This manual sets forth the major policies of the Department of Psychology at Duquesne University. Every student should be familiar with these policies and procedures.

MISSION STATEMENT

The Department of Psychology at Duquesne University educates students who are sensitive to the assumptions that underlie any effort to understand human beings, and the historical, cultural, relational, and embodied character of all human thought and activity. Accordingly, faculty and graduates are sensitive to the multiple meanings of existence, work towards the liberation and well being of persons individually as well as in community, and do so with a deep and abiding consideration of ethics.
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Goals and Objectives

INTRODUCTION

The Clinical Psychology Ph.D. Program at Duquesne University is an advanced course of study specializing in human science approaches to clinical psychology, integrating theory, research, and clinical practice. The program is accredited by the American Psychological Association and is listed in the Doctoral Psychology Programs Meeting Designated Criteria, developed and published by the Association of State and Provincial Psychology Boards and National Register. Graduates find positions in independent practice, community clinics, medical and managed care facilities, and academic and research settings. Students typically complete their program within six years: four years of academic work, a one year internship, and one year to complete the dissertation.

Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979/ E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

Mission of Training

Our scholar-practitioner model aims to educate psychologists whose clinical practice follows from, and is integrated with, a solid foundation of scholarship. This scholarship includes a) understanding the historical context of psychology, b) recognizing the philosophical assumptions that underlie research and clinical practices of psychologists, c) understanding the diversity of methods employed in research and clinical practice, d) critical reflexivity regarding one’s own assumptions and activities as a psychologist, and e) sensitivity to individual and cultural diversity and their implications for the practice of psychology.

From this model of training follows a core set of goals and learning objectives with respect to foundational and functional competencies. Specifically, the program affirms the importance of a) reflective practice, b) the capacity to communicate effectively and meaningfully with others, c) a thorough understanding of ethical principles and legal standards in psychology, d) sensitivity to individual and cultural diversity, e) consultation and interprofessional/interdisciplinary skills, f) professional responsibility (values, attitudes, and behaviors), and g) scientific and scholarly knowledge and methods (particularly the epistemologies of research and qualitative methodology). Regarding functional competencies,
the program educates students in the areas of h) assessment, diagnosis, and case conceptualization; i) clinical intervention and evaluation; j) supervision and; k) teaching in psychology.

The Ph.D. program sets forth the following goals, objectives, and competencies in its curriculum. See Appendix C for the Annual Progress Review form that documents each student’s progress toward meeting the minimal expected level of competency for each domain.

GOAL 1: To educate students to conduct themselves with a professionalism appropriate to the complex nature of clinical psychology, and that is founded on reflexivity, interpersonal and interdisciplinary competence, ethical principles, and a deep respect for individual and cultural diversity.

Objectives

1.1 Students will acquire and demonstrate knowledge, skills, and attitudes in reflecting on, critically evaluating, and improving one’s professional practice.

Competency a: Reflective Practice

1.2 Students will acquire knowledge, skills, and attitudes that facilitate effective and meaningful interactions and relationships with individuals, groups, and/or communities.

Competency b: Communication and interpersonal skills

1.3 Students will acquire a working understanding of the ethical principles and legal standards of psychology and their application to professional practice.

Competency c: Ethical principles and legal standards

1.4 Students will acquire an understanding of the importance of considering individual and cultural differences in all aspects of their professional work. This includes an applied understanding of self and others as cultural beings and of social interactions as culturally embedded, and reflection on the cultural and individual assumptions that the students bring to their thought and work.

Competency d: Individual and cultural diversity

1.5 Students will understand the scope and limitations of psychology’s applications and acquire the knowledge, skills, and attitudes to interact respectfully and effectively with professionals in multiple disciplines.

Competency e: Consultation and interprofessional/ interdisciplinary skills
1.6 Students will acquire values, attitudes, and behaviors that demonstrate professionalism, including accountability and integrity, an appreciation for the value of life-long learning, and a sensitivity to the well-being of others.

**Competency f: Professionalism**

**GOAL 2:** To prepare scholar-practitioners who are well grounded in the discipline of psychology conceived broadly as a human science.

**Objectives**

2.1 Students will acquire and demonstrate a sound knowledge of the philosophical foundations of psychology, particularly of psychology conceived as a human science.

2.2 Students will acquire and demonstrate knowledge of scientific assumptions and procedures as they pertain to psychological inquiry, and develop and utilize research skills in design, data collection, and analysis that can be adapted to diverse areas of human experience and behavior and with an emphasis on qualitative methodologies.

2.3 Students will acquire an understanding of the breadth of scientific psychology, its history of thought and development, its research methods, and its applications. To this end, students will be familiarized with the current body of knowledge in the following areas: biological aspects of behavior, cognitive and affective aspects of behavior, social aspects of behavior, history and systems of psychology, development across the lifespan, and personality and individual differences.

**Competency g: Research and scholarship**

**GOAL 3:** To educate and train students to competently conduct psychological assessments.

**Objectives**

3.1 Students will acquire knowledge of psychological measurement, including the scientific, theoretical, and contextual bases of test construction. They will understand the applications and limits of psychological assessment, and be able to administer, score, and interpret a range of psychological tests with attention to issues of reliability, validity, and relevance to the referral question and the client’s concerns and lived experience.

3.3 Students will acquire a broad understanding of psychopathology, the current Diagnostic and Statistical Manual of Mental Disorders (DSM), and a range of theoretical approaches from which to arrive at diagnoses and case formulations that address clients in context and are descriptively near to client experience.
3.4 Students will acquire the knowledge, skills, and attitudes to communicate and document assessment findings and make recommendations that are useful to diverse recipients and readers, including the client when appropriate.

**Competency h: Assessment, diagnosis, and case formulation**

**GOAL 4:** To educate and train students to be competent psychotherapists. **Objectives**

4.1 Students will acquire knowledge, skills, and attitudes to effectively plan and implement psychotherapy with attention to issues of race and culture, the uniqueness of the individuals/groups, and scientific research.

4.2 Students will develop a range of psychotherapy and intervention skills for use with diverse clients in a variety of contexts and informed by recognized theoretical traditions, evidence based practice, and relevant expert guidance and clinical judgement. Students will appreciate the complex issues surrounding the significance of evidence based practice.

4.3 Students will acquire knowledge, skills, and attitudes to regularly evaluate the effectiveness of their interventions and to modify accordingly.

**Competency i: Intervention**

**GOAL 5:** To educate and train students to become competent supervisors and teachers. **Objectives**

5.1 Students will acquire a working understanding of supervisory roles, models, procedures, and practices.

**Competency j: Supervision**

5.1 Students will acquire and demonstrate knowledge and skills relevant to their emerging identities as teachers, including effective application of teaching and evaluation methods, methods that are sensitive to the complexities of knowledge production and dissemination.

**Competency k: Teaching**
I. Ph.D. Degree Program

The Clinical Ph.D. Program entails eighty nine credits of required and elective graduate courses, successful completion of the comprehensive exams, the completion of a one-year pre-doctoral internship, and the successful defense of a dissertation.

A- CREDIT REQUIREMENTS

For all Clinical Ph.D. Students:
A minimum of 83 credits (excluding six credits for the dissertation) is required. There is a residence requirement, which is fulfilled while completing the coursework. These 83 credits must include the following:

513 Intro. To Qualitative and Interpretive Research  3
526 Phenomenology of Human Development  3
535 History of Psychology  3
537 Psychology as a Human Science  3
543 Approaches to Psychopathology  3
545 Intro. To Psychotherapy  3
551 Social Psychology  3
560 Physiological Psychology  3
571 Intro. To Assessment  3
612 Advanced Qualitative Research  3
617 Research Practica--take 3 at 1 credit each  3
620 Philosophical Psychology:  3
623 Ethics & Standards  3
624 Experimental Research Methods  3
637 Emotion, Cognition, and Motivation  3
640 Clinical Formulation  3
663 Advanced Clinical Theory and Practice  3
665 Seminar in Consultation and Supervision  3
671 Advanced Assessment  3
674 Psychology & Cultural Diversity  3

Also required:
- 1 credit Clinical Practicum (650) – for each semester that student is seeing clients at the Clinic for a total of 6 credits
- 0 credit Psychology Colloquium (652) – attendance is required for 1st and 2nd year students,
- 1 credit of Supervised Teaching of Psychology I (510)
- 1 credit of Supervised Teaching of Psychology II (610)
- 0 credit “Distinguished Speakers Workshop,” (weekend mini course held once a year)—attendance at two is required.
With the exception of “Distinguished Speakers Workshop” all “0” credit requirements are recorded on the academic transcript and must be met in order to graduate.

Certificate Programs: Students may take a certificate program but the credits will be IN ADDITION to the 83 required Psychology credits needed to graduate. Cross listed courses that fulfill Psychology requirements will count toward the 83 required Psychology credits.

*The student earns an M.A. in Psychology upon completion of 30 credits in the Ph.D. program. The student’s progress is reviewed at this point and if satisfactory, the student continues with Ph.D. coursework. If the student’s progress is not sufficient, the student graduates with an M.A. degree.

Students should also be aware of the following:

To fulfill Pennsylvania Psychologist Licensure Requirements: “Twenty semester hours of psychology courses must be from the following fifteen areas, with at least one course from each of five different areas: experimental psychology, developmental psychology, individual differences, psychological tests and measurements, social psychology, statistics, history and systems, experimental design, personality theory, psychology of learning, physiological psychology, abnormal psychology, comparative psychology, motivation, and perception.” In preparation for eventual licensure as a psychologist, students are urged to keep copies of all course syllabi throughout their graduate training.

**B- Grading System**

It is the policy of the University that a Graduate student must maintain an overall 3.0 average in order to be eligible for graduation. If a student receives a C in a required course, the same course must be repeated. If a grade of B or above is earned, the original C is canceled. (The original C grade will still appear on the transcript, but the grade will not be calculated into the QPA). A plus/minus grading system is used within the Department.

The following grading system is in effect in the Graduate School:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Distinguished scholarly work</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Normal Progress</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Warning—Student subject to faculty action</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Failure: course must be repeated and student is subject to Departmental action</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete*</td>
</tr>
</tbody>
</table>

*See “Department Regulations on I Grades” in section V of this manual.
ADVISEMENT

Upon being admitted to the graduate program, students are assigned a faculty advisor. A student is free to change advisors at any time by contacting the Department office. Although these advisors may be consulted at any time during the year, a yearly progress review meeting is a mandatory minimum expectation. Advisement is transferred to the dissertation director when that faculty member is chosen. It is recommended that students select and begin working with a dissertation director by the Spring of the 2nd year and by the Fall of the 3rd year the dissertation director will document dissertation progress on the Advisement Sheet (see Appendix A), which each student should complete and bring with him/her to this annual meeting. Please be sure to notify the Department staff if you change your advisor/director.

C- DISSERTATION REGISTRATION

Graduate students must be registered every fall/spring semester until graduation. Students who use up the six credits which are allotted for work on their dissertation (Psych 701) are required to register for continuous registration (one credit per semester) until all work has been completed and accepted. During the time students are registered for dissertation credits/continuous registration, they are considered full-time students and are eligible for student loans.

D- THE COMPREHENSIVE EXAMINATION

The Comprehensive Examination requires students to demonstrate their integration of coursework, practicum experiences, and independent readings. Students are required to take this exam following their third year of studies. The exam is completed prior to the start of the fall semester. Students are informed of their grades approximately one month later. Failed exams must be repeated before the start of the spring semester. Exam failures include answers receiving an average grade of B- or less and exams not submitted when required. Students failing the exam two times will not be allowed to continue in the program. There is a Clinical Position Paper area as well as a Foundations exam area within the Comprehensive Exam. The following information defines each area:

Clinical Position Paper

In approximately 25-30 typed pages (12-point font, standard margins), describe your developing theoretical orientation with respect to psychotherapy. Include detailed examples from your own psychotherapy cases as you discuss your understanding of (1) the nature of a client’s presenting problem, (2) psychological assessment, including testing, “psychopathology”, traditional diagnosis, and case formulation as they pertain to planning for the client’s care and psychotherapy, (3) therapeutic interventions and the processes of psychotherapy, (4) the nature of the therapeutic relationship in a “typical” course of therapy, and (5) the role of culture and diversity in your theory and clinical practice. Throughout the paper cite relevant literature to support your position. Then discuss (6) the
evidence-base for your approach, including how you conceptualize evidence-based practice, and (7) the limitations of your approach. Finally, (8) carefully compare your approach with one or more alternative therapeutic models, citing supporting literature. Although you may cross reference material among sections, and add an introduction and conclusion, we encourage you to please follow the above outline, with headings. When discussing aspects of (2) psychological assessment, please do so in reference to a psychological assessment report that you’ve already written for practicum and will attach to this paper.

You may describe the evolution and/or flux of your approach to therapy, keeping in mind that unsuccessful cases can serve as excellent examples. The purpose of this exam is for you to articulate your own developing theoretical approach. Please note that this essay is to be formatted in accordance with the APA style manual and that a bibliography of no fewer than 15 references must accompany your position paper.

The Clinical Position Paper must be submitted via email attachment to the Department Administrative Assistant no later than the assigned date and time in August; at this time the student will be asked to sign a Statement of Integrity confirming that the written work submitted is theirs alone. Each student should also submit the names of four clinical faculty members, two of whom will evaluate the paper. Papers will be assigned letter grades with the following criteria in mind:

1. Organization and clarity of presentation
2. Integration of theory and practice
3. Integrated and relevant use of literature
4. Quality of clinical examples
5. Thoroughness (i.e., adequate coverage of each of the eight points)

*Foundations Exam Area*

The Foundations examination not only allows faculty to evaluate students’ achievement, but provides students an opportunity to reflect on their intellectual journey within Human Science Psychology, and to individualize and integrate their learning.

The Foundations examination begins with the student’s submission of a **learning proposal**, comprising four parts:

1. In a **learning narrative**, about three pages long, the student outlines his or her intellectual project as it has unfolded within the human science psychology program at Duquesne University. This account is of great importance in that it positions the learning goals that are to follow. The narrative should include key insights or turning points with respect to ideas, thinkers, and intellectual conceptualizations. In other words, the student will describe how his or her views have developed since starting the program.
2. In a statement of **learning goals**, the student describes issues that he or she has wanted to explore in furtherance of the intellectual journey.

3. A **reading list** through which to achieve the learning goals, and which includes 12 books (with the option of substituting three journal articles for a book).

4. A **rank-ordered list** nominates four faculty members to serve as readers of the Foundations examination.

The above learning proposal is submitted to the Department Chair during the third year of course work, no later than February 15. The Department Chair will attempt to match preferences and to designate a chair and two other members to serve as the student’s evaluation committee. However, given faculty workload distributions and personnel considerations, the Chair retains the right to appoint no more than one reader to the committee outside those nominated by the student. The committee will review the student’s proposal and by March 15 will communicate approval of the reading list and learning goals to students, or it will provide recommendations for revising and resubmitting the proposal. After approving the proposal, the committee will draft three examination questions, forwarded to the Department Chairperson no later than April 30. The Department Chairperson will distribute these questions to the student on the Monday two weeks prior to school starting in the fall.

The **examination questions** address separately or in combination: (1) understanding of the philosophical foundations of psychology as a human science, (2) critical and reflexive engagement with psychological aspects of cultural differences, and (3) understanding of interpretive and qualitative research methodology. The student will submit answers to two of the three questions in typed, double-space format, with a length of no more than 10 pages per question, and with direct quotations kept to a minimum. These essays are to be formatted in accordance with the APA style manual. They are due to the Department Chair no later than the Friday of that same week.

**Grading Criteria:**
- a. question or request answered as posed
- b. accuracy of characterizations
- c. depth of comprehension
- d. clarity of presentation
- e. APA style followed

Two graders from the student’s evaluation committee are designated by the committee chair to assess each essay. To facilitate further reflection, students receive formative as well as evaluative written feedback from each grader. Those receiving an average grade of B- or less are required to retake the exam at the start of the following semester. A student who fails any portion of the comprehensive examination is permitted to retake the examination only once. A student who fails the second attempt will be dismissed from the program.
**E- Advanced Placement**

Students who believe that they have fulfilled a particular requirement at another school, usually through coursework, but sometimes by having participated in some equivalent activity, should write a letter to the Department Chair requesting advanced placement and waiver of the equivalent course. (For a course to transfer in it must be a B grade or better and a graduate level course.) Advanced placement credits will not be granted for electives or the 5 course clinical sequence (2 assessment and 3 psychotherapy) courses. Transfers or waivers will be permitted for 1st year students.

Requests approved by the Department chair are then forwarded to the Dean. Requests made to the Dean for advanced standing will not be considered until COMPLETION of nine Duquesne credits with a grade of “B” or better. Once the request has been approved, the transferred credits will appear on the student’s transcript.

**F- Institutional Review Board**

Since instructions may change from year to year, please check on-line information at the Institutional Review Board web site before you begin any research project, including your dissertation research: [http://www.duq.edu/research/research-conduct/human-subjects---irb](http://www.duq.edu/research/research-conduct/human-subjects---irb).

**G- Dissertation**

The process of writing the dissertation is divided into four stages.

1) Preparation of the proposal, culminating in committee approval to proceed to the next stage
2) Preparation and presentation of the first draft of the entire dissertation, culminating in the progress report meeting
3) Final completion of the dissertation based on suggestions made at the progress report meeting
4) Dissertation defense

*These four stages are described more thoroughly in Appendix D, “Dissertation Process”, which you may use as a template for planning and deliberations with your advisor.*

**Writing Style**

The Psychology Department follows APA’s publication style manual. Students should be sure to review the APA manual regularly and to follow it carefully. In addition to being of help in the dissertation process, following the manual will be of considerable assistance for submitting
manuscripts to potential publishers. **Be sure to check that your document is in compliance with the ETD Guidelines of the University:** [http://guides.library.duq.edu/etd](http://guides.library.duq.edu/etd).

### Dissertation Titles

Dissertation abstracts recommends that titles be limited to twelve words. The subject matter of the dissertation should be named in the main title and any reference to “a study of” should be in a subtitle (following a colon). This practice facilitates indexing and literature searches.

### 1. The Proposal

*Please note: To meet the proposal deadline, students must have their proposal accepted by the last day of classes in the spring semester of the Fourth year. Satisfactory completion of the proposal is required before the student is eligible for pre-doctoral internship training.*

**General Guidelines:**
The dissertation is intended as an opportunity for the student to develop and demonstrate research skills, while contributing to this discipline’s “body of knowledge.” Hence, both the proposal and the dissertation should specify the gaps or anomalies currently found in the literature, which the study is designed to address. Literature review, method, and discussion should provide an efficient story line for presenting the proposed contribution to psychology’s evolving body of understanding.

The general purpose of a dissertation proposal is to demonstrate the need for, as well as the viability of, the research. The suitability of the research is demonstrated by the extent to which the literature review, the research questions, and the methods proposed for addressing those questions form an integrated and coherent whole. The viability of research is shown when the student has demonstrated that it is procedurally and ethically possible and practical. A proposal is required so that problems with suitability and/or viability can be addressed before the candidate undertakes the research.

Writing a successful proposal should help the student gather his or her thinking, and to provide the confidence necessary to proceed with focus and efficiency.

After a director has agreed to supervise the dissertation, the student and director together develop a proposal that delineates the research topic by means of a focused literature review. The literature for this review should be drawn predominantly from psychological sources. It need not be as comprehensive as will appear in the dissertation itself. The purpose at this stage is to demonstrate a familiarity with the relevant literature and a mastery of the conceptual issues and empirical questions that pertain to it.

The literature review is followed by a Method section. Depending on the particulars of the research and the advice of the dissertation director, it may be appropriate to demonstrate an
understanding of the methodological principles (e.g., phenomenology) involved. More specifically, the Method section must spell out the research procedure as thoroughly as possible. The Method section includes a subsection that describes how the participants will be protected (privacy, informed consent, well-being) when human participants provide data for your study.

The proposal indicates the contributions that the research is expected to make to psychology. The student’s initial reflections and speculations are relevant here. Later, they can be cited in the dissertation as guiding perspectives, bracketed issues, or prejudices (“pre-understandings”) that were revised in the face of the evidence. The body of the proposal should not be more than 35-40 pages.

Once the proposal has been completed to the satisfaction of the director, the student gives a copy to the two faculty members who have agreed to serve on the committee as readers. A proposal meeting is scheduled (usually on a Friday). The readers are allowed no less than two weeks to review the draft.

The proposal meeting is a working session during which the committee and the student agree upon revisions that will be required. Following the meeting, the student writes and distributes a letter to the committee, itemizing all of the changes to which the group has agreed. At this time the student should also work with the committee to create a timeline for completion of the dissertation. This timeline must also be approved by the committee.

After the revisions are completed and the proposal is finalized to the committee’s satisfaction, a signature page signed by all committee members must be submitted to the Department office. The Department will submit one copy of the proposal along with the signature page to the Graduate School Office and an electronic copy will be posted to the DUQ Clinical Psychology Community Site on Blackboard. Use the same example of a signature page as found in the ETD guidelines [http://guides.library.duq.edu/etd/documentformatting](http://guides.library.duq.edu/etd/documentformatting). Copies of the approved proposal are also distributed to the members of the dissertation committee, (students are encouraged to check with their committee first; they may prefer electronic copies rather than hard copies), the Department, and the Institutional Review Board.

At the same time that the department submits a copy of the approved proposal to the College Graduate School, handouts are distributed to the entire psychology faculty. (Handouts should be sent electronically to the Department’s Administrative Assistant for distribution to the faculty.) The handout should include a copy of the title page (please note the names of your dissertation committee on the title page), an abstract, an overview of the dissertation, and additional material as necessary and appropriate. The purpose of the handout is to advise the faculty of how students are progressing within the Department.
If there are changes to the membership of the committee after the proposal’s approval, a revised signature page, attached to the original, must be filed with the Graduate School.


Only after the human Subjects Review Board has approved the research can a student begin data collection (see IRB-section). The analysis of this data culminates in the Results section of the dissertation, which includes a full and detailed exposition of the findings, as well as concrete illustrations drawn from the data.

The Discussion section contains a characterization of the significance of the findings for the issues raised in the literature review. It should be understood that the student will develop both the Results and the Discussion sections of the dissertation in extensive collaboration with the director, who may call upon the readers for advice as well. A final section describes research constraints, summarizes the dissertation’s contributions, and presents suggestions for future research.

When the director has approved the first draft of the entire dissertation, copies are given to the readers. A Progress Report meeting that allows the readers no less than four weeks to review the draft is scheduled, usually on a Friday. At the Progress Report meeting, committee members present their recommendations. Students should realize that substantial changes may be recommended at this time.

After the Progress Report meeting, the student and director prepare a statement outlining the changes that were agreed upon during the meeting. That statement is distributed to the Department Chair and to the readers. The readers must indicate any disagreement with or clarifications to this statement within one week after receiving it. The student must then incorporate all such changes to the satisfaction of the dissertation director.

3. Completion of Dissertation

A bound copy of the dissertation should be provided to each of the readers unless they prefer an electronic copy, as well as to the Department. The student should contact the Reference Librarian in the Gumberg Library for information on submitting his/her dissertation electronically. The student may also obtain initial information on submission by going to the Library’s web page: http://guides.library.duq.edu/etd. The web site will provide the student with instructions and a list of required forms. Following completion of the ETD paperwork and PDF conversion, all of the required materials should be submitted to the Graduate School office, 215 College Hall. The Graduate School will give final approval for electronic submission to the ETD specialist. Please check the calendar or the ETD website for the deadline to submit your materials. The Psychology Department will submit the signed signature page to the Graduate School Office for the Dean's approval and signature.
Dissertation Deadlines

In preparing to complete their dissertations and attain their degrees, students should be mindful of established deadlines for:

- Submitting the draft approved by the director to the readers
- Distributing final copies to committee members and to the Department office
- Submitting the completed signature pages to the Graduate Office
- Registering for the degree

Because the initial draft that is submitted to the dissertation director typically requires several stages of revision prior to distribution to the full committee, students should not anticipate defending their dissertations in the same semester in which their first draft is completed. In order to meet all the requirements in a timely manner, students are urged to work closely with their director in order to establish realistic deadlines for submitting drafts and then making revisions.

Deadlines for the Progress Report and Defense make it necessary for students to distribute completed drafts of the dissertation (approved by the dissertation director) shortly after the beginning of the semester in which the student hopes to defend. Please contact the Department office for the deadlines specific for each semester. Since committee members may require extensive revisions, students are urged to work well in advance of these deadlines. University deadlines require students to:

1) Register for the semester and submit a degree application. Application deadlines are listed in the University’s schedule of classes calendar. The date varies each semester so the student needs to check ahead of time for the date;
2) Distribute the draft of the completed dissertation to readers no less than four weeks prior to the final Progress Report;
3) Schedule a defense date no less than two weeks after the final draft (revised in line with Progress Report feedback) is made available to the full faculty.
4) Submit materials electronically to the Library.
5) Submit completed signature pages to the Graduate Office prior to deadline established by the University for Electronic Submission of approved dissertation.
6) Submit an electronic or cd version of the completed dissertation to the Dean.


The purpose of the Defense is to provide students with an opportunity to share their understandings of the work that they have completed. Only the director approves the final draft unless, at the Progress Report meeting the committee members have asked to be involved in its final draft ratification.
Once the final draft is approved and at least two weeks before the defense date:

- Copies of the dissertation are distributed to the committee members (check with committee members, they may want an electronic copy rather than a hard copy).
- A bound copy is made available to the rest of the faculty in the Psychology office.
- Handouts are provided to the entire psychology faculty. Handouts should include the title page, abstract, table of contents, summary of results, and any other materials that can highlight the research in a succinct way. (Handouts should be sent electronically to the Department’s Administrative Assistant for distribution to the faculty.)

All psychology faculty members are invited to attend the defense meeting. The meeting begins with a twenty to thirty minute presentation by the candidate, emphasizing research results and the significance of those results. After the presentation, questions are accepted first from the committee members and then from the general psychology faculty and other guests.

By department policy, no dissertation defenses will be scheduled between the last day of final exams of the spring semester and the first day of the fall semester.

Immediately following the successful defense:

- The director and readers sign the signature pages (two original pages are required) which are then submitted to the Department office for the Chair’s signature.
- Students must complete the necessary paperwork for the on-line submission of the dissertation; this paperwork requires the director’s signature as well as the student’s (it’s best to have the form with you on the defense day).
- In order to meet federal requirements, the IRB (Institutional Review Board) requests a summary of the completed research. The dissertation title page and abstract are appropriate, along with a note saying the research project has been completed.

H- CLINICAL PRACTICE

PRACTICUM POLICY AND GUIDELINES

The policy regarding practicum training is as follows.

1. It is expected that students will approach 800 hours of direct client contact (intervention and assessment) in order to benefit optimally from the clinical training, and to be competitive in internship applications and future employment opportunities. The practicum structure is designed to facilitate these advantages.
2. The Duquesne University Psychology Clinic is the practicum site at which all first year and second year practicum experience is gained. The terms "external practicum sites" or "field sites" describe those sites not within the Psychology Clinic's institutional structure.

3. Practicum training shall include formally scheduled, one-on-one weekly supervision sessions with licensed health care professionals recognized by the Department Chairperson and the Department's Director of Clinical Training.

4. According to APA accreditation standards, each practicum evaluation must be based in part on direct observation of the practicum student and her/his developing skills (either live or electronically). The student shares responsibility for ensuring compliance with this requirement.

5. The first four years of the doctoral practicum shall typically involve case work at the Duquesne University Psychology Clinic under the supervision of the Psychology Department's clinical faculty or adjunct clinical faculty. The number of hours in which students see clients depends on several factors, including the number of clients who come to the Clinic, the frequency of sessions, and the extent of students' involvement in external practica. Students are expected to build a case load to average 2 client-hours a week by the end of the first year, 4 client hours a week during the first summer, and 6 client hours a week throughout their 2nd, 3rd and 4th years.

6. Students will continue to see clients through the summers of their first three years. Students doing so will be supervised in small groups.

7. Students will continue to see clients through the University Clinic in their fourth year, and typically, adjunct faculty will be their supervisors.

8. Students typically terminate treatment with all their Clinic clients at the end of their fourth year. Under certain, limited circumstances, usually where client wellbeing is an issue, students may continue to see clients in the Clinic beyond their fourth year.

9. Students shall attend at least one external practicum placement of 30 weeks (an academic year) during training. This external practicum is typically completed during the student's third or fourth year of the graduate program.

10. Students need to prepare for their practicum placements. For example, a few readings may be recommended by the Directors of the external practicum sites.

11. An external practicum placement shall not involve more than twelve months of training. Where students continue at the practicum site, perhaps as employees, those hours shall typically be regarded as work hours and not as practicum hours, even though supervision is provided. Approval for a second year of training at a practicum site may be considered by the Clinical Committee only in extraordinary circumstances, with a strong rationale by both the student and the Site's Director of Training. Extraordinary
circumstances typically involve working with different clients and supervisors, and using different interventions.

12. Progress to external practicum sites is dependent on satisfactory progress at the DU Clinic, including the timely completion of all Clinic obligations.

13. The guidelines for our external practica are as follows.

   a. The practicum site is set up as a place of training that is integrated with the training in the Psychology Program at Duquesne University.

   b. The site is formally approved by the Clinical Committee of the Psychology Dept.

   c. Practica vary from 8 to 12 hours per week.

   d. There shall be one hour of supervision for every 5 - 6 hours of direct client contact.

   e. The clinical supervisor is licensed and recognized as having experience and training in his or her field of expertise. The supervisor's license need not be in psychology, but may be in social work, psychiatry, or nursing, etc. What is important for us is that the person is recognized as a competent practitioner in the area of supervision. In the event that the primary practicum supervisor is not a licensed psychologist, the student must have opportunity in the program to discuss his or her clinical work on a weekly basis with a licensed psychologist.

   f. In addition to the one hour of direct supervision there should be one or more hours of learning in other types of professional contact, such as psychiatric case rounds, case presentations or group supervision.

   g. Institutional paperwork may be logged as "support activity" practicum hours, and is normally included in the time allocation for the practicum.

   h. For example, an 11 - 12 hour external practicum includes 5 hours seeing individual clients, 1 hour supervision, 2 hours case conference, 1 hour in a clinical seminar, and approximately 2 - 3 hours of paperwork/support activities.

14. Satisfactory completion of the practicum requirements is required before the student is eligible for predoctoral internship training and the successful completion of the doctoral degree. Satisfactory completion of the practicum requirements includes:

   – having met the requirements set out above;

   – having a documented record of satisfactory progress reports throughout the practicum training, or, where some progress was not satisfactory, documented evidence of the successful resolution of the specific area(s) of concern;
having completed *Practicum Logs (Time 2 Track)* documenting the practicum hours as set out in the Association of Psychology Postdoctoral and Internship Centers (APPIC). These Logs are the record of all your practicum hours, including hours accumulated at external practicum sites, and copies shall be kept in your files in the Psychology Department.

**GUIDELINES FOR ACCUMULATED CLINIC HOURS**

The following schedule is meant as a guide:

**1st year:**
At least 2 direct contact hours/week by the end of the spring semester (1 client x 12 weeks + 1 client x 8 weeks = 20 hours)
20 direct contact hours by the end of the first year

**2nd year, including the summer prior:**
4 direct contact hours per week through the first summer (4 x 8 = 32 hours)
6 direct contact hours per week through fall & spring semester of 2nd year (6 x 30 = 180)
232 by the end of the second year

**3rd year, including the summer prior:**
6 direct contact hours per week through the second summer (6 x 8 = 48)
6 direct contact hours per week through fall & spring semester of 3rd year (6 x 30 = 180)
460 by end of the third year

**4th year, including the summer prior:**
6 direct contact hours per week through the third summer: 6 x 8 = 48
6 direct contact hours per week through fall & spring semester of 4th year: 6 x 30 = 180
Total = 688 (700) hours

Recap of Guidelines: 1st year = 20hrs; 2nd year = 232 (20+32+180); 3rd year = 460 (232 +48 +180); 4th year = **688-700** (460 + 48 + 180)

An additional 100 hours, on average, can be expected from one year of external practicum.
External Practica

When considering practicum training, students should bear in mind the following rationale. External practicum training broadens the base of clinical experience both in terms of clientele and supervision; it extends the training in human science psychology into a range of settings; it provides opportunities for students to further develop professional competence in their areas of interest; and it makes the student more competitive in terms of internship and future career opportunities.

Early in the spring semester the Director of Clinical Training coordinates the practicum application process.

As a general orientation you should consider the relevance of your practicum hours for both your career goals and their fit with internship sites. We want you to think of practicum training as integral to your overall education as a clinical psychologist. Therefore, the spread and quality of your hours are more important than mere total: think of the number of client contact hours, the range and diversity of clients, hours in interventions and assessment and testing, supervision hours, support hours. External practica sites vary in the number of direct contact hours afforded to students; the average is between 100 and 125.

If your practicum hours are adequate and appropriate, then take the time to enjoy being on top of things, read another book, chat to your colleagues, think of your dissertation, or write one of your papers up for a conference presentation or a publication. Do not get consumed in a chase for as many hours as possible. It has been noticed that, after a certain point, the mere accumulation of hours may even be negatively correlated with internship placement preference. Consult the APPIC directory for the average number of expected intervention hours by internship site, often around 500+. Recent APPIC surveys found the median number of direct contact hours was about 800.

I- Clinical Internship

Completion of a one year pre-doctoral internship is required of clinical students. Students will submit applications to prospective internship sites during the fall of their fourth year or fifth year of the doctoral program, and the internship will begin during the summer or early fall of the following year. In May and again in the early part of each fall semester, the Director of Clinical Training will meet with students in order to review the application process. Thereafter, the Director of Clinical Training serves as the liaison between students and internship sites. Hence, it is essential for students to remain in contact with the Director of Clinical Training throughout the application and selection process, and to inform him/her of any decisions in this regard.

Each year APPIC, the Association of Psychology Postdoctoral and Internship Centers, publishes an online directory of APA and APPIC-approved internships on the APPIC web page.
(www.appic.org). All APPIC-listed internships are approved by the University; students who enter internships elsewhere must have those internships approved by the Department. In exceptional cases, it is possible for students to structure an acceptable internship at a site in which formal internships have previously been unavailable. In such a case it needs to be shown that the proposed internship will be able contractually to meet the University’s guidelines for internships in clinical psychology. These guidelines (essentially equivalent to those of APA) are available from the Director of Clinical Training. The internship must be approved by the Director of Clinical Training, the Clinical Committee, and the Department Chair. Lists of our past and current internship placements, feedback from interns about their internships, and other information are available in the Psychology Clinic office. This information is continually updated.

During the course of their internship year, students should contact the Director of Clinical Training with any questions or concerns regarding their clinical training.

For a copy of the most recent APPIC Application for Psychology Internship, please access their internet site: www.appic.org. Extensive guidelines for completing the application are also posted on that site. The Psychology Clinic office library includes workbooks and textbooks on applying for internships.

International students may, with department approval, do their pre-doctoral internships in their home country under the following circumstances:

1. The proposed internship site is an approved psychology internship site in the home country.
2. The internship site agrees to send us a document recording the satisfactory completion of the internship.
3. The proposed internship site meets the APPIC/APA guidelines for pre-doctoral psychology internships.
4. The student is eligible for internship training and has no course credits still outstanding. A student considering this option needs to be aware of logistical problems that might arise, and must discuss any proposal with the Director of Clinical Training (and through the Director of Clinical Training with the Clinical Committee) well before the proposed internship is due to begin.

**J- STATUTE OF LIMITATIONS FOR PH.D. CANDIDATES**

The Department policy is described below:

1. The statute of limitations is 6.5 years; all requirements for the program, including defense and internship must be complete by this time.
2. The deadline for submitting an approved dissertation proposal is the end of the 4th year.
3. The Department faculty strongly recommends that students complete their dissertation in the 5th year and do their internship in the 6th year.
4. A student who does not complete, or is judged by the faculty to be unable to complete, his or her dissertation by the deadline will be dismissed from the program.

K- Ethical Conduct

The Department respects the inherent moral dimension of psychology and the complexity of the ethical challenges one encounters in academic, research, and practice settings. Hence, the Department expects students to:

1. Comport themselves in accordance with our profession’s “Ethical Principles of Psychologists and Code of Conduct,” and
2. Articulate for themselves their evolving social philosophy and consonant personal creed, with which to frame professional guidelines and standards.

All students are bound by the ethical principles and code of conduct of the profession. Gross violation may result in immediate termination from the program without warning. Ethical violations, while not always illegal, may still constitute grounds for immediate dismissal.

L- Evaluation of Doctoral Students

Students can gauge their progress through course grades, the annual fall progress review with their advisor, practica supervision feedback, specific competency domain evaluations, results of the Comprehensive Examination, committee feedback on the dissertation proposal, and their Annual Progress Review. They can also make use of the Competency Benchmarks document (see Appendix) as a tool to gauge their progress in terms of behavioral anchors at two different developmental levels – readiness for Practicum (developed during the first and second years) and readiness for Internship (developed during the third and fourth years).

The progress of all doctoral students is reviewed each spring semester by the Clinical Committee, including the Chair of the department. The goals of the Clinical Committee’s annual meeting are, first, to determine that each student is meeting benchmarks and progressing satisfactorily toward attainment of the program’s profession wide and program specific competencies, and given that, to clarify the student’s strengths and weaknesses. The Committee makes use of course grades and multiple supervisor evaluations, including evaluations of Clinic and field practica, and of assessment, teaching, research, and professionalism toward completion of the Annual Progress Review Form. This form articulates the minimum expected supervisor ratings for each competency. (The fall Clinic and field practica evaluations are formative, whereas the spring evaluations are used toward this
summative evaluation. That is, students can receive an NS on a clinical evaluation in the fall without facing a remediation plan; this is not the case for spring evaluations.) Minimum levels of achievement also necessitate that students receive a B- or above in the courses required for each competency. The Annual Progress Review, complete with recommendations is shared with each student; students are explicitly invited to respond to these evaluations in writing if they choose to do so. Students meeting the minimum levels for achievement will progress to the next stage of training, whereas those who do not, will participate in a remediation plan. The progress of doctoral students earning less than a B average, or for whom there are other significant concerns regarding the student’s standing in the program will be reviewed by the full faculty.

See the specific sections of this Manual for information regarding required grade point averages, policy on “incomplete” grades, and the Comprehensive exam. See the Appendix for the Annual Progress Review form and all evaluation forms. The structure of these forms (not the competencies evaluated) are subject to change largely based on accreditation requirements of the American Psychological Association.

**M-APPEALS**

If a student questions a grade, evaluation policy, or faculty behavior, the matter would usually be taken up with the faculty member involved. If the matter is not resolved at that level, either party may consult the Director of Clinical Training in regard to clinical matters, the Director of Graduate Studies for matters “academic”, or the Department Chair in all cases. The Chair is also the next step for appeal of differences with the Directors of Clinical Training and/or Graduate Studies. If matters are not resolved to mutual satisfaction in a meeting with the Chair, the student, faculty member, or Chair may request formation of a committee, expanding the appeal to five persons. The faculty member chooses an additional professor and the student chooses an additional faculty member.

Should discussion at that level not resolve the issue, the student and Chair may consult the Dean of the College and Graduate School of Liberal Arts. Copies of “Academic Policies” are available at the University web site, [http://www.duq.edu/academics/university-catalogs/2016-2017-graduate/academic-policies](http://www.duq.edu/academics/university-catalogs/2016-2017-graduate/academic-policies). For University policies specific to final grade appeals, see [http://www.duq.edu/academics/university-catalogs/2016-2017-graduate/academic-policies/final-grade-appeal-policy](http://www.duq.edu/academics/university-catalogs/2016-2017-graduate/academic-policies/final-grade-appeal-policy).

**N- SITTING IN ON CLASSES**

Students may sit in on (unofficially audit) classes with the permission of the Department Chair and individual instructor.
O- Outside Employment

The doctoral program is considered a full-time program of study. Students may work on a part-time basis with the permission of the Department Chair. However, students are expected to negotiate their hours of employment around their University commitments, which take priority.

All registered doctoral students are expected to conduct themselves in their places of employment in accordance with expected professional standards, and the University has the responsibility to ensure that this is being accomplished. To this end, students who are employed delivering psychological services, or who wish to do so some time during their studies, must sign a Release Form for employers who are then requested to confirm that the student’s professional performance and conduct have been satisfactory. In the event of problems, the Director of Clinical Training, on behalf of the Clinical Committee and the Department faculty, shall try to resolve the issue with the employer and the student concerned. Persistent incompetence or serious ethical violations in places of employment may result in dismissal from the program.

II. Department Notices

Department notices are sent via e-mail, and it is the student’s responsibility to ensure that these notices are received. Therefore, students need to inform the Director of Clinical Training, the Clinic office, and the Department Office of your e-mail and home mailing address. Students are asked to check their e-mail regularly as well as mailboxes in both the Clinic and the Department Office.

III. Department Meetings

Students are urged to contribute to the Department’s decision making and ongoing development of the graduate program. While students are always welcome to schedule a meeting with the Chair, or to ask that a student representative do so on their behalf, there are also formal structures to facilitate student input. The first of these is the attendance of class representatives at Department faculty meetings. Representatives are appointed by students at the start of each academic year, and throughout the year, these representatives can present students’ points of view at faculty meetings. As mentioned previously, representatives can also bring concerns to the Chair or other appropriate faculty when a student or students feel reluctant to do so in person. The second structure entails regular class meeting with the Chair and/or Director of Graduate Studies. The Chair and or Director of Graduate Studies will schedule yearly meetings with each class of students in the first four years of the Ph.D. studies. The purpose of these meetings is to facilitate the exchange of information and concerns.
IV. Assistantships

In addition to the stipend, a student on a full assistantship is entitled to a waiver of tuition and the per credit university fee. The stipend is paid from September to the end of the spring semester. Failure to meet assistantship responsibilities can result in the loss of the assistantship. Assignments are made according to the needs of the Department and faculty.

V. Departmental Regulations on “I” Grades

In order to encourage students’ expeditious progress through the graduate program, the Department holds to the following regulations in regard to incomplete grades. The regulations are also intended to discourage the pressures, snowballing delays, and demoralization that accompany falling behind.

- I grades are restricted to exceptional circumstances and must be negotiated with the course professor before the end of the semester.
- Student must have completed 80% of the required work prior to the student petitioning for the I grade.
- The maximum extension the Department allows a professor to grant for completion of course requirements is one semester. Ordinarily, the student will complete requirements early in the semester. Because the granting of an extension often places the student at an advantage in regard to classmates, the professor will apply more exacting criteria in awarding the final grade.
- Once the I grade is replaced with the awarded grade, the professor will submit the “Change of Grade” through the DORI portal. The Graduate School requires that the professor describe the exceptional circumstance that occasioned granting of an extension.
- The I grade becomes permanent and will eventually become an F grade if not completed in the extended time frame. The student must register to take the course again if the I is not replaced with a passing grade. Students will not be permitted to graduate with an F grade on their transcript. Please note that TUITION REMISSION CANNOT BE APPLIED TO COURSES THAT ARE REPEATED.
- Check the Graduate Student Planner for University Policy on I grades for further details. However keep in mind that the Department’s time limit for I grades to be removed is shorter than the University time limit and the student is bound by Department policy.
- Before an I grade can be entered, the student and faculty member must complete an “I grade form” found in the appendix A of this manual.

VI. Policy on Independent Studies

Permission for an Independent Study (691 Readings) is given only for special reasons and should not be presumed. After a student’s first year in the doctoral program, he or she may ask
a professor to direct an independent study in order to pursue in depth a topic already covered in the previous course.

Since departmental policy encourages students to take courses from as many faculty members as possible, an independent study may not be done if a course addressing the same topic is available from a faculty member from whom the student has not yet taken a course.

The permission of the professor and the Department Chair must be obtained prior to registration for the course.

One elective reading course will be permitted as part of the required course selections. However, if a student wishes to take an additional readings course s/he must petition the faculty for an exception to the rule.

VII. Departmental Regulations Printing and copying

Students may use copying machine in the Department Copy Room by obtaining an access code from the Administrative Assistant.

The Psychology Department is charged for each page copied and also pays for the paper and toner used in any of the Department printers and internal Department copiers in addition to the per copy fee.

In order to help defray costs, students are asked to use the University’s student labs when printing out large projects. These labs are located in most of the academic buildings on campus.

Copying and Printing that is permitted:

- Drafts and final copies of clinic paperwork (e.g. intake and testing reports, psychotherapy plans and updates, final summaries, letters to clients)
- Reports from assessment software (e.g. Riap, MMPI-2)
- Pertinent research articles accessed on-line (for self and at faculty request), limit to small jobs
- Drafts and final copies of assignments for graduate classes
- **SINGLE COPIES** of course syllabi, handouts, exams, etc. for the undergraduate classes that doctoral students are teaching may be printed but **MULTIPLE COPIES of these should be duplicated on the copier not the printer.**

Not permitted:

- Personal items
- Copies of dissertation related items. These items should be printed in the University computer labs or at off-campus copying stores.
• Dissertation related items emailed to the Department Staff. It is the responsibility of the student to do any copying related to their work.

VIII. Department policy on summer dissertations

By department policy, no dissertation defenses will be scheduled between the last day of final exams of the spring semester and the first day of the fall semester.
APPENDIX A

“I” Grade Form

Four Year Record Plan

Overall Requirements Check List
Psychology Department "I" Grade Form

for Graduate Students

Date:

I, Prof. ____________________ grant (name) ____________________________ an extension until (date)______________________ to complete the work connected to (course name and number)___________________________________. Failure to comply with this agreement will result in the automatic change of this student's "I" grade to an "F". Our signatures attest to the fact that the terms of this agreement have been discussed and agreed to by both parties in accordance with the policy statement below.

________________________________
(Faculty Signature)

________________________________
(Student Signature)

Psychology Department "I" grade policy:

The Psychology Department requires graduate students to complete all course work within one semester after the original assignment was due. Failure to do so will automatically result in the transformation of an "I" into an "F." Moreover, students should never assume that they are entitled to take a full semester to complete course work. Students must negotiate the specific number of weeks or months to complete course work in consultation with their Professor, who makes the final decision on this matter.

(The Graduate Student Handbook of the McAnulty College of Liberal Arts permits students to take two semesters to complete course work and thereby transform an "I" into a normal letter grade. However, the handbook also states that in the event of a conflict, a department's specific "I" grade policy takes precedence over that of the College. The Psychology Department’s one semester completion date has precedence over that of the College.)

Submit completed form to the Psychology Department for processing
4 year plan (page 1)

DUQUESNE UNIVERSITY PSYCHOLOGY DEPARTMENT
CLINICAL PSYCHOLOGY PROGRAM

Fall 2017 Admittance

Student: Advisor:
Phone:
Email:

First Year 2017-2018

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Notes:

Advisor Signature:________________________Date:________________

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Notes:

Advisor’s Signature:________________________Date:________________

PLEASE NOTE:
The Psychology Department requires students to register for classes by December 1st for the following Spring and by April 20th for the following Fall (this is to insure that our classes are not cancelled due to lack of registration).
### Third Year 2019-2020

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Notes:

Advisor Signature: __________________________ Date: ______________

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Notes:

Advisor’s Signature: __________________________ Date: ______________

Proposal Accepted (DATE): __________________________

#### Dissertation Committee

- Director:
- Reader:
- Reader:

#### Internship Site and Dates:

**PLEASE NOTE:**
The Psychology Department requires students to register for classes by December 1st for the following Spring and by April 20th for the following Fall (this is to insure that our classes are not cancelled due to lack of registration).
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<tr>
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<td>Emotion, Cognition, and Motivation</td>
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<td>640</td>
<td>PSYC</td>
<td>Clinical Formulation</td>
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<tr>
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<td>PSYC</td>
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<tr>
<td>665</td>
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<td>671</td>
<td>PSYC</td>
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<td></td>
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<td>PSYC</td>
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<tr>
<td>701</td>
<td>PSYC</td>
<td>Dissertation 6 required</td>
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</table>

**Total of all credits earned**: 89

**Total required to graduate**: 89
APPENDIX B

Research Curriculum

Students are required to take:

PSYC 513 INTRODUCTION TO QUALITATIVE AND INTERPRETIVE RESEARCH
3 Credits

This course provides a comprehensive introduction to the epistemologies underlying qualitative and interpretive research methodologies in Psychology. It also provides practical examples of methods pertinent and appropriate to such epistemologies and philosophical foundations.

PSYC 612 ADVANCED QUALITATIVE RESEARCH SEMINAR
3 Credits

Building on PSYC 513, this course emphasizes methodological and procedural matters in qualitative and interpretive research, while continuing to hold philosophical and epistemological assumptions in view. Students will be expected to develop their own research projects, and devise methods and procedures appropriate to the projects.

PSYC 617 RESEARCH PRACTICUM
1 credit

Guided by a faculty mentor, the student will actively participate in a circumscribed research project. The emphasis is on practical and applied aspects of research.

Students are required to take the Introduction to Qualitative Research course in their first year.

The one credit Research Practicum course would entail active involvement in research, either an individual project or as part of a research lab. During the student’s first 3 years of coursework, he or she will be required to enroll in this practicum for 3 separate semesters. Faculty will make their course or lab descriptions available to students.

Students are also required to take the Advanced Qualitative Research Seminar. Faculty recommend that this course be taken in the fall semester of the third year of course work.
APPENDIX C

Evaluation of Professional Responsibilities
Psychological Assessment Progress Report
Research Evaluation
Supervisors Progress Evaluation-Field Practicum
Supervisors Progress Evaluation
Teaching Supervisors Evaluation
Year 1 Progress Evaluation Summary
Duquesne University Psychology Competency Benchmarks
DUQUESNE UNIVERSITY
PSYCHOLOGY CLINIC
EVALUATION OF PROFESSIONAL RESPONSIBILITIES

EVALUATOR:

Please briefly describe the student's progress in each of the following areas. In the box to the right, please indicate your evaluation according to the following rubric:

A  Consistently at or above the level expected of a student at this stage
S  Satisfactory for a student at this stage, with minor areas for improvement
NS Less than satisfactory in important areas (specified in narrative)

Confidentiality
Respects and maintains confidentiality of own and others' clients

Punctuality and attendance
Arrives for sessions prepared and on time; Attends and arrives on time for meetings and colloquia; Provides Clinic with available hours.

Record keeping
Timely completion of clinical documentation per Clinic guidelines.

Scheduling and canceling appointments
Schedules sessions in advance; Uses scheduling system consistently and appropriately; Provides Clinic with available hours; Notifies Clinic of changes in schedule

Professional comportment
Responds promptly to phone and email messages; Accepts and responds appropriately to feedback.

General comments and recommendations:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signed: ________________________________ Date: ____________
Please briefly describe the student’s progress in each of the following areas. In the box to the right, please indicate your evaluation according to the following rubric:

**S** Consistently at or above the level expected of a student at this stage, with minor areas for improvement

**NS** Less than satisfactory in important areas (specified in narrative)

---

**Measurement and Psychometrics**
Demonstrates basic knowledge of scientific, theoretical, and contextual basis of test construction and interviewing. Selects assessment tools with attention to issues of reliability and validity.

Demonstrates accurate administration and scoring of tests. Demonstrates awareness of the benefits and limitations of standardized assessment & assessment data.

---

**Application of Methods**
Selects assessment tools with relevance to the referral question/presenting concern/clinical context.

Selects and implements multiple methods of assessment in ways that are responsive to and respectful of diverse individuals, couples, groups, and contexts.

---

**Diagnosis**
Uses interview and test data to arrive at diagnoses. Demonstrates awareness of the benefits and limitations of diagnoses. Considers diagnosis, as one piece of data, for psychotherapy planning and in a framework that recognizes the impact of diversity and stages of development.
Recommendations
Utilizes systematic approaches and multiple methods of gathering data to inform clinical decision-making and to make useful recommendations to the client him/herself and/or third parties when relevant. Results and recommendations are based on a meaningful and thematic integration of multiple sources of data. Data is organized with relevance to the person’s life-world situation.

__________________________________________________________________________________________

__________________________________________________________________________________________

Communication of Findings
Engages in verbal collaborative discussion and feedback of test results with clients, when appropriate. Writes well organized psychological reports that are helpful to diverse readers, including the client him/herself when appropriate. Reports make use of technical data when appropriate, but are also clear, descriptive, and relatively jargon free.

__________________________________________________________________________________________

__________________________________________________________________________________________

General comments and recommendations:

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

Signed: ___________________________________________ Date: _______________
Please briefly describe the student’s progress in each of the following areas. In the box to the right, please indicate your evaluation according to the following rubric:

A  Consistently at or above the level expected of a student at this stage
S  Satisfactory for a student at this stage, with minor areas for improvement
NS Less than satisfactory in important areas (specified in narrative)

Research
Demonstrates appropriate knowledge, skills and attitudes to produce and disseminate scientific research and to make appropriate use of scientific methods and findings.

Communication and interpersonal skills
Demonstrates ability to communicate effectively, to interact appropriately, and to develop meaningful and helpful relationships.

Ethical and legal standards
Demonstrates appropriate ethical and legal knowledge, skills and attitudes.

Individual-cultural diversity
Demonstrates appropriate knowledge, skills and attitudes about cultural and individual Differences.

Reflective practice
Demonstrates appropriate knowledge, skills, and attitudes in reflecting on, critically evaluating, and improving one’s own professional performance.

Professional responsibility
Demonstrates dispositions and engages in behaviors that reflect the values and attitudes of the psychology profession, in all professional roles.

General comments and recommendations:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
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______________________________________________________________________________

Signed: ___________________________ Date: ____________
Please briefly describe the student’s progress in each of the following areas. In the box to the right, please indicate your evaluation according to the following rubric:

_ S _ Consistently at or above the level expected of a student at this stage, with minor areas for improvement
_ NS _ Less than satisfactory in important areas (specified in narrative)

Reflective practice
Demonstrates appropriate knowledge, skills, and attitudes in reflecting on, critically evaluating, and improving one’s own professional performance.

________________________________________________________________________
________________________________________________________________________

Communication and interpersonal skills
Demonstrates ability to communicate effectively, to interact appropriately, and to develop meaningful and helpful relationships in all professional roles.

________________________________________________________________________
________________________________________________________________________

Ethical and legal standards
Demonstrates appropriate ethical and legal knowledge, skills and attitudes in all professional roles

________________________________________________________________________
________________________________________________________________________

Individual-cultural diversity
Demonstrates appropriate knowledge, skills and attitudes about cultural and individual differences in all professional roles.

________________________________________________________________________
________________________________________________________________________

________________________________________________________________________
**Interdisciplinarity**

Demonstrates appropriate knowledge, skills and attitudes regarding interprofessional and interdisciplinary collaboration in relevant professional roles

---

**Assessment, diagnosis, and case conceptualization**

Demonstrates appropriate knowledge, skills and attitudes in the selection, administration and interpretation of assessments consistent with the best scientific research evidence and relevant expert guidance.

---

**Intervention and evaluation**

Demonstrates appropriate knowledge, skills and attitudes in the selection, implementation and evaluation of interventions that are based on the best scientific research evidence; respectful of clients’ values/preferences; and relevant expert guidance.

---

**Professional responsibility**

Demonstrates dispositions and engages in behaviors that reflect the values and attitudes of the psychology profession, in all professional roles.

---

**General comments and recommendations:**

---

Signed: ____________________________ Date: _____________
Please briefly describe the student’s progress in each of the following areas. In the box to the right, please indicate your evaluation according to the following rubric:

A Consistently at or above the level expected of a student at this stage
S Satisfactory for a student at this stage, with minor areas for improvement
NS Less than satisfactory in important areas (specified in narrative)

Training objectives & areas of focus (identified in previous progress report, when relevant, and in consultation with student) for this year:
_________________________________________________________________________________
_________________________________________________________________________________

Reflective practice
Demonstrates appropriate knowledge, skills, and attitudes in reflecting on, critically evaluating, and improving one’s own professional performance.

_________________________________________________________________________________
_________________________________________________________________________________

Communication and interpersonal skills
Demonstrates ability to communicate effectively, to interact appropriately, and to develop meaningful and helpful relationships in all professional roles.

_________________________________________________________________________________
_________________________________________________________________________________

Ethical and legal standards
Demonstrates appropriate ethical and legal knowledge, skills and attitudes in all professional roles

_________________________________________________________________________________
_________________________________________________________________________________

Individual-cultural diversity
Demonstrates appropriate knowledge, skills and attitudes about cultural and individual differences in all professional roles.

_________________________________________________________________________________
_________________________________________________________________________________
Interdisciplinarity
Demonstrates appropriate knowledge, skills and attitudes regarding interprofessional and interdisciplinary collaboration in relevant professional roles.

Assessment, diagnosis, and case conceptualization
Demonstrates appropriate knowledge, skills and attitudes in the selection, administration and interpretation of assessments consistent with the best scientific research evidence and relevant expert guidance.

Intervention and evaluation
Demonstrates appropriate knowledge, skills and attitudes in the selection, implementation and evaluation of interventions that are based on the best scientific research evidence; respectful of clients’ values/preferences; and relevant expert guidance.

Professional responsibility
Demonstrates dispositions and engages in behaviors that reflect the values and attitudes of the psychology profession, in all professional roles.

General comments and recommendations:

Signed: ___________________________ Date: ____________________
Please briefly describe the student’s progress in each of the following areas. In the box to the right, please indicate your evaluation according to the following rubric:

A  Consistently above the level expected of a student at this stage
S  Satisfactory for a student at this stage, with minor areas for improvement
NS Less than satisfactory in important areas (specified in narrative)

Teaching
Demonstrates appropriate knowledge, skills and attitudes regarding the instruction and oversight of students.

Communication and interpersonal skills
Demonstrates ability to communicate effectively, to interact appropriately, and to develop meaningful and helpful relationships.

Ethical and legal standards
Demonstrates appropriate ethical and legal knowledge, skills and attitudes.

Individual-cultural diversity
Demonstrates appropriate knowledge, skills and attitudes about cultural and individual Differences.

Reflective practice
Demonstrates appropriate knowledge, skills, and attitudes in reflecting on, critically evaluating, and improving one’s own professional performance.

Professional responsibility
Demonstrates dispositions and engages in behaviors that reflect the values and attitudes of the psychology profession, in all professional roles.

General comments and recommendations:

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Signed: ___________________________                         Date: ______________
ANNUAL PROGRESS REVIEW

STUDENT: ___________________________ DATE: ______________

YEAR IN TRAINING: _________________

The minimum supervisor rating required for meeting competency expectations is an S in all domains. Courses must be passed with a B- or above, or with a P if pass/fail. An overall 3.0 grade point average must be maintained. Only those items highlighted require completion for that year.

Foundational competencies

<table>
<thead>
<tr>
<th>Foundational competency</th>
<th>Coursework</th>
<th>Supervisor evaluation</th>
<th>Departmental Annual Evaluation</th>
</tr>
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<tbody>
<tr>
<td>a) Reflective practice</td>
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<tr>
<td>Coursework</td>
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<tr>
<td>Intro to Therapy</td>
<td></td>
<td>Clinic Supervisor’s</td>
<td>S Satisfactory for this stage</td>
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<tr>
<td>Intro to Assessment</td>
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<td>Field Practicum Supervisor’s</td>
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<tr>
<td>Clinical Formulation</td>
<td></td>
<td>Teaching Supervisor’s</td>
<td>NS Less than satisfactory</td>
</tr>
<tr>
<td>Advanced Clinical Theory &amp; Practice</td>
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<td>Research Supervisor’s</td>
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<td>Advanced Research</td>
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<tr>
<td>Clinical Practicum (6 cr. Total)</td>
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<tr>
<td>Comprehensive Exam: Clinical Position Paper</td>
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</table>

<table>
<thead>
<tr>
<th>b) Communication &amp; interpersonal skills</th>
<th>Coursework</th>
<th>Supervisor evaluation</th>
<th>Departmental Annual Evaluation</th>
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</thead>
<tbody>
<tr>
<td>Coursework</td>
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<tr>
<td>Intro to Therapy</td>
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<td>Clinic Supervisor’s</td>
<td>S Satisfactory for this stage</td>
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<tr>
<td>Intro to Assessment</td>
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<td>Field Practicum Supervisor’s</td>
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<tr>
<td>Clinical Formulation</td>
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<td>Teaching Supervisor’s</td>
<td>NS Less than satisfactory</td>
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<td>Intro. to Qual. Research</td>
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<td>Psychological Assessment Eval</td>
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<td>Research Supervisor’s</td>
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<tr>
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<tr>
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c) Ethical principles & legal standards | Coursework | Supervisor evaluation | Departmental Annual Evaluation |
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<tr>
<td>Ethics &amp; Standards</td>
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<td>Field Practicum Supervisor’s</td>
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<td>Intro to Therapy</td>
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<td>Clinic Director’s Professionalism</td>
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<td>Advanced Assessment</td>
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<td>Seminar in Consultation &amp; Supervision</td>
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<td>Clinical Practicum (6 cr. Total)</td>
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_______________________________________
d) Individual and cultural diversity

Coursework

- Psychology & Cultural Diversity
- Intro to Therapy
- Intro to Assessment
- Consultation & Supervision
- Clinical Practicum (6 cr. Total)

Supervisor evaluations

- Clinic Supervisor’s
- Field Practicum Supervisor’s
- Teaching Supervisor’s
- Research Supervisor’s

Departmental Annual Evaluation

- S Satisfactory for this stage
- NS Less than satisfactory

Comprehensive Exam: Clinical Position Paper

---

e) Consultation & interprofessional/interdisciplinary

Coursework

- Intro to Qual. Research
- Seminar in Consultation & Supervision
- Clinical Practicum (6 cr. Total)

Supervisor evaluations

- Clinic Supervisor’s
- Field Practicum Supervisor’s
- Teaching Supervisor’s
- Research Supervisor’s

Departmental Annual Evaluation

- S Satisfactory for this stage
- NS Less than satisfactory

---

f) Professionalism

Coursework

- Colloquium (1st yr)
- Colloquium (2nd yr)
- Clinical Practicum (6 cr. Total)

Supervisor evaluations

- Clinic Director’s Professionalism
- Clinic Supervisor’s
- Field Practicum Supervisor’s
- Teaching Supervisor’s
- Research Supervisor’s

Departmental Annual Evaluation

- S Satisfactory for this stage
- NS Less than satisfactory

---

g) Research and scholarship

Coursework

- Psych as a Human Science
- Intro to Qual. Research
- Phen. Human Development
- History & Systems of Psych
- Social Psychology
- Physiological Psychology
- Advanced Research
- Research Practica (3 credits)
- Philosophical Psychology (or PHIL course)
- Experimental and Statistical Research Methods
- Emotion, Cognition, and Motivation
- Minicourse/Distinguished Speaker (2 required)
- Conference Presentation or Scholarly Publication (1 required)

Supervisor evaluations

- Research Supervisor’s

Departmental Annual Evaluation

- S Satisfactory for this stage
- NS Less than satisfactory

Dissertation Proposal Approved by Director and Committee
Dissertation Approved by Director and Committee
### Functional competencies

#### h) Assessment, diagnosis & case conceptualization

**Coursework**  
- Advanced Assessment  
- Clinical Formulation  
- Approaches to Psychopathology  
- Physiological Psychology

**Supervisor evaluations**  
- Clinic Supervisor’s  
- Psychological Assessment Eval  
- Field Practicum Supervisor’s

**Departmental Annual Evaluation**  
- S Satisfactory for this stage  
- NS Less than satisfactory

Number of integrated assessments completed:  
(benchmark/MLA = 10 Integrated Assessment Reports completed by end of 4th year)

#### i) Intervention

**Coursework**  
- Intro to Therapy  
- Clinical Formulation  
- Advanced Clinical Theory & Practice

**Supervisor evaluation**  
- Clinical supervisor’s  
- Field Practicum Supervisor’s

**Departmental Annual Evaluation**  
- S Satisfactory for this stage  
- NS Less than satisfactory

Minimum number of client contact hours completed:  
Guidelines for Clinic Hours: 1st year = 20hrs; 2nd year = 232 (20+32+180); 3rd year = 460 (232 + 48 + 180); 4th year = 688/700 hours (460 + 48 + 180) An additional 100 hours, on average, can be expected from one year of external practicum.

#### j) Supervision

**Coursework**  
- Seminar in Consultation

**Departmental Annual Evaluation**  
- S Satisfactory for this stage  
- NS Less than satisfactory

#### k) Teaching

**Coursework**  
- Supervised Teaching of Psychology I  
- Supervised Teaching of Psychology II

**Supervisor evaluation**  
- Teaching Supervisor’s

**Departmental Annual Evaluation**  
- S Satisfactory for this stage  
- NS Less than satisfactory

**Recommendations (including remediation plan, if necessary)**
Student response (not required)

____________________________________________
Chair, Department of Psychology

Student signature

______________________________
Director of Clinical Training

______________________________
Chair, Department of Psychology
DUQUESNE UNIVERSITY PSYCHOLOGY COMPETENCY BENCHMARKS

This document describes the core foundational and functional competencies for professional psychology that Duquesne University’s doctoral students in clinical psychology will develop during their training. These include profession wide and program specific competencies. The essential components of each competency are described along with examples of behavioral anchors which demonstrate attainment of the competencies at two developmental levels: readiness for practicum (developed during years 1 & 2) and readiness for internship (developed during years 3 & 4). Students are annually evaluated against these benchmarks by the clinical committee which makes use of multiple sources of supervisor evaluations. These summative evaluations are documented on the Annual Progress Review forms, which articulate the minimal expected supervisor rating for each competency, and which are shared annually with each student by the Director of Clinical Training. Students meeting the criteria for competence will progress to the next level, whereas those who do not, will participate in a remediation plan.

Foundational Competencies:

**a) Reflective Practice:** Demonstrates appropriate knowledge, skills, and attitudes in reflecting on, critically evaluating, and improving one’s own professional performance. Essential components: 1) Self-reflection; 2) Self-care; 3) Reflective participation in supervision

<table>
<thead>
<tr>
<th>READINESS FOR PRACTICUM</th>
<th>READINESS FOR INTERNSHIP</th>
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<tbody>
<tr>
<td>Displays basic self-awareness and self-reflection; Demonstrates knowledge of core competencies; Open participation in supervision; Understands the importance of self-care in effective practice</td>
<td>Displays broadened self-awareness; Consistently utilizes self-reflection to improve clinical practice and competencies; Uses multiple resources, including supervision, to enhance reflexivity; Uses self as therapeutic tool; Works to recognize limit of one’s knowledge, skills, and attitudes; Appropriately discusses issues of self-care in supervision when relevant; Knows when to seek supervision</td>
</tr>
<tr>
<td>Examples: Acknowledges errors and accepts feedback</td>
<td>Examples:</td>
</tr>
<tr>
<td>Reflects on impact of self on others; reflects on the role of one’s own perceptions in shaping interactions</td>
<td>Demonstrates critical reflexivity regarding one’s own assumptions and activities as a psychologist</td>
</tr>
<tr>
<td>Identifies and reflects on one’s attitudes, values, and beliefs toward diverse others</td>
<td>Describes how others may experience him/her</td>
</tr>
<tr>
<td>Tolerates ambiguity and a “not knowing” stance</td>
<td>Self-identifies areas of growth</td>
</tr>
<tr>
<td></td>
<td>Self-assessment becomes increasingly congruent with assessment by supervisor &amp; others</td>
</tr>
</tbody>
</table>

**b) Communication & Interpersonal Skills:** Relate effectively and meaningfully with a wide range of individuals, groups, and/or communities. Essential components: 1) Interpersonal, 2) Affective, and 3) Expressive Skills (oral, non-verbal, and written).

<table>
<thead>
<tr>
<th>READINESS FOR PRACTICUM</th>
<th>READINESS FOR INTERNSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displays effective interpersonal, affective, and expressive skills</td>
<td>Maintains positive relationships with clients, peers/colleagues, supervisors and professionals</td>
</tr>
<tr>
<td>Examples:</td>
<td>Examples:</td>
</tr>
<tr>
<td>Listens empathically; Respects and shows interest in others' cultures, experiences, values, points of view</td>
<td>Effectively involved in departmental, institutional, or professional activities</td>
</tr>
<tr>
<td>Works cooperatively and collaboratively with peers; shows interpersonal flexibility; develops effective relationships</td>
<td>Demonstrates respectful and collegial interactions with those who have different professional models or perspectives</td>
</tr>
<tr>
<td>Tolerates interpersonal conflict; Affect does not overwhelm judgment</td>
<td>Effectively negotiates conflictual, difficult and complex relationships including those with individuals and groups that differ significantly from oneself</td>
</tr>
<tr>
<td>Communicates (verbally, non-verbally, and in writing) effectively; in ways that are informed and well-integrated</td>
<td>Develops strong alliances with clients</td>
</tr>
<tr>
<td></td>
<td>Communicates in ways that demonstrate thorough grasp of professional concepts</td>
</tr>
</tbody>
</table>
c) Ethical Principles and Legal Standards: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations. Essential components: 1) Knowledge of current and relevant ethical, legal, and professional standards and guidelines; 2) Awareness and application of ethical decision making; 3) Ethical Conduct

<table>
<thead>
<tr>
<th>READINESS FOR PRACTICUM</th>
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<td>Demonstrates basic knowledge of the principles of the current APA Ethical Principles and Code of Conduct; Demonstrates beginning level knowledge of legal and regulatory issues, laws, regulations, policies, etc. in the practice of psychology that apply to practice in the training setting; Demonstrates knowledge of ethical decision-making processes; Displays ethical attitudes and values</td>
<td>Demonstrates intermediate level knowledge and understanding of the current APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, and regulations, particularly as they apply to diverse practice settings; Demonstrates knowledge and application of an ethical decision-making model; Integrates own moral principles/ethical values in professional conduct</td>
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<td>Examples:</td>
<td>Examples:</td>
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<tr>
<td>• Demonstrates beginning knowledge of basic ethical &amp; legal issues, including child &amp; elder abuse reporting, confidentiality, informed consent, multiple relationships, competence</td>
<td>• Demonstrates intermediate knowledge of typical ethical &amp; legal issues, including child &amp; elder abuse reporting, confidentiality, informed consent, etc.</td>
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<tr>
<td>• Consult with supervisor to act effectively re ethical and legal aspects of practice</td>
<td>• Engages in ethical decision-making model when discussing cases in supervision</td>
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<tr>
<td>• Identifies key documents/policies that guide the practice of psychology (e.g., current APA Ethical Principles and Code of Conduct)</td>
<td>• Consults with supervisor to act effectively re ethical and legal aspects of practice</td>
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<tr>
<td>• Emerging ability to articulate how one’s moral principles and ethical values impact one’s adherence to and negotiation of professional ethical issues</td>
<td>• Addresses ethical and legal aspects when case conceptualizing and treatment planning</td>
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<td>• Shows professional integrity; conducts self in an ethical manner; shows interest in the ethical</td>
<td>• Discusses ethical implications of professional work</td>
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<tr>
<td>d) Individual and Cultural Diversity: Awareness, knowledge, sensitivity and skills in working professionally with diverse individuals, groups and communities. Essential components: 1) Applied understanding of self and others as cultural; 2) Applied understanding of interpersonal interactions in all aspects of professional psychology as culturally embedded; 3) Knowledge base and effective articulation and application of an approach toward diversity.</td>
<td>Applies knowledge and deepening understanding of self and others as cultural beings in assessment, treatment, research, and other professional contexts; Applies knowledge and deepening understanding of the role of culture in professional interactions; Demonstrates knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to individual and cultural diversity in all aspects of professional psychology; Demonstrates knowledge base; articulates and applies effective frameworks</td>
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<td>READINESS FOR PRACTICUM</td>
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<td>Demonstrates basic knowledge and awareness of one’s own dimensions of diversity and how those impact one’s interactions; Demonstrates basic knowledge and awareness of others as cultural beings; Demonstrates basic understanding of interactions and disciplines (e.g. collegial, therapeutic, assessment, diagnostic, research, professional psychology) as culturally embedded and contextual; Develops effective approach toward diversity</td>
<td>Examples:</td>
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<td>Examples:</td>
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<tr>
<td>• Articulates dimensions of diversity (e.g., race, gender, sexual orientation); one’s own and others</td>
<td>• Uses knowledge of self and role of culture to assess and improve effectiveness as a professional</td>
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<td>• Articulates how ethnic, racial, etc. group values influence who one is and how one relates to other people</td>
<td>• Initiates discussion about diversity issues in supervision</td>
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<td>• Articulates beginning understanding of the way culture and context are a consideration in working with clients</td>
<td>• Consults and uses, with critical thinking, culturally relevant best practices</td>
</tr>
<tr>
<td>• Demonstrates basic knowledge of current theoretical and empirical knowledge base as it relates to addressing diversity in professional activities</td>
<td>• Articulates and uses culturally appropriate skills, techniques and behaviors</td>
</tr>
<tr>
<td>• Willingness to work with others not previously encountered</td>
<td>• Demonstrates understanding that others may have multiple cultural identities</td>
</tr>
<tr>
<td>• Demonstrates knowledge of theoretical and empirical literatures on individual and cultural differences and engages in interactions that reflect this knowledge</td>
<td>• Demonstrates awareness of effects of oppression and privilege on self and others</td>
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</table>
e) **Consultation and Interprofessional/Interdisciplinary Skills:** Knowledge of key issues and concepts in related disciplines and the ability to interact respectfully and effectively with professionals in multiple disciplines. Essential components: 1) Knowledge of the shared and distinctive roles, perspectives, and contributions of other professions; 2) Respectful and productive relationships with individuals from other professions; 3) Participation in interdisciplinary context toward enhancing outcomes with applied knowledge of consultation models and practices.

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| Gains exposure to viewpoints, roles, and contributions of other professions/professionals; Demonstrates awareness of the benefits of forming collaborative relationships with other professionals; Engages respectfully and interestingly with individuals from other disciplines. Examples:  
  - With supervisory guidance, makes appropriate referrals to the Clinic psychiatrist  
  - Attends department psychology colloquium (required first 2 years)  
  - Demonstrates willingness to listen respectfully to and with interest to learn from and collaborate with others, e.g. at Colloquium  
  - Articulates advantages of working collaboratively with other disciplines  
  - Demonstrates understanding of the scope and limitations of psychology’s applications | Demonstrates knowledge of the viewpoints and contributions of other professions/professionals; Demonstrates basic knowledge of common and distinctive roles of other professionals; Demonstrates awareness of multiple and differing worldviews, professional standards, and contributions across contexts and systems; Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration toward enhancing outcomes; Demonstrates and applies knowledge of consultation models and practices. Examples:  
  - Articulates the roles and perspectives of other professions in client care  
  - Articulates examples of the benefits of delivering collaborative care  
  - Reports observations of commonality and differences among professional roles, values, and standards  
  - Demonstrates respect for contributions from related professions  
  - Demonstrates knowledge of consultation models/practices and applies this knowledge effectively in consultation with allied professionals, interprofessional groups, individuals/families, and in peer consultation |

f) **Professionalism:** Values, attitudes, and behaviors that reflect the values and attitudes of professional psychology. Essential components: 1) Integrity and comportment; 2) Accountability; 3) Professional identity, including commitment to lifelong learning and concern for welfare of others.

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| Demonstrates honesty, integrity, and personal responsibility; Shows awareness of the importance of adherence to professional values; Understands how to conduct oneself in a professional manner; Reliable and accountable to Clinic policies and procedures; Demonstrates beginning understanding of self as professional, including showing awareness of the need to uphold and protect the welfare of others. Examples:  
  - Takes responsibility for own actions  
  - Demonstrates basic knowledge and practice of maintaining client privacy and confidentiality  
  - Utilizes appropriate language and demeanor in professional interactions  
  - Demonstrates punctual attendance at professional obligations, timely completion of record keeping, and compliance with Clinic policies and procedures | Demonstrates honesty, integrity, and personal responsibility; Adherence to professional values infuses work as psychologist-in-training; Recognizes situations that challenge adherence to professional values; Communication and comportment is professionally appropriate, across different settings; Reliable and accountable to policies and procedures across different practica settings; Displays emerging professional identity as psychologist and uses resources for professional development; Acts to understand and safeguard the welfare of others Examples:  
  - Demonstrates ability to reflect on lapses in adherence to professional values with supervisors/faculty as appropriate  
  - Demonstrates awareness of the impact behavior has on client, public and profession  
  - Comports oneself in professional manner across diverse settings  
  - Consistently demonstrates punctual attendance at professional obligations, timely completion of record keeping, and compliance with practica/practice settings policies and procedures with appreciation of these as facets of professional identity  
  - Consistently maintain client confidentiality with recognition of importance to profession  
  - Demonstrates an appreciation for the value of life-long learning |
**g) Research and scholarship.** Demonstration of the integration of science and practice. Knowledge and practice of psychology as a human science, with particular emphasis on philosophical foundations, epistemologies of research, and qualitative methodology. Understanding of psychology’s scientific assumptions and procedures. Understanding of the breadth of scientific psychology, including biological bases of behavior, cognitive-affective bases of behavior, development across the lifespan and individual differences. Essential components: 1) Scientific mindedness and critical thinking; 2) Scientific and Philosophical Foundations of Psychology; 3) Research Methodologies and Applications; 4) Scholarship and construction of knowledge.

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| Displays critical scientific thinking; Demonstrates knowledge of psychology as a human science, including its philosophical foundations; Demonstrates basic knowledge of psychology’s scientific assumptions and procedures; Demonstrates basic knowledge of quantitative and qualitative methodologies. Examples:  
  - Questions assumptions of knowledge  
  - Critically evaluates study methodology and procedures, and the scientific basis of findings  
  - Critically evaluates scholarly and scientific literature on a given topic as needed to enhance practice  
  - Cites scholarly, philosophical, and scientific literature to support an argument when appropriate  
  - Formulates research and other scholarly activities  
  - Participates in faculty research projects, including in the development of literature review, data collection and analysis | Displays critical thinking that draws on knowledge of philosophical and scientific foundations; Demonstrates knowledge of psychology as a human science, including knowledge of qualitative methodologies; Demonstrates knowledge of the breadth of scientific psychology, including core areas of study; Demonstrates ability to generate research that contributes to professional knowledge. Examples:  
  - Demonstrates understanding of core scientific conceptualizations of human behavior and of intersections among core areas of psychological science  
  - Demonstrates knowledge of the breadth of scientific psychology  
  - Implements appropriate methodology to address research questions, setting and/or community, e.g. in own dissertation  
  - Demonstrates applied understanding of research methods and techniques of data analysis, e.g. in own dissertation  
  - Demonstrates research and scholarly activity: 1 conference presentation or published paper prior to graduation  
  - Participation in research teams conducting research  
  - Meets deadlines for dissertation preparation  
  - Demonstrates ability to generate research that contributes to the professional knowledge base  
  - Demonstrates understanding that psychologists evaluate the effectiveness, with attention to the socio-cultural and historical contexts, of their professional activities |
Functional Competencies:

**h) Assessment, Diagnosis, and Case Conceptualization.** Assessment and diagnosis of problems, capabilities/strengths and issues associated with individuals & groups. Essential components: 1) Measurement and Psychometrics; 2) Application of Methods; 3) Psychopathology and Diagnosis; 4) Interpretation; 5) Communication of Findings

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<td>Demonstrates basic knowledge of the scientific, theoretical, and contextual bases of test construction and interviewing; Demonstrates basic knowledge of test administration, scoring, and interpreting; Demonstrates basic knowledge regarding the range of normal and abnormal behavior in context (family, social/societal, development, cultural) Examples:</td>
<td>Conducts assessment with attention to issues of reliability and validity and the science of measurement and psychometrics, the referral question(s), and in ways that are responsive to and respectful of diverse individuals, couples, families; Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity and other contextual variables Examples:</td>
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<tr>
<td>• Demonstrates awareness of the benefits and limitations of standardized testing</td>
<td>• Identifies appropriate assessment measures for cases seen at the Clinic, practica, and other sites</td>
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<td>• Demonstrates knowledge of the construct(s) being assessed and understanding of basic psychometric constructs</td>
<td>• Demonstrates ability to integrate cognitive and personality tests in comprehensive assessments</td>
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<td>• Demonstrates knowledge of interviewing methods, mini-mental status exam</td>
<td>• Demonstrates basic understanding of the clinical indicators that suggest organic disorders masquerading as psychological disorders</td>
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<td>• Consults with Clinic director and/or supervisor regarding selection of assessment measures</td>
<td>• Demonstrates intermediate level ability to accurately select, administer, score and interpret assessment tools with client populations</td>
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<tr>
<td>• Demonstrates accurate administration and scoring of tests</td>
<td>• Utilizes collaborative discussion and client input to inform test interpretations</td>
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<tr>
<td>• Demonstrates ability to interpret test data in helpful ways</td>
<td>• Reports include discussion of strengths and limitations of assessment tools and data, and client input as appropriate</td>
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<tr>
<td>• Writes assessment reports and progress updates in everyday language</td>
<td>• Considers diagnosis as one piece of data for psychotherapy planning and in a framework that recognizes the impact of context, diversity and stages of development.</td>
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<td>• Demonstrates basic knowledge of DSM and how to arrive at diagnoses through use of multiple sources of data</td>
<td>• Writes reports that thematically integrate test results with life world examples</td>
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i) **Intervention:** Planning and implementing evidence-based interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations. Essential components: 1) Intervention planning and implementation; 2) Skills; 3) Progress evaluation.

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<td>Displays basic understanding of the relationship between assessment and intervention; Displays basic helping skills; Demonstrates basic knowledge of evidence-based intervention strategies; Demonstrates basic knowledge of evaluation of intervention progress and outcome</td>
<td>Case conceptualizations and intervention plans are specific to context and are grounded in a theoretical position, evidence-base, assessment findings and client lived experience; Displays skills and decision making with a wide variety of clients; Implements evidence based interventions with flexibility to adapt where appropriate; Evaluates treatment progress and modifies treatment planning as indicated</td>
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<tr>
<td>Examples:</td>
<td>Examples:</td>
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<tr>
<td>• Articulates a basic understanding of how intervention choices are informed by assessment (e.g., clinical intake, testing)</td>
<td>• Articulates a clinical position and identifies interventions to implement change</td>
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<tr>
<td>• Develops intervention plans based on evidence, theory, and client/context characteristics</td>
<td>• Develops strong therapeutic relationships and effectively implements a range of intervention strategies with a wide variety clients and appropriate to practice setting</td>
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<td>• Demonstrates foundational helping skills, such as empathic listening and effectively uses non-verbal communication to convey interest and concern</td>
<td>• Demonstrates understanding of EBPP as the integration of research evidence with clinical expertise in the context of patient characteristics, culture, and preferences</td>
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<td>• Establishes and maintains effective relationships with recipients of service</td>
<td>• Uses good judgment about unexpected issues, such as crises, and utilizes supervision appropriately</td>
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<td>• Demonstrates working knowledge of the evidential support for the non-specific factors in effective psychotherapy</td>
<td>• Critically evaluates the effectiveness of treatment and client progress and adjust accordingly</td>
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<td>• Is able to articulate awareness of theoretical bases of intervention</td>
<td>• Demonstrates ability to terminate treatment successfully</td>
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<tr>
<td>• Is able to articulate awareness of the concept of evidence-based practice</td>
<td>• Demonstrate critical thinking about the complex issues surrounding the significance of evidence based practice, including issues about what constitutes best evidence</td>
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<td>• Writes psychotherapy plan updates that evaluate client progress with an awareness of various methods by which to gauge progress</td>
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j) **Supervision:** Mentoring, monitoring, and evaluating trainees and others in the development of clinical and professional skills and competency in professional psychology. Essential components: 1) Knowledge; 2) Skills; 3) Expectations and roles; 4) Supervisory processes, procedures, and practices

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<td>No expectation at this level beyond participation as supervisee</td>
<td>Demonstrates basic knowledge of supervision models and practices; Understands the ethical, legal, and contextual issues related to the role of supervisor; Provides helpful supervisory input in peer and group supervision while taking leadership role</td>
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<td>Examples:</td>
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<td></td>
<td>Successfully completes coursework on supervision, demonstrating knowledge of the supervision literature</td>
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<td></td>
<td>Articulates components of effective supervision such as the working alliance</td>
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<td>Identifies core skills with which to provide constructive feedback to peers</td>
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<td></td>
<td>Demonstrates formation of supervisory relationship integrating theory and skills</td>
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<td></td>
<td>Articulates an awareness of the importance of taking developmental level of supervisees into account</td>
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<td>Demonstrates understanding of the role of evaluation in supervision</td>
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**Program Specific Competency:**

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<th>k) Teaching: Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in psychology. Essential components: 1) Knowledge and skills re instructional design; 2) Knowledge and skills re instructional delivery; 3) Attitudes toward student learning</th>
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<tr>
<td>Gains exposure to and observation of various teaching methods; Demonstrates knowledge of diverse teaching methods</td>
<td>Demonstrates awareness of theories of learning and how they impact teaching; Demonstrates effective application of teaching methods; Demonstrates an awareness of the importance of accommodating developmental differences in students; Demonstrates effective instructional design; Demonstrates effective instructional delivery; Shows positive attitudes toward student learning</td>
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| Examples:  
- Serves as teaching assistant (1st year)  
- Observes differences in teaching styles  
- Demonstrates a basic understanding of the need for diverse methods for diverse learning styles  
- Serves as instructor for introductory undergraduate course (2nd year)  
- Demonstrates responsibility for syllabi planning and implementation  
- Organizes and presents information related to a topic | Examples:  
- Demonstrates clear and effective communication skills as instructor  
- Demonstrates responsibility for syllabi planning and implementation  
- Is able to articulate awareness of body of knowledge to inform teaching and learning |
APPENDIX D

Dissertation Process Template
DISSERTATION PROCESS

✓ Proposal
✓ IRB Submission
✓ First Draft of Dissertation
✓ Progress Report
✓ Corrections
✓ Electronic Submission- [http://guides.library.duq.edu/etd](http://guides.library.duq.edu/etd)
✓ Defense
✓ Celebrate

PROPOSAL

✓ Explore research topics
✓ Set a preliminary timeline
✓ Select Director and confer on selecting a committee (2 readers)
✓ Contact the Department office and inform them of your “committee”
✓ Develop a literature review and anticipated contributions of the dissertation
✓ Develop the method section
✓ Body of the proposal—not more than 35-40 pages
✓ Submit draft of proposal to the Director
✓ Student is informed of any changes or corrections
✓ Student distributes the proposal to readers
✓ Proposal meeting is scheduled allowing two weeks for readers to review the proposal
✓ Submit a letter to the committee and to the Department Chair itemizing the changes that were agreed upon by the committee at the proposal meeting
✓ Distribute copies (check with committee, they may want an electronic version) of the revised proposal to the committee
✓ Submit a signature page following the formatting guide for dissertation signature pages at [http://guides.library.duq.edu/etd/documentformatting](http://guides.library.duq.edu/etd/documentformatting). The signed signature page along with the approved proposal should be submitted to the Department office.
✓ Send electronic copy of the proposal handout to the Administrative Assistant for distribution to the faculty
✓ Complete IRB proposal step if human subjects are involved (see manual for more info)

*If human subjects are involved, [IRB](http://guides.library.duq.edu/etd) must approve before proceeding*
Dissertation

✓ Begin data collection
✓ Analysis of data/results section
✓ Revise literature review and expand method sections
✓ Discussion section (discussing finds in light of literature review)
✓ Final section—limitations of research, summarize dissertation’s contributions, suggestions for future research
✓ Director’s final approval
✓ Copies of approved dissertation given to readers (allow one month to read)*
✓ Check with library regarding electronic submission: http://guides.library.duq.edu/etd
✓ Schedule Progress Report*
✓ Student and Director prepare a letter outlining changes agreed upon during the progress meeting—distribute this letter to Chair and Readers
✓ Make changes and submit to Director for approval
✓ Distribute bound copies to all readers (Check with your committee members, they may want an electronic copy rather than a hard copy)
✓ Deliver bound copy to the Department office (at least 2 weeks prior to the defense date)
✓ Send electronic copy of dissertation handout to the Department Administrative Assistant for distribution to faculty
✓ Schedule the Defense...after committee agrees on a defense date call Department Office ask them to reserve a space for the Defense
✓ DEFEND!
✓ Obtain signatures of all committee members on the Signature Pages (2 original copies are required) and submit them to the Department office for Chair and Dean’s signature
✓ Submit Electronically to the Library http://guides.library.duq.edu/etd
✓ Notify IRB of the completion of your study

*Prior to the semester in which you plan on defending, contact the Department Office and ask for the deadline dates pertaining to the semester in which you wish to graduate.
APPENDIX E

Course Descriptions
GRADUATE COURSE DESCRIPTIONS

PSYC 510 SUPERVISED TEACHING OF PSYCHOLOGY I 1 Credit
This course will assist you with the technical aspects of teaching undergraduate-level courses including, but not limited to, designing a syllabus and structuring class meetings. We will also discuss common issues in undergraduate teaching, and the course will serve as a forum to share your successes and challenges.

PSYC 513 INTRODUCTION TO QUALITATIVE AND INTERPRETIVE RESEARCH 3 Credits
This course provides a comprehensive introduction to the epistemologies underlying qualitative and interpretive research methodologies in Psychology. It also provides practical examples of methods pertinent and appropriate to such epistemologies and philosophical foundations.

PSYC 526 PHENOMENOLOGY OF HUMAN DEVELOPMENT 3 Credits
An approach to developmental psychology that incorporates existential-phenomenological thought as well as traditional theories of development.

PSYC 535 HISTORY OF PSYCHOLOGY 3 Credits
An overview of the major themes, thinkers and controversies in the history of psychology from Descartes to the present. Topics covered include (but are not limited to) Descartes mind/body dualism and theory of the passions; Locke and behaviorism; Leibniz, Kant and the "cognitive unconscious"; mechanism, vitalism and the history of experimental psychophysics; Wundt, introspectionism and the rise of experimentalism; phrenology and brain science; hypnosis and psychotherapy; social psychology (Le Bon, Asch and beyond); Darwin, evolution and the emotions; Galton and eugenics; psychometrics and intelligence testing.

PSYC 537 INTRO TO PSYCHOLOGY AS A HUMAN SCIENCE 3 Credits
An introduction to the philosophical and conceptual underpinnings of human science psychology and its relevance to clinical practice. Topics include research and reflect on the similarities and differences between various perspectives within the tradition, including phenomenology, existentialism, hermeneutics, humanistic psychology, psychoanalysis and depth psychology, critical theory, feminism.

PSYC 543 APPROACHES TO PSYCHOPATHOLOGY 3 Credits
This course is an advanced introduction to the broad field of psychopathology. Following the general structure of the DSM classifications, students can expect to learn the core clinical features of the categories of psychopathology, as well as central theoretical and empirical issues. In addition, in order to deepen the student's understanding, we discuss numerous readings from the human sciences, including psychodynamics and phenomenology.

**PSYC 545 INTRODUCTION TO PSYCHOTHERAPY**

3 Credits

A theoretical and practical introduction to psychotherapy stressing the meaning and structure of being therapeutically present and the fundamental dynamics of the therapeutic process. Grounded in existential phenomenology, the course draws extensively from psychoanalytic and interpersonal sources. Pre-requisite to PSYC 650/PSYC 651.

**PSYC 551 SOCIAL PSYCHOLOGY**

3 Credits

The course covers traditional topics like conformity, obedience, groupthink, minority influence, by-stander apathy, cognitive dissonance, prejudice, racism, aggression, pro-social behavior, emotions and interpersonal perception in historical and cultural perspective, from both natural science and a human science perspective.

**PSYC 560 PHYSIOLOGICAL PSYCHOLOGY**

3 Credits

The basic theories and findings of physiological psychology. Topics include neuroanatomy, neural structure, the electro-physiology of neural activity, states of consciousness, motivation, emotion, cognition, language, psychopathology, and drug effects.

**PSYC 566 PSYCHOANALYTIC THEORY AND PRACTICE**

3 Credits

An exploration of the theory and practice of psychoanalytic psychotherapy. The course focus varies from a detailed exploration of Freud's early work on hysteria, hypnosis, and suggestion, as well as his writings on dream interpretation, sexual difference, repetition, transference, and group psychology, to a more general introduction to the contemporary field as a whole, focusing on object relations theory.

**PSYC 571 INTRODUCTION TO PSYCHOLOGICAL ASSESSMENT**

3 Credits

The two foci of this course are (1) the philosophy and practice of individualized collaborative psychological assessment - gaining access to a person's life world through collaborative exploration of his or her performance across selected tests; and (2) gaining initial familiarity with a range of tests and techniques: PAI, NEO, WAIS, WISC, TAT, drawings, and sentence completion tools. Students both take and administer these materials, conduct
assessments with volunteers, complete a clinical assessment in the field, and write assessment reports.

**PSYC 575 COGNITIVE AND BEHAVIORAL PSYCHOTHERAPIES**  
3 Credits

This course provides an overview of cognitive and behavioral therapies in terms of both theoretical conceptualization and practical application. Of particular focus is the various theoretical stances from which these therapies can be undertaken, and their existential, interpersonal implications for both the therapist and the client.

**PSYC 610 SUPERVISED TEACHING OF PSYCHOLOGY II**  
1 Credit

This course will serve our experienced teachers who may be ready to try out new teaching techniques, struggling with burnout, and/or considering the role of teaching their future careers. We will also focus on mentorship of first-time teachers.

**PSYC 612 ADVANCED QUALITATIVE RESEARCH SEMINAR**  
3 Credits

Building on PSYC 513, this course emphasizes methodological and procedural matters in qualitative and interpretive research, while continuing to hold philosophical and epistemological assumptions in view. Students will be expected to develop their own research projects, and devise methods and procedures appropriate to the projects.

**PSYC 617 RESEARCH PRACTICUM**  
1 credit

Guided by a faculty mentor, the student will actively participate in a circumscribed research project. The emphasis is on practical and applied aspects of research.

**PSYC 620 PHILOSOPHICAL PSYCHOLOGY**  
3 Credits

The goal of this course is to explore areas of convergence between philosophy and psychology and to elucidate the ontological assumptions underlying psychological theories. Using primary sources, the seminar discusses the importance of a particular philosopher, or a philosophical theme that is of relevance to psychology. Texts from Kierkaagard, Nietzsche, Marx, Husserl, Heidegger, DeBeauvoir, Levinas, Merleau-Ponty, Sartre, Derrida, Foucault, Irigaray, Kristeva, and others can be used, as well as a cross section of primary texts from different authors. (Repeatable).

**PSYC 623 ETHICS AND STANDARDS IN PSYCHOLOGY**  
3 Credits

A case study approach to the application of psychology's ethical guidelines and code of conduct. The emphasis on the integration of the student's social philosophy with professional ethics. The history, structure, and functions of professional organizations, as well as contemporary issues professional psychology are reviewed.
PSYC 624 EXPERIMENTAL AND STATISTICAL RESEARCH METHODS 3 Credits

A review of experimental and statistical research methods, including analysis of variance, multivariate statistics, and meta-analysis. Emphasis is placed on understanding the assumptions that underlie each method, and critically evaluating published research in which these methods are employed.

PSYC 637 EMOTION, COGNITION, & MOTIVATION 3 Credits

This course compares different approaches to the study of cognition, motivation and/or emotion, beginning with a comparison of the philosophic orientations of rationalism and irrationalism. The implications for research and clinical practice that follow from different theoretical and philosophical stances are then explored in detail.

PSYC 640 CLINICAL FORMULATION 3 Credits

Weekly seminars and case consultations are used to further develop the trainees' skills in psycho-therapy and clinical interviewing. Levels of therapeutic listening, the therapeutic relationship, and diagnosis will be further explored.

PSYC 650 CLINICAL PRACTICUM 1 Credits

Supervised clinical experience in Duquesne University's Psychology Clinic PSYC 545 Intro to Psychotherapy is a pre-requisite for this course.

PSYC 652 PSYCHOLOGY COLLOQUIUM 0 Credits

The Colloquium is a forum for addressing specific issues that may not be covered in courses or practica but which nonetheless make a significant contribution to one's clinical skills, knowledge base, and professional identity.

PSYC 663 ADVANCED CLINICAL THEORY AND PRACTICE 3 Credits

Seminars and case consultations with small groups of clinical trainees concerning their actual work with clients. The consultations may be organized around specific themes or specific modes of therapeutic praxis but the course usually draws extensively from both the psychodynamic and existential traditions. PSYC 640 is a pre-requisition.

PSYC 665 SEMINAR IN CONSULTATIONS AND SUPERVISION 3 Credits

This course, which includes didactic and experiential components, will familiarize students with the fundamental issues in the theory and practice of clinical supervision, including models, the supervisory relationship, skills and techniques, evaluation, and legal and ethical issues.
PSYC 671 ADVANCED ASSESSMENT 3 Credits

Introduction to administration and scoring of the Rorschach (Exner's Comprehensive system) as well as continuation of PSYC 571, integrating the Rorschach with other tests and techniques in order to consider the client's prognostic issues and to develop tailored interventions.

PSYC 673 SPECIAL TOPICS IN CLINICAL PRACTICE 3 Credits

Seminars on particular clinical issues, problem area, or field of literature. When offered in summer session this course is based on group supervision of clinical cases. (Repeatable).

PSYC 674 PSYCHOLOGY AND CULTURAL DIVERSITY 3 Credits

This course considers issues of cultural, ethnic, religious and gender differences in psychology. Those differences are investigated in a variety of psychological areas, such as personal development, social relations and clinical applications.

PSYC 675 ECOPSYCHOLOGY 3 Credits

This course explores the interdependence of human well-being – biological, psychological, socio-cultural, and spiritual – and the well-being of rest of nature. And so too our lack of well-being. We consider how our current eco(psycholog)ical peril calls for a real transformation in consciousness, culture, and relationship, key areas of psychology’s expertise. And we address the relevance of ecopsychology for clinical practice, socially engaged research and action, and contemplative spirituality. The course involves textual study, lecture, conversation, and experiential activities. Open to graduate students in all disciplines. No prerequisites required.

PSYC 691 READINGS IN PSYCHOLOGY 3 Credits

Intensive, supervised study of a particular topic in psychology not covered in one of the other courses. Permission of the chair required.

PSYC 701 DISSERTATION - Ph.D. 1-6 Credits

The student's completed doctoral dissertation.