

Program Philosophy, Objectives, and Curriculum Plan

The Doctoral Program in Clinical Psychology, housed in the Department of Psychology of La Salle University, has been designed to educate and train students to function as effective independent clinical psychologists in a variety of roles across a wide range of settings and client types. Our overriding philosophy is that the education and training of professional psychologists is a developmental process, and thus, we strive to sequentially and systematically teach students those core competencies required for effective clinical practice, to think critically, to utilize empirical research to guide and inform practice, to make ethical and discriminating judgments and decisions, to appreciate and respect human diversity, and to value learning and scholarship as a lifelong activity.

Training Model

The Psy.D. Program in Clinical Psychology is based upon the practitioner-scholar model of professional training and is designed to prepare students to function effectively in a number of possible professional roles. Our Program has drawn from the educational standards for the training of professional psychologists suggested by NCSPP and has been adapted to create a program that is distinctive to La Salle University. Our adaptations include a curriculum plan that, consistent with the tradition and mission of La Salle University, allows for students to complete two levels of the Program on a part-time basis (if necessary) while maintaining some degree of outside employment. This makes graduate study a more realistic option for a number of students who may otherwise be unable to pursue a doctoral degree. In addition to core generalist training, our Program also offers four specific concentrated areas of study to our students: Clinical-Child and Family Psychology, Clinical-Health Psychology (previously named Rehabilitation-Neuropsychology), General Clinical Practice, and Sport-Performance Psychology. Our Program is intended to foster a sequential educational and training experience that provides a base of solid skills and knowledge, and of equal importance, promotes the development of attitudes and values necessary for competent professional practice.

Set in a Department of Psychology with faculty that represent a diverse array of educational backgrounds including clinical, counseling, and the scientific disciplines of psychology, our Psy.D. training philosophy has as a core value the integration of theory, empirical knowledge, and scientific inquiry, culminating in a commitment to evidence-based practice. This integration, which our faculty views as a primary value within our Program, is a process that we believe should be part of the daily practice of contemporary clinical psychologists. We strive to teach and model this integration throughout Program coursework, scholarly production, and training experiences.

In order to fully comprehend, assess, and treat dysfunctional behavior and emotional states or to improve the performance and functioning of individuals or systems, it is first necessary to understand the essentials of functional human behavior. The foundations of knowledge in the diverse disciplines of psychology provide the base for this broad understanding. The curriculum provides for exposure to such foundational areas as developmental psychology, social psychology, cognitive and affective aspects of behavior, and biopsychology taught by faculty that have been educated and maintain active professional lives in these disciplines. In addition, students are provided the necessary context by which they can appreciate the development and rich history of our field. This base is the scientific foundation upon which clinical and scholarly pursuits of the contemporary clinical psychologist can and should occur. In our Program, we conceptualize scientific inquiry as a systematic approach to generating, accumulating, and evaluating a body of empirical research, analyzing and understanding clinical situations, and as a methodology for the development of professional critical thinking. As such, scientific inquiry is seen as the foundation for systematic and empirically grounded clinical decision-making. Students develop the capacity to continually evaluate the evolving scientific and theoretical literature and thus inform clinical practice in an empirical manner, think systematically and critically about case material, and generate original scholarly work that advances the profession of psychology. Students are therefore encouraged to become outcome-oriented, to continuously consider evolving data, to weigh systematic evidence from a variety of sources, and to seek empirical validation for their clinical interventions. In addition, these skills and abilities serve as the foundation for self-reflective lifelong learning and development as clinical psychologists.

The curriculum provides students with a broad array of empirically supported clinical models of assessment and intervention in preparation for the general practice of clinical psychology. While the faculty emphasizes those assessment and intervention models that have demonstrated empirical support, in keeping with the idea that absence of evidence does not constitute evidence of absence, other theoretical models are also presented and discussed. Students are encouraged to systematically examine alternatives, critically evaluate the applicability

of theories, interventions, and associated empirical literature, and apply these perspectives to a diversity of clinical issues and populations. This approach encourages students to develop an evaluation and intervention style consistent with their own thinking yet grounded in the empirical tradition of professional psychology. As our primary mission is the education and training of clinical practitioners, the ongoing development of clinical skills is a major focus of the Program. The development of core clinical competencies in the professional relationship, assessment, intervention, professional ethics, the appreciation for human diversity and its impact on clinical practice, consultation/education, and supervision/management, are emphasized in the curriculum and evaluated regularly and systematically throughout the Program.

Necessary for the integration of theory, scientific inquiry, and clinical practice is the practicum sequence, which is fully integrated into our curriculum plan, beginning in the first year of study with pre-practica experiences and sequentially continuing over the next two to three levels of our Program. The pre-practica experience begins during the fall and spring semesters of the first level, with students gaining experience in the administration, scoring, and interpretation of a variety of psychological assessments at both the La Salle University Community Center for Counseling and Psychological Services (referred to henceforth as the Training Clinic) and in our Assessment Laboratory. The pre-practicum experience continues into the spring of the first academic level with closely supervised experiences conducting diagnostic intake interviews of Training Clinic clients. The formal practicum sequence, including both external placements (externships) and active involvement in Training Clinic cases, provides students with supervised clinical experiences that build upon their coursework to develop and refine professional competencies. The practica also provide students with clinical material to enhance their critical thinking regarding the application of theory, research, ethics, and issues of human diversity presented in courses and seminars. Supervision provided during practica, including a minimum of 1 hour per week of individual supervision on externship, 1 1/2 hours per week of close faculty supervision (in the form of small clinic teams) of all Training Clinic activities (for a minimum total of 2 1/2 hours of supervision per week of practicum), is a critical factor in the development of clinical skills, provides additional practitioner-scholar models, and begins the development of students' own consultation and supervisory skills. As part of students' training experiences, our own Training Clinic also holds regular "Clinic Grand Rounds" in which individual cases of interest are presented by student therapists, with professional commentary provided by clinical faculty or invited clinicians from outside the University (see Clinic Grand Rounds presentation schedule in Appendix H). Finally, in combination with Training Clinic team small group supervision and on-site supervision at externship placements, the Program-based practicum seminar allows the student to continue development of clinical conceptualization and communication skills. The capstone of our clinical training is the Clinical Internship, which is a one-year full-time or two-year part-time experience.

Distinct areas of concentration within our Program allow students to expand their proficiencies for professional practice, allowing options for areas of concentrated study in General Clinical Practice, Clinical-Child and Family Psychology, Clinical-Health Psychology, and Sport-Performance Psychology. Building upon a sound base in clinical psychology, students in each concentration utilize their electives for specific coursework in that concentration and, when possible, are assigned to a training site appropriate for their interests during their second practicum and optional third practicum experiences. Students are also encouraged to complete the Clinical Dissertation in their chosen area of concentration. We have core and adjunct faculty who are trained and have considerable professional experience working as clinical practitioners in these concentration areas.

Course of Study:

The following table presents an overview of the course of study separated by categories as defined by the specific requirements of the Guidelines and Principles for Accreditation of Programs in Professional Psychology:

G&P 3A	Breadth of Scientific Psychology: Biological bases of behavior (701); cognitive and affective bases of behavior (713); social aspects of behavior (703); history and systems of psychology (724); psychological measurement; research methodology; and techniques of data analysis (709, 730, 770, 771, 772, 773).	<ul style="list-style-type: none"> • PSY 701 Biological Bases of Behavior • PSY 713 Human Behavior II: Cognitive Psychology (covering cognitive and affective bases of behavior) • PSY 703 Human Behavior IV: Social Bases of Behavior • PSY 724 History and Systems of Psychology • PSY 709/730 Psychological Assessment I and II • PSY 770 Psychological Measurement & Statistical Analysis • PSY 771 Research Methodology • PSY 772 Clinical Dissertation Seminar I: CD Initiation
--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<ul style="list-style-type: none"> • PSY 773 Clinical Dissertation Seminar II: Manuscript Prep
G&P 3B	Scientific, methodological, and theoretical foundations of practice: individual differences in behavior (714); human development (708); dysfunctional behavior or psychopathology (704, 707); and professional standards and ethics (785, 792).	<ul style="list-style-type: none"> • PSY 714 Human Behavior III: Personality and Individual Differences • PSY 708 Human Behavior I: Developmental Bases • PSY 704 Adult Psychopathology • PSY 707 Child and Adolescent Psychopathology • PSY 785 Intro to Professional Practice, Ethics and Conduct • PSY 792 Professional Ethics
G&P 3C	Diagnosing or defining problems through psychological assessment and measurement and formulating and implementing intervention strategies (including training in empirically supported procedures): Theories and methods of assessment and diagnosis (706, 709, 730, 731, 710); effective intervention; consultation and supervision (784, 787, 700, 705, 702, 740, 782/783, 788/789, 794/795); and evaluating the efficacy of interventions (700, 705, 702, 740, 782/783, 788/789, 794/795).	<ul style="list-style-type: none"> • PSY 709 Psychological Assessment I: Cognitive Assessment • PSY 730 Psychological Assessment II: Personality and Behavioral Assessment-Objective Methods • PSY 731 Psychological Assessment III: Personality Assessment-Projective Methods • PSY 710 Psychological Assessment IV: Integrative Assessment Battery • PSY 782/783 Practicum Seminar I • PSY 788/789 Practicum Seminar II • PSY 794/795 Practicum Seminar III • PSY 700 Psychotherapy I: Individual Approaches • PSY 705 Psychotherapy II: Group and Systemic Approaches • PSY 702 Mechanisms of Change and the Therapeutic Process • PSY 706 Interviewing and Psychotherapy Laboratory • PSY 740 Advanced Cognitive Behavior Therapy • PSY 784 Consultation and Education • PSY 787 Supervision and Management <p><i>The following assessment/intervention courses are additionally completed by students in the General Clinical Practice Concentration:</i></p> <ul style="list-style-type: none"> • PSY 741 Advanced Seminar in Psychotherapy and Clinical Practice • Two Clinical Electives <p><i>The following assessment/intervention courses are additionally completed by students in the Clinical-Child and Family Concentration:</i></p> <ul style="list-style-type: none"> • PSY 719/720 Psychological Assessment of Children and Adolescents I and II • PSY 765 Child and Adolescent Psychotherapy <p><i>The following assessment/intervention courses are additionally completed by students in the Clinical-Health Psychology Concentration:</i></p> <ul style="list-style-type: none"> • PSY 757 Neuropsychological Assessment I • PSY 751/752 Clinical Health Psychology I and II <p><i>The following assessment/intervention courses are additionally completed by students in the Sport-Performance Psychology Concentration:</i></p> <ul style="list-style-type: none"> • PSY 733 Principles and Professional Practice of Sport and Performance Psychology

		<ul style="list-style-type: none"> • PSY 734 Consulting and Counseling in Sport and Performance Psychology • PSY 743 Clinical Hypnosis
G&P 3D	Issues of Cultural and Individual Diversity that are relevant to all of the above	<ul style="list-style-type: none"> • PSY 711 Multicultural Competency in Psychology • PSY 786 Individual Human Diversity
G&P 3E	Attitudes Necessary for Life-long Learning, Scholarly Inquiry, and Professional Problem-Solving	<ul style="list-style-type: none"> • PSY 770 Psychological Measurement & Statistical Analysis • PSY 771 Research Methodology • PSY 772 Clinical Dissertation Seminar I: CD Initiation • PSY 773 Clinical Dissertation Seminar II: Manuscript Prep • Psy.D. Continuing Education and Colloquium Series • Training Clinic Grand Rounds

Based on the general NCSPP model for the training of clinical psychologists (Peterson et al., 1991), the La Salle University Psy.D. Program is conceptualized as a competency based curriculum that seeks to promote clinical competencies in a graded, sequential, and cumulative manner across different levels of graduate training (see p. 12-13 of the Student Handbook for a semester by semester outline of the curriculum). The first two levels of our Program are intended to provide opportunity for the development of the foundations necessary to function as a clinical psychologist. During the first two levels of the Program, students complete a series of courses intended to impart the current body of knowledge that serves as the foundation of clinical competencies, such as cognitive psychology (PSY 713), developmental psychology (PSY 708), personality and individual differences (PSY 714), social /cultural psychology (PSY 703), and history and systems of psychology (PSY 724). In addition, coursework is completed that provides foundational material regarding psychopathology across the life span (PSY 704,707), psychological measurement (PSY 770, 709, 730, 731), statistical (data) analysis (PSY 770), research methodology (PSY 771), theories of individual, group, and systems' functioning and change (PSY 700, 705), as well as coursework that promotes socialization into the field through an introduction to professional practice, ethics, and conduct (PSY 785).

Consistent with our training model, which promotes the early integration of theory, research, and practice, during these first two levels, students complete coursework that promotes development of basic clinical skills in assessment, the professional relationship, and the therapeutic process (PSY 700 Individual Psychotherapy, PSY 709 Cognitive Assessment, PSY 730 Personality and Behavioral Assessment, PSY 731 Projective Assessment, PSY 710 Integrative Battery, and PSY 706 Interviewing and Psychotherapy Lab). Associated with these courses are pre-practicum and first practicum experiences. In the first level of the Program, students perform psychological testing under supervision at both our Training Clinic and at our Assessment Laboratory. In addition, students have the opportunity to perform and view via video, actual intake evaluations at our Training Clinic. Students have the opportunity to practice and develop fundamental interviewing and psychotherapy skills in peer and faculty supervised video taped interactions, also at our Training Clinic. These pre-practicum training experiences help prepare the student for her/his first external practicum experience which occurs during the second level in the Program. The first practicum (and all subsequent practica) involves two components: 1) an external placement (externship) at a site carefully selected and monitored by the Director of Clinical Training, and 2) an internal placement at our Training Clinic where students will follow at least one Training Clinic case and have an opportunity to utilize empirically supported psychological treatments under close faculty supervision. All external practicum supervisors are licensed psychologists who regularly communicate with the Training Office. Prior to beginning the first practicum, students must complete all first level coursework and complete Part I of the Comprehensive Examination, the Foundations Examination. This examination is a 200-question, multiple-choice test modeled after the EPPP Examination, which covers all of the foundational material presented during the first academic level. This examination ensures that students have mastered the scientific foundations of psychology, whether they have taken all of these courses at La Salle or whether they have transferred some of them into the Program.

Each year of practicum includes 1) an externship (external site placement) which includes a minimum requirement of 1 hour of individual face to face supervision and most often consists of more (data obtained from student-site evaluations and actual faculty site visits indicate that 1.5 hours per week of individual supervision is in fact the average), and 2) Training Clinic responsibilities (on campus) which includes 1.5 hours of small group supervision per week (Clinic Teams), and Practicum Seminar (on campus). While on their first practicum,

students enroll in Practicum Seminar (PSY 782/783), a two semester course that provides the opportunity for students to share common experiences, continue socialization into the profession, and further develop the ability to organize clinical information, conceptualize case material, and present clinical information in both written and oral form to their professional colleagues. In addition, practicum seminar faculty carefully monitor and document assessment and intervention experiences, which are then reported to the Director of Clinical Training (DCT) who utilizes this information (along with biannual student submissions of practicum experiences on a personalized APPI form), to insure that all students receive necessary training experiences in both assessment and intervention at both externship sites and in our own Training Clinic. The first practicum (during the second level in our Program) culminates with Part II of the Comprehensive Examination, the Clinical Evaluation Competency Examination (CEC). This examination involves a written presentation of case material which is intended to demonstrate a student's competency in establishing and maintaining an appropriate professional relationship, the ability to collect, organize, and conceptualize clinical information (including the determination of appropriate diagnosis and treatment recommendations), to follow appropriate professional practice guidelines, to recognize potential ethical issues/dilemmas, and to engage in reflective self-awareness through a thorough self-critique. In order to move on to the next level, students not only have to pass the CEC, but must also pass the Integrative Battery course (PSY 710) at the end of the second academic level, which demonstrates competence in organizing, conceptualizing, and reporting a battery of psychological test data including cognitive, objective and projective personality assessment. Successful completion of the first practicum, Part II of the Comprehensive Examination (the CEC), and Integrative Battery course (PSY 710), and satisfactory Supervisor ratings allow the student to pass into the third level of the Program.

The third and fourth levels of the Program are intended to expand upon basic clinical skills and begin the development of special proficiencies through advanced and concentrated areas of study. Throughout the third and fourth academic levels, students take advanced coursework in issues of human diversity and its impact on professional practice and gain an understanding of the clinical relationship between mind and body through coursework in biological bases of behavior and psychopharmacology. Additionally, students complete a sequence of advanced clinical (assessment and/or intervention) courses appropriate to their concentrated areas of study. Students can pursue concentrations with associated sequential coursework in Clinical-Child and Family Psychology, Clinical-Health Psychology, General Clinical Practice, or Sport-Performance Psychology. In each case, along with the more advanced proficiencies and clinical skills that these concentrations offer, students are placed in the second of their two required practica, which is intended to offer a more complex clinical experience. Where possible, a student's second practicum placement is provided at a site that offers clinical work consistent with her/his chosen area of concentrated study or interest. In addition, over the course of the second practicum experience, students will again participate in Training Clinic Teams under direct faculty supervision of Training Clinic cases as part of their practicum experience. Students in need of additional traditional assessment hours can acquire these hours through assessment cases referred to our Clinic. Training Clinic experiences allow the Clinical Faculty to have a direct supervisory contact with all students in our Program. Once again, during their second externship (during level three), students enroll in Practicum Seminar (PSY 788/789) during the fall and spring semesters, which provides faculty monitoring of training experiences, peer support, continued professional socialization, and a forum for a discussion of case material and common issues/problems confronted at practicum sites. By the end of the spring semester of the third Program level, students must pass Part III of the Comprehensive Examination, The Clinical Competency Examination (CCE). This examination, which includes both written and oral presentation of case material, evaluates student competence in establishing and maintaining a professional relationship, conceptualizing clinical material, providing empirically supported psychological treatment to clients, demonstrating sensitivity to ethical and human diversity issues in clinical work, and demonstrating reflective self-awareness through the ability to engage in appropriate self-critique. The CEC and CCE examinations have been modeled after the American Board of Professional Psychology Board Certification examination process and are utilized to both insure the development of clinical competence and prepare the student for the process of Board Certification in Clinical Psychology later in their careers. Successful completion of the CCE is required for advancement to the fourth level of the Program. Students have the opportunity to complete a third Practicum if they so desire. This third optional Practicum occurs during the fourth Program level and involves placement at a closely supervised external training site, continued involvement with Training Clinic cases, Training Clinic Team supervision, Practicum Seminar, and is an option, but not a requirement for any and all students wishing to enhance their pre-Internship training. Students may on occasion be required to complete a third practicum or follow additional Training Clinic cases as part of a remedial plan (if warranted). Please see p. 30 in the Student Handbook (Appendix A), p. 7 in the CEC Manual, and p. 8 in the CCE manual for specific aspects of remedial policies and procedures.

Beginning in the fall of the third level, and building on the foundational skills of Psychological Measurement and Statistical Analysis (PSY 770) and Research Methodology (PSY 771), students will begin the process of demonstrating competency in research and evaluation through the undertaking and completion of the Clinical Dissertation (CD). The CD is a demonstration of the student's ability to contribute to and use the evolving body of knowledge and empirical findings in the science of psychology to inform and enhance the application of clinical psychology. The CD is intended to be a scholarly work product that demonstrates a student's ability to make a scholarly contribution to the discipline, her/his capacity to be an informed consumer of the scientific/professional literature, and her/his capacity to engage in life-long learning. All students enroll in a 3-semester sequence of Dissertation Seminar (PSY 772a: 2 credits, PSY 772b: 1 credit, and PSY 773: 3 credits). These seminars provide additional didactic training in advanced statistical (data) analysis, and a support system and a forum for students to discuss issues relating to first the development of their CD ideas and written CD proposals, and finally, manuscript preparation. Students are expected to successfully defend their Clinical Dissertation proposal by the end of the spring semester of the third Program level. It is expected that the CD will be completed in one and one-half academic years, but provisions can be made if students need additional time. Students who do not complete their CD within one and one-half years must enroll in PSY 774 (Dissertation Completion) each additional semester until their CD is successfully defended.

Further, in keeping with the NCSPP training model, and consistent with our belief that contemporary psychologists must be trained to function in an ethical manner across a variety of roles and settings with a variety of client populations, students develop and demonstrate competence in Professional Ethics, Diversity in Clinical Practice, Consultation/Education and Supervision/Management during the fourth level of the Program. In each of the courses associated with these NCSPP core competencies, students are asked to demonstrate competence not only by way of a grade of B or better, but through a major work product that is intended to be both practically and pedagogically useful. For example, students answer complex ethical scenarios, develop projects that demonstrate an awareness of culturally appropriate and sensitive assessment batteries and treatment approaches, develop consultative/educational intervention or advocacy programs for the community (and possible use at our Training Clinic), and develop policy and procedure manuals for use at hypothetical training sites. These courses not only develop the specific NCSPP competencies that are central to our training Program, but provide our students an opportunity to expand their view on the roles and responsibilities of clinical psychologists as well as further develop their critical thinking and professional writing skills. In addition to completing required fourth-level coursework and the Clinical Dissertation, as noted earlier students may opt to engage in a third practicum experience. As with the required second practicum, placement is geared toward a student's particular concentration or interests, where possible.

Once all coursework is complete, and students have successfully defended their Clinical Dissertation proposal and are making progress toward dissertation completion, they move forward to the fifth and final level of our Program, the Clinical Internship. The Clinical Internship is conceptualized as providing a capstone training experience that promotes a constructive balance of general and focused clinical practice to our students. At the conclusion of this experience, it is expected that our students will be properly trained to fulfill the mission that is most clearly articulated in our over-arching Program goal.

Program Goal, Objectives, Competencies, and Processes:

Program Goal: The preparation of clinical psychologists capable of the ethical delivery of effective assessment/diagnostic and therapeutic/intervention services in a variety of settings, in a variety of professional roles, and to diverse client populations in need of such services.

Objective 1: The preparation of practitioners of clinical psychology who understand the scientific body of knowledge that serves as the foundation of clinical practice. Students will acquire and demonstrate knowledge of the following core areas of the scientific foundations of psychology:

- Personality and Individual Differences
- Social Bases of Behavior
- Cognitive-Affective Bases of Behavior
- Developmental Bases of Behavior
- Biological Bases of Behavior
- History and Systems of Psychology
- Psychopathology

Objective 2: The preparation of practitioners of clinical psychology who demonstrate understanding of, and competency in, core clinical skills essential for effective professional practice. Students will acquire and demonstrate an understanding of, and proficiency in, the following Core Clinical Competencies as defined by NCSPP guidelines:

- The Professional Relationship
- Assessment
- Intervention

Objective 3: The preparation of practitioners of clinical psychology who demonstrate understanding of, and competency in, professional standards and ethics as well as the impact and importance of issues of cultural and individual diversity on clinical practice. Students will acquire and demonstrate an understanding of, and proficiency in, the following Core Clinical Competencies as defined by NCSPP guidelines:

- Diversity in Clinical Practice
- Professional Ethics

Objective 4: The preparation of practitioners of clinical psychology who demonstrate understanding of, and competency in, emerging and expanded roles for the professional psychologist. Students will acquire and demonstrate an understanding of, and proficiency in, the following Core Clinical Competencies as defined by NCSPP guidelines:

- Consultation and Education
- Supervision and Management

Objective 5: The preparation of practitioners of clinical psychology able to contribute to and utilize the existing body of knowledge and empirical findings in the science of psychology, to inform and enhance the applications of clinical psychology and to view the profession of clinical psychology as requiring life-long learning. Students will acquire and demonstrate competence in:

- Research and Evaluation/Scientific Inquiry
- Attitudes and behaviors necessary for lifetime learning.

Educational Processes:

Our Doctoral Program curriculum is structured in terms of the development of specific competencies recognized as fundamental to the practice of professional psychology. The areas in which we seek to develop student competencies are informed by NCSPP guidelines and are consistent with the over-arching Program goal and objectives outlined above. The competencies that we strive to develop in our students are a tangible outcome of professional attitudes, areas of knowledge, and clinical skills. We will now describe the educational activities and processes by which we seek to develop the competencies noted above that are the foundation of our Program goal and objectives.

Objective 1: The preparation of practitioners of clinical psychology who understand the scientific body of knowledge that serves as the foundation of clinical practice.

To make certain that our students will acquire a sound understanding of the current body of knowledge in professional psychology that serves as the foundation for effective clinical practice, our curriculum provides formal coursework in human development, theories of personality and individual differences, psychopathology, biological, cognitive/affective, and social bases of human behavior, and in the historical context of psychology as a discipline. We require the following courses:

Course Title	Course Number	Bulletin Description
Biological Bases of Behavior	PSY 701	p.88
Human Behavior I: Developmental Bases	PSY 708	p.88
Human Behavior II: Cognitive Psychology	PSY 713	p.89
Human Behavior III: Personality and Individual Differences	PSY 714	p.89
Diversity I: Multicultural Psychology and Sensitivity	PSY 711	p.89
Human Behavior IV: Social Bases of Behavior	PSY 703	p.88
Psychopathology I: Adult Psychopathology	PSY 704	p.88
Psychopathology II: Child and Adolescent	PSY 707	p.88

Psychopathology		
History and Systems in Psychology	PSY 724	p.89

The profession of psychology has a knowledge base relating to general aspects of human functioning, of which all practitioners must be aware. A fundamental value of our Program promotes the general foundations of knowledge in psychology as essential to fully understand and develop clinical skills. Anatomical, physiological, and neurological systems (PSY 701) and processes involved in cognition, affect, and behavior, the nature of attention, memory, language, emotion (PSY 713), social interaction, beliefs, and influences (PSY 703), all provide the knowledge base upon which theories of personality, human functioning, and ultimately clinical practice must be understood. Knowledge of the history of psychology (PSY 724), and in turn the development of major theories in psychology in the United States and throughout the world, provide a context by which students can understand and appreciate the diverse discipline of psychology and aid in professional identity development.

Students additionally complete a course in human development that covers developmental issues across the life span (PSY 708), and study historical and contemporary theories of personality and its disorders in a course on personality and individual differences (PSY 714). Individual differences are extensively studied in both this latter course and a course on multicultural competency in psychology (PSY 711). While individual differences and issues of human diversity are emphasized in these two courses, they are regularly included in a variety of courses across the curriculum. In addition, a two-course sequence of study in psychopathology is required, covering theory and research relating to diagnostic issues, mediating processes and etiological models of psychopathology arising in childhood, adolescence, and adult life (PSY 704/708). In addition, diagnostic issues, mediating processes and etiological considerations of personality disorders are covered within a course on personality and individual differences (PSY 714). At the completion of level I of the Program, students must pass Part I of the Comprehensive Examination, the Foundations Examination. This exam includes a section on foundations of clinical practice encompassing all of the courses outlined above. The most recent Foundations Examination is provided as Appendix O. As noted earlier, this examination is intended to ensure that students have acquired and mastered the required scientific foundations of psychology.

Objective 2: The preparation of practitioners of clinical psychology who demonstrate understanding of, and competency in, core clinical skills essential for effective practice. Students will acquire and demonstrate an understanding of, and proficiency in, the following Core Clinical Competencies as defined by NCSPP guidelines:

The Professional Relationship

In order to ensure that students acquire an understanding of the overriding importance of the professional relationship as a foundation of professional practice, and to encourage open-mindedness, the belief in the capacity for change in human attitudes and behavior, personal integrity/honesty, and the value of reflective self-awareness, this competency is addressed regularly throughout the curriculum.

Course Title	Course Number	Bulletin Description
Interviewing and Psychotherapy Laboratory	PSY 706 (Required of all students)	p. 88
Psychotherapy I: Individual Approaches	PSY 700 (Required of all students)	p. 88
Psychotherapy II: Group and Systemic Approaches	PSY 705 (Required of all students)	p. 88
Mechanisms of Change and the Therapeutic Process	PSY 702 (Required of all students)	p. 88
Advanced Cognitive Behavioral Psychotherapy	PSY 740 (Required of all students)	p. 90
Consultation and Education	PSY 784 (Required of all students)	p. 92
Supervision and Management	PSY 787 (Required of all students)	p. 92
Human Diversity I and II	PSY 711, 786 (Required of all students)	p. 89-92
Required Assessment Courses	PSY 709, 710, 730, 731	p. 88-89

Consistent with NCSPP guidelines, we define and assess the relationship competency in terms of “the capacity to develop and maintain a constructive working alliance with clients and...the ability to work in collaboration with others such as peers, colleagues, students, supervisors, and members of other disciplines, consumers of

services, and community organizations” (Peterson et al., 1997). Students begin their development of these skills in the pre-practicum experiences of the first level of the Program during Assessment classes (PSY 709/730) which include direct client contacts at both the Training Clinic and at our Assessment Lab, and continue in Interviewing and Psychotherapy Lab (PSY 706), a basic clinical skills course that includes direct client contact (diagnostic interview) experiences in our Training Clinic. In addition, a four-course sequence in Psychotherapy (Individual Approaches-PSY 700, Group/Systemic Approaches-PSY 705, Advanced Cognitive Behavior Therapy-PSY 740, and Mechanisms of Change and the Therapeutic Process-PSY 702) allows students to understand the professional relationship in the context of a variety of therapeutic modalities and techniques. Students continue to develop this foundational competency across the curriculum through required assessment and advanced concentration courses. Further, our broadly defined relationship competency is of special focus in the Consultation/Education (PSY 784) and Supervision/Management (PSY 787) courses as well as in our two-course sequence in Human Diversity (PSY 711, 786). In addition, this competency is elaborated on and enhanced in students’ externship and Training Clinic experiences and associated practicum seminars/Training Clinic Team supervision. Competence in the professional relationship is demonstrated by the Clinical Evaluation Competency Examination (CEC) and Clinical Competency Examination (CCE), both of which include the professional relationship as a dimension to be evaluated, and by faculty and supervisor ratings throughout the Program. Completed CEC’s and CCE’s are available for site visitor review.

Assessment

We strive to develop the assessment competency by teaching fundamental principles in addition to specific techniques and modalities. We have adopted and communicate to our students the NCSPP definition of assessment as an ongoing, interactive, and inclusive process that seeks to describe, conceptualize, characterize, and predict relevant aspects of an individual’s psychological functioning, response to intervention, and adaptation to life. We conceptualize and teach the assessment process as a multi-method and multi-theoretical professional activity that a) takes into account the client’s complete sociocultural context; b) focuses on the client’s competencies and strengths in addition to deficits, limitations and dysfunctions; c) is interwoven into the fabric of all other aspects of professional practice; and d) when indicated, offers a prescription for action.

In order to ensure that our students will demonstrate both an understanding of, and competence in assessment, all students complete the following required sequence of courses in assessment as well as practicum training experiences.

Course Title	Course Number	Bulletin Description
Psychological Measurement and Statistical Analysis	PSY 770	p. 92
Psychological Assessment I: Cognitive Assessment	PSY 709	p. 88
Psychological Assessment II: Personality and Behavioral Assessment-Objective Methods	PSY 730	p. 89
Psychological Assessment III: Personality Assessment-Projective Methods	PSY 731	p. 89
Psychological Assessment IV: Integrative Assessment Battery	PSY 710	p. 89
Individual Human Diversity	PSY 786	p. 92
Elective/Concentration Courses	PSY 719/720, 757/758	p. 89-91

The series of courses noted above are required of all students and form the foundation for the development of the assessment competency. Students who are accepted into the Psy.D. Program but have not completed an undergraduate course in tests and measurements are required to complete a summer course in this content area before enrolling in the fall. Once beginning the program, students receive specific instruction in psychometrics and psychological measurement during courses in Psychological Measurement and Statistical Analysis (PSY 770), Cognitive Assessment (PSY 709), and Personality and Behavioral Assessment (PSY 730). In keeping with our philosophy of integrating theory, research and practice, measurement theory and psychometric issues are carefully woven into the content of all assessment courses. By way of example, the full contents of *Psychological Testing (7th ed.)*, by Anne Anastasi and Susana Urbina (1997), are covered in its entirety across Cognitive Assessment and Psychological Measurement and Statistical Analysis. Full coverage of the basic concepts of reliability and validity occurs in Psychological Measurement and Statistical Analysis (PSY 770) as well as in Cognitive Assessment (PSY 709). Across our assessment sequence, specific class meetings focus on topics such as psychometrics (PSY 709), norms and meaning of psychological tests (PSY 709), basic issues in test development (PSY 709), psychometric theories (PSY 730), psychometric properties of the MMPI-2

(PSY 730), and classic readings such as, *The Twisted Pear and the Prediction of Behavior*, by Jerome Fisher (1959) (PSY 709). To insure that students develop an appreciation of the clinical significance of measurement theory, psychometric concepts are integrated with principles, methods, empirical validation and practice applications of cognitive assessment (PSY 709), objective approaches to personality and behavioral assessment (PSY 730) and projective approaches to personality assessment (PSY 731). In addition to developing proficiency in the administration, scoring and interpretation of psychological tests, students develop competency in the process of integrating information gained from multiple sources in a battery of assessment instruments across a wide range of diverse settings (PSY 710). Also emphasized is the ethical and appropriate utilization of assessment methodologies with diverse populations (PSY 710, 786). Further, concentration-specific courses allow students to develop skills specific to particular clinical presentations or populations. The elective/concentration courses offered in this regard include Psychological Assessment of Children and Adolescents I and II (PSY 719 and 720), Neuropsychology I: Fundamentals of Neuropsychological Assessment, (PSY 757), and Neuropsychology II: Administration and Interpretation of Comprehensive Batteries (PSY 758), focusing on the influence of age, gender, and demographic variables on the psychometric properties of standard neuropsychological instruments.

The core assessment sequence includes numerous supervised experiential opportunities for students to develop their skill in establishing an appropriate relationship, administering, scoring, and interpreting a variety of psychological assessment instruments. This is done at our well stocked Assessment Lab and our Training Clinic. We conceptualize assessment broadly to include both traditional measures of cognitive ability (WAIS) and personality (MMPI, PAI, and Rorschach) but also, brief specific measures of psychopathology (BDI and BAI), mediating processes (AAQ and DERS), and treatment planning and outcome (OQ-45 and QOLI). Students also receive supervised experience with psychological assessment at their externship experiences. Through supervised externship, training clinic requirements, practicum seminars, and Clinical Internship, students have the opportunity to refine and demonstrate increasing competence in using assessment data to conceptualize clinical problems and select and evaluate the effectiveness of interventions. A detailed discussion of practicum experiences will follow later in this Domain. Students are expected to produce an acceptable assessment battery report as their final assignment in the Integrated Assessment Battery course (PSY 710), which is a component of Part II of their Comprehensive Examination (the other being the CEC). Competence in assessment is demonstrated in both the Integrated Assessment Battery course and the CEC, which the student must successfully complete by the end of the first year of clinical practicum. This examination requires the student to present in written form, a work sample of a comprehensive (Training Clinic) client evaluation including psychometric test data, diagnostic impressions, case formulation, ethical and/or sociocultural issues, recommended treatment plan and self-critique. The CEC is blindly evaluated by a clinical faculty member (other than the students' Clinic Team supervisor). A student cannot begin the second year of clinical practicum until they have successfully completed Parts I and II of the Comprehensive Examination and receive satisfactory evaluations from their externship and Training Clinic supervisors. Detailed requirements for the CEC are provided in Appendix D, CEC Manual.

Intervention

To ensure that students acquire a thorough grounding in a variety of models and approaches to psychological intervention and demonstrate competence in their application, a number of required intervention courses are included in the curriculum. After a variety of individual, group and systemic models of intervention are thoroughly discussed and modeled in a series of intervention courses, all student's also complete intervention courses in Psychopharmacology (PSY 750), Multicultural Competency in Psychology and Individual Human Diversity (PSY 711, 786) as a required part of the curriculum. In addition, 1-2 additional intervention courses are sequentially completed by students based upon their chosen area of concentrated study.

Closely tied to the relationship competency and consistent with NCSPP resolutions, we define the intervention competency as those activities that "...promote, support, sustain, and/or enhance positive functioning and a sense of well being in clients through preventive, developmental, and remedial services" (Peterson et al., 1997). Students practice these skills under close supervision in two or three years of externship, and by following treatment cases under faculty supervision at our on-campus Training Clinic. Our Training Clinic also affords students the opportunity to observe and model more advanced students and faculty members through live video feedback and video taping of sessions. Intervention competence is demonstrated by way of externship, Training Clinic, and internship supervisor ratings, and through the Clinical Competency Examination (CCE).

In total, the seven-course intervention sequence required of all students, and additional 1-2 intervention courses specific to chosen areas of interest, provides basic skills as well as the foundation for developing proficiency in their concentrated area of intervention. The intervention course sequence exposes students to both the breadth of intervention modalities and therapeutic techniques in clinical psychology, and the depth of interventions and techniques utilized in their area of concentrated study. While the range of interventions utilized in the practice of contemporary clinical psychology is thoroughly explored, a strong emphasis is placed on those intervention modalities demonstrating empirical support. In this regard, students are thoroughly grounded in the issues and controversies surrounding the evidence-based practice (empirically supported treatment) movement in clinical psychology. When appropriate, students gain experience providing manual-based empirically supported treatments at our Training Clinic under close faculty supervision.

Course Title	Required For	Elective For	Course Number	Bulletin Description
Psychotherapy I: Individual Approaches	All Students		PSY 700	p.88
Psychotherapy II: Group & Systemic Approaches	All Students		PSY 705	p.88
Psychopharmacology	All Students		PSY 750	p.91
Diversity I and II	All Students		PSY 711, 786	p.89-92
Advanced Cognitive Behavioral Psychotherapy-Theory and Application	All Students		PSY 740	p.90
Advanced Seminar in Psychotherapy and Clinical Practice	General Clinical Practice		PSY 741	p.90
Mechanisms of Change and the Therapeutic Process	All Students		PSY 702	p.88
Child and Adolescent Psychotherapy	Clinical-Child and Family Psychology Concentration	All Other Students	PSY 765	p.91
Clinical Health Psychology I and II	Clinical-Health Psychology Concentration	All Other Students	PSY 751, 752	p.91
Principles and Professional Practice of Sport and Performance Psychology	Sport-Performance Psychology Concentration		PSY 733	p.90
Consulting and Counseling in Sport and Performance Psychology	Sport-Performance Psychology Concentration		PSY 734	p.90
Clinical Hypnosis	Sport-Performance Psychology Concentration	All Other Students	PSY 743	p.90

Sociocultural factors impacting intervention in clinical psychology are addressed throughout the curriculum and are highlighted further in courses in Multicultural Competency in Psychology and Individual Human Diversity (PSY 711,786), which are required of all students. Psychopharmacology (PSY 750) provides students with the necessary knowledge relating to clinical use of psychotropic medication.

Supplementing the theory and intervention courses offered throughout the curriculum, externship, clinical practicum seminars, weekly Training Clinic Team supervision, and Clinical Internship further expose students to a variety of theoretical perspectives, therapeutic modalities and therapeutic techniques. The capstone of the intervention competence sequence is the Clinical Competency Examination (CCE). This is the third and final part of the Comprehensive Examination, and requires the student to present a work sample of psychological intervention toward the end of the second year of clinical practicum (third Program level). The student presents a detailed written document describing the assessment, diagnostic formulation, theoretical model used to conceptualize the client problem, empirical support for the use of that approach, the treatment plan, treatment conducted and self-critique. The student also addresses issues relating to ethical concerns/dilemmas, sociocultural issues, and issues relating to the therapeutic relationship. The CCE is initially evaluated by way of a blind review by two clinical faculty members (other than the students' Training Clinic supervisor). If this written

work sample is passed, the student then orally defends her/his work sample to a committee composed of the two clinical faculty members who first read the document. Successful completion of the CCE is a prerequisite for Clinical Internship. The requirements and procedures for the CCE are described in detail in Appendix E, CCE Manual.

Objective 3: The preparation of practitioners of clinical psychology who demonstrate understanding of and competency in professional standards and ethics as well as the impact and importance of issues of cultural and individual diversity on clinical practice. Students will acquire and demonstrate an understanding of, and proficiency in, the following Core Clinical Competencies as defined by NCSPP guidelines:

Diversity in Clinical Practice

To ensure that students acquire knowledge and understanding of issues related to power differential, gender, race/ethnicity, age, sexual orientation, national origin, religion, physical ability and socioeconomic status, demonstrate how these issues affect clinical practice and integrate that understanding into socially and culturally sensitive psychological assessment and intervention, we require two distinct courses and emphasize these issues in coursework throughout the curriculum.

Course Title	Course Number	Bulletin Description
Diversity I- Multicultural Competency in Psychology	PSY 711	p.89
Diversity II- Individual Human Diversity	PSY 786	p.92

Students are provided with knowledge and information about human diversity related to ethnicity and cultural background, and the professional literature relating to diversity, during the first of a two-course sequence covering a wide spectrum of issues (PSY 711). In this first course, the impact of multicultural diversity on clinical practice is covered in depth. In the second course (PSY 786), the impact of diversity in relation to gender, age, sexual orientation, religion, physical disability, and SES are examined, with an emphasis on clinical practice with marginalized populations. During both courses, the therapeutic alliance, means of ensuring sensitive assessments, diagnosis, and treatment are carefully considered. Beyond this sequence, however, issues of diversity and its impact on clinical practice and the overall social condition are presented and discussed regularly in coursework throughout the curriculum. Also, faculty members are regularly engaged in clinical and research activities related to these issues and are appropriate professional models for our students (see Domain D for additional information in this regard). For example, Dr. Erin O'Hea (assistant professor) was awarded the National Institute of Health (NIH) Loan Repayment Grant to conduct health disparities research in minority populations. Dr. Simon Moon (assistant professor) was born, raised, and educated in South Korea and provides a working model of a different cultural approach to numerous issues in professional psychology. Dr. Carlene Lawson (Clinical Faculty) is an African-American psychologist with extensive experience working with underserved and marginalized populations. Students are regularly exposed to diverse populations and the clinical issues inherent in providing services to diverse populations through our community-based practicum placements as well as our own Training Clinic, which serves a predominantly low socioeconomic status, disadvantaged population. Competency is assessed by course grades, supervisor evaluations, CEC and CCE examinations and major projects completed in the diversity courses.

Professional Ethics

To ensure that students acquire a factual and conceptual understanding of the professional code of conduct and ethical principles of professional psychology, we require two specific courses and integrate ethical practice guidelines throughout the curriculum, with particular added emphasis in practicum seminars.

Course Title	Course Number	Bulletin Description
Introduction to Professional Practice, Ethics and Conduct	PSY 785	p.92
Professional Ethics	PSY 792	p.92

The faculty stresses the importance of ethical practice of professional psychology throughout the curriculum. In the first semester of the second level of the Program (at which time students are beginning their first clinical practicum), students complete a required course that introduces them to the ethical code of conduct and serves as a forum for discussion of issues relating to the practice of the profession and students' emerging identities as professional psychologists (PSY 785). This course allows for the development of reflective self-awareness of

professional and ethical issues while at the same time providing the necessary fund of foundational information. Issues relating to professional ethics are also consistently addressed and evaluated in practicum seminars, assessment courses, intervention courses, diversity classes, Clinical Internship and other didactic experiences, such as La Salle Psychology Department Colloquia, Training Clinic Grand Rounds, and our Continuing Education series. See Appendix H for a complete list of 2003-2004, 2004-2005, and 2005-2006 Department of Psychology, Continuing Education, Clinic Grand Rounds and Colloquia schedules. After completing two years of clinical practica and prior to Internship, students complete a second course on professional ethics in which they can discuss issues, dilemmas, and concepts in greater depth consistent with their continuing professional development (PSY 792). Ethical competency is evaluated in course grades; interpersonal/professional behavior during the course of graduate training; CEC; CCE; externship, Training Clinic, and internship supervisor evaluations; and major project completion in the required courses.

Objective 4: The preparation of practitioners of clinical psychology who demonstrate understanding of, and competency in, emerging and expanded roles for the professional psychologist. Students will acquire and demonstrate an understanding of, and proficiency in, the following Core Clinical Competencies as defined by NCSPP guidelines:

Consultation/Education and Supervision/Management

In order to ensure that our students acquire and demonstrate understanding of, and competence in, consultation/education and supervision/management, and are exposed to and are encouraged to participate in a variety of professional organizations and activities, the following courses are required in the curriculum.

Course Title	Course Number	Bulletin Description
Consultation and Education	PSY 784	p.92
Supervision and Management	PSY 787	p.92
Introduction to Professional Practice, Ethics & Conduct	PSY 785	p.92

Consistent with NCSPP resolutions, “Consultation refers to the planned collaborative interaction between the professional psychologist and one or more clients or colleagues, in relation to an identified problem area or program” (Peterson et al., 1997). In addition, “Education is the directed facilitation by the professional psychologist of the growth of knowledge, skills, and attitudes in the learner” (Peterson et al., 1997). In line with this definition, students complete didactic and experiential activities to foster the development of the consultative and educational roles of the professional psychologist in a course specifically designed for this competency. Within our broad definition of consultation and education, and consistent with the La Sallian tradition, our Program promotes the ideal that social advocacy and responsibility are meaningful values and activities for contemporary clinical psychologists. As such, our students are encouraged to develop consultation ideas and projects that have social relevance (e.g. community outreach programs, advocacy projects, etc.) that may in fact be utilized at our Training Clinic as part of the service mission to our community. In addition, to foster the development of competence in education, several students are provided experience as adjunct undergraduate and/or MA faculty, or serve as teaching assistants, both under faculty supervision. Students are also assigned to clinical practica that include interaction and collaboration with a variety of other professions to enhance their capacity to function in a consultative/educational role. Consistent with NCSPP standards, management is defined as “...those activities that direct, organize, or control the services of psychologists and others offered or rendered to the public. It includes knowledge about the business aspects of psychological practice and the laws, standards, and regulations affecting practice” (Peterson et al., 1997). Consequently, our Program requires students to complete a course in which supervision and supervisory skills are directly addressed. In this course, students will have the opportunity to engage in closely supervised peer supervision at either our Training Clinic and/or our Assessment Lab. In addition, the Chief Extern Program is a new externship created to a) provide additional training in clinical supervision for students with advanced clinical skills and b) provide additional support for students in the early stages of clinical training. Four advanced students were selected as Chief Externs for the 2005-2006 academic year. Under the supervision of Training Clinic supervisors, the Chief Externs will directly observe intake assessments and therapy sessions performed by junior students and provide guidance on report writing in order to assist junior students in honing their diagnostic, treatment, and documentation skills. Our Consultation/Education and Supervision/Management sequence also addresses issues relating to administration and management of psychological practice and the role of the psychologist in public/social policy and advocacy.

Throughout our Program, beginning with first level students attending departmental colloquia and continuing in the second level in the introductory course in professional practice, students are encouraged to participate in professional leadership roles and activities. Our Program encourages students to join professional organizations, and participate in and attend professional conferences and on-going educational activities. In addition, our Program is an APA approved sponsor of professional continuing education (available to students, faculty, and the professional community) and recently hosted the second annual Acceptance and Commitment Therapy Summer Conference, with a registration of well over 300, with attendees from across the United States, Asia, Australia, and Europe. A significant number of our students have presented their research at regional and national conferences, including a recent presentation at the Pennsylvania Psychological Association that won the Science-Practice Research Award. Furthermore, many courses require student-peer presentations. Our Program has a regional American Psychological Association Graduate Student organization (APAGS) representative. Outcome in this area is assessed by way of major project completion in each course, course grades and student membership/participation in appropriate professional organizations and activities.

Objective 5: The preparation of practitioners of clinical psychology able to contribute to and utilize the existing body of knowledge and empirical findings in the science of psychology, to inform and enhance the applications of clinical psychology.

In order to ensure that students acquire and demonstrate a) an understanding of, and competence in, foundations of scientific methods and statistics, b) the ability to critically evaluate the scientific literature particularly as it applies to the practice of clinical psychology, c) the ability to critically evaluate the literature to determine the empirical support for given assessment and intervention models and techniques in order to appropriately inform clinical practice, and d) demonstrate attitudes and behaviors essential for life-long learning, scholarly inquiry, and the ability to integrate new research findings into clinical practice, students are required to complete a course sequence specific to this mission.

Course Title	Course Number	Bulletin Description
Psychological Measurement and Statistical Analysis	PSY 770	p.92
Research Methodology	PSY 771	p.92
Clinical Dissertation Seminar I: CD Initiation	PSY 772	p.92
Clinical Dissertation Seminar II: Manuscript Preparation	PSY 773	p.92
Clinical Dissertation Seminar III: CD Completion (if needed)	PSY 774	p.92

Consistent with the philosophy, goals, and objectives of the Psy.D. Program at La Salle University, our courses in the scientific foundations of psychology are intended to teach students the requisite skills to function as empirically-based clinicians who are able to use their scholarly knowledge and familiarity with the empirical literature as bases to think critically and inform clinical practice. As such, we teach research methodology broadly, emphasizing the role of psychologists as investigators of clinical phenomenon who engage in critical thought as they acquire and organize information, as well as when they make decisions regarding appropriate assessments and interventions.

Formal aspects of training in scientific foundations begin with two required first level courses providing students with an understanding and appreciation of the logic and fundamentals of data collection and analysis, measurement issues in psychological research and practice, quantitative and qualitative research design, the strengths and limitations of common methodological strategies and the ability to critically evaluate clinical research for methodological rigor and clinical significance (PSY 770, 771). At the completion of level 1 of the Program, students must pass Part I of the Comprehensive Examination, the Foundations Examination, which includes a section on Scientific Inquiry in Psychology encompassing material from PSY 770 and PSY 771.

In addition, training in scientific inquiry extends well beyond these two courses. Each Clinical Faculty member holds a research team that meets regularly throughout the academic year. These research teams are open to students from the time that they begin the Program. Participation in a research team is optional but encouraged. Students typically attend the research team meetings of those faculty members whom they are considering as a possible dissertation chair, although some students attend more than one research team throughout their training due to individual interests. Thus, students at all levels have ongoing opportunities to receive informal mentoring in clinical research from faculty and more advanced students. Research teams have resulted in national conference presentations and publications for several students prior to beginning their own dissertations.

After PSY 770 and PSY 771, students formally begin the dissertation process and continue their training in scientific inquiry in PSY 772. PSY 772 is divided into two parts, so that students are enrolled in the class during both the fall and spring semesters of the level 3 of the program. Part 1 of PSY 772 (2-credits) emphasizes advanced topics in data analysis and research design. It also assists students in selecting a dissertation chair and committee, conducting a literature review, and refining the topic for their study. Part 2 of PSY 772 (1-credit) emphasizes writing the dissertation proposal and defending it before their committee.

During the fall of level 4 of the Program, students enroll in PSY 773, which emphasizes database development, data collection and management, data analysis, dissertation write-up, and defense of the final dissertation. Students not completing these tasks by the end of PSY 773 enroll in PSY 774 until the dissertation has been successfully defended.

Training in scientific foundations culminates in the Clinical Dissertation (CD), a scholarly project that is the capstone of the research training sequence. A defended CD Proposal must be completed prior to students applying for Internship. Students must enroll in the CD seminar sequence (PSY 772, 773, and 774 if necessary) every semester from the beginning of the CD process (fall term of level 3) until it is completed. The primary objective of the CD is for students to develop the skills necessary to become informed consumers of the psychological literature and apply these skills in the production of an original and independent scholarly product. The final CD product is expected to be a manuscript that is journal ready in length, quality, and style. The CD also provides students the opportunity to further enhance critical thinking and provides an opportunity to deepen knowledge about a particular clinical area of interest. In addition, students demonstrate the ability to clearly articulate a clinically relevant question or set of questions, critically evaluate the theoretical, clinical, and empirical literature, collect and analyze data based upon organizing question(s) and express in writing a scholarly professional viewpoint consistent with the literature and/or investigation. Students are encouraged to submit their final CD for consideration for publication in a peer-reviewed journal as a way of contributing directly to the science of psychology. A few of these dissertation submissions have recently resulted in publications. The CD is described in detail in the Clinical Dissertation Manual attached as Appendix F. All completed CD's are available for site visitor review.

To insure that students develop the ability to communicate effectively in writing professional reports and scholarly products, the faculty regularly and systematically evaluates writing skills and products across the curriculum. Assessment of writing skills occurs in faculty evaluations of class papers and assessment reports, and the larger written assignments of the CEC, CCE and CD. During regular student reviews, faculty can recommend writing support services, which are available to students through the University's Sheekey Writing Center.

Practicum Program Overview:

In addition to clinical work performed as part of clinical skill courses, students are required to participate in at least two, and up to three academic years of formally supervised professional work at external agencies (externship) and our own Training Clinic. The combination of externship and Training Clinic experiences constitutes the "Practicum". These experiences are fully integrated into the curriculum as noted earlier.

The faculty is committed to the belief that the integration of theoretical knowledge and practical experience should occur early in the student's academic career and is an integral part of the curriculum. As such, the Training Clinic functions as the major training arm of the Psy.D. Program. In this regard, students first gain experience in diagnostic interviewing, assessment with brief self-report inventories, and establishing appropriate professional relationships at the Training Clinic as part of Interviewing and Psychotherapy Lab (PSY 706), which is offered in the second semester of the first year. As part of this course, students begin to sit in as observers on clinic teams (described below) at our Training Clinic and present at least one intake interview conducted at the Training Clinic to a clinic team. Interviewing and Psychotherapy Lab (PSY 706) is fully integrated with two other clinical courses taken concurrently, Adult Psychopathology (PSY 704) and Personality and Individual Differences (PSY 714). Specifically, these three courses are organized such that complimentary material in each class is covered simultaneously during the semester in order to assist the students in their application of knowledge in the Interviewing and Psychotherapy Lab (PSY 706).

Available externships provide important learning experiences and requisite (minimum of 1 hour per week and 1.5 hours per week on average) of direct individual supervision by (licensed) practicing psychologists, without

unreasonably taxing students in terms of their workload. For each of the two academic years (and an optional third year), students are assigned to an institution approved by the DCT for the purpose of providing psychological evaluation and intervention. Approved sites include a variety of training opportunities such as intervention, assessment, consultation, didactic instruction, modeling opportunities, and multidisciplinary team activities. An externship placement may last between 9 and 12 months and requires between 12 and 16 hours per week. About half that time is devoted to direct clinical service and the remaining time includes supervision, support activities and other educational activities, including case conferences, rounds, staffing, and clinical presentations. In addition to externship experiences, students regularly see 1 or 2 clients per week, conduct intake interviews and psychological assessments, and participate in weekly small group supervision, totaling approximately 3-5 hours per week, in our own Training Clinic. Combining both the externship and Training Clinic elements of the practicum, students must acquire a minimum of 1200 hours of supervised experience prior to Internship, and most in fact acquire more. A third, optional practicum is available and strongly recommended. In fact, in the last two years, 31 of 40 eligible students (78%) have chosen to complete this optional third practicum. Thus, during the last two years, prior to their internship, students have averaged 1798 and 1788 total practicum hours, respectively.

The externship sites utilized, including our own Training Clinic, offer a wide variety of clinical experiences and provide students exposure to socioculturally diverse populations and a wide array of theoretical orientations/supervision. The externship sites are committed to clinical training, provide close individual supervision, and offer a wide range of training and educational experiences. Externship sites are visited regularly by our DCT and Associate DCT to insure adequate supervision, proper utilization of our students, each site's continued commitment to practicum training, and to enhance open communication about mutual needs and requirements, and student performance. Our own Training Clinic also offers close supervision and allows every student the opportunity to appropriately apply manual-based empirically supported procedures in working with clients from the local community. Specialty programs at our Training Clinic include programs in Pediatric Psychology, Clinical Health Psychology, Child and Adult Anxiety Disorders, Anger and Related Disorders, and Mood and Postpartum Depression. Interventions utilized at the Training Clinic include, but are not limited to a wide range of Behavioral, Cognitive-Behavioral, Interpersonal, and Family Systems interventions. The theory, research and technique of these treatment approaches are taught in the didactic portion of the curriculum and students then have the opportunity to utilize them at both our Training Clinic and on their externship assignments.

The practicum sequence of the Psy.D. Program provides an excellent base of supervised clinical experience to prepare students to function effectively at the Internship level. The DCT directs students towards appropriate externship settings during the second, third, and in most cases fourth levels of their training. In the fall and winter of each year, after completing required course work appropriate to their level of training, students interview for externship sites for the following year. The DCT upon review of monthly training logs and biannual student completed APPI forms, and with input from the Assistant DCT, other faculty members and individuals familiar with students' clinical work, directs each student towards appropriate externship settings based on the students' clinical training needs and professional interests. Students are responsible for initiating contact with prospective externship supervisors from approved sites, and meeting with them for an interview.

The practicum progression is ordinarily a two-tiered experience with slight variations built in for students in each concentration area. All students will complete a minimum of two years of practica by the end of the Program. The first, and second, and optional third practica share the same basic structure and requirements, except that second and optional third practica require a higher level of knowledge, more sophisticated skills, and when possible may be more tailored to a student's chosen area of concentrated study. In addition, throughout the practicum sequence, students carry one or more treatment cases at the Training Clinic and conduct intake evaluations and/or comprehensive psychological evaluations under the direct supervision of the Clinic Director and/or clinical faculty as an additional part of their training experience.

All practicum students attend a weekly Practicum Seminar at the University led by a Core Faculty member. In this seminar, the class will discuss professional issues (e.g., confidentiality, duty to warn, professional boundaries, and controversial therapeutic issues), present cases, develop their case conceptualization and clinical problem solving skills, and pursue areas of interest stimulated by their clinical experiences. During the years spent in practica, students progressively increase their knowledge of and competency in assessment, intervention, consultation, supervision, and the professional relationship. The practicum seminar also provides a forum for integration of newly acquired knowledge and skills into clinical practice. In addition, students meet

weekly in small Training Clinic Teams for group supervision and intensive case discussion with a Core Clinical Faculty member. Video taping of sessions in the Clinic is strongly encouraged. Permission to tape is part of our standard Clinic consent form and taping equipment is installed in most treatment rooms. Each Clinic Team is made up of students across all Program levels, and provides the necessary supervision and professional discussion for cases treated at the Training Clinic. Supervision is intensive, and typically includes readings on the disorder being treated, viewing and discussing videotapes of sessions, role-playing interventions to be carried out with clients, work on writing skills through reports and progress notes, and team discussion of clinical issues for each case. Individual case supervision by Core Clinical Faculty is available to those students who need or desire additional feedback and/or direction. It is the Program's expectation that by the end of the first year of clinical practicum, students will demonstrate competence in diagnostic evaluation of clients, develop a clinically sound conceptualization of client problems, and recommend an empirically informed treatment plan, as evidenced by successful completion of the CEC. By the end of the second year of clinical practicum, it is expected that students will demonstrate competence in developing a theoretically and empirically sound case conceptualization, develop and implement an evidence based treatment plan, evaluate treatment outcome, and demonstrate relationship skills and self-awareness of the interactional process (via self-critique) as evidenced by successful completion of the CCE.

Achievement levels required of students in practicum include satisfactory externship and Training Clinic supervisor ratings in midyear and upon completion of each practicum experience, and successful completion of the Clinical Evaluation Competency Examination (CEC) at the end of the first practicum, and Clinical Competency Examination (CCE) at the end of the second practicum. Students who fail the CEC or CCE must develop a remediation plan in coordination with the Program Director and Director of Clinical Training. They must retake the CEC or CCE within one year and a second failure results in dismissal from the Program.

Following the successful completion of all course work, the second year of practicum, all three parts of the Comprehensive Examination and the successful defense of the CD Proposal, the student progresses to full-time Clinical Internship (PSY 800, PSY 801 and PSY 802 - 3 credits for three semesters). It is also acceptable for a student to participate in two years of half-time Internship (PSY 870, PSY 871, PSY 872, PSY 873, PSY 874, PSY 875 - nine credits spread over two years) if one is available. Please note: students who desire a two-year half time Internship placement must nevertheless complete the Program within the maximum time limit of seven years. All students are required to participate in APPIC's national matching process. If a student is not matched to an APA or APPIC Internship site, there are a number of non-APA and non-APPIC training sites in the Philadelphia area that are available (and meet full APPIC criteria).

The DCT must approve all internship placements that are not APA-accredited or APPIC-approved in order to be applied towards Psy.D. Program requirements. The Program requirements for approved Internships follow the criteria and guidelines set forth by the American Psychological Association and the Association of Psychology Postdoctoral and Internship Centers (APPIC) for Internship training programs. Internships must have fully qualified staff (supervisors holding a Ph.D., Ed.D., or Psy.D. in Clinical, School or Counseling Psychology and appropriately licensed) and have programs and facilities which meet licensure/accreditation standards set by the State and by appropriate professional organizations. Non-APA accredited or APPIC approved sites are visited by the DCT each year to insure continued appropriateness and monitor student progress. In addition, all internship supervisors provide biannual feedback on student progress and development. APA accredited sites and sites registered with APPIC are automatically regarded as meeting Program standards.

Criteria for Progression Through the Psy.D. Program

Satisfactory Progress

- For students matriculating full-time, completion of six to eleven courses each calendar year (depending on Program level), prior to Clinical Internship, taken in appropriate sequence.
- For students matriculating part-time, completion of three to six courses in each of the years that they are in part-time status, followed by full-time matriculation (no more than 2 program levels [4 calendar years] are allowed to be completed as a part-time student).
- Continuous progress following the three-semester per year schedule, unless otherwise requested in writing and with permission granted.
- Maintenance of a minimum G.P.A. of 3.0.
- No more than one "C" grade throughout the entire time enrolled in the Program. (Please note: any course with a grade of "C" or below must be retaken and passed with a grade of B or better).
- Satisfactory faculty evaluation at the semi-annual Student Progress Evaluation Conference (SPEC).

- Satisfactory completion of the Practicum sequence (both externship and Training Clinic experiences) as evidenced by externship and Training Clinic supervisors' evaluations.
- Successful completion of Comprehensive Examination Parts I, II and III.
- Satisfactory completion of the Clinical Dissertation.
- Satisfactory completion of the Clinical Internship.

Unsatisfactory Progress

- An "F" grade constitutes grounds for immediate termination from the Program.
- One "C" grade in any course or G.P.A. below 3.0 constitutes automatic academic probation.
- "C" grades in any two courses constitute grounds for immediate termination from the Program.
- "I" grades in prerequisite courses must be removed before taking later courses.
- "I" grades must be completed within one semester of when issued; otherwise the Incomplete remains permanently on the students official record and the course needs to be retaken and passed with a B or better. Excessive incompletes or Withdrawals are cause for SPEC review and possible termination from the Program.
- At any point in the Program, failure to demonstrate adequate clinical skill appropriate to that point in the students' development is grounds for review, remedial efforts and/or termination from the Program.
- Unsatisfactory performance (a grade of B- or lower) upon retaking a course leads to immediate termination from the Program.
- Evidence of failure to relate to clients in a therapeutic and/or professional manner constitutes grounds for SPEC review and possible termination from the Program.
- Evidence of failure to handle scientific, academic and/or professional disagreements in a respectful manner (including, but not limited to interactions with fellow students, faculty, staff, supervisors or professional colleagues) is grounds for SPEC review and remedial action up to and including termination from the Program.
- Failure of any section of Part I of the Comprehensive Examination: Foundations Examination, followed by subsequent failure of the Part I re-examination will result in termination from the Program.
- Failure of Parts II or III of the Comprehensive Examination followed by subsequent failure of the re-examination will result in termination from the Program.
- Violation of ethical standards and/or evidence of lack of academic integrity will result in SPEC review and possible termination from the Program.

The achievement levels of satisfactory completion of required and elective courses, Foundations Examination, CEC, CCE, Clinical Dissertation and Internship according to the Program time frame are consistent with the goals and objectives of the Program. Students who meet these achievement levels progress through the Program toward graduation. It is expected, then, that graduates will be able to provide effective clinical services, demonstrate understanding of the foundations of psychology, provide leadership and co-operation with other professions, contribute to and evaluate scholarship, and respect and understand professional conduct and human diversity. They will be prepared to function as practitioner-scholars.