Combined Doctoral Program in Counseling and School Psychology

Program Handbook

2024-2025

"Transforming Hearts and Minds to Serve the World"

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I. INTRODUCTION

The policies, procedures and practices of the Doctoral Program (PsyD) in Counseling and School Psychology at Rivier University are guided by the policies of the River University Academic Catalog. This *Handbook* addresses policies, procedures, and practices specific to this Program. These may change with the refinement and evolution of the Program. Students will be notified of any changes and/or additions to the *Handbook* on an ongoing basis. The most current version is always available on the Program website and the Program Canvas page.

The purpose of this *Handbook* is fourfold: (1) to identify the specific policies, practices and procedures for the students, faculty, administrators and staff associated with the Program; (2) to outline the steps of doctoral study for all individuals associated with the Program; (3) to create a common text to which students, staff, faculty, and administrators may refer when seeking specific guidance on the process and expectations associated with doctoral study; and (4) to provide the forms and timelines associated with, and necessary for, completion of doctoral study.

The *Handbook* is organized according to the processes and phases of doctoral study. Each phase is addressed in terms of: (1) the University and Program policies relevant to steps in the process; (2) the role, relationship, and tasks associated with each step of the process; and (3) the relevant forms and steps necessary to complete each phase of the process. Each section addresses the specific needs of students and faculty participating in the Program. The information will be amended based on the ongoing experiences of Program students and faculty obtained in the course of Program review and assessment.

This *Handbook* is intended to facilitate student progress and provide a clear description of the requirements of the Doctoral Program. All faculty and students associated with the Program should familiarize themselves with (1) the contents of this *Handbook*, including all subsequent additions and/or amendments; and (2) the most recent *Rivier University Academic Catalog*. Faculty and students should respect these policies and procedures. If a situation arises which is not addressed in the *Handbook*, the policies and procedures of the *Rivier University Academic Catalog* shall apply.

II. MISSION AND PURPOSE OF RIVIER UNIVERSITY

Committed to the faith heritage, intellectual tradition, and social teachings of the Roman Catholic Church, the University educates the whole person in the context of an academic community that cultivates critical thought, sound judgment, and respect for all people. This community supports the intellectual growth of all its members while offering them opportunities for social, cultural, moral, and spiritual development. The challenge to the University community is to search for truth through the dialogue between faith and reason.

Rivier creates an environment in which integrated learning is the shared responsibility of students, faculty, staff, and administrators, and is pursued in all the curricular and co-curricular programs of the University. To participate in the life of Rivier University is to strive for academic excellence, to take responsibility for ourselves and for others, and to engage in

dialogue about basic human issues facing society, especially the plight of the poor and powerless. The University extends to all of its members and also to the greater community an invitation to join in intellectual inquiry and dialogue.

III. PURPOSE OF THE DOCTORAL PROGRAM IN COUNSELING AND SCHOOL PSYCHOLOGY

The Combined Doctoral Program in Counseling and School Psychology. The Program was designed to intentionally integrate the two traditional practice areas of counseling and school psychology. This approach to doctoral training prepares health service psychologists to work in a variety of professional settings as licensed psychologists and is consistent with the generalist approach to training entry-level psychologists.

The Doctoral Program curriculum meets the New Hampshire state psychologist licensure requirements in New Hampshire and is consistent with the APA Standards of Accreditation of the American Psychological Association. The Program is fully APA-accredited. Questions related to the program's accreditation 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, (202) 336-5979, apaaccred@apa.org, www.apa.org/ed/accreditation

The Doctor of Psychology (PsyD) degree was proposed at the Vail Conference on Professional Training (in psychology) in 1973 in response to the need for a more practice-oriented degree that would meet the need for more clinically prepared practitioners in the field. The Rivier University Doctoral Program (PsyD) in Counseling and School Psychology follows the practitioner-scholar model, which integrates clinical skills in assessment, diagnosis, treatment, and consultation with the empirical foundations of the discipline. The Program is designed to prepare graduates to obtain licensure as professional psychologists and to work in a variety of settings including independent practice and public service.

Students are prepared as critical thinkers and problem solvers who draw on the theory and knowledge of psychology and education to deliver empirically supported services. Students are trained to be consumers of research that informs their practice as skilled professionals delivering assessment, diagnosis, intervention, consultation, and preventive services.

The Program recognizes the importance of diversity inclusive of cultural and individual differences in the training of psychologists. The Program adheres to the definition provided by the APA Commission on Accreditation such that this includes, but is not limited to age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. The Program objectives and competencies reflect a focus on competent assessment and treatment of clinical populations with respect for client values, preferences, and diverse backgrounds.

The Program embraces the American Psychological Association's statement on Preparing Professional Psychologists to Serve a Diverse Public. The text of this statement is available in online at: https://www.apa.org/ed/graduate/diversity-preparation. Students are expected to read and be familiar with this statement.

Students are also expected to read and be familiar with APA Practice guidelines on serving diverse populations, which can be found at: http://www.apa.org/pi/guidelines/index.aspx.

IV. PROGRAM MISSION STATEMENT, AIMS, COMPETENCIES, AND ELEMENTS

1. Mission Statement

To prepare graduates in the Catholic intellectual tradition with the broad and general knowledge and skills to function as entry-level health service psychologists.

2. Aims of the PsyD Program

Aim 1: To graduate health service psychologists who are competent and reflective practitioner-scholars.
Aim 2: To graduate health service psychologists who are knowledgeable about and clinically skilled in the areas of assessment, diagnosis, intervention, multiculturalism, and supervision and consultation.
Aim 3: To graduate health service psychologists competent in the comprehension, conduct, and application of research to professional practice.
Aim 4: To graduate students with a strong commitment to their identity as health service psychologists and a strong commitment to ethical practice in psychology.

3. Competencies and Elements of the PsyD Program

To meet these aims, the Program has established the following competencies and related elements to address discipline-specific knowledge and profession-wide competencies in health service psychology in the practice areas of counseling and school psychology:

Competency 1: Discipline Specific Knowledge
Discipline-specific knowledge represents the requisite core knowledge of psychology an individual must have to attain profession-wide competencies.

> **Element 1a:** Students demonstrate an appropriate mastery of the discipline specific knowledge of health service psychology (e.g., developmental, biological, cognitive/ affective, and social aspects of behavior), and the history of the discipline of psychology.
>
> **Element 1b:** Students demonstrate a substantial understanding of the integration of discipline specific knowledge of health service psychology.
>
> **Element 1c:** Students demonstrate knowledge and competence in research methods, quantitative analysis, and psychometrics.

Competency 2: Communication and Interpersonal Skills
Students develop the ability to communicate and use interpersonal skills effectively in increasingly complex situations with increasing independence.

> **Element 2a:** Students develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
>
> **Element 2b:** Students produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
>
> **Element 2c:** Students demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Competency 3: Professional Values and Attitudes
Students demonstrate behavior that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

> **Element 3a**: Students behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
>
> **Element 3b:** Students engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
>
> **Element 3c:** Students actively seek and demonstrate openness and responsiveness to feedback and supervision.
>
> **Element 3d:** Students respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Competency 4: Assessment
Students develop knowledge and skills in evidence-based theories and methods of assessment and diagnosis, including the selection, administration, and interpretation of assessments consistent with best scientific research evidence, the science of measurement, and psychometrics.

> **Element 4a:** Students demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology
>
> **Element 4b:** Students demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural)
>
> **Element 4c:** Students demonstrate the ability to apply the knowledge of functional

and dysfunctional behaviors including context to the assessment and/or diagnostic process.

Element 4d: Students interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision making biases, distinguishing the aspects of assessment that are subjective from those that are objective.

Element 4e: Students communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Competency 5: Intervention
Students will develop proficiency in knowledge and practice of evidence-based approaches to the treatment of client's problems and needs, respectful of client's values, preferences, and diverse backgrounds.

Element 5a: Students establish and maintain effective relationships with the recipients of psychological services

Element 5b: Students develop evidence-based intervention plans specific to the service delivery goals.

Element 5c: Students implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

Element 5d: Students demonstrate the ability to apply the relevant research literature to clinical decision-making.

Element 5e: Students modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.

Element 5f: Students evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

Competency 6: Supervision
Students develop skills in mentoring and monitoring other professionals to help develop skill in professional practice.

Element 6a: Students demonstrate foundational knowledge and initial skills in the instruction, oversight, and supervision of trainees and other professionals.

Element 6b: Students demonstrate knowledge and respect for the appropriate use of the supervisory relationship including the roles of supervisor/supervisee, boundaries, and ethics.

Competency 7: Individual and Cultural Diversity
Students will develop knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.

> **Element 7a:** Students demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
>
> **Element 7b:** Students demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
>
> **Element 7c:** Students demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Competency 8: Research
Students develop the ability to independently formulate research or other scholarly products that are of sufficient quality and rigor to contribute to the scientific, psychological, or professional knowledge base and acquire the knowledge and skills necessary for the critical review, evaluation, and presentation of psychological and research literature.

> **Element 8a:** Students demonstrate and utilize substantial knowledge and skills and application in basic quantitative methods and data analysis, research design, and psychological measurement commonly used in psychology.
>
> **Element 8b:** Students demonstrate and utilize skills in advanced research methods and data analysis appropriate in conducting research.

Competency 9: Ethical and Legal Standards
Students develop knowledge of, and adhere to, all relevant ethical and legal standards, guidelines, laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels in their professional work.

> **Element 9a:** Students are knowledgeable of and act in accordance with each of the following: the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines.

Element 9b: Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.

Element 9c: Students conduct themselves in an ethical manner in all professional activities.

Competency 10: Consultation and Interprofessional/Interdisciplinary Skills
Students develop skills to engage in consultation and interdisciplinary collaboration with individuals or groups to address problems and promote effectiveness in professional activities.

Element 10a: Students respect the roles and perspectives of other professions and demonstrate knowledge, skills, and attitudes regarding inter-professional and interdisciplinary consultation in all professional roles.

Element 10b: Students demonstrate knowledge of consultation models and practices.

V. ORGANIZATION AND GOVERNANCE

The Program is housed in the Division of Counseling and Psychology at Rivier University. The PsyD Program is accredited by APA and as such, follows APA's curriculum guidelines. The Director is responsible for the day-to-day administration of the Program. The Dean of the Division of Counseling and Psychology has overall responsibility for the Program, and the Vice President for Academic Affairs provides institutional oversight.

Designated committees have been established in the Division of Counseling and Psychology to ensure the continuous involvement of faculty and students in Program decision-making. These committees are described below.

1. Division of Counseling and Psychology Faculty

At Program Director and Division Faculty meetings, faculty from the Division of Counseling and Psychology offer important insight related to the Program's relationship to the Division as well as to community partnerships. Division meetings provide a venue for review and input from all faculty in the Division.

2. Division Curriculum Committee

The Division Curriculum Committee develops, implements, and evaluates the PsyD Program curriculum, including all proposed additions, substitutions, deletions and/or changes in course titles, course descriptions, and/or program requirements. The review process developed by the Division Curriculum Committee is the formal review mechanism for the Program curriculum within the Division and the University. Committee membership includes a faculty member of the PsyD Program. Proposals are brought to Division Faculty meetings for approval and submission to the University Curriculum Committee when necessary.

3. Core Faculty Committee

The Core Faculty Committee is composed of the Director of the Program and all core faculty members in the Program (see *Appendix 1* for a list of Core Faulty). The Core Faculty Committee oversees the following Program functions:

- Reviews the policies and procedures of the Program; develops and implements Program initiatives; and discusses the roles of Program faculty.
- Reviews routine operations related to the implementation of Program changes.

In addition, the Core Faculty Committee is responsible for teaching foundation and core courses, advising students, chairing and serving on Doctoral Research Project Committees, conducting Annual Reviews, evaluating various Learning Experiences, and coordinating Program activities and events.

4. Program Committee

The Program Committee consists of the Core and Associated Faculty of the Program. The primary purpose of the Committee is to engage in assessment for continuous improvement of the Program and to review all Program policies and procedures. The Committee meets on an annual basis. Contributing faculty are often invited to attend these meetings.

5. PsyD Advisory Committee

The PsyD Advisory Committee consists of a student representative from each cohort who is selected by members of the cohort. The primary purpose of the Committee, which meets at least once each academic semester, is to promote communication between and within the student cohorts, to facilitate Program-level communication between students and faculty, and to provide input on Program policies and procedures as well as proposed changes. Program initiatives are reviewed and discussed with the PsyD Advisory Committee on an ongoing basis. A faculty representative serves as a member of this committee.

VI. PROGRAM ADMISSION

1. Admissions and Enrollment Overview

The Program accepts students on a rolling basis. The process of admissions begins with the student's application and continues with the notification of admission decisions by the Program Director.

Correspondence with applicants is primarily handled by the Office of Graduate Admissions. Applicants and incoming students also communicate with the Program Director.

Students need a minimum of a Bachelor's degree to be considered for admission to the Program. The number of credit hours required to complete the Program is dependent on previously completed coursework. There is no upper limit to the number of foundation courses that can be counted toward completion. However, only 9 credit hours of doctoral course(s) at the 800 level can be transferred into the program.

The Program includes the following requirements for successful completion of the degree:

- 54 credit hours in foundation coursework (or their equivalent)
- 48 credit hours in core doctoral coursework
- 6 credit hours in tiered doctoral practicum experiences
- 5 credit hours, at minimum, in doctoral research coursework and successful defense of the Doctoral Research Project
- 9 credit hours in relevant elective coursework. This requirement can be satisfied by taking any graduate or doctoral-level course that is offered within the Division that is not already a required foundation course, however preference should be given to available doctoral-level elective courses
- Successful completion of Written and Oral Comprehensive Examinations
- Integrated Assignment
- A full-time internship experience (2000 hours)

The following courses constitute the PsyD program foundation coursework:

- CNSL 501 Fundamentals of Research (3)
- CNSL 505 Advanced Psychology of Human Development (3)
- CNSL 530 Assessment of Learning & Reading Disabilities (3)
- CNSL 538 Cognitive Assessment I (3)
- CNSL 610 Basic Human Interaction (3)
- CNSL 614 Clinical Counseling Theories (3)
- CNSL 615 Clinical Counseling Techniques (3)
- CNSL 616 Group Counseling (3)
- CNSL 618 Professional Orientation and Ethics Clinical Mental Health Counseling (3) **OR** CNSL 701 Foundations of School Psychology (3)
- CNSL 623 Marriage and Family Therapy (3)
- CNSL 624 Psychopathology (3)
- CNSL 629 Addictive Behaviors (3)

- CNSL 704 Personality Assessment I (3)
- CNSL 705 Neuropsychological Assessment I (3)
- CNSL 720 Social/Cultural Foundations of Counseling and Education (3)
- CNSL 721 Advanced Multicultural Perspectives (3)

Courses that may be credited toward foundation coursework in the Program will be reviewed during the admissions process. Such courses must have been taken at a regionally accredited institution with an earned grade of "B" at the graduate level (500 or above). These course(s) appear on the student's Program of Study indicating that the requirement and content for the identified course(s) are met. Credits granted to satisfy specific foundation course requirements do not appear on the Rivier University transcript.

2. Admissions Criteria and Materials

Applicants are reviewed and evaluated on the following criteria and materials:

- For admission to all Rivier University graduate programs:
  - Transcripts from all colleges and universities attended
  - Letters of reference (see *Letters of Reference* below)
  - Statement of purpose (see *Admission Requirements* below)

- For admission to the Program:
  - A minimum of an earned bachelor's degree from an accredited institution
  - Resume or CV
  - Undergraduate GPA, with a preference of 3.0 and above
  - Graduate GPA, with a preference of 3.5 and above (if relevant)
  - For students whose native language is not English, evidence of proficiency in the English language. Official scores from the Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS) and the Pearson Test of English (PTE) are accepted. The Program requires minimum scores of TOEFL (95), IELTS (7.0), and PTE (66)
  - Interview with a member of the Core Faculty Committee
  - Evidence of commitment to the values, goals, and mission of the Program in the Statement of Purpose and letters of reference

3. Application Requirements

Applications are accepted and reviewed on a rolling basis. Once admitted, students can begin taking foundation classes the next semester, though they will be identified as a member of the next academic year's incoming cohort Completed applications for the following academic year must be received by the Admissions Office by June 1st, however, the program will cap admissions to 25 new students per year. Once an applicant is accepted, they will have 30 days to formally accept or reject their admission. When the acceptances reach 25, additional students accepted may be placed on a waiting list until all 25 slots have been taken by confirmed admits.

A complete application includes the following:

- A completed and signed online application
- A non-refundable application fee
- Official transcripts from all undergraduate and graduate institutions where the applicant has received degrees and/or course credit
- A written statement of purpose that reflects on the following:
  - Applicant's professional experience and how it relates to doctoral study
  - Applicant's reasons for pursuing doctoral study
  - Research and/or clinical goal(s), problem(s), and/or question(s) the applicant may wish to address during doctoral study and research
  - Description of how doctoral study will enhance the applicant's personal and professional career goals
  - Explanation of how and why the applicant is a good fit for the Program
  - Identification of diversity experiences and evidence of a commitment to serving diverse populations
- Writing sample
- At least three (3) letters of reference that speak to the applicant's professional and/or academic work, potential for successful completion of doctoral study, and character. Letters of reference must have been written within six months of the date of the completed application.

4. Application Review Process

The Admissions Office forwards completed applications to the Program Director who then reviews the applications, interviews students, and invites selected applicants for admission to the Program. Other care faculty are involved in the interview process as necessary. Following this review, the Office of Graduate Admissions notifies applicants of their admission status.

5. Interviews

Finalists for admission are invited to interview through video conferencing. Interviews are conducted in individual and/or group formats. At this interview, applicants are asked to clarify and/or expand on aspects of their application, including but not limited to their personal statement and reasons for seeking doctoral study at Rivier.

6. Application Deadlines

The Program has a rolling application process. Following completion and receipt of all the required information, the student will be asked to attend an interview with the Program Director and perhaps additional faculty. Shortly thereafter, an admission decision will be communicated to the applicant.

7. Application Withdrawal

Applicants who wish to withdraw their application to the Program should notify the Admissions Office in writing. The University retains application documents for a period of seven years from the date of withdrawal.

8. Deferral of Admission

Applicants selected for admission who wish to defer the start of their program should submit their request, in writing, to the Program Director, providing: a statement making the request for deferral official, the reasons why a deferral is sought, and the proposed timeframe for initiating study. The Core Faculty Committee reviews these requests, and the Director communicates the decision in writing to the applicant. The decision of the Core Faculty Committee is, in every case, made with the review and concurrence of the Dean of the Division of Counseling and Psychology. Deferrals of Admission are not automatically granted, and a deferral will be for a maximum of one year.

9. Diversity

Rivier University does not discriminate on the basis of race, color, national origin, religion, age, veteran or marital status, sex, gender identity, sexual orientation, or disability in admission or access to, treatment in, or employment in its programs and activities. Title IX requires that the University not discriminate on these bases. The Program seeks to recruit and retain diverse students.

10. Orientation

Entering students are required to attend a program orientation that takes place at Rivier University in the summer of the academic year prior to the student's first semester of classes. The orientation generally takes one or two days; the length depends on the size and needs of each incoming class.

Orientation brings together all newly admitted students, along with the Program Director, core faculty members, and select officers of Rivier University to introduce students to the Program requirements, the practitioner-scholar model, the combined-integrated training model, and the curriculum for the Program, as well as the resources, mission, and purpose of the University.

11. Academic Advisor

The Director of the Program will assign each incoming student to an academic advisor. Academic advisors are members of the core faculty. Students are encouraged to meet with their academic advisors at least one time each semester for advice and consultation as they proceed through the Program. Students must meet with their advisor as part of the Annual Review process (see *Section XII; Subsection 2: Annual Review*). The Program Director is also available to meet with and advise students on their progress in completing their Program of Study.

VII. PROGRAM OF STUDY

The Program is designed to be completed in no fewer than 5 years, including a three-year academic residency and a 2,000-hour internship. The academic residency begins in the second year and includes in-person course attendance, community-based practicum attendance and on-campus professional development activities.

All students are expected to attend full-time, including the fall, spring and summer semesters. The Program requires completion of the following requirements:

- Foundation coursework (54 credits or their equivalent)
- Doctoral coursework, including core and elective classes (57 credits)
- Practicum experiences (6 credits)
- Successful defense of a written Doctoral Research Project (5 credits)
- Successful completion of Comprehensive Examinations
- A 2000 hour internship

Students who enter the Program without having previously completed any related graduate coursework are required to complete a minimum of 120 credits to earn their PsyD degree in the Program. For students who have taken some graduate level coursework in a related field of study, there is no limit to the number of foundation courses that can be counted toward the Program. However, only 9 credit hours of doctoral course work can be transferred into the Program. The number of credit hours required to earn the PsyD degree is dependent on the courses that students have completed prior to entering the Program; therefore the Program of Study is often unique to each student who enters with applicable foundation courses and transfer credits.

Individual *Program of Study forms* (*Appendix 2*) are filled out by the student's academic advisor. Program of Study forms are kept on file in the Division of Counseling and Psychology. The Program of Study form serves as a plan for students to follow semester by semester. It is structured to ensure that their educational experience is cumulative, sequential, and graded in complexity. The form may also help students determine selection and timing of their elective courses. It is the student's responsibility to periodically review the Program of Study, including during the Annual Review, to ensure an accurate version is on file with the Program and Registrar.

1. Guidelines for Development of Program of Study

Students and academic advisors are expected to adhere to the following guidelines in developing Programs of Study:

- Students complete foundation coursework before beginning core coursework, unless there are not enough available required courses offered in a given semester, in which case, students may fill their courseload with a combination of doctoral courses
- Students enroll in no more than four (4) foundation courses per semester
- Students enroll in no more than three (3) core courses per semester + practicum
- Students begin practicum coursework in their second year in the Program

(provided that all pre-requisites are met)

- Students follow the Basic Content Area Cluster requirements
- Students follow the Research Sequence
- Students create a balanced Program of Study that integrates coursework, practicum experiences, and work on the Doctoral Research Project
- Students should consult with their faculty advisors to determine timing for the completion of core courses since not all courses are offered every semester or even every year

2. Method of Instruction

Program students will encounter various methods of instruction over the course of their studies, including online, hybrid, and face-to-face instruction. Online courses do not meet on campus: all instruction and communication among the students and between the students and the instructor takes place online, through Canvas and other available learning or information management tools. Hybrid courses employ these tools, as well as regularly scheduled face-to-face meetings on campus. Face-to-face classes make full use of learning management tools while meeting in-person each week on campus.

Foundation courses are taught primarily online either asynchronistic or synchronistic.

Consistent with most state licensure guidelines for psychologists, as well as APA requirements, course instruction for core doctoral courses is predominantly face-to-face. All core (800-level) courses, except CNSL 801 History and Systems of Psychology, which is online, are offered in a traditional face-to-face or hybrid format.

Consistent with the 2008 Higher Education Opportunity Act, Rivier University ensures that a student who registers or receives credit for a course that uses any form of distance, online, or remote education is the same student who participates in and completes that course.

3. Rivier University Policy for Transfer Credits

Foundation courses are not transferred into the Program via university mechanisms. Please see *Section VI, Subsection 1. Admissions and Enrollment Overview* for information on waiving foundation credits.

Core (800-level) courses taken at other colleges or universities that students wish to apply to their program of study must be transferred. The policy of Rivier University for transferring credits in from another college or university is stated in the Rivier University Academic Catalog (https://catalog.rivier.edu/index.php).

4. Program Policies for Transfer Credits

Students may apply to transfer credits for core courses (800-level) they take at another University, in which case they are credited for the specific course and the credits accepted for transfer, both of which appear on the transcript. Credits applied toward foundation coursework

are not eligible for transfer credit, but they are applied toward the Program of Study.

There is no guarantee that courses taken at another institution will be accepted for transfer credit at Rivier University. Students complete the *Request for Course Transfer Form* (*Appendix 4*) and meet with the Program Director to discuss the request, which is then reviewed with the appropriate course instructor.

Students must submit the following materials to have a core course reviewed for transfer credits:

(1) a copy of the course description for the course from the institution's catalog; (2) a copy of the page in the catalog showing the numbering system for courses at the institution; (3) a copy of the syllabus for the course; and (4) a copy of the final transcript for the course showing a grade of "B" or better

5. Overview of Courses

Programs of Study will vary based on foundation and transfer credits awarded, as well as advisor recommendations that will take into consideration course prerequisites and the structure of the curriculum. Descriptions of all courses and course prerequisites are available in the Academic Catalog: https://catalog.rivier.edu/index.php

Foundation courses are typically completed before core doctoral coursework begins. The Basic Content Area Cluster and Research Sequence must be followed (see details below). Practicum experiences are tiered and must be taken in numerical sequence, as described in the *Practicum and Internship Handbook*. Doctoral Research Project courses require continuous enrollment until the Doctoral Research Project is successfully defended as described in the *Doctoral Research Project Handbook*.

6. Prerequisite Courses

*Prerequisite	Course
CNSL 501 Fundamentals of Research	CNSL 864 Research Methods and Design in Psychology
CNSL 505 Advanced Psychology of Human Development	CNSL 820 Developmental Psychology
CNSL 538 Cognitive Assessment I	CNSL 810 Cognitive Assessment II
CNSL 610 Basic Human Interaction	CNSL 614 Clinical Counseling Theories
CNSL 616 Group Psychotherapy	CNSL 814 Seminar in Group Psychotherapy
CNSL 618 Professional Orientation and Ethics of Clinical Mental Health Counseling **or** CNSL 701 Foundations of School Psychology	CNSL 821 Health Service Psychology: Ethics and Standards

CNSL 624 Psychopathology	CNSL 806 Seminar: Psychopathology and Interventions
CNSL 704 Personality Assessment I	CNSL 812 Personality Assessment II
CNSL 705 Neuropsychological Assessment I	CNSL 835 School Neuropsychology
CNSL 720 Social and Cultural Foundations	CNSL 721 Advanced Multicultural Perspectives

*** or equivalent**

7. Foundation Courses

Foundation courses must be completed before core doctoral courses begin. Fifty-four credits of the Foundation courses or their equivalent are required. Many foundation courses are prerequisites for core courses. Most foundation courses are online. All foundation courses provide students with the background knowledge necessary to engage in higher level thinking in the core courses. Foundation courses are not evaluated learning experiences to demonstrate mastery of discipline specific knowledge or profession wide competencies. Foundation courses are also open to MA and EdS students. Foundation courses are currently all instructed online. In the Second year of foundation courses students begin practicums.

- CNSL 501 Fundamentals of Research (3)
- CNSL 505 Advanced Psychology of Human Development (3)
- CNSL 530 Assessment of Learning & Reading Disabilities (3)
- CNSL 538 Cognitive Assessment I (3)
- CNSL 610 Basic Human Interaction (3)
- CNSL 611 Psychotherapy for Children (3)
- CNSL 614 Clinical Counseling Theories (3)
- CNSL 615 Clinical Counseling Techniques (3)
- CNSL 616 Group Counseling (3)
- CNSL 618 Professional Orientation and Ethics of Clinical Mental Health Counseling (3)

  or
- CNSL 701 Foundations of School Psychology (3)
- CNSL 623 Marriage and Family Therapy (3)
- CNSL 624 Psychopathology (3)
- CNSL 625 Testing and Assessment (3)
- CNSL 629 Addictive Behaviors (3)
- CNSL 704 Personality Assessment I (3)
- CNSL 705 Neuropsychological Assessment I (3)
- CNSL 720 Social/Cultural Foundations of Counseling and Education (3)
- CNSL 721 Advanced Multicultural Perspectives (3)

8. Core Courses

Forty-six credits are required. All courses are instructed in person on campus. The required courses are described below.

- CNSL 801 History and Systems (3)
- CNSL 802 Biological Bases of Behavior (3)
- CNSL 803 Cognitive-Affective Bases of Behavior (3)
- CNSL 804 Social Bases of Behavior (3)
- CNSL 806 Seminar: Psychopathology and Interventions (3)
- CNSL 809 Psychometrics (3)
- CNSL 810 Cognitive Assessment II (3)
- CNSL 812 Personality Assessment
- CNSL 815 Evidence-Based Treatment: Children and Families (3) or CNSL 816 Evidence-Based Treatment: Adults (3)
- CNSL 820 Developmental Psychology (3)
- CNSL 821 Health Service Psychology: Ethics and Standards (3)
- CNSL 825 Aging (3)
- CNSL 833 Supervision, Consultation & Systems (3)
- CNSL 838 Seminar: Internship and Professional Development (1)
- CNSL 864 Research Methods and Design in Psychology (3)
- CNSL 881 Quantitative Analysis in Psychology (3)

Advisors work with students to ensure they complete the Basic Content Area Cluster and Research Sequence as required.

Basic Content Area Cluster
There are five basic content areas of scientific psychology that Counseling and School Psychology students are expected to have foundational knowledge. These areas are covered across four core courses in the Program. Students are expected to complete all four of these courses in no more than two years. Upon completion of these courses students will complete their Basic Content Area Integrated Assignment.

- ED 802 Biological Bases of Behavior (3)
- ED 803 Cognitive-Affective Bases of Behavior (3)
- ED 804 Social Bases of Behavior (3)
- ED 820 Developmental Psychology (3)

Research Sequence
The research sequence provides students with a sequential experience in developing basic knowledge about research methods and data analysis, culminating in the application of that knowledge to their Doctoral Research Project. Students are expected to enroll in these courses in the order listed below.

1. CNSL 881 Quantitative Analysis in Psychology (3)
2. CNSL 864 Research Methods and Design in Psychology (3)
3. CNSL 892 Directed Research in Psychology (3) (*see below*)
4. CNSL 896 Research in Psychology (3) (*see below*)

9. Elective Courses

Nine elective credits are required. This requirement can be satisfied by taking any graduate-level course that is offered within the Division that is not already a required foundation course, however preference should be given to doctoral-level courses. Students should work with their advisor to determine which elective courses are a good fit with their professional goals and interests.

10. Doctoral Research Project Courses

Students are required to enroll in a minimum of five credits toward their Doctoral Research Project. This includes a minimum of two credits for the development of the proposal and a minimum of three credits for the execution and defense of their Doctoral Research Project. Continuous enrollment in CNSL 892 is expected until the successful defense of the proposal, at which point students will enroll in CNSL 896 continuously until they successfully complete the final defense of the project.

- CNSL 892 Directed Research in Psychology (2)
- CNSL 896 Research in Psychology (3)

11. Practicum and Internship Courses

Six practicum credits are required. The types of required practicum courses depend upon students' previous supervised clinical course work. If the student comes in without a completed full-time master's level supervised internship in related area, the student will be required to complete three foundation practicum courses (Tier-One) and three core practicum courses at the 800 level (Tier- Two), with the option of taking Tier-3 practicum to gain additional supervised hours for internship application. For students who enter the program having completed a full-time, master's-level supervised internship in a related area, they will be required to complete six practicum courses at the 800 level (Tier-Two and Tier-Three). Previous supervised clinical course work will be determined and approved by the Program Director. Students register for practicum courses in numerical order due to the tiered nature of the experiences. Practicum Courses must be attended in-person and are offered on the dedicated day on-campus *(see section VII: Subsection 16, Dedicated Day on Campus*)

- Tier-One
  - ED 792 Initial Practicum I (1)
  - ED 793 Initial Practicum II (1)
  - ED 794 Initial Practicum III (1)
- Tier-Two
  - ED 840 PsyD Practicum I (1)
  - ED 841 PsyD Practicum II (1)
  - ED 842 PsyD Practicum III (1)
- Tier-Three
  - ED 843 Advanced Clinical Experience I (1)
  - ED 844 Advanced Clinical Experience II (1)
  - ED 845 Advanced Clinical Experience III (1)

All students must complete a full-time internship (see Section X: Internship) and will register for the Clinical Internship courses when participating in the internship experience. Students enrolled in Clinical Internship courses meet with the instructor up to three times a semester or as needed to check-in about training experiences. Courses are listed as 6 credits but are not charged to the student. The course registration is necessary to keep Predoctoral Interns in active-student status within the university and full-time status for financial aid.

- ED 886 Clinical Internship (6)
- ED 887 Clinical Internship (6)

12. Course Evaluation

Course grades represent the instructor's assessment that a student has demonstrated the skills described below at an appropriate level of achievement for that course. Students are required to earn a minimum grade of B for all Program courses (foundation and core). Students are required to earn a P in all non-graded courses (e.g., Doctoral Research Project courses). Please see *Section XII; Subsection 1: Academic Standing* for more information.

- An understanding of course material and discipline-specific concepts
- The ability to apply understanding and knowledge
- The ability to communicate this understanding
- The ability to think critically about course concepts
- The ability to make and support value judgments about course material
- The ability to integrate concepts and ideas

The following grading system is used for Graduate and Doctoral Studies at Rivier University:

A (4.0)
Indicates a level of excellence in completing the goals of the course, understanding the concepts of the discipline, and in demonstrating skills of applying, valuing, judging, synthesizing, and communicating. (Numerical equivalent: 94-100)

AB (3.5)
Indicates a high level of achievement in completing the goals of the course, understanding the concepts of the discipline, and in demonstrating skills of applying, valuing, judging, synthesizing, and communicating. (Numerical equivalent: 90-93)

B (3.0)
Indicates a satisfactory level of achievement in completing the goals of the course, understanding the concepts of the discipline, and in demonstrating skills of applying, valuing, judging, synthesizing, and communicating. (Numerical equivalent: 84-89)

BC (2.5)
Indicates a low level of achievement in completing the goals of the course, understanding the concepts of the discipline, and in demonstrating skills of applying, valuing, judging, synthesizing, and communicating. This grade represents a failure to complete course requirements as a student in the PsyD Program. (Numerical equivalent: 80-83)

C (2.0)
Indicates that a student has taken the course but that the student's knowledge of the subject matter reflects an unsatisfactory level of achievement. This grade represents a failure to complete course requirements as a student in the PsyD Program. (Numerical equivalent: 74-79).

F (0)
Indicates that the student has insufficient understanding of the course material and insufficient achievement in applying, communicating, or evaluating and synthesizing course material. No credit is given. This grade represents a failure to complete course requirements as a student in the PsyD Program. (Numerical equivalent: 0-73)

P (0)
Indicates that the student has passed a course or sufficiently completed a non-graded course that has been designated by the program faculty and has been approved by the Academic Council for P/F grading. The accumulation of grades of pass (P) in proposal and dissertation research does not imply completion of the research; such grades indicate satisfactory progress. (Numerical Equivalent: 84-89)

W (0)
Indicates withdrawal from a course, which can be done no later than the tenth week of a regular semester or by the end of the fourth week of a summer session. Deadlines for course withdrawal are listed in the Academic Calendar each semester on the Rivier website.

NF (0)
Indicates that the student has not given official notification of withdrawal from a course in writing. An NF (administrative failure) is counted as credits attempted, equal to an F on the student's record. Deadlines for course withdrawal are listed in the Academic Calendar each semester on the Rivier website.

I (0)
A student is expected to complete the requirements of each course by the end of the semester or term in which the course is offered. If for some major reason beyond their control the student is prevented from taking the final as scheduled or does not complete some part of the course requirements, the student may ask the instructor to assign the temporary grade of Incomplete "I". This request must be made before the scheduled final examination. It is the student's responsibility to remove this temporary grade before the end of the fourth week of the following semester or term. (See the University Calendar). Otherwise, the student automatically incurs an F for the course. In unusual cases, the student may request in writing an extension of this period. The extension may not exceed a three-month period and must have the approval of the dean of the division.

AU (0)
Indicates that the student has merely audited the course without credit.

13. Minimum Levels of Achievement for Learning Experiences

The program is structured to include key learning experiences that have outcomes related to Program competencies/elements. See *Appendix 5* for a *Curriculum Competency Map* showing the relationship of learning experiences, competencies, and elements. Each learning experience has a minimum level of achievement that students must meet. Students who do not earn the minimum level of achievement set for a learning experience will receive detailed feedback from the Core Faculty Committee and meet with their academic advisor to discuss steps for improvement. Below are Program learning experiences and minimum levels of achievement.

Learning Experience	Minimum Level of Achievement
Core Coursework	Course Grade B
Integrated Assignment from Basic Content Area Cluster*	Faculty Rating Pass
Written Comprehensive Examination: Multiple Choice	70% Score
Written Comprehensive Examination: Change Theory Paper*	70% Score
Written Comprehensive Examination: Case Conceptualization*	70% Score
Oral Comprehensive Examination	Faculty Rating Pass
Practicum Placements: Supervisor Evaluation	Minimum Rating 3 in relevant area
Internship: Supervisor Evaluation	Satisfactory Ratings/Minimum Rating of 4 in relevant area
Doctoral Research Project	Faculty Rating Pass
Disposition Forms	Minimum Rating 3 in all areas

**A rubric is provided at the time of learning experience to help students understand and meet learning experience expectations*

14. Competency Evaluation

Students are responsible for working with their advisors and the Core Faculty Committee to demonstrate progress toward meeting Program competencies. Students achieve this by compiling and presenting evidence from learning experiences to faculty during their Annual Review (see *Section XII; Subsection 2: Annual Review*). The review of learning experiences provides information on student progress toward Program competencies and elements. The Core Faculty Committee considers all submitted evidence from learning experiences to provide an overall rating of student progress toward each element and competency. *Students must obtain a rating of 3 (the minimum level of achievement) or better to be making adequate progress in the Program toward relevant outcomes.* The submitted learning experience artifacts are the basis of faculty ratings of students on each competency/element using the following scale:

1	No progress made toward this competency and outcome elements.
2	Minimal progress made toward this competency and outcome elements.
3	Expected progress made toward this competency and outcome elements.
4	Student demonstrated mastery of this competency and outcome elements.

If students do not participate in learning experiences related to given elements during an annual review period, faculty do not rate those elements. Students who do not achieve a rating of 3 or higher are placed on an action plan to assist the student in progressing toward achievement of Program elements and competencies. After all learning experiences associated with a competency are completed, students are expected to achieve a rating of 4.

15. Outside Employment

The Program encourages students to limit outside employment to *no more than 20 hours per week* while enrolled. This allows students to devote time to program activities and events, practicum placements, research, and faculty advising and mentoring.

16. Dedicated Day on Campus, Program Residency Requirements

The program requires a minimum of three years of residency, for many students that begins the first year, for others it begins the 2nd year. Residency is defined as on-campus attendance in courses, participation in community-based practica and at professional development days on campus.

The Program requires all students to be on campus on one established day each week. An exception is for students in their first year, taking solely foundation courses online. They are not required to be on campus, but they need to submit a written request to the Program Director.

This day is designed to provide students with opportunities for ongoing interactions with peers and faculty that will contribute to their socialization and development as psychologists. Select courses and Program learning experiences (e.g., comprehensive examinations, doctoral research project defenses) are offered on this day, along with important program information sessions. The Program offers regularly scheduled professional development and diversity events on this day as well. Students should not schedule outside employment responsibilities or practicum responsibilities on the dedicated weekday on campus. The day is selected and established prior to the beginning of each academic year. Please refer to the Program Calendar. A student needs prior approval from their faculty advisor to be absent.

17. Program Calendar

Prior to the start of each academic year, a Program Calendar outlining all important University and Program dates (events, learning experiences, etc.) is published. This calendar allows students to plan the academic year without conflicts related to University and Program events and expected attendance and participation at events beyond coursework.

VIII. COMPREHENSIVE EXAMINATION

The comprehensive examination includes both a written and oral examination. The purpose of the examinations is to assist students in developing the integration and evaluation of the scientific knowledge, research, and professional service of Counseling and School Psychology. The examination provides a measure of progress toward Program competencies. The date and times of the exams are listed on the Program Calendar annually. Students must satisfactorily complete all sections of the comprehensive examination before the Program Director can sign the internship readiness form. The form is a pre-requisite for application to internship.

Students are eligible to sit for the examinations after completing the required courses, listed below. Students must submit the *Eligibility for Written Comprehensive Examinations form* (*Appendix 6*) to obtain formal approval to participate in the Comprehensive Examination process. All foundation courses (or their equivalent) and the following core courses must be completed with a grade of B or better before the student is eligible to take the Written Comprehensive Examination:

- CNSL 801 History and Systems
- CNSL 802 Biological Bases of Behavior
- CNSL 803 Cognitive/Affective Bases of Behavior
- CNSL 804 Social Bases of Behavior
- CNSL 806 Psychopathology and Interventions
- CNSL 809 Psychometrics
- CNSL 820 Developmental Psychology
- CNSL 821 Health Service Psychology: Ethics and Standards
- CNSL 815 Evidence-Based Treatment: Children and Families **OR** CNSL 816 Evidence-Based Treatment: Adults
- CSNL 810 Cognitive Assessment II

- CNSL 812 Personality Assessment II
- CNSL 864 Research Methods in Psychology
- CNSL 881 Quantitative Analysis in Psychology

1. Written Examination Content

There are three parts to the written comprehensive exam:

- Change Theory Articulation Paper
- Case Conceptualization
- Core Question Examination (of discipline-specific knowledge)

The details of each section of the examination are provided on the Program Comprehensive Examination Canvas page. The specific dates for each part of the exam are provided at the beginning of the semester.

Change Theory Paper

This portion of the exam consists of an 8-10-page (with references) theory articulation paper prepared prior to the examination date. This paper provides a foundation for the case conceptualization response (see below). In the theory articulation paper, students are expected to describe their theory of working with clients who have both emotional/social and vocational/academic concerns (i.e., integrating theoretical and practical knowledge). A scoring rubric is provided to guide student's work to ensure all required areas are addressed. Students must pass this portion (and the Case Conceptualization) of the written examination to advance to the oral examination.

Case Conceptualization

Students are provided the choice of an adult or child/adolescent case example to use for the Case Conceptualization. Regardless of which option students select, they should refer to their Change Theory Articulation Paper while working on the case conceptualization part of the exam and should assume that the readers will be familiar with their Change Theory Articulation Paper. Students may draw from other theories besides their own if they feel the case example necessitates a broader focus. Students should provide literature citations from both the Change Theory Articulation Paper and other sources to support their case conceptualization and critique. A scoring rubric is provided to guide student's work to ensure all required areas are addressed. Students must pass this portion (and the Change Theory Articulation Paper) of the written examination to advance to the oral examination.

Core Question Examination of Discipline-Specific Knowledge (multiple choice)

The purpose of the Core Question Examination is aimed at assessing students' discipline-specific knowledge of core areas of psychology (cultural and individual differences, biological bases of behavior, cognitive-affective bases of behavior, social bases of behavior, history and systems, ethics, and research) and their knowledge of counseling and school psychology. This section of the Comprehensive Examination is designed to align with the Examination for Professional Practice in Psychology (EPPP) in terms of format and content. This portion of the exam is made up of 100 multiple choice questions. Students do not need

to pass this portion of the written examination to advance to the oral examination. Students must pass this portion of the written examination to be approved to apply for internship.

2. Written Examination Reevaluation

If a student does not receive a "Pass" on the Change Theory Articulation Paper or the Case Conceptualization, faculty will provide feedback to the student on the scoring rubric for the relevant section(s) and return the examination to the student. The student must retake the specific section(s) the next time the exam is scheduled to be administered. Students may retake these examinations once. Should the student fail the Change Theory Articulation Paper or Case Conceptualization twice, the student may submit a formal request to the Core Faculty Committee in writing to obtain permission for an additional retake.

If a student does not pass the Core Question Examination, an item analysis by content area is conducted by the examination supervisor. Students receive a full report of performance by content area. Any content area for which a student did not obtain a score of 70% or higher must be retaken the next time the exam is scheduled. Should the student fail the Core Question Examination twice, the student may submit a formal request to the Core Faculty Committee in writing to obtain permission for additional attempts.

When a student petitions to retake a portion of the exam after two failed attempts, the request should (1) outline why the student believes that they will be successful in the third attempt, (2) identify the steps that they are taking to prepare for the reexamination above and beyond what has been done for previous attempts, and (3) present their timeline for accomplishing these steps leading up to the next exam period. If a student fails the exam for a third time, it will trigger an action plan outlining steps necessary to prepare for fourth and final allowable attempt at the exam.

3. Oral Examination Content

Once a student passes the Change Theory Articulation Paper and the Case Conceptualization, they advance to the oral examination. The specific dates for the oral examination will be provided at the beginning of the semester. The oral comprehensive examination provides an opportunity for students to discuss their Change Theory Articulation Paper and Case Conceptualization. Students are expected to defend and expand on the Change Theory Articulation Paper and Case Conceptualization while demonstrating general and specific knowledge of counseling and school psychology.

The student meets with a committee of core faculty members for one hour, during which time a brief presentation of the Case Conceptualization, as it relates to the Change Theory Paper, is provided by the student. Committee members then ask 2-3 rounds of questions about the Case Conceptualization and Change Theory Paper.

4. Oral Examination Reevaluation

If a student does not pass the oral examination, the committee of three core faculty members will provide the student with feedback about the oral examination performance to assist the student in preparing for a re-examination. A member of the examination committee may be

assigned to the student to provide guidance and advisement on their oral examination performance. The committee of three core faculty members will reconvene for a re-examination at a date determined by the Program Director. Generally, the re-evaluation is at the time of the next exam administration. Should the student fail the Oral Examination twice, the student may file a formal request to the Core Faculty Committee in writing to obtain permission for an additional retake.

When a student petitions to retake a portion of the exam after two failed attempts, the request should (1) outline why the student believes that they will be successful in the third attempt, (2) identify the steps that they are taking to prepare for the reexamination above and beyond what has been done for previous attempts, and (3) present their timeline for accomplishing these steps leading up to the next exam period. If a student fails the exam for a third time, it will trigger an action plan outlining steps necessary to prepare for fourth and final allowable attempt at the exam.

IX. PRACTICUM PLACEMENTS AND CLINICAL QUALIFYING EXAMINATION

Practicum experiences are designed to provide students with tiered and sequential opportunities to develop and practice clinical skills under the supervision of doctoral-level licensed psychologists. Students are evaluated for readiness to begin practicum work by reviewing their performance on competencies across the learning experiences. Practicum experiences begin in the second year of study if prerequisite coursework has been completed, or is slated to be completed concurrently throughout the same academic year, as described in the *Practicum and Internship Handbook*.

Students must complete a minimum of 6 practicum experiences. Practicum experiences are expected to occur across diverse settings that include community mental health, testing/assessment sites, private practice, schools and hospital settings. Diversity of the client population is expected (i.e., diagnostic, socioeconomic, developmental). Students must spend at least two semesters working with an underserved population. Students work closely with faculty to plan their practicum experiences. Details about Practicum experiences and placements can be found in the *Practicum and Internship Handbook*. The program is now utilizing Time2Track, an online tracking system used to track clinical training hours for practicum, send and store required paperwork that must be completed as part of practicum experience and assist students in preparing their internship application (Required paperwork that must be completed as part of practicum experiences can also be found in the *Practicum and Internship Handbook*.)

All practicum sites and supervisors must be approved by the Program. A list of *currently* approved practicum sites can be found in *Appendix 13*. This list is consistently updated every year – please see Program Director for the most up-to-date information. In addition to our current list of practicum sites, students are also encouraged to participate in the Massachusetts Practicum Training Collaborative (Mass PTC) which is an online listing intended to distribute information to students about regional clinical training sites. Students will be encouraged to abide by Mass PTC timeline, even when applying to sites not included on Mass PTC website (e.g. NH, ME, or VT sites). The Program will provide guidance on preparing application material (CV, Cover Letter) with reminders of application deadline (preferred timeline deadline is mid-December for applying to practicum site for the following fall).

Students complete the Clinical Qualifying Examination at the end of the semester (specific dates are provided in the Program Calendar) when they are scheduled to complete their final Tier-One practicum placement. Students must pass this exam to advance from Tier-One to Tier-Two placements. Details about the Clinical Qualifying Examination are emailed to students in the semester they are scheduled to complete the Examination. Site supervisor evaluations from previous placements are also used to determine readiness to continue their practicum training.

In order to qualify for Tier-Two placements, students must pass the Clinical Qualifying Examination. The Clinical Qualifying Examination consists of analysis of cases. Details about the Clinical Qualifying Examination can be found on the Clinical Qualifying Examination Canvas page. A scoring rubric will be provided to guide student's work to ensure all required areas are addressed.

Students must enroll in a practicum course when completing practicum experiences. Course enrollment must be sequential and correspond to the level of training a student is completing. (*see section VII: Subsection 11, Practicum and Internship courses* for more information*)*

- CNSL 792 Initial Practicum I (1)
- CNSL 793 Initial Practicum II (1)
- CNSL 794 Initial Practicum III (1)
- CNSL 840 PsyD Practicum I (1)
- CNSL 841 PsyD Practicum II (1)
- CNSL 842 PsyD Practicum III (1)
- CNSL 843 Advanced Clinical Experience I (1)
- CNSL 844 Advanced Clinical Experience II (1)
- CNSL 845 Advanced Clinical Experience III (1)

X. INTERNSHIP

Consistent with APA accreditation standards and state licensing guidelines, students must complete a one-year full-time or a two-year half-time internship in Counseling or School Psychology for the PsyD degree. All students will apply for internship through the APPIC (Association of Psychology Postdoctoral and Internship Centers) matching system. Details about the Internship Process and associated Forms are in the *Practicum and Internship Handbook*.

Doctoral internships begins in summer or fall. The applications are due starting in late October of the preceding year. Students enroll in *CNSL 838 Seminar: Internship Preparation and Professional Development* in the spring semester of the academic year before they plan to submit applications for internship placement. This course will include instruction and guidance on creating and gathering the application material for internship matching.

Students must receive approval to apply for internship by completing the *Request for Permission to Apply to Internship form* (*Appendix 8*), which must be endorsed by the student's practicum instructor, doctoral research project chair, and the Program Director. In order to be considered eligible to apply for internship, students must successfully complete the following

portions of their program of study:

- A minimum of 800 practicum hours, with 1000 hours recommended
- Defense of Doctoral Research Project proposal
- Written and Oral Comprehensive Exams

All students must complete Part 2 of the APPIC Application for Psychology Internship to verify Internship Eligibility and Readiness. This document requires the Program Director to endorse the following statement: "The faculty agrees that the student is ready to apply for internship (Yes or No)." This endorsement is not guaranteed based solely on student completion of program requirements. It is based on a holistic review by the Program Director evaluating the student's academic and professional progress during their time in the program, as described in *Section VII, Subsection 14: Competency Evaluation.*

Students are required to apply to APA-accredited and APPIC-member internship sites. These sites are described on-line through APPIC (http://www.appic.org/directory/4_1_directory_online.asp).

Internship sites listed in the APPIC directory require students to submit the APPIC *Application for a Psychology Internship* (AAPI), which is available from the APPIC web site (www.appic.org). Students register to participate in the APPIC Match through the National Matching Service.

Students enroll in ED 886 (6 credits) and ED 887 (6 credits) when completing their internship must be continuously enrolled in ED 892 Directed Research in Psychology until they successfully defend the Doctoral Research Project proposal and ED896 Research in Psychology until they successfully defend the research project. Students must successfully defend their research proposal to be eligible to apply for an internship.

XI. DOCTORAL RESEARCH PROJECT

Students are required to complete a Doctoral Research Project as part of their Program of Study. Please refer to the *Doctoral Research Project Handbook* for a complete description of the processes, procedures, evaluation rubrics, and forms associated with the process. The Program provides several options for students to meet research competencies in both discipline-specific knowledge and profession-wide competencies and related elements, including completion of coursework on research and completion of the Doctoral Research Project.

1. Doctoral Research Project Options

Students satisfy the research project requirement by conducting a project in one of the following ways:

Empirical Study
The empirical study is an investigation of a problem in the field of psychology with one or more research questions or hypotheses that the student seeks to test and/or objectives that will be attained as a result of the study. The research proposal should include a brief statement of

the reasons for the selection of the problem and the relationship of pertinent research literature to the problem, as well as the research and data analysis methods.

Case Study
The case study is a clinical description of a client that includes presenting problem, history, discussion of symptoms and impairment, diagnosis, and etiology. A treatment plan must be presented, as well as a literature review of evidence-based practices for treatment of the identified disorder. Finally, the student must submit a research proposal to study some aspect of the disorder and treatment discussed in the literature review.

Critical/Systematic Literature Review
The review is an organization, integration, and evaluation of previously published literature. Authors of literature reviews evaluate the progress research has made towards clarifying a specific problem or answering a specific question. A critical or systematic literature review is different from a traditional literature review in that it: is based on a clearly formulated question(s); identifies relevant studies; evaluates their quality; and summarizes the evidence by use of explicit methodology.

Theoretical Paper
The purpose of the theoretical paper is to address an important theoretical issue in the field of Counseling or School Psychology. The theoretical issue should be investigated thoroughly through a critical review of the literature in order to delineate the strengths and weaknesses in the content area in order to make an original contribution to the discussion through development of a theoretical position. The theoretical paper is expected to demonstrate a grasp of the issue, an understanding of how the issue has been addressed, and the development of an original theory on the issue.

The Program's emphasis in on having students become good consumers of research as is necessary for being a competent practitioner. A fuller description of the Doctoral Research Project options and related policies and procedures can be found in the *Doctoral Research Project Handbook*.

2. Doctoral Research Project Committee

Each student is responsible for convening a Research Committee to oversee the Doctoral Research Project. The Research Committee consists of no fewer than two members. The membership of each student's Doctoral Research Project Committee varies depending on the content and research methods appropriate to the research. Membership on the Doctoral Research Project Committee must be finalized *prior* to defense of the research proposal.

Members of the Doctoral Research Project Committee include the following:

Chair
The Chair is selected by the student from among core faculty members in the PsyD Program qualified to serve as Chair. The Chair helps the student define and focus on a research topic or interest, and supervises the research and writing associated with the research proposal and conduct of the research. This supervision occurs in concert with other members of the Research

Committee. The Chair monitors the student's progress and assumes primary responsibility for ensuring that the student submits the documents necessary for successful participation in and completion of the Doctoral Research Project.

The responsibilities of the Chair of the Doctoral Research Project Committee also include:

- Helping the student select other members of the Committee.
- Ensuring the student submits all appropriate documentation to the University's Institutional Review Board if human participants are involved in the research.
- Supervising the student's completion of the defense of the research proposal and defense of the research project, including any additional requirements specified by the student's Research Committee.

Research Committee Member(s)
A second committee member shall be a core, associated, or contributing faculty member in the Division of Counseling and Psychology at Rivier University. A third committee member may be invited to serve as a reader who provides additional feedback. The Reader need not be a member of the faculty at Rivier University. The person must be currently employed at an accredited college or university, possess a doctoral degree or terminal degree in their field of study, and have a proven and documented record of scholarship and/or clinical experience relevant to the topic of the student's research. The student must provide the name, credentials, curriculum vitae, and argument for inclusion of the individual to the Chair and second member of the Doctoral Research Project Committee.

The responsibilities of Committee members include:

- Assisting the student in the preparation and defense of the research proposal, the execution of the research project, compliance with IRB policies and professional ethical research standards, writing of the research, preparation for the research defense, and submission of final copies of the research to the appropriate offices and the Regina Library.
- Supervising and assisting the student in making changes in the research materials as stipulated by the Chair of the Research Committee following the defense of the proposal and of the doctoral research project.

The membership of a student's Doctoral Research Project Committee may be changed at any time up to the point of submission of the research proposal to the Committee Chair and the convening of the proposal defense. After the research proposal defense the student cannot change the membership of the Doctoral Research Project Committee *except* in the case of the lack of availability of a current member to serve and with the approval of the Program Director. A student may change the Chair of their Research Committee prior to the research proposal and only with the approval of the Program Director.

To change a member of the Doctoral Research Project Committee the student must take the following steps:

- The student must recommend a faculty member to join the Doctoral Research

Project Committee in place of or in addition to the current membership of the Committee.

- If the recommended change is approved by the Program Director, the student must complete the Petition to Change Research Committee Membership form (*see Doctoral Research Project Handbook*).
    - *Note:* This form requires the signatures of the student, the current members of the Research Committee (including the outgoing member or members), the new member of the Committee, and the Program Director.
- The student must submit the completed and signed original Petition to Change Research Committee Membership form to the Program Director prior to the Doctoral Research Project proposal defense.

XII. POLICIES AND PROCEDURES

This section of the *Handbook* describes the policies and procedures applicable to students in the Program. Many policies correspond to the policies of the Academic Catalog and the Student Services Catalog that can be found at: https://catalog.rivier.edu/index.php

Changes, revisions, or substitutions to the policies or procedures here would ordinarily be made at the end of the academic year. Changes are communicated to students. The most current version of the *Handbook* is distributed to incoming students annually at the start of the academic year.

1. Student Rights and Responsibilities

All students who enter the Program are bound by a Code of Professional Conduct. The Code contemplates that professional, ethical and mature behavior is expected of each student at all times. Every student must conduct themselves from the moment of matriculation with maturity and professionalism. Every graduate student is expected to read the code and be responsible for its contents.

The full Code of Conduct can be found here:
https://catalog.rivier.edu/content.php?catoid=114&navoid=2089#grad

2. Statement of Nondiscrimination

Rivier University does not discriminate on the basis of race, color, national origin, religion, age, veteran or marital status, sex, sexual orientation, gender identity or disability in admission or access to, treatment in or employment in its programs and activities. Please see full statement of nondiscrimination and related information here: https://www.rivier.edu/notice-of-nondiscrimination/

3. Academic Standing

The requirements below apply for students to be considered in good academic standing in the Program. In all other matters of academic standing, refer to the *Rivier University Catalog.*

- A student must maintain a cumulative GPA of B (3.0) over the course of enrollment in the program.
- The student will have up to three semesters to reestablish a proficient GPA.
- Courses in which the student received a grade of BC (2.5) or lower must be repeated to improve the grade.
- All failing grades (any grade below a B) will remain on the student's transcript; however, a failed course may be repeated once, with only the grade of the student's second attempt being included in the calculated GPA.
- A student who fails two courses may be dismissed from the Program.

4. Annual Review

All students participate in a collaborative annual review with the Core Faculty Committee. The annual review assesses student progress toward competencies and elements as well as completion of the Program of Study.

Students are expected to submit evidence of progress toward meeting each competency and element (see *Appendix 9* for sample form for submission). Evidence is drawn from learning experiences in the Program that include the following:

- Core Coursework
- Integrated Assignment from Basic Content Area Cluster
- Written Comprehensive Examinations (three parts, described in *Section VIII*)
- Oral Comprehensive Examination
- Practicum Placements
- Internship
- Doctoral Research Project
- Disposition Forms (*Appendix 10*)

Students also submit a *Professional Goals and Activities form* (*Appendix 12*).

Review of the evidence submitted by students from their learning experiences with their *Professional Goals and Activities form* are the basis of the student's annual review. Students meet with their academic advisor to review their progress in the Program as demonstrated in the submitted evidence. Results of this review are communicated to the student in writing. A copy of the results are kept in the student's file.

Students who fail to meet minimum levels of achievement (See *Section VII, Subsection 13: Minimum Levels of Achievement*) or whose progress toward competencies or elements has been rated by faculty as below the expected level (i.e., none to minimal progress in areas where progress is expected based on the program of study), will be placed on an action plan to address specific competencies. Failure to meet the requirement of an action plan may result in dismissal

from the program.

5. Triggered Reviews and Unsatisfactory Student Progress

If any instructor's evaluation of student performance and/or course outcomes is not satisfactory at any time prior to the annual review, this deficiency must be brought to the attention of the Program Director in writing. The Director may ask for a triggered review of the student's performance by the Core Faculty Committee. Any faculty member with concerns about a student's academic, professional, or ethical performance may request a triggered review of the student at any time by submitting a written request to the Program Director. The Program Director may also initiate a triggered review if a student fails to achieve the minimum level of achievement (a grade of "B" or better) in any course or to pass any section of the Comprehensive Exam.

Upon the completion of a review that results in a determination of unsatisfactory student progress or unacceptable student behavior, the Program Director schedules a meeting with the student and the Core Faculty Committee to discuss the student's performance. At this meeting, an action plan is developed that outlines the steps for improvement, including a timeline. The student and the Director or his/her designee will meet on a regular basis, no less than once each semester, to review progress to fulfill the action plan until the goals of the action plan are complete.

6. Academic Appeal

When a student wishes to appeal an academic decision in the Program, the following academic grievance policies are followed by the student. Academic grievances are defined as those pertaining to grades (course and assignment), annual reviews, complaints, and dismissals.

Grade Review

As described in the Academic Catalog (https://catalog.rivier.edu/index.php):

"Students have the right to request a review of a final grade. All such requests must address the process followed in arriving at the final grade and not the professor's evaluation of the student's work. A request for a review of a final grade must be made in writing by the student to the instructor of the course no later than 15 calendar days from the posting of the official grade report by the Office of the Registrar. The student sends a copy of this request to the divisional dean. If there is no resolution between the student and the instructor, and the student continues to believe the grade to be in error, the student may appeal in writing to the department coordinator/program director in which the course was offered, or to the divisional dean if the grade review is between the student and the department coordinator/program director. If no satisfactory resolution is reached after contacting the department coordinator/program director, the student may appeal to the divisional dean. The dean will make the final decision, which is binding, and send notification of the decision to the Office of the Registrar for processing."

Academic Grievance Procedure

In addition to the statement related to the grade review procedure, Rivier University outlines the Academic Grievance Procedure in its *Graduate School Catalog*

(see https://catalog.rivier.edu/content.php?catoid=114&navoid=2089#grievance).

7. Academic Integrity

As described in the Academic Catalog (https://catalog.rivier.edu/index.php):

"*Academic integrity involves the thorough, accurate, and systematic discussion, presentation, reporting and publication of information. Academic integrity is a cornerstone of the teaching and learning in which all members of our community are engaged.*

When considering student work, academic integrity assumes and expects that academic work is solely the product of the student. Plagiarism and cheating are breaches of academic integrity. In general, plagiarism is defined as the presentation of someone else's work as the student's own without complete acknowledgement of the source of the material. Quoting or using another person's argument from another source without acknowledgement of the source or its relationship to other sources constitutes plagiarism. Cheating is defined as the giving or receiving or attempting to give or receive unauthorized information or assistance during an examination, study, or project. Submission of a single work for two separate courses without the permission of both instructors prior to submission is also a form of cheating.

Instructors will communicate clear expectations regarding assignments, including group work and group projects. If students are unsure whether a specific course of action would constitute academic dishonesty, they should consult with the relevant instructor before proceeding.

When academic integrity is violated, by plagiarism, cheating or other unethical conduct, sanctions may be applied. The nature of the sanctions varies with the type, degree or repetition of an act of academic dishonesty in the judgement of the instructor and the institution. Depending on the nature of academic dishonesty sanctions may take the form of one or more of the following:

- *student discussion with the instructor about the nature of the offense that results in reassurance and commitment to improvement;*
- *individualized action plan with identified steps and timeline to achieve the appropriate outcomes;*
- *rewriting and submission of the academic work in question with or without grade penalty;*
- *a grade penalty up to and including a grade of "F" or zero for the work in question;*
- *notification of the divisional dean of the infraction and reason for recommending a review;*
- *review by the dean and meeting with student and instructor to determine facts related to allegations and to impose other sanctions as appropriate;*
- *other academic sanctions up to and including dismissal from the university.*

All efforts should be made to conduct ourselves with dignity, integrity and a just consideration for those with whom we interact. Often, disagreement can best be resolved by the individuals directly involved. However, there may be instances when this does not occur."

Please refer to Academic Catalog for a review of the procedure that is followed if the Academic Integrity Policy is violated.

8. Withdrawal

If a student wishes to withdraw from the Program or from a course in the Program, the student must follow the procedures outlined in the most current *Academic Catalog* and complete the University's *Withdrawal form* and submit it to the Program Director. If a student decides to withdraw from the program, they cannot automatically reenroll. They need to follow the procedures for reenrollment outlined in the section below.

9. Leave of Absence

Students seeking a leave of absence to address professional, personal, or familial obligations should submit a written request to the Program Director. The student may officially apply for a leave of absence by completing the University's *Leave of Absence form* and submitting it to the Program Director at least two weeks prior to the end of the semester preceding the anticipated leave. Leaves of absence are not granted for semesters that are underway and may not be used to preclude completion of a course or requirements for a course.

The Program Director must approve all leaves of absence. A letter of explanation of the specific reasons for requesting the leave must accompany the form. A leave of absence may be granted for one or two semesters. In cases in which a student requires more than two semesters or wishes to extend an already approved leave of absence, the Core Faculty Committee must review the student's request to determine whether additional leaves will be considered. The Program Director forwards the form and the letter of explanation with the necessary signatures granting the leave of absence to the Office of the Registrar. The student rejoins the Program at the point in the Program of Study when they left the Program.

10. Reenrollment

In order to enter the Program after a withdrawal, the student must submit a *Reenrollment Application form* (see *Appendix 12*) to the Program Director. The Program Director reviews the student's application, along with the records associated with the withdrawal, and then confers with the Core Faculty Committee to make a recommendation about reentry to the Dean of the Division of Counseling and Psychology. The Dean makes the final decision about reenrollment. A student who withdraws from the program and wishes to reenroll may be required to complete the standard admissions process (see *Section VI: Program Admission*) during the next admissions cycle. The Program Director notifies the student of the final decision. The reentry recommendation includes the plan for reenrolling to complete coursework and other requirements in a timely manner.

11. Dismissal

Students can be dismissed from the program for academic dishonesty, engagement in unethical behavior as defined by the APA Code of Ethics, failing more than one required course, failure to meet program requirements, or failure to meet the requirement of an action plan. Dismissal

from the PsyD Program is not a dismissal from the Division of Counseling and Psychology or the University. A student dismissed from the Program may apply to and be admitted to another program at the University.

12. Student Services

Rivier University provides a variety of student services that can be found on the Rivier website. In addition, students should review *Appendix 13* for information regarding Disabilities/Special Needs, Financial Aid, ID Cards, Student Parking, Veterans, Sexual Harassment, and the University Nondiscrimination Statement.

XIII. PROFESSIONAL ORGANIZATIONS

Students are required to join at least one professional organization relevant to the field of counseling and school psychology. Membership in professional organizations contributes to student mastery of some program competencies. Students receive significant discounts on membership rates. Below are examples of some organizations relevant to Program aims.

American Psychological Association (APA) represents all disciplines within psychology. APA's Division 16 represents School Psychology exclusively, while Division 17 represents Counseling Psychology. The American Psychological Association of Graduate Students (APAGS) is the voice of student concerns within the APA. APAGS develops, endorses, and disseminates information to students about relevant education and training issues, legislative positions and developments, and future directions or changes in the field through printed resources and the website. APAGS also supports students in the form of scholarships and awards, association advocacy work, and a host of development activities. Students who join APA as student affiliates automatically become members of APAGS.

National Association of School Psychologists (NASP) is the national association for school psychologists. Members receive a monthly newsletter and a quarterly journal, *School Psychology Review*.

New Hampshire Psychological Association (NHPA) is the state affiliate of the national organization. NHPA sponsors an annual student convention, fall and spring annual meetings, and numerous continuing education events throughout the year.

New Hampshire Association of School Psychologists (NHASP) is the state affiliate of the national organization. NHASP publishes a quarterly newsletter and sponsors an annual conference.

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Appendix 1: List of Program Core Faculty Members

Ralph Sperry, PhD ABPP, Saybrook University
Dean, Division of Counseling and Psychology
Director, PsyD Program in Counseling and Psychology
Licensed Psychologist: New Hampshire, Massachusetts, Connecticut
ABPP Board Certified in Organizational and Business Consulting Psychology
Specialty areas: Psychotherapy, Research in Consciousness, Organization Development

Elizabeth Harwood, PhD, University of Montana
Assistant Professor in Psychology
Department Coordinator, Department of Psychology
Specialty Areas: Best Practices in Teaching, Depression; Relationship Conflict and Satisfaction; Body Dissatisfaction; Substance Abuse.

Carol Langelier, PhD, Northeastern University
Professor in Education and Counseling
Licensed Psychologist (NH)
Director, Graduate Counseling & School Psychology Programs
Specialty Areas: Cognitive Behavioral Therapy (CBT); Diversity in Counseling and Leadership; School Counseling; Cultural Context of Education; Assessment, Diagnosis and Treatment

Cheryl Maykel, PhD, University of Connecticut
Associate Professor of Education and Counseling
Nationally Certified School Psychologist (NCSP)
Specialty Areas: Mind-Body Health and Wellness; Childhood Obesity; School Psychology; Ethics in Human Subjects Research

Jessica Leonard, PhD, West Virginia University
Assistant Professor of Practice in Counseling and School Psychology
Licensed Psychologist (NH, ME)
Field Placement Director
Specialty Areas: Acceptance and Commitment Therapy (ACT), Cognitive Behavioral Therapy (CBT), Evidence-based Intervention, Trauma Therapy

Appendix 2: Program of Study Form

Rivier UNIVERSITY

Doctoral Program in Counseling and School Psychology

Foundation Courses (57 credits)			Semester	Grade	Credits	Equivalence Course
EDUC 501	Fundamentals of Research	3				
CNSL 505	Advanced Psychology of Human Development	3				
CNSL 530	Assessment of LD and Reading	3				
CNSL 538	Cognitive Assessment I	3				
CNSL 610	Basic Human Interaction	3				
CNSL 614	Clinical Counseling Theory	3				
CNSL 615	Clinical Counseling Techniques	3				
CNSL 616	Group Counseling	3				
CNSL 618 or CNSL 701	Prof Orientation and Ethics of Clinical Mental Health Counseling	3				
CNSL 623	Marriage and Family Therapy	3				
CNSL 624	Psychopathology	3				
CNSL 629	Addictive Behaviors	3				
CNSL 650	Internship (May replace 700 level practicums and/or CPQ)	3				
CNSL 701 or CNSL 618	Foundations of School Psychology	3				
CNSL 704	Personality Assessment I	3				
CNSL 705	Neuropsychological Assessment I	3				
CNSL 720	Social Cultural Foundations	3				
CNSL 721	Advanced Multicultural Perspectives	3				
TOTAL FOUNDATION CREDITS					0	
Foundation Practicum Courses (3 credits)						
CNSL 792	Beginning Practicum I	1				
CNSL 793	Beginning Practicum II	1				
CNSL 794	Beginning Practicum III	1				
TOTAL FOUNDATION PRACTICUM CREDITS					0	
Core Courses (43 credits)						
CNSL 801	History and Systems*	3				
CNSL 802	Biological Bases of Behavior*	3				
CNSL 803	Cognitive-Affective Bases of behavior*	3				
CNSL 804	Social Bases of Behavior*	3				
CNSL 806	Psychopathology and Interventions*	3				
CNSL 809	Psychometrics*	3				
CNSL 810	Cognitive Assessment II*	3				
CNSL 812	Personality Assessment II*	3				
CNSL 815 or CNSL 816	Evidence-Based Treatment: Children and Families or Adults*	3				
CNSL 820	Developmental Psychology*	3				
CNSL 821	Health Service Psychology: Ethics and Standards*	3				
CNSL 825	Aging	3				
CNSL 833	Supervision, Consultation and Systems	3				
CNSL 838	Seminar: Internship Preparation and Professional Development	1				
CNSL 864	Research Methods and Design*	3				
CNSL 881	Quantitative Analysis*	3				
* Required before taking comprehensive exam						
TOTAL CORE CREDITS					0	
Core Practicum Courses (3 credits)						
CNSL 840	Practicum I	1				
CNSL 841	Practicum II	1				
CNSL 842	Practicum III	1				
CNSL 843	Adv Practicum	1				
CNSL 844	Adv Practicum	1				
CNSL 845	Adv Practicum	1				
TOTAL CORE PRACTICUM CREDITS					0	
Core Research Courses (minimum 5 credits)						Notes
CNSL 892	Directed Research in Psychology	2				Proposal Defense Date:
CNSL 896	Research in Psychology	3				Defense Date:
TOTAL RESEARCH CREDITS					0	
Core Elective Courses (minimum 9 credits)						
TOTAL CORE ELECTIVE CREDITS					0	
Core Comprehensive Examination (0 credits)						Notes
CNSL 890	Written Comprehensive Exam					Pass Date:
CNSL 891	Oral Comprehensive Exam					Pass Date:
Core Internship Experience (0 credits)						
CNSL 886	Clinical Internship I					Internship Completion Dat
CNSL 887	Clinical Internship II					
TOTAL PROGRAM CREDITS					0	
GRADUATION DATE:						

Appendix 3: Request for Course Transfer Form

Course Transfer Request

Student Name: _____ Date of Request: _____

Instructions: For each row, please indicate the course taken at another institution and the Rivier course you wish to receive transfer credit. Up to 9 graduate credits may be transferred from another program.

Rivier Course	**Other Institution:**
Course Prefix and Number:	Course Prefix and Number:
Course Title:_____	Course Title:_____
Grade:	Grade:
DCT Approval:	Course Instructor Approval:
Rivier Course	**Other Institution:**
Course Prefix and Number:	Course Prefix and Number:
Course Title:_____	Course Title:_____
Grade:	Grade:
DCT Approval:	Course Instructor Approval:
Rivier Course	**Other Institution:**
Course Prefix and Number:	Course Prefix and Number:
Course Title:_____	Course Title:_____
Grade:	Grade:
DCT Approval:	Course Instructor Approval:

Note: The Course syllabus and transcript MUST be attached for any course from a previous institution to be considered for transfer credit.

Appendix 4: Curriculum Competency Map

Competency & Elements	Courses
Competency 1 – Discipline-Specific Knowledge *Discipline-specific knowledge represents the requisite core knowledge of psychology an individual must have to attain the profession-wide.*	
Element 1a: Students demonstrate an appropriate mastery of the discipline specific knowledge in health service psychology (e.g., developmental, biological, cognitive, affective, and social aspects of behavior, and the history of the discipline of psychology).	ED801, ED802, ED803, ED804, ED820, ED825
Element 1b: Students demonstrate a substantial understanding of the integration of discipline specific knowledge of health service psychology.	ED825
Element 1c: Students demonstrate knowledge and competence in research methods, quantitative analysis, and psychometrics.	ED809, ED864, ED881
Competency 2: Communication and Interpersonal Skills	
Element 2a: Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.	ED833
Element 2b: Produce and comprehend oral, nonverbal, and written communications that are informative and well integrated; demonstrate a thorough grasp of professional language and concepts.	ED806, ED810, ED812, ED815, ED816, ED833
Element 2c: Demonstrate effective interpersonal skills and the ability to manage difficult communication well.	ED833
Competency 3: Professional Values and Attitudes	
Element 3a: Students behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.	ED833
Element 3b: Students engage in self-reflection regarding one's personal and professional	ED838

functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.	
Element 3c: Students actively seek and demonstrate openness and responsiveness to feedback and supervision.	ED810, ED812
Element 3d: Students respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.	
<u>Competency 4: Assessment</u> *Students develop knowledge and skills in evidence-based theories and methods of assessment and diagnosis, including the selection, administration, and interpretation of assessments consistent with best scientific research evidence, the science of measurement, and psychometrics.*	
Element 4a: Students demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology	ED806, ED810, ED812, ED825
Element 4b: Students demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).	ED806, ED810, ED812, ED825
Element 4c: Students demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.	ED806, ED810, ED812, ED825
Element 4d: Students interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision making biases, distinguishing the aspects of assessment that are subjective from those that are objective.	ED810, ED812
Element 4e: Students communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	ED810, ED812
<u>Competency 5: Intervention</u> *Students will develop proficiency in knowledge and practice of evidence-based approaches to the treatment of client's problems and needs, respectful of client's values, preferences, and diverse backgrounds.*	

Element 5a: Students establish and maintain effective relationships with the recipients of psychological services.	
Element 5b: Students develop evidence-based intervention plans specific to the service delivery goals.	ED806, ED815, ED816, ED825
Element 5c: Students implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.	ED806, ED815, ED816, ED825
Element 5d: Students demonstrate the ability to apply the relevant research literature to clinical decision-making.	ED806
Element 5e: Students modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.	
Element 5f: Students evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.	
Competency 6: Supervision *Students develop skills in mentoring and monitoring other professionals to help develop skill in professional practice.*	
Element 6a: Students demonstrate foundational knowledge and initial skills in the instruction, oversight, and supervision of trainees and other professionals	ED833
Element 6b: Students demonstrate knowledge and respect for the appropriate use of the supervisory relationship including the roles of supervisor/supervisee, boundaries, and ethics.	ED833
Competency 7: Individual and Cultural Diversity *Students will develop knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.*	
Element 7a: Students demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.	ED810, ED812, ED815, ED816, ED821, ED825, ED833
Element 7b: Students demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.	ED810, ED812, ED815, ED816, ED821, ED825, ED833

Element 7c: Students demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.	
<u>Competency 8: Assessment</u> *Students develop the substantially independent ability to formulate research or other scholarly activities that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base, as well as knowledge and skills in the critical review, evaluation, and presentation of psychological and research literature.*	
Element 8a: Students demonstrate and utilize substantial knowledge and skills and application in basic quantitative methods and data analysis, research design, and psychological measurement commonly used in psychology.	ED809, ED864, ED881
Element 8b: Students demonstrate and utilize skills in advanced research methods and data analysis appropriate in conducting research.	ED864, ED881
<u>Competency 9: Ethical and Legal Standards</u> *Students develop knowledge of, and adherence to, all relevant ethical and legal standards, guidelines, laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels in all aspects of their professional work.*	
Element 9a: Students are knowledgeable of and act in accordance with each of the following: the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines.	ED810, ED812, ED815, ED816, ED821, ED825

Element 9b: Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.	ED810, ED812, ED815, ED816, ED821, ED825
Element 9c: Students conduct themselves in an ethical manner in all professional activities. Competency 10: Consultation and Interprofessional Interdisciplinary Skills *Students develop skills to engage in consultation and interdisciplinary collaboration with individuals or groups to address problems and promote effectiveness in professional activities.* Element 10a: Students respect the roles and perspectives of other professions and demonstrate knowledge, skills, and attitudes regarding inter-professional and interdisciplinary consultation in all professional roles.	ED833
Element 10b: Students demonstrate knowledge of consultation models and practices.	ED833

Appendix 5: Eligibility for Comprehensive Examination Form

Eligibility for Written Comprehensive Examinations

Student Name: _____

Date Submitted: _____

Scheduled Date of Comprehensive Exam: _____

All introductory courses completed (circle one): YES NO

Please complete table for required Core Courses.

Course	Semester Taken	Grade
CNSL 801		
CNSL 802		
CNSL 803		
CNSL 804		
CNSL 806		
CNSL 809		
CNSL 820		
CNSL 821		
CNSL 816 or CNSL 815		
CNSL 810		
CNSL 864		
CNSL 881		

NOTE: Attach current Program of Study or transcript

Student Signature: _____

Date: _____

Approval Date: DCT:

Appendix 6: Request for Permission to Apply for Internship Form

Request for Permission to Apply for Pre-Doctoral Internship

Instructions: The applicant is required to complete the information on this form and meet with their Research Committee Chairperson, the Program Director, and the Practicum Instructor for review and approval. The completed form should be returned to the Program Director.

Applicant Name: _____

Date entering program: _____Projected Date of Internship: _____

Practicum Instructor Approval:

Requirement: minimum 800 practicum hours.

Total Practicum Hours to Date: _____

Projected Additional Practicum Hours: _____

_____ _____

Practicum Instructor Date

Research Chairperson Approval:

Requirement: Doctoral Research Project proposal successfully defended

Date of Defense: _____

_____ _____

Research Chairperson Date

Program Director Approval:

Requirement: Completion of Written and Oral Comprehensive Examination

Date Passed Written Examinations: _____ Date Passed Oral Examinations: _____

_____ _____

Program Director Date

Appendix 7: Learning Experience Evidence Submission Form

Competency Portfolio Artifact Cover Sheet (Sample)

Competency 7: Individual and Cultural Diversity
Students will develop knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.

Element 7a. Students demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.

Element 7b. Students demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.

Element 7c. Students demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. Trainees are expected to respond professional in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Artifact: Which of the following artifacts is this cover sheet accompanying?

___ Core Coursework: ED_____	___ Practicum (Supervisor Evaluation)
___ Comprehensive Examination a. Theoretical Change Paper b. Case Conceptualization c. Oral Examination	___ Internship (Supervisor Evaluation)
___ Doctoral Research Project Final Defense	

Demonstration of Competence: Which elements do you believe are met through these artifacts?

Competency 7: Individual and Cultural Diversity
___ 7a
___ 7b
___ 7c

Rationale: In 300-500 words, please explain why you believe this artifact demonstrates the denoted competencies and why you chose to include it in your portfolio. You may continue onto a second page.

Appendix 8: Disposition Forms

Annual Student Disposition Form (Self-Rating)

Student Name:_____ Date: _____

Year in Review: _____

The evaluation of outcome competencies of the Rivier Counseling and School Psychology Program is intended to provide feedback on student progress toward achievement of program competencies and related elements. Students must obtain a faculty rating of 3 or better in order to be making adequate progress is the program toward the below competencies and elements:

Competency 2: Communication and Interpersonal Skills
Students develop the ability to communicate and use interpersonal skills effectively in increasingly complex situations with increasing independence.

Element 2a: Students utilize knowledge and skills to develop and maintain effective relationships with a wide range of individuals and produce and comprehend oral, nonverbal, and written communications that are informative and well integrated.

Element 2b: Students demonstrate a thorough grasp of professional language and concepts while demonstrating effective interpersonal skills and the ability to manage difficult communication well.

Competency 3: Professional Values and Attitudes
Students demonstrate behavior that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

Element 3a: Students demonstrate and utilize appropriate knowledge, skills, and attitudes in reflecting on, critically evaluating, and improving one's own professional practices.

Element 3b: Students demonstrate openness and responsiveness to feedback from peers, faculty, supervisors, and consumers of services.

Element 3c: Students and graduates will perform activities consistent with those identified in health service psychology including licensure (where appropriate), membership and/or participation in national, state, and local organizations, and through their expressed professional goals.

Competency 9: Ethical and Legal Standards
Students develop knowledge of, and adhere to, all relevant ethical and legal standards, guidelines, laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels in their professional work.

> **Element 9a:** Students are knowledgeable of and act in accordance with each of the following: the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines.
>
> **Element 9b:** Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.
>
> **Element 9c:** Students conduct themselves in an ethical manner in all professional activities.

Please rate yourself on each element using the following scale:

1	2	3	4	N/A
(Never)	(Occasionally)	(Usually)	(Always)	(No basis for judgment)

Professional Attitudes and Values	Rating	Communication and Intra/ Interpersonal Skills	Rating	Ethical and Legal Standards	Rating
Engages enthusiastically in the doctoral learning process. **(3a, 3b)**		Demonstrates knowledge and skill to maintain relationships **(2a)**		Demonstrates of knowledge of APA's ethical principles. **(9a)**	
Displays openness and responsiveness to feedback **(3b)**		Collaborates effectively with a wide range of individuals. **(2a)**		Recognizes ethical issues when they arise. **(9b)**	
Demonstrates initiative suitable to the context. **(3a, 3b)**		Contributes relevant information during group activities. **(2b)**		Engages in good ethical decision-making practices if ethical issues arise. **(9b)**	
Behaves in ways that reflect the values and attitudes of psychology. **(3a)**		Considers all points of view and demonstrates a respect for diversity. **(2a)**		Student conducts self in an ethical manner in all situations, including classes, clinical work, research, etc. **(9c)**	
Prepares, organizes, and meets assignment due dates. **(3a)**		Handles conflict or difficult communication professionally. **(2b)**			
Demonstrates reliability and arrives on time and attends class consistently. **(3a)**		Communicates effectively and respectfully in both written and oral communications. **(2a)**			
Maintains membership and appropriate involvement in professional organizations and activities. **(3c)**		Maintains professional boundaries with all individuals. **(2a, 3b)**			
Dresses appropriately for the situation and is well groomed. **(3a)**		Demonstrates good judgment and discretion when interacting with others. **(2b, 3a)**			
Reflects on own practices and behavior. **(3a)**					

Narrative Comments: Please take a few minutes to include comments about your overall performance.

Annual Student Disposition Form (Faculty-Rating)

Student Name:_____ Date: _____

Year in Review: _____

The evaluation of outcome competencies of the Rivier Counseling and School Psychology Program is intended to provide feedback on student progress toward achievement of program competencies and related elements. Students must obtain a faculty rating of 3 or better in order to be making adequate progress is the program toward the below competencies and elements:

Competency 2: Communication and Interpersonal Skills
Students develop the ability to communicate and use interpersonal skills effectively in increasingly complex situations with increasing independence.

Element 2a: Students utilize knowledge and skills to develop and maintain effective relationships with a wide range of individuals and produce and comprehend oral, nonverbal, and written communications that are informative and well integrated.

Element 2b: Students demonstrate a thorough grasp of professional language and concepts while demonstrating effective interpersonal skills and the ability to manage difficult communication well.

Competency 3: Professional Values and Attitudes
Students demonstrate behavior that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

Element 3a: Students demonstrate and utilize appropriate knowledge, skills, and attitudes in reflecting on, critically evaluating, and improving one's own professional practices.

Element 3b: Students demonstrate openness and responsiveness to feedback from peers, faculty, supervisors, and consumers of services.

Element 3c: Students and graduates will perform activities consistent with those identified in health service psychology including licensure (where appropriate), membership and/or participation in national, state, and local organizations, and through their expressed professional goals.

Competency 9: Ethical and Legal Standards
Students develop knowledge of, and adhere to, all relevant ethical and legal standards, guidelines, laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels in their professional work.

Element 9a: Students are knowledgeable of and act in accordance with each of the following: the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines.

Element 9b: Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.

Element 9c: Students conduct themselves in an ethical manner in all professional activities.

Please rate yourself on each element using the following scale:

1	2	3	4	N/A
(Never)	(Occasionally)	(Usually)	(Always)	(No basis for judgment)

Professional Attitudes and Values	Rating	Communication and Intra/ Interpersonal Skills	Rating	Ethical and Legal Standards	Rating
Engages enthusiastically in the doctoral learning process. **(3a, 3b)**		Demonstrates knowledge and skill to maintain relationships **(2a)**		Demonstrates of knowledge of APA's ethical principles. **(9a)**	
Displays openness and responsiveness to feedback **(3b)**		Collaborates effectively with a wide range of individuals. **(2a)**		Recognizes ethical issues when they arise. **(9b)**	
Demonstrates initiative suitable to the context. **(3a, 3b)**		Contributes relevant information during group activities. **(2b)**		Engages in good ethical decision-making practices if ethical issues arise. **(9b)**	
Behaves in ways that reflect the values and attitudes of psychology. **(3a)**		Considers all points of view and demonstrates a respect for diversity. **(2a)**		Student conducts self in an ethical manner in all situations, including classes, clinical work, research, etc. **(9c)**	
Prepares, organizes, and meets assignment due dates. **(3a)**		Handles conflict or difficult communication professionally. **(2b)**			
Demonstrates reliability and arrives on time and attends class consistently. **(3a)**		Communicates effectively and respectfully in both written and oral communications. **(2a)**			
Maintains membership and appropriate involvement in professional organizations and activities. **(3c)**		Maintains professional boundaries with all individuals. **(2a, 3b)**			
Dresses appropriately for the situation and is well groomed. **(3a)**		Demonstrates good judgment and discretion when interacting with others. **(2b, 3a)**			
Reflects on own practices and behavior. **(3a)**					

Narrative Comments: Please take a few minutes to include comments about this student's overall performance

Appendix 9: Professional Goals and Activities Form

Professional Goals and Activities

Please complete and submit to your Academic Advisor for your Annual Review.

Student Name: _____

Date: _____

Year in Review: _____

1. Please describe your career goals.

2. Please describe any research-related activities you have been involved in.

3. Please list any professional publications you have contributed to in the past year.

4. Please list any professional presentations you have given in the past year.

5. Please list any conferences or workshops you have attended in the past year.

6. Please list any conferences or workshops you have led in the past year.

6. Please list all Professional/Research Organizations of which you are a member.

7. Please list all leadership roles you have held in Professional/Research Organizations.

Appendix 10: Reenrollment Form

Application for Reenrollment

A complete review of the applicant's academic record will be conducted by the Core Faculty Committee of the Program with the approval of the Dean of the Division of Education and Counseling prior to any decision to re-enroll a former student in the program. If the request is approved, conditions for reenrollment may be specified.

Please complete and submit this form to the Program Director.

Name: _____

Rivier Identification Number: _____

Year Admitted to the Program: _____

Term of Last Enrollment: _____

Proposed Term of Reenrollment: _____

Please describe in detail the reason(s) you wish to reenroll in the Program at this time and the ways in which you plan to be successful, if the Core Faculty Committee approves your reenrollment.

Appendix 11: Student Services

Student Services
Rivier University provides a variety of student services that cab ne found on the Rivier website at https://catalog.rivier.edu/content.php?catoid=114&navoid=2087. In addition, students should be aware of the following, the details of which can be found at the above website.

Disabilities/Special Needs
A student who requires special services for a learning or physical disability is encouraged to contact the Office of Disability Services at (603) 897-8497 to inquire about services available to help the student succeed academically.

Financial Aid
Policies and procedures for financial aid are available at:
https://www.rivier.edu/financial-aid/

ID Cards
Prior to the beginning of classes all new students must obtain a valid University ID, which is issued by the Department of Public Safety and Security Office, located at the Dion Center, Room 204. Information can be found on the Rivier website at:
http://www.rivier.edu/student.aspx?id=803

Student Parking
All students with a car parked on campus are required to have a Rivier University student parking sticker. Information can be found on the Rivier website at:
https://catalog.rivier.edu/content.php?catoid=114&navoid=2087.

Veterans
In cooperation with the Department of Veterans Affairs, Rivier University participates in numerous veterans benefits programs. Information can be found on the Rivier website at:
https://www.rivier.edu/admissions/veterans/

Sexual Harassment Policy
Harassment on the basis of sex is a violation of Section 703 of Title VII/IX of the Civil Rights Act of 1964. All members of the University community (students and employees) must be afforded protection under the provisions of this Act. As a matter of institutional policy, Rivier University will not tolerate behavior, either verbal or physical, by a member of the University community that leads to sexual harassment of another member of the University community. Any incident of alleged sexual harassment should be reported immediately to the Assistant Vice President for Student Development or the Director of Human Resources. Copies of the Sexual Harassment Policy can be obtained from the Office of Human Resources or the Assistant Vice President for Student Development.

Nondiscrimination Statement

Rivier University does not discriminate on the basis of race, color, national origin religion, age, veteran or marital status, sex, gender identity, sexual orientation or disability in admission or access to, treatment in or employment in its programs and activities (except in the limited condition of a bona fide job qualification-BFJQ) and Title IX requires that the University not discriminate on the bases stated above.

This policy prohibits implying or threatening that an applicant's or a community member's race, color, religion, sex, national origin, age, disability, marital status, veteran status, or disabled veteran status will have any effect on the individual's education, matriculation, employment, job assignment, wages, promotion, or any other condition of learning, employment or future job opportunities (except in the limited condition of a bona fide job qualification). This policy also prohibits any conduct that would tend to create an intimidating, hostile or offensive work environment.

Appendix 12: Statement of Acknowledgement

STATEMENT of ACKNOWLEDGEMENT
Rivier University

My signature below acknowledges receipt of the Rivier University, Combined Doctoral Program in Counseling and School Psychology Handbook. It further acknowledges that I have read the Handbook *in its entirety* and that I understand my responsibilities as a student in the PsyD program in agreeing to abide by all policies and procedures described, herein.

I also understand that should I have any problems or questions regarding the policies as they are presented in this handbook, I may direct them to the Program Director.

I understand that departmental policies and handbook information are subject to revision throughout my program and I am responsible for remaining current.

This acknowledgement will be placed in my student file.

Student Name (print): _____

Student Signature: _____

Date: _____