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

Psy.D.
Student Handbook

2014 - 2015 Academic Year

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# Contents

**Welcome & Introduction** .............................................................................................................. 6
  Program Philosophy and Ethos – *A Word from the Dean* .............................................................. 6
  A Notice to Students ....................................................................................................................... 7

**Overview of the Doctor of Psychology in Counseling Psychology Program** ....................... 13
  Model of Training ......................................................................................................................... 13
  Program Goals and Competencies ............................................................................................... 13
  State Licensure as a Psychologist ............................................................................................... 14
  Program Format .......................................................................................................................... 14
  Course Format ............................................................................................................................. 15

**Admissions Criteria and Procedures** ....................................................................................... 15
  International Student Applications .............................................................................................. 16
  Transferring Credits from Other Institutions .............................................................................. 16
  Credit Transfer Procedure for New Incoming Psy.D. Students .................................................. 16
  Residency Requirements ............................................................................................................. 16

**Financial Information** ................................................................................................................ 17

**Program Curriculum** ................................................................................................................ 17
  Overview ..................................................................................................................................... 17
  Overview Degree Requirements for the Psy.D. Degree: ............................................................. 18
  Cross-cultural Immersion ............................................................................................................ 18
  Course Sequence .......................................................................................................................... 18
  Program Timeline and Continuation ........................................................................................... 20
  Master of Arts in Counseling Psychology En Route ................................................................... 21
  Assessment of Student Progress ................................................................................................ 21
    *Doctoral Student Progress Assessment (Year One, Two, and Three)* ...................................... 21
    *Qualifying Exam (Year Three)* ............................................................................................... 21
    *Foliotek Online Portfolio System* .......................................................................................... 22
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Dissertation</td>
<td>22</td>
</tr>
<tr>
<td>Overview</td>
<td>22</td>
</tr>
<tr>
<td>Dissertation Timeline</td>
<td>23</td>
</tr>
<tr>
<td>Dissertation Faculty, Topic, and Committee</td>
<td>24</td>
</tr>
<tr>
<td>Dissertation Proposal</td>
<td>25</td>
</tr>
<tr>
<td>Institutional Review Board</td>
<td>25</td>
</tr>
<tr>
<td>Data Collection and Analysis</td>
<td>25</td>
</tr>
<tr>
<td>Writing the Dissertation Document</td>
<td>26</td>
</tr>
<tr>
<td>Dissertation Defense</td>
<td>26</td>
</tr>
<tr>
<td>Dissertation Dissemination</td>
<td>26</td>
</tr>
<tr>
<td>Dissertation Publication and Binding</td>
<td>26</td>
</tr>
<tr>
<td>Clinical Training Sequence</td>
<td>26</td>
</tr>
<tr>
<td>Doctoral Practicum</td>
<td>26</td>
</tr>
<tr>
<td>Doctoral Advanced Practicum</td>
<td>27</td>
</tr>
<tr>
<td>Doctoral Preinternship</td>
<td>29</td>
</tr>
<tr>
<td>Doctoral Internship</td>
<td>30</td>
</tr>
<tr>
<td>Academic Policies and Procedures</td>
<td>31</td>
</tr>
<tr>
<td>Course Sequence and Program Progression</td>
<td>31</td>
</tr>
<tr>
<td>Full-Time/Part-Time Enrollment Status</td>
<td>31</td>
</tr>
<tr>
<td>Attendance Policy</td>
<td>32</td>
</tr>
<tr>
<td>Grading Scale Abbreviations</td>
<td>33</td>
</tr>
<tr>
<td>Grade Points</td>
<td>33</td>
</tr>
<tr>
<td>Grade Point Average</td>
<td>33</td>
</tr>
<tr>
<td>Incomplete Grades</td>
<td>33</td>
</tr>
<tr>
<td>Grade Reports</td>
<td>33</td>
</tr>
<tr>
<td>Dropping a Course</td>
<td>34</td>
</tr>
<tr>
<td>Withdrawing from a Course</td>
<td>34</td>
</tr>
<tr>
<td>Withdrawing from the Program</td>
<td>34</td>
</tr>
<tr>
<td>Course Repeat</td>
<td>34</td>
</tr>
<tr>
<td>Auditing Courses</td>
<td>34</td>
</tr>
<tr>
<td>Probation</td>
<td>34</td>
</tr>
<tr>
<td>Dismissal from the program</td>
<td>35</td>
</tr>
<tr>
<td>Re-Entry and Re-Application Policy</td>
<td>35</td>
</tr>
</tbody>
</table>
Academic and Professional Requirements ................................................................. 36
Students experiencing personal problems: ............................................................ 37
Faculty and Student Authorship ............................................................................. 37
Transcripts ............................................................................................................... 38
Solicitation and Confidentiality ............................................................................... 38
Campus Alert System and Emergency Closure Notification Procedures ............... 39
Family Education Rights and Privacy Act (FERPA) ............................................... 39
Non-Discrimination Policy ..................................................................................... 39
Disability services .................................................................................................. 40

Graduation Requirements ...................................................................................... 40

Course Descriptions .............................................................................................. 42
Welcome & Introduction

Program Philosophy and Ethos – *A Word from the Dean*

A Word from the Dean:

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

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

Matt Nelson, Ph.D.
Dean, College of Social & Behavioral Sciences
A Notice to Students

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

Students are expected to reach a professional standard that exceeds passing grades, meeting prescribed competencies and clinical training hours. 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 readmittance in the program.


I agree to adhere to all the policies in this handbook. I also agree to adhere to the ethics code of the APA.

__________________________________                                   __________________________________
Print Name                                                                 Date

__________________________________
Sign Name
CSBS Faculty and Staff Contact Information

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This handbook is published for information purposes only. Although every effort is made to ensure accuracy at the time of publication, this handbook shall not be construed to be an irrevocable contract between the student and the university. Northwest University reserves the right to make any changes in the content and provisions of the handbook without notice.
# CSBS Staff and Faculty Functions Guide

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Assistance Quick Reference List</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matt Nelson, Ph.D.</td>
<td>Oversees all programs and all CSBS Faculty</td>
<td>All</td>
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<tr>
<td>Jacqueline Gustafson, Ed.D.</td>
<td>Oversees all CSBS Administration</td>
<td>All</td>
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<tr>
<td></td>
<td>Dissertation Coordinator</td>
<td>Psy.D.</td>
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<tr>
<td>Forrest Inslee, Ph.D.</td>
<td>Oversees the ICCD Program</td>
<td>ICD</td>
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<tr>
<td></td>
<td>Organizes Psy.D. Cultural Immersion Trip</td>
<td>Psy.D.</td>
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<tr>
<td>Brooke Lundquist, M.A.</td>
<td>Oversees MA programs</td>
<td>MACP/ICD</td>
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<td></td>
<td>MACP Internship Coordinator</td>
<td>MACP</td>
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<td></td>
<td>Oversees MA Graduate Student Committee</td>
<td>MACP/ICD</td>
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<tr>
<td>Michelle Welch</td>
<td>Coordinates and assists MA Director with all program functions</td>
<td>MACP/ICD</td>
</tr>
<tr>
<td>Daniela Zuniga, M.A.</td>
<td>Recruits Prospective MA students</td>
<td>MACP/ICD</td>
</tr>
<tr>
<td>Larry Bailey, Ph.D.</td>
<td>Oversees PsyD Program</td>
<td>Psy.D.</td>
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<tr>
<td>Kim Lampson, Ph.D.</td>
<td>Oversees Clinical Training in the PsyD Program</td>
<td>Psy.D.</td>
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<td></td>
<td>Psi Chi Honor Society Faculty Coordinator</td>
<td>Psy.D./MACP/Undergrad.</td>
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<tr>
<td>Rachel Smulski</td>
<td>Coordinates and assists PsyD Administration with program functions</td>
<td>Psy.D.</td>
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<td></td>
<td>Distributes and collects course evaluations</td>
<td>All</td>
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<tr>
<td>Robert Campbell, M.A</td>
<td>Recruits Prospective Psy.D. students</td>
<td>Psy.D.</td>
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<td>Oversees PsyD Student Committee</td>
<td>Psy.D.</td>
</tr>
<tr>
<td>Becky Sherman, Ph.D.</td>
<td>Director of Community Counseling Clinic</td>
<td>Psy.D.</td>
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<tr>
<td>Sarah Drivdahl, Ph.D.</td>
<td>Organizes Psy.D. Cultural Immersion Trip</td>
<td>Psy.D.</td>
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<tr>
<td>Kevin Leach, Ph.D.</td>
<td>Undergraduate Psychology Program Chair</td>
<td>Undergrad.</td>
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<tr>
<td>Kristen Mauldin, Ph.D.</td>
<td>Undergraduate Psychology Professor</td>
<td>Psy.D.</td>
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<tr>
<td></td>
<td>Graduate Psychology Professor</td>
<td>Psy.D./MACP</td>
</tr>
<tr>
<td>Lisa San Martin</td>
<td>Coordinates online ICD program and online ICD program recruitment</td>
<td>ICD</td>
</tr>
<tr>
<td>Mikayla Day (SWPSYC)</td>
<td>Administrative Support for Undergraduate Program</td>
<td>Undergrad.</td>
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<tr>
<td></td>
<td>Administrative support for Psi Chi</td>
<td>Psy.D./MACP/Undergrad.</td>
</tr>
</tbody>
</table>
Vision and Commitment

The CSBS’ passion for psychology, culture, and social justice complements and aligns with the vision of Northwest University to *Carry the Call*...

To *Carry the Call* with the Heart involves understanding various ways of life. It entails appreciating and valuing those who are different, and it requires connecting with people in ways that are meaningful to them. To touch the heart one must understand culture, for the heart is entwined with culture.

To *Carry the Call* with the Head suggests having a solid grasp on an area of expertise. In the field of psychology, it includes thinking critically, making decisions with authority, and accumulating a plentiful and available reservoir of knowledge. There is a strong foundation upon which to build in psychology.

To *Carry the Call* with the Hand is turning knowledge into power and living with conviction. With a passion for action, it is improving society, helping those who cannot help themselves, having compassion, and being Christ-like. To truly minister and offer healing, one must champion justice and embrace the disadvantaged through loving acts of social justice.

History of Northwest University

Northwest University was founded and opened to students on October 1, 1934. Originally known as Northwest Bible Institute, its institutional name was changed to Northwest Bible College in 1949, Northwest College in 1962, and to Northwest University in 2005. Each change represented a stage in its curricular development.

Academically, the University progressed from a three to a four-year curriculum in 1948, and in 1955 a Liberal Arts division was organized. Milestones of academic development and progress were marked by the achievement of professional accreditation by the American Association of Bible Colleges in 1953, and by the granting of regional accreditation by the Northwest Commission on Colleges and Universities in 1973.

In 1958, the University secured a thirty-five acre campus in Kirkland, in the greater metropolitan area of Seattle. Since then more than 21 acres have been added to make the present fifty-six acre campus. Located at 108th Avenue N.E. and N.E. 53rd Street, just 10 miles from downtown Seattle, the campus is an ideal setting for study, recreation, and inspiration.

In May of 1992, Northwest University became the eighty-fifth college approved for membership in the Council for Christian Colleges and Universities, an association of Christ-centered colleges and universities of the liberal arts and sciences.

History of the College of Social and Behavioral Sciences

Northwest University began to offer an undergraduate major in Psychology in 1998. The School of Psychology was opened in 2001, launching the first master’s degree at Northwest University – a Master of Arts in Counseling Psychology. The College of Social and Behavioral Sciences (CSBS) was founded in 2007, which is home to the School of Psychology and the School of Global Studies. Today, the School of Psychology continues to offer both a Bachelor of Arts in Psychology as well as a Master of Arts in Counseling Psychology and in 2009 added an adult degree completion program that offers a Bachelor of Arts in Psychology. Northwest University’s first doctoral program also began in 2009 as part of the School of Psychology – offering a Doctor of Psychology in Counseling...
Psychology (Psy.D.). The School of Global Studies, beginning in 2007, offers a Master of Arts in International Community Development. In 2014, the School of Global Studies launched an alternative online International Community Development track. With its completely online formats, students from all over the world may enroll in the online program.

**Accreditation**

Northwest University is regionally-accredited by the Northwest Commission on Colleges and Universities (since 1973). The University is endorsed by the Alliance for Assemblies of God Higher Education and the Association of Christian Schools International.

The University is approved by the Federal and State Governments for student aid programs and for the training of international students. Selected programs of study are approved by a Washington State Approving Agency for enrollment of those eligible for benefits under Title 38 and Title 10, U.S. Code and by Washington State for training in Vocational Rehabilitation. It is listed in the current bulletin, "Accredited Higher Education Institutions," published by the U.S. Office of Education.

Northwest University does not discriminate on the basis of sex, race, color, age, national or ethnic origin, or physical disability in its admissions policies. Further, it is the policy of the university not to discriminate on the basis of sex, race, color, age, national or ethnic origin, marital status, veteran status, disability status, or any other basis prohibited by federal, state, or local law, in the administration of its educational programs, including employment, scholarship and loan programs, and athletic and other college-administered programs and activities. Northwest is a drug and alcohol-free campus for all employees and students, and offers educational programs in alcohol and drug awareness for all campus groups.

Northwest University is in compliance with the Family Educational Rights and Privacy Act of 1974/1996. A full statement on FERPA rights is found in this catalog.

Northwest University reserves the right to change the rules regulating admission to, instruction in, and graduation from the university, and to change any other regulations affecting the student body which shall apply not only to prospective students, but also to those presently matriculated in the university. Veterans: Information contained in this publication is hereby certified as true and correct in content and policy as of the date of publication, in compliance with the Veterans Administration DVB Circular 20-76-84 and Public Law 94-502.
Overview of the Doctor of Psychology in Counseling Psychology Program

Model of Training
The Doctor of Psychology degree (Psy.D.) in Counseling Psychology 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 has a unique focus on international psychology 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 Goals and Competencies

**Goal 1:** Students demonstrate the knowledge and abilities needed for providing professional psychological and counseling services.

*Competency 1:* In behavior and comportment, students display the professional values and attitudes of the profession of psychology; including integrity and honesty, professional communication and conduct, and accountability and personal responsibility.

*Competency 2:* Students demonstrate knowledge and compliance with ethical and legal standards of professional psychology (e.g., APA Ethical Principles and Code of Conduct, national and local laws).

*Competency 3:* (a) Students demonstrate self-reflection and awareness of their impact on others; (b) students demonstrate empathy and the ability to form therapeutic alliances; (c) students understand the importance of self-care.

**Goal 2:** Students demonstrate knowledge of the scientific foundations of psychology, skill in psychological assessment, and proficiency in intervention (including evidence-based practice).

*Competency 4:* Students manifest knowledge about the history of psychology, the biological bases of behavior, principles of human development, and cognitive-affective aspects of behavior

*Competency 5:* Students demonstrate proficiency in understanding the psychometrics, proper administration and scoring, interpretation, and effective reporting of the results of widely used psychological tests.

*Competency 6:* (a) Students demonstrate the ability to articulate theories of intervention; (b) students demonstrate clinical skills in psychotherapeutic interventions; (c) students demonstrate skills in diagnosis/psychopathology.

**Goal 3:** Students demonstrate skills in providing effective consultation and supervision.

*Competency 7:* Students demonstrate an understanding of consultation models, and the ability to provide effective consultation.
Competency 8: Students demonstrate knowledge of models of supervision, and skill in providing supervision.

Goal 4: Students demonstrate research literacy and the ability to critically analyze scientific research, as well as conduct psychological research.

Competency 9: Students manifest the ability to critically analyze research reported in the professional literature; including appropriate rationale, design, analysis of data and interpretation of results.

Competency 10: Students formulate, design and implement a research study, demonstrating skill in designing a research study, collecting and analyzing the data, and interpreting and reporting the results in both written and oral form.

Goal 5: Students demonstrate an awareness of issues related to social justice and the needs of underserved populations, both locally and globally.

Competency 11: Students demonstrate self-awareness as a cultural being, and show knowledge about and respect for those of other cultures.

Competency 12: Students are able to identify personal and social barriers faced by clients, and show capability in advocating at the individual, institutional and public level.

The program’s first goal is for students to demonstrate the knowledge and abilities needed for professional counseling psychology services including the development of (a) professional values and attitudes, (b) ethical and legal standards, (c) self-awareness and effective interpersonal relationships, (d) empathy and therapeutic alliances, and (e) self-care practices. The second goal is for students to demonstrate knowledge of the scientific foundations of psychology, skill in psychological assessment, and understanding and proficiency in clinical interventions. Thirdly, students are to demonstrate skills in providing effective consultation and supervision. The fourth goal is for students to demonstrate research literacy and the ability to critically analyze scientific research, as well as conduct psychological research. Lastly, students are to demonstrate an awareness of issues relating to social justice and the needs of underserved populations, both locally and globally including advocacy for the underserved.

State Licensure as a Psychologist

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

Program Format

The Doctor of Psychology in Counseling Psychology program uses a cohort system. 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 stories. Since a higher level of openness is attainable, a higher level of learning can be reached.
**Course Format**

Classes are designed to complement the lives of adult learners who often seek to balance their academic goals with the demands of everyday life. It takes five years of full-time enrollment to complete the Psy.D. degree, with courses scheduled across three annual terms of approximately 15 weeks each. Classes are in session from the first week of September to the last week of July. There are one- to two-week breaks between each term. Classes usually meet two evenings per week and two weekends per month. Weekend classes are generally comprised of Friday evening and Saturday morning through afternoon. All courses and practica will be completed during the first four years, and the fifth year will be comprised of a full-time internship placement.

Classes are scheduled in the evenings and on some weekends. However, this program is academically rigorous and requires considerable time outside the classroom devoted to assignments, as well as practicum and internship experiences. Each applicant should carefully consider if he or she can successfully complete this program with his or her lifestyle and commitments.

**Admissions Criteria and Procedures**

A Baccalaureate degree of Arts or Science (or an equivalent degree) from a regionally accredited college or university is required to qualify for admission to the program. It is preferred that potential students have a major in psychology. However, if a potential student’s degree is not in psychology, the student must have completed the following prerequisites:

- General Psychology
- Theories of Personality or Theories of Psychotherapy
- Developmental Theory or Life Span Development,
- Abnormal Psychology or Psychopathology
- Statistics or Research Methods (in Behavioral Sciences)

Potential students must have a 3.0 grade point average (GPA) on a 4.0 scale. In order to be considered for admission, potential students must submit a completed application, three references including one academic reference, transcripts from all colleges and universities attended, their GRE general test scores, updated resume, and a writing sample answering the essay prompts available on the Psy.D. program’s webpage on the Northwest University website.

Once potential students have submitted their completed application along with all the application material, each applicant will have an individual interview the Director of Psy.D. Student Service and will participate in a group interview in February.

Applicants who meet or exceed the above criteria must also exhibit qualities consistent with the ethos of the College of Social and Behavioral Sciences. The cohort model places great responsibility on faculty and students to work together to create a positive, supportive, collaborative learning environment. Students must be committed to personal responsibility, time management, professional ethics, interpersonal integrity, and social justice to be successful in the program. The admissions committee seeks to ascertain each student’s degree of readiness for this type of learning milieu. Ultimately, it is the responsibility and authority of the admissions review board to determine an applicant’s degree of compatibility with the ethos of this program.
**International Student Applications**

International applicants who have a green card or who are in the process of obtaining citizenship and are in good standing with the United States government must follow the PsyD program’s admissions process and submit all application materials. In addition, the applicant must submit a minimum TOEFL taken within the last two years of: 537 on the paper-based exam, 237 on the computer-based exam, 6.5 on the IELTS exam, or 75 on the intervent-based iBT exam, or the successful completion of the Northwest University CELE program [http://www.northwestu.edu/cele/](http://www.northwestu.edu/cele/) (for international students whose native language is not English).

For international applicants who do not have a green card and will be operating on a student visa, the applicant must submit or provide proof of the following (in addition to the PsyD program application requirements and minimum TOEFL score or its equivalent as specified above): adequate funds to cover all expenses including travel from and to home country, and international medical insurance.

Policies for current international students are listed in the Graduate Student Catalog available on the Registrar’s Office website: [http://eagle.northwestu.edu/departments/registrar/](http://eagle.northwestu.edu/departments/registrar/).

**Transferring Credits from Other Institutions**

A student is allowed to transfer a maximum of 20 graduate credits from other regionally accredited colleges and universities. In order to determine credit equivalency by comparing the desired course(s) to be transferred with the desired course requirements to be fulfilled, the following are considered: The number of credits per course, the equivalency of the units (for example, if the credits are based upon quarter units instead of semester units), the content of each course, and the student's earned grade in the course to be transferred. This must be done prior to registering for any courses in the program to prevent granting credit twice for the same course. There is no charge for transferred courses and transferred credits do not apply towards financial aid awards.

**Credit Transfer Procedure for New Incoming Psy.D. Students**

Step 1. The accepted student submits a written request to the Director of Psy.D. 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 descriptions attained from the other school’s published catalog and submit both items to the Director of Psy.D. Student Services.

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

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

Step 5. The Director of Psy.D. 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 Psy.D. Student Services whether he or she plans to make a deposit with NU.

Step 7. If the student agrees to the accepted substitution of credits, then the Director of Psy.D. Student Services submits a Degree Requirement Substitution / Waiver form to the registrar’s office.

**Residency Requirements**

Residency refers to the coursework completed in the student’s Psy.D. program. No more than 20 graduate semester hours can be transferred from another regionally accredited college or university.
Financial Information

Northwest University is a private, church-related university. Therefore, no operating funds from taxes or public funds support its operation. Each student is charged tuition and certain fees which cover about eighty-five percent of the cost of his/her education. The remainder of the cost is provided by gifts from friends of the University, supporting districts, endowment income, and other earnings.

College of Social and Behavioral Sciences (CSBS)

Psy.D. (per credit hour) ................................................................. $780
Tuition Deposit (all programs; nonrefundable) ........................................ $350
Auditing Tuition (all programs; per credit hour) ..................................... $297

Admissions Processing Fees
Application Fee (all programs; one-time fee) ........................................ $50
Registration Fee (all programs; per semester) ....................................... $25

Special Fees
The following special fees above tuition apply as noted. Because fees are usually tied to specific services, all fees are subject to change without notice and may not be refundable.

- Student Activity Fee (all programs; per semester, years one – four only) ......................... $25
- Library Fees (all programs; per year) .................................................................................... $105
- Parking Fee (most programs; per year, years one – four only) ........................................ $70
- Graduation Fee (all programs; one prior to graduation) .................................................... $100
- Independent Study Fee (tuition plus 20% of Psy.D. Program tuition)
- Psy.D. Student Professional Development Fee (Psy.D. only; per semester, years one – four only) ........ $75
- College of Social & Behavioral Sciences Student Lab Fee (CSBS Students only; per semester) ........ $35
- Dissertation Publication Fee (PSYC 8963) ........................................................................ $100
- Psy.D. Assessment Fee (one charge per semester, years one – four only) ......................... $35
- Psy.D. Program Continuation Fee ....................................................................................... $250
- Cultural Immersion Travel Fee (PSYC 7502, 7202, 7672) ..................................................... $1,000
- Foilotek Fee (one-time fee, Fall semester, year one) ......................................................... $120

Please refer to the Northwest Graduate Academic Catalog for further payment policies and financial aid information.

Program Curriculum

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

The program is organized as a year-round cohort system, with 119 credits required for graduation. Classroom instruction is the focus of the first three years, along with a requirement of a cultural immersion experience in an international setting sponsored by the Psy.D. 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 pre-internship. The fifth year is a yearlong internship.
Overview Degree Requirements for the Psy.D. Degree:

1. 119 semester hours of coursework
2. Doctoral Student Progress Assessment – Year One, Two, and Three
3. Cultural Immersion Experience – Course requirement of PSYC 7672 Globalization & Psychology - Summer semester Year One *
4. Qualifying Examination- Year Three
5. Doctoral Dissertation: There are options for a focused dissertation that is comprised primarily of one of the following:
   - Quantitative research;
   - Qualitative research;

   The process will include a dissertation proposal, proposal defense, and dissertation defense to the respective dissertation committee. It is also required that the student formulates and deliver a presentation of the dissertation (e.g., publication, speaking engagement, formal report to a clinic or other agency).
6. Doctoral Practicum of a minimum of 300 hours of direct experience, 100 hours of which must be in supervision.
7. Pre-Internship of at least 375 hours and up to 1500 hours or an Advanced Practicum of minimum of 375 hours.
8. Internship of a minimum of 1500 hours.
9. In order to graduate and participate in the Northwest University spring commencement ceremony, the student must complete all requirements as noted on pages 41-43 of this handbook. The student will receive the diploma at the next regularly scheduled graduation period (May, August, and December).

Cross-cultural Immersion
A hallmark of the PsyD program is its required international cultural immersion experience in the third semester of 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, and include such places as India, Turkey, El Salvador, or Uganda. The costs for this trip is $3,000. A $1,000 travel fee is attached to PSYC 7502, PSYC 7202, and PSYC 7672 to cover the cost of the trip.

Course Sequence
Year One
Fall Semester: (9 credits)
   - PSYC 7602 Advanced Lifespan Development ................................................................. 2
   - PSYC 7502 Multicultural Issues in Psychology ................................................................. 2
   - PSYC 7613 History and Systems of Psychology ............................................................... 3
   - PSYC 7252 Communication & Counseling Skills within Multicultural Contexts .......... 2

Spring Semester: (11 credits)
   - PSYC 7453 Psychopathology ............................................................................................. 3
   - PSYC 7003 Theories of Personality ..................................................................................... 3
   - PSYC 7403 Psychotherapeutic Systems .......................................................................... 3
   - PSYC 7202 Critical Thinking in Psychology, Culture, and Social Justice ............... 2
### Summer Semester: (10 credits)
- **PSYC 7672** Globalization and Psychology ONLINE .......................................................... 2
- **PSYC 7622** Health, Healing, and Culture ONLINE .......................................................... 2
- **PSYC 8103** Advanced Law and Ethics ............................................................................. 3
- **PSYC 7653** Systems of Family Therapy .......................................................................... 3

### Year Two

#### Fall Semester: (11 credits)
- **PSYC 7263** Research Methods I: Statistics ................................................................. 3
- **PSYC 8023** Cognitive Affective Basis of Behavior ......................................................... 3
- **PSYC 8773** Psychological Assessment I: Cognitive Assessments ................................ 3
- **PSYC 8462** Advanced Psychopathology ....................................................................... 2

#### Spring Semester: (11 credits)
- **PSYC 7273** Research Methods II: Design and Ethics .................................................. 3
- **PSYC 8783** Psychological Assessment II: Personality Assessments .............................. 3
- **PSYC 7302** Group Counseling & Cultural Dynamics .................................................... 2
- **PSYC 7143** Human Sexuality and Relationships ........................................................... 3

### Summer Semester: (11 credits)
- **PSYC 7283** Research Methods III Techniques of Data Analysis ................................. 3
- **PSYC 7552** Child and Adolescent Therapy ................................................................. 2
- **PSYC 8793** Psychological Assessment III: Projective Techniques ............................... 3
- **PSYC 7353** Biological Basis of Behavior I: Neuropsychology ....................................... 3

### Year Three

#### Fall Semester: (10 credits)
- **PSYC 7443** Social Psychology and Behavior ................................................................. 3
- **PSYC 8123** Interventions & Practice I: Traditional Foundations & Practice ................. 3
- **PSYC 8242** Consultation in Health Delivery Systems ..................................................... 2
- **PSYC 7912** Doctoral Practicum I .................................................................................. 2

*Elective Credit: PSYC 5701 Child, Spouse, and Elder Abuse .............................................. 1

#### Spring Semester: (11 credits)
- **PSYC 8353** Biological Basis II: Psychopharmacology ................................................... 3
- **PSYC 8133** Interventions & Practice II: Global Opportunities & Responsibilities ....... 3
- **PSYC 7763** Substance Addiction and Intervention ........................................................ 3
- **PSYC 7922** Doctoral Practicum II ................................................................................. 2

#### Summer Semester: (8 credits)
- **PSYC 8732** Professional Practice Seminar: Professional Standards ........................... 2
- **PSYC 7412** Marriage and Couples Therapy ................................................................. 2
- **PSYC 7362** Counseling and Career Development .......................................................... 2
- **PSYC 7932** Doctoral Practicum III ................................................................................. 2
Year Four

Fall Semester: (9 credits)

Choose One:

- PSYC 8912 Pre-Internship in Psychology I ................................................................. 2
- PSYC 7942 Advanced Practicum IV ............................................................................... 2
- PSYC 8732 Professional Practice Seminar: Supervision ........................................... 2
- PSYC 8943 Doctoral Dissertation in Psychology I ....................................................... 3

Spring Semester: (7 credits)

Choose One:

- PSYC 8922 Pre-Internship in Psychology II ................................................................. 2
- PSYC 7952 Advanced Practicum V ............................................................................... 2
- PSYC 8742 Professional Practice Seminar: Efficacy of Interventions ...................... 2
- PSYC 8953 Doctoral Dissertation in Psychology II ....................................................... 3

Summer Semester: (7 credits)

Choose One:

- PSYC 8932 Pre-Internship in Psychology III ............................................................... 2
- PSYC 7962 Advanced Practicum VI ............................................................................. 2
- PSYC xxx2 Integrated Behavioral Health ................................................................... 2
- PSYC 8963 Doctoral Dissertation in Psychology III .................................................... 3

Year Five

Fall Semester: (2 credits)

- PSYC 8976 Internship in Psychology I ......................................................................... 2
- *PSYC 8001 Pre-Internship in Psychology Continuation ........................................ 1
- *PSYC 8021 Doctoral Dissertation in Psychology Continuation ............................ 1

Spring Semester: (2 credits)

- PSYC 8986 Internship in Psychology II ....................................................................... 2
- *PSYC 8001 Pre-Internship in Psychology Continuation ........................................ 1
- *PSYC 8021 Doctoral Dissertation in Psychology Continuation ............................ 1

Summer Semester: (2 credits)

- PSYC 8996 Internship in Psychology III ..................................................................... 2
- *PSYC 8001 Pre-Internship in Psychology Continuation ........................................ 1
- *PSYC 8021 Doctoral Dissertation in Psychology Continuation ............................ 1

Total Credits: 119

Program Timeline and Continuation

*Students are required to complete the PsyD program requirements of 119 semester credit hours of the prescribed course work, an original dissertation, an organized, sequential & coordinated practicum, pre-internship, and internship within seven years of beginning the program. Extra fees related to additional dissertation credits, practicum, pre-internship and/or internship credits and program continuation fees may be applied within the fourth – seventh year.
Master of Arts in Counseling Psychology En Route
Students have the option of applying for a Master of Arts in Counseling Psychology (MACP) degree en route to the Psy.D. degree after completing the third year of the Psy.D. program. Having an MACP degree may aid the student in obtaining an Internship position in the fifth year. Students must submit a completed application to the Psy.D. Program Coordinator who will present the application to a committee of Psy.D. faculty and staff for review. In order to qualify, the student must have (1) successfully completed all 92 credits of coursework for the first three years of the program, (2) passed the qualifying exam, (3) completed all required practicum hours, and (4) completed the elective course PSYC 5701 Child, Spouse, and Elder Abuse. A student cannot be awarded both an MACP degree and PsyD degree in the same academic year. Therefore, the student must be awarded his or her MACP en route prior to the beginning of the student's fifth year (unless the student has extended his or her internship over two years in which case the student would not graduate with a PsyD degree until his or her sixth year).

Assessment of Student Progress
The student’s academic and clinical development is assessed annually by a committee comprised of PsyD Program leadership and faculty. These assessments are conducted to evaluate a student’s interpersonal skills, ethical behavior, 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).

Assessment of Student Progress
The annual assessments are as follows:

1. Doctoral Student Progress Assessment – Summer Semester, Years One, Two, and Three
2. Clinical Qualifying Exam – Year Three
3. Dissertation Defense – Year Four (see Doctoral Dissertation for more information)
4. Internship Completion – Year Five (see Internship for more information)

Doctoral Student Progress Assessment (Year One, Two, and Three)
The Student Progress Assessment conducted during first, second, and third year of the program is used to determine if the student (1) is well suited to the profession of psychology by evaluating student interpersonal skills, ethical behavior, and emotional stability, and (2) 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 a report of this assessment will be given to the student. If a student’s progress assessment indicates an area of concern, Psy.D. faculty will meet with the student to discuss the concern. A plan will be formulated to resolve the concern, and failure to successfully deal with the problematic area may result in dismissal from the program.

Qualifying Exam (Year Three)
The Qualifying Exam is designed to assess a student’s fundamental knowledge of principles, theories, and application of psychology. The exam is administered during summer semester of the student’s third year. There are two sections of the exam: the written section evaluates the student’s knowledge of psychology and the clinical section assesses the student’s application of counseling theory and techniques. The student must receive a passing score in order to apply for internships or enroll in the dissertation courses (PSYC 8943, PSYC 8953, PSYC 8963). If a student fails the exam, he or she must retake the exam at the beginning of fall term during the fourth year. Should
the student fail the exam a second time, he or she may be not allowed to progress to the next phase of the program, and may be placed on probation, or dismissed from the program.

**Foliotek Online Portfolio System**

The Psy.D. program utilizes an online portfolio system called Foliotek. Students pay a one-time fee of $120 in the Fall semester of their first year. This fee pays for the students’ use of the Foliotek for five years. If the student would like to maintain their account beyond the five years covered in the initial fee, students may contact Foliotek to arrange longer access to their account. Additional fees for extending your Foliotek subscription may apply.

Foliotek is used throughout the Psy.D. program in a variety of ways. One of the primary ways Foliotek is used is in the evaluation of student demonstration of program competencies. After the end of each semester, students are required to upload specific, pre-determined assignments into Foliotek and will submit these assignments to their professors for evaluation of competency fulfillment. Foliotek is also used in the clinical training courses (e.g. practicum, internship, etc.). Additional information about Foliotek and its application in the Psy.D. program will be provided as needed throughout the program.

**Doctoral Dissertation**

**NOTE – Please see the Dissertation Handbook for a complete guide of the dissertation process, guidelines, regulations, and corresponding forms.**

**Overview**

As a requirement of the Psy.D. program, each student will 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 his or her 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 in one of the following formats: quantitative research or qualitative research.

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 the dissertation committee, which typically consists of two members and the dissertation chair. In the second phase, students prepare and submit a dissertation proposal and, once students’ proposals have been approved, students will submit an application to the Institutional Review Board. Third, once students have received IRB approval, they complete the necessary research, analysis, and writing for the dissertation. Once the dissertation is complete, during the fourth phase students will defend their work to the selected dissertation committee. Finally, in the fifth phase it is expected that students will disseminate their dissertation. 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 phase requires that all necessary forms are signed by the appropriate individuals and submitted to the Psy.D. Program Coordinator (for all forms see the forms section). Students who have not acquired all of the required signatures or submitted their forms to the Program Coordinator will not be allowed to proceed to the next phase. It is the students’ responsibility to obtain signatures and submit forms.
Dissertation proposals are generally completed, submitted, and reviewed in the spring and summer terms of the third year and dissertations are generally completed, submitted, and defended during the fourth year. It is advised that dissertation dissemination is completed during the fourth year, however, upon approval it may be completed during the fifth year. A comprehensive outline of the dissertation timeline is provided below.

Dissertation Timeline
The dissertation process is time sensitive as well as primarily self-motivated. Thus, it is 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 below timeline as much as possible. Failure to do so may impact student’s respective degree completion plan and/or impact his or her internship placements.

**Phase 1:**
Dissertation Chair, Topic, and Committee
(Form A, B and C in the forms section)

**Phase 2:**
Dissertation Proposal
(Form D in the forms section)

**Phase 3:**
Institutional Review Board
(Application on Provost’s Website)
Data Collection
Data Analysis
Writing of the Dissertation
Dissertation Manuscript Drafting

**Phase 4:**
Oral Defense
(Form E and F in the forms section)
Pre-Printing
(Form G in the forms section)

**Phase 5:**
Dissemination*
(Form H in the forms section)

*The student should plan to disseminate his or her dissertation via one of the approved modalities at the end of the 4th year or during the 5th year. Although it is best to have completed and defended the dissertation prior to dissemination, it is not required. All early disseminations (prior to the defense date) must be preapproved by the student’s chair.

A dissertation checklist is included at the beginning of the forms section. This checklist outlines, in detail, the dissertation process and all forms that must be submitted.
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. It is the dissertation coordinator’s responsibility to conduct the initial dissertation orientation at the beginning of the student’s third year of the program. The dissertation coordinator will also work with the student to place them with the best suited chair.

Dissertation Chair
The student will request a dissertation chair depending on the methodologies and/or topic areas he or she are interested in. All dissertation chairs must be faculty members (not adjunct professors) of Northwest University’s College of Social and Behavioral Sciences (CSBS) and hold an earned doctoral degree. A list of CSBS faculty members can be found on page 3. Once the student has a dissertation chair he or she must submit Form A to the Psy.D. Program Coordinator. The student may request a chair, but may not always be assigned the person he or she requested as chair selections are based on a number of different factors.

The dissertation chair’s role and responsibly is to guide the student in planning the proposal, as well as supervising the completion of the dissertation. The chair will take part in reviewing and evaluating the proposal, and the completed project, as well as taking part in the defense. In providing guidance and supervision, it is not the chair’s role to edit or proof-read the student’s dissertation or drafts of his or her 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 he or she is ready for either the dissertation proposal defense or final dissertation defense.

Dissertation Topic
Once the student has a dissertation chair, he or she will work in conjunction with his or her Chair to generate a dissertation topic or to finalize any topic ideas he or she already has. Dissertation topics should be selected based upon the student’s specific area of interest in the field of professional psychology. The student must complete dissertation topic Form B and submit it to the Psy.D. Program Coordinator after all of the necessary signatures have been acquired. Dissertation committees should not be selected before the dissertation topic has been approved by the student’s dissertation chair and Form B has been submitted.

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

Dissertation committees are intended to provide oversight for the student in the dissertation process. The student should give careful attention to the selection of his or her dissertation committee members. Both committee chairs and committee members should be requested with consideration for both the dissertation topic as well as the respective research methodology that is proposed.
The role of the committee is to supervise the student's progression on his or her dissertation. The committee will (1) review the dissertation proposal and evaluate the proposal defense, and (2) read the final dissertation document and evaluate the defense of the dissertation.

Dissertation Proposal
The intent of the dissertation proposal is to provide a comprehensive outline of the student's dissertation topic, hypotheses/questions, and method. Proposals must include full versions of Chapters One and Two, and are expected to be 25-30 pages in length. The student must submit his or her proposal to his or her dissertation chair. Once the chair approves the proposal, the student will present it to his or her dissertation committee during the proposal defense. At that point, the committee may request that the student make changes before proceeding with the study. The student may not move forward until all committee members give final approval of the study. If a committee requested changes to the proposal, the student must receive the committee's approval for those changes once the revisions have been made to the proposal. The intent of this process is to provide the dissertation committee and the Institutional Review Board 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 their research until their proposals have been successfully defended and Form D has been submitted to the Psy.D. Program Coordinator.

Before submitting the dissertation proposal to the student's Chair, the student must have proof read it thoroughly. Though the use of editors, peer reviews, and faculty reviewers is not prohibited, the student is solely responsible for ensuring that his or her dissertation meets CSBS' standards.

Institutional Review Board
The student must receive approval from the Institutional Review Board (IRB) before beginning research. The student must submit a copy of the Institutional Review Application to the Psy.D. Program Coordinator (If the application is emailed to the IRB, simply copy the Program Coordinator on the email). The student is responsible for submitting the application to the IRB. The application can be found on the Office of the Provost's Website (http://eagle.northwestu.edu/academics/office-of-the-provost/). It is important that this is done in a timely manner as the IRB may take considerable time to review proposals. **Students may not begin data collection prior to approval by the IRB.** A copy of IRB approval must be submitted to the Psy.D. Program Coordinator before beginning research (If approval is given via email, forward the email to the Program Coordinator).

In addition to obtaining university IRB approval, the student may need to receive off-site IRB approval at the organization where he or she is 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. Students must receive NU IRB approval before seeking approval from an off-site IRB committee.

Data Collection and Analysis
After the student’s proposal has been approved by the committee and the Institutional Review Application has been approved by the IRB, the student may progress to the data collection phase of the dissertation. Once the student has completed the data collection, he or she 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 he or she receives and is also responsible for the quality of work done by the assistant.
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 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 included only Chapters One and Two, the final dissertation document is contains all four chapters. In Chapter Three the student will provide a summary of the findings. Data is not interpreted in Chapter Three. In chapter four, the student will interpret the findings, integrate the findings into the larger literature, and will discuss weaknesses, limitations, and possible areas for future research. For qualitative projects, Chapter Four will also focus on conclusions and implications of the research.

Dissertation Defense
The student is expected to defend the completed dissertation to the dissertation committee. The student should plan to defend the dissertation in the summer of the 4th year. The student is expected to have successfully defended the dissertation before beginning the Internship in the 5th year. It is the student’s responsibility to submit Form E (announcement of the defense) prior to defense. Form F must also be submitted after completion of the defense. All forms are to be submitted to the Psy.D. Program Coordinator. It is the student’s responsibility to obtain any necessary signatures for the forms.

Dissertation Dissemination
Dissemination of the dissertation is required. Dissemination may include publication, presentation of paper at a professional conference, a formal report of results to a clinic or entity evaluated, or an approved planned speaking engagement. All dissemination venues must be approved by the student’s dissertation chair. Credit will not be granted for dissemination that has taken place without approval of the student’s chair. To receive approval, the student must fill out Form H, acquire the necessary signatures, and submit the form to the Psy.D. Program Coordinator. The student should plan to disseminate his or her dissertations via one of the approved modalities during the 4th year. Dissemination can take place during the 5th year and can be completed prior to defense but only by special permission.

Dissertation Publication and Binding
The student is required to have his or her approved dissertation published online through Northwest University's World Catalog. In addition, the student must have two copies of the dissertation bound.

*If the student finds it necessary to continue beyond the summer semester of his or her fourth year, he or she will be required to register for Doctoral Dissertation in Psychology Continuation course at one credit per semester. A student must complete his or her dissertation within the seven year time frame that is allotted to complete the Psy.D. program.

Clinical Training Sequence

Doctoral Practicum
A doctoral practicum is required during the third year of the Psy.D. program. This initial clinical experience is a prerequisite for the fourth year Advanced Practicum or Preinternship and the fifth year Internship. In addition to clinical work, students must register for and pass three courses at Northwest University (PSYC 7912: Doctoral Practicum I, PSYC 7922: Doctoral Practicum II & 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.
**Prerequisites**
Prior to applying for practicum, the following requirements must be completed.
- 31 semester hours of coursework
- A minimum rating of “met expectations” on all categories of the Annual Student Review.

A student cannot apply for a practicum site while on probation. If a student is placed on probation after securing a practicum site, he or she must notify the Director of Clinical Training and the site supervisor in writing. A plan of action must be determined by all parties. A new contract must be drawn and signed by all parties. The amended contract will be placed in the student’s file.

A student may proceed in securing a practicum position in the spring semester of the second year, assuming he or she is 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:
- Finding an appropriate practicum site that meets the Psy.D. Program requirements and WA state licensure requirements.
- Submitting a signed copy of a Northwest University Clinical Training Site Proposal Form to the Director of Clinical Training.
- Receiving a Northwest University Clinical Training Site Contract from the Director of Clinical Training.
- Submitting a signed copy of a Northwest University Clinical Training Site Contract to the Director of Clinical Training.
- Registering for practicum credit (PSYC 7912, 7922, 7932), each semester of the practicum year and completing all course requirements. Registration may be completed through Self-Serve. Students are responsible for registering and paying tuition every semester while on practicum. A student’s practicum clinical site supervisor will be notified of a student’s status if registration is not completed on time each semester.

**Guidelines**
- It is the responsibility of the student to ensure that the practicum site that meets the Psy.D. program requirements and the WA state licensure requirements.
- Washington State requires doctoral students seeking licensure to accrue a minimum of 300 hours of direct-experience, 100 of which must be in supervision.
- The student must have an appropriate practicum supervisor. An appropriate supervisor is one who has adequate education, training and experience to supervise the student at the respective practicum site. The supervisor must be licensed in the mental health field and hold at least a master’s level degree, however, a licensed psychologist is preferable.
- The experience must be organized, sequential, and compatible with the student’s expertise and program curriculum.
- The student is evaluated by the site supervisor.
- If the student is employed at the practicum site or has had previous practicum/internship experience at the site, a distinction must be made as to how the current experience builds on the previous experience.
- Each practicum evaluation by the site supervisor must be based in part on direct observation (either live or electronically).
- The student must attend the practicum classes and complete all of the assigned coursework.

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

(1) Advanced practicum has less restrictive supervision requirements than a Preinternship
(2) 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 IV, PSYC 7952: Advanced Practicum V, and PSYC 7962: Advanced Practicum VI).

Prerequisites
Prior to collecting advanced practicum hours, the following requirements must be completed.

- A minimum of 300 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.

A student cannot apply for an advanced practicum site while on probation. If a student is placed on probation after securing an advanced practicum site, he or she must notify the Director of Clinical Training and the site supervisor in writing. A plan of action must be determined by all parties. A new contract must be drawn and signed by all parties. The amended contract will be placed in the student’s file.

A student may proceed in securing an advanced practicum position in spring semester of the third year, assuming he or she is 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:

- Finding an appropriate advanced practicum site that meets the Psy.D. Program requirements and WA state licensure requirements.
- Submitting a signed copy of the Northwest University Clinical Training Site Proposal Form to the Director of Clinical Training.
- Receiving an Northwest University Clinical Training Site Contract from the Director of Clinical Training.
- Submitting a signed copy of an Northwest University Clinical Training Site Contract to the Director of Clinical Training.
- Registering for advanced practicum credit (PSYC 7942, 7952, 7962), each semester of the fourth year. Registration may be completed through Self-Serve. Students are responsible for registering and paying tuition every semester while on advanced practicum. A student’s advanced practicum clinical site supervisor will be notified of a student’s status if registration is not completed on time each semester.

Guidelines
- It is the responsibility of the student to ensure that the Advanced Practicum site meets the Psy.D. Program requirements and the WA state licensure requirements.
- A minimum of 400 hours of a supervised experience must be accrued during the Advanced Practicum. (These hours cannot be applied towards Washington State licensure requirements for internship).
- The supervised hours must meet the WAC 246-924-049 requirements.
- The student must have an appropriate Advanced Practicum supervisor. An appropriate supervisor is one who has adequate education, training and experience to supervise the student in the respective advanced practicum site. Typically the supervisor should be licensed in the mental health field and hold at least a master’s level degree. A licensed psychologist is preferable.
- The experience must be organized, sequential, and compatible with the student’s educational expertise and program curriculum.
- The student is evaluated by the site supervisor.
• The student must attend the Advanced Practicum/Preinternship classes and complete all of the assigned coursework.

• If the student is employed at the Advanced Practicum site or has had previous practicum/internship experience at the site, a distinction must be made as to how the current experience builds on the previous experience.

**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**

Prior to collecting preinternship hours, the following requirements must be completed.

- A minimum of 300 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 preinternship hours prior to PSYC 7932 completion.

A student cannot apply for a preinternship while on probation. If a student is placed on probation after securing a preinternship site, he or she must notify the Director of Clinical Training and the site supervisor in writing. A plan of action must be determined by all parties. A new contract must be drawn and signed by all parties. The amended contract will be placed in the student’s file.

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:

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

**Guidelines**

- It is the responsibility of the student to ensure that the preinternship site that meets the Psy.D. program requirements and the WA state licensure requirements.
- At least 400 hours and up to 1500 hours of a supervised experience may be accrued during the Preinternship.
- 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 experience must be organized, sequential, and compatible with the student’s educational expertise and program curriculum.
- The student is evaluated by the site supervisor.
- If a student is placed on probation with the Psy.D. program after securing a preinternship site, he or she must notify the Director of Clinical Training and the site supervisor to determine further action.
- The student must attend the Advanced Practicum/Preinternship classes and complete all of the assigned coursework.

**Doctoral Internship**

An internship experience is required during the fifth year of the program

**Prerequisites**

Prior to collecting internship hours, the following requirements must be completed.

- 113 semester hours of coursework.
- A minimum of 300 hours of doctoral practicum plus completion of practicum credit (PSYC 7912, 7922, 7932).
- Approved preinternship credit (PSYC 8912, 8922, 8932) or advanced practicum credit (PSYC 7942, 7952, 7962).
- Passing the Qualifying Examination.
- Passing the dissertation proposal defense.

A student cannot apply for an internship position while on probation. If a student is placed on probation after securing an internship position, he or she must notify the Director of Clinical Training and the site supervisor in writing. A plan of action must be determined by all parties. A new contract must be drawn and signed by all parties. The amended contract will be placed in the student's file.

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 Association of Psychology Postdoctoral and Internship Centers (APPIC) match process when apply for an internship. Securing an internship site requires completion of the following:

- Finding an appropriate internship site that meets the Psy.D. program requirements and WA state licensure requirements as described in this handbook.
- Submitting a signed copy of the Northwest University Clinical Training Site Proposal Form to the Director of Clinical Training.
- Receiving a Northwest University Clinical Training Site Contract from the Director of Clinical Training.
- Submitting a signed copy of the Northwest University Clinical Training Site Contract to the Director of Clinical Training.
- Registering for internship credit (PSYC 8972, 8982, 8992), each semester of the internship year. Registration may be completed through Self-Serve. Students are responsible for registering and paying tuition every semester while on internship. A student’s internship clinical site supervisor will be notified of a student’s status if registration is not completed on time each semester.

**Guidelines**

- It is the responsibility of the student to ensure that the internship site that meets the Psy.D. program requirements and Washington state licensure requirements.
- At least 1500 hours of a supervised experience must be accrued during the internship.
- The supervised hours must meet the WAC 246-924-056 requirements.
• The experience must be organized, sequential, and compatible with the student's educational expertise and program curriculum.
• The student is evaluated by the site supervisor.
• The student must attend the Internship classes and complete all of the assigned coursework.
• If at the end of the internship, the student has not completed 3000 hours of post practicum supervised experience, the student must complete the remaining hours through Post-Doctoral Supervised Experience (WAC 246-924-059).

NOTE! The student must register for Internship Continuation (PSYC 8011) if the Internship extends past the fifth year for each semester the student is finishing internship hours.

Academic Policies and Procedures

Course Sequence and Program Progression
The sequence of Psy.D. courses is critical to the complete educational and professional experience. Additionally, the Psy.D. program is designed to rely heavily on the student cohort model. Thus, students are expected to enroll in every predetermined course scheduled each term. Electives are extra, optional, and made available only with a sufficient number of requests. In an emergency situation, a student may be allowed to postpone, drop, or withdraw from one or more courses. 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 fee in addition to the cost of tuition. A student will very seldom be integrated into another cohort. In every situation, the format in which the student will make up the course(s) is up to the determination of the Director of the Psy.D. Program. In addition, should a student decide, in conjunction with the Psy.D. office, to take fewer courses per semester than the required course sequence entails, the student must complete the entire program within 7 years from the date of his or her start, or he or she may no longer be allowed to continue in the program. Psy.D. students are completely responsible to complete their program within the allotted seven years.

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 he or she postpone, drop, or withdraw from a mandatory course are the student's complete responsibility. The student must confer with their graduate program office when deciding to postpone, drop, or withdraw from a mandatory course.

Should a student defer enough courses to put him or her below the number of credits required to meet full-time or half-time equivalency, financial aid eligibility may be affected. See the section on Full-Time/Part-Time Status.

Full-Time/Part-Time Enrollment Status
Enrollment status is an important issue and is based on the amount of assigned and expected work contained in the program classes. Accrediting agencies stipulate that a full-time enrollment status equates to a student working on course-related assignments between 40-45 hours each week, hence the term “full-time.” Financial Aid is awarded based on the enrollment status of: full-time = 9 credits; three-quarter time = 7 or 8 credits; half-time = 6 credits. By Department of Education regulations, no financial aid is available for students who are registered for less than half-time. Consult the Financial Aid Office for specific questions regarding the program of interest.
The Psy.D. program is based on a cohort system, and attending part time usually is not a readily available option. For this reason, a student is responsible for all complications (concerning the availability of required courses or the ability to meet graduation requirements, for example) that may occur should, for emergency reasons, he or she need to attend less than full time.

A student must have the permission of their program in order to enroll for fewer than the required credits in any given term during the course of the program, and that option may not be available. Should a student take less than a full-time academic load in any semester, either due to transferring credits or emergency reasons, his or her financial aid may be affected.

The Psy.D. program understands that all students will be continuously enrolled and registered in the program until either completion, they are terminated for failing to meet requirements, or they officially drop-out of the program. As you know, the Psy.D. program runs on a cohort model. Therefore, it is extremely difficult for students to take a partial credit load or a semester off. It is University policy that students may request a semester off in the event of an emergency. Because of the vigorousness of the program, students may not take more than one semester off. Students who take two semesters off consecutively are terminated from the program and must reapply. If a student does not register for a fall semester, the beginning of a new school year, student must be readmitted to the program before they can register.

**Attendance Policy**
- In addition to the Attendance Policy in the general section of this Catalog, the Psy.D. Program maintains the following:
- Regular class attendance is important and expected of all students.
- Specific attendance policies and consequences of missing a class session are at the discretion of the individual professor of each class.
- If a student knows they will need to miss a class, the student should contact the professor in advance.
- A student cannot miss more than a third of the sessions of any given course.
- Attendance is included as part of the overall course grade and if a student misses more than a third of the sessions, the student will not be able to receive a passing grade. In this circumstance, the student is encouraged to withdraw from the course and retake the class when it is offered again.

**Grading Scale with Grade Points (in parentheses)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(4.0)</td>
<td>Superior performance in all aspects of the course with work exemplifying the highest quality. Unquestionably prepared for subsequent courses in field.</td>
</tr>
<tr>
<td>A-</td>
<td>(3.7)</td>
<td>High quality performance in all or most aspects of the course. Very good chance of success in subsequent courses in field.</td>
</tr>
<tr>
<td>B+</td>
<td>(3.3)</td>
<td>High quality performance in some of the course; satisfactory performance in the remainder. Good chance of success in subsequent courses in field.</td>
</tr>
<tr>
<td>B</td>
<td>(3.0)</td>
<td>Satisfactory performance in the course. Evidence of sufficient learning to succeed in subsequent courses in field.</td>
</tr>
<tr>
<td>B-</td>
<td>(2.7)</td>
<td>Satisfactory performance in some of the course, with the remainder being somewhat substandard. Minimal evidence of sufficient learning to succeed in subsequent courses in field.</td>
</tr>
</tbody>
</table>
C+ (2.3) Evidence of learning in some areas of the course but generally marginal performance in most areas of the course. Unprepared for subsequent courses in the field. Depending on the program requirements, course may need to be retaken.

C (2.0) Minimal learning and substandard performance in most areas of the course. Unprepared for subsequent courses in the field. Depending on the program requirements, course may need to be retaken.

C- (1.7) Minimal learning and substandard performance throughout the course. Unprepared for subsequent courses in the field. Depending on the program requirements, course may need to be retaken.

D (1.0) Substandard performance throughout the course. Unprepared for subsequent courses in the field. Depending on the program requirements, course may need to be retaken.

F (0) Failure to meet requirements of the course. Unprepared for subsequent courses in the field. Course will need to be retaken.

Grading Scale Abbreviations

W .................. Withdrawal from the course
I .................... Incomplete coursework
S ..................... Satisfactory coursework
P ..................... Pass (grade of at least a B-)
R .................... Repeated course
NC .................. No Credit

Grade Points
Grade points are the numerical equivalent of letter grades and are assigned for each credit earned according to the scale indicated above. For example, an “A” in a two-credit course would give the student eight points. These points express the quality of a student's performance in numerical terms for the purpose of determining scholastic achievement.

Grade Point Average
A student’s grade point average (GPA) is determined by dividing the total number of grade points earned during a given period by the number of credits for which the student was enrolled and received a regular grade during the same period. Students’ semester grade point average (SGPA) and cumulative grade point average (CGPA) are calculated following each term and are available online.

Incomplete Grades
A student may request an incomplete grade for reasons of illness or emergency. A written request for an incomplete grade must be submitted to and approved by the professor of the course before the end of the course. The incomplete grade must be removed from the record by the end of the succeeding term, or the grade will automatically convert to an “F” on the student’s record. This may affect future financial aid.

Grade Reports
Grade reports are made available to all students following the close of each term via the online web site.
Dropping a Course
In an emergency situation, and before the student attends the first class of the semester, he or she may drop a course by submitting an Add/Drop Form to the Registrar's Office. The tuition paid for that class will then be reimbursed in full. After the Last Day to Drop a Course for the respective program, courses cannot be added or dropped, and tuition will not be reimbursed. Dropped courses do not appear on a student's transcript.

Withdrawing from a Course
After the Last Day to Drop a Course has passed, a student can only withdraw from a course and will receive no tuition reimbursement. In this event, the course remains on the transcript as a part of the academic record with a "W" (Withdrawal). Withdrawals must be completed prior to the end of the course withdrawal period for the respective graduate program. The student's GPA is not affected by a withdrawal. However, financial aid eligibility may be affected. In order to withdraw from a course one must submit a Course Withdrawal form to the Registrar's Office.

Withdrawing from the Program
In order to withdraw from all courses and from the university, students must submit a cancellation/withdrawal form to the registrar's office. If it is impossible to follow this procedure due to some emergency, the registrar must be notified within one week of the student leaving.

Course Repeat
Should a student desire to repeat a course for the purpose of raising his or her grade, the student must obtain prior permission from the Director of Psy.D 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 CGPA below 3.0.

Auditing Courses
An auditor is a person who attends a class but is not held responsible for the course work. Out of courtesy, the auditor should not participate in discussions except as allowed in consultation with the professor. An audited class requires the prior permission of the course's graduate program office and a Request to Audit form completed and submitted to the registrar's office.

Probation
Probation is not intended as a punitive measure, but as a warning that improvement is needed for continuation in the program. Program administrators and faculty will continue to provide guidance and support in helping the student to assume responsibility for his or her academic success. The Director of the Psy.D Program and Director of Clinical Training will provide support and monitoring of progress. Documentation regarding the student's probationary status will be placed in his or her file.

A student may be placed on probationary status for one of the following reasons:

1. A student's academic history prior to entry into the PsyD program reflects a GPA below 3.000 ("B level), yet the application review board deems him or her a worthy candidate for admission into the program.
2. A student fails to maintain a grade of B- or higher in all courses and/or a minimum 3.000 cumulative GPA. In addition, the student must retake the failed course and achieve grade of at least a B- within a time period determined by the Director of Psy.D Program.
3. A student fails to meet the criteria of professional behavioral standards, including, but not limited to: emotional stability, interpersonal skills, maturity, and ethical conduct.
A student may only be on probation twice throughout the course of the program.

A student will be taken off of probation when:
1. A grade of B- or higher in all courses the following semester and a minimum of a 3.000 cumulative GPA are achieved.
2. The student meets the criteria of professional behavioral standards, including, but not limited to: emotional stability, interpersonal skills, maturity, and ethical conduct according to the student’s yearly evaluation as assessed by faculty.

A student cannot apply for a practica site while on probation. If a student is placed on probation after securing a practica site, he or she must notify the Director of Clinical Training and the site supervisor in writing. A plan of action must be determined by all parties. A new contract must be drawn and signed by all parties. The amended contract will be placed in the student’s file.

**Dismissal from the program**

A student may be dismissed from the Psy.D. Program due to any one of the following factors:

- Continual poor performance in the classroom or in applied settings. Should the student be unable to achieve a minimum cumulative GPA of 3.000 and/or earn a grad of B- or higher in all courses the semester following being placed on academic probation, the student may be dismissed from the program. In addition, if a student is placed on probation more than twice throughout the course of the program, he or she may be dismissed from the program.
- Furthermore, if a student fails to retake the course within a time period determined by the Director of the Psy.D. Program, he or she may be dismissed from the program.
- Moral turpitude. Students are expected to comply with the behavioral standards, the ethical code of the American Psychological Association, and laws established by Washington State or local governmental bodies. Failure to meet these standards may result in dismissal from the program.
- Unprofessional conduct. Should a student fail to meet the criteria of professional behavioral standards, including, but not limited to: emotional stability, interpersonal skills, maturity, and ethical conduct, the student may be dismissed from the program.

Students dismissed from the Psy.D. program by the program leadership may appeal the decision to the Dean of the College of Social and Behavioral Sciences, 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.

**Re-Entry and Re-Application Policy**

The College of Social and Behavioral Sciences has specific policies and requirements for students who wish to reenter the program after previously withdrawing. Students who withdraw from a semester and return to the program the following semester, do not need to reapply. Students who withdraw from a semester and are not enrolled for one or more succeeding semesters are required to complete the entire reapplication process. They will then be reviewed by the respective Review Board Committee and are not guaranteed readmittance. In addition, it is up to the discretion of the Review Board Committee if the applicant will return to his or her cohort or be placed in a new cohort. Also, students who reapply and are accepted will be readmitted under the most current academic catalog and not necessarily the students original catalog. Readmitted students are responsible for any new graduation requirements under the new catalog and are responsible for determining if there are any new requirements. Students may contact Psy.D. staff for
assistance in this process. Lastly, the applicant will need to meet the Director of Psy.D. Program to create a course completion plan, which may include the need to complete missed courses via independent study.

**Academic and Professional Requirements**

Students must earn a grade of B- or above in all Psy.D. courses, including electives and maintain a minimum cumulative GPA of 3.000. Student will also be expected to reach a professional standard in addition to passing grades, fulfilling practica requirements, passing qualifying exams, and a dissertation.

The students’ emotional stability, interpersonal skills, maturity, and ethical conduct will evaluated. Faculty reserves the right to request that a student engage in psychotherapeutic counseling and may require counseling as a condition for remediation or re-admittance in the program. Students are expected to adhere to the American Psychological Association (APA) Ethic Codes: [http://www.apa.org/ethics/code/index.aspx](http://www.apa.org/ethics/code/index.aspx), the laws of the Washington State Board of Examiners of Psychologists: [http://apps.leg.wa.gov/WAC/default.aspx?cite=246-924](http://apps.leg.wa.gov/WAC/default.aspx?cite=246-924), and the Washington State laws that pertain to all mental health providers: [http://apps.leg.wa.gov/WAC/default.aspx?cite=246-16&full=true](http://apps.leg.wa.gov/WAC/default.aspx?cite=246-16&full=true). The student’s academic and/or ethical failings will be considered by a committee of the program administrators and faculty of the College of Social and Behavioral Sciences. Failure to adhere to the above standards may be cause for dismissal from the program at any time (see Dismissal from the program).

**Academic and Assessment Appeals**

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

The Academic Appeals Process: If an acceptable resolution is not reached between the student and the professor, or if the student finds the professor unapproachable, the student should speak to the Director of the Psy.D. Program. If an acceptable resolution is not reached or if the professor is the Director of the Psy.D. Program, the student may appeal to the Dean of the College of Social and Behavioral Sciences (CSBS). If an acceptable resolution is 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 the Eagle web site of the Office of the Provost.

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

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

**Students experiencing personal problems:**
Students are encouraged (but not required) to participate in personal counseling while in the program. CSBS staff may be able 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 getting adequate sleep.

**Academic Honesty**
Northwest University expects honesty from students in all areas, including their academic lives. Academic dishonesty may result in students receiving an “F” in the course, being dismissed from the course, or possibly being dismissed from the University. Academic dishonesty includes cheating on assignments or examinations, submitting the same (or essentially the same) paper in more than one course without prior consent of the current professor(s), sabotaging another student’s work, and plagiarizing. Plagiarism is “using someone else’s ideas or phrasing and representing those ideas as our own, either on purpose or through carelessness” (MLA). Any student disciplined by a faculty member for alleged academic dishonesty has the right to appeal the disciplinary action to the dean of the applicable graduate program.

**Anti-Plagiarism Software (Turnitin)**
The World Wide Web and other means of computerized data transmission often serve to expedite and enhance the quality of academic research. Unfortunately, they have also made plagiarism and other forms of academic dishonesty much easier and therefore much more tempting than in the past. When dishonesty occurs, the teaching-learning process is undermined and students rob themselves of the educational benefit intended by the assignment. To assist students and faculty, Northwest University utilizes Turnitin.com, a research paper submittal and antiplagiarism website. Instructors can now automatically route papers submitted through Discovery to Turnitin.com and within a few minutes papers are compared against every known Internet source and every other paper that has ever been submitted to the site. The instructor receives a report highlighting any instance of suspected plagiarism as well as drawing attention to inadequate citations or improper quotes. Turnitin.com also saves a copy of every paper submitted to use for future comparisons (however ownership and potential copyrights to the paper still belong to the student).

**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 in to 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 members on a research project. These research projects may result in a conference presentation or a journal article submission. There are not prescribed rules regarding authorship within the field of psychology, however, there are several APA recommended best practices and guidelines for determining authorship. CSBS recommends that faculty and students consider the following recommendations when discussing authorship and authorship order on joint faculty and student research endeavors:

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


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 $2.00 fee per copy. Therefore, phone orders for transcripts cannot be accepted.

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

Electronic Communication
Students will need access to high speed internet to support interaction in classes and with their program leadership.

It is essential that students understand the nature and scope of electronic communications in their graduate program. Nearly all communication between students and their graduate office, all administrative forms management, course management and reporting, and cohort information are conducted through electronic means. Graduate programs have important information on the following Northwest University websites:
- the “Eagle” website: http://eagle.northwestu.edu/academic
- the main university website: http://www.northwestu.edu/graduate/
- the course management system’s website: https://discovery.northwestu.edu/

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

Solicitation and Confidentiality
Since graduate classes and cohorts provide a warm and inviting environment conducive to fostering close student relationships, respect and care for such relationships and all information disclosed by students over the course of the program must be preserved. Therefore, students should keep all student information, including student contact information, completely confidential. Students are prohibited from using student contact information and student mailboxes for solicitation purposes of any kind. In addition, students are not obligated to disclose any information, including contact information, to other students.
Campus Alert System and Emergency Closure Notification Procedures
In the case of an emergency or class cancellation due to weather, the university’s campus alert system will send out emergency text messages directly to student and employee cell phones. You can sign up for this service by going to the Eagle website at eagle.northwestu.edu and clicking on the “Campus Alerts Tab.” You can also call the main Northwest University phone line at 425.822.8266.

Family Education Rights and Privacy Act (FERPA)
The Family Educational Rights and Privacy Act of 1974 specifies and protects students’ rights and privileges concerning their records and information. Be aware of your following rights:

The Right to Prevent Disclosure
You have the right to prevent disclosure of educational records to third parties with certain limited exceptions. It is the intent of this institution to limit the disclosure of information contained in your educational records to those instances when prior written consent has been given to the disclosure, as an item of directory information of which you have been refused to permit disclosure, or under the provisions of FERPA which allow disclosure without prior written consent.

The Right to File a Complaint with the U.S. Department of Education
You have the right to file a complaint with the U.S. Department of Education if this institution fails to comply with FERPA. Do so by contacting:
   The Family Policy and Regulations Office
   U.S. Department of Education
   400 Maryland Ave. SW
   Washington D.C. 20202

The Right to Inspect
You have the right to review and inspect substantially all of your educational records maintained by or at this institution.

The Right to Obtain Policy
You have the right to obtain a copy of Northwest University's written FERPA policy. A copy may be obtained through the Registrar’s Office in person or by mail. Do so by contacting:
   Registrar’s Office
   Northwest University
   P.O. Box 579
   Kirkland, WA 98083-0579

The Right to Request Amendment
You have the right to seek to have corrected any parts of an educational record in which you believe to be inaccurate, misleading, or otherwise in violation of your rights. This includes the right to a hearing to present evidence that the record should be changed if this institution decided not to alter the educational records according to your request.

Non-Discrimination Policy
Northwest University does not discriminate on the basis of gender, race, color, age, national or ethnic origin, or physical disability in its admissions policies. Further, it is the policy of the University not to discriminate on
the basis of gender, race, color, age, national or ethnic origin, marital status, veteran status, disability status, or any other basis prohibited by federal, state, or local law, in the administration of its educational programs, including employment, scholarship and loan programs, and athletic and other university-administered programs and activities. Northwest University is a drug-, smoke-, and alcohol-free campus for all employees and students, and offers educational programs in alcohol and drug awareness for all campus groups. Inquiries regarding Northwest’s policy and responsibilities should be addressed to the Executive Vice President.

This catalog is published for information purposes only. Although every effort is made to ensure accuracy at the time of publication, this catalog shall not be construed to be an irrevocable contract between the student and the University. Northwest University reserves the right to make any changes in the content and provisions of the catalog without notice. Northwest University reserves the right to change the rules regulating admission to, instruction in, and graduation from the University, and to change any other regulations affecting the student body which shall apply not only to prospective students, but also to those presently matriculated in the University.

Veterans: Information contained in this publication is hereby certified as true and correct in content and policy as of the date of publication, in compliance with the Veterans Administration DVB Circular 20-76-84 and Public Law 94-502. Northwest University is in compliance with the Family Educational Rights and Privacy Act of 1974/1996. A full statement on FERPA rights is included below.

Northwest University is in compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974/1996. A full description of FERPA rights is in this Catalog.

**Disability services**
For students with learning and/or physical challenges, as defined by the ADA and Section 504 of the Rehabilitation Act, Northwest University takes an individual and holistic approach to providing accommodation. A student may notify the University of his/her disability when the student is confirmed for enrollment. Formal notification to the Director of Academic Success and Advising is required prior to the consideration of an accommodation request. Documentation should include a medical or educational evaluation by a physician or licensed learning specialist, a description of what specific accommodations have been offered in the past, and a list of specific needs and services that will be requested from Northwest University. The Director works closely with students and their respective graduate programs and faculty to ensure all reasonable accommodations and services are provided.

**Graduation Requirements**
Candidates for the Psy.D. in counseling psychology must complete each required course and the total minimum 119 prescribed credit hours, a passing qualifying exam, an original dissertation and an organized sequential and coordinated practicum and internship experiences in order to graduate.

**Graduation**
Northwest graduates students three times a year: early May, late August, and late December. (The specific graduation dates are listed in the Academic Calendar available through the Eagle website.) The graduation date should not be confused with the public commencement ceremony that occurs in late April or early May. Each graduating student must complete all the requirements stated above. (Because the Psy.D. program utilizes the summer semester as the final semester, students are allowed to participate in commencement ceremonies as long as their degrees will be completed by the end of the summer semester following
Since the awarding of a degree certifies that the student has met all requirements, students who have not met these requirements will be reclassified as graduating the following term, provided the requirements are met by that time.

Degree Requirements
All requirements must be completed prior to graduation. Incomplete courses are not considered completed. Candidates who receive an incomplete grade in a course required for graduation will have their application reclassified to the next term. The catalog requirements in effect during the term in which the student first enrolled are applicable, provided graduation is within seven years from the end of that term.

Graduation Application Fee and Submission Deadline
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. Students must submit a Graduation Application to the Registrar's Office no later than the end of the first week of the term before they wish to graduate.

Graduation Audit
Each graduating student must have his or her records audited by the Registrar's Office and the Psy.D. office prior to graduation to confirm the remaining graduation requirements and ensure that they will be met. It is the student's responsibility to arrange this audit with the Registrar's Office and the Psy.D office.

Commencement Participation
No one will be presented as graduating at a public commencement ceremony who has not satisfied each of the above 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.

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

Commencement Checklist of Requirement
Year One
- 31 semester hours of coursework credit
- Met standard on Doctoral Student Progress Assessment
- Participate in CSBS sponsored trip abroad Summer Semester as a PSYC 7672 Globalization and Psychology course requirement.

Year Two
- 32 semester hours of coursework credit
- Met standard on Doctoral Student Progress Assessment
Year Three

- 29 semester hours of coursework & practica credit
- Pass Qualifying Examination
- Met standard on Doctoral Student Progress Assessment
- Successful completion of a Doctoral Practicum

Year Four

- 21 semester hours of coursework & practica credit
- Doctoral Dissertation by the end of summer semester or no later than March 5th of graduating year, including:
  - successful proposal defense
  - successful dissertation defense
  - submitted bound copy of dissertation to the CSBS
  - dissertation disseminated
- Successful completion of a Pre-Internship or Advanced Practicum

Year Five

- Apply for graduation – at Fall registration
- 6 semester hours of Internship credit completed by end of summer semester
- Complete at least 1000 internship hours and be on track to complete 1500 by end of summer semester in order to participate in May commencement ceremony.

Course Descriptions

PSYC 7003 Theories of Personality. This advanced course is a survey of past and current theories of personality. In an integrative approach, this course will examine important elements of each theory. Consideration will be given for the application of these personality theories to the field of psychology.

PSYC 7032 Integrated Behavioral Health. This course is a comprehensive overview of models of integrated behavioral health, principles of health behavior change, medical literacy as is applicable to counseling psychology, evidence-based brief interventions in a medical setting, applications of psychological interventions to illness commonly treated I primary care, cultural implications for interventions in a primary care setting, and bio-psycho-social-spiritual treatments of psychiatric illnesses as motivational interviewing, MCBT, BDT, and ACT.

PSYC 7143 Human Sexuality and Relationships. This advanced course considers the psychological, physiological, sociological, and cultural perspectives of human sexuality and relationships. Sexual terms, behaviors, and disorders are reviewed. The student is given the opportunity to apply the concepts through case vignettes and therapeutic role plays.
PSYC 7202 Critical Thinking in Psychology, Culture, and Social Justice. This advanced course encourages and initiates thought in the realms of psychology, culture, and social justice. Class sessions are composed of lecture and practice of critical thinking skills. Particular attention is given to preparation for the Cross-Cultural Immersion experience at the end of the third semester.

PSYC 7252 Communication & Counseling Skills within Multicultural Contexts. This course is a comprehensive overview of counseling skills, empathy training, motivating interviewing and negotiating skills. It emphasizes the exploration of communication and counseling theories within diverse multicultural contexts. Students will have the opportunity to practice counseling skills, record sessions and receive feedback. (L)

PSYC 7263 Research Methods I: Statistics. This is a doctoral level course examining and understanding statistical methods that are used in the social and behavioral sciences. Statistical analysis procedures are explored and SPSS is employed as a research tool. Scientific ethics, especially those relating to human subjects, are given careful consideration. Additionally, the interpretation of statistical results is covered. Keeping consistent with the ethos of the doctoral program in psychology, various challenges that arise while researching different cultural groups are given attention.

PSYC 7273 Research Methods II: Design and Ethics. This doctoral level course is a comprehensive overview of research in the social sciences; specifically as it relates the field of psychology. As a result of this course the student will have an understanding of the research methodologies for both quantitative and qualitative research. Scientific ethics, especially those relating to human subjects, are given careful consideration. Focus is given to methodologies and techniques as they relate to the doctoral dissertation. Keeping consistent with the ethos of the doctoral program in psychology, various challenges that arise while researching different cultural groups are given attention.

PSYC 7283 Research Methods III: Techniques of Data Analysis. This doctoral level course builds on the previous course, PSYC 7273 Research Methods II: Design and Ethics, and explores the various techniques of data analysis for both quantitative and qualitative research. The student is given the opportunity to employ various techniques of data analysis – especially as related to the student’s doctoral dissertation. Keeping consistent with the ethos of the doctoral program in psychology, various challenges that arise while researching different cultural groups are given attention.

PSYC 7302 Group Counseling and Cultural Dynamics. This advanced course provides an overview of the theory and dynamics of group therapy. Special emphasis is given to therapeutic settings and differences that exist within multicultural groups. (L)

PSYC 7312 Community Development and Psychology. This course will consider the various ways the field is defined and expressed in both global and local contexts. Through background readings, reflections, online discussions, and group exercises, class members will study both dominant and competing paradigms to development and poverty alleviation, the shift in these paradigms over time, and recurrent themes of social change. Particular attention will be given to the dynamics of mental health that are involved in all community development endeavors.

PSYC 7353 Biological Basis of Behavior I: Neuropsychology. This advanced course helps the student understand the role physiology plays in psychology and human functioning, as well as the issues pertaining to the brain and behavior.
PSYC 7362 Counseling and Career Development. This course provides the student with an understanding of the various aspects of career counseling. This will include theory and application. Career counseling will be examined through the lens of psychology, culture, and social justice.

PSYC 7403 Psychotherapeutic Systems. This advanced course provides a historical overview of the various schools of psychology: psychodynamic, behavioral, cognitive, cognitive-behavioral, humanistic/existential, and other current therapies. The student is presented with theories and treatment interventions used in therapy. (L)

PSYC 7412 Marriage and Couple Therapy. This advanced course provides a study in the area of marriage and couple therapy. Emphasis is placed on the assessment and evaluation of couples and their interactions. (L)

PSYC 7443 Social Psychology and Behavior. This is an advanced course which seeks to examine the theories and methods of social interactions in the development of personal and group behavior. Emphasis is placed not only on predominately western theories of social interaction and behavior, but also upon social phenomenon as they occur in non-western and indigenous contexts. An examination of culture and its relationship to social interactions and behaviors is paramount in this course.

PSYC 7453 Psychopathology. This course focuses on the diagnosis and treatment of psychological disorders and how those disorders differ in various cultures. Emphasis is placed on the use of the current Diagnostic and Statistical Manual.

PSYC 7502 Multicultural Issues in Psychology. This advanced course examines the differences in psychology and human behavior among various cultures. Particular attention is given to preparation for the Cross-Cultural Immersion experience at the end of the third semester.

PSYC 7552 Child and Adolescent Therapy. In this advanced course, the student learns and applies therapeutic treatments available for children and adolescents. Focus is given to current interventions. (L)

PSYC 7602 Advanced Lifespan Development. This advanced course is a comprehensive study of human development from conception through death. The interacting processes of physical, cognitive, social, emotional, and moral developments are examined. Special emphasis is placed upon interactions between culture and development.

PSYC 7613 History and Systems of Psychology. This course provides an advanced analysis of the development of clinical and counseling psychology and psychotherapy. Emphasis is given to the effects of specific historical antecedents on contemporary trends in psychology.

PSYC 7622 Health, Healing, and Culture in Psychology. This course considers issues of culture from a healthcare perspective, and looks at a number of non-western case studies in which practical issues illustrate and problematize the theories examined. In particular, attention is focused on how historically Western approaches to health translate (or don’t translate) in very different cultural contexts, especially as related to psychology. This course helps the student to become sensitized to fundamentally different, culturally contextualized conceptions of mind, body, and spirit.
PSYC 7653 Systems of Family Therapy. This advanced course provides a study of the major family system theories, as well as the theoretical and practical knowledge necessary for practicing family therapy. (L)

PSYC 7672 Globalization and Psychology. This is a course that aims to position the student in the larger context of global systems, specifically as they relate to the field of psychology. The primary objective is to increase understanding of the interdependent world in which we live and the pervasive, unstoppable movement of globalization that characterizes it. The course also seeks to equip the student with some of the necessary cultural knowledge and empathy required to operate in the increasingly dominant “monoculture,” and at the same time to navigate (and value) multicultural distinctiveness This course is integrated with the Cross-Cultural Immersion experience, and components of both lectures and assignments will take place during the trip.

PSYC 7763 Substance Addictions and Interventions. This advanced course looks at the psychological, physiological, and sociological components of addictions, placing emphasis on appropriate interventions, treatments, and prevention techniques across different cultures. (L)

PSYC 7912 Doctoral Practicum I. This course represents the first of three consecutive semester of a practicum experience in a professional psychology setting. In addition to on-site supervision, the student will participate in group supervision and case consultation in class. Topics to be addressed include: assessment, treatment planning, case management psychotherapeutic intervention, evidence-based practice, cultural psychology and, social justice. Attention will be paid to personal and professional development as applies to doctoral practicum students. Focus is given to preparing the students for their pre-internships. (L)

PSYC 7922 Doctoral Practicum II. This course is the second of three consecutive semesters of a practicum experience in a professional psychology setting. In addition to on-site supervision, the student will participate in group supervision and case consultation in class. Topics to be addressed include: assessment, treatment planning, case management psychotherapeutic intervention, evidence-based practice, cultural psychology and, social justice. Attention will be paid to personal and professional development as applies to doctoral practicum students. Focus is given to preparing the students for their pre-internships. In addition, students will prepare a proposal for presenting at a conference in the students fourth year of the program. (L)

PSYC 7932 Doctoral Practicum III. This course is the last of three consecutive semesters of a practicum experience in a professional psychology setting. In addition to on-site supervision, the student will participate in group supervision and case consultation in class. Topics to be addressed include: assessment, treatment planning, case management psychotherapeutic intervention, evidence-based practice, cultural psychology and, social justice. Attention will be paid to personal and professional development as applies to doctoral practicum students. Focus is given to preparing the students for their pre-internships. (L)

PSYC 7942 Doctoral Advanced Practicum I. This course represents the first of three consecutive semesters of an advanced, second year practicum experience in a professional psychology setting. At the practicum site, the student will obtain a level of experience commensurate with doctoral level clinical training. Throughout the duration of this course, the student will be supervised by a licensed professional at his or her practicum site. Additionally, the student will participate in supervision and case consultation on campus, facilitated by program faculty. Preparation for the fifth year doctoral internship is included in the second year practicum course sequence. (L)
PSYC 7952 Doctoral Advanced Practicum II. This course represents the second of three consecutive semesters of an advanced, second year practicum experience in a professional psychology setting. At the practicum site, the student will obtain a level of experience commensurate with doctoral level clinical training. Throughout the duration of this course, the student will be supervised by a licensed professional at his or her practicum site. Additionally, the student will participate in supervision and case consultation on campus, facilitated by program faculty. Preparation for the fifth year doctoral internship is included in the second year practicum course sequence. (L)

PSYC 7962 Doctoral Advanced Practicum III. This course represents the last of three consecutive semesters of an advanced, second year practicum experience in a professional psychology setting. At the practicum site, the student will obtain a level of experience commensurate with doctoral level clinical training. Throughout the duration of this course, the student will be supervised by a licensed professional at his or her practicum site. Additionally, the student will participate in supervision and case consultation on campus, facilitated by program faculty. Preparation for the fifth year doctoral internship is included in the second year practicum course sequence. (L)

PSYC 7991 Doctoral Practicum Continuation. Continuing enrollment in the Doctoral Practicum past Doctoral Practicum III. (Special Fee involved, Grade Pass/No Credit)

PSYC 8000 PSY.D. Program Continuation. This course must be taken in conjunction with PSYC 7991 Doctoral Practicum Continuation, PSYC 8001 Pre-Internship Continuation, PSYC 8011 Internship Continuation, and PSYC 8021 Doctoral Dissertation in Psychology Continuation. This course is required for students who are enrolled in the Psy.D. program past the fifth year to complete course requirements for the program and is taken for zero credit. No student can enroll in PSYC 8000 Psy.D. Program Continuation past eight years after they first enrolled into the program. Students enrolled in PSYC 8000 meet annually with the Psy.D. Program Director who will monitor the student’s plan for completion. A special Continuation Fee is required.

PSYC 8001 Pre-Internship Continuation. Continuing enrollment in Pre-Internship past Pre-Internship III. (Special Fee involved, Grade Pass/No Credit)

PSYC 8011 Internship Continuation. Continuing enrollment in Internship past Internship III. (Special Fee involved. Grade Pass/No Credit)

PSYC 8021 Dissertation Continuation. Continuing enrollment in Dissertation past Dissertation III. (Special Fee involved. Grade Pass/No Credit)

PSYC 8023 Cognitive Affective Basis of Behavior. This advanced course examines theories and issues in learning, memory, perception, cognition, thinking, motivation, and emotion as they relate to the professional practice of psychology. Additionally, culture is examined as it relates to the construction of cognition.

PSYC 8103 Advanced Psychology Law and Ethics. This advanced course presents the student with regulations, laws, and ethics relating to the professional practice of psychology. This course also helps the student think legally, ethically, and with good judgment.

PSYC 8123 Interventions and Practice I: Traditional Foundations and Practice. This course provides understanding of several contemporary forms of psychotherapy, as they compare with traditional Psychoanalytic Psychotherapy. Emotionally Focused Therapy EFT, Acceptance and Commitment
Therapy ACT, and Dialectical Behavioral Therapy DBT will be studied. Students will seek to understand theory, mechanisms of change, empirical efficacy, interventions, and practice of each. Similarities and differences will be examined. The importance and place of the therapeutic alliance will be investigated and cultural and religious implications will be discussed. (L)

**PSYC 8133 Interventions and Practice II: Global Opportunities and Responsibilities.** This course provides an in-depth understanding of cultural psychology, cross-cultural psychology, indigenous psychologies, and international psychology. In addition, this class provides the opportunity to synthesize concepts in critical thinking and globalization and provides a platform for understanding global opportunities and responsibilities as relating to the professional practice of psychology and the development of the field of international psychology. Specific focus will be given to topics such as trauma and recovery, poverty, refugee populations, and marginalized people across cultures.

**PSYC 8242 Consultation in Health Delivery Systems.** This course is designed to be essentially practical and to help the student in understanding and navigating health delivery systems both locally as well as extended to a global context. A variety of health delivery systems and corresponding case examples will be examined. Specifically, the student will gain an understanding of the interplay between systems; seeking to develop a collaborative and cooperative approach to healing.

**PSYC 8353 Biological Basis of Behavior II: Psychopharmacology.** This doctoral level course provides the student with an appropriate overview of psychopharmacology. Emphasis is placed on the interaction between neurophysiology and psychotropic medications, as well as on how such interactions influence psychotherapy, treatment planning, and interventions.

**PSYC 8462 Advanced Psychopathology.** This advanced course is a continuation of PSYC 7453, Psychopathology, and presents the student with the knowledge to make differential diagnoses using the current Diagnostic and Statistical Manual. Specific focus is given to case vignettes that demonstrate complex cases.

**PSYC 8732 Professional Practice Seminar: Professional Standards.** This is the first of three courses in Professional Practice. This course is essentially practical and focuses on current professional standards and ethics as related to the professional practice of psychology. Class time will consist of case vignettes, current research, current literature, and providing the student the opportunity to synthesize information from their coursework, their clinical training, and their dissertation.

**PSYC 8742 Professional Practice Seminar: Efficacy of Interventions.** This is the second of three courses in Professional Practice. This course examines the efficacy of interventions and evidence-based practices as related to the field and practice of professional psychology. (L)

**PSYC 8752 Professional Practice Seminar: Supervision.** This is the third of three courses in Professional Practice. Skills, issues and responsibilities of effective supervision are studied as relevant to the professional practice of psychology. Class time will consist of case vignettes, current research, and current literature. (L)

**PSYC 8773 Psychological Assessment I: Cognitive Assessments.** This course specifically examines those tests relating to cognitive assessment. The student is given the opportunity to become familiar with the various tests and instruments via class exercises and assignments. As a result of this class, the student will be equipped with the knowledge and skills to administer such tests under supervision in his or her respective internship setting. (L)
PSYC 8783 Psychological Assessment II: Personality Assessments. This course builds upon PSYC 8773, Psychological Assessment I, and specifically examines those tests relating to personality assessment. The student is given the opportunity to become familiar with the various tests and instruments via class exercises and assignments. As a result of this class, the student will be equipped with the knowledge and skills to administer such tests under supervision in his or her respective internship setting. (L)

PSYC 8793 Psychological Assessment III: Projective Techniques. This course builds upon PSYC 8773, Psychological Assessment I, and PSYC 8783, Psychological Assessment II, and specifically examines those tests relating to projective assessment. The student is given the opportunity to become familiar with the various tests and instruments via class exercises and assignments. As a result of this class, the student will be equipped with the knowledge and skills to administer such tests under supervision in his or her respective internship setting. (L)

PSYC 8912 Pre-Internship in Psychology I. This course represents the first of three consecutive semesters of a pre-internship experience in a professional psychology setting. The student will spend a significant amount of time in his or her setting and obtain a level of experience which is commensurate with that which is required at the doctoral level. Throughout the duration of this course, the student will be supervised by an appropriate licensed professional at his or her pre-internship site. Additionally, the student will participate in group supervision and case consultation with the students and program faculty. Focus is given to preparing the students for their internships. (L)

PSYC 8922 Pre-Internship in Psychology II. This course represents the second of three consecutive semesters of a pre-internship experience in a professional psychology setting. The student will spend a significant amount of time in his or her setting and obtain a level of experience that is commensurate with what is required at the doctoral level. Throughout the duration of this course, the student will be supervised by an appropriate licensed professional at his or her pre-internship site. Additionally, the student will participate in supervision and case consultation via small group experiences facilitated by program faculty. Focus is given to preparing the student for their internship. (L)

PSYC 8932 Pre-Internship in Psychology III. This course represents the third of three consecutive semesters of a pre-internship experience in a professional psychology setting. The student will spend a significant amount of time in his or her setting and obtain a level of experience that is commensurate with what is required at the doctoral level. Throughout the duration of this course, the student will be supervised by an appropriate licensed professional at his or her pre-internship site. Additionally, the student will participate in supervision and case consultation via small group experiences facilitated by program faculty. Focus is given to preparing the student for their internship. (L)

PSYC 8943 Doctoral Dissertation in Psychology. Selection of a desired topic related to the profession of psychology and use of quantitative or qualitative methodologies to explore the issue, collect and analyze data, and disseminate results.

PSYC 8953 Doctoral Dissertation in Psychology. A continuation of PSYC 8943

PSYC 8963 Doctoral Dissertation in Psychology. A continuation of PSYC 8953
**PSYC 8972/8976 Internship in Psychology I.** This course represents the first of three consecutive semesters of an internship experience in a professional psychology setting. The student will spend a significant amount of time in his or her setting and obtain a level of experience which is commensurate with that which is required at the doctoral level. Throughout the duration of this course, the student will be supervised by an appropriate licensed professional at his or her internship site. Additionally, the student will participate in supervision and case consultation via small group experiences facilitated by program faculty.

**PSYC 8982/8986 Internship in Psychology II.** This course represents the second of three consecutive semesters of an internship experience in a professional psychology setting. The student will spend a significant amount of time in his or her setting and obtain a level of experience which is commensurate with that which is required at the doctoral level. Throughout the duration of this course, the student will be supervised by an appropriate licensed professional at his or her internship site. Additionally, the student will participate in supervision and case consultation via small group experiences facilitated by program faculty.

**PSYC 8992/8996 Internship in Psychology III.** This course represents the third of three consecutive semesters of an internship experience in a professional psychology setting. The student will spend a significant amount of time in his or her setting and obtain a level of experience that is commensurate with that which is required at the doctoral level. Throughout the duration of this course, the student will be supervised by an appropriate licensed professional at his or her internship site. Additionally, the student will participate in supervision and case consultation via small group experiences facilitated by program faculty.

*(L) Denotes counseling lab courses.*