

PsyD Handbook

**Antioch University New England
Department of Clinical Psychology
40 Avon Street
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SECTION I: STUDENT LIFE

A. Student-Trainee Competence

Professional psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Programs that educate and train professional psychologists also strive to protect the public and profession. Therefore, faculty, training staff, supervisors, and administrators in such programs have a duty and responsibility to evaluate the competence of students and trainees across multiple aspects of performance, development, and functioning.

It is important for students and trainees to understand and appreciate that academic competence in professional psychology programs (e.g., doctoral, internship, postdoctoral) is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) are also evaluated. Such comprehensive evaluation is necessary in order for faculty, training staff, and supervisors to appraise the entire range of academic performance, development, and functioning of their student-trainees.

Therefore, it is important that students and trainees in professional psychology programs (at the doctoral, internship, or postdoctoral level) know prior to program entry and at the outset of training that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with identified problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public,

and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve problems).

This is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

Although the purpose here is to inform students and trainees that evaluation will occur in these areas, it should be emphasized that the program's evaluation processes and content include: (a) information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable); (b) information regarding the primary purpose of evaluation (e.g., to facilitate student or trainee development; to enhance self-awareness, self-reflection, and self-assessment; to emphasize strengths as well as areas for improvement; to assist in the development of remediation plans when necessary); (c) seeking more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and (d) opportunities for remediation, provided that faculty, training staff, or supervisors conclude that satisfactory remediation is possible for a given student-trainee.

B. Professional Conduct of Students

Antioch's Department of Clinical Psychology subscribes to the American Psychological Association's Code of Ethics and all students are bound by the principles enumerated in the Code. Deviation from the Code may result in disciplinary action, including recommendation for disenrollment from school.

C. Antioch New England Communication via Email and the Department Listserv

All students are required to participate in Antioch New England's email and conferencing system as well as the Department's listserv. This is necessary so as to be assured that important notices and communications can be exchanged.

D. Student-Faculty Relations

The Department aims for collegial, mutually respectful relationships between faculty and students. The program aspires to create a non-competitive, mutually supportive environment. This requires a high level of professionalism and personal integrity on the part of everyone.

E. Student-Faculty Collaborative Research

With respect to collaborative research: a) faculty and student should discuss ownership of data and authorship on presentations and publications early enough in the collaborative process so that each is aware of his/her role; and b) faculty and student should publicly acknowledge one another's contributions at conferences, in written work, etc. Guidelines about authorship and author order are addressed in greater detail in the APA Ethical Standards.

F. Advanced Students as Teaching Assistants

Teaching Assistants are in a position of authority with other students. As such, they are governed by the same standards of conduct in the performance of their academic responsibilities as are members of the faculty. All Teaching Assistants shall respect the rights and opinions of students and uphold the academic standards of ANE.

G. Records Access Policy

The Family Educational Rights and Privacy Act of 1974, known as "The Buckley Amendment," addresses the subject of access to educational records. The act requires institutions to establish policies which set forth the procedure by which these records are to be reviewed or inspected. Students have a right to inspect and review their records. Student requests must be made to the Department Office Manager in writing with at least one week notice. University policy in this matter is specified in the current ANE Student Handbook.

By virtue of completing an ANE application for admission, applicants are giving informed consent to the admissions committee (which includes admissions personnel, ANE faculty, and Department of Clinical Psychology graduate students) to review all material in the admissions file.

H. Transfer Policy

Students wishing to transfer into the doctoral program in clinical psychology must follow the procedures and meet the criteria outlined below:

1. Students wishing to apply to transfer must seek approval of the Director of Student Affairs in the Department of Clinical Psychology. Transfer requests will be considered throughout the school year.

2. Transfer applicants must be students in good standing at an APA-approved doctoral program in clinical or counseling psychology. Only a grade of B or better will be accepted for advanced standing credit if the institution uses a traditional graded system of evaluation.
3. Transfer applicants must submit a non-refundable application fee prior to review of their application and graduate records.
4. Transfer applicants must submit syllabi from their previous Doctoral Program that demonstrate an equivalent course. Equivalency is defined as one that shares at least 75 percent of the current content and readings with a Department of Clinical Psychology course.
5. The Director of Student Affairs will work with transfer students to determine a viable curriculum which enables them to enter the doctoral program as efficiently as possible. No waiver or transfer credit will be granted for practicum experience.
6. Transfer students are required to spend a minimum of three years, full-time, on-site at Antioch New England, plus one year of Internship. Prior to this, it may also be necessary for transfer students to assume part-time, "special" student status in order to complete particular courses which enable them to move into sequence in our developmental curriculum.

I. Waiver Policy

The program is full time regardless of waivers. Except for transfer students, the program cannot be shortened. Students granted transfer credit for less than one full year may be given advanced standing and may have a reduction in tuition. Individual required courses may be waived. Criteria are: a student submission of evidence of having successfully passed an equivalent graduate level course in area. Equivalent is defined as either one that shares at least 75 percent of the current content and readings with a Department of Clinical Psychology course or one in which the student passes an examination (written and/or oral) administered by department faculty.

No advanced standing credits are awarded by the Doctoral Program for master's level work, only waivers are awarded for master's level work. Neither waivers nor advanced standing credits are awarded for practica, case conferences, or advanced electives. All doctoral students must maintain a full-time load. Students who waive a course must take another in its place. Typically, students who waive courses take the next requirement available in that time slot. Students who therefore have completed elements of the curriculum early use that time to make additional progress on their dissertation. Waivers are only evaluated for matriculated students.

J. Student Grievance Procedure Guidelines

The Appeal Guidelines in the Department of Clinical Psychology are designed to clearly delineate: (a) which matters and issues can be formally appealed on the Departmental level when a student challenges a faculty evaluation, decision, or action which directly

affects him/her; and (b) the procedure which is to be used. The intent is to eliminate disputes which are basically on matters of faculty judgment (e.g., whether a paper is "good" or "excellent" or a student's class participation is "satisfactory" or "minimal," etc.) and is based on the following principles:

1. The process is based on the premise that the Department hires faculty who are conscientious and professionally grounded persons dedicated to the principles and ethics of the profession and who, by the nature of their role and position, are expected to exercise sound and professional judgment. Therefore, in the matter of appeals, the burden of proof for change of a faculty evaluation or comment must lie with the student.
2. The process should be consistent with the tasks, roles, and responsibilities assumed by the faculty. We see the task of faculty in the Department as providing educational experiences in every course for the students in all three of the following areas: academic, professional/clinical, and personal/interpersonal. Faculty persons act in multiple roles as: teacher, facilitator, mentor, advisor, evaluator, administrator, and most importantly, overarching all others, as a role model exemplifying personal and interpersonal behavior consistent with the highest professional standards.
3. In addition to educative and supervisory functions, faculty are expected to evaluate student progress integrating academic, personal, and professional functioning. Faculty are expected to view evaluations of students as a place both to reflect on the strength of the emerging professional and to identify, in a concise, constructive fashion, areas that need, in his/her opinion, further examination, change, and/or growth. Faculty evaluations are not to be based only on papers or exams but are expected to integrate all three of the areas mentioned above.
4. It is evident that in a large department, the department chairperson should not be continually placed in a role of arbitrator for student/faculty disputes, thus, consuming energies and time.
5. On occasion, both students and faculty, no matter how dedicated, can get caught up with individual, interpersonal, and/or organizational dynamics where issues are matters of interpretation or perspective rather than fact. Consequently, the search for the "real" truth is often a fruitless chase. No appeals process, no matter how conscientious, can resolve all differences in interpretation or evaluation of a particular set of circumstances. The Appeal Guidelines are designed to minimize energy and time expenditures around these irresolvable issues while, at the same time, permitting both parties the chance to resolve serious, bona fide differences.
6. Students, by law, have access to their student files. As the files are a cumulative record of the student's career at Antioch, it is appropriate that any material a faculty person feels is germane to a student's career and performance at Antioch be placed in his/her file. Students at Antioch University New England have the right to add comments to an item or to include a rebuttal but may not appeal the fact that items are placed in the file. It is to the student's advantage that all

material, even that which may be perceived as controversial, be placed in his/her file in order that it may be examined.

Errors of fact, and the accuracy of any items between an individual student and individual faculty person, which will cause substantial personal and/or professional damage, may be appealed through the “Student Grievance Procedure” in the ANE Student Handbook.

K. Academic Grievance

As specified in ANE’s general policy, there is a point at which an *academic grievance* is brought to the Department Chair. The chair’s role is to make sure that any decision has been made in a fashion consistent with all applicable policies. In a way that parallels the function of an appeals court, the chair does *not* review the situation and the data anew, but instead looks for procedural errors. In his or her decision, the Chair also is bound by those policies. If procedural errors are identified, then instructions are given to those involved as to how to remediate the action consistent with the policy.

L. Part-time Status

Students are expected to be enrolled full-time in the program. Exceptions to this are those instances in which the student may be placed on part-time status due to health reasons, disability, or through administrative initiative.

M. Special Students

A decision to admit Special Students (students not matriculated in the PsyD Program at ANE) lies with the discretion of the Director of Student Affairs. In general, Special Students are not permitted to register for required courses unless enrollment in such courses is unusually low.

N. Incompletes

The following Incomplete Policy is from Antioch University New England’s Student Handbook:

If you cannot complete the required work by the due date you may request an extension of work due which will result in an incomplete grade from your instructor. This extension of time is granted by the instructor and is not an automatic right. It must be requested before the due date of the required work. If approved, your work will be due at least two weeks before the end of the following term (or earlier) on the date agreed upon between you and the instructor. According to Satisfactory Academic Policy, grades of Incomplete are counted against your SAP calculation and may place you on Academic Warning.

Individual faculty members do not have the authority to award extended time beyond the final due date. If an incomplete grade is not submitted by the deadline, it will be changed to a No Credit. Students would then need to register for the class again to earn the credit.

O. Personal Difficulties and Professional Work

There are times when personal problems may interfere with a student's ability to function as a psychologist. Important is how one deals with such problems. As stated in the APA Guidelines, it is the trainee's responsibility to be alert for and to recognize when personal problems are interfering with their effectiveness. It is the trainee's responsibility to refrain from professional activities if their performance may be problematic and those whom they are serving might be harmed. As a trainee, a first step in such a circumstance would be to discuss the possible impact of one's personal problems with one's clinical supervisor and/or academic advisor. There are a variety of avenues to explore, including obtaining assistance with one's personal difficulties, suspending or postponing one's training in direct service, taking a leave of absence from the program, etc.

We (faculty and students) collectively share a responsibility to take action if we believe that a person's personal problems may result in harm to those being served. In such a circumstance, the appropriate action would be to bring the concern to the attention of the person whom one believes to be exhibiting problematic behaviors. If that does not result in a corrective response and risk is still perceived, the next step is to consult with a member of the faculty.

If there is sufficient evidence supporting a student's impairment, the faculty may inform the student's advisor and/or the Director of Student Affairs. A Special Review may result to assess and planfully intervene to assist the student demonstrating problematic behaviors. Special Review outcomes include: (a) the student's accessing helpful resources inside or outside the program, (b) the student's taking a leave of absence from the program, or (c) a recommendation that the student withdraw from the program.

P. Personal Difficulties and Academic Work

Students generally know when they are falling behind in their course assignments and required documentation. There may be several reasons why students find themselves in that position. If one is not able to meet a particular deadline or finish course work in a class, students should talk directly with the faculty member involved. Solutions to these dilemmas can often be found when pursued cooperatively and creatively. If unresolved, students are encouraged to talk with their advisor and/or the Director of Student Affairs.

Q. Personal Therapy

In keeping with our emphasis on reflective practice, we encourage students who wish to do so to engage in therapy during their graduate training. In some circumstances, it may be required as the result of our Annual Review process. Bear in mind that direct involvement as a client in dyadic or group therapy can be a very desirable process.

It is the policy of the program that no student enters a therapeutic relationship with a faculty member in the Department; however, it is perfectly acceptable for a faculty member to assist a student in finding a suitable therapist.

R. Attendance

Attendance at all class sessions is expected. Students should have no more than three absences in each of the Spring and Fall semesters and one during the Summer semester. It is the faculty's prerogative to have more stringent attendance requirements. Students who miss more than the maximum number of absences risk failing the course. When classes are cancelled by Antioch's administration because of inclement weather, this is not counted toward a student's three absences.

Students are encouraged to communicate with the faculty regarding matters of their attendance. Faculty are expected to inform their students at the start of classes about their approach to attendance if it differs from the three session maximum. Should a faculty member or student believe that there is an identifiable attendance concern, either is expected to contact the student's advisor. An identifiable concern may include, but not be limited to, a student having two absences in a three-credit course or one absence in a one or two-credit course. At such time, and in consultation with the Director of Student Affairs, a Special Review process may be initiated.

S. Confidentiality in Professional Seminars

Antioch New England's Clinical Psychology Program values the development of both professional knowledge and awareness of how one brings one's self to the work. Whether in classes, in Professional Seminars, in clinical supervision, or elsewhere in the training program, students may be asked to reflect on ways in which their experience shapes their professional development or interaction with clients or others. Consistent with Standard 7.04 of the APA Ethical Code, students will be asked to reveal matters of a personal nature only in the service of training objectives. Sometimes, this may occur in the form of a general assignment. Other times, a more pointed request of a student may be part of an attempt to understand the student's performance, coping strategies, or professional/clinical functioning. Faculty who learn of personal information that affects the professional functioning of students will share that information with other faculty as appropriate to support training processes, while also respecting students' privacy.

**SECTION II:
ACADEMIC AFFAIRS**

A. Student Advising

1. First and Second-Year Student Advising

First-year students are assigned a Core Faculty Advisor who is their advisor during the first and second years of the program. The advisor plays an important role in the student's orientation to the program during the first year. Specifically, the tasks of first and second year advising include:

- a. Conducting a number of group and individual advising meetings throughout the year which address academic and developmental issues and concerns.
- b. Advising students as they plan their academic program each semester.
- c. Holding initial discussions regarding individual or class-wide problems or concerns and determining when to involve the Director of Student Affairs or other program administrators as necessary.
- d. Conducting each student's Annual Review (see Annual Review section) and, at times, Special Reviews (see Special Review section) that may be necessary in situations where there appears to be personal, interpersonal, academic, or clinical (practicum) problems. The Academic Review process is overseen by the Director of Student Affairs.
- e. Serving as a link to the practicum system and, second to the Professional Seminar leader in providing general guidance around practicum selection and the practicum experience. The practicum system is overseen by the Director of Practica (see Practica section).

2. Third and Fourth-Year Student Advising

During the second year, each student is assigned a Core Faculty Advisor who remains their advisor from the third year through the completion of internship and the dissertation project. As such, the Advisor serves as the student's Dissertation Chairperson and leads the weekly Dissertation Research Seminar for his or her advisees. The Doctoral Research Seminar system is overseen by the Director of Research (see Dissertation section).

Specifically, the tasks of third and fourth-year advising include:

- a. Holding a number of group and individual meetings with their advisees;
- b. Advising students as they plan their academic program each semester;
- c. Providing academic and career advisement as appropriate;
- d. Conducting each student's Annual Review (see Annual Review section), and, at times, Special Reviews (see Special Review section) that may be necessary in unusual situations where there appear to be personal, interpersonal, academic, or clinical (practicum or internship) problems;

- e. Work with the Director of Practica or Internship and the student's Case Conference leader to address problems that may arise at a training site.
- f. Work with the Director of Research to address problems that may arise with the dissertation project.

B. Integration of Diversity Material into the PsyD Program

Faculty and students support the on-going development of a department wide commitment to addressing issues of diversity. This policy marks one of the critical components of that commitment in that it directly impacts the curriculum. Also, other programmatic responses continue to be developed with the curriculum being but one aspect of a multidimensional approach to managing the issue of diversity in the Department. The Department, in conjunction with the director of Diversity Issues, is responsible for monitoring.

1. The faculty is committed to include issues of diversity (including race, age, gender, physical status, ethnicity, culture, class, sexual orientation, and disability) throughout the curriculum. The program does not isolate these issues into one or two courses or workshops, but instead distributes the responsibility for addressing these issues across many training experiences.
2. Some courses do carry the primary responsibility for addressing issues of diversity.

Psychotherapeutic Intervention I and II
Psychological Development
Human Diversity and the Clinical Enterprise
Psychology in the Community

3. All other courses in the program integrate consideration of issues of diversity into their syllabus and coursework wherever possible and appropriate. The Director of Diversity Issues will be available to help faculty consider how their respective course(s) might better address issues of diversity.
4. In order to facilitate the process of gaining awareness and additional information concerning issues of diversity and the training of psychologists, the Department organizes and provides appropriate workshops, colloquia, consultation, and training to the faculty.
5. Faculty with particular concerns about teaching in an area about which they feel they have little information are encouraged to undertake professional development activities in the area (e.g., attend a workshop, do extra readings, seek consultation, etc.). The Department will provide assistance when needed and appropriate.

C. Essential Values of the PsyD Program

In addition to integrating diversity into the program, the department is incorporating its commitment to addressing the essential values of relationship soundness, social justice, and evidence based practice.

1. Relationship Soundness

We view a range of professional relationships as central and necessary to successful functioning as a professional psychologist. Relationship soundness is necessary and viewed as a foundational competency in our Department. This assertion is bolstered by the expanding literature that includes work by the Association of Psychology Training Clinics, the National Council of Schools of Professional Psychology, and the Council of Chairs of Training Councils of the American Psychological Association. Some of the elements of the relationship competency include: use of reflective practice, considering multiple perspectives, being patient with both self and others, asserting one's perspective in a mature manner, demonstrating civility and respect in word and manner, using self disclosure appropriately, managing one's affect appropriately in self and with others, moving from a stance of judgment to one of curiosity, and listening. Addressing relationship soundness lies within the context of the Department's evaluation rich culture and the ongoing natural conversations and interactions regarding relationship soundness between faculty and students inform an organic yet sensible definition of relationship soundness.

2. Social Justice

Rooted in the spirit of Antioch College's first president, Horace Mann, who stated, "Be ashamed to die until you have won some victory for humanity", the Psy.D. program views awareness of injustices, and action toward social justice as a central to our training of clinical psychologists. It is also believed that social justice extends beyond attitudes and into actions that promote the creation of a space for the human spirit to thrive and the establishment and continuation of just relationships. As such, students are encouraged to become agents of change as they integrate the values of social justice in their professional work. Social justice entails respect, care, and equity; with a consciousness about the impact of race, class, gender, sexual orientation, family responsibility of family status, marital status, religious or political conviction, pregnancy, age, and disability. By recognizing the dignity of each individual the Department seeks to build a healthy community based on social justice.

3. Evidence Based Practice

From the Department's perspective, evidence-based practice EBP transcends simplistic notions and imperatives about empirically supported treatments. Instead, the Department believes that evidence-based practice (EBP) involves striving to make clinical interventions jointly responsive to the needs, capacities, and characteristics of clients; local, practice-based evidence (e.g., clients' response to treatment over time); scientific evidence (e.g., meta-analyses about efficacious interventions for particular conditions and common factors); and the capabilities and constraints of particular practitioners and the organizational context(s) in which they work. Students receive training in the evolution of EBP and strategies for retrieving and evaluating relevant evidence in their first year Intervention sequence. The

Department provides training to both students and practicum sites in the use of clinical feedback systems, and requires that students describe how they monitor client progress as part of Case Conference and the Intervention Qualifying Exam. The Department's Center for Research on Psychological Practice employs students in research and evaluation projects in which naturalistic practice systems are engaged in using evidence based standards in combination with formative, local data to strategically and incrementally refine their practice in accord with local circumstances.

D. Plagiarism

Plagiarism is defined according to *Webster's New World Dictionary of the American Language* (1970) as "to take (ideas, writings, etc.) from (another) and to pass them off as one's own" (p. 1987). It is the writer's (student's) responsibility to inform the reader when credit for ideas, specific wording, general organization, or any other aspect of written material should be shared with another author. Most obviously, directly quoting another author's words without appropriate acknowledgement (i.e., quotation marks and a citation) constitutes plagiarism. Less obviously, so does closely paraphrasing another's sentences or presenting another's ideas as though they were original to you. Copying paragraph organization — or a general way of organizing a topic — can also qualify as plagiarism. A student should limit direct quotes and acknowledge other's ideas and frameworks whenever citing or using them. If in doubt, the student should ask for feedback from a colleague or advisor.

The vast majority of plagiarism encountered at Antioch is unintentional, and much of this appears to arise from two kinds of errors. One is being unaware of appropriate citation procedures, and thus failing to identify material that is directly quoted. The second is taking notes from primary sources, failing to distinguish which of these are direct quotes, and then inserting them directly into the student's writing. It is important to note that intent is not part of the definition of plagiarism, and both of these circumstances meet that definition.

To assist students in identifying and avoiding plagiarism, the Department will assist them in locating resources that provide a succinct description and examples of plagiarism. In order to ensure that students are exposed to proper procedures and formats for citing and using source material, all students are required to submit, during October of their first year, a signed copy of the Department's "Citing the Work of Others" form. This signed form comprises a memorandum of understanding, attesting that students have read, comprehend, and agree to abide by the principles and practices described on the website cited above. These forms are distributed and collected through the Professional Seminar. Students are held to a high standard concerning these matters, and the Department shares APA's commitment regarding plagiarism as a violation of the professional ethics code. In accordance with the policies of Antioch University New England and the Department of Clinical Psychology, plagiarism may result in a recommendation for disenrollment, subject to Special Review procedures.

E. Academic Review

1. Academic Review Process

a. The mechanism for review of student academic progress includes information gathered from instructor course evaluations on comment forms, practicum supervisor evaluations, annual reviews, and special reviews. It is understood that constructive feedback should come from instructors and supervisors both through formal written means (e.g., evaluations, papers) and through informal conversations.

b. Specific ratings for the coursework and practicum appear on comment forms and are as follows:

1. For coursework: O (outstanding), E (excellent), V (very good), G (good), S (satisfactory with concerns), U (unsatisfactory);

2. For practicum: E (exceeds expectations), M (meets expectations), N (needs improvement), U (unsatisfactory), and N/A (not applicable).

c. The Student Comment Form for coursework includes ratings on these performance criteria (class participation, mastery of course content, quality of documentation) and overall course performance. The comment form does include a narrative on the student's performance and a space to indicate whether the instructor has specific concerns related to writing, relationship soundness, or other concerns. The Practicum Evaluation Form includes ratings on performance domains, which include Integration of Theory and Practice, Professional and Interpersonal Skills, Quality of Documentation and Overall Practicum Performance.

d. Each Fall there is a formal Annual Review (see Annual Review section) of each student's academic records by the student's advisor, under the direction of the Director of Student Affairs, to determine if satisfactory progress is being made. This review considers each student's academic, interpersonal, and professional performance.

e. In addition to the Annual Review, the faculty meet annually as a full group in a series of meetings to discuss the academic progress of each student. These meetings involve consideration of the students' course and practicum ratings as well as their academic, interpersonal, and professional performance.

f. A Special Review can be initiated at any time by the Department, the student or any faculty member, when circumstances warrant (see Special Review section).

2. Annual Review

a. During the Fall semester, the record (for the previous June through May academic year) of every student in the Psy.D. program is reviewed by advisors after the previous Spring semester's evaluations are completed. The primary purpose of the Annual Review is to identify and provide timely feedback to

students who are having difficulty in the program and to clearly establish any applicable contingencies.

b. The Annual Review, which is overseen by The Director of Student Affairs, consists of two phases: (a) faculty review and assessment of students' functioning in the areas described below and (b) student meeting with her/his advisor.

c. As a student moves through the program, the advisor comes to know the student in greater depth and is able to follow her/his professional development and progress. The purpose of the meeting with her/his advisor is to discuss in a more complete fashion the student's development as a clinical psychologist. Attention is given to consideration of the advisee's goals, particular strengths and challenges, general progress in the program, and any faculty course ratings of "concern" or "unsatisfactory" in evaluations. This meeting is scheduled by the advisor in the Fall.

d. The Annual Review is designed to be a snapshot of each student's progress at a given point in time. It is not an overall grade based on a year's work. Rather, it is used as part of the Department's emphasis on feedback and evaluation within a developmental frame.

e. The Annual Review covers each student's competence and progress in the following three areas: professional/clinical functioning; personal and interpersonal functioning; and academic functioning. These areas are rated as follows: satisfactory; satisfactory with concerns; and unsatisfactory. Consistent with Antioch University New England's policies on the Suspension and Reinstatement of Financial Aid, "unsatisfactory" ratings in any of the three areas may be grounds for the suspension of financial aid.

f. When a student receives a rating in the Annual Review of "satisfactory with concerns" or "unsatisfactory", the student's advisor and the Director of Student Affairs are automatically notified. At times, if previously noted challenges and contingencies have not been addressed, such ratings may prompt a Special Review.

g. The Annual Review process has the authority to develop special, sometimes additional, requirements. For example, the Annual Review can determine whether and how late papers or other assignments will be accepted and documented, whether additional practicum experiences are necessary, when and under what circumstances a student who takes an unusual interim can return, whether part-time study is possible, and so forth.

h. If the advisor is unable to complete an Annual Review, the Director of Student Affairs (or his or designee) may conduct the Annual Review.

i. Each student receives a copy of their Annual Review.

3. Special Review

a. Special Reviews are convened when circumstances warrant a meeting specifically designed to review a student's performance or progress. The student, the Advisor, Director of Student Affairs, or any faculty member may initiate a Special Review. Some of the circumstances that would prompt a Special Review include, but are not limited to: failing to receive credit for a course; any failure of a section of the Qualifying Examination; problematic functioning in a practicum or internship placement; poor attendance; a pattern of marginal or weak performance in courses; plagiarism; very poor writing skills enduring beyond consultations with the Advisor and resultant remediation recommendations; illness or accident leading to a request for program modification; and alleged ethical, personal/interpersonal, and/or professional functioning problems.

b. The Special Review (SR) may occur just as the Annual Review with somewhat more flexibility in process. Complex situations may require an informal investigation and multiple meetings. Students are invited to attend the SR meeting, if there is one. When the student cannot or will not be present, the SR process will continue without the student. A report is generated as a result of the process and becomes part of the student's file.

When there is a problem of which the seriousness and complexity likely involves a dual relationship dilemma for the advisor, the SR Committee will be the venue of address. The advisor or other administrators in consultation with the Director of Student Affairs makes referral to SR. This Review requires an ad hoc committee of two faculty members, not to include the advisor. The committee's charge is to conduct its own Review devoted only to this problem or problems, and to report its findings and conclusion(s) upon completion of its review process. The Director of Student Affairs is present ex officio at these meetings to ensure that ANE policy is followed—however, that is the Director of Student Affairs' only function at the meeting.

c. If an advisor is unable to complete a Special Review, the Director of Student Affairs (or his or her designee) may conduct the Special Review.

d. The outcome of the Special Review is always specific to the student's needs, and includes a schedule and plan through which the student is expected to address the difficulty. In those instances in which the student is placed on a probationary-like status, the Special Review must clearly describe the details of the situation and its related contingencies. The plan specifies a method for review of progress.

e. Students who wish to go on leave will also have a Special Review to discuss the student's plans, to clarify the impact of the leave upon the student's progress, and to plan the student's program for the semester of his/her return. Students must formally apply for a change of status and complete the appropriate departmental and University forms.

4. Special Review Process

Below are described two incremental levels of special review. Both of these levels of review may be triggered either automatically, in accordance with the performance criteria specified below, or at the discretion of the advisor or Director of Student Affairs. The Director of Student Affairs oversees all review processes.

a. Advisor Review:

Definition: a special review process that asks advisor and student to consider whether there is a significant pattern emerging that warrants some form of remediation or other action.

Process: Advisor and student review student file, with additional consultation as advisor deems useful. Their conclusion is documented in the student's file and, if a serious pattern is identified, on an SR form.

Automatically triggered by one or more of the following:

- Accumulation of three S and/or U ratings across the three performance domains (Participation, Mastery of Content, Documentation) and including all courses.
- Accumulation of three "concerns" from instructors checking either "warrants program's/advisor's concern", "writing concern", or "personal/interpersonal concern" box on student comment forms.
- Accumulation of three ratings or three "concerns" "is attended to as it marks a pattern and thus moves the review to a more formal process.
- Receiving "pass with stipulations" on either the Comprehensive Section or the Intervention Section of the Qualifying Exam.

It is understood that the severity of any one rating or "concern" may be such that it warrants an immediate advisor review. Further, it is understood that the advisor review may determine that the severity warrants a review by the Special Review Committee (SRC).

b. Academic Alert:

Definition: a special review process that assumes a pattern warranting remediation.

Process: Special Review Committee (SRC), in consultation with others as they see fit, develops plan for remediating deficits associated with pattern of weak academic performance, professional/clinical performance, or personal/interpersonal performance, or for recommending other action they judge to be warranted. Assessment of the problem, description of the plan, date for review, and consequences of failure to carry through with the plan are documented on the SR form.

Automatically triggered by any one or more of the following:

- Accumulation of four S and/or U ratings across the three performance domains (Participation, Mastery of Content, Documentation) and including all courses.
- A single S or U rating in the Overall Course Performance category, for any course.
- A single failure of either section of the QE.
- Failure or dismissal from a practicum.

c. Special Review Committee (SRC):

The Special Review Committee (SRC) will be the venue of address when either: a) the outcome of the Special Review (SR) includes the potential for serious consequences regarding the student's participation in any aspects of the training program (e.g., practicum, internship, coursework); or b) the advisor or Director of Student Affairs identifies a role conflict for the advisor, such that an effective evaluative role is compromised. The SRC may be asked to address both acute and immediate concerns and more persistent chronic ones.

d. Convening the SRC:

The Director of Student Affairs (or other faculty members or administrators in consultation with the Director of Student Affairs) initiates the Special Review Committee (SRC), appointing a chair and one other faculty member to convene the SRC (see below), and documenting the precipitating circumstances and charge to the Committee. The SRC chair reviews the rationale and genesis of the request, and considers whether it provides a sufficiently clear mandate to the SRC. The chair may seek clarification from the Director of Student Affairs before proceeding with the Special Review process.

e. SRC Composition:

This type of Special Review (SR) requires an ad hoc committee of two faculty members and does not include the advisor although the advisor may be present at the meeting(s). The committee is formed from a standing roster of at least five faculty members. The Director of Student Affairs is an ex officio member of the SR process to ensure that ANE policy is followed. This is the Director of Student Affairs' only function in the SR process.

f. SRC Responsibility:

The Special Review Committee (SRC) holds the decision-making authority for the Special Review (SR). The committee's charge is to conduct its own review of the immediate precipitant and any other emergent or ongoing matters it considers relevant, and to report its findings, conclusions, and decisions upon completion of its review process. Those findings may include a remediation plan, as well as provisions and a timeline for determining satisfactory completion of that plan. The SRC may recommend a variety of

other measures or recommend disenrollment to the University Registrar. The SRC's findings (which may follow a series of meetings) will be communicated in writing to the student, academic advisor, and Director of Student Affairs, with a copy to the student's file. Once the final SRC report is communicated in writing then the committee's function is complete and it is no longer an active committee. The Director of Student Affairs assures compliance with the SRC Report.

E. Academic Progress

1. Academic Status

The Antioch University New England Student Handbook states the following with regard to disenrollment:

“A student's enrollment may be terminated by the graduate school for any of the following reasons:

For failure to perform satisfactorily at the graduate level and/or make satisfactory progress toward the degree.

For failure to register for more than one expected semester without an authorized leave of absence.

For failure to graduate within the maximum time limit allowed.

2. Satisfactory Progress

To maintain satisfactory progress, students are expected to:

a. Accumulate departmental credit hours, verified by credit reports, as follows:

- End of year 1: 30-32 credit hours on average
- End of year 2: 60-64 credit hours on average
- End of year 3: 90-96 credit hours on average
- End of year 4: 120-128 credit hours

b. Completion of the program within 7 years, consistent with the Program's Statute of Limitations policy. (A student who has taken an approved leave or forced interim will have the maximum time frame for completion of the program extended for the length of the leave or interim period.)

c. Be up-to-date on all program requirements including, but not limited to, completion of required courses and practica and the timely completion of Qualifying Examinations.

d. Students must earn a rating of “Good” or better in the “Overall Course Performance” category for all courses, in which “Satisfactory with Concerns” will constitute minimally satisfactory academic progress. The “Overall Course Performance” is the overall rating that a faculty member gives in their course evaluations.

3. Academic Warning

Academic Warning can be assigned out of any academic review process including advisor meeting, special review, annual review.

Any of the following situations automatically trigger an academic warning.

- a. Failure to complete the minimum required credits for each term as specified in the Viewbook. A student who has dropped a required course is failing to complete the minimum credit hours.
- b. Receipt of more than one “Overall Course Performance” rating of “Satisfactory with Concerns” in a semester length course.
- c. Receipt of one “No Credit” or “Unsatisfactory” in an “Overall Course Performance” rating in any course.

4. Academic Probation

a. Probationary status indicates substandard performance which, if the pattern persists, would result in disenrollment from the doctoral program. Formal designation of probationary status is intended to alert the student and faculty to the severity of the problem, and to mobilize appropriate efforts to resolve it.

b. A student may also be placed on Probation for a variety of performance or conduct as an outcome of an Annual Review or Special Review. Such concerns include but are not limited to a pattern of marginal or weak performance surrounding issues of interpersonal fitness, unprofessional behavior, ethical violations, lack of dissertation progress, a pattern of “Satisfactory with Concerns” or “Unsatisfactory” descriptors that are not in the “Overall Course Performance” area, problems on internship, etc. This may be done even if the student passes the course or practicum in which the problematic incident occurred and credit was received.

c. Students will receive written or email notification of academic probation from the Office of Student Affairs within three weeks (counting only weeks when school is in session) after the determination of probationary status.

d. Probationary status ends by:

- 1) Retaking the courses that were problematic and achieving a “Good” or better in the “Overall Course Performance” rating. A successful retake establishes the student's competence in the relevant domain, but it does not eradicate the earlier evaluation for purposes of cumulative review. In particular, the earlier evaluation will still be counted toward the total number of credits of S or U, which are among the triggers for special review.
- 2) Attaining candidacy, which requires that all academic and probationary requirements up to the Fall of the fourth year be satisfactorily completed. In some circumstances candidacy may be granted if there is a viable plan for completing all outstanding elements of the program with the exception of the dissertation within the year prior to internship (e.g., completing a required workshop that was not done earlier). Students must obtain candidacy to apply for internships.

5. Disenrollment

a. Students are automatically recommended for disenrollment to the Antioch New England Registrar for failure to perform satisfactorily at the graduate level and/or make satisfactory progress towards the degree for any of the following reasons:

- i. Failure to meet the requirements for removal from Academic Probation by the end of the 6th year in the program.
- ii. Receipt of an “Overall Course Performance” rating in two or more courses of “No Credit” or “Unsatisfactory”, including a retake of the same course.
- iii. If a student accumulates a total of six (6) or more credits of U or a combination of eight (8) or more credits of “S” and “U” ratings in “Overall Course Performance.” Recommendation for Disenrollment can also be initiated out of any academic review process [advisor meeting, special review, annual review].
- iv. By two failures of EITHER the Comprehensive Section of the Qualifying Examination or the Intervention Section of the Qualifying Examination (students would not be automatically recommended for disenrollment until they had failed two administrations of the same QE section)

Note: “Automatically” means that the outcome is not subject to, nor can it be overruled by the Special Review process. No meeting is required for this to occur.

b. A student may also be recommended for disenrollment for other serious reasons according to the judgment of an Annual Review. They include but are not limited

to issues surrounding interpersonal fitness, unprofessional behavior, ethical violations, lack of dissertation progress, a pattern of "Satisfactory with Concerns" or "Unsatisfactory" descriptors that are not in the overall area, problems on internship, etc. This may be done even if the student passes the course or practicum in which the problematic incident occurred and credit was received.

c. Students will receive written or email notification of the recommendation for disenrollment from the Department within three weeks (counting only weeks when school is in session), after the determination of that status.

d. The disenrollment policy applies whether or not a student is currently or was previously on probation.

6. Reenrollment

The program does not accept applications for reenrollment from former students who were asked to leave the program or who left not in good standing. Under certain circumstances, with permission from the program and space available, the Department may accept applications for reenrollment from students who left in good standing. For all reenrolling students, the currency of courses will be evaluated.

SECTION III: PRACTICA AND INTERNSHIP TRAINING

PHILOSOPHY OF TRAINING

The philosophy of practicum and internship training presented here is one that has been implicitly in effect for many years, and which has been articulated in detail. This represents the foundation from which our decisions about practica, internships and students' progress are made, and as such informs the entire clinical training system.

The Department of Clinical Psychology views clinical training as a central component of its mission to educate professional psychologists. It is in the real life encounters and exigencies of supervised clinical experience that the plethora of psychological research, theory, debate, and issues are enlivened and must be addressed. Face to face encounters with clients, health care delivery systems, practicing psychologists, and other disciplines offer the best possible laboratory for learning the knowledge, skills, attitudes, and ethics of the professional psychologist.

The Department's view of the clinical training enterprise is consistent with American Psychological Association accreditation standards and the series of conferences on professional psychology training sponsored by the National Council of Schools of Professional Psychology. It is also consistent with the goals and philosophy of the Doctoral Program, and therefore, consistent with the Department's mission of providing doctoral training to students in rural, semi-rural, urban, and underserved areas. The clinical training sequence aims to provide a variety of opportunities for recent graduates and adult learners who choose to pursue training in or near their home communities throughout New England.

The overall clinical training experience is managed by the Director of Practica and Director of Internships. The Practicum/Internship Committee, composed of core faculty members and the Directors, meets periodically during the academic year. The purpose of this committee is to facilitate certain tasks, to review and problem-solve practicum/internship issues, and to discuss questions of philosophy of training and the Antioch mission.

At Antioch University New England, clinical training is a purposeful and directed developmental interpersonal process that values diversity on all levels. The training is a multitheoretical, generalist training with a strong emphasis on ethics and socialization into professional psychology. The training strives to reflect the department's emphasis on relationship, Evidence Based Practice, and social justice. The Department also embraces the NCSPP competencies of Intervention, Assessment, Relationship, and Diversity as the substrate of its clinical training. Each of these necessarily interrelated elements is further described in the following paragraphs.

1. Training is purposeful and directed. The Department believes that the best training takes place at sites that place a primary value on training. Thus practica should occur at sites that have articulated a training philosophy, have an organized training program and see part of their mission as providing high quality training to psychology students. Training should be more than a supervised work experience, and students should be seen as trainees. The student should be able to function as a student and a learner within the site system. Field Site Supervisors have an evaluative component to their work and are part of the Antioch training team as well as the training system within their own sites. As part of the Antioch team, they have ample opportunity for contact with the Professional Seminar Leader, Case Conference Leader, Advisor, and Directors of Internships and Practica through written correspondence, phone contact, and visits.

2. Training is developmental. Clinical training is a developmental process that begins in the first year of the program when students are exposed in their courses on both a practical and theoretical level to a variety of treatment modalities, assessment procedures, and the ethical parameters of clinical practice. In their second year, students begin their first practicum with an emphasis on assessment and exposure to a variety of assessment and therapy experiences. Supervisors may be more likely to pay attention to the development of general skills in this year. In their third year, students broaden and deepen their clinical knowledge and skills, building on and branching off from their first practica with an emphasis on psychotherapy. Supervision might begin to focus on one or more theoretical perspectives, evidence based practice, relationship and use of the self, and certain populations. The practica are designed to complement each other and the required academic work, and to prepare the student for effective functioning on the internship. The internship is seen as the experience in which students will be challenged to become excellent clinicians in their own right. All of the sequential pieces are crucial to this developmental process, and the student's place in this sequence needs to be recognized by Field Site Supervisors, Case Conference Leaders, Professional Seminar Leaders, and Advisors. Although students come to Antioch with varying past experiences, abilities, and needs that may impact upon the specifics of their practicum activities, all students' programs must be viewed with a developmental perspective.

3. Training is an interpersonal and relational process. Supervision and training take place within a context of relationships. Both having and understanding these relationships are significant for the training of clinical psychologists. Supervision is ultimately a relational enterprise, and not purely a didactic one. There must be a person focus to the supervision, with concern for the individual student's needs, style, strengths, and growing edge. The self of the student must be attended to as part of the process of learning. The supervisor is encouraged to comment on the student's development as a person and a clinician, with regard to clinical work. There should be a mutual processing of the supervisory relationship between the student and supervisor. This also holds true for the student's Professional Seminar or Case Conference, forums in which the self of the student and his or her relational abilities are integrated with clinical work.

4. Training values diversity. It is crucial for the fullest understanding of human beings and for the widest applicability of our skills that our training encompasses diversity on several levels. The student's training should include as much diversity as possible with respect to the setting in which the student trains, the population with which the student works, the types of problems that clients bring to the assessment and intervention enterprise, and the level of intervention that the trainee makes. Diversity of setting may include hospitals, mental health centers, college counseling centers, medical centers, and private clinics. Diversity of population may be with respect to age, gender, race, ethnicity, sexual orientation, physical disability, socioeconomic status, religion, lifestyle, and rural/urban. Diversity of problems may include sexual abuse, physical abuse, phobias, depression, alcohol and drug abuse, anxiety disorders, severe mental illness,

divorce, relationship issues, school problems, neuropsychological problems and other diagnostic categories and circumstances traditionally encountered in professional psychology. Diversity of level of intervention may include individual, couple, family, and group therapy and systems level interventions. A student should be exposed to many of these possibilities within the course of his or her practicum and internship training.

5. Training is multitheoretical. Psychology at Antioch is viewed as a discipline encompassing a wide range of accepted theories and practices, as well as a process of inquiry about those accepted theories and practices. By bringing together faculty and supervisors who can strongly articulate different perspectives, the Department intends to broaden students' knowledge and appreciation of the diversity of viewpoints within psychology rather than to teach or promulgate one particular perspective. The student should have, over the course of practica and internship years, exposure to a variety of theories and theoretical perspectives of clinical intervention and human functioning, and should be able to speak in at least two psychological "languages." Students should also have exposure to methods for embodying Evidence Based Practice, including implementing clinical feedback systems (e.g., collecting and utilizing data on client response to treatment over time) in their clinical training, which represents a transtheoretical form of practice-based inquiry and reflectiveness in action. Field Site Supervisors, Case Conference Leaders, Professional Seminar Leaders, and Advisors should all have an appreciation of the multitheoretical nature of psychology and of the value of continually assessing one's clinical work.

6. Training is as generalists. Students are being trained as generalists in the field of clinical psychology, and thus their training is best served by those practicum placements that also value generalist training on the predoctoral level, leaving more specialized types of experiences for postdoctoral years. While some practicum training sites may be more specialized in and of themselves, it is the intent of the program that the student, over the course of their doctoral practicum placements, be exposed to a variety/breadth of training experiences that may vary by setting, population, clinical problems, conceptual approach, and types of intervention. Although students may have specific interests represented in their practica, it is the Department's intent and obligation to educate students more broadly in the general practice of psychology.

7. Training exists within a framework of ethics. It demands a strong emphasis on ethics and professional socialization within professional psychology. Psychologists are afforded a place of influence and at times power within our society, and must always be aware of the profession's stated goal of promoting human welfare as well as the potential for abuses of that power. A self-reflexive stance around issues of power and ethics is fundamental. Students must be trained within the parameters of the American Psychological Association's Ethical Principles of Psychologists, while at the same time appreciating that these principles demand vigilance and practice in order to understand and apply them.

Supervisors must be able to work with the students in practical, real life situations to further understanding of ethical practice and promote ethical behavior. Students also become members of the profession of psychology in many direct and indirect ways. As such, they need exposure to multiple role models in the field of psychology, and need to be socialized into the field by senior psychologists. Both the overt and intangible values of the profession are to be taught in supervision, in professional meetings, and through other avenues such as modeling and mentorship at practicum and internship sites.

7. Training encompasses social justice. An awareness of issues of social justice that exist in the clinical world is essential to the practice of psychology. A social justice lens enlarges the scope of our ethical practice and activity. Many of our practicum and internship sites serve underserved, disempowered populations, and they work with societal level issues such as inequality, prejudice and bias, and distribution of resources with regard to their impact on clients. It is important for students to recognize such issues from a social justice framework, and to learn how they can be addressed on either an individual, small group, or systemic level within clinical training parameters. Respectful relationships and an appreciation of power differentials within the clinical enterprise are foundational for working within a social justice framework.

PRACTICUM

A. Practicum Policies

As a central part of the Doctoral Program, each student is expected to acquire a broad range of supervised clinical experiences in the form of practica and an internship. These are planned, integrated, and supervised packages of professional activities which ensure that over the course of their doctoral training students are exposed to diverse roles, populations, settings, and types of interventions.

Consistent with the goals and philosophy of the Doctoral Program, the clinical training sequence aims to provide a variety of professional opportunities for a range of types of students. Whether our students are those who choose to pursue training in or near their home communities in the northeast, or those who come from across the United States or from other countries, our practicum placements are developed by networking with human service agencies from the entire New England region. By so doing it not only allows students to develop the skills necessary to function in the multiple roles necessary for psychologists in the region's varied rural, semi-rural and urban settings, it also provides an avenue for the continued growth and development of professional psychology in New England.

The type of student served by the program and the nature of the communities from which many of them come present unique challenges to the development and management of our practicum and internship system. One challenge is to ensure that students receive high quality training which meets nationally recognized professional standards, while considering the needs and backgrounds of our students, who range from Bachelor's level

graduates to experienced professionals and adult learners. A second challenge is afforded by the lack of training resources, and often the lack of high quality mental health services, available in both rural and urban underserved areas from which many of our students come, and which we are committed to serve. By its nature, then, this becomes a social justice issue within our context of training.

The program continually addresses these challenges by: a) providing students and training agencies with a comprehensive set of guidelines which spell out in detail our expectations for clinical training; b) implementing a thorough monitoring system; and c) joining with many agencies throughout New England, especially in rural and/or underserved regions, in order to assist them in developing or upgrading the quality of their training programs.

The Director of Practica has the ultimate responsibility and authority for the continued development, implementation, and oversight of the practicum system. The Director is responsible for maintaining liaison with practicum agencies; consulting to agencies wishing to develop training programs for our students; approving practicum arrangements on behalf of the program; serving as a consultant to students and their Professional Seminar Leaders, Case Conference Leaders and Academic Advisors around practicum matters; and maintaining the practicum information resources. The Director is also responsible for developing and disseminating all policies and procedures which apply to practica as well as for interpreting and applying those policies to specific cases. In this complex system it is essential that the Director of Practica be relied upon to provide the current interpretation of the policies applicable to the clinical training sequence.

Specific policies include the following:

1. Practicum and a Paid Professional Position at the Same Site: Students are expected to do their practica at agencies other than the one in which they are employed or have been employed in the past. This avoids possible dual relationships with colleagues and potential confusion of roles, as well as increasing the student's breadth of experience. A student may not be employed at the same agency where he or she is doing a practicum for the entire duration of the practicum. This applies to all situations, even to the case when the employment is begun at the same time or subsequent to the start of the practicum.

There may be times in which a student works at a very large institution such as a teaching hospital or for an agency that has merged or affiliated with other agencies. A student may request in writing to do his or her practicum at a functionally different site within one of these structures. The following criteria must be met for this to be approved. The site must entail a bonafide supervision and training experience, consist of a distinct work group from the student's work group in his or her paid work position, the supervisors must not be colleagues or present supervisors of the student, it must be a sufficiently different experience from the student's employment, it should be physically located in a different space

from the student's job, and it should be an experience or training opportunity that the student cannot easily obtain elsewhere.

2. Practicum at Same Site for More than One Year: It is essential that students be exposed to a variety of training experiences, including varying theoretical perspectives, intervention techniques, populations, supervisors, and different service delivery systems. Thus, it is normally expected that students will do each of the practica at a different agency. However, occasionally certain agencies may be able to provide enough breadth of experience that would allow a student to remain at that agency for a second year.

A student wishing to remain at the same practicum site for a second year must request approval to do so from the Director of Practica. In the written request the student must demonstrate that he or she will be engaging in clearly different training activities and be under the supervision of different supervisors during the second year. Examples of what would normally constitute different training experiences include: working in a different program or component of a large agency, working with a different population, and working from a different theoretical approach. In addition to a letter requesting approval, the student must also furnish statements of support for this proposal from his or her Professional Seminar or Case Conference Leader and the agency's Director of Training.

At times it may be advisable for a student to receive supervision from the same supervisor for more than one year. In such cases the student must also seek approval in writing from the Director of Practica. Statements of support from the Professional Seminar or Case Conference Leader and the agency's Director of Training should accompany the request.

3. Private Practice as a Practicum: In accordance with APA guidelines and ethical standards, independent private practice cannot be used as a practicum. Occasionally, practica may be developed within a private group practice, provided that the general requirements for all practica are met, and that the supervisor assumes full responsibility, clinically and financially, for the student's work. This includes ensuring that bills not be issued in the student's name and that payments be directed to the organization or one of its principal members. All of these arrangements must be clearly specified in the student's practicum contract.

4. Compensation: Often students are compensated for the work that they perform while on the practicum. Antioch strongly supports the policy of compensating students for practicum experience. This should be in the form of a stipend which is agreed upon prior to the start of the practicum. A percentage of fees arrangement may not be used as the basis for practicum compensation.

5. Dual Relationships with Supervisors: It is unethical for students to receive practicum supervision from persons with whom they relate in some other professional or personal capacity. This includes receiving supervision from a therapist, spouse, close relative, friend, and employer or employee.

6. Switching Practicum Placement before Starting or before Completing the Minimum Time Requirement: If, for any reason, a student is unwilling or

unable to complete a practicum at the original placement, he or she should notify the Professional Seminar or Case Conference Leader *and* the Director of Practica as soon as possible. This must be done before terminating with the original placement and before contracting with a new one. This applies even to a practicum which has not started, and to which the student has made a verbal commitment.

The student has an ethical responsibility to fulfill contractual commitments unless relieved of them explicitly by the agency or unless the agency has not lived up to its obligations under the contract. In any case, problem-solving prior to termination should always be attempted. The Director of Practica makes the final decision about ending a practicum. A student is never released from a practicum site obligation without the consent of the Director of Practica.

7. Professional Dress and Professional Demeanor is Required at ALL practicum sites: What might be considered appropriate professional attire varies from site to site, as the location, culture, and activities of each site will vary. Students are encouraged to speak with supervisors about professional dress for their particular site with regard to both customs and concerns at the site and how it may affect clinical practice. Professional demeanor includes behaving in an ethical, respectful, and collegial manner at all practicum sites, regardless of the level of formality or informality of the site. It also includes a professional level awareness of one's electronic presentation, and the knowledge that present and future clients, supervisors, and employers can all have access to one's electronic presentation.

8. Dividing Time Between Two Placements: Occasionally a student may be unable to fulfill the total weekly time required for a practicum or obtain all required content area experiences in one site. Although it is considered optimal to complete a practicum experience in one setting for reasons of continuity, integration into an agency, and exposure to a given system, it may be necessary in some rare instances to divide the practicum between two placements. Negotiations for this must be made with the Director of Practica and also with the Professional Seminar or Case Conference Leader.

9. Resolution of Conflicts: Clearly the best way to resolve difficulties which may arise is for the issue to be worked out between the student and the agency. Should any problem arise which cannot be successfully resolved in this manner, the student's Professional Seminar or Case Conference Leader should be contacted and he or she should attempt to problem solve. If this does not result in a satisfactory resolution, the Director of Practica should then be contacted. For any problems that seem to be at the *systemic* level of the site, or that arise from the site itself, the Director of Practica should be notified immediately and will engage in problem solving with the site.

10. Professional Liability Insurance: All students will be assessed a liability insurance fee each semester, to be paid when tuition is due. This insurance provides professional liability coverage when students are doing internships and

practica. This policy does not cover the student while engaging in non-school related professional activities.

11. Audio/Video Taping of Clinical Work: In order for the Case Conference Leader to become familiar with and be able to evaluate each student's clinical progress, it is helpful for students to bring taped samples of their work, with the permission of their clients and the practicum site, to their Case Conference. The availability of taping is a requirement for third year practica for presentation in Case Conference. This requirement has, on rare occasion, been waived. This has been due to some issue of heightened confidentiality on the part of the site. In such instances, the Director of Practica has worked out other ways for the Case Conference Leader to become more familiar with the student's clinical work. In any case, tapes from practicum sites can only be used in Case Conference and are not intended for any other use.

12. Outcome Measures. As Antioch students are required to become familiar with psychotherapy outcome measures, and to utilize them in supervision and case conference, students in the third year are required to use psychotherapy outcome measures with at least two clients each semester. Students will investigate and utilize the most appropriate outcome measure for their clients and within their practicum setting. This may be a measure that is already in use in their setting or one which the student will discuss with the supervisor before using with clients.

13. Recording Clinical Practicum Hours. In the second year of the program, students begin to accumulate "clinical hours" as part of their first practicum experience. As it is important to keep track of these activities, it is recommended that students make use of The Association of Psychology Postdoctoral and Internship Centers (APPIC) Internship Application form. Also, students are encouraged to make use of recommended tracking rubrics.

14. Additional Learning Opportunities: It is expected that there will be at least two hours weekly of other types of learning opportunities, especially those in which students can see how psychologists interact in professional settings and those in which the clinical experience can be augmented by a didactic component. Team meetings, case conferences, classes, grand rounds, group supervision, and seminars are all possible learning opportunities.

15. Ethical Conduct: Students are expected to adhere to the highest possible standards of personal and professional ethical conduct at their practicum site. Each practicum site invites students to their sites in the spirit of trust and integrity, and students are expected to live up to that trust and integrity in all aspects of clinical work and professional relationships.

B. Practicum Training Sequence Overview and Requirements

Overview of Goals and Objectives:

The overall goals of the clinical training sequence are to provide experiential learning in the competencies of Relationship, Assessment, Intervention, and Diversity, with a lesser

emphasis on other NCSPP competencies. Practicum supports the goals and objectives of the program by providing supervised applied experience for the students. The clinical training sequence is designed to complement the course work aspect of the program. The clinical training experiences give the student opportunities for supervised practice in the areas of clinical psychology which are studied in courses, seminars, and workshops.

The **Second-Year Practicum** provides the student with opportunities to develop psychological assessment skills and also includes experiences in intervention. The **Third-Year Practicum** allows students to continue developing and deepening their clinical intervention skills, particularly psychotherapy and case conceptualization, as well as engaging in other supervised experiences that will increase their repertoire of professional skills. In addition, students later in their training, or during the summer, may elect to do an **Advanced Practicum** (300 hours per semester) or a **Special Proficiency Practicum** (100 hours per semester) to bring more depth and/or breadth to their clinical skills.

More specific objectives are reflected in our evaluation, which includes growth and development in knowledge, skills, and attitudes in the following areas:

1. Relationship/interpersonal
2. Psychological Assessment
3. Case conceptualization
4. Psychotherapeutic intervention
5. Professional conduct
6. Ethics
7. Diversity
8. Professional development
9. Quality of documentation

Practicum is assigned 6 credits per academic year (3 per semester in the fall and spring). If the practicum experience extends substantially into the summer semester, and is at least 100 hours above the minimum 600 practicum hours, students may also elect to register for a summer practicum for one credit. Internship carries no academic credit.

Requirements for Practicum Sites:

The fundamental aim of the practicum is to provide students with ongoing opportunities for supervised practice in a variety of areas of clinical psychology. In order to achieve this objective, practicum settings **affiliated** with the program are service agencies that consider training one of their major functions and which are capable of providing the student with a high degree of access to professional psychologists who can serve as supervisors and role models.

1. Basic Requirements

- a. There is a **minimum** requirement of 600 hours of practicum per year, usually completed over a nine or ten month academic period. Practica

typically start in September. For second-year students at sites other than the Psychological Services Center (PSC), there is no exception to this start date, although students may attend training or orientation meetings in the summer before the start of practicum. Students wishing to extend the practicum over a longer period of time with fewer hours per week must negotiate with the Professional Seminar or Case Conference leader and the Director of Practica, using the normal course extension process if the practicum is to continue into the summer. There is, however, a minimum requirement of 12 hours per week. When the practicum extends into the summer, the Professional Seminar or Case Conference leader must make arrangements with the Director of Practica for monitoring the student's performance at the practicum site during the summer term. Credit for the practicum can only be awarded after the practicum has been finished and verification to that effect has been received from the Field Supervisor.

As a general rule, half of the time spent at the practicum should be devoted to providing direct services and the other half of the time should be spent in supervision and other appropriate training activities. Students must have Mondays free to attend classes.

b. The entire practicum sequence is designed to provide the student with both depth and breadth of experience. Each student will be expected, over the course of his or her career at Antioch, to have experience with a range of roles, settings, populations, clients, clinical problems, and techniques. There are particular clinical experiences that should be included in each specific year of practicum. The specific clinical experiences for each year of practicum are as follows:

2. Second-Year Practicum: Students are expected to successfully complete all required coursework (including required week-end workshops) from the first year and summer term of the second year before starting a practicum in the fall of their second year. Exceptions must be requested in writing to the Director of Practica. Since the required courses taken during the first year and the Summer term of the second year focus on developing broad-based intervention and assessment skills, this year of practicum should include supervised experiences in areas that are likewise broad-based. However some excellent practicum sites offer only assessment, and these are approved on an individual basis for students with particular interests, and it is understood that in their third year practicum students will have the requisite psychotherapy experience. Students with interest in areas such as neuropsychology, children, inpatient practice, and forensics may find it helpful to include more assessment training in both of their required practica, and to do an elective third year practicum in order to achieve the expected level of competency in both assessment and psychotherapy.

Second year practica are expected to provide training in assessment and at least 1 of the other activities listed:

a. **Psychological Assessment:** The student must have the opportunity to administer, score, interpret, and integrate the data from a variety of intellectual and personality assessment instruments. These experiences should ideally include exposure to the Wechsler scales, the MMPI, and the Rorschach. In the Fall Term students must **observe the administration of the equivalent of one full psychological test battery**, which optimally includes a measure of intellectual functioning, a measure of perceptual-motor functioning, a Rorschach, and an objective measure of personality. Opportunities to practice the administration, scoring and interpretation of these instruments should also be available.

In the Fall or Spring Term students must administer, score, interpret, and write a report on at least **three full psychological test batteries** under appropriate supervision. Given that much of current psychological testing is of a specialized nature, a “full psychological test battery” is defined here as one in which there are at least two measures of psychological functioning (ideally a cognitive and personality measure), an interview, and behavioral observations, that can be integrated in a report. Three batteries is a minimum and some students should consider doing substantially more if they have greater interest in assessment.

b. **Individual Psychotherapy:** The student should be involved in one-to-one psychotherapy with a minimum of two clients. Typically the student will see about 6-8 clients weekly. The practicum should offer experiences in long-term and short-term individual interventions.

c. **Group Intervention:** The practicum student should function in a leadership capacity for some type of group, not necessarily group psychotherapy. This component of the practicum will optimally also contain both long-term and short-term activities. Functioning as a co-leader with a more experienced colleague is both appropriate and encouraged.

d. **Social Systems Interventions:** The student should gain exposure to and direct working experience with a variety of social systems to which his or her clients belong. These systems may include families, educational institutions, social welfare, and the legal system. This work can include consultation and program development, as well as direct intervention within a system such as family therapy or network intervention.

The student should generally devote about **one half** of the practicum direct-service time **to assessment activities** and the other half to **intervention**. The balance among the intervention modalities will vary according to both student needs and interests and the particular strengths of the practicum agency. In some instances a particular practicum agency may not be able to offer training experiences in one of the intervention areas outlined above, but may still be an appropriate practicum site because of the overall strength of its training program. Students wishing to do a Second-Year Practicum at an agency which is not able to

provide adequate training experiences in all of the areas listed above must receive prior permission to do so from the Director of Practica.

During this practicum year, students participate in the **Professional Seminar at Antioch**. Each Professional Seminar typically consists of 6-8 students and an Associated Faculty member as the Professional Seminar leader. The Professional Seminar has four primary tasks:

- Integration of self with academic and clinical work in the context of the student's multiple roles.
- Monitoring, facilitating, and evaluating students' clinical work.
- Interpersonal feedback and support.
- Professional socialization in clinical psychology.

3. Third-Year Practicum: This year of practicum provides an opportunity for students to continue the development of their intervention skills and the capacity to take and refine an integrated approach to case conceptualization and the practice of psychotherapy. Case conceptualization is a major component of the third year, both in practicum and in Case Conference at Antioch. This may involve work with new populations and/or the use of new techniques. Students who may not have received strong enough training in one of the specified areas of intervention during the previous year should deepen their skills in that area during this practicum year. This is an important year to work on and start to consolidate psychotherapy skills and case conceptualization abilities. Students also have the opportunity to apply their knowledge of outcome measures to their psychotherapy cases, as use of outcome measures is required in at least two cases each semester. Students are expected to discuss their findings from such measures in supervision and case conference in order to appropriately integrate them into their understanding of clinical intervention.

In addition, students may choose to spend some of this practicum year in activities that would broaden their repertoire of professional skills. As a general rule, more than half of the practicum time during this year should be dedicated to additional training in intervention skills, and the remaining time may be spent obtaining supervised experiences in other appropriate professional activities. These other activities may include consultation, supervision, administration, research, program development, teaching, and more specialized forms of assessment, subject to the approval of the Director of Practica.

During this practicum year students participate in an intensive **Case Conference** at Antioch. Each Case Conference typically consists of four or five students and a Core or experienced Associated Faculty member as a Case Conference Leader. These groups provide students with the opportunity to receive additional input and feedback regarding the clinical cases which they are carrying while on the practicum. The Field Supervisor, however, retains authority for case supervision.

Because students in their Case Conference groups are required to present tapes of their clinical practicum work, they and the Director of Practica **need to ensure that their practicum sites permit the audio or video taping of their practicum sessions before accepting the site.**

4. Fourth-Year Practicum: A practicum experience during this year is optional for most students; occasionally a student may be required to do an additional practicum during the fourth year in order to augment his or her clinical training prior to the internship. The fourth year practicum can be used as an opportunity to deepen or expand clinical skills and especially to explore special clinical interests. The student's Advisor acts as the department's liaison to the site. The two different categories of Fourth-Year Practicum are described below:

a. **Advanced Practicum:** The Advanced Practicum is a traditional practicum experience similar to the second and third years, which is credited for three credits a semester, and must include a minimum of 300 hours per semester. Administration, program development, supervision, teaching, research, and consultation are all appropriate Advanced Practicum activities, as is direct clinical work of an advanced or specialized nature.

b. **Special Proficiency Practicum:** This fourth year practicum is a specifically focused practicum designed to strengthen the student's clinical experience in a particular clinical area. This practicum is credited for one credit per semester, and must include a minimum of 100 hours per semester.

5. Summer Practicum: This practicum is for students who are required to begin their practicum before August 1st or for students who are extending their practicum through the summer and who are doing well beyond the required 600 hours.

6. Supervision: There is a minimum requirement of two hours of face-to-face supervision each week. One of these hours must be individual supervision. The other supervisory hour may be of individual or group supervision. If group supervision is used, the supervisory group must be small enough and last a sufficient amount of time so that each group member has a chance to regularly present and receive feedback on his or her work. Beyond these two hours of supervision, additional learning experiences such as case conferences, staff meetings, seminars, colloquia, and in-service training programs should be available to the student.

In order to train students to function professionally as psychologists, it is essential that they receive supervision from licensed, doctoral level psychologists. Normally, both weekly supervisory hours should be conducted by licensed, doctoral level psychologists. At times, however, a specific practicum agency may only have the resources to offer one weekly hour of supervision with a licensed,

doctoral level psychologist. Students wishing to do a practicum at such an agency must request approval in writing from the Director of Practica. In addition to a letter requesting approval, students must submit evidence of the experience and credentials of the proposed supervisor who is not a licensed, doctoral level psychologist and a letter from the agency's Director of Training or Clinical Director supporting the request. Supervisors who are not licensed, doctoral level psychologists must have demonstrated competence in the clinical area which they will be supervising and significant experience as supervisors. Competence must be demonstrated by such things as experience supervising in the area of training, publications, and/or courses taught in the area of supervision. If a student splits a practicum between two agencies, the supervisor at each agency must be a licensed, doctoral level psychologist.

It is equally acceptable that both hours of supervision be provided by the same supervisor or that each of the two hours be provided by different supervisors. If one of the supervisory hours is not provided by a licensed, doctoral level psychologist, the licensed, doctoral level psychologist must be the primary supervisor while the other supervisor acts in a secondary capacity. In all circumstances the primary supervisor must have line responsibility within the practicum agency. The supervisor must also be present at all times when the student is at the site. If this is not possible, the supervisor should designate another staff member who is clearly available to the student for consultation during those times when the supervisor is not at the site.

In general, telesupervision is not allowed and is not considered an adequate replacement for face to face supervision. It may be approved by the Director of Practica under rare conditions, such as when an illness or some other circumstance prevents the primary or secondary supervisor from being present at the site. In such cases it should only be used for a maximum of three weeks and other arrangements need to be made if there is a prolonged supervisor absence. The site needs to make sure that the telesupervision utilizes all necessary safeguards for privacy and confidentiality, and that a supervisor on site is provided as back-up for the student.

7. Ethical Practice: It is critical that agencies involved in training students adhere to the highest standards of ethical professional practice, and impart these standards to students in training. In very practical, meaningful ways, practicum sites and students should be familiar with the APA Ethical Principles of Psychologists and the laws of the state in which the site is located, and are expected to practice in accord with these.

C. Practicum Selection

Selection of a practicum begins in the fall for the next training year, and is completed in the mid to late spring. First and second-year students, as well as third-year students doing a practicum in the fourth year, select their practica during February and March of the prior year.

Students should always begin the process of practicum selection by consulting with their Professional Seminar Leader or Case Conference Leader. These discussions should focus on the clinical experiences that the student has had up to that point and the types of training experiences that the student should be looking for in the upcoming practicum.

After decisions have been made regarding the types of experiences appropriate for the student, he or she should search the **Practicum Files** in the department office or online using the practica weblink (URL provided to students) for a site which offers those experiences and which is geographically accessible to him/her. These files contain information on all of the sites which are affiliated with the program. The information is updated frequently, and includes feedback by previous students at those sites. In addition to the information in the files, the Department also maintains site reports done by Professional Seminar and Case Conference Leaders after their site visits. These reports are not directly available to the students, but the Director of Practica may inform students of general information as it applies to the site. Students are encouraged to carefully review the student feedback and to contact other students who have been at those sites. Students are also encouraged to consult with the Director of Practica regarding the various sites which they may be considering. Students typically choose sites within a 2-3 hour drive of Antioch University New England and within an hour or two of their homes.

Because of the relationship which Antioch has developed with these sites and the amount of information which the Department has about them, students are encouraged to begin their search by exploring possibilities in the sites which are affiliated with the program. In general, students are required to go to an Antioch affiliated site if there is one within a reasonable commuting distance from their home that meets their training needs. However, students may explore the possibility of doing a practicum at a site that has not yet affiliated with the program, but which seems to have the resources to offer the training experiences which are required for practica, if there are few or no affiliated sites available to them or if there is another compelling reason for such an exception. Students wishing to do this should consult with the Director of Practica before they begin any serious negotiations with a site with which the program does not have an affiliation since they will not be allowed to enter into a training contract with a site which has not completed the affiliation process. New sites may be initiated in several ways: by the site itself, by the student, by the Director of Training, or by a faculty member. The Director of Practica always has contact with each new site, and either the Director of Practica or a faculty member conducts a site visit to all new sites for the purpose of establishing an affiliation between the site and the Department.

Once prospective sites are identified, the student should begin the process of interviewing, usually with a letter or phone call to the site's Director of Training. Agencies have their own internal systems for administering the process of selecting trainees, so it is essential that the initial communication be made to the agency's Director of Training or designated contact person. All sites require an in-person interview. Typically the Director of Training makes a practicum offer to a student, who in conjunction with his or her Professional Seminar or Case Conference Leader and the Director of Practica, accepts or declines the offer.

Once a student verbally accepts an offer, he or she has entered into a verbal contract with the site and cannot decide to go elsewhere. If an emergency or major problem should arise, the student must notify the Director of Practica immediately.

Students should complete the process of selecting a practicum for the upcoming academic year and developing a Practicum Contract by the end of the Spring Term. Students who have not been able to complete this process by the end of the term must notify the Director of Practica.

During the entire process of practicum selection students are encouraged to regularly consult with their Professional Seminar Leader or Case Conference Leader, their Advisor, and the Director of Practica. This is especially important if they are seeking a modification to any of the previously listed practicum requirements or if they are initiating affiliation with a new site.

Some practica require a 12-month commitment from students. In such cases, when students' practica require their continued involvement into the summer, a single course credit can be awarded for this. This is offered in the Summer semester as a "One-credit Practicum".

D. The Practicum Contract

The practicum contract has two purposes. First, it spells out the three-way agreement that is being made by the student, the practicum site, and the doctoral program regarding the specific training experience. The contract clarifies the objectives, activities, and responsibilities of each of the three parties to the agreement. Second, the contract becomes part of the program's documentation of how a student has structured his or her training experience in the placement setting. It is consulted regularly by the student's advisor and Professional Seminar or Case Conference Leader, as well as the Director of Practica and others who need to know what the student's practicum history has been.

In order to fulfill these purposes, students use the following outline in creating their contracts:

1. Name of student
Name of practicum site
Starting and ending dates of practicum
Hours per week expected
Vacation periods
Total number of hours altogether—**600** is a minimum and does not include vacation time or sick time. Students should contract for several hours beyond 600 (such as 620) to give themselves a cushion that assures the required number of hours.
2. Compensation—Under no circumstances can this be fee for service or resemble fee for service. It must be in the form of an educational stipend.
3. Competencies to be developed and practiced in this practicum: Students must state which specific competencies, at least, will be involved in this practicum from the following NCSPP competencies: Relationship, Assessment, Intervention, Research & Evaluation, Consultation & Education, Management &

Supervision, and Diversity. Typically Relationship would always be included, two to three competencies should be expected from each practicum, and the emphasis would be on Assessment, Intervention, and Diversity.

4. An important part of clinical training is the understanding and awareness of one's personality, biases, impact on others, and interpersonal interactions. Students and supervisors should be aware of the necessity to develop that understanding and awareness, and the skills that accompany it. For further background knowledge in this area, please see the NCSPP chapter on Relationship competency (available upon request). The reference is

Mangione, L., & Nadkarni, L. (2009). The relationship competency: Broadening and deepening. In M.B. Kenkel, & R.L. Peterson (Eds.), *Competency-based education for professional psychology* (pp. 69-86). Washington, D.C: American Psychological Association.

Please also see the statement from the Council of Chairs of Training Councils (CCTC) regarding student competency at:

<http://psychtrainingcouncils.org/pubs/NCSPP-%20CCTC%20model%20Student%20Competency.pdf>

5. Student's goals and objectives for the practicum—What does she/he want or hope to learn for this year? Student's goals and objectives must be in keeping with those in the Handbook for that year.

6. Activities that will be engaged in to address the goals and objectives. This section must be very specific, such as number of client contacts expected per week, number of batteries expected per semester. Students must give a clear sense of how they will spend their time at the site. See specific requirements for each year in the Handbook.

7. Supervision arrangements. The following must be specified: name(s) of supervisor(s), degree and license, face-to-face supervision, hours per week, type of supervision (i.e., individual, group), and area of supervision (e.g. psychological testing, psychotherapy with children, family therapy). See Handbook for specific requirements.

8. Additional learning opportunities (e.g., seminars, case conferences, team meetings, grand rounds). Give specific examples. There must be at least 2 hours per week of some type of learning opportunity.

9. A statement detailing the procedures to be used to evaluate the student's work. Antioch will send forms to the Field Site Supervisor at the end of each semester. The Field Site Supervisor will fill out the forms, review them with the student, and both parties will sign them before sending them back to Antioch. Evaluations should be returned within a month of distribution.

10. A statement indicating that the student will be free to attend classes at Antioch on Mondays.

11. The name of the student's Professional Seminar Leader, Case Conference Leader, or Advisor with an explanation to the effect that it is he or she who will

be the primary liaison between Antioch and the practicum site. A mid-year Traineeship review meeting will be arranged in the winter to discuss the student's progress. Antioch will sponsor one Field Supervisors Day, usually held in February, to facilitate this meeting. Site visits may also be arranged individually in lieu of or in addition to participation in the Field Supervisors Day. Mid-year traineeship review meetings are not required for 4th year students.

12. Name of the agency's Director of Training.

13. A statement indicating that the student has never been employed at the practicum site and is not currently employed there. However, if the student is or has been employed there, a statement as to how they are complying with the Antioch rules around practicum and employment at the same venue.

14. A statement indicating that the student has not done a previous Antioch practicum at the site or, if the student has, that he or she has the support of his or her ProSem Leader, the Director of Training, and the permission of the Director of Practica to do a second practicum at the site.

15. For third-year students, a statement indicating that the student will be allowed to audio or videotape and bring those tapes to Antioch for educational purposes. Permission of the client will also, of course, be required.

16. Third year students should state how they will fulfill their obligation to use psychotherapy outcome measures with at least two clients each semester. Students will investigate and utilize the most appropriate outcome measure for their clients and within their practicum setting, and will discuss the use of it with their supervisor before implementing this requirement.

17. A separate signature page including the student, Professional Seminar Leader, Case Conference Leader, or Advisor (for fourth-year students), Director of Practica, Director of Training, and if possible, the Primary Supervisor, should be attached.

The student has primary responsibility for the development of the practicum contract. During the preparation of the contract, in the Spring prior to the practicum year, the student should consult with his or her Professional Seminar Leader or Case Conference Leader, his or her Advisor, and with the practicum site's Director of Training and designated supervisors. Antioch's Director of Practica is also available to assist in this process. The contract is signed by all three parties—the student, the University, and the practicum site. The Professional Seminar Leader, Case Conference Leader, or Advisor and the Director of Practica sign for Antioch. The agency's Director of Training should sign for the practicum site. Copies of the finalized contract are given by the students to the site's Director of Training, and to the Professional Seminar Leader, Case Conference Leader, or Advisor. The Director of Practica receives the original, gives copies to the Registrar, then files it in the Department student files. If any major changes occur during the training year, such as a switch in supervisors, this must be reflected in a contract addendum signed by all parties. A student is not allowed to do a practicum without a fully signed contract. Any student in a practicum without a contract by the final due date

is doing an unauthorized practicum and risks removal from the site as well as loss of credit. Fully signed contracts are due by the 4th Monday of classes in the Fall semester.

E. The Links Between the Department and the Practicum Site

Students' practicum training experiences are linked to the Program's faculty primarily through the Professional Seminar or Case Conference Leader, or Advisor for fourth year students. A key part of the Professional Seminar or Case Conference leader's role involves monitoring students' practica, including the quality and adequacy of supervision and the students' growth and progress as clinicians. As part of Professional Seminar or Case Conference, students discuss with each other and with the faculty leader a variety of concerns and questions for further exploration arising out of their work at the practicum site. Clinical, professional, interpersonal, ethical, and other issues are covered in connection with case presentations and discussion of specific events and situations. In the Case Conference, which takes place in the third year, the groups are smaller and focus more intensively on case presentations and case conceptualizations. The use of outcome measures in third year practica should be integrated into this focus.

At the beginning of each academic year, the Case Conference leaders receive a packet from the Director of Practica for each student containing the Practicum Planning and Tracking Form and Clinical Evaluation Form which helps to transfer information from the previous year's practicum experience to the present leader.

1. Initial letter and Phone Call to Field Supervisors: Late in September or early October the Director of Practica sends an introductory letter and the latest Doctoral Handbook to each student's primary supervisor. This is followed by a phone call from the Professional Seminar Leader, Case Conference Leader, or Advisor to the supervisor in which preliminary discussion of the student's progress can begin. The Director of Practica should be notified of any situation where there is the possibility of a major problem with either the site or the student. The Professional Seminar Leader, Case Conference Leader, or Advisor is urged to keep a written record of all phone calls with the site using the forms provided by the department. During the phone calls, the aims are to:

a. Clarify the role of the Professional Seminar Leader, Case Conference Leader, or Advisor as a liaison between the agency and Antioch New England around issues relating to the practicum and this particular trainee. In addition it is suggested that the Professional Seminar or Case Conference Leader briefly review the courses the student is taking, the program in general, and the function of the Professional Seminar or Case Conference.

b. Ensure that the requirements are clear to all parties. If appropriate, the Professional Seminar Leader, Case Conference Leader, or Advisor might discuss the nature and specific tasks of supervision, clarify the practicum requirements in general, and review the specific terms of the contract for the student. Expectations and responsibilities of the agency,

the Field Supervisor, the trainee, Antioch, and the Professional Seminar, Case Conference Leader, or Advisor should be made clear. Any major areas of question or concern should be directed to the Director of Practica.

c. **Emphasize a willingness to collaborate.** The availability of the Professional Seminar Leader, Case Conference Leader, or Advisor as a representative of the program, and as a resource regarding this traineeship, should be highlighted. The primary supervisor should be given ways to reach the Professional Seminar Leader, Case Conference Leader, or Advisor outside of regularly scheduled contacts, should problems or questions arise. The Director of Practica should also be recommended to be used as a resource in this manner for questions that are outside the purview of the Professional Seminar Leader, Case Conference Leader, or Advisor (i.e., proposed changes in the agency's relationship to Antioch).

d. **Mention that there will be a number of events at Antioch for which Field Supervisors will be receiving invitations.** Supervisors will be notified of workshops, courses, and other special events throughout the year. Field Site Supervisors are invited to Departmental CEU events free of charge. It should be stressed that these are opportunities to meet with the Antioch staff, and to better understand the philosophy of Antioch and the place of the Professional Seminar or Case Conference in the student's training.

2. **Supervisor Evaluations:** Near the end of the Fall and Spring semesters, the Director of Practica mails evaluation forms to all primary Field Supervisors requesting that they be completed in the next month. The Primary Supervisor is requested to gather evaluations from any other supervisors on site. Students are expected to review the completed evaluations with their Field Supervisors. After discussing the evaluation with the student, the Field Supervisors are to mail the evaluation forms to the Director of Practica. These forms must be completed before the student can obtain credit for the practicum. Professional Seminar and Case Conference leaders receive copies of these evaluations.

3. **Mid-Year Traineeship Review Meeting:** Once a year, the student, Field Site Supervisor, and Professional Seminar or Case Conference Leader meet to review the student's work and plan for the second half of the practicum experience. This typically takes place between December and February. There are two ways for this meeting to be held. The first is through the Field Supervisors Day offered by Antioch. All Supervisors and students in practicum are invited to attend Field Supervisors Day at Antioch, which includes time for the Mid-year Traineeship Review meeting as well as a Continuing Education Workshop and lunch. **Students are required to come to Field Supervisors Day if their supervisors attend.** This is a great opportunity for people from the Antioch network to get to know each other and learn more about Antioch. The second is through an individual meeting at the practicum site and would be arranged during this time

period through the student. At times, the site visit may be done by the Director of Practica or another ProSem or Case Conference Leader. Under certain circumstances, it may be done via teleconference.

a. The Following Guidelines Apply To the Mid-Year Traineeship Review:

1) The visit should include asking the Field Supervisor and the trainee how the trainee has been progressing in specific areas, paying attention to the strengths and weaknesses and areas in which there is needed improvement. If there are significant problems between the trainee and the supervisor, the Professional Seminar or Case Conference Leader may need to act as facilitator. Recommendations may need to be made to the trainee or supervisor, or later to the Director of Practica, around difficulties experienced by the trainee.

2) **An understanding of the nature of the supervision** received by the trainee on-site should be obtained. Questions should be directed to both the Field Supervisor and the trainee regarding the nature of the supervision process, their feelings about how supervision is going, and an evaluation of the types of supervision experiences they are having or have had.

3) **Questions should be posed to the supervisor about the agency's operation**, the services it provides, the nature of the organization or the system of the agency, where he or she fits into the system, etc. A tour of the facility during an on-site visit may also help in developing a better understanding of how the agency provides services and the nature of the learning experience it provides to the trainee. Any concerns should be reported to the Director of Practica.

4) **Time should be spent individually with the student.** Such a meeting is often most effective when it precedes and/or follows the meeting in which the supervisor is included. The content of the previous meeting and/or its process may be discussed. The time can be used for feedback or to focus on developing strategies and plans for following through on issues and needs raised in the previous meeting. This time may also be useful for getting to know the student better, especially around his or her clinical training needs and future plans.

5) **If major problems or concerns are presented** (i.e., the Field Supervisor presents concerns regarding the student's appropriateness as a trainee at the agency, or regarding the student's capabilities as an Antioch New England student and professional), it is recommended that the Professional Seminar or Case Conference Leader work together with the student and Field Supervisor to come up with a plan

for resolution, involving the Director of Practica as necessary. This might include a special meeting with all parties, including the Director of Practica. If the situation remains unresolved, it becomes part of the Department's special review process by contacting the Director of Student Affairs. A summary of the issues should be presented to the Director of Practica and be included in the Mid-Year Traineeship Review Report.

b. Final Notes

1) It is expected that the Mid-Year Traineeship Review will last approximately one to two hours for an on-site visit (as this often includes a tour of the facility and meeting with other supervisors) and one hour at Field Supervisors Day.

2) **Special Cases:** Some students have more than one major Field Supervisor (providing supervision around a major content area), and one supervisor may not be on-site. In such cases, it is the responsibility of the Professional Seminar or Case Conference Leader to secure input from each supervisor at least once during the practicum year. If it is not possible to meet with all major Field Supervisors each year, telephone contacts should be made with whoever was unavailable to meet in person and details of those communications should be included in the Professional Seminar or Case Conference leader's written report. The Director of Practica should be consulted if there are any questions relating to this.

c. The Mid-Year Traineeship Review Report. This important piece of documentation should address the following:

- 1) The date of the review and the approximate length of time the student has been on practicum at the time of the review.
- 2) Names of persons attending the meetings, and the content and nature of the meetings.
- 3) Evaluative comments regarding the student's learning needs, progress, areas of improvement, etc.
- 4) Indications of major problems of which the faculty became aware during the visit.
- 5) Comments on the nature and quality of supervision received by the trainee site, including areas of strength and weaknesses.
- 6) Comments on the degree to which the agency is (or is not) able to meet the needs of Antioch students. For what students would or would not this be an appropriate placement?

7) Any recommendations felt to be appropriate. Such statements may focus on the trainee, the agency or Field Supervisor, the relationship between Antioch and the agency, etc.

It is very important that students review and receive a copy of the completed evaluation. Completed reports should be turned into the Departmental office during the spring semester, in order for the student to receive credit for the practicum. This will be explained further below. These reports become a part of the student's file and are an important factor in Antioch's compliance with accreditation standards.

4. End of Year Phone Call: The final required contact should be made by the Professional Seminar Leader, Case Conference Leader, or Advisor toward the end of the academic year in an effort to summarize and evaluate the student's field training experience and the relationship between the site and Antioch New England.

5. The Practicum Planning and Tracking Form: In order to facilitate continuity in the student's clinical training, at the end of each academic year, the student and Professional Seminar or Case Conference Leader complete this form for each student in the Professional Seminar or Case Conference. This provides a summary for the year's practicum experience and can be used for future planning. It is available to the advisor for planning purposes.

6. Student Site Feedback. This is to be completed by students and is handed in to the Professional Seminar or Case Conference Leader by the end of the spring semester. Although these forms are not filed in the student files, they are filed within the practicum site file and remain an important piece of the practicum paperwork.

7. Student Advising: Additionally, the student's Advisor tracks practicum experiences along with other aspects of the student's career in the Program. Practicum contracts, annual Traineeship Review reports, Field Supervisor evaluations, and all documentation from the Professional Seminar or Case Conference leader are read by the Advisor as part of the Annual Review process. The advisor, along with the Director of Practica, is the Department's 4th-year liaison to the sites. The advisor makes the phone calls and may conduct a mid-year traineeship review meeting if one is deemed necessary. The advisor also supports the student in his or her training experience.

8. Director of Practica: The Director of Practica is responsible for maintaining a comprehensive overview of practicum opportunities and of each student's clinical training history. Toward this end she/he regularly solicits, through both formal and informal channels, current information on sites and on students' training experiences. She/he is available to students on an ongoing basis and meets

regularly with Professional Seminar and Case Conference leaders to consult around any practicum related matter.

F. Benefits for Field Supervisors and Agencies

1. **Faculty Appointments:** Each Field Supervisor obtains an appointment as Adjunct Clinical Faculty in the Doctoral Program at Antioch University New England. This is done through a letter from the President of Antioch University New England which will follow the completion of an Affiliation agreement between Antioch and the practicum site.

2. **Free Courses and Workshops:** For each academic semester of supervision, the agency is entitled to enrollment by a person of its choice in one course or workshop at Antioch University New England. It should be understood, however, that the person must meet whatever prerequisite requirements are established for that course and that, in courses where enrollment is limited, priority is given to degree candidates. Courses and workshops must be taken concurrently or within one term after the supervision was given. These learning experiences are tuition-free. The supervisor needs to get the approval from the Director of Student Affairs and then completes the registration form. The application can be found at the following weblink: <http://www.antiochne.edu/registrar/ceapplication.pdf>.

G. Student Practicum Progress Required Documentation

Included in the Departmental files for each student is information specifically related to practicum experiences. These forms help us to monitor student progress, and it is crucial that each person involved in completing these forms do her/his part to help Antioch maintain appropriate files. Each form is summarized briefly below:

1. **Field Training Information Form.** This contains basic information concerning the student's placement (site, address, supervisor, etc.) and is to be completed as early in the fall semester as possible. Letters to Field Supervisors and departmental statistics on field placements are derived from this form.

2. **Learning Contract.** This is described above.

3. **Student Comment Forms.** Professional Seminar and Case Conference Leaders are required to complete Student Comment Forms for both Fall and Spring semesters of the Professional Seminar or Case Conference. Specific reference to the Practicum should be made on these forms.

4. **Field Supervisor Evaluation Forms.** This form is to be completed twice by the Field Supervisor for the fall and spring semesters. Students cannot receive credit for their practicum until these have been received. Guidelines accompany the form. The primary supervisor is responsible for assuring that the evaluation includes feedback from all supervisors.

5. **Mid-Year Traineeship Review Report.** This is to be completed by the Professional Seminar and Case Conference Leaders after the meeting on Field Supervisors Day or at the site. It should be turned in to the Clinical Psychology office by mid-March.

6. Practicum Verification Form. This is to be completed by the Department following the receipt of the Field Supervisor Evaluation Form, and it is through this that the student receives academic credit for the practicum. The Director of Practica is responsible for the awarding of practicum credit. This is based on the Field Supervisor Evaluation and any other direct communication from the site.

7. Student Site Feedback. This is to be completed by students and is due in to the Professional Seminar or Case Conference Leader by the end of the Spring semester. Although these forms are not filed in the student files, they are filed within the practicum site file and remain an important piece of the practicum paperwork.

8. Clinical Evaluation Form. The Professional Seminar or Case Conference Leader fills out this form and discusses it with his or her students at the end of the year. This provides a comprehensive overview of the student's clinical competency from the perspective of the Professional Seminar or Case Conference Leader.

9. The Practicum Planning and Tracking Form: In order to facilitate continuity in the student's clinical training, at the end of each academic year, the student and Professional Seminar or Case Conference Leader complete this form for each student in the Professional Seminar or Case Conference. This provides a summary for the year's practicum experience and can be used for future planning. It is available to the advisor for planning purposes.

H. Reviewing the Yearly Practicum Process

In order to show how a close working relationship between faculty and students in the field is maintained, a typical year at Antioch is presented which highlights the many ways in which the Department, the students, and the practica work together and develop on-going relationships with each other surrounding practicum training. Although some of this material is redundant with that from other sections of the Handbook, the program believes that this type of presentation will ultimately help to clarify the practicum process.

Attending to the practicum process is a year-round enterprise involving many people from the Department of Clinical Psychology, the training sites, and the students in a concerted effort to secure and ascertain high quality, consistent practicum experiences for Antioch students.

Selecting a practicum site is an important and careful process that works best when everyone is an active and knowledgeable participant. Monitoring the progress of the student and the ability of the site to meet Antioch's expectations requires effort and interest on each person's part. In the Department, the Director of Practica, the Administrative Assistant to the Director of Practica, the Professional Seminar and Case Conference Leaders, the Advisors, and the Practicum/Internship Committee are part of this effort, and each has a very significant function that contributes to the overall success of the practicum system. In the field, the Directors of Training and the Field Site Supervisors contribute greatly to the processes of practicum development and selection,

the training itself, and evaluation of the student. The students work to assure for themselves that they will select and have the best possible practicum experience, and they also become involved in the process of monitoring and evaluating their learning and progress.

The types of students served by the program, and the nature of the communities from which many of them come, present unique challenges to the development and management of the practicum system. One challenge is to ensure that students receive high quality training which meets nationally recognized professional standards, while considering the needs and backgrounds of our students who range from Bachelor's level graduates to experienced professionals and adult learners. A second challenge is afforded by the lack of training resources and, often, the related lack of high quality mental health services available in the rural and urban under-served areas from which many of the students come, and which the Department is committed to serve. This is a point at which issues of social justice vis-s-vis the accessibility of services and issues of quality of training intersect.

The program continually addresses these challenges by: (a) providing students and training agencies with a comprehensive set of guidelines which spell out in detail our expectations for clinical training; (b) implementing a thorough monitoring system; and (c) joining with many agencies throughout New England, especially in rural and/or underserved regions, in order to assist them in developing or upgrading the quality of their training programs.

In order to present the workings of the practicum system, the various staff roles within the Department will first briefly be described. Following this, a year will be delineated to show the sequential nature of the tasks involved in practicum training, with particular emphasis on the perspective of the student during the year.

1. Staff Roles

a. **Director of Practica.** The person in this role has the ultimate responsibility and authority for the continued development, implementation, and oversight of the practicum system. She/He is responsible for liaison with practicum agencies, consulting to agencies wishing to develop training programs for our students, approving practicum arrangements on behalf of the program, serving as a consultant to students and Professional Seminar and Case Conference Leaders and Advisors around practicum matters, and maintaining the practicum information resources. She/He is also responsible for developing and disseminating all policies and procedures that apply to practica, as well as interpreting and applying those policies to specific cases. The Director of Practica rewards or withholds credit from the practicum experience.

b. **Administrative Assistant to the Director of Practica.** The person in this role has the responsibility to assist the Director in order to maintain orderly records of the practicum system and each student's progress through it. She or he helps to maintain and update the Practicum Files and Practicum Lists, both of which are used by students in selecting practicum sites. She or he disseminates information

to all the affiliated sites and the possible new sites. She or he monitors the receipt of the paperwork such as student contracts, Field Site Supervisor Evaluations, Mid-Year Traineeship Review Reports, and Practicum Verification forms, and helps to let faculty and students know when an important piece of paperwork is missing.

c. Professional Seminar and Case Conference Leaders. Typically, the Professional Seminar Leader has six to eight students and the Case Conference Leader has three to five students. The Professional Seminar and Case Conference Leaders are crucial to the practicum system because they are the faculty at Antioch who can know each student's personal and interpersonal functioning as well as clinical background and capacities in sufficient depth to make informed decisions about the student's training and progress. In the Professional Seminar and Case Conference, students in practica are presenting cases from their practica for comment by their peers and the Leader. By policy, increasingly, audio and video tapes are being utilized in this context. Tapes are required in the case conference.

The Professional Seminar and Case Conference Leaders have the following responsibilities: act as the liaison with the Field Site Supervisors; review, approve, and sign practicum contracts; perform annual Mid-year Traineeship Review Meetings with the Field Site Supervisors and students; monitor the process of the practicum experience; consult to students in regard to their upcoming year's training experience; complete an array of evaluative materials on student training and competence; and discuss all of these issues in the Professional Seminar or Case Conference itself.

d. Advisor. The advisor is the Department's 4th-year liaison to the sites. He or she makes the initial and final phone calls, may conduct a mid-year traineeship review meeting if one is deemed necessary, and supports the student in his or her training experience.

2. Sequence of Steps for Practicum

There is no true beginning point to the year of practicum training, for at each part of the year there may be several time frames co-existing. Students may be immersed in their present practica, working out a contract for their future practica, and reviewing the semester that just ended for evaluation purposes. For the Department's purposes, late Fall is chosen as the starting point, for this is when the process of preparing for a new practicum begins. While circling through the calendar year, however, it is important to remember that training tasks and issues will be addressed in all three time frames—present, past, and future.

The practicum application process is complex, but quite manageable, when all parties apply themselves to the tasks at hand. The Director of Practica provides information and problem solving group and individual meetings, carries the larger systems level regulations and concerns, and communicates with Directors of

Training during this application process. The Professional Seminar and Case Conference Leaders advise students about their particular training needs and may also provide feedback about and liaisons to potential sites. The students are actively involved with applying, interviewing, and at times helping to develop new sites.

a. **Fall Semester.** In the second half of the Fall semester, by November, the students are asked to think about their training needs for next year in order to begin applying for practica in the early winter. First and second year students are the ones most involved in selecting practica for the next year. Students are invited in their Professional Seminars to develop their ideas about the types of training experiences they should have. By this time the Professional Seminar Leaders have come to know their students' backgrounds, interests, needs, and abilities to a certain extent. The students are settled into their present practica (second year students) or their coursework (first year students) and the initial adjustments to their programs are completed. It is through dialogue in their Professional Seminars that students come up with an "ideal" practicum site for themselves.

There are some students who may want or need to apply to sites that have not been used previously by Antioch students, and in collaboration with the Director of Practica they may attempt to develop a new site for Antioch. There are several reasons why this is necessary. The first has to do with the changing geographic locations of the students. A student may find that he or she lives in an area from which we have never before had a student, or had a student many years ago, and thus there are no affiliated sites. A student may also have worked in the one site in his or her area, and thus be unable to undertake a practicum there. Previous sites may close and become unavailable to students (in these difficult economic times this has become increasingly problematic). A student may also feel strongly that there are certain reasons particular to his or her training needs to necessitate the investigation of a new site. Antioch recognizes the twin needs for on-going stability of its practicum system and the necessity for flexibility regarding the development of new and sometimes better sites.

Before students begin looking into new site possibilities, they are reminded of Antioch's requirements for practica, and told that the Department can work collaboratively to help develop a viable site for them. As students are often aware of such places where they live, they are encouraged to explore potential sites (often just by looking in the phone book or another listing of mental health facilities) that exist in their local areas. These potential sites might include community mental health centers, general or psychiatric hospitals, college counseling centers, VA Medical Centers, medical schools, and private clinics. The Department may also contact former supervisors or alumni in a particular area to find out about potential sites. The Director of Practica or the student can make the initial contact with a potential site. The Director of Practica expects to have phone contact with the Director of Training at the site, send the program's practicum information to the Director, work to ascertain the goodness of fit between the site and Department's needs, offer assistance to the site for their

development as an Antioch site, develop an Affiliation Agreement with the site, and arrange for a new site visit to take place prior to the student's training period. Some Directors of Training want to talk with a Department representative prior to meeting the student, but many wish to meet with the student first to get a sense of the possible match between the site and the student. In addition to the site visit, there may be a series of phone calls involving the student, site, and Department before it is decided that a viable placement is possible.

At times a new site may be developed due to the initiative of the site. Directors of Training regularly call Antioch with practicum possibilities available at their sites. However, some of these are not appropriate for doctoral level students, some are in geographic locations not currently utilized by Antioch students, and some are in areas where we have enough established placements. When a Training Director calls from an appropriate site in an appropriate location, we talk at some length about the Doctoral Program, Antioch's requirements, and the offerings of the site, and exchange written descriptions of our programs (including our *Viewbook* and *Handbook*). The Director of Practica passes on information about such sites to the students for their consideration.

Toward the end of the semester, the Director of Practica holds an orientation and information meeting to prepare students for the formal process of selecting an appropriate practicum site. The students attend Practicum meetings according to their geographic relationship to Boston, Massachusetts. Those students who live in or near Boston meet separately from those who live in the rest of New England and New York.

At this initial meeting, there are two main goals. The first is to apprise students of the parameters of practica at Antioch. The second is to help students begin their individual searches for the best sites for each of them. To achieve the first goal, the Director of Practica reviews the major criteria for practica, as out-lined in the *Doctoral Program Handbook*. In addition, students are introduced to the idea of "Affiliated Sites", that is, that students are expected to go to the practica we have successfully used in the past and with whom we are maintaining relationships. To achieve the second goal, students are given lists of current and past Antioch sites and some brief descriptions of them, as well as the name of the student who is at each presently active site to contact for further information. The students in the meeting share opinions and information about each site with each other also. Students are told to look in the Practicum Files containing information on our affiliated practicum sites, active and non-active, as well as the Field Site Feedback forms with previous students' feedback from past sites, also located in each site file. These files are kept in the department office and can be accessed on-line and through a departmental web link that is provided to our students.

At the end of this meeting, students in the Boston area are instructed to start actively looking into the sites via our files and phone calls or letters of inquiry to the sites, discussing the sites with students who have been there, and applying to the practica. It is suggested that they apply to about five sites. They are also

reminded to talk with their Professional Seminar leaders about what types of experiences would be best for them as individuals. Certain practica have early deadlines, and may want formal letters of recommendation and transcripts, thus students are told that they need to check the files for specific information on applying to each site. Most sites want a Vita. Boston area students have one more meeting with the Director of Practica before the end of the Fall semester. The Director of Practica is available for discussion about particular sites and any problems the students might encounter in this process.

Students outside the Boston area are advised to start thinking about and checking into this process, but that the bulk of their applying and interviewing will take place in February and March rather than December and January as it does for the Boston students. The number of sites to which they will apply varies, but it is usually between one and four. Their process tends to be somewhat more informal, often with an initial phone call to the site substituting for a formal letter of application.

During this same time, there is an evaluative component with regard to present practicum sites. The Director of Practica sends Field Supervisor Evaluation Forms to all primary Field Supervisors, asking that they be filled out, discussed with the student, and sent back to Antioch at the end of the first semester. The Department believes that it is important for a formal evaluation to take place at this point and for it to be communicated directly to the student for discussion and comment. These evaluations must be received by the Department in order for the student to receive credit for the practicum. The Practicum Database helps the Department in monitoring the receipt of these and all such communications with the sites. In cases in which there is more than one supervisor, the primary supervisor can either integrate the information or have the secondary supervisor complete another form. The completed forms are distributed to the Professional Seminar and Case Conference Leaders, and are placed in each student's departmental file.

b. **Spring Semester.** The Mid-Year Traineeship Review Meeting takes place in the Winter, either during Field Supervisors Day at Antioch, sponsored by the Department, or during a visit to the site by the ProSem or Case Conference Leader. For this meeting, the Professional Seminar or Case Conference Leader travels to the placement site and meets with the primary Field Supervisor and the student to review the course of the traineeship experience and address any difficulties which may be identified. Occasionally a secondary Field Supervisor or the Director of Training may be included in the meeting. This meeting is an excellent opportunity for a representative of the Department to get first hand knowledge of the day to day practicum experience of the student and supervisors, and to see the relationships that the student has developed at the site. Planning for the second half of the practicum year often takes place at this meeting. It is also a time for the Field Site Supervisors to feel more connected to the Department, and their comments or concerns about the program are always welcome. During this time there may be phone contact between the Director of Practica and the Director of Training at the Field Site to discuss anything that may have changed at the site,

or to work out details. This can be an exciting and potentially anxiety provoking time for students, and during the semester break and in the beginning of the Spring semester the Director of Practica is available through email, phone contact, formal and informal individual meetings with students, and larger group meetings in which students can share their impressions of various sites with each other and work with the Director on questions of appropriate training and sites.

During the early Spring, January through March, students are continuing the application process for next year's practica. If a student is applying to an already established Antioch site, the procedure is fairly straightforward: students apply by letter or phone, are interviewed, and are either offered a position or not offered a position. If offered a position the student either accepts and lets the Professional Seminar Leader and the Director of Practica know of his or her acceptance, or rejects it and waits for another offer or accepts another offer already in hand. If the student is not offered a position, he or she continues applying to other suitable sites. **Once a student accepts a position verbally, that acceptance is binding unless some emergency situation develops. In these rare instances, the student should contact the Director of Practica for guidance prior to making a decision on what action to take unless the emergency has rendered them unable to make such contact.**

By the end of March, the Mid-Year Traineeship Review Meetings are over, the practicum year is beginning to wind down, and the majority of students have chosen practica for the following year. The next step is for the student to begin to develop a contract between the student, Antioch, and the site that will carefully spell out all of the requirements of each party, and will describe the contents of the practicum in detail. In April the Director of Practica holds a practicum orientation and contract writing meeting for all students entering practica in the fall semester. This is to orient them to the basic ideas of professionalism; professional behavior, demeanor, dress, and public presence (such as in online settings); interpersonal relationships; expectations; and supervision; as well as to the form and purpose of the contract. Contract information is also available to them in their *Doctoral Program Handbook*, and on-going consultation about the contract development is provided by the Professional Seminar Leaders and the Director of Practica. This is the time for students to start seriously discussing the details of next year's practica with their Professional Seminar Leaders and the Field Site Supervisor or Director of Training. At this point in the year the Professional Seminar Leader will have had substantial time to assess the student's strengths and weaknesses and can use that knowledge to help the student draw up the most appropriate plan for practicum. For some students, writing their contract will be fairly straightforward and direct, with all parts of the practicum experience clearly and easily defined. For others, significant details may remain to be worked out, such as the names of specific supervisors or the exact activities that will be available to them, and the actual contract will not be completed until the practicum is underway in the Fall. In all cases, the contracts must conform to the Antioch requirements for practica.

During the late Spring, the Professional Seminar Leaders, Case Conference Leaders, and Advisors make a final phone call to the Field Site Supervisor marking the end of the semester to thank the Supervisor and talk about any last issues or concerns. Field Site Supervisor Evaluations are again sent to the sites for a final evaluation which is discussed with the student. Students are asked to fill out feedback forms about their sites that will be helpful to other students. By summer, almost all students have ended their practica and are busy with the summer semester and refining their contracts for the next practicum. However, a few students may have elected to continue their practica through the summer, either at the request of the site or of the student. These continuing practica are monitored by the Director of Practica.

c. **Summer Semester.** It occasionally occurs that a student's site may fail to materialize, usually due to financial problems on the part of the site. In this case, the student contacts the Director of Practica, and the two of them strategize as to the best possible approach to take to find a practicum at a late date. This may often involve more vigorous phone calling and use of network contacts than earlier practicum selection.

This is also the time in which the Director of Practica and other faculty will make site visits to new sites. These meetings typically include the Antioch representative and the Director of Training, and involve a thorough discussion of the plans for the practicum, Antioch's expectations, and the creating of a relationship between the Department and the placement. Directors of Training are typically quite responsive to the idea of this meeting. They look for input from the Department on ways to develop their programs and they are often pleased to have a chance to acquaint the Department with their facilities and the possibilities for students there. This is also an opportunity for Antioch to ascertain the viability of the new site as a training site.

d. **Fall Semester.** Students and faculty enjoy vacation in August, and return in September ready to begin new practica. As the school year starts, students are settling into their new classes and second and third year students are getting oriented to their new practica. For some students, their practicum contracts, which spell out the nature of the training and expectations for the year, are completed and signed by all parties, and the beginning of the practicum proceeds smoothly. For others, details of the practica may still require fine tuning, and there will be continued dialogue with Professional Seminar and Case Conference Leaders, the Advisors, the Director of Practica, and the Field Site Supervisor and Director of Training in order to finalize the contract. In all cases, participation in the practica begins in September unless an exception has been made, and contracts must be finalized by the fourth Monday of the semester. The Professional Seminar or Case Conference Leaders are actively exploring with the student the nature of their initial experiences in the practicum, asking questions about training issues such as how they are being oriented to the site, obtaining clients, supervision dynamics, ethical concerns, or the stability of the organization. Any problems that arise are

first handled in the Professional Seminar or Case Conference, and then brought to the attention of the Director of Practica if there is no earlier resolution.

In October, the Director of Practica sends a letter to all Field Site Supervisors welcoming them to the Antioch training enterprise, thanking them for their participation, and giving them the name of their liaison with the Department which is either the Professional Seminar or Case Conference Leader, or Advisor. In the next few weeks, the Case Conference Leaders, Professional Seminar Leaders, and Advisors call the Field Site Supervisors to introduce themselves, speak with them about this beginning phase of the practicum, let the Field Site Supervisor know of their availability for on-going discussion about the student, and encourage them to attend Field Supervisors Day in February. The Director of Practica also sends each Field Site Supervisor a copy of the updated *Doctoral Program Handbook* which includes the latest revision of the practicum policies.

This brings the Department to November, the month in which the practicum year began, with students contemplating their training needs for the future as the present practica is well underway.

In conclusion, there are many ties between the students in their field placements and the faculty of the Department, including the Professional Seminar or Case Conference in which students are presenting cases from their practica and discussing present or future practicum experience, the liaison between the Professional Seminar and Case Conference Leaders, or Advisors, and the Field Site Supervisors, and the many formal and informal contacts between the Director of Practica and the Directors of Training and Field Site Supervisors. Every effort is being made to ensure that successful sites are used on an on-going basis and that sites are fully cognizant of and in compliance with Antioch's expectations. It is a practicum system that requires full participation by all of the people and institutions involved, but the Department expects this level of commitment from the faculty, practicum sites, and students.

INTERNSHIP

The pre-doctoral internship occurs in an organized health care setting away from Antioch. The internship requires another application process which is overseen by the Director of Internships. It is an integral component of the Doctoral Program and the final experience in the clinical training sequence. During the internship the student is expected to assume significant responsibilities and to perform major professional functions under

the supervision of qualified psychologists. As the culminating clinical training experience, the internship is expected to provide the student with a variety of appropriate role models, as well as intensive and diverse supervised opportunities to function in the various roles performed by a clinical psychologist.

The internship is customarily done on a full-time basis during the fifth year; or at times, it can be done on a half-time basis during the fourth and fifth years, or during the fifth and sixth years.

A. Internship Requirements

1. Time: There is a minimum requirement of 1800 hours for the internship. This requirement is most often met through the successful completion of a full-time experience for one calendar year during the fifth year or, at times, through two consecutive years of half-time experience.

It should be remembered that the above are basic requirements and that some states may have additional internship requirements, including a different minimum level of required pre-doctoral internship hours and coursework, which must be met for licensure/certification. It is the responsibility of the student to be familiar with the specific regulations of the state or states in which they wish to practice so that their internship experience conforms to the guidelines of those states.

2. Program of Training: Students are strongly encouraged to seek internships that are accredited by the American Psychological Association (APA), or that, at least, are active members of the Association of Psychology and Postdoctoral and Internship Centers (APPIC).

Internship programs which are neither APA accredited nor APPIC listed should be moving toward meeting these criteria. These internships must meet the criteria found in the guidelines used by APPIC and the National Register of Health Service Providers in Psychology to define an internship, and must complete a process of formal affiliation with the Doctoral Program. The internship experience, then, is expected to meet the following criteria (as reflected in this sample Internship Contract):

B. The Internship Contract

Like the Practicum Contract, the Internship Contract spells out the agreement between the student, the internship site, and the doctoral program. This contract is generated by the department and includes the standard requirements of an approved internship as outlined by the National Register of Health Service Providers in Psychology. It is assumed that any APA approved internship meets our criteria and thus a contract is not

necessary. The contract is required for any student in an internship that is not APA approved and must include the following:

Internship Site Name
Site Street
Site City, State Zip

I certify that (**Student Name**) will be an intern from _____ to _____ in a pre-doctoral internship training program. (**Internship Site Name**) meets the following criteria:

1. The internship experience is for a minimum of 1800 hours, completed within 24 months.
2. The psychology internship is an organized training program which, in contrast to supervised experience or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences. The primary focus and purpose is assuring breadth and quality of training.
3. The internship agency has a clearly designated doctoral level staff psychologist who is responsible for the integrity and quality of the training program. This person is actively licensed, certified, or registered by the appropriate State Board of Examiners in the jurisdiction where the program exists, and is present at the training facility for a minimum of 20 hours a week.
4. The internship agency training staff consists of at least two full time equivalent doctoral level psychologists who serve as primary supervisors, who are actively licensed, certified, or registered as a psychologist by the Board of Examiners in the jurisdiction where the program exists.
5. Intern supervision is provided by staff members of the internship agency or by qualified affiliates of that agency who carry clinical responsibility for the cases being supervised. At least two hours per week of regularly scheduled, face-to-face individual supervision is provided by one or more doctoral level licensed psychologists regardless of whether the internship is completed in one year or two. Supervision is provided with the specific intent of dealing with psychological services rendered directly by the intern.
6. The internship provides training in a range of psychological assessment and intervention activities conducted directly with recipients of psychological services.
7. At least 25% of the trainee's time is in face-to-face psychological services with patient/clients.
8. The internship must provide at least two hours per week in didactic activities such as case conferences, seminars, in-services training, or grand rounds.

9. Internship training is at post-clerkship, post-practicum and post-externship level, and precedes the granting of the doctoral degree.
10. The internship agency has a minimum of two doctoral level interns at the internship level of training during any period of training.
11. The internship level psychology trainees have a title such as “Intern”, “Resident,” “Fellow,” or other designation of trainee status.
12. The internship agency has a written statement or brochure which provides clear description of the nature of the training program, including the goal and content of the internship and clear expectations for quantity and quality of the trainee’s work. It is made available to prospective interns and is attached to this contract.
13. Internship programs have documented due process procedures, including notice, hearing, and appeal for interns. These procedures are given to interns at the beginning of the training period.
14. At least twice a year, the internship program conducts formal written evaluations on the intern’s performance.
15. The internship includes a minimum of 4 hours in structured learning activities on issues related to racial/ethnic bases of behavior with a focus on people of color. (Note: This item is applicable to Massachusetts licensure regulations only.)

Director of Training Date

C. Internship Policies

1. **Internship and a Paid Professional Position at the Same Site:** A paid professional position may never serve as an internship.
2. **Private Practice as an Internship:** Independent private practice may not be used as an internship. Because of the large amount of resources that must be committed to an internship program, even large group practices normally find it prohibitive to set up such a training experience.
3. **Compensation:** Students on internship should expect to be compensated. Compensation should be in the form of an agreed upon stipend.
4. **Dual Relationships with Supervisors:** It is unethical for students to engage in an internship which is administered by or in which they receive supervision from a person with whom they relate in some other professional capacity.

5. Leaving an Internship Before Its Completion: A student needing to leave an internship before completing the agreed upon minimum amount of time should notify their Advisor and the Director of Internships as soon as the need becomes known. Early termination of an internship may have serious implications for the student and the site, thus any steps in this direction must be considered carefully. Students should remember that they must complete the internship within 24 months and that it is usually very difficult to begin new internship experiences in mid-year.

6. Consortia: At times an agency may be eager to start an internship, but may lack all of the necessary resources to develop and maintain such a training program. In those cases, the creation of a consortium in which two or more agencies share training resources may be an appropriate solution. The doctoral program, primarily through the Director of Internships, is committed to helping agencies develop such arrangements.

The following guidelines should be applied to the creation of consortia:

- a. A consortium is formed by a group of administratively independent agencies which join to offer a coherent and unified training program.
- b. The consortium must have a written agreement which clearly articulates the rationale for the training arrangement and which specifies the commitment of each agency to participate in the program.
- c. There must be central coordination of the program. Selection of interns, the setting of stipend levels, supervision arrangements, quality control, intern assignments, and intern evaluations must be administered centrally.
- d. A qualified psychologist must be identified as responsible for the training program of each intern.
- e. Each site of the consortium must have, at least, two qualified and experienced psychologists who are available to offer supervision to the interns.
- f. Although each intern need not spend time at each of the consortium's agencies, he or she should receive part of his or her training at, at least two of the agencies which form the consortium, and, ideally, should have access to all of the consortium member facilities.
- g. The amount of time that an intern spends at each agency should be of sufficient duration so that he or she can meaningfully profit from the training offered at that particular component of the consortium.

h. The consortium as a unit must meet all of the requirements for internships which are listed elsewhere in this document.

7. Coordination with Academic Advisor: Fourth-year students on half-time internship are required to attend classes at Antioch on Mondays and, as part of this experience, participate in a Doctoral Research Seminar. For them, their Advisor is Antioch's primary link with the internship site.

Students on full-time internship or on half-time internship during the fifth year or beyond do not attend classes at Antioch and, thus, for them Antioch's Director of Internships serves as the Doctoral Program's link with the training program. It is expected that students on full or half-time internship will coordinate their specific training experiences with their Academic Advisor.

8. Resolution of Conflicts: In the case of conflicts that may arise the student should first attempt to resolve them directly with the internship site. If resolution is impossible at that level, the student should contact their Academic Advisor and then, if appropriate, the Director of Internships should be contacted.

9. Professional Liability Insurance: All students will be assessed a liability insurance fee each semester, to be paid when tuition is due. This insurance provides professional liability coverage when students are doing internships and practica. This policy does not cover the student while engaging in non-school related professional activities.

D. Recording Practicum Hours for Preparation for Internship Application

In the second year of the program, students begin to accumulate "clinical hours" as part of their first practicum experience. As it is important to keep track of these activities, it is recommended that students make use of the Association of Psychology Postdoctoral and Internship Centers (APPIC) Internship Application form. The Department will also provide information regarding formats for tracking hours, such as Time2Track (<http://time2track.com/>).

Using the APPIC application, students customarily note information about clients (age, gender, race/ethnicity, diagnosis), treatment protocols, tests used in assessments, and duration of evaluation and therapy processes. It is also important to keep track of hours of supervision and professional credentials of supervisors. All of this information will assist students in filling out internship applications when they apply during the fourth year.

As it might be necessary for students to provide copies of testing reports and case summaries with internship applications, students need to obtain clients' permission to send a copy of their report, with their names and all identifying information removed, to an internship site. Students need to make sure that confidentiality is assured.

E. Internship Selection

The process of selecting an internship is complex and time consuming. Students who elect to apply for internships that are APA accredited and/or APPIC listed will need to follow a clearly defined match process and will face a set of very restrictive deadlines. The Department encourages students to apply mainly to APA and APPIC listed sites. Those sites that are not APA or APPIC listed and that would like to be involved in training on the internship level must adhere to APPIC guidelines.

Students who would like to consider programs which are neither APA accredited nor APPIC listed, or students who would like to help develop a new internship, will need to give themselves plenty of time to search and to seriously explore possibilities with appropriate sites. Normally, students following this route will be expected to adhere to the same general time line required by APPIC listed internships and, thus, will be beginning their application process in the early Fall proceeding the internship year.

The process of internship selection begins at least one year prior to the time at which the student wants to begin the internship. In addition to several informational meetings in the first three years of the program with the Director of Internships, there are a series of more formal meetings specifically designed to guide students through the internship application process. The first of these meetings takes place at the end of the spring semester of the third year of study. This timing is designed so that students can have sufficient time to prepare many of the documents they will need as part of their applications. At least three more meetings are held during the Fall semester and early in the Spring semester to discuss other aspects of the application process. All students planning to apply for internships during a specific academic year are expected to attend all of the internship advisement meetings for that academic year. Also, it is expected that students will work closely with and specifically coordinate their application process with their Academic Advisor.

The Clinical Psychology Department maintains a number of resources which should prove helpful to students in their search for an internship program. Currently, the APPIC Internship Directory database can be accessed online at www.appic.org. In addition, the Department has an on-line conference which includes sample application materials, articles pertinent to the application and interview process, and other internship information.

Students applying for internships which would begin the following academic year need to submit an Application for Approval to Pursue an Internship to the Director of Internships by the end of the Spring semester preceding the application year. The application needs to have been approved and signed by the student's Case Conference Leader and Academic Advisor before it is submitted. This process is essential before the Director of Internships can formally declare a student eligible to pursue an internship.

It is anticipated that most students will have completed the process of internship selection by the end of February of the year they intend to begin the internship. Students applying to APA accredited and/or APPIC listed programs finalize their choices during February as part of the APPIC internship match process.

F. Supervisor Internship Evaluations

Students on internship are evaluated by their field supervisors twice each year. Evaluation forms for internship students are mailed directly to the internship program by the Director of Internships. Sites with students on full-time internships will receive one evaluation form about half way through the training program, and another at its completion. Sites with students on half-time internships will receive evaluation forms half way through each year. Internship supervisors are asked to complete the evaluation forms, discuss the evaluations with the intern, and return evaluations directly to the Director of Internships.

SECTION IV: QUALIFYING EXAMINATIONS

QUALIFYING EXAMINATION

Overview

The Qualifying Examination is comprised of two sections—the Comprehensive Section and the Intervention Section. The Qualifying Examination is administered by the

Coordinator of Qualifying Examinations. It is customarily taken by students at two separate times during the third year. The two sections are:

1. **The Comprehensive Section:** This involves a Comprehensive Examination based in an area of student interest, and is intended to draw on the content areas of the program and the general knowledge base of clinical psychology, as well as the student's ability to develop a coherent and scholarly written argument. The Comprehensive Examination relates most strongly to the Diversity, Research and Evaluation, Intervention, and Assessment competencies, while also taking into account the scientific foundations of psychology, the three program emphases (evidence based practice, relationship, and social justice), and ethics. The Comprehensive Examination also provides an opportunity – but not a requirement – for students to work on a topic relevant to the dissertation as they wish.
2. **The Intervention Section:** This includes both an Intervention Paper and Oral Examination. The Intervention Paper and Oral Examination are based on an intervention drawn from the student's own professional work, and is intended to integrate theory and practice.

Successful completion of the Qualifying Examination, as well as other academic and applied work, makes the student eligible for Doctoral Candidacy (see Policy, sec. A).

Sections A and B below are intended to provide a general overview of the Qualifying Examination. Many of the details are more fully developed in the Policy and Guideline statements of this document.

A. The Comprehensive Section

The Comprehensive Section of the Qualifying Examination consists of the Comprehensive Examination. The Comprehensive Examination is due prior to the start of the Fall semester of the third year on a date specified each year. The Comprehensive Examination is limited to 15 typed pages, consistent with APA format. The page limit does not include title page, abstract, and references. The Comprehensive Examination is scored along several dimensions according to the Guidelines of the Qualifying Examination statement (see Guidelines, sec. A, C & E). The papers are read by two faculty members who render a consensus evaluation of “Pass,” “Pass with stipulations,” or “Fail.” Each student is notified of the results of their Comprehensive Exam no later than three weeks after the due date.

B. The Intervention Section

The Intervention Section of the Qualifying Examination consists of an Intervention Paper and an Oral Examination. The Intervention Paper is due in the Spring semester of the third year on a date specified each year. This date is scheduled to be at least two weeks prior to the beginning of the Oral Exams. The Intervention Paper must be limited to 15

type-written pages, consistent with APA format. The page limit does not include title page, abstract, and references. The Intervention Paper is scored along several dimensions according to the Guidelines of the Qualifying Examination statement (see Guidelines, sec. D). The papers are read and evaluated by two faculty members who are assigned as readers. Then students have their Oral Examination.

The Oral Examination is a one-hour exam conducted by the same faculty readers during the Spring semester of the third year. During the time set aside for the Oral Exam, students make a brief (10-15 minute) oral presentation in front of their readers. Then they are questioned by the readers/examiners about their work. The Oral Exam is scored along several dimensions according to the Guidelines of the Qualifying Examination policy statement.

The evaluation of the Intervention Section of the Qualifying Examination is based on students' overall performance across both the Intervention Paper and the Oral Examination, with the readers/examiners making a single, combined evaluation. This evaluation is either "Pass," "Pass with stipulations," or "Fail." Each student is notified of the results of the Intervention Section by the two readers following the Oral Exam.

Qualifying Exam Policy

A. Development and Rationale

Inclusion of qualifying examinations is standard among clinical psychology doctoral programs, although they take different forms that reflect differing program philosophies. Such examinations are consistent with the guidelines for accreditation with the North Central Association, the APA, and the Program's educational model. Further, examinations such as these are similar to those required for state licensure or ABPP, and are part of contemporary practice in clinical psychology.

The philosophy of the Qualifying Examination in the Program is as follows:

1. The Examination tests a student's ability to effectively apply and integrate the basic knowledge in clinical psychology in written form.
2. The Examination does not focus on professional specialization or concentration, which is sampled and evaluated elsewhere, especially in the dissertation.
3. The Examination itself evaluates important aspects of the written and oral skills expected of clinical psychologists.
4. The Examination is designed, in so far as possible, to not overwhelm or substantially distract attention from the other important activities of the year.
5. The Examination is intended to be essentially the same for all students.

6. While the Examination is an important marker of a student's progress in the Doctoral Program, it should be seen in the context of the broad range of experiences and requirements necessary to attain the PsyD. While some aspects of a student's competencies are evaluated in this Examination, in the larger view, completion of course work, practica, internship, Professional Seminar, Case Conference, and the dissertation each require many more hours of effort and attention and reflect other aspects of preparation as a clinical psychologist.

7. If, in fact, a student has satisfactorily completed course work, practica, and so forth, it could be argued that an overall review of progress such as occurs in the Doctoral Candidacy Review is a better measure of student competence and quality than the narrow example obtained on this sort of Examination. There are three responses to this position. First, the departmental Doctoral Candidacy Review is the arena in which advancement to candidacy occurs. Second, the level of quality necessary to pass the Qualifying Examination is higher than that necessary to pass any particular course. Specifically, the Qualifying Examination measures a student's ability to apply and integrate material across all required courses, think critically, and integrate theory with practice. Since course work is one area in which students learn the skills necessary to pass the Examination, it is unrealistic to expect all course performance to reflect the level of competence that the Exam requires. It is conceivable that a student who had regularly completed courses and practicum experiences at the bottom of the distribution might not have the skills necessary to pass the Exam. As such, the written and oral parts of the Examination constitute an achievement test.

8. It is the clear consensus of the Faculty that, in a professional program, the faculty should see and approve an audio and/or video taped example of the work of each student before graduation. Following faculty discussion and debate, it was concluded that tapes of interventions should be submitted and evaluated in the Case Conference. Furthermore, it was determined that the Intervention Section should have broad enough requirements that a tape would be neither necessary nor practical (e.g., community interventions, groups, etc.) for the Qualifying Exam itself.

9. Given the Faculty's experience and this rationale, passing the Qualifying Examination is viewed as a sign of mastery of the critical programmatic requirements toward the PsyD. Although the exact location of the line for measurement is often a subject of debate, the Faculty believes that there is an absolute standard of competence which all students are expected to have mastered at this point in the program. Although it is unlikely that all the students taking the Examination in a particular year could pass or fail, there is no "grading on the curve."

B. Format

1. The **Comprehensive Examination** comprises the first section of the Qualifying Exam. The Comprehensive Examination assesses students' ability to identify and conceptualize a topic of professional interest and to apply and integrate that topic with key concepts from their coursework. Perfection on every facet of the exam is not expected, but students do need to adequately conceptualize the topic; accurately and faithfully apply and integrate it with core concepts; develop an organized, coherent, and scholarly argument/narrative, and display acceptable writing mechanics and APA style. The written paper must be limited to 15 double-spaced typewritten pages using 12-point Times New Roman font in proper APA format. The page limit does not include title page, abstract, and references. Students are held accountable for strict observance of APA standards for acknowledging the work of others and avoiding plagiarism. These standards are addressed in the APA Publication Manual.

2. The **Intervention Paper and Oral Examination** comprises the second section of the Qualifying Exam and has two integrated components. The first component is the Intervention Paper. It evaluates the written presentation of a real intervention. The Paper must be limited to 15 double-spaced type-written pages using 12-point Times New Roman font in proper APA format. The page limit does not include title page, abstract, and references. Students are held accountable for strict observance of APA standards for acknowledging the work of others and avoiding plagiarism. These standards are addressed in the APA Publication Manual.

The second component is an Oral Examination which lasts one hour. It begins with a brief (10-15 minute) presentation that is directly related to the Intervention Paper. In the remaining time, faculty readers/examiners question the student on issues and concerns raised by the written material and the oral presentation. After the Oral Exam, a brief conference is held by the faculty readers/examiners. Then the student is immediately informed of the results of the Intervention Section of the Qualifying Examination.

3. The boundaries on help from colleagues and faculty, other types of sharing, and the re-submission of old work are central concerns in a take-home examination of this sort. The task is to balance the usual interactive process of scholarship and case discussion, the necessity to teach and learn about these competencies, and the necessity of having an examination that is, indeed, an examination. Inherent in this is the principle that the papers represent the student's own work. Therefore, this is operationalized in the following fashion:

- a. The papers must be new products, though it is understood that the thinking and ideas may be similar to those in other products. To assure fairness between students, no paper that is to be submitted for the Qualifying Examination, even in an early draft or a written outline, should have the advantage of being read and responded to verbally or in writing by colleagues, faculty, or others, at Antioch or elsewhere. In no event can

students have received written or oral comment on written material about the specific intervention discussed in the Intervention portion of the Qualifying Examination. It is the responsibility of both faculty and students to monitor this process and ensure that no feedback on a Qualifying Examination is received. Each student must perform their own editing, although this is meant to restrict neither typing help nor secretarial support at the level of typing/word processing assistance. The Comprehensive Examination and Intervention Paper cannot be read for editorial purposes, including proof-reading (i.e., content editing, grammatical correction, spelling correction, etc.) by anyone other than the examinee.

b. Students may verbally discuss their thinking on the Comprehensive Examination and the Intervention Paper as often and as widely as they want. For example, a case may well have been presented orally, formally or informally, in a course, in supervision, in the Case Conference, or to a colleague.

c. Faculty who wish to help students prepare for the Qualifying Examination are encouraged to provide opportunities for students to discuss their work on the papers, but they are not to read the papers. Faculty are also encouraged to help students with their professional writing on other products and develop course assignments that require similar skills. For example, a third-year Case Conference leader may assign an intervention paper during the first semester based on the Qualifying Examination Guidelines, and they may provide ample feedback. However, it would not be appropriate to submit that particular case for the Intervention Section of the Qualifying Exam.

d. Students not abiding by the criteria specified in the Format fail the Qualifying Exam.

Criteria for scoring and evaluation of both the Comprehensive and Intervention Sections of the Qualifying Examination appear in the Guidelines below.

C. Faculty Committees, Evaluation and Feedback

1. General Comments

a. A two-person Faculty Committee for each student reads the written material and conducts the Oral Examination. There is one Faculty Committee for the Comprehensive Section of the Qualifying Exam and a

different Faculty Committee for the Intervention Section. The Faculty Committee readers are drawn from the Core and Associate Faculty, with a Core Faculty member serving as the Chairperson for each Committee. The Faculty Committees are assigned to students by the Coordinator, with no student being evaluated by their Case Conference leader or advisor. In so far as possible in a program in which faculty and students know each other, it is intended that readers not be identified to students. In addition, students are not identified to the Faculty Committee so the process is "double blind." Student papers are coded with the last four digits of their social security numbers to insure both anonymity to the readers and identification by the Program. This process is administered by the Coordinator.

b. The Coordinator has the option of selecting a third faculty member to be involved as a consultant to the Faculty Committee for any part of the Qualifying Examination whenever it is deemed useful.

c. Any papers not abiding by the format, or not received on time by the Department, do not pass that particular section of the Qualifying Examination.

d. All students must complete and pass both sections of the Qualifying Exam to attain Doctoral Candidacy and to be eligible to apply for internship.

2. Comprehensive Section

Each Faculty Committee member is charged with making an initial, independent decision on the Comprehensive Exam. There is an expectation that, through conversation and negotiation, the Faculty Committee members will reach consensus on a single evaluation. Students are notified of the results of their Comprehensive Exam no later than three weeks after submission by a process and date specified each year. Faculty can make one of the following three judgments in their evaluation of the Comprehensive Section:

a. Full pass: Students receive written verification from the QE Coordinator and continue with their academic program.

b. Pass with stipulations: Students who receive this evaluation have a Special Review. The Special Review recommends specific course selections within the available curriculum, require additional academic experiences, and/or take additional action appropriate to the situation. Requirements are based on an identified need for the student to focus on a particular aspect of additional training.

c. Fail: Students who receive this evaluation have a Special Review and re-take the Comprehensive Examination no later than the end of spring semester of the third year. Students who pass the second administration of the Comprehensive Section of the Qualifying Exam receive written verification from the Coordinator and continue with their academic program. Students who do not pass the Comprehensive Section of the Qualifying Examination the second time are automatically recommended for disenrollment from the Program, subject to the Academic Review Process and University regulations.

3. Intervention Section

Faculty can make only one of the following three judgments in their evaluation of the Intervention Section. These are:

a. Full pass: Students receive written verification from the QE Coordinator and continue with their academic program.

b. Pass with stipulations: Students who receive this evaluation have a Special Review with their advisor. This review may include one of the readers/examiners of their Intervention Paper and Oral Exam. The Advisor Review may recommend or mandate specific course selections within the available curriculum, require additional practica experiences, and/or take additional action appropriate to the situation. Requirements are based on an identified need for the student to focus on a particular aspect of additional clinical training.

c. Fail: Students who do not pass the first administration of the Intervention section of the Qualifying Exam may retake the Intervention QE any time up to and including the next regular administration. While it will make sense for most students to retake the Intervention QE in the summer immediately following the first administration to stay on schedule for applying to internship in the fourth year, for other students it may be in their best interest to retake the Intervention QE at a later time and delay applying for internship by one year. At any rate, these students submit a second Intervention Paper at a time and date approved by their advisor and the QE director. They have an Oral Exam sometime during the following two weeks. Students who pass the second administration of the Intervention Section of the QE continue with their academic program. Students who fail the Intervention Section for a second time are automatically recommended for disenrollment from the Program, subject to the Annual Review Process and University Regulations.

4. Faculty Committee Responsibilities

There are specific responsibilities of the Faculty Committee and limitations on its authority:

- a. The Faculty Committee can determine that either the Comprehensive Section or Intervention Section must be repeated, consistent with the decisions outlined above. In this situation, the Committee provides the student with a written statement or completed evaluation form regarding those specific areas that were found to be unsatisfactory. For both the Comprehensive and Intervention Exam, these written comments should relate to the criteria specified in the Guidelines, and serve as guides for the student so that they may be able to clearly recognize what content areas, conceptual issues, etc. are found to be unsatisfactory. For the Intervention Exam, the Faculty Committee provides students with brief verbal feedback at the end of the Oral Exam. Faculty do not return the Comprehensive Examination or Intervention Paper to the students.
- b. The Faculty Committee that evaluates the Comprehensive or Intervention Section as “Pass with stipulations” may conclude that a certain type of elective course work or other experience within the boundaries of the usual curriculum is desirable. In this case, the Faculty Committee may make recommendations as part of the Special Review process. Changes in the student’s program are specified according to the Annual Review policy (see Doctoral Student Handbook).
- c. The Faculty Committee that evaluates the Intervention Section as “Fail” cannot independently determine that a student must repeat Case Conference I & II, or assume tasks or responsibilities beyond the usual curriculum. This decision is made in the Special Review and must encompass all the data about the student. If a Faculty Committee believes that repeating the Case Conference or another specific plan is or may be appropriate, the Committee can make this recommendation for consideration in the Special Review process.

D. Timeline

Except in certain unusual circumstances, all full-time matriculated students are required to take the Qualifying Examination during their third year. The standard timeline is as follows:

1. The **Comprehensive Examination**, along with the work leading up to it, may be started at any time. The Faculty recommends that this work begin during the Spring semester of the second year. Students must supply three copies of their exam, with one of the three copies having their name and the last four digits of their social security number and the two remaining copies having only the last four digits of their social security number. Answers must be hand delivered to the department OR sent via overnight mail by 5PM on the specified date. Students are

notified of the results of the Comprehensive Section no later than three weeks after submission, by a process and date to be specified each year.

2. The **Intervention Paper**, along with the work leading up to it, may be started at any time. The Faculty recommends that this work begin during the Fall semester of the third year. Students must supply three copies of their exam, with one of the three copies having their name and the last four digits of their social security number and the two remaining copies having only the last four digits of their social security number. The Intervention Paper is due on a specified date no earlier than the 6th week of classes in the Spring semester of the third year. This date is scheduled to be at least two weeks prior to the beginning of the Oral Examinations. The Intervention Papers must be hand delivered to the department by 5:00 p.m. on the specified date.

3. The **Oral Examination** is scheduled by the Coordinator to take place during a Tuesday, Wednesday, or Thursday of the Spring semester. Students are notified of the results of the Intervention Section of the Qualifying Examination immediately following their Oral Exam.

E. Additional Information and Clarification

Additional information and clarification regarding the Qualifying Examination may be requested when necessary by students and faculty. In this context:

1. Assume that the Policy and Guideline statements in this document describe all of the procedures and possibilities for the Qualifying Examination. For this reason, it seems prudent to hold the view that the specific policy and guidelines, as stated, serve to frame most clearly and completely the task of the Qualifying Examination.

2. All questions regarding the Qualifying Examination should be directed to the Coordinator of Qualifying Examinations. Only written responses from the QE Coordinator should be considered binding.

3. It is understood that the Qualifying Examination policy and guidelines exist with, and function within, the context of the policies of the Department outlined in the Clinical Psychology Handbook and in the procedures of the University as outlined in the Antioch University New England's Student Handbook.

Guidelines

These Guidelines should be read in conjunction with the formal description of the Qualifying Examination Policy.

A. General Instructions

(For both the Comprehensive and Intervention Sections of the Qualifying Examination)

1. Written papers are to be consistent with the current edition of the *Publication Manual of the American Psychological Association*. Be sure to attend to the following elements:

- a. inclusion of a title page
- b. inclusion of an abstract not exceeding 250 words
- c. 1” margins
- d. 12-point font Times New Roman
- e. double-spacing all lines
- f. levels and formatting of headings
- g. citation procedures in text and corresponding reference list
- h. provision of page numbers for single-word quotations and longer block quotes

2. Plagiarism. Please be advised that plagiarism is regarded as a serious ethical and academic violation in this program. See the statement regarding Plagiarism in the Clinical Psychology Handbook.

3. Clarity of Communication. Although writing ability is not the only criterion for evaluating the QE, it does enter into evaluation of the QE. Pay careful attention to the mechanics of writing (sentence construction, subject and verb agreement, tense consistency, use of quotation marks, etc.). Proof-reading and editing are necessary to produce a paper of good quality.

4. Qualifying Examinations are to be submitted in triplicate, one for each of the two people who compose the student's Faculty Committee and a third for the student's doctoral file.

5. Each paper must have an abstract prepared according to the current APA Publication manual.

6. The Comprehensive Exam and the Intervention Paper must be submitted as follows: The cover page of one copy should include the name of the student and the last four digits of the social security number. The remaining two copies should have only the last four digits of the social security number.

7. Papers must be written within the established guidelines for length—15 double-spaced pages for both the Comprehensive Examination and Intervention Paper (not including references, title pages, format explanation notes, abstract, and footnotes).

B. Comprehensive Exam

The Comprehensive Examination assesses students' ability to develop a compelling, coherent, and scholarly written argument and apply the basic content knowledge acquired

over the first two years of the program to a topic of their choosing. Students must address the following in their Comprehensive Examination:

1. Problem identification and conceptualization (~5 pages)

- a. Identify a specific problem, need, or phenomenon (“topic”) of relevance to psychology, being careful to describe both the topic and the context in which it arises/applies
- b. Carefully define the key constructs/concepts, making sure to clearly differentiate them from other similar concepts/constructs
- c. Choose and describe a conceptual model or framework that you will use to help you understand the topic, and support that choice on evidentiary, social justice, and pragmatic/applied grounds

2. Application to Clinical Psychology (~ 5 pages)

- a. Make a compelling scholarly case for why the topic is of applied importance for at least some segment of society
- b. Discuss the implications of the topic for **ONE** of the following domains:
 - i. Diagnosis, assessment, or patient selection for intervention
 - ii. Treatment or intervention (e.g., prevention; community, group, family, couple’s, or individual intervention); consultation; advocacy
 - iii. Evaluation and/or monitoring of clinical practice/programs

3. Intersection with other critical topics (~5 pages)

- a. Describe how the problem or need relates to **AT LEAST ONE** of our program emphases
 - i. Social justice
 - ii. Relationship
 - iii. Evidence-based practice
- b. Discuss how the need/problem intersects with **EACH** of the following:
 - i. Diversity
 - ii. Ethics
 - iii. **ONE** psychological foundation (i.e., Biological, Cognitive/Affective, Developmental, Individual Differences, or Social)

C. Intervention Paper

The Intervention Paper is a written presentation of a real intervention (including, but not limited to, therapy cases). Assume that the case is to be presented to an audience of colleagues— people at a professional level of expertise. A standard evaluation report or case summary, even a high quality one fitting for clinical files or an informal clinical staff meeting, is not appropriate for this purpose. The Intervention Paper is scored according to the criteria stated below. The organization of the paper should fit the content. Therefore,

it would be inappropriate to propose a standard outline. Intervention Papers may include descriptions of the following: how the problem came to the student's attention; how it was originally presented; the nature of the assessment/analysis and how the problem was redefined; the intervention itself; and/or a retrospective accounting of the intervention. At a relevant point (or points), there should be a theoretical formulation. The theoretical formulation should illuminate the intervention and include current references.

D. Oral Examination

The Oral Examination is scored on the same criteria as the Intervention Paper (see below). First, the student gives a formal presentation on what they have accomplished in the Intervention Paper. This can be a very brief summary and may include: what the student sees as strengths and limitations in their intervention or Intervention Paper; what they have learned about themselves as a clinician in the process; and/or the effects this intervention has had on the student. Then, the Faculty Committee directs the student to discuss areas in which there are interests, questions, or concerns. Based on the scoring of both the Intervention Paper and the Oral Exam, students receive a single evaluation by the Faculty Committee. This evaluation is for the Intervention Section of the Qualifying Examination and the Committee makes one of three judgments: "Pass," "Pass with stipulations," or "Fail."

E. Scoring

The Comprehensive QE is designed to assess students' ability to craft a compelling, coherent, and scholarly written argument, as well as to apply content acquired through the first two years of the program to a topic of personal interest. The Comprehensive Exam is evaluated along the following dimensions, with the understanding that the Faculty Committee members use their judgment in interpreting these basic descriptions:

1. Problem identification and conceptualization
2. Application to Clinical Psychology
3. Intersection with other critical topics
4. Presentation, organization, writing mechanics, and APA style

The examiners rate each dimension as "Good," "Satisfactory with Concerns," or "Unsatisfactory." Examinations with at least THREE "Good" ratings and NO "Unacceptable" ratings receive a "Pass." Examinations with TWO "Good" ratings and NO "Unacceptable" ratings receive "Satisfactory with Concerns." Examinations with THREE or more "Satisfactory with Concerns" ratings or ANY unacceptable ratings "Fail." ANY instance of plagiarism constitutes automatic failure of the QE.

The Intervention Paper and Oral Examination are evaluated on the following criteria, with the understanding that the Faculty Committee members use their judgment in interpreting these basic descriptions:

1. Writing mechanics and APA style (for the Paper) and overall quality of the oral presentation
2. A concise and relevant description of the client
3. The presence, accuracy, depth, and breadth of an explicit frame or model for the intervention(s)
4. A formulation that ties the client, frame, and intervention together
5. A detailed/concrete sense of an actual intervention (or series of interventions) conveyed
6. The internal consistency among the aforementioned dimensions
7. Evidence of student self-reflection on her or his own work

SECTION V: DISSERTATION

A. Overview

The Psy.D. degree at Antioch New England is awarded only after the completion of the Doctoral Dissertation. The Psy.D. Dissertation is viewed primarily as an educational vehicle that contributes to the development of a practitioner with the knowledge and skills of a scholar, capable of bringing scientific inquiry into the various realms of

professional psychology. Purposive, disciplined inquiry and formal research for the Psy.D. are seen as integral to, rather than distinct from, his or her professional practice in real, locally meaningful situations.

The Dissertation process challenges students to integrate psychological theory and research, consonant with their professional mission, with a repertoire of scholarly and scientific methodologies in order to develop answers to a set of problems. We encourage students to tap into a broad range of research methods in their consideration of the Dissertation design. In addition, the Psy.D. Dissertation should address and seek to inform an identifiable audience beyond the Dissertation Committee, and represent a contribution to identifiable domains of professional psychological practice and/or scholarship.

The quality of the Psy.D. Dissertation is evaluated based on the following criteria: coherent written expression; the student's formulation of a question relevant to professional psychology; the use of existing psychological and social science methods of disciplined inquiry to address that question, including a critical understanding of the method's relative strengths and limitations; the scholarly treatment of the relevant psychological literature and empirical or discursive materials; and the project's pedagogical implications for the student's personal and professional skill development as a clinical psychologist.

B. Nature of the Problem

The Dissertation draws on one's capacities for planning, organizing, and task execution. Ideas, no matter how brilliant and sincere, must be located within a context, and contained within a structure that both focuses and delimits their scope. For the doctoral student, this context consists of the psychological and relevant social science literature as archived in major libraries; the current practices and guiding theoretical frameworks of the profession; and the particular knowledge, interests, and theoretical predilections of the student's doctoral committee (see below). The Psy.D. Dissertation should adhere to standards of parsimony, focused scholarship, and conceptual depth, in order that it may find a receptive audience within the range of contexts available to professional psychologists (for example, professional publications, specific agencies or institutions, funding sources, professional presentations and training, consultations, and other psychological forums). The student must carefully attend to the exigencies of time, clarity of the project's conceptualization, availability of resources, personal strength and weakness, methodology, and institutional and faculty cooperation in designing a project.

Some examples of projects a student might pursue follow:

Empirical Study. This involves the collection, analysis, and interpretation of original data (broadly defined to include secondary analysis of archival data already available, replications, content analysis, media, etc.) to address a problem of theoretical or practical interest.

Theoretical Paper. A thorough review of the literature pertaining to a problem, which integrates two or more theoretical positions, or which places an array of research findings under a new theoretical umbrella. This work should be rigorous, integrative, critical, and parsimonious. It should communicate a clear viewpoint developed by the student in the course of the research. In addition, the practical and empirical implications of the analysis should be delineated.

Program Evaluation. An empirical study explicitly intended to support the design, delivery or impact of a human service program. May include questions pertaining to program utilization, implementation, fine-tuning, and effectiveness. The use of traditional empirical, as well as action research methods is supported.

Integrative Case Study. A clinical case (or cases) is used to test, substantiate, or clarify a specific theoretical proposition that exists in the professional psychology literature. The Case Study overlaps with the Theoretical Paper in its integration or contrasting of two or more theoretical positions with respect to a phenomenon; and in the requirement that it be thorough, critical, and rigorously presented. It differs in the extent to which clinical case material is used to illustrate particular points. Case studies are particularly appropriate when instances of a phenomenon are rare, when a phenomenon is best illustrated as exemplary cases rather than in descriptions of populations attributes; when the investigation involves mobilization of resources that would prohibit more traditional analyses, when replications within or between a small number of cases are possible and particularly illuminating, and/or when the phenomenon is so complex as to demand extensive localized observation and description.

Design of an Innovative Program. This includes a theoretical and practical justification for the program, goals and objectives, plans for program implementation, and a workable plan for program evaluation. Kinds of programs studied can include treatment interventions, prevention programs, organization consultations, etc.

The Relationship Between Psychology and Public Policy. There are many areas of public policy where psychology might have an impact, either by direct service or through consultation based on existing psychological knowledge and practice (e.g., nuclear arms; environmental policy, policies affecting children, mentally ill, elderly, etc.). Dissertations of this type involve a thorough analysis of the history and rationale for a current policy; a rigorous and critical integration of relevant psychological knowledge; and specific recommendations for policy modification, research, and/or service that might be provided by professional psychologists.

The above suggestions are intended only as examples. Other formats or combinations of these may be desirable depending on the question the student chooses to pursue, and negotiates with the dissertation committee. The main requirements are that the format be logically appropriate to the topic and the central question as framed by the student, and modeled on the scope and length of existing publications in psychology or social science.

C. The Sequence of Dissertation Work

Year 1:

- Students are encouraged to be thinking about their potential research interests, and learning about faculty interests, as early as their first year. Class readings, papers, and conversations all provide opportunities to explore and clarify one's interests.

Year 2:

- Research Methods I and II include the development of embryonic research proposals (using both quantitative and qualitative approaches), intended to stimulate students' dissertation thinking and skills.
- The commencement of practicum exposes students to authentic problems and settings that can present dissertation opportunities.
- Students are matched this Winter to a core faculty Dissertation Chair, who will also serve as their academic advisor for the remainder of their enrollment in the doctoral program.
- The Comprehensive Qualifying Examination at the end of second year is designed in part to provide further opportunity for problem definition and conceptual development - tailored to students' individual interests - that could feed into the dissertation.

Year 3:

- Students begin the two-year Doctoral Research Seminar sequence, meeting in small groups with their Dissertation Chair/Advisor, and discussing their dissertation work. This year is a prime opportunity to complete the dissertation proposal.

Year 4:

- Doctoral Research Seminar continues throughout this year, but the internship application process imposes heavy demands on student capacity through Fall semester and into Winter. Making major conceptual progress on a dissertation proposal is challenging during this period.

Internship:

If the student is enrolled in a full-time internship, that will obviously compete with dissertation productivity, but the incentive to complete dissertation before the conclusion of internship year is powerful (see below).

Beyond Internship ("ABD" or "All But Dissertation" status):

Dissertation is often experienced as particularly burdensome once one has moved beyond all other elements of the student role. In the absence of a programmatic "container" (structured meeting) with the advisor, the student must now work more independently.

Students inevitably underestimate the challenges and time involved in beginning, sustaining, and completing the dissertation . . . while coping with a steady stream of other program requirements and training opportunities. In our experience, the strongest predictor of when students complete the dissertation is how early they start writing it (as distinct from reading about it).

D. The Doctoral Dissertation Committee

The Doctoral Dissertation Committee consists of a minimum of three members. The Chairperson of the Committee is the student's Advisor, and the leader of the Doctoral Research Seminar in which the student participates in the third and fourth years of the program. The primary task of the Chairperson is to advise the student and act as administrative liaison between the student and the program. The student should seek to ensure that the Committee collectively offers expertise in Content and Methodology relevant to the dissertation project. Of course, it is possible that a single Committee member may fulfill more than one of these roles.

All members of the Doctoral Dissertation Committee must hold a doctoral degree from a regionally accredited institution (Ph.D., Psy.D., or equivalent). In general, the student should select Committee members from the Affiliated Faculty of the Department of Clinical Psychology, as advised by the Dissertation Committee Chairperson. Committee members with appropriate scholarly training and expertise (i.e., capacity to guide the student in the design and execution of the project) may be selected from outside this group. In such cases, a Vita for the proposed member must be submitted to the Director of Research for approval and placement in the student's program file.

1. The Dissertation Committee's Mission. The Doctoral Dissertation Committee assumes the important dual role of providing guidance in completing a Dissertation project that significantly contributes to the student's education as a professional psychologist, and in evaluating the quality and acceptability of the student's work. It is important for the student to understand the two "constituencies" engendered by this role so that he/she may develop a realistic relationship with the Committee as a working body, and better anticipate its behavior at various stages of the Dissertation project.

The first "constituency" is the doctoral student him or herself. At Antioch our primary objective is to offer a Dissertation process that will enhance the student's understanding of psychological knowledge, how it is developed, and how professionals participate in the development and dissemination of that knowledge, regardless of the particular roles they eventually fill as practitioners. Thus, there is a strong person orientation in our system; one that values the project's ultimate contribution to a student's learning about science, research, and scholarship in psychology and his/her own abilities as a thoughtful, articulate professional. In line with these values, Committee members will have a strong interest in seeing the student complete a project that reflects his/her best effort, and that demonstrates acceptance and mastery of the intellectual responsibilities associated with doctoral-level expertise in clinical psychology. The student's personal, academic, and

professional development are all part of this endeavor; the Committee role as guide and advisor is fulfilled to the extent that positive development in these areas is expressed in the Dissertation project.

At the same time, the Committee must represent the quality standards of a second "constituency," the larger profession of clinical psychology. In attempting to implement the diverse, unstated standards of this second "constituency," it is unlikely that individual Committee members will always emphasize, support, and criticize the same aspects of the student's work throughout the course of the project. Rather, the Committee will operate as a system, with attendant internal checks and balances, to ensure that the student has demonstrated the levels of independence, conceptual sophistication, and professional expertise that are required by the profession.

In light of the forgoing discussion, students should take the selection of Committee members seriously and, having done so, be prepared to relate to it as an independent professional seeking consultation. The key is to avoid either the stifling effects of passive expectations for guidance and support, or conversely, a stubborn independence, and single-minded ownership that refuses to seek and implement the valuable input the Committee can offer. Rather, the student's task is to actively expect and pursue balanced input while keeping lines of communication open and active throughout the course of the work. It is important that the student develop an understanding of how the Committee operates, make his/her needs known in a constructive fashion, and actively use the Committee's input to construct a thoughtful piece of scholarship reflecting the best possible usage of the available professional resources.

2. Task Outline for Dissertation Committee Members. While most of the work of the Dissertation belongs to the student in consultation with the Dissertation Chairperson, there are several ways that the other Committee members participate in the overall advisement and supervision of the project. The following task outline is offered to facilitate planning by students and prospective Committee Members.

Dissertation Committee Members will:

- a. Participate in Dissertation Proposal development by providing consultation, including a thorough review of the written draft and suggestions for changes required to make it acceptable.
- b. Formally review and accept the completed proposal as of the date of the Proposal Acceptance Meeting (one hour). Thereafter, the Dissertation Proposal becomes an institutional contract for the award of the Psy.D. degree upon satisfactory completion of the outlined project. This meeting must be attended by the student and all Committee Members, either in person or via telephone or other simultaneous conference technology.
- c. Be available for brief consultation with the student as he/she implements the project. While the Chairperson has the authority to resolve dilemmas that arise in

between formal Committee functions, the student will occasionally contact Committee Members with questions and progress updates. The Chairperson has the responsibility to monitor this activity and ensure that the student's needs are being satisfied without overburdening Committee Members.

d. Read and suggest revisions to a near-final Dissertation Draft and attend the Draft Review Meeting (one hour) where any substantive changes needed for completion of the written portion of the project will be determined. Again, this meeting must be attended by the student and all Committee Members, either in person or via simultaneous conference technology.

e. Attend the student's Final Orals (1.5 hours) wherein the student will present and publicly defend the thesis. This is the only meeting that the student and the Dissertation Chairperson must attend in person. Other Committee Members are strongly encouraged to attend in person, but may participate via video conference (not by phone) if being physically present would constitute a substantial burden. These meetings must be held at the AUNE campus and be scheduled during normal business hours. The Chairperson will be responsible for determining that any minor changes in the Dissertation suggested at this meeting are carried out in a satisfactory manner.

In brief, Committee Members will read at minimum the Dissertation Proposal, the near-final Dissertation Draft, and the Final Dissertation Draft; and attend three meetings, two potentially by phone and the Final Orals in person or by video conference at the campus. Of course, more extensive involvement is possible and encouraged depending on the availability of individual Committee Members. In any event, the Committee Chairperson is ultimately responsible for monitoring the project and ratifying final decisions regarding its completion. This is true even though, in practice, Committees attempt to operate by consensus. In this way Committee members are free to act as consultants without any unnecessary burden should their suggestions become difficult to implement.

The Department of Clinical Psychology offers a \$350 honorarium to each non-Core Committee Member, payable following the Final Orals, as a token of appreciation for this important work. Any questions about Committee involvement should be directed to the Director of Research.

E. Processes and Tasks Toward Completing the Dissertation

1. The Dissertation Manager. Our Dissertation Manager is designated to monitor and record the Dissertation progress within the Department of Clinical Psychology. The Dissertation Manager must be notified of committee member selection, and of all steps in the dissertation process. In particular, he or she must be notified in advance of the time and date of any formal Committee meetings so that any required administrative procedures may be implemented in a timely fashion. The Dissertation Manager maintains a record of each student's dissertation progress and assists in the deposit of the final draft with the University.

2. Brief Description of Dissertation Milestones.

a. Selection of a topic and Doctoral Dissertation Chairperson. Near the middle of the Spring semester of Second year, students rank their preferences for advisors, and those preferences are taken into account when the faculty meet and decide on the appropriate match of students with a Core Faculty Advisor/Chairperson.

b. Selection and convening of a Dissertation Committee. The student is responsible for organizing the scheduling of all his or her formal Dissertation meetings, as described below. This requires obtaining from Committee members their available times to meet and their respective locations and contact information. Proposal and Draft Review meetings can be transacted as conference calls, set up and paid for by the Clinical Psychology Department. Once there is a secure date and time for the meeting, the student then provides that information (along with Committee members' phone numbers) to the Dissertation Manager, who will make arrangements for the teleconference and send out an announcement/reminder, via memo or email, of the meeting to each committee member.

The student is also responsible for taking careful notes at the Proposal and Draft Review meetings of the Committee's revision requirements, and for distributing a type-written memo of those requirements to each committee member and the Dissertation Manager within a week following the meeting.

c. Proposal Acceptance Meeting. The Dissertation proposal is sent to the student's Dissertation Committee members after the Chairperson has approved the draft. The purpose of the Proposal Acceptance Meeting is to solicit input from non-Chair Committee members, and determine any modifications necessary to secure clarity of the "contract" and the approval of the full Dissertation Committee. The Committee may approve the proposal at this meeting, or require subsequent full committee review of a revised proposal.

d. Research Ethics Review. Once the proposal has been approved by the Committee, the student and advisor, in consultation with the Director of Research, must determine whether an application for ethical involvement of human research participants is in order. Information to assist with this determination, along with procedures and application forms, is available at the Antioch University Institutional Review Board site within the AU portal, under "Teaching and Learning Commons." If IRB review is required, approval must be obtained prior to undertaking the project, under the primary supervision of the Dissertation Chairperson.

e. Draft Review Meeting. Once the research and report of the project is complete, and the student and Dissertation Chairperson agree that the draft is ready for review by the Dissertation Committee, the draft is distributed and, typically two weeks or more later, the Committee convenes once again for the Draft Review Meeting. This is a work meeting during which Committee members outline any changes that are necessary for the

draft to attain acceptable final form. This meeting may also happen as a conference call following the same steps in planning with the Dissertation Manager as done with the Proposal Acceptance meeting. Following the Draft Review meeting, the student compiles notes from the meeting and writes a memo that is submitted to all Committee members.

The Dissertation Committee must have received the final copy of the Dissertation, with sufficient time (**at least two weeks**) allotted for them to review it, prior to the Final Orals, in case the student has insufficiently addressed the required revisions and needs more time to complete those revisions satisfactorily before the Final Orals.

f. Final Orals. The final meeting of the entire Doctoral Dissertation Committee is the Final Orals. During this meeting the student presents and publicly defends the dissertation. Other students and members of the Antioch Community are invited to this event. After the oral presentation and discussion, the student will meet privately with the Committee for final comments, feedback, and signatures verifying the student's achievement. The meeting is scheduled for 1.5 hours at Antioch during normal business hours, with the student and Dissertation Chairperson, at minimum, attending in person, and other Committee Members either in person or by video conference.

g. Deposit Dissertation Manuscript. The Dissertation process is completed with the deposit of one final paper copy of the approved Dissertation, incorporating any format changes outlined at the Final Orals, along with the required fees for binding and ETD upload of the Dissertation. Paperwork regarding fees and the process are given to the student at the time of final orals. . This copy must strictly meet the requirements for APA format and style. If completion of the Dissertation occurs after the student finishes his/her predoctoral internship, the date of the Chairperson's acceptance signature marks the formal completion of the student's doctoral training requirements at Antioch.

3. The Dissertation Proposal. The primary task of the Dissertation Proposal is to identify and make a scholarly case for a knowledge or information gap relevant to our field (i.e., Introduction), and develop an operational plan for addressing the knowledge or information gap (i.e., Method). In essence, the proposal should serve as the framework for the completed dissertation except that the method is proposed in the future tense, and the results and discussion are discussed, if at all, in a speculative fashion. If the proposal is directed and precise, the student will write an important part of the final dissertation in preparing it.

The format of the Dissertation Proposal is basically identical to the manuscript format outlined in the current APA Publication Manual. However, while this structure should suffice in most cases and the student should become thoroughly familiar with it, special cases may require amended formats. Students should consult with their Dissertation Chairperson if the standard outline does not seem appropriate.

What follows is a summary of the structure of the proposal. [Consult the **current** APA Publication Manual for additional stylistic expectations.] This structure can be modified

to adapt to your particular project's design, and is intended as simply a model for your use.

a. **Title Page:** The title should succinctly communicate the topic, nature, and purpose of the proposed study; it is the reader's first exposure to the writer's intent and, thus, great care should be taken to frame a clear, appealing title that accurately reflects the material to follow. The Dissertation title should be 10-12 words maximum. [see sample title page at the end of this section]

b. **Table of Contents:** This includes chapter headings and other major headings within chapters, with corresponding page numbers, as well as Appendixes. [see sample table of contents at the end of this section]

c. **Abstract:** This paragraph should cue the reader as to the theoretical, practical, and empirical (if any) bases of the work; the nature of the specific information gap; the expected results stated in general terms; and a brief comment on the potential implications of the study.

d. **Introduction:** This first major section should be designed to:

- 1) present a compelling, scholarly case for the significance of the information gap to the field of professional psychology;
- 2) state the specific objectives of the study;
- 3) briefly, but critically elaborate the conceptual/theoretical frameworks that guide the proposed study and link it to existing scholarship, including a rationale for the proposed approach;
- 4) summarize and critically evaluate previous empirical, theoretical, and clinical writings that are relevant to the problem, thereby informing the reader about the state of current knowledge and the basic issues the problem raises;
- 5) articulate the specific research or conceptual questions to be addressed. These questions are generally best placed following a summary of the Introduction and review of relevant literature.

In short, the Introduction should prepare the reader for a specific operational plan.

e. **Method:** This section should precisely outline what the student intends to do. It should be explicit enough that a reader could reasonably replicate the student's proposed activities by simply using the proposal as a guide. The Method section is, perhaps, the most critical part of the Dissertation Proposal; it is an important tool with which faculty may foresee difficulties, give feedback, and contribute to the student's efforts. The student should endeavor to present a complete, workable

plan that, if accepted, will become an institutional contract for completion of the dissertation.

For empirical studies, the content of the Method section is clearly outlined in the current APA Publication Manual. In dissertation proposals not involving an explicit empirical component, the Method section should be devoted to elaboration of the student's plan for scholarly-theoretical work. This should include the specific type or genre of literatures (and in some cases specific works) to be studied, the current plan for integrating this varied literature, and a tentative but thorough proposed time frame for completion of each aspect of the work.

f. **Proposed Analyses:** This section should include methods of analyzing information collected (including library scholarship), if not already explicit, and hypothesized results of the work. To the extent possible, empirical studies should include a description of the major ways data analyses will be reported. Additionally, some effort should be devoted to anticipating and describing the most likely alternative to the student's hypothesized outcomes.

g. **References:** Use APA style and include only materials cited in the proposal. For theoretical dissertations a Bibliography of major proposed readings, other than those cited in the text, should be included.

h. **Figures and Tables:** Liberal use of visual displays to help make a theoretical point, present a model, or demonstrate how results will be displayed is encouraged. Few tasks inform one's thinking about a problem more than the creation of such materials.

i. **Appendix(es):** This section should include supplementary materials which are too extensive or detailed for inclusion in the body of the proposal (e.g., copies of questionnaires, instructions to research participants, relevant correspondence, etc.) See the current APA Publication Manual for further detail. There can be no copyrighted material in the Appendix without written permission to use the material included.

4. The Dissertation Draft. The Dissertation document must be formatted in accordance with the most current APA Publication Manual, as one would format an article submitted for publication, with some minor exceptions (see section on Dissertation Format, below). Where additional work is requested by the Dissertation Committee (e.g., demonstration of evidence of analyses of data important for credibility, but not crucial to the exposition of the study's most significant findings or outcomes; "thick descriptions" or matrices of analyzed interviews used to arrive at the Dissertation results), this documentation should be located in an Appendixes section.

The Dissertation follows the same format as the Dissertation Proposal, with the writing directed toward communicating the results of the work completed during the course of the project. There are some differences to consider, however.

a. Dissertation Abstracts may be **up to 350 words in length** (a departure from APA Style guidelines). Given that the Abstract is the portion of your dissertation manuscript that will most easily electronically accessible, it behooves you to utilize those 350 words fully and effectively: share specific findings and implications.

b. The Introduction and Review of the Literature sections may not be exactly the same as they were in the proposal. For the sake of the reader, it is important that a finalized project be introduced with the final outcome in mind, even though, in our stereotypes of the scientific method, we are supposed to be putting our initial views, as reflected in the proposal, to a test. The idea is not to present a distorted image of the research (i.e., to modify hypotheses to fit the data), but rather to present an introduction that now focuses attention on the primary findings. This revision of the introductory portion of the document will typically be a routine process for exploratory, qualitative and theoretical dissertations. Highly structured, hypothesis-testing projects, will generally call for little revision of this kind.

c. The Methodology and Results should now be discussed **in past tense**. While the Methodology may be similar to that in the proposal, some qualitative projects will rely on more iterative approaches to structuring the methodology and, hence, will be qualitatively different and more elaborate than what was contained in the Proposal. The object is to present the important outcomes of the project in as clear, concise and direct a manner as possible.

d. The Discussion is the culmination of the project. The basic intent is to focus attention on the most important results of the inquiry, to interpret them and draw out their implications in the context of relevant literature, to frame conclusions, and to speculate about the broader theoretical and clinical implications of the work. It requires knowledge and artistry, and is the place for the student to reveal the thinking that informed, and has been informed by, the project. It typically involves the most challenging yet gratifying writing experience the student will have in the Dissertation process. Thus, it is never too early to begin collecting points to be brought up in the Discussion and to begin to articulate the assumptions and opinions that may be confronted and/or verified by the project.

A typical Discussion (modeled after published empirical studies) should accomplish the following five goals in roughly the order given. First, the major findings of the research (including theoretical works, program evaluations, etc.) should be briefly recapitulated. In so doing, each finding should be discussed in a critical fashion while avoiding apology; that is, observations, conclusions, and speculations should be proffered with appropriate care to empirical and logical justification while allowing them to stand on their own merit. This material should be regularly tied to relevant literature(s). Second, having offered a reasonable accounting for the results, the reader should also be cautioned about any methodological problems that may limit their reliability and/or validity and

the generality of any conclusions drawn. Again, the goal is to highlight potential problems without gratuitous apology for any imperfections in the study. Third, this material should be followed by a general discussion of the implications of the findings for future research in the area of concern and in related areas. Fourth, clinical implications are elaborated as explicitly as possible given the data and conclusions drawn. Finally, the reader is left with any closing thoughts that have not yet been discussed in earlier portions of the Discussion (e.g., about the importance of the area of study, or personal observations).

e. In addition, there are several other sections in the finalized project including a Signature Page (prepared by the Dissertation Manager), Dedication and/or Acknowledgments (optional), and Appendixes. Because it will need to be a polished document, available for public consumption, the student should expect it to go through multiple drafts before it is accepted by the Dissertation Committee.

5. The Dissertation Defense/Final Orals. The final meeting of the entire Doctoral Dissertation Committee is the Final Orals. During this meeting the student presents and publicly defends the dissertation. Other students and members of the Antioch Community are invited to this event. After the oral presentation and discussion, the student will meet privately with the Committee for final comments, feedback, and signatures verifying the student's achievement. The meeting is scheduled for 1.5 hours at Antioch during normal business hours, with the student and Dissertation Chair, at minimum, attending in person, and all other Committee members present either in person or via videoconference.

At this meeting:

- a. the student orally presents the project (15-20 minutes).
- b. the Committee asks questions and discusses the project with the student and one another (20-30 minutes).
- c. when appropriate, the Chairperson invites others attending the meeting into the discussion (10-15 minutes).
- d. the student and guests are asked to leave to allow the Committee to confer about the project and the oral presentation in private.
- e. the student is invited back for feedback and discussion of the final revisions.

In general, the Final Orals should not be scheduled unless the project is acceptable to the Committee. However, it is possible in rare circumstances that the oral presentation will need to be repeated for the Committee before the final signatures are given. Any final revisions in the Dissertation recommended at this meeting should be little more than cosmetic, and the Dissertation Chairperson has the responsibility for seeing that they are carried out before the Dissertation is deposited with the Department's Dissertation

Manager. The Dissertation Chairperson and student also share responsibility for ensuring that the final document conforms to current APA formatting requirements PRIOR TO the Committee signing off on the student's passing of Final Orals.

6. Depositing the Dissertation. The Dissertation process is complete when one copy of the Dissertation is deposited and the format has been verified by the Dissertation Chair and Dissertation Manager, and the Department Chairperson has signed the cover sheet of the Dissertation formalizing its acceptance by the Department of Clinical Psychology. **The dissertation must be electronically submitted to the OhioLink ETD Center before the Registrar is notified that you have completed the Psy.D. degree requirement of dissertation.** The Dissertation Manager will walk students through the process of electronically submitting when the formatting has been completed.

To both simplify and standardize the procedure of dissertation binding, we have developed a "standing order" policy with Bridgeport National Bindery to prepare five library-bound (hard cover) paper copies of the Dissertation, to be returned to the Dissertation Manager. The copies are distributed to the student's Dissertation Chairperson, two Committee members, the Clinical Psychology Department, and the Antioch University New England Library. The cost of these required copies is the responsibility of the student.

The electronic submission (ETD) and the five bound copies will fulfill the Antioch requirement; however, most students like to have personal copies of their Dissertations created at the same time. For an additional fee, Bridgeport National Bindery will create as many personal copies as the student desires and ship them to any address.

When the student deposits his/her dissertation final copy to the Dissertation Manager [once the format has been approved by the Dissertation Chair] to be sent to the bindery, provided the student has successfully completed the Pre-doctoral Internship, she/he is considered to have finished all requirements of the Psy.D. Program (provided the Internship training is complete)

7. Dissertation Formatting. The APA *Publication Manual* (Current Edition) is the primary source for answering questions about typing and style of presentation of the Dissertation. The APA format checklist appears in Appendix A of the *Publication Manual* (Current Edition) and should be followed verbatim with the following exceptions:

a. **Margins**

All pages must be one inch on all sides. This includes tables, figures, and appendixes.

b. **Order of Pages** (some pages are optional)

Dissertation Committee Approval Page (prepared by Dissertation Manager)

Title Page (required, see sample)

Dedication (optional)
Acknowledgments (optional)
Table of Contents using up to page number (see sample)
List of Tables
List of Figures
Abstract (required) **THIS BEGINS PAGE 1 OF THE DISSERTATION**
Body of Dissertation
References (required)
Appendixes (optional)

c. Page Numbers

- 1) Number all pages (except title page) including tables, figures, references, and appendixes.
- 2) Page numbers begin with the Abstract, with an Arabic page "1". Preliminary pages should be numbered with lower case Roman numerals starting with the first page following the unnumbered Title Page, which is page "ii". Number ALL pages consecutively with the lower case Roman numerals up to the Abstract page.

d. Tables and Figures (and special reminders from APA Manual)

- 1) Tables and/or Figures appear in the body of the Dissertation text. Each table must begin at the top of a new page.
- 2) Tables and/or Figures must be formatted to appear in the standard 12-point font.
- 3) Titles (that run more than one line) are to be singled spaced and flush left. Titles are italicized. The Table number is not underlined. Double-space between Table # and Table title.
- 4) For complete information on tables and figures consult the *Publication Manual* (Current Edition) Table Examples, and Figure Examples, and Exhibits.
- 5) If a Table or Figure is two or more pages long, type (table continues) at the bottom right-hand corner of the page. Begin the second and subsequent pages by typing the Table number (continued) on top of the page (flush left) and repeat column headings.
- 6) All tables should be placed as close as possible to the next page following their first mention in the text.

e. Levels of Heading: A reminder: Use APA *Publication Manual* (Current Edition) for the format of different levels of headings. The table of contents will reveal the number of headings chosen in the manuscript. (Note: Students may find it useful to do an outline first before choosing the levels of heading.)

8. Dissertation Publication and Binding. Bindery requirements appear in the materials that students receive at the Final Orals, but for convenience we also include them here. The following reminders should be observed in all cases:

- Print the manuscript on high-quality, white paper, minimum 20-pound weight, and 8 1/2" x 11" in size.
- All textual materials should be double-spaced. Tables may be single-spaced as long as the table is clear.
- A 12-point font in an acceptable APA typeface must be used.
- The print should be letter quality with dark black characters that are consistently clear and dense.
- Computer printouts with small and indistinct print and/or very narrow margins may be illegible in microform.
- Photocopies made from poor quality originals cannot be used. These poor quality copies tend to occur most frequently in manuscript appendixes.
- To avoid delays in publication, please make certain that the copy submitted includes all the pages of the manuscript.
- Photos, clipart, and copyrighted images/measures may not be reproduced in the dissertation without the express written permission from the author included in the Appendix section.

F. Dissertation Support after the Fourth Year

1. Monitoring and Supporting Dissertation Progress after Year Five. Antioch New England's Clinical Psychology Program is committed to supporting students in successfully completing their dissertation projects within a reasonable time period. The most difficult time for students to carry out their independent projects is after they have completed all their on-campus coursework. As such, there is a series of procedures, beginning with the Psy.D. V year, which are intended to: (1) monitor students' level of engagement in, and progress with, the dissertation; and (2) provide additional formal support from the program in the students' endeavors to complete the degree.

A **Dissertation Workplan** will be negotiated between student and advisor, and documented by the student using the Dissertation Workplan form, each Fall and Spring beginning with Fall of Year 5. This plan is to be submitted to the Director of Student Affairs within the first three weeks of the semester, and will also be reviewed by the Director of Research. Students are expected to initiate and maintain regular contact with their Dissertation Chairs/Advisors, consistent with the Workplan. The negotiated plan will serve as a basis for evaluation during the Annual Review process, described below.

The Annual Review Process will be maintained after students have completed their fourth year in the program. Subsequent Annual Reviews will occur at the end of each respective year (April-May), beginning at the end of students' fifth year. Each completed Annual Review Form will be submitted for review by the Director of Research and the Director of Student Affairs. Annual Reviews act as a record of post-FIFTH YEAR students' academic standing in the program and the quality of their progress on the final degree requirement (see *Enforcement of the Seven Year Statute of Limitations* in this Clinical Psychology Handbook).

Some criteria for deciding Satisfactory w/ Concerns on an Annual Review:

- a) Student is too infrequently in contact with the Chair for consultation to make steady progress
- b) Student consistently struggles to develop enough focus for his or her thesis
- c) Student is inconsistent in producing written material of professional quality
- d) Student is erratic in making deadlines and target dates set by him or her with the Chair
- e) Student has been ineffective in managing either their time or other resources for working on the dissertation

Some criteria for deciding Unsatisfactory on an Annual Review:

- a) Student is rarely or never in contact with the Chair for consultation
- b) Student is unable to settle on a reasonable topic
- c) Student consistently does not follow through on recommendations by the Chair or committee members
- d) Student is unable to produce written material of professional quality
- e) Student is unable to make deadlines and target dates set by him/her with the Chair
- f) Student is chronically ineffective in managing either their time or other resources for working on the dissertation

2. Statute of Limitations. Doctoral students are typically expected to complete all degree requirements, including the dissertation, within 7 years of entering the program. Students who fail to meet this expectation may apply for an extension of the statute of limitations, showing cause for this delay and articulating a clear set of plans for completing the project in a timely fashion. Students who have a history of "Satisfactory with Concerns" or "Unsatisfactory" on their Annual Reviews are less likely to be granted an extension of the statute of limitations. Given that approval of extensions is contingent on satisfactory progress, such approval becomes less likely with each subsequent year that your progress is delayed. In any case, extensions will not be granted beyond the 10th year.

If an extension is not approved, the Director of Research recommends the student for disenrollment from the program. In addition, failure to register and pay for dissertation advising fees will result in disenrollment.

3. Process for Requesting an Extension of the Statute of Limitations. Students should communicate with their Dissertation Chair in the Spring of their seventh year, about applying for an extension of the Statute of Limitations. The application is submitted to the Director of Research, with the endorsement of the Dissertation Chair. The application will document dissertation progress to date, explain causes for delay, and outline plans and a timeline for completion of the project. The Director of Research will consult with the Dissertation Chair (and others if s/he sees fit) to evaluate the request, and will notify the student of their determination in writing. If the extension is approved, the student is typically granted an additional year to complete the dissertation process. If the extension is not approved, the Director of Research communicates this decision to the Director of Student Affairs, who forwards to the Registrar a recommendation for the student's disenrollment from the program. Students wishing to appeal this decision should refer to the section on Appeal Procedure in the *Clinical Psychology Handbook*.

G. Procedures for the Changing of a Dissertation Chairperson

In the case where a student wishes to change Dissertation Chairperson to some other Core Faculty member, he or she will engage in the following steps toward that end:

- a. The student brings this wish to their current chairperson. The two of them discuss the issues and concerns raised by the student and come to an agreement either to continue working together or to have the student seek a different chair. Should the latter course be decided upon between them, step #2 would follow.
- b. The student may either recruit a new advisor/chair from the ranks of Core Faculty, and so inform the Director of Research, **OR** follow the procedure outlined below.
- c. Procedure for petitioning the dissertation faculty to seek a new Advisor/Chair. The student puts together the following packet of information, and submits this to the Director of Research:
 - 1) A letter to the Director of Research that describes the nature of the request. This letter will include the reasons for the desired change of chair, the problems the student is having completing the dissertation, and the outcome of the discussion with the current Chair. This will be placed in the student's file, along with a response and disposition by the Director of Research.
 - 2) A pre-proposal, or a description of the dissertation project, including the methodological approach he or she is considering using, and a bibliography-in-progress.
 - 3) The student's ranking of her or his preferences among the eligible dissertation faculty. The student should interview prospective chairs in order to make the most informed rankings she or he can. The student may

not ask for a specific commitment from those faculty they interview, but may request a statement of encouragement or discouragement. Commitments are made in collaboration with the Director of Research.

The Director of Research will then bring the completed Petition to the dissertation faculty for consideration and for the assignment of a new chairperson. The assignment of a new chair will be made by the faculty on the basis, in order of priority, of:

- 1) The availability of faculty for taking on new students, given current work loads;
- 2) The match of a particular faculty to kind of dissertation project proposed to an individual faculty;
- 3) The student's expressed preferences.

The student will be notified in person by the Director of Research as soon as the faculty has made the appropriate assignment of her or his new chairperson. A written notice of the change of Chairperson will be recorded in the student's file.

H. Important Dates and Timelines

Dissertation timelines and deadlines tend to be confusing for most students and faculty. There are at least three ways in which Dissertation deadline dates are important for students: (1) the deadline for "Conferral of the Doctoral Degree," a.k.a. the Diploma; (2) the date at which all requirements for the Psy.D. degree have been met, a.k.a the date when post-doctoral hours can begin to be counted; and (3) if you wish to participate in the Commencement Ceremony in May, the last date by which you must schedule a Spring Dissertation Orals. Not only are these three different concerns, but they occur on different dates.

1. Degree Conferral Dates. Antioch has three Degree Conferral Dates each year: one near October, January and June. The deadlines related to each conferral date can be found on Sakai and on the Antioch New England website. To qualify for degree conferral on any of these three dates, students must complete their Final Orals and deposit their dissertation according to timelines posted each semester, in Sakai under Dissertation Deadlines. It is the student's responsibility to negotiate timelines for dissertation progress with sufficient foresight and respect for the availability of faculty on the dissertation committee, so that faculty are not pressed to compromise the quality of the final product or process.

2. Date of Dissertation Deposit. State licensing boards typically require a year of post-doctoral supervised training, thus, it is very important for students to know at what point they may begin "counting" post-doc hours in order to sit for your state's licensing exam. The formal date that serves this purpose is not the Degree Conferral Date, but rather the date at which you have completed all of your degree requirements, which includes Dissertation and predoctoral internship. This date is recorded on your transcript.

If your Dissertation is your final remaining requirement, then the registrar will record the date of your completion of all requirements as the date of the Department Chairperson's signature on your Dissertation Signature Page. This signature is dated *when your format of the final Dissertation has been approved by the Dissertation Manager* (see above section *Depositing the Dissertation*).

3. Commencement Exercise. Eligibility to participate in the May Commencement requires EITHER

a. all dissertation requirements fully complete: deposit of the completed manuscript with the Dissertation Manager by March 15 (following Final Orals, of course), and submission through the ETD portal by March 30 in full compliance with all formatting requirements.

OR

b. to participate with "finisher" status: Final Orals scheduled by the last day of classes for the PsyD program.

The Dissertation Manager will publish timelines for students to declare their intention to participate in commencement each Spring, and students are responsible for adhering to those deadlines.

SECTION VI: GOVERNANCE

A. Rationale and Assumptions

1. Definitions

a. The President's Cabinet, along with the President, is responsible for policies, problems, and issues that impact across departments. The President's Cabinet consists of the President, Vice President of Institutional Advancement, Vice President of Academic Affairs, Vice President for Finance and Administration, Executive Assistant to the President, Assistant to the President for Sustainability/Social Justice and Interim Director of the Center for Academic Innovation, and Interim Dean of the Division of Continuing Education and Community Outreach.

b. The Clinical Psychology Department Management Group is responsible for departmental policies, problems, and issues that impact across departmental programs. It consists of all the Core Faculty in the Clinical Psychology Department plus an Affiliate Faculty representative.

c. Core Faculty at Antioch New England are faculty with a half time or more contract with A/NE. The term Core Faculty includes chairpersons, program directors, and associate program directors, directors of research, directors of internships and practica, and the like as well as those faculty without a particular administrative title. With varying balances, all core faculty have both administrative and faculty roles.

d. Affiliate Faculty in the Psychology Department are faculty who teach a Professional Seminar and are not Core Faculty. Affiliate Faculty may also be contracted to teach other academic courses, take on focused administrative roles, serve on Qualifying Examination, Admissions, and Dissertation Committees, and the like.

e. Senior Affiliate Faculty in the Psychology Department are people who have served as Affiliate Faculty for at least three years.

f. Adjunct Faculty in the Psychology Department are people who teach an academic course or workshop but are not Core or Affiliate Faculty. Adjunct Faculty may be contacted to serve on Qualifying Examination, Admissions, and Dissertation Committees, and the like, but typically do not engage in these activities.

2. Organizational Context

a. This governance policy applies to the internal workings of the doctoral program.

b. Issues which pertain to the Clinical Psychology Department as a whole require action by the Clinical Psychology Management Group. Other issues pertain to the larger context and require action by campus or university administration with a representation from the department (e.g. Financial Aid policy, Registrar's policy).

3. Affiliate Faculty Role and Issues

a. Affiliate Faculty—especially Senior Affiliate Faculty, who have had a long standing commitment to the program—deserve and quite reasonably expect to have a voice in policy matters.

b. Affiliate Faculty have a particular perspective and particular interests, both of which are legitimate and important to the policy formation process.

c. Senior Affiliate Faculty are different from the newer Affiliate Faculty. Senior Affiliate Faculty are familiar with the particular history, culture, and issues of both the program and Antioch University New England. Newer faculty, of course, often provide a fresh perspective on matters.

d. Though all faculty members are valued members of the PsyD community, it is particularly important that Senior Affiliate Faculty—as individuals, as a group, and in the sense of role—both survive and prosper for the sake of program continuity, solidity, mentoring, and the like. It follows that it is also important for newer faculty to transition over time into the Senior Affiliate Faculty role.

e. The Chairperson and Associate Chairperson meet with the Affiliate and Adjunct Faculty periodically. These meetings are intended to maintain a strong connection to the Affiliate and Adjunct Faculty regarding any issues of concern to them, as well as keeping them informed of current or impending changes in the program as a whole. In addition, the Chair and Associate Chair meet with Professional Seminar leaders (Affiliate Faculty) on a monthly basis.

f. The main functions of the role of Affiliate Faculty Representative (AFR):

1) The Affiliate Faculty Representative participates in the daily management of the department with the Core Faculty. The AFR acts both as an independent member of the Department Management Team (consisting otherwise of the Core Faculty) and as an articulated voice for the consensus of the Affiliate Faculty. The Affiliate Faculty Representative becomes a full working and voting member of the team with an ear for Affiliate Faculty issues regarding doctoral students and the program. This requires participation in weekly or biweekly scheduled Management Team meetings and appropriate subcommittees.

2) The Affiliate Faculty Representative serves as liaison between the Affiliate Faculty and the Core Faculty regarding student and program issues. This activity requires keeping the Affiliate Faculty informed of upcoming and past issues and reporting to the Department Management Team any ideas or input regarding the doctoral students and program. Participation in meetings as scheduled with the Faculty is required.

3) The Affiliate Faculty Representative is not a legally constituted bargaining agent for positions, salaries, or working conditions for Affiliate Faculty.

Though it is appropriate for the AFR to facilitate general information exchange, the Affiliate Faculty Representative does not provide the channel through which Affiliate Faculty complaints are formally made or Departmental problems are formally communicated. Affiliate Faculty should meet with the Chair and Associate Chair directly to deal with these concerns. However, like any other member of the Doctoral Management Team, the Affiliate Faculty Representative can raise general policy issues for the program.

4. Core Faculty Role and Issues

Core faculty roles include the following areas, that are also evaluated on faculty annual reviews:

a. **Engagement in Student Learning:** Student learning is measured by evidence of both the quality and quantity of engagement with students including course-based and non-course-based learning, advising, supervising, chairing and participating in theses and dissertation committees and the like. For Core Library Faculty, student learning is measured by evidence of both the quality and quantity of engagement with students including course-based and non-course-based learning, individual consultations, reference, classroom and other group instruction, academic reader's advisory, as well as other activities in support of student learning. All Antioch Core Faculty are expected to meet or exceed expectations in student learning.

b. **Engagement with Scholarship:** The university encourages professional growth and scholarship among its faculty. "Scholarship" is commonly understood to include four categories as defined by the Rice/Boyer model: discovery, integration, application (now called "practice"), and teaching. In each case, scholarship (1) leads to the creation of new knowledge, (2) is publicly available in some way, (3) is presented and shared with a community of scholars, and (4) enriches knowledge and practice in the discipline or professional practice. The university endorses this model and, consequently, if professional work lacks one or more of these criteria, the work does not satisfy the scholarship category and should be classified as professional service.

c. **Engagement in Service (external service):** The university further encourages service by its faculty to the community. "Service" refers to service to the professional community and to the general community; service to the institution is a separate category (Institutional Citizenship). Service to the profession is achieved by carrying out responsibilities, usually but not necessarily related to one's area of expertise in professional organizations or the general community. Service to the general community is achieved through service that brings one's area of expertise to the service of others outside the university, including the local or global community.

d. **Engagement with Institutional Citizenship (internal service):** Service to the institution is defined as carrying out non-teaching responsibilities not necessarily related to one's area of expertise or even academic in nature that contribute the operations of Antioch University – unit, campus, and larger institution.

5. Student Role

- a. Students have a voice on policy matters that impact them.
- b. Students have a particular perspective and particular interests, both of which are legitimate and important to the policy formation process. Students' perspectives and interests, as they advance through the program, may differ substantially from those of the Core and/or Affiliate Faculty.
- c. There are some issues that are primarily the domain of the faculty (e.g., rank, faculty organization), others that are primarily the domain of the students (e.g., election of student representatives, formation of student advocacy groups), and still others that involve both groups.
- d. Additional information can be found through the Antioch University portal, under University Policies.

6. Requirements for Program Policy Development

- a. Policy decisions need the support of all the various relevant constituencies.
- b. Policy decisions should lie primarily with those charged with the responsibility and authority by the University.
- c. Policy makers must be involved on a regular, usually daily basis with the issues under concern such that the policy development process and resulting actions can occur.
- d. Policy makers must be in the position to act very quickly when necessary to facilitate administrative action. Yet policy makers must have access to all available information on a given topic. This often turns out to be a question of time. It is the responsibility of the program faculty and administration to balance these two needs.
- e. It is important to make a distinction between two inter-related elements of administration—policy development and policy implementation.

B. Meetings, Groups, and Procedures

1. Doctoral Faculty Retreats. One of the tasks of the Doctoral Faculty Retreats is to review, suggest, and clarify policy but not to decide policy or implement it.

- a. Doctoral Faculty Retreats are not regularly scheduled, but called by the Chairperson of the Department. Affiliate Faculty may request a meeting by notifying the Chairperson.

- b. All Affiliate and Adjunct Faculty are invited but not required to attend, although a part-time Faculty Representative is always present.
- c. The purpose of these meetings is to provide a longer time period to work on major program issues not easily containable in the shorter biweekly meetings with Affiliate Faculty.
- d. Focused agendas are set in advance by the Director of the Doctoral Program. The Director will put particular items on the agenda at the request of the Affiliate Faculty.
- e. The meetings are chaired by the Director of the Doctoral Program or her/his delegate.
- f. Meetings are conducted so as to advance the policy development process, at a level of familiarity with the issues that is represented by the Senior Affiliate Faculty. If necessary, an orientation to the history and background of an issue for newer faculty will be presented by the Program Directors, Senior Affiliate Faculty, or others as appropriate at some other time.
- g. While certain individuals may be more or less active and invested in certain policy matters, it is expected that work will go on even if not everyone can be present at a given meeting. Information, opinions, and views from those who we know in advance cannot attend a particular meeting are welcome and effort will be made to include these perspectives in the discussion. Since this is not a voting group, we will not use "mail ballots", etc.
- h. Conclusions reached in Doctoral Faculty Retreats are advisory to the Doctoral Management Group.
- i. This section (B.1.) specifies the circumstances under which Doctoral Faculty Retreats, with the responsibility and authority spelled out in this Governance Policy, will occur. Nothing in this Policy should be construed as preventing the faculty as a whole or in any sub-group from calling meetings for purposes determined by that particular group.

2. The Doctoral Management Group

- a. The Doctoral Management Group has both the authority and responsibility to develop policy in the Doctoral Program informed by the advice of the Full Faculty and the advice (on certain issues only) of the Psy.D. Cabinet, and subject to the veto of the Program Director.
- b. The Doctoral Management Group consists of all members of the Core Faculty and the Affiliate Faculty Representative.
- c. The Doctoral Management Group meets weekly or biweekly on Thursdays.

3. The Psy.D. Cabinet consists of the Director of Student Affairs and student representatives. The Cabinet meets at least two times per semester and once per summer. The Cabinet advises the Doctoral Management Group on matters of program policy that impact directly on students, advises on (and in some cases gives direction on) issues that are student-focused, gives feedback to Program Directors, and identifies areas in need of administrative and/or policy attention.

- a. Each class elects up to two representatives to the Cabinet.
- b. The class representatives have the authority to call meetings of her/his constituents and represent the opinions and views of various groups to these constituents and vice versa, both in formal and informal communications.
- c. Meetings of the Psy.D. Cabinet are open. Observers are welcome.

4. Ad Hoc Committees are formed from time to time to carry a charge or do work beyond a particular meeting. Such committees may work on behalf of the Full Doctoral Faculty or the Doctoral Management Group and do not have independent authority.

- a. Though such committees may be the source of a policy initiative or help to flesh out a policy document, they never replace the Policy Promulgation process. Their findings, recommendations, or conclusions are subject to the approval of the Doctoral Management Group.

5. AUNE Student Government

Input from the Department's Student Cabinet and the campus student government groups is sought as appropriate for input on policy decisions.

C. Policy Promulgation and Response

This Policy Promulgation and Response process applies to all written policies. It is understood that in a complex system, some less important policies remain unwritten.

The Steps in the Process include:

- a. After a series of formal and informal discussions, a draft version of a proposed policy is developed by the Doctoral Management Group.
- b. The draft is circulated for feedback from the entire Psy.D. community (due by a specified date). Sometimes the Faculty will receive the draft first for comment, review, and revision prior to solicitation of student feedback; other times the process will occur simultaneously for both groups.
- c. The Doctoral Management Group revises the draft in light of the feedback and distributes the revised version. If the policy is not particularly controversial and community consensus is clear, then this new draft will be distributed as policy. If, in the view of the Doctoral Management Group, unresolved issues remain, an ad hoc

meeting may be set up for general discussion of the revised draft among the interested parties.

d. The Doctoral Management Group may adopt the resulting draft as policy or determine that it is appropriate to repeat parts of steps 2 and 3.

D. Course/Teacher Evaluation

Course evaluations are completed using an online evaluation tool. At the end of each semester, students receive an email with a link which provides access to their course evaluation forms. Student identity is not connected with the data entered so that ratings and comments remain confidential.

**SECTION VII:
DEPARTMENTAL
CENTERS**

THE ANTIOCH PSYCHOLOGICAL SERVICES CENTER

The Antioch Psychological Services Center (PSC) is a training and service facility operated by the Department of Clinical Psychology. It functions as a mental health clinic providing a range of psychological services to residents from Keene and surrounding communities, and to Antioch New England students in programs other than clinical psychology. These services include individual psychotherapy, couple and family therapy, group therapy, and various problem-specific psychoeducational groups and seminars. In addition, the PSC is actively involved in community outreach services; clinicians are encouraged to pursue public education and consultation activities, and to work in collaboration with other social service agencies for the purpose of ongoing community needs assessment and program development.

In its function as a training facility, the PSC is a practicum site for approximately ten doctoral students each year. These students are generally in their second or third year of study in the clinical psychology department, and are under the direct supervision of core faculty. A practicum at the PSC offers the student a unique opportunity for more concentrated interaction with faculty—through supervision, training, and involvement in applied clinical and research projects of mutual interest. Specialized training opportunities exist for students interested in health psychology, family therapy, the treatment of trauma survivors, and assessment. Additionally, the PSC accepts one or two senior mentor fourth year students, whose duties include mentoring and supervision on the cardiac rehabilitation unit at Dartmouth Hitchcock Medical Center in Keene, NH. These students also supervise selected cases in the PSC and perform assorted administrative duties.

CENTER FOR RESEARCH ON PSYCHOLOGICAL PRACTICE (CROPP)

The Department of Clinical Psychology of Antioch University New England established the Center for Research on Psychological Practice (CROPP) in order to serve both the department and the community. This center is designed to address particular emerging educational aspects of doctoral training in clinical psychology that are not regularly included within the usual professional psychology curriculum - those relevant applied clinical research skills and the associated administrative, consultative, and policy-creation roles of doctoral level psychologists. Several specific areas of research are priorities for CROPP. These include program evaluation and quality assurance issues, such as needs assessment, cost-benefit analysis, policy analysis, and other topics relevant to mental health service management; public welfare issues such as treatment access, utilization, and outcome for underserved, rural, low socioeconomic, and minority populations; development of novel treatment and delivery systems; and methodological issues including the assessment and development of methods and measures appropriate for practice research. The research is done primarily in community service settings and entails collaboration with agencies and caregivers throughout the region. The development of this kind of research center, particularly within the context of a doctoral program in clinical psychology, has not, to our knowledge, been done elsewhere in the country.

MULTICULTURAL CENTER FOR RESEARCH AND PRACTICE (MC CENTER)

Established in the fall of 2000, Antioch University New England's Multicultural Center for Research and Practice (MC Center) promotes multiculturalism with the goal to promote empowerment, access, and equity for underserved populations. The term "multicultural" is applied broadly to include race, ethnicity, culture, immigrants, refugees, global contextualization, gender, sexual orientation and identity, disability, religion, spirituality, class, and age.

The MC Center addresses emerging information with the goals to improve multicultural training, research, and human services. It provides a culture-centered model of how a combination of research, practice, and psychoeducation can have a positive impact on minority youth, adults, families, and communities in New England and beyond. Services include local advocacy for diversity and a multicultural social climate; regional and national workshops on multicultural competencies, raising cultural self-awareness, and culturally sensitive practice that is evidence-based; talking about race and feeling safe, implicit racism, and micro-aggressions; education on self-care for disaster response workers; and psychoeducation on disaster resilience. Its web-based services (www.multiculturalcenter.org) include access to multicultural tests housed in the MC Center, powerpoint presentations, workshop samples, and products of two student groups, Support for Racial and Ethnic Diversity (SERD) and Disaster Shakti.

Disaster Shakti means empowerment in the face of a disaster and is composed of student relief teams from the Department of Clinical Psychology. These students receive training in disaster trauma and in culturally competent crisis intervention, psychological first aid, and disaster counseling in international settings. They receive clinical practicum credit for on-site disaster response, which is professionally supervised. Since 2005, Disaster Shakti students have designed and implemented disaster outreach in the United States, e.g., in New Orleans and Mississippi coastal towns, and internationally, e.g., Haiti, Mexico, Costa Rica, South Africa, Botswana, Rwanda, and India.

SERD students received the President's Leadership award in 2009 and 2011 for promoting multiculturalism and volunteerism. They hold biweekly meetings to discuss current diversity topics and events. SERD has helped to organize the City of Keene's Martin Luther King and Jonathan Daniel's Day of Service and Antioch New England's Earth Day Service. As part of these days of service, SERD has connected with numerous community agencies to provide volunteer opportunities for the region's residents to serve the Keene Community Kitchen, Monadnock Early Learning Center, Keene Public Library, Monadnock Center for the Prevention of Violence, Cleve Jones Wellness Center, Cheshire Medical Center, Cedarcrest, and others. On these occasions, many individuals have engaged in community service for the first time. SERD also organizes fund-raising events to support Disaster Shakti's outreach.

**SECTION VIII:
DEPARTMENTAL
AWARDS**

Diversity Award

A. Description

This award may be given no more than annually to a Psy.D. student at Antioch University New England who has taken some manner of exemplary action related to diversity, broadly defined, including (but not limited to) a project of social action and/or social change that focuses on members of oppressed groups, racial and ethnic minority societies, class, sex/gender, religion/spirituality, sexual orientation, or ability status, as well as more general issues such as stigma, dominance, and other indices of power relations in society. The project may be related to social action, clinical, programmatic, and/or research endeavors. Priority will be given to social action endeavors and projects with clear social action implications.

B. Eligibility

Any currently enrolled student in Antioch's Department of Clinical Psychology is eligible. Candidates for the award may be nominated by any member of the department, including by students, faculty, staff, or by a person outside of Antioch. Self-nominations are encouraged. While the Diversity Award may potentially be given on an annual basis, the decision to give or withhold the award in a given year is at the discretion of the committee.

C. Criteria

The successful candidate for the Diversity Award will be the doctoral student who offers a project that exemplifies some or all of the following:

1. a project that demonstrates commitment and creativity in regard to positive social change in areas of diversity, broadly defined (see above);
2. a project that stands outside of the usual academic or clinical requirements for the graduate program, but could include a class paper on a project developed and carried out by a student; a dissertation; or a program development project.
3. a project that demonstrates innovative approaches to dealing with issues of diversity;
4. a project that has been initiated and carried out with attention to ethical principles; and
5. a project that has been carried out within the year prior to when the award is given — however, the project may not necessarily be completed and could be ongoing.

D. Selection Process

The Diversity Award may be given annually. Nominations will be sought in the spring semester with April 1st as the final date for submitting nominations. The nominations will include a written description of the project, not to exceed 3 pages, and up to two letters of support for the nomination. Letters of support may be written by any person, within or outside of Antioch, who is familiar with the project and who can attest to its value and signs of positive outcome.

E. Selection Committee

The Diversity Award selection committee will be appointed annually by the Department of Clinical Psychology management team. The committee will consist of three members of the core, associate, and/or adjunct faculty, and, when feasible, the winner of the previous year's Diversity Award.

F. Award

The student who wins the Diversity Award will have his or her name entered into a permanent plaque in the Department, receive a **\$250** cash honorarium, and be given the opportunity to present on campus a colloquium for which the award was given.

Gene Pekarik Memorial Award for Research on Psychological Practice

A. Purpose

In honor of our colleague, teacher, and friend, Gene Pekarik, PhD, who died in April 2001—but whose ideas, influence, and work continue at Antioch University New England through the Center for Research on Psychological Practice—the Department has established the Gene Pekarik Memorial Award for Research on Psychological Practice. This award is intended to recognize excellence and innovation in student research within one or more of the following areas:

1. Program evaluation, including assessment of mental health needs or outcomes.
2. Studies of mental health policy, as it affects service utilization or access.
3. Development of novel treatments or delivery strategies.
4. Development of methods or measures for mental health practice research.

B. Eligibility

This award requires a completed research project, or series of projects (may or may not be the student's dissertation), addressing the purposes described above. The investigator must have been a student in the doctoral program at the time the project was formally initiated. Although the project(s) need not have been sole the work of the student, it must reflect substantial independent initiative on her/his part. While the GPM Award may be given on an annual basis, the decision to give or withhold the award in a given year is at the discretion of the committee.

C. Criteria

Applications will be evaluated for fit with the purpose(s) stated above, clarity of objectives, sound research design, potential for contribution to mental health practice.

D. Process

Applications must be submitted to the Director of Research by April 1st in order to be eligible for consideration. Applications will be evaluated by a committee of three core and/or associate faculty. The Director of Research will coordinate this process and solicit faculty to serve on the committee. The application will consist of three short essays, as follows:

1. Describe the rationale underlying the research. Include mention of theoretical foundations for the research, and why the topic should be considered compelling. Response not to exceed 250 words (approximately 1/2 page, single-spaced).
2. Briefly describe your research methodology. Response not to exceed 400 words (approximately 1 page, single-spaced).
3. Explain your results, and their potential implications for mental health practice. Response not to exceed 400 words.

E. Award

The Award, including a cash honorarium of \$250, will be presented on the last day of classes of the spring semester. The Award recipient will have her or his name added to a plaque displayed in the Department, and will be invited to present her/his research at a Department colloquium during the subsequent fall.

SECTION X: APPENDICES

Appendix A: Example of a Dissertation Title Page

Dance and Creativity in the Psychotherapeutic Process

by

Helen Sophie Kinsella

B.A., St. Anselm College, 1995
M.S., University of Missouri, 1997

DISSERTATION

Submitted in partial fulfillment for the degree of
Doctor of Psychology in the Department of Clinical Psychology
at Antioch University New England, 2012

Keene, New Hampshire

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