 years’ experience 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.
- Students are not authorized to have a practicum site that is a current or former place of employment. Further, students are required to be at a different clinical training site for practicum, advanced practicum, preinternship, and internship.
- The student must be evaluated by the site supervisor twice per year. 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 assigned coursework.
- Typically, practicum and preinternship training experiences are unpaid. It is prohibited for students to request payment at their site.

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 practicum site that is approved by the DCT, meets the PsyD Program requirements and meets the WA state licensure requirements.
- After submitting a copy of your malpractice insurance, site training brochure, and a copy of your supervisor's CV, and establishing a firm start and stopping date for your training and upon approval of the DCT you will be given permission to establish a contract on Time2Track.
- Contracts are signed electronically on Time2Track and will be signed by the student, then the supervisor, and then the DCT.
- Registering for practicum credit (PSYC 7942, 7952, 7962) 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 in 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

- A minimum of 500 hours of 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).
- Students are encouraged to accrue a total of 575 hours ensuring the ratios of direct client

contact and supervision hours are satisfied. These requirements are noted below.

- 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' 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 twice per year. 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 assigned coursework.
- Students are not authorized to have an advanced practicum site that is a current or former place of employment. Further, students are required to be at a different clinical training site for practicum, advanced practicum, preinternship, and internship.

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 practicum site that is approved by the DCT, meets the PsyD Program requirements and meets the WA state licensure requirements.
- After submitting a copy of your malpractice insurance, site training brochure, and a copy of your supervisor's CV, and establishing a firm start and stopping date for your training and upon approval of the DCT you will be given permission to establish a contract on Time2Track.
- Contracts are signed electronically on Time2Track and will be signed by the student, then the supervisor, and then the DCT.
- Registering for preinternship credit (PSYC 8912, 8922, 8932) each semester of the preinternship year and completing all course requirements. Registration must be completed through Self-Service. Students are responsible for registering and paying tuition every semester while in 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:

- At least 500 and up to 1500 hours of supervised experience may be accrued during the preinternship; however only 500 hours are required for graduation.
- Students are encouraged to accrue a total of 700 hours, ensuring the ratios of direct client contact and supervision hours are satisfied. These requirements are noted below.
- 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, students must have 2 hours 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 PsyD 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 twice per year. Each preinternship 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 assigned coursework.
- Students are not authorized to have an advanced practicum/preinternship site that is a current or former place of employment. Further, students are required to be at a different clinical training site for practicum, advanced practicum, preinternship, and internship.

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 October 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 applying for an internship. Securing an internship site requires completion of the following:

- Participation in the APPIC match. Students may not withdraw from the Match without consultation with the DCT, as previously noted in the manual.
- Registering for internship credit (PSYC 8972, 8982, 8992), each semester of the internship year.

Guidelines

- At least 1500 hours of 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.
- Students are not authorized to have an internship site that is a current or former place of employment. Further, students are required to be at a different clinical training site for practicum, advanced practicum, preinternship, and internship.
- Students who are unable to find internships during the APPIC Match will work directly with the Director of Clinical Training to secure an alternate internship. This will require a variety of different administrative activities throughout the process to include establishing a contract, having malpractice insurance, receiving a copy of the supervisor's CV, and site brochure. This process will be like the steps required for practicum, advanced practicum, and preinternship, but may have additional site-specific considerations. As such, the guidelines are broad.
- 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.

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 (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 is designed specifically for graduate students to cover practicum and internship activities.
- Premium Indication:
 - The following indication of premium is an estimate based on the basic information you have provided.
 - Type of Coverage: Psychology Student
 - Limit of Liability \$1,000,000 / \$3,000,000
 - Typical Annual Premium \$35.00

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 two times per year, typically in December and August or within 2 weeks of completion of clinical training (this date will vary depending on when your training experience ends). If forms are not completed and submitted by the established due date, students will not fulfil their training requirements.

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 (an electronic form on Time2Track). About a month before they are due, the DCT will email the PTCA Form out to supervisors for completion. The student and supervisor are to discuss student progress. If the supervisor or student requests a PDF of the completed form, the PsyD Program Coordinator or DCT will provide one.

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 PsyD 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

In December and August or within 2 weeks of completion of clinical training (this date will vary depending on when your training experience ends), 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 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 WAC 246-924-049	Preinternship WAC 246-924-053	Internship WAC 246-924-056	Post-Doc 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 40 hours – case conferences, co-therapy, seminars, group supervision	
Supervisor Qualifications	Licensed professional (LMHC, LMFT, MSW, Licensed psychologist, psychiatrist)	1. 75% of supervision must be by licensed psychologist with 2 years post-license 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-license 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-license 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			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. PsyD students at NU are required to maintain their training hours in Time2Track. You will not pass your clinical training without submitting one form per site at the end of each evaluation period (typically in December and August or within 2 weeks of completion of clinical training (this date will vary depending on when your training experience ends) in years three through five. If you do Internship Continuation, these hours forms will be required during each semester you are registered for that course as well. Again, hours are recorded in Time2Track and submitting to your student upload folder.

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

Students who propose their dissertation by October 1st of the fourth year are allowed to participate in the APPIC Match and complete the AAPI.

Dissertation

Dissertation Overview

The dissertation study in the PsyD 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 PsyD 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 a quantitative methodology, qualitative research methodology, or a clinical application.

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 apply 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 PsyD 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.

Clinical Application Dissertation Option

A clinical application is a process of developing a product (i.e. a training, manual, game, phone app, book, etc.) that can be provided to address or aid in supporting psychological health. The clinical application in the dissertation realm encompasses developing and testing out one's product. The product is evaluated by experts in the field and/or clinical users. The completed product is due at the time of proposal.

Chapter 1: Intro and literature review of variables in question and efficacy of current interventions.

Chapter 2: Students outline their project and how they will analyze it. This chapter should include a description and outline of the project/intervention/game/tool that they wish to propose, how they will administer it, the anticipated benefit of their project (as supported by their chapter one), sample size, the measure by which they will assess the impact or feedback. They should also create the necessary forms explaining the nature of the project to those participating. (minimum 8 pages +)

Chapter 3: Results- Students will detail how they administered the project, the outcome, the feedback and data they collected. They may also note here any limitations or unforeseen barriers during the development and implementation of their project. This section

would write up the results of their project, the feedback received from the experts/users (qual and quant). (approx. 6-8 pages)

Chapter 4: Discussion- Students will address how they will accommodate the feedback, lessons learned and potential edits to the project. This section should also outline application to the field, next steps and how their project may (or may not) move forward in the future.

Appendix: The clinical application will be included in its entirety as an appendix, and this is due before formally proposing the dissertation. If the product is nontextual in nature, then the product will be submitted as an electronic attachment with the electronic submission of the dissertation.

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

	Fall	Spring	Summer
Year one	○ Get paired with a chair ○ Reflect on topics of interests	○ Start researching topic of interest ○ Start finding articles in your area of interest and creating an annotated bibliography	○ Continue researching your topic of interest and adding to your annotated bibliography
Year two	○ Continue researching your topic of interest and adding to your annotated bibliography ○ Start fine tuning your research question	○ Continue researching your topic of interest and adding to your annotated bibliography ○ Develop a hypothesis and start researching your methodology (how will you test it?)	○ Fine tune your hypothesis and methods ○ Create an outline of your chapter one and two ○ Start plugging your annotated bibliographies into that outline ○ Course: Dissertation Prep
Year three	○ Assemble a committee ○ Identify gaps in literature review ○ Finish compiling research articles ○ Write your draft of chapters one and two. Send to your chair before Christmas break.	○ Send the completed draft to your chair (if you have not already done so) shortly after Christmas break. Wait for approval or request for revisions. Once cleared by your chair, you may send this draft to your Committee. This should occur no later than February 1. ○ Edit well using your APA Manual	○ Deadline to send your draft to your chair is June 1 ○ Prepare/submit application for IRB approval ○ Course: Dissertation I
Year four	○ Deadline to propose is October 1 ○ Complete IRB app and wait for approval ○ Proceed with data collection ○ Data Analysis ○ Course: Dissertation II ○ Schedule oral proposal*	○ Write up results, discussion, conclusion (Chapters 3 and 4) ○ Follow APA format for cover pages, appendices, etc. ○ Send final draft to chair for approval or request for revisions. ○ Once approved, send the final manuscript to the committee ○ Course: Dissertation III	○ Complete full manuscript with edits and in APA format ○ Schedule final oral defense** ○ Preprinting and Publication*** ○ Course: Dissertation IV
Year five	○ Dissemination ○ PSYC 8021 (if needed)	○ Dissemination (if needed) ○ PSYC 8021 (if needed)	○ Dissemination (if needed) ○ PSYC 8021 (if needed)

Note. Some items refer to recent curriculum tracks that do not apply to “older” cohorts.

**Proposal by October 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 March 15th. This means the final draft should be submitted to the chair around Christmas break with their approved version going to the committee no later than February 1st.

****The pre-printing and publication process involves further review of your dissertation document for APA publication standards by the appointed Editor and PsyD Program Coordinator. This process can take up to two months. To guarantee completion by August 31, the committee-approved dissertation must be submitted to the Editor by July 1.*

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 PsyD Program. 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. If the student is in their final year of the program, their committee-approved manuscript must be sent to the Editor no later than July 1st to guarantee completion by August 31st.

Grading Policy and Progress Reports

Students are expected to attend Research and Dissertation (RAD) Meeting as scheduled each term. In addition, each dissertation course has a short list of required items that must be complete to pass a dissertation course.

A student's grade in their final dissertation course (PSYC 8963 Dissertation III or PSYC 8962 Dissertation IV depending on entry year) 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.

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.

The dissertation chair's role and responsibility are to guide the student in planning the proposal and supervise the completion of the student's dissertation. The student will not be permitted to change their dissertation chair once they have successfully defended the dissertation proposal. 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. Sensitive topics should be submitted to the Provost Office via the Sensitive Research Topic Preliminary Review Form.

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 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. If the student and a potential third committee member (non-NU faculty) have a personal/professional relationship, the committee member must be approved by the chair. The student is responsible for contacting potential committee members. 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 students 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

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 1 has been submitted, complete in full and with all signatures, to the PsyD Program Coordinator.

Proposals must include full versions of chapters one and two and are expected to be 25-35 pages in length each. The students 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 or via an alternative remote platform. To reserve a room, contact the PsyD 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 PsyD Program Coordinator to prepare the assigned room for that use.

To be eligible to apply for internship, students must successfully propose their dissertation by October 1st of their 4th year. In order to meet this cut off date, the deadline for draft submission is June 1 of their 3rd year. This involves a completed and well edited draft being submitted to their chair. This ensures adequate time for reviews and edits for the chair and, later, by both committee members.

The student should come prepared with a copy of Form 1 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 October 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 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 proofread 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 for paying for any help they receive and monitoring 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
- Are all the correct references included and do not include extra references lacking citation within the paper?

Proposal Defense

At a student's dissertation proposal defense (which should include a PowerPoint), 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, they may sit outside the proposal room or must be cleared with the chair. After the presentation and committee asks their questions, the student will be asked to step out of the room while the committee deliberates (about 5-10 minutes). Once the committee has decided, the student will be brought back into the room to receive feedback and the next steps are determined. At this point, all forms should also be signed.

Scheduling the proposal. 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 PsyD Program Coordinator at least 48 hours in advance. The coordinator will not allow a student to book a room if required forms are missing. 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 PsyD Program Coordinator to prepare the assigned room for that use. The student should come prepared with a copy of Form 1 for the committee to record the results of their review of the dissertation proposal. The student should plan to propose the dissertation no later

than October 1st of the fourth year. If the October 1st deadline is not achieved, the student will be unable to apply for an internship.

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.

Beginning August 2020, all students completing research and dissertations through Northwest University are required to take an online course on Protecting Human Research Participants. This course can be found at <https://phrptraining.com> and costs approximately \$50/test. The certificate of completion is valid for four years and will be turned in alongside the student's IRB application.

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 PsyD Program Coordinator before beginning research. If approval is given via email, forward the email to the PsyD 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 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 PsyD 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.
 - 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. (Minimum length: 25 pages.)
 - In Chapter 2, there should be a description of the research design and methodology. (Minimum length 4-6 pages)
 - In Chapter 3, the student will provide a summary of their findings. Data is not interpreted in Chapter Three.
 - 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. (Minimum length 5-10 pages)

- Students should have 50-100 references to support their dissertation

Dissertation writing is not casual in formatting, content, and discussion. It should be presented as scholarly work and built 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 (which should include a PowerPoint), it is the student's responsibility to confirm a date and time that works for the committee with them, and to schedule a meeting. If meeting in person, the student can reserve a room by contacting the PsyD Program Coordinator at least 48 hours in advance. If a remote method is determined to be the preferred method by the student and committee, the student is required to determine a suitable format (i.e., zoom, Skype, etc.). The student should come prepared with a copy of Form 3 (Defense Form) 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. Family and friends are not permitted to ask questions or comment during the student's presentation. After the presentation, the student (and any guests) will be asked to step out of the room while the committee deliberates (approximately 5-10 minutes). Once the committee has decided, the student will be brought back into the room to receive feedback, and the next steps are determined. 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 PsyD 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.

Post defense Revisions

If, following the defense, the committee requests any revisions, the student must keep hold of Form 3 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 3 to the PsyD Program Coordinator. It is the student's responsibility to obtain any necessary signatures for the form.

Dissertation Dissemination

Dissemination of the dissertation is required as part of the dissertation process and is also required for graduation from the program. 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 the Form 4 (Dissemination), acquire the necessary signatures, and submit the form to the PsyD 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. The student will not be considered to have completed the dissertation requirement of the PsyD Program until their dissertation has been published in the World Catalog (approved by committee, passed the APA style review, and ready for publication). When the student has finished all edits, including those from the Editor, they will reach out to the PsyD Coordinator for instructions on how to submit their dissertation for publication through the NU Library. Binding the dissertation is not a program requirement.

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 PsyD Program Coordinator for review for publication. The PsyD Program Coordinator will coordinate with the appointed outside Editor to review the dissertation for APA style standards to ensure it is ready for online publication on WorldCat and binding.

The PsyD Program covers the cost of two reviews of each dissertation by the appointed Editor through fees collected. If the Editor recognizes any errors or discrepancies, they will request the student to make edits. If the student does not follow the instructions of the appointed Editor or has an abundance of APA editing needed, the student may need more review. If the Program Coordinator and Editor decide that more editing is needed, the student is required to pay the Editor at their rates until the dissertation quality is satisfactory. Information about the Editor's rates will be made available as needed.

The editing 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 the chair's responsibility to correct APA errors; it is the student's responsibility to make sure they are following APA guidelines. To ensure a quick publication review process, proofread the document in cross reference to the APA style guide, or request outside editing/proofreading if possible. To ensure completion of the dissertation by August 31st, the Editor must have the document by July 1st.

Electronic publication. When the student has finished all edits, including those from the Editor, they will reach out to the PsyD Coordinator for instructions on how to submit their dissertation for publication through the NU Library. 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 to the PsyD Program committee. However, the student should consult with their chair regarding publication through another source prior to petition of the PsyD Program committee. Until all the dissertation forms and the final dissertation in PDF form are received by the PsyD 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

<http://www.apa.org/ethics/code/index.aspx>

Laws of the Washington State Board of Examiners of Psychologists

<http://apps.leg.wa.gov/WAC/default.aspx?cite=246-924>

Washington State laws that pertain to all mental health providers

<http://apps.leg.wa.gov/WAC/default.aspx?cite=246-16&full=true>

APA Science Student Council's (2006) paper

<http://www.apa.org/science/leadership/students/authorship-paper.pdf>

Resource recommended by the APA Science Student Council for determining authorship

order <http://www.apa.org/science/leadership/students/authorship-determination.pdf>

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

PsyD Eagle Page

<https://eagle.northwestu.edu/academics/college-of-social-behavioral-sciences/social-and-behavioral-sciences/welcome-to-the-homepage-of-the-psyd-program/>

NU Graduate Programs

<https://eagle.northwestu.edu/academics/graduate-programs/>

Course Management System

<https://discovery.northwestu.edu/>

Discovery and Turnitin Tutorials

<https://Eagle.northwestu.edu/departments/instructional-technology-center/resources-for-students/>

2024-2025 Graduate Catalog _

<http://catalog.northwestu.edu/index.php>

2024-2025 Graduate Catalog: PsyD Home

http://catalog.northwestu.edu/preview_program.php?catoid=32&poid=3210&returnto=2172

2022-2023 Graduate Catalog: Academic Information and Policies (full-time/part-time status)

<http://catalog.northwestu.edu/content.php?catoid=30&navoid=1953>

Trust Insurance

<https://www.trustinsurance.com/>

Appendix B

Verification of Individual Counseling Experience

Dear Psychologist,

Students in the Doctor 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 PsyD 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's name: _____

Therapist's 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

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:
 - (a) At least 2 hours of regularly scheduled, formal face-to-face, individual supervision that addresses the direct psychological services provided by the student, and
 - (b) 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

Title:	Examining Board of Psychology - Extra Practicum Hours May Qualify As Preinternship Hours	Number: PY-05-15-09.2
Contact:	Program Manager	
Effective Date:	Approved on July 17, 2009	
Approved:	Carol A. Pahlke, Ph.D, Chair, Examining Board of Psychology	

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.
Carol A. Pahlke, Ph.D., Chair

7-17-09
Date

Examining 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 *MHC*
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

¹ The four rules for supervised experience are as follows: WAC 246-924-049, -053, -056, and -059.

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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

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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

Examining Board of Psychology: Supervisor Availability



Rob McKenna

ATTORNEY GENERAL OF WASHINGTON

7141 Cleanwater Dr SW • PO Box 40109 • Olympia WA 98504-0109

MEMORANDUM

DATE: October 19, 2010

TO: Examining Board of Psychology

FROM: Mark Calkins, Assistant Attorney General *MHC*
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 246-924-059, 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.

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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 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.”¹ 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).

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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 D

Smarthinking

Smarthinking is a 24/7 online tutoring service available to NU students. Through this service students have access to an online writing center, live sessions, or can submit a question to a tutor. The average tutor response rate to a question is 24 hours. Smarthinking provides a variety of tutoring subjects, study aids, and group meeting capabilities. Each student is allotted 7 hours a year but can always request additional hours if needed.

Smarthinking services of particular interest to PsyD students include:

- Writing review
 - Submit your paper online – papers may be up to 10 pages long (or 20 pages long, with the Extended Review)
 - A variety of writing elements may be evaluated (e.g., grammar, organization and structure, content development, APA style)—indicate which you are interested in receiving feedback on
 - Feedback does NOT include copy editing
 - Feedback is available within 24 hours – will identify both strengths and areas for growth, with feedback inserted into the document
- Writing support
 - Live support available – this is helpful as a follow-up to written feedback on your writing
 - Submit a question – for example, about usage or APA style
- Statistics tutoring (30 min appointments)

Access Smarthinking through the Tutoring Services page on Eagle:

<https://eagle.northwestu.edu/departments/academic-success/tutoring-services/>

Appendix E

Dissertation Forms



Form 1

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:** _____

Dissertation Proposal Review

Student Name: _____

Title of Dissertation: _____

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

1	2	3	4	5
NEEDS IMPROVEMENT	BELOW STANDARD	MEETS STANDARD	ABOVE STANDARD	EXCEPTIONAL

Rating Scale Definitions:

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

2: Poor demonstration and/or achievement of the item. Lower quality than appropriate for doctoral-level work.

Traditional Grading Scale Equivalents: C-, C, C+

3: Successfully demonstrates and/or achieves the item. Quality is consistent with doctoral-level work.

Traditional Grading Scale Equivalents: B-, B

4: Above average demonstration and/or achievement of the item. Quality of work is consistent with professional research. *Traditional Grading Scale Equivalents: B+, A-*

5: Exceptional demonstration and/or achievement of the item. Quality of work is consistent with professional research. *Traditional Grading Scale Equivalents: A*

Dissertation Document:

APA Style and Format
Grammar
Quality of Lit. Review (clarity, organized, relevant, thorough, sufficient)

Quality of Methods section (clarity, organized)

Quality of Methodology
(appropriate, professional quality in design)

Competency (student demonstrates understanding of research methodology)

Appropriate supporting material
(bibliography, appendixes, test materials, etc.)

Number of Scores below 3: _____

Average Score for Section: _____

Oral Presentation - Proposal:

Time management (approx. 15 minutes,
covered pertinent material, logical flow of information)

Professionalism (attire,
behavior, interaction with
committee members)

Mastery of study and relevant
information Engagement (eye contact,
voice fluctuation, etc.) Answers
Committee's Questions (appropriately)
Overall Quality of the Presentation

Number of Scores below 3: _____

Average Score for Section:

Overall Average Proposal Score: ____

Form 2**Institutional Review Board Approval**

College of Social and Behavioral Sciences

Doctor of Psychology in Counseling Psychology Program

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 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 PsyD Program Coordinator before beginning research. This may be done by forwarding the approval email from the IRB to the PsyD Program Coordinator. This page does not need to be printed or turned in.



Form 3

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: _____

- ☐ I am not an NU employee. I have sent my W-9 to accountspayable@northwestu.edu so I can be compensated
- ☐ I am an NU employee

Committee Member: _____ **Date:** _____

All revisions complete: _____ **Date: _____

- ☐ I am not an NU employee. I have sent my W-9 to accountspayable@northwestu.edu so I can be compensated
- ☐ I am an NU employee

Student: _____ **Date:** _____

Dean: _____ **Date:** _____

**Only the Chair needs to sign revisions. **The Chair and all committee members need to sign revisions.*

CSBS Payroll: _____ **Date:** _____

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 PsyD Program Coordinator. A satisfactory is a score of 3 or higher in any category and an overall score of 4 or higher.

1	2	3	4	5
NEEDS IMPROVEMENT	BELOW STANDARD	MEETS STANDARD	ABOVE STANDARD	EXCEPTIONAL

Rating Scale Definitions:

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

2: Poor demonstration and/or achievement of the item. Lower quality than appropriate for doctoral-level work.

Traditional Grading Scale Equivalents: C-, C, C+

3: Demonstrates and/or achieves the item. Quality meets minimal standard for doctoral-level work.

Traditional Grading Scale Equivalents: B-, B

4: Successfully demonstrates and/or achieves the item. Quality is consistent with doctoral-level work.

Traditional Grading Scale Equivalents: B, B+

5: Exceptional demonstration and/or achievement of the item. Quality of work is consistent with professional research. *Traditional Grading Scale Equivalents: A-, A*

Dissertation Document:

APA Style and Format

Grammar

Quality of Lit. Review (clarity, organized, relevant, thorough, sufficient) Quality

of Methods (clarity, organized, appropriate)

Quality of Results (clarity, organized, accuracy)

Quality of Discussion (clarity, organized, appropriateness, thoughtful, relevant)

Appropriate connection between Research Question/Hypothesis and Results

Interpretation and Generalization/Application (appropriate)

Appropriate supporting material (bibliography, appendixes, test materials, etc.)

Number of Scores below 3: _____

Average Score for Section: _____

Oral Presentation:

Time management (approx. 20 min., covered pertinent material, logical flow)

Professionalism (attire, behavior, interaction with committee members) Mastery of study and relevant information

Engagement (eye contact, voice fluctuation, etc.)

Answers Committee's Questions (appropriately) Overall Quality of the Presentation

Number of Scores below 3: _____

Average Score for Section: _____

Overall Average Score: _____



Form 4

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: _____

Appendix F

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-centered¹ 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.

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 our 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](#)

Appendix G

Licensed Therapist Approval Form

All students are required to complete at least 10 hours of individual psychotherapy during their first year of the program. These hours must be completed with a Licensed Psychologist, separate from other therapy the student may be seeking. A credentialed master's level therapist may only be approved under unusual circumstances (although a licensed psychologist continues to be the preferred provider) and needs to have an appropriate state license with at least three years of experience. A provider's credentials can be found at the Washington State Department of Health website by using the Provider Credential Search. A licensed psychologist in Washington state will have credentials beginning with "PY."

The purpose of this form is to ensure that you are working with a Licensed Psychologist in order to meet the program requirement. Please complete this form and submit it to the PsyD Program Coordinator prior to beginning your individual psychotherapy. Your therapist's credentials will be reviewed, and you will be notified if/when their certification has been deemed sufficient. Once your provider has been approved, you may begin your individual psychotherapy.

Student Name: _____

Therapist Name: _____

Degree: _____ **Certification/License:** _____

Therapist Approved by PsyD Program (Yes/No/Conditional): _____

Approved By: _____ **Date:** _____

Appendix H

Verification of Individual Counseling Experience

Dear Psychologist,

Students in the Doctor 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 PsyD Program Coordinator prior to completion of the first year. In accordance with the American Psychological Association 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 I

PsyD Complaint Form

Student Name: _____ Date: _____

Student Email: _____

Student Phone Number: _____

Description of Complaint (a 2nd sheet of paper may be used):**Attempts Made to Informally Resolve Complaint:****Desired Outcome:**

Student Signature: _____

*For Office Use Only***Action Taken:**

Date Received: _____ Reviewed By: _____