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

MISSION STATEMENT

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

INTRODUCTION

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

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

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

Mission of Training

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

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

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

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

**Objectives**

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

**Competency a: Reflective Practice**

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

**Competency b: Communication and interpersonal skills**

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

**Competency c: Ethical principles and legal standards**

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

**Competency d: Individual and cultural diversity**

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

**Competency e: Consultation and interprofessional/interdisciplinary skills**

1. Students will acquire values, attitudes, and behaviors that demonstrate professionalism, including accountability and integrity, an appreciation for the value of life-long learning, and a sensitivity to the well-being of others.
Competency f: Professionalism

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

Objectives

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

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

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

Competency g: Research and scholarship

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

Objectives

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

3.2 Students will acquire a broad understanding of psychopathology, the current Diagnostic and Statistical Manual of Mental Disorders (DSM), and a range of theoretical approaches from which to arrive at diagnoses and case formulations that address clients in context and are descriptively near to client experience.

3.3 Students will acquire the knowledge, skills, and attitudes to communicate and document assessment findings and make recommendations that are useful to diverse recipients and readers, including the client when appropriate.
Competency h: Assessment, diagnosis, and case formulation

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

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

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

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

Competency i: Intervention

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

Objectives

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

Competency j: Supervision

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

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

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

A- Credit Requirements

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

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

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

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

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

Students should also be aware of the following:

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

B- Grading System

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

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

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

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

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

D- DISSERTATION REGISTRATION

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

E- THE COMPREHENSIVE EXAMINATION

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

Clinical Position Paper

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

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

The Clinical Position Paper must be submitted via email attachment to the Department Administrative Assistant no later than the assigned date and time in August; at this time the student will be asked to sign a Statement of Integrity confirming that the written work submitted is theirs alone. Each student should also submit the names of four clinical faculty members, two of whom will evaluate the paper. However, given faculty workload distributions and personnel considerations, the Chair retains the right to appoint no more than one reader to the committee outside those nominated by the student. Papers will be assigned letter grades with the following criteria in mind:

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

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

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

1. In a learning narrative, about three pages long, the student outlines his or her intellectual project as it has unfolded within the human science psychology program at Duquesne University. This account is of great importance in that it positions the learning goals that are to follow. The narrative should include key insights or turning points with respect to ideas, thinkers, and intellectual conceptualizations. In other words, the student will describe how his or her views have developed since starting the program.
2. In a statement of learning goals, the student describes issues that he or she has wanted to explore in furtherance of the intellectual journey.
3. A reading list through which to achieve the learning goals, and which includes 12 books (with the option of substituting three journal articles for a book).
4. A rank-ordered list nominates four faculty members to serve as readers of the Foundations examination.

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

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

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

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

Students who believe that they have fulfilled a particular requirement at another school, usually through coursework, but sometimes by having participated in some equivalent activity, should write a letter to the Department Chair requesting advanced placement and waiver of the equivalent course.

A maximum of nine credits may be waived or transferred. Three credits can be transferred (wherein they would appear on the transcript as 3 credits from XXX University). The remaining 6 credits can be waived, meaning the student would need to take an extra elective in order to have enough credits.

To qualify for advanced placement courses must be taken at a graduate level and have a grade of B or better. Advanced placement credits will not be granted for electives or the 5 course clinical sequence (2 assessment and 3 psychotherapy) courses. Transfers or waivers will not be permitted for 1st year students.

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

G- INSTITUTIONAL REVIEW BOARD

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

H- DISSERTATION

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

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

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

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

Dissertation Titles

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

1. The Proposal

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

**General Guidelines:**

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

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

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

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

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

The proposal indicates the contributions that the research is expected to make to psychology. The student’s initial reflections and speculations are relevant here. Later, they can be cited in the dissertation as guiding perspectives, bracketed issues, or prejudices (“pre-understandings”) that were revised in the face of the evidence. The body of the proposal should not be more than 30-40 pages.

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

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

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

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

If there are changes to the membership of the committee after the proposal’s approval, a revised signature page, attached to the original, must be filed with the Graduate School.


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

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

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

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

3. Completion of Dissertation

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

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

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

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

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

1) Register for the semester and submit a degree application. Application deadlines are listed in the University’s schedule of classes calendar. The date varies each semester so the student needs to check ahead of time for the date;

2) Distribute the draft of the completed dissertation to readers no less than **four weeks** prior to the final Progress Report;

3) Schedule a defense date no less than **two weeks** after the final draft (revised in line with Progress Report feedback) is made available to the full faculty.

4) Submit materials electronically to the Library.

5) Submit completed signature pages to the Graduate Office prior to deadline established by the University for Electronic Submission of approved dissertation.

6) Submit an electronic or cd version of the completed dissertation to the Dean.


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

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

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

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

Immediately following the successful defense:

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

PRACTICUM POLICY AND GUIDELINES

The policy regarding practicum training is as follows.

1. It is expected that students will obtain at least 800 hours of direct client contact (intervention and assessment) in order to benefit optimally from the clinical training, and to be competitive for internship applications and future employment opportunities. The practicum structure is designed to facilitate these advantages.

2. The Duquesne University Psychology Clinic is the practicum site at which all first year and second year practicum experience is gained. The terms "external practicum sites" or "field sites" describe those sites not within the Psychology Clinic's institutional structure.

3. Practicum training shall include formally scheduled, one-on-one weekly supervision sessions with licensed health care professionals. For summer DU Clinic practicum, supervision is provided in small group format.

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

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

6. Students will continue to see clients through the summers of their first three years. Students are encouraged to take a two to three week break from Clinic obligations in the summer and should plan this in consultation with the Clinic Director.

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

9. Students are required to complete one external practicum placement of **30 weeks** (an academic year). This external practicum is typically completed during the student’s third or fourth year of the graduate program. The Director of Clinical Training meets every January with students who will be applying that year for field practica. Applications, complete with CVs, are typically submitted in February and March; the DCT coordinates this process.

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

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

12. Progress to external practicum sites is dependent on satisfactory progress at the DU Clinic, including in all domains of professionalism (e.g. timely completion of all Clinic obligations).

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

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

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

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

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

   e. The clinical supervisor is licensed and recognized as having experience and training in his or her field of expertise. The supervisor's license need not be in psychology, but may be in social work, psychiatry, or nursing, etc. The supervisor should be recognized as a competent practitioner in the area of supervision. In the event that the primary practicum supervisor is not a licensed psychologist, the student must have opportunity in the program to discuss his or her clinical work on a weekly basis with a licensed psychologist.
f. In addition to the one hour of direct supervision there should be one or more hours of learning in other types of professional contact, such as psychiatric case rounds, case presentations or group supervision.

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

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

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

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

GUIDELINES FOR ACCUMULATED CLINIC HOURS

The following schedule is meant as a guide:

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

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

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

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

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

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

External Practica

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

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

As a general orientation students should consider the relevance of practicum hours for career goals and fit with internship sites. Practicum training is integral to one’s overall education as a clinical psychologist. Therefore, the spread and quality of hours are more important than mere total. External practica sites vary in the number of direct contact hours afforded to students; the average is between 100 and 125.

If your practicum hours are adequate and appropriate, then take the time to enjoy being on top of things, read another book, chat to your colleagues, think of your dissertation, or write one of your papers up for a conference presentation or a publication. Do not get consumed in a chase for as many hours as possible. It has been noticed that, after a certain point, the mere
accumulation of hours may even be negatively correlated with internship placement preference. Consult the APPIC directory for the average number of expected intervention hours by internship site, often around 500+. Recent APPIC surveys found the median number of direct contact hours was 800-900.

J- CLINICAL INTERNSHIP

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

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

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

1. The proposed internship site is an approved psychology internship site in the home country.
2. The internship site agrees to send us documents recording mid-year progress and satisfactory completion of the internship.
3. The proposed internship site meets the APPIC/APA guidelines for pre-doctoral psychology internships.
4. The student is eligible for internship training and has no course credits still outstanding. A student considering this option needs to be aware of logistical problems that might arise, and must discuss any proposal with the Director of Clinical Training (and through the Director of Clinical Training with the Clinical Committee) well before the proposed internship is due to begin.
Lists of our past and current internship placements, feedback from interns about their internships, and other information are available in the Psychology Clinic office. This information is continually updated.

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

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

**K- Awarding of the Degree**

Students should be mindful of APA regulation re successful completion of all program requirements prior to being awarded a degree.

**C-15 D. Awarding the Doctoral Degree Prior to Completion of the Internship**

All accredited program requirements, including the internship, should be satisfactorily completed prior to awarding the doctoral degree in the student’s substantive area of health service psychology. In special instances in which students participate in graduate ceremonies prior to completing the internship, the program should ensure that university certification by transcript, diploma, or other means of the student’s having completed the degree requirements for the accredited program in professional psychology does not precede the actual completion of all such program requirements.

Programs in health service psychology that certify the completion of all requirements of that program for the doctoral degree before completion of an internship violate accreditation guidelines. Whether or not a student completes a dissertation prior to an internship is a matter of individual and program discretion.

**L- Statute of Limitations for Ph.D. Candidates**

The Department policy is described below:

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

**M - Ethical Conduct**

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

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

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

**N - Evaluation of Doctoral Students**

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

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

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

O- APPEALS

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

Should discussion at that level not resolve the issue, the student and Chair may consult the Dean of the College and Graduate School of Liberal Arts. Copies of “Academic Policies” are available at the University web site, https://www.duq.edu/academics/university-catalogs/2018-2019-graduate/academic-policies. For University policies specific to final grade appeals, see https://www.duq.edu/academics/university-catalogs/2018-2019-graduate/academic-policies/final-grade-appeal-policy.

P- SITTING IN ON CLASSES

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

Q- OUTSIDE EMPLOYMENT

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

II. Department Notices

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

III. Department Meetings

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

IV. Assistantships

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

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

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

VI. Policy on Independent Studies

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

Since departmental policy encourages students to take courses from as many faculty members as possible, an independent study may not be done if a course addressing the same topic is available from a faculty member from whom the student has not yet taken a course.
The permission of the professor and the Department Chair must be obtained prior to registration for the course.

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

VII. Departmental Regulations Printing and copying

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

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

In order to help defray costs, students are asked to use the University’s student labs when printing out large projects. These labs are located in most of the academic buildings on campus, conveniently there is one on the 6th floor of Rockwell Hall.

Copying and Printing that is permitted:

- The computers in the graduate student offices are set up to print directly to the copiers in either the Clinic office (227), or the Copy room (220). In order to save paper, they are defaulted to print double sided as well.
- Drafts and final copies of clinic paperwork (e.g. intake and testing reports, psychotherapy plans and updates, final summaries, letters to clients) may be printed to the RH227 copier.
- Reports from assessment software (e.g. Riap, MMPI-2) may be printed to the RH227 copier.
- Pertinent research articles accessed on-line (for self and at faculty request), limit to small jobs may be printed to the RH220 copier.
- Drafts and final copies of assignments for graduate classes may be printed to the RH220 copier.
- Course syllabi, handouts, and exams for undergraduate teaching may be printed to RH220.

Not permitted:

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

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

“I” Grade Form

Four-Year Record Plan

Overall Requirements Check List
Psychology Department "I" Grade Form

for Graduate Students

Date:

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

________________________________
(Faculty Signature)

_________________________________
(Student Signature)

Psychology Department "I" grade policy:

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

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

Submit completed form to the Psychology Department for processing
DUQUESNE UNIVERSITY PSYCHOLOGY DEPARTMENT  
CLINICAL PSYCHOLOGY PROGRAM

4 year plan (page 1)

**Fall 2019 Admittance**

Student:  
Advisor:  
Phone:  
Email:  

**First Year 2019-2020**

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Notes:

Advisor’s Signature___________________________Date:__________________________

**PLEASE NOTE:** Attendance at two "Distinguished Speakers Workshops are required and can be taken in any semester where it is offered.

**Second Year 2020-2021**

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**Summer 2021**

<table>
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<tr>
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<tbody>
<tr>
<td>610</td>
<td>Supervised Teaching of Psych II</td>
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<tr>
<td>623</td>
<td>Ethics</td>
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Notes:

Advisor’s Signature___________________________Date:__________________________

**PLEASE NOTE:**

The Psychology Department requires students to register for classes by December 1st for the following Spring and by April 20th for the following Fall (this is to insure that our classes are not cancelled due to lack of registration).
# Third Year 2021-2022

<table>
<thead>
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<th>Course#</th>
<th>Title</th>
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<tr>
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<td>612</td>
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## Summer 2022

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### Notes:

Advisor’s Signature________________________________________________Date:__________________________

# Fourth Year 2022-2023

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<tr>
<td>701</td>
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<table>
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<tr>
<th>Course#</th>
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<tbody>
<tr>
<td>650</td>
<td>Clinic Practicum</td>
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</tr>
<tr>
<td>701</td>
<td>Dissertation Credit</td>
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</table>

### Notes:

Advisor’s Signature________________________________________________Date:__________________________

**Proposal Accepted (DATE):** __________________________

**Dissertation Committee**

Director: 
Reader: 
Reader: 

**Internship Site and Dates:**

**PLEASE NOTE:**
The Psychology Department requires students to register for classes by December 1st for the following Spring and by April 20th for the following Fall (this is to insure that our classes are not cancelled due to lack of registration).
Check List Clinical Psychology Ph.D. Program (beginning 2018)

Name:

<table>
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<tr>
<th>Course#</th>
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Electives

Supervised Teaching

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<th>Credits</th>
<th>Grade</th>
<th>Semester Completed</th>
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Attendance Required

Distinguished Speakers Workshops ☐ ☐ ☐

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<th>Course#</th>
<th>Dept.</th>
<th>Title</th>
<th>Credits</th>
<th>Grade</th>
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Practica and Dissertation

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<th>Credits</th>
<th>Grade</th>
<th>Semester Completed</th>
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<tbody>
<tr>
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<td>☐ ☐ ☐ ☐ ☐ ☐</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>701 PSYC</td>
<td>Dissertation</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
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</table>

Total of all credits earned

Total required to graduate

89

*To fulfill Pennsylvania psychologist licensure requirements, twenty semester hours of psychology courses must be from the following fifteen areas, with at least one course from each of five different areas: experimental psychology, developmental psychology, individual differences, psychological tests and measurements, social psychology, statistics, history and systems, experimental design, personality theory, psychology of learning, physiological psychology, abnormal psychology, comparative psychology, motivation, and perception.
APPENDIX B

Research Curriculum

Students are required to take:

PSYC 513 INTRODUCTION TO QUALITATIVE AND INTERPRETIVE RESEARCH
3 Credits

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

PSYC 612 ADVANCED QUALITATIVE RESEARCH SEMINAR
3 Credits

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

PSYC 617 RESEARCH PRACTICUM
1 credit

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

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

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

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

Evaluation of Professional Responsibilities
Psychological Assessment Evaluation
Research Supervisor’s Evaluation
Supervisors Progress Report - Field Practicum
Supervisors Progress Report
Teaching Supervisors Evaluation
Annual Progress Review
Duquesne University Psychology Competency Benchmarks
EVALUATION OF PROFESSIONAL RESPONSIBILITIES

Duquesne University
Psychology Clinic
Evaluation of Professional Responsibilities

Student:
Evaluator:
Date:

Please evaluate the student’s progress in each of the following aspects of professional values and attitudes, a foundational profession-wide competency. For each, please indicate your rating according to the following rubric:

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

Values, Attitudes, and Behaviors
Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

Confidentiality: Respects and maintains confidentiality of own and others’ clients

Scheduling and canceling appointments: Schedules sessions in advance; properly uses scheduling system (Titanium) with consistency; provides Clinic with available hours; notifies Clinic of scheduled breaks (e.g. vacation schedules)

Punctuality and attendance: Arrives for sessions prepared and on time; attends and arrives on time for meetings and colloquia

Record keeping: Timely completion of clinical documentation per Clinic guidelines; returns payment envelopes with fees when necessary

Openness and Responsiveness to Feedback
Engages in self-reflection regarding one’s personal and professional functioning; engages in activities to maintain and improve performance; actively seeks and demonstrate openness and responsiveness to feedback

Response to messages: Responds promptly to voice and email messages from clients and Clinic staff

Response to feedback: Accepts and responds to feedback re policy and procedure and other aspects of professionalism

Professional Comportment
Comports oneself in ways that are consistent with professional identity and practices of the Clinic

Professional presentation: Presents oneself in ways that are consistent with professional identity and practices of the Clinic, including in attire, communication, and general comportment

Emerging independence: Responds professionally in increasingly complex situations with a greater degree of independence with new levels of training

General comments and recommendations

Signed: ____________________________________________  Date:______________________________
DUQUESNE UNIVERSITY
PSYCHOLOGY CLINIC
PSYCHOLOGICAL ASSESSMENT EVALUATION

Date/Semester:  
Student:  
Supervisor:  

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

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

<table>
<thead>
<tr>
<th>Context</th>
<th>S or NS</th>
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</thead>
<tbody>
<tr>
<td>Demonstrates understanding of human behavior within context (e.g. family, social, societal, cultural).</td>
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</table>

<table>
<thead>
<tr>
<th>Application of Knowledge of Comportment and Behavior</th>
<th>S or NS</th>
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</thead>
<tbody>
<tr>
<td>Demonstrates the ability to apply the knowledge of functional and dysfunctional comportment and behaviors, strengths and pathology, and context to the assessment process.</td>
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</table>

<table>
<thead>
<tr>
<th>Selection and Application of Methods</th>
<th>S or NS</th>
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</thead>
<tbody>
<tr>
<td>Selects and applies methods that draw from best available empirical literature, that reflect the science of measurement and psychometrics, and with relevance to the referral question/presenting concern and goals/clinical context. Selects and implements multiple methods in ways that are responsive to and respectful of diversity characteristics of recipients.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Diagnosis</th>
<th>S or NS</th>
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</thead>
<tbody>
<tr>
<td>Uses interview and test data to arrive at diagnoses. Demonstrates current knowledge of diagnostic classification systems, including consideration of client strengths and pathology. Shows awareness of the benefits and limitations of diagnoses. Considers diagnosis, as one piece of data, for psychotherapy planning and in a framework that recognizes the impact of diversity and stages of development.</td>
<td></td>
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</tbody>
</table>
**Interpretation**
Utilizes systematic approaches and multiple methods of gathering data to make interpretations that inform clinical decision-making, case conceptualization, and recommendations that are useful to the client him/herself and/or third parties when relevant. Results and recommendations are based on a meaningful and thematic integration of multiple sources of data. Data is organized with relevance to the person's life-world situation.

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

**General comments and recommendations:**

Signed: ___________________________ Date: ___________________________
Please briefly describe the student's progress in each of the following competency domains and rate the student's performance in each element according to the following rubric:

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

**Research**
Demonstrates critical thinking that draws on knowledge of philosophical and scientific foundations

Demonstrates working knowledge of and skills in research methodology and design

Demonstrates working knowledge of and skills in research procedures, including data collection and analysis

Demonstrates working knowledge of and skills in disseminating scientific research and scholarship

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

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

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

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

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

**General comments and recommendations:**

Signed: ___________________________ Date: ___________________________
<table>
<thead>
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<th>Component</th>
<th>Rating</th>
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<tbody>
<tr>
<td>Reflective practice</td>
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<tr>
<td>Demonstrates appropriate knowledge, skills, and attitudes in reflecting on, critically evaluating, and improving one's own professional performance.</td>
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</tr>
<tr>
<td>Communication and interpersonal skills</td>
<td></td>
</tr>
<tr>
<td>Develops and maintains meaningful and helpful relationships with a wide range of individuals/groups, including recipients of psychological services.</td>
<td></td>
</tr>
<tr>
<td>Demonstrates ability to communicate effectively (verbally, nonverbally, and in writing), and in ways that demonstrate a grasp of professional language and concepts.</td>
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<tr>
<td>Demonstrates effective interpersonal skills and the ability to manage challenging interpersonal situations.</td>
<td></td>
</tr>
<tr>
<td>Ethical and legal standards</td>
<td></td>
</tr>
<tr>
<td>Demonstrates working knowledge of the current APA Ethics Code and other relevant laws, regulations, rules, policies and professional standards at organizational, local, state, regional, and federal levels.</td>
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</tr>
<tr>
<td>Recognizes ethical dilemmas as they arise and applies ethical decision-making processes to resolve them.</td>
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<tr>
<td>Acts with ethical conduct in all professional activities.</td>
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</tr>
<tr>
<td>Individual and cultural diversity</td>
<td></td>
</tr>
<tr>
<td>Demonstrates working knowledge of current theoretical and empirical literature on individual differences and cultural diversity.</td>
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</tr>
<tr>
<td>Works effectively with diverse individuals and groups, including those whose group membership, demographic characteristics, and/or worldviews may not have been previously encountered and/or may conflict with the student's.</td>
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</tr>
<tr>
<td>Demonstrates an understanding of how one's own personal/cultural history, attitudes, and biases may affect how one understands and interacts with clients similar to and different from oneself.</td>
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<tr>
<td>Consultation and interprofessional/interdisciplinary skills</td>
<td></td>
</tr>
<tr>
<td>Demonstrates appropriate knowledge, skills, and attitudes regarding interprofessional and interdisciplinary collaboration and consultation models.</td>
<td></td>
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<tr>
<td>Demonstrate knowledge of and respect for the roles and perspectives of other professions.</td>
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</table>
Assessment, diagnosis, and case conceptualization
Demonstrate knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.

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

Intervention
Develops psychotherapy plans with attention to goals, the uniqueness of the individual, race, culture and other contextual variables, and scientific research.

Develops and implements a range of psychotherapy skills and interventions informed by recognized theoretical traditions, evidence-based practice, diversity characteristics, assessment findings, and clinical judgement/decision making.

When appropriate, modifies and adapts evidence-based approaches effectively.

Demonstrates the ability to apply relevant research literature to clinical decision making.

Demonstrates knowledge, skills, and attitudes to regularly evaluate the effectiveness of psychotherapy and to adjust goals and methods accordingly.

Professional responsibility
Demonstrates dispositions and behaves in ways that reflect the values and attitudes of the psychology profession, including integrity and accountability, comportment, professional identity, lifelong learning, and concern for the welfare of others.

Seeks and demonstrates openness and responsiveness to feedback and supervision.

Responds professionally in increasingly complex situations with a greater degree of independence appropriate to level of training.

Please discuss the student’s progress and your recommendations, making reference to the above domains and elements as relevant

Signed: _________________________________ Date: _________________________________

Reviewed with student: Yes [ ] OR No [ ]
SUPERVISOR’S PROGRESS REPORT

DUQUESNE UNIVERSITY
CLINICAL PSYCHOLOGY PRACTICUM
SUPERVISOR’S PROGRESS REPORT

Direct Observation/Video Review Conducted: Yes ☐ OR No ☐

Please briefly describe the student’s progress in each of the following competency domains and rate the student’s performance in each element according to the following rubric:

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

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

Communication and interpersonal skills
Develops and maintains meaningful and helpful relationships with a wide range of individuals/groups, including recipients of psychological services.
Demonstrates ability to communicate effectively (verbally, nonverbally, and in writing), and in ways that demonstrate a grasp of professional language and concepts.
Demonstrates effective interpersonal skills and the ability to manage challenging interpersonal situations.

Ethical and legal standards
Demonstrates working knowledge of the current APA Ethics Code and other relevant laws, regulations, rules, policies and professional standards at organizational, local, state, regional, and federal levels.
Recognizes ethical dilemmas as they arise and applies ethical decision-making processes to resolve them.
Acts with ethical conduct in all professional activities.

Individual and cultural diversity
Demonstrates working knowledge of current theoretical and empirical literature on individual differences and cultural diversity.
Works effectively with diverse individuals and groups, including those whose group membership, demographic characteristics, and/or worldviews may not have been previously encountered and/or may conflict with the students.
Demonstrates an understanding of how one’s own personal/cultural history, attitudes, and biases may affect how one understands and interacts with clients similar to and different from oneself.

Consultation and interprofessional/interdisciplinary skills
Demonstrates appropriate knowledge, skills, and attitudes regarding interprofessional and interdisciplinary collaboration and consultation models.
Demonstrate knowledge of and respect for the roles and perspectives of other professions.
**Assessment, diagnosis, and case conceptualization**
Demonstrate knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
Demonstrates appropriate knowledge, skills, and attitudes in the selection, administration and interpretation of assessment tools consistent with the best scientific research evidence and relevant expert guidance.

<table>
<thead>
<tr>
<th>S or NS</th>
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</table>

**Intervention**
Develops psychotherapy plans with attention to goals, the uniqueness of the individual, race, culture and other contextual variables, and scientific research.
Develops and implements a range of psychotherapy skills and interventions informed by recognized theoretical traditions, evidence-based practice, diversity characteristics, assessment findings, and clinical judgement/decision making.
When appropriate, modifies and adapts evidence-based approaches effectively.
Demonstrates the ability to apply relevant research literature to clinical decision making.
Demonstrates knowledge, skills, and attitudes to regularly evaluate the effectiveness of psychotherapy and to adjust goals and methods accordingly.

<p>| |</p>
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</table>

**Professional responsibility**
Demonstrates dispositions and behaves in ways that reflect the values and attitudes of the psychology profession, including integrity and accountability, comportment, professional identity, lifelong learning, and concern for the welfare of others.
Seeks and demonstrates openness and responsiveness to feedback and supervision.
Responds professionally in increasingly complex situations with a greater degree of independence appropriate to level of training.

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---

Please discuss the student’s progress and your recommendations, making reference to the above domains and elements as relevant

---

Signed: 

Date: 

Reviewed with student: Yes [ ] OR No [ ]
# Teaching Supervisor’s Evaluation

**DUPQUESNE UNIVERSITY**  
**PSYCHOLOGY DEPARTMENT**  
**TEACHING SUPERVISOR’S EVALUATION REPORT**

Please briefly describe the student’s progress in each of the following competency domains and rate the student’s performance in each element according to the following rubric:

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

## Teaching
- Demonstrates appropriate knowledge, skills and attitudes regarding the instruction and oversight of students.
- Demonstrates appropriate knowledge, skills and attitudes regarding instruction design
- Demonstrates appropriate attitudes toward student learning

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

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

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

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

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

### General comments and recommendations:

---

**Signed:**  
**Date:**
# ANNUAL PROGRESS REVIEW

**STUDENT:** ________________________________  **DATE:** _________________

**YEAR IN TRAINING:** __________

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

## Foundational competencies

**a) Reflective practice**

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Supervisor evaluation</th>
<th>Departmental Annual Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Therapy</td>
<td>Clinic Supervisor’s</td>
<td>S Satisfactory for this stage</td>
</tr>
<tr>
<td>Intro to Assessment</td>
<td>Field Practicum Supervisor’s</td>
<td>S Satisfactory for this stage</td>
</tr>
<tr>
<td>Clinical Formulation</td>
<td>Teaching Supervisor’s</td>
<td>NS Less than satisfactory</td>
</tr>
<tr>
<td>Advanced Clinical Theory &amp; Practice</td>
<td>Research Supervisor’s</td>
<td>NS Less than satisfactory</td>
</tr>
<tr>
<td>Advanced Research</td>
<td></td>
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</tr>
</tbody>
</table>

**Clinical Practicum (6 cr. Total)**

**Comprehensive Exam: Clinical Position Paper**

**b) Communication & interpersonal skills**

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Supervisor evaluations</th>
<th>Departmental Annual Evaluation</th>
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</thead>
<tbody>
<tr>
<td>Intro to Therapy</td>
<td>Clinic Supervisor’s</td>
<td>S Satisfactory for this stage</td>
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<tr>
<td>Intro to Assessment</td>
<td>Field Practicum Supervisor’s</td>
<td>S Satisfactory for this stage</td>
</tr>
<tr>
<td>Clinical Formulation</td>
<td>Psychological Assessment Eval</td>
<td>NS Less than satisfactory</td>
</tr>
<tr>
<td>Intro to Qual. Research</td>
<td>Teaching Supervisor’s</td>
<td>NS Less than satisfactory</td>
</tr>
<tr>
<td>Advanced Clinical Theory &amp; Practice</td>
<td>Research Supervisor’s</td>
<td>NS Less than satisfactory</td>
</tr>
<tr>
<td>Seminar in Consultation &amp; Supervision</td>
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</tbody>
</table>

**Clinical Practicum (6 cr. Total)**

**Comprehensive Exam: Clinical Position Paper**

**c) Ethical principles & legal standards**

<table>
<thead>
<tr>
<th>Coursework</th>
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<th>Departmental Annual Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics &amp; Standards</td>
<td>Clinic Supervisor’s</td>
<td>S Satisfactory for this stage</td>
</tr>
<tr>
<td>Intro. to Qual. Research</td>
<td>Field Practicum Supervisor’s</td>
<td>S Satisfactory for this stage</td>
</tr>
<tr>
<td>Intro to Therapy</td>
<td>Clinic Director’s Professionalism</td>
<td>NS Less than satisfactory</td>
</tr>
<tr>
<td>Intro to Assessment</td>
<td>Teaching Supervisor’s</td>
<td>NS Less than satisfactory</td>
</tr>
<tr>
<td>Phen. Human Development</td>
<td>Research Supervisor’s</td>
<td>NS Less than satisfactory</td>
</tr>
<tr>
<td>Advanced Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physiological Psychology</td>
<td>seminar in consultation &amp; supervision</td>
<td></td>
</tr>
</tbody>
</table>

**Clinical Practicum (6 cr. Total)**

**IEB approval**

---
### d) Individual and cultural diversity

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Supervisor evaluations</th>
<th>Departmental Annual Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology &amp; Cultural Diversity</td>
<td>Clinic Supervisor's</td>
<td>Departmental Annual Evaluation</td>
</tr>
<tr>
<td>Intro to Therapy</td>
<td>Field Practicum Supervisor's</td>
<td>S Satisfactory for this stage</td>
</tr>
<tr>
<td>Intro to Assessment</td>
<td>Teaching Supervisor's</td>
<td>NS Less than satisfactory</td>
</tr>
<tr>
<td>Consultation &amp; Supervision</td>
<td>Research Supervisor's</td>
<td></td>
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<tr>
<td>Clinical Practicum (6 cr. Total)</td>
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<tr>
<td>Comprehensive Exam: Clinical Position Paper</td>
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### e) Consultation and interprofessional/interdisciplinary skills

<table>
<thead>
<tr>
<th>Coursework</th>
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</thead>
<tbody>
<tr>
<td>Intro to Qual. Research</td>
<td>Clinic Supervisor's</td>
<td>Departmental Annual Evaluation</td>
</tr>
<tr>
<td>Colloquium (4 semesters)</td>
<td>Field Practicum Supervisor's</td>
<td>S Satisfactory for this stage</td>
</tr>
<tr>
<td>Seminar in Consultation &amp; Supervision</td>
<td>Teaching Supervisor's</td>
<td>NS Less than satisfactory</td>
</tr>
<tr>
<td>Clinical Practicum (6 cr. Total)</td>
<td>Research Supervisor's</td>
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</tbody>
</table>

### f) Professionalism

<table>
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<tr>
<th>Coursework</th>
<th>Supervisor evaluations</th>
<th>Departmental Annual Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colloquium (1st yr)</td>
<td>Clinic Director's Professionalism</td>
<td>Departmental Annual Evaluation</td>
</tr>
<tr>
<td>Colloquium (2nd yr)</td>
<td>Clinic Supervisor's</td>
<td></td>
</tr>
<tr>
<td>Clinical Practicum (6 cr. Total)</td>
<td>Field Practicum Supervisor's</td>
<td>S Satisfactory for this stage</td>
</tr>
<tr>
<td></td>
<td>Teaching Supervisor's</td>
<td>NS Less than satisfactory</td>
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<tr>
<td></td>
<td>Research Supervisor's</td>
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</table>

### g) Research and scholarship

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Supervisor evaluations</th>
<th>Departmental Annual Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psych as a Human Science</td>
<td>Research Supervisor's</td>
<td>Departmental Annual Evaluation</td>
</tr>
<tr>
<td>Intro to Qual. Research</td>
<td></td>
<td>S Satisfactory for this stage</td>
</tr>
<tr>
<td>Phen. Human Development</td>
<td></td>
<td>NS Less than satisfactory</td>
</tr>
<tr>
<td>History &amp; Systems of Psych</td>
<td></td>
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<tr>
<td>Social Psychology</td>
<td></td>
<td></td>
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<tr>
<td>Physiological Psychology</td>
<td></td>
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</tr>
<tr>
<td>Advanced Research</td>
<td></td>
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<tr>
<td>Research Practica (3 credits)</td>
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<tr>
<td>Philosophical Psychology (or PHIL course)</td>
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<tr>
<td>Experimental and Statistical Research Methods</td>
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<tr>
<td>Emotion, Cognition, and Motivation</td>
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<tr>
<td>Minicourse/Distinguished Speaker (2 required)</td>
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<tr>
<td>Comprehensive Exam: Foundations</td>
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<tr>
<td>Conference Presentation or Scholarly Publication (1 required)</td>
<td></td>
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<tr>
<td>Dissertation Proposal Approved by Director and Committee</td>
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<tr>
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</table>
**Functional competencies**

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

<table>
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<td>Advanced Assessment</td>
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<td>S</td>
</tr>
<tr>
<td>Clinical Formulation</td>
<td>Field Practicum Supervisor’s</td>
<td>NS</td>
</tr>
<tr>
<td>Approaches to Psychopathology</td>
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<tr>
<td>Physiological Psychology</td>
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</tbody>
</table>

Clinical Practicum (6 cr. Total)

Comprehensive Exam: Clinical Position Paper

Number of integrated assessments completed: __________

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

**i) Intervention**

<table>
<thead>
<tr>
<th>Coursework</th>
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</thead>
<tbody>
<tr>
<td>Intro to Therapy</td>
<td>Clinic supervisor’s</td>
<td>S</td>
</tr>
<tr>
<td>Clinical Formulation</td>
<td>Field Practicum Supervisor’s</td>
<td>NS</td>
</tr>
<tr>
<td>Advanced Clinical Theory &amp; Practice</td>
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</tbody>
</table>

Clinical Practicum (6 cr. Total)

Comprehensive Exam: Clinical Position Paper

Minimum number of client contact hours completed: __________

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

**j) Supervision**

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Supervisor evaluation</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Seminar in Consultation &amp; Supervision</td>
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<td>S</td>
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<td></td>
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<td>NS</td>
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</table>

**k) Teaching**

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Supervisor evaluation</th>
<th>Departmental Annual Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervised Teaching of Psychology I</td>
<td>Teaching Supervisor’s</td>
<td>S</td>
</tr>
<tr>
<td>Supervised Teaching of Psychology II</td>
<td></td>
<td>NS</td>
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</tbody>
</table>

Recommendations (including remediation plan, if necessary)

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Student response (not required)

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Student signature

Director of Clinical Training

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


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

b) Communication & Interpersonal Skills: Essential elements: 1) Develop and maintain effective and meaningful relationships with a wide range of individuals, groups, and/or communities, including colleagues and those receiving services; 2) Produce and comprehend oral, nonverbal and written communications that are informative and well-integrated and show grasp of professional concepts; 3) Effective interpersonal skills and ability to manage difficult communication well.

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

<table>
<thead>
<tr>
<th>READINESS FOR PRACTICUM</th>
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</thead>
<tbody>
<tr>
<td>Demonstrates basic knowledge of the principles of the current APA Ethical Principles and Code of Conduct; Demonstrates beginning level knowledge of legal and regulatory issues, laws, regulations, policies, etc. in the practice of psychology that apply to practice in the training setting; Demonstrates knowledge of ethical decision-making processes; Displays ethical attitudes and values. Examples:</td>
<td>Demonstrates intermediate level knowledge and understanding of the current APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, and regulations, particularly as they apply to diverse practice settings; Demonstrates knowledge and application of an ethical decision-making model; Integrates own moral principles/ethical values in professional conduct. Examples:</td>
</tr>
<tr>
<td>• Demonstrates beginning knowledge of basic ethical &amp; legal issues, including child &amp; elder abuse reporting, confidentiality, informed consent, multiple relationships, competence</td>
<td>• Demonstrates intermediate knowledge of typical ethical &amp; legal issues, including child &amp; elder abuse reporting, confidentiality, informed consent, etc.</td>
</tr>
<tr>
<td>• Consult with supervisor to act effectively re ethical and legal aspects of practice</td>
<td>• Engages in ethical decision-making model when discussing cases in supervision</td>
</tr>
<tr>
<td>• Identifies key documents/policies that guide the practice of psychology (e.g., current APA Ethical Principles and Code of Conduct)</td>
<td>• Consults with supervisor to act effectively re ethical and legal aspects of practice</td>
</tr>
<tr>
<td>• Emerging ability to articulate how one’s moral principles and ethical values impact one’s adherence to and negotiation of professional ethical issues</td>
<td>• Addresses ethical and legal aspects when case conceptualizing and treatment planning</td>
</tr>
<tr>
<td>• Shows professional integrity; conducts self in an ethical manner; shows interest in the ethical</td>
<td>• Discusses ethical implications of professional work</td>
</tr>
</tbody>
</table>
| d) **Individual and Cultural Diversity:** Essential elements: 1) Applied understanding of self and others as cultural; understanding of how one’s own history, attitudes, and biases affect one’s understanding of and interaction with others; 2) Knowledge of current theoretical and empirical knowledge base as it relates to diversity in all professional activities; 3) Applied understanding of interpersonal interactions in all aspects of professional psychology as culturally embedded; ability to integrate awareness of diversity in the conduct of all professional roles, including ability to apply effective frameworks and when working with those whose group membership, demographics, and/or worldviews may be unfamiliar and/or in conflict with one’s own; 4) Knowledge base and effective articulation and application of an approach toward diverse individuals and groups.

<table>
<thead>
<tr>
<th>READINESS FOR PRACTICUM</th>
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</thead>
<tbody>
<tr>
<td>Demonstrates basic knowledge and awareness of one’s own dimensions of diversity and how those impact one’s interactions; Demonstrates basic understanding of interactions and disciplines (e.g. collegial, therapeutic, assessment, diagnostic, research, professional psychology) as culturally embedded and contextual; Develops effective frameworks re diversity. Examples:</td>
<td>Applies knowledge and deepening understanding of self and others as cultural beings in all professional contexts; Applies knowledge and deepening understanding of the role of culture in professional interactions; Demonstrates knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to individual and cultural diversity in all aspects of professional psychology; Demonstrates knowledge base; articulates and applies effective frameworks. Examples:</td>
</tr>
<tr>
<td>• Articulates dimensions of diversity (e.g., race, gender, sexual orientation); one’s own and others</td>
<td>• Uses knowledge of self and role of culture to assess and improve effectiveness as a professional</td>
</tr>
<tr>
<td>• Articulates how ethnic, racial, etc. group values influence who one is and how one relates to other people</td>
<td>• Initiates discussion about diversity issues in supervision</td>
</tr>
<tr>
<td>• Articulates beginning understanding of the way culture and context are a consideration in working with clients</td>
<td>• Consults and uses, with critical thinking, culturally relevant best practices</td>
</tr>
<tr>
<td>• Demonstrates basic knowledge of current theoretical and empirical knowledge base as it relates to addressing diversity in professional activities</td>
<td>• Articulates and uses culturally appropriate skills, techniques and behaviors</td>
</tr>
<tr>
<td>• Willingness to work with others not previously encountered</td>
<td>• Demonstrates understanding that others may have multiple cultural identities</td>
</tr>
<tr>
<td>• Identifies potential conflicts between personal belief systems, APA Ethics Code and legal issues in practice</td>
<td>• Demonstrates knowledge of theoretical and empirical literatures on individual and cultural differences and engages in interactions that reflect this knowledge</td>
</tr>
<tr>
<td>• Demonstrates awareness of effects of oppression and privilege on self and others</td>
<td></td>
</tr>
</tbody>
</table>
### e) Consultation and Interprofessional/Interdisciplinary Skills:
The intentional collaboration with other individuals or groups to address a problem, seek or share knowledge, and/or promote effectiveness in professional activities; the ability to interact respectfully and effectively with professionals in multiple disciplines toward enhancing outcomes. Essential elements: 1) Demonstrate knowledge and respect for the shared roles and perspectives, and contributions of other professions; 2) Demonstrate knowledge of consultation models and practices.

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

### f) Professionalism:
Essential elements: 1) Demonstrate attitudes and behaviors that reflect the values and attitudes of professional psychology, including integrity and comportment; accountability; professional identity, including commitment to lifelong learning and concern for welfare of others; engage in self-reflection re one’s personal and professional functioning; 3) actively seek and demonstrate openness to supervision and learning; 4) respond professionally in increasingly complex situations with increasing levels of independence across levels of training.

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<tr>
<td>Demonstrates honesty, integrity, and personal responsibility; Shows awareness of the importance of adherence to professional values; Understands how to conduct oneself in a professional manner; Reliable and accountable to Clinic policies and procedures; Demonstrates beginning understanding of self as professional, including showing awareness of the need to uphold and protect the welfare of others</td>
<td>Demonstrates honesty, integrity, and personal responsibility; Adherence to professional values infuses work as psychologist-in-training; Recognizes situations that challenge adherence to professional values; Communication and comportment is professionally appropriate, across different settings; Reliable and accountable to policies and procedures across different practica settings; Displays emerging professional identity as psychologist and uses resources for professional development; Acts to understand and safeguard the welfare of others</td>
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<td>Examples:</td>
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<tr>
<td>- Takes responsibility for own actions</td>
<td>- Demonstrates ability to reflect on lapses in adherence to professional values with supervisors/faculty as appropriate</td>
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<td>- Demonstrates basic knowledge and practice of maintaining client privacy and confidentiality</td>
<td>- Demonstrates awareness of the impact behavior has on client, public and profession</td>
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<td>- Utilizes appropriate language and demeanor in professional interactions</td>
<td>- Comports oneself in professional manner across diverse settings</td>
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<td>- Demonstrates punctual attendance at professional obligations, timely completion of record keeping, and compliance with Clinic policies and procedures</td>
<td>- Consistently demonstrates punctual attendance at professional obligations, timely completion of record keeping, and compliance with practica/practice settings policies and procedures with appreciation of these as facets of professional identity</td>
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<td></td>
<td>- Consistently maintain client confidentiality with recognition of importance to profession</td>
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<td>- Demonstrates an appreciation for the value of life-long learning</td>
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**Research:** Demonstration of the integration of science and practice. Essential elements: 1) Scientific mindedness and critical thinking that draws on knowledge of philosophical and scientific foundations; 2) Working knowledge of and skills in research methodology and design to formulate research and other scholarly activities of sufficient rigor and quality to potentially contribute to the field’s knowledge base; 3) Conduct research with working knowledge of and skills in research procedures, including data collection and analysis; 4) Critically evaluate and disseminate research and scholarship. Program-specific elements: 1) Knowledge and practice of psychology as a human science, with particular emphasis on philosophical foundations, epistemologies of research, and psychology’s scientific assumptions; 2) Demonstrates working knowledge of qualitative methodologies and procedures.

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<td>Displays critical scientific thinking; Demonstrates knowledge of psychology as a human science, including its philosophical foundations; Demonstrates basic knowledge of psychology’s scientific assumptions and procedures; Demonstrates basic knowledge of quantitative and qualitative methodologies</td>
<td>Displays critical thinking that draws on knowledge of philosophical and scientific foundations; Demonstrates knowledge of psychology as a human science, including knowledge of qualitative methodologies; Demonstrates knowledge of the breadth of scientific psychology, including core areas of study; Demonstrates ability to generate research that contributes to professional knowledge</td>
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Examples:
- Questions assumptions of knowledge
- Critically evaluates study methodology and procedures, and the scientific basis of findings
- Critically evaluates scholarly and scientific literature on a given topic as needed to enhance practice
- Cites scholarly, philosophical, and scientific literature to support an argument when appropriate
- Formulates research and other scholarly activities
- Participates in faculty research projects, including in the development of literature review, data collection and analysis
- Demonstrates understanding of core scientific conceptualizations of human behavior and of intersections among core areas of psychological science
- Demonstrates knowledge of the breadth of scientific psychology
- Implements appropriate methodology to address research questions, setting and/or community, e.g. in own dissertation
- Demonstrates applied understanding of research methods and techniques of data analysis, e.g. in own dissertation
- Demonstrates research and scholarly activity: 1 conference presentation or published paper prior to graduation
- Participation in research teams conducting research
- Meets deadlines for dissertation preparation
- Demonstrates ability to generate research that contributes to the professional knowledge base
- Demonstrates understanding that psychologists evaluate the effectiveness, with attention to the socio-cultural and historical contexts, of their professional activities
h) **Assessment, Diagnosis, and Case Conceptualization.** Essential elements: 1) Demonstrate understanding of human behavior in its context (e.g. family, social, cultural, etc.); 2) Current knowledge of diagnostic classification systems, functional and dysfunctional behaviors and psychopathology, including consideration of strengths and psychopathology; 3) Ability to apply knowledge of functional and dysfunctional behavior/pathology and context to assessment process; 4) Selection and application of methods that draw from best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data from multiple sources and methods appropriate to identified goals as well as relevant diversity characteristics; 3); 5) Interpretation of results following current research and standards to inform case conceptualization, diagnosis, and recommendations, while guarding against reductive and biased decision making; 6) Effective and accurate communication, orally and in writing, of the findings in a manner that is mindful of a range of readers and audiences, including the client.

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

**Essential elements:**
1. Establish and maintain effective relationships with recipients of services;
2. Develop evidence-based plans specific to the goals and context;
3. Implement interventions informed by current scientific literature, assessment findings, diversity characteristics, and contextual variables;
4. Skills in applying relevant research literature clinical intervention and decision making;
5. Modify and adapt approaches when evidence-base is lacking and as necessary to ethical clinical care;

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

### j) Supervision:

**Mentoring, monitoring, and evaluating trainees and others in the development of clinical and professional skills and competency in professional psychology.** Essential elements: 1) Demonstrate knowledge of supervision models and practices; 2) Apply knowledge and develop skills in supervised, peer supervision practice (program specific element)

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

k) **Teaching:** Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in psychology. Essential components: 1) Knowledge and skills re instructional design; 2) Knowledge and skills re instructional delivery; 3) Attitudes toward student learning

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<td>Gains exposure to and observation of various teaching methods; Demonstrates knowledge of diverse teaching methods</td>
<td>Demonstrates awareness of theories of learning and how they impact teaching; Demonstrates effective application of teaching methods; Demonstrates an awareness of the importance of accommodating developmental differences in students; Demonstrates effective instructional design; Demonstrates effective instructional delivery; Shows positive attitudes toward student learning</td>
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<td>Examples:</td>
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<tr>
<td>• Serves as teaching assistant (1st year)</td>
<td>• Demonstrates clear and effective communication skills as instructor</td>
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<td>• Observes differences in teaching styles</td>
<td>• Demonstrates responsibility for syllabi planning and implementation</td>
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<td>• Demonstrates a basic understanding of the need for diverse methods for diverse learning styles</td>
<td>• Is able to articulate awareness of body of knowledge to inform teaching and learning</td>
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<td>• Serves as instructor for Introductory undergraduate course (2nd year)</td>
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APPENDIX D

Dissertation Process Template
Dissertation checklist

1. The Proposal

- Must be accepted (signed by all members of the committee and the chair) by the last day of classes in the spring semester of the fourth year.
- Satisfactory completion of the proposal is required BEFORE the student can embark on a pre-doctoral internship.
- The proposal should be no more than 30-40 pages.
- Readers are allowed no less than TWO WEEKS to review the proposal draft.
- Following the proposal meeting, the student writes and distributes a letter to the committee, itemizing all of the changes and revisions the committee agreed to.
- After the revisions in the letter are completed and the proposal is finalized to the committee’s satisfaction, the signature page is signed by all committee members.
- The Signature page AND a copy of the completed proposal is forwarded to the chair.
- If necessary, a copy of the proposal is forwarded to the IRB, alongside a petition for review, and inclusive of supportive documentation to that end.
- A PROPOSAL HANDOUT is distributed to the entire psychology faculty. The handout should include a copy of the title page (please note the names of your dissertation committee on the title page), an abstract, an overview of the dissertation, and additional material as necessary and appropriate.


- Data collection can only begin after approval from the IRB at Duquesne AND, if necessary, a human subjects or other review board at the institution research is to be carried out, per their policies and procedures.
- When the director approves the first draft of the entire dissertation, copies are forwarded to the committee readers.
- The committee has no less than FOUR WEEKS to review the dissertation draft.
- After the progress report meeting, the student and director prepare a statement outlining the changes that were agreed upon during the meeting. That statement is distributed to the Department Chair and to the readers. The readers must indicate any disagreement with or clarifications to this statement within one week after receiving it. The student must then incorporate all such changes to the satisfaction of the dissertation director.
3. Completion of Dissertation & Defense

- Only the director approves the final draft unless, at the Progress Report meeting, the committee members have asked to be involved in its final draft ratification.
- All committee members receive a completed copy, electronic or bound, as per their preference at least two weeks before the defense date.
- A bound copy is made available to the rest of the faculty in the Psychology office, at least two weeks before the defense date.
- Handouts are provided to the entire psychology faculty. Handouts should include the title page, abstract, table of contents, summary of results, and any other materials that can highlight the research in a succinct way. Handouts are distributed at least two weeks before the defense date.
- Immediately following the successful defense, the director and readers sign the signature pages (two original pages are required) which are then submitted to the Department office for the Chair’s signature.
- All required material is submitted to the Graduate School office. The Psychology Department will submit the signed signature page to the Graduate School Office for the Dean's approval and signature.
- In order to meet federal requirements, the IRB (Institutional Review Board) requests a summary of the completed research. The dissertation title page and abstract are appropriate, along with a note saying the research project has been completed.
- The Graduate School will give final approval for electronic submission to the ETD specialist.
- ETD process is completed.
APPENDIX E

Course Descriptions
GRADUATE COURSE DESCRIPTIONS

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

PSYC 513 Introduction to Qualitative and Interpretive Research  3 cr.
This course provides a comprehensive introduction to the epistemologies underlying qualitative and interpretive research methodologies in Psychology. It also provides practical examples of methods pertinent and appropriate to such epistemologies and philosophical foundations.

PSYC 526 Phenomenology of Human Development  3 cr.
An approach to developmental psychology that incorporates existential-phenomenological thought as well as traditional theories of development.

PSYC 535 History of Psychology  3 cr.
An overview of the major themes, thinkers and controversies in the history of psychology from Descartes to the present.

PSYC 537 Introduction to Psychology as a Human Science  3 cr.
An introduction to the philosophical and conceptual underpinnings of human science psychology and its relevance to clinical practice. Topics include research and reflect on the similarities and differences between various perspectives within the tradition, including phenomenology, existentialism, hermeneutics, humanistic psychology, psychoanalysis and depth psychology, critical theory, feminism.

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

PSYC 545 Introduction to Psychotherapy  3 cr.
A theoretical and practical introduction to psychotherapy stressing the meaning and structure of being therapeutically present and the fundamental dynamics of the therapeutic process. Grounded in existential phenomenology, the course draws extensively from psychoanalytic and interpersonal sources. Pre-requisite to PSYC 650/PSYC 651.

PSYC 551 Social Psychology  3 cr.
The course covers traditional topics like conformity, obedience, groupthink, minority influence, bystander apathy, cognitive dissonance, prejudice, racism, aggression, pro-social behavior, emotions and interpersonal perception in historical and cultural perspective, from both natural science and a human science perspective.
PSYC 560 Physiological Psychology   3 cr.
The basic theories and findings of physiological psychology. Topics include neuroanatomy, neural structure, the electro-physiology of neural activity, states of consciousness, motivation, emotion, cognition, language, psychopathology, and drug effects.

PSYC 566 Psychoanalytic Theory and Practice   3 cr.
An exploration of the theory and practice of psychoanalytic psychotherapy. The course focus varies from a detailed exploration of Freud’s early work and hysteria, hypnosis, and suggestion, as well as his writings on dream interpretation, sexual difference, repetition, transference, and group psychology, to a more general introduction to contemporary field as a whole, focusing on object relations theory.

PSYC 571 Introduction to Psychological Assessment   3 cr.
The two foci of this course are (1) the philosophy and practice of individualized collaborative psychological assessment - gaining access to a person's life world through collaborative exploration of his or her performance across selected tests; and (2) gaining initial familiarity with a range of tests and techniques: PAI, NEO, WAIS, WISC, TAT, drawings, and sentence completion tools. Students both take and administer these materials, conduct assessments with volunteers, complete a clinical assessment in the field, and write assessment reports.

PSYC 575 Cognitive and Behavioral Psychotherapies   3 cr.
This course provides an overview of cognitive and behavioral therapies in terms of both theoretical conceptualization and practical application. Of particular focus is the various theoretical stances from which these therapies can be undertaken and their existential, interpersonal implications for both the therapist and the client.

PSYC 610 Supervised Teaching of Psychology II   1 cr.
This course will serve our experienced teachers who may be ready to try out new teaching techniques, struggling with burnout, and/or considering the role of teaching their future careers. We will also focus on mentorship of first-time teachers.

PSYC 612 Advanced Qualitative Research Seminar   3 cr.
Building on PSYC 513, this course emphasizes methodological and procedural matters in qualitative and interpretive research, while continuing to hold philosophical and epistemological assumptions in view. Students will be expected to develop their own research projects, and devise methods and procedures appropriate to the projects.

PSYC 617 Research Practicum   1 TO 3 cr.
Guided by a faculty mentor, the student will actively participate in a circumscribed research project. The emphasis is on practical and applied aspects of research. Offered fall and spring

PSYC 620 Philosophical Psychology:   3 cr.
The goal of this course is to explore areas of convergence between philosophy and psychology and to elucidate the ontological assumptions underlying psychological theories. Using primary sources, the seminar discusses the importance of a particular philosopher, or a philosophical theme that is of relevance to psychology. Texts from Kierkaagard, Nietzsche, Marx, Husserl, Heidegger, DeBeauvoir, Levinas, Merleau-Ponty, Sartre, Derrida, Foucault, Irigaray, Kristeva and others can be used, as well as a cross section of primary texts from different authors. This course is repeatable.
PSYC 623 Ethics and Standards in Psychology  3 cr.
A case study approach to the application of psychology’s ethical guidelines and code of conduct. The emphasis on the integration of the student’s social philosophy with professional ethics. The history, structure, and functions of professional organizations, as well as contemporary issues professional psychology are reviewed.

PSYC 624 Experimental and Statistical Research Methods  3 cr.
A review of experimental and statistical research methods, including analysis of variance, multivariate statistics, and meta-analysis. Emphasis is placed on understanding the assumptions that underlie each method, and critically evaluating published research in which these methods are employed.

PSYC 637 Emotion, Cognition, and Motivation  3 cr.
This course compares different approaches to the study of cognition, motivation and/or emotion, beginning with a comparison of the philosophic orientations of rationalism and irrationalism. The implications for research and clinical practice that follow from different theoretical and philosophical stances are then explored in detail.

PSYC 640 Clinical Formulation  3 cr.
Weekly seminars and case consultations are used to further develop the trainees' skills in psychotherapy and clinical interviewing. Levels of therapeutic listening, the therapeutic relationship, and diagnosis will be further explored.

PSYC 650 Clinical Practicum  1 cr.
Supervised clinical experience in Duquesne University Psychology Clinic.

PSYC 652 Psychology Colloquium  0 cr.
The Colloquium is a forum for addressing specific issues that may not be covered in courses or practica but which nonetheless make a significant contribution to one's clinical skills, knowledge base, and professional identity.

PSYC 663 Advanced Clinical Theory and Practice  3 cr.
Seminars and case consultations develop the integration of theory and practice in students' work with their clients. The course usually draws extensively from both the psychodynamic and existential traditions.

PSYC 665 Seminar in Consultation and Supervision  3 cr.
This course, which includes didactic and experiential components, will familiarize students with the fundamental issues in the theory and practice of clinical supervision, including models, the supervisory relationship, skills and techniques, evaluation, and legal and ethical issues.

PSYC 671 Advanced Assessment  3 cr.
Introduction to administration and scoring of the Rorschach (Exner's Comprehensive system) as well as continuation of Psych 571, integrating the Rorschach with other tests and techniques in order to consider the client's prognostic issues and to develop tailored interventions.

PSYC 673 Special Topics in Clinical Practice  3 cr.
Seminars on particular clinical issues, problem area, or field of literature. When offered in summer session this course is based on group supervision of clinical cases. (Repeatable).
PSYC 674 Psychology and Cultural Diversity  3 cr.
This course considers issues of cultural, ethnic, religious and gender differences in psychology. Those differences are investigated in a variety of psychological areas, such as personal development, social relations and clinical applications.

PSYC 675 Ecopsychology  3 cr.
This course explores the interdependence of human well-being – biological, psychological, socio-cultural, and spiritual – and the well-being of the rest of nature. And so too our lack of well-being. We consider how our current eco(psychological) peril calls for a real transformation in consciousness, culture, and relationship, key areas of psychology’s expertise. And we address the relevance of ecopsychology for clinical practice, socially engaged research and action, and contemplative spirituality. The course involves textual study, lecture, conversation, and experiential activities. Open to graduate students in all disciplines. No prerequisites required.

PSYC 691 Readings in Psychology  1 TO 3 cr.
Intensive, supervised study of a particular topic in psychology not covered in one of the other courses. Permission of the chair required.

PSYC 701 Dissertation - FT  1 TO 6 cr.
The student’s completed doctoral dissertation.