

Department of Clinical Psychology Handbook

**Antioch University New England
Department of Clinical Psychology
40 Avon Street
Keene, NH 03431**

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Antioch University New England and the Department of Clinical Psychology reserve the right to make changes in policy, regulations, degree requirements, and fees subsequent to the publication of this material. Such changes take precedence over handbook and catalogue statements. While reasonable effort is made to publicize such changes, students should remain in close touch with department advisors and administrative offices because responsibility for complying with all applicable requirements ultimately rests with the student. Students are also referred to the AUNE Student Handbook.

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SECTION I:

STUDENT LIFE

A. Student-Trainee Competence

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

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

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

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

in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve problems).

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

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

B. Professional Conduct of Students

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

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

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

D. Student-Faculty Relations

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

E. Student-Faculty Collaborative Research

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

F. Advanced Students as Teaching Assistants

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

G. Records Access Policy

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

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

H. Transfer Policy

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

1. Students wishing to apply to transfer must seek approval of the Director of Student Affairs in the Department of Clinical Psychology. Transfer requests will be considered throughout the school year.
2. Transfer Applicants must be students in good standing at an APA-approved doctoral program in clinical or counseling psychology. Only a grade of B or better will be accepted for transfer credit if the institution uses a traditional graded system of evaluation.
3. Transfer applicants must submit a non-refundable application fee prior to review of their application and graduate records.
4. Transfer applicants must submit syllabi from their previous Doctoral Program that demonstrate an equivalent course. Equivalency is defined as one that shares at least 75 percent of the current content and readings with a Department of Clinical Psychology course.

5. The Director of Student Affairs will work with transfer students to determine a viable curriculum which enables them to enter the doctoral program as efficiently as possible. This will include a review of practicum experiences.
6. Transfer students are required to spend a minimum of three years, full-time, on-site at Antioch New England, plus one year of Internship. Prior to this, it may also be necessary for transfer students to assume part-time, "special" student status in order to complete particular courses which enable them to move into sequence in our developmental curriculum.

I. Waiver Policy

The program is full time regardless of waivers. Except for transfer students, there is no advanced standing, and the program cannot be shortened nor the tuition reduced. Individual required courses may be waived. Criteria are: a student submission of evidence of having successfully passed an equivalent graduate level course in area. Equivalent is defined as either one that shares at least 75 percent of the current content and readings with a Department of Clinical Psychology course or one in which the student passes an examination (written and/or oral) administered by department faculty.

No transfer credits or advanced standing are awarded by the Doctoral Program for master's level work, only waivers are awarded for master's level work. Neither waivers nor transfer credits are awarded for practica, case conferences, or advanced electives. All doctoral students must maintain a full-time load. Students who waive a course must take another in its place. Typically, students who waive courses take the next requirement available in that time slot. Students who therefore have completed elements of the curriculum early use that time to make additional progress on their dissertation. Waivers are only evaluated for matriculated students. Advanced electives are never waived.

J. Student Grievance Procedure Guidelines

The Appeal Guidelines in the Department of Clinical Psychology are designed to clearly delineate: (a) which matters and issues can be formally appealed on the Departmental level when a student challenges a faculty evaluation, decision, or action which directly affects him/her; and (b) the procedure which is to be used. The intent is to eliminate disputes which are basically on matters of faculty judgment (e.g., whether a paper is "good" or "excellent" or a student's class participation is "satisfactory" or "minimal," etc.) and is based on the following principles:

1. The process is based on the premise that the Department hires faculty who are conscientious and professionally grounded persons dedicated to the principles and ethics of the profession and who, by the nature of their role and position, are expected to exercise sound and professional judgment. Therefore, in the matter of appeals, the burden of proof for change of a faculty evaluation or comment must lie with the student.
2. The process should be consistent with the tasks, roles, and responsibilities assumed by the faculty. We see the task of faculty in the Department as providing educational experiences in every course for the students in all three of the following areas: academic, professional/clinical, and personal/interpersonal. Faculty persons act in multiple roles as: teacher, facilitator, mentor, advisor, evaluator, administrator, and most importantly,

overarching all others, as a role model exemplifying personal and interpersonal behavior consistent with the highest professional standards.

3. In addition to educative and supervisory functions, faculty are expected to evaluate student progress integrating academic, personal, and professional functioning. Faculty are expected to view evaluations of students as a place both to reflect on the strength of the emerging professional and to identify, in a concise, constructive fashion, areas that need, in his/her opinion, further examination, change, and/or growth. Faculty evaluations are not to be based only on papers or exams but are expected to integrate all three of the areas mentioned above.
4. It is evident that in a large department, the department chairperson should not be continually placed in a role of arbitrator for student/faculty disputes, thus, consuming energies and time.
5. On occasion, both students and faculty, no matter how dedicated, can get caught up with individual, interpersonal, and/or organizational dynamics where issues are matters of interpretation or perspective rather than fact. Consequently, the search for the “real” truth is often a fruitless chase. No appeals process, no matter how conscientious, can resolve all differences in interpretation or evaluation of a particular set of circumstances. The Appeal Guidelines are designed to minimize energy and time expenditures around these irresolvable issues while, at the same time, permitting both parties the chance to resolve serious, bona fide differences.
6. Students, by law, have access to their student files. As the files are a cumulative record of the student's career at Antioch, it is appropriate that any material a faculty person feels is germane to a student's career and performance at Antioch be placed in his/her file. Students at Antioch University New England have the right to add comments to an item or to include a rebuttal but may not appeal the fact that items are placed in the file. It is to the student's advantage that all material, even that which may be perceived as controversial, be placed in his/her file in order that it may be examined.

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

K. Academic Grievance

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

L. Part-time Status

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

M. Special Students

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

N. Extension Policy

The extension policy of Antioch New England is in the Student Handbook. Students are expected to complete the requirements of their respective courses as articulated in the syllabus. If students are unable to complete the required work by the due date, they may approach the instructor for a First Extension. The student must approach the instructor no later than the last class of the term. This extension is not automatic and may or may not be granted at the discretion of the instructor. The instructor's decision is based on his or her judgment of the student's special or extenuating circumstances. Such exceptions may be illness, accident, and learning and/or training developmental challenges.

The Department recognizes that, in a few exceptional cases, there may be special or extenuating circumstances that make it impossible for a student to meet the First Extension deadline. The Second Extension policy and procedures are in the Antioch New England Student Handbook. To be granted a second extension, a student must have the approval of both the instructor and either the Director of Student Affairs or Department Chairperson. This is considered most seriously and may become part of a Special Review process.

There are no extensions granted after the Second Extension. Failure to complete and turn in work by the appropriate deadline will result in a "no credit" for the course.

O. Personal Difficulties and Professional Work

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

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

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

P. Personal Difficulties and Academic Work

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

Q. Personal Therapy

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

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

R. Attendance

Students should have no more than three absences in each of the Spring and Fall semesters and one during the Summer semester. It is the faculty's prerogative to have more stringent attendance requirements. Students who miss more than the maximum number of absences risk failing the course, unless these additional absences have been negotiated with faculty. It is the student's responsibility to open these negotiations. When classes are cancelled by Antioch's administration because of inclement weather, this is not counted toward a student's three absences.

S. Confidentiality in Professional Seminars

Antioch New England's Clinical Psychology Program values the development of both professional knowledge and awareness of how one brings one's self to the work. Whether in classes, in Professional Seminars, in clinical supervision, or elsewhere in the training program, students may be asked to reflect on ways in which their experience shapes their professional development or interaction with clients or others. Consistent with Standard 7.04 of the APA Ethical Code, students will be asked to reveal matters of a personal nature only in the service of training objectives. Sometimes, this may occur in the form of a general assignment. Other

times, a more pointed request of a student may be part of an attempt to understand the student's performance, coping strategies, or professional/clinical functioning.

Faculty who learn of personal information that affects the professional functioning of students will share that information with other faculty as appropriate to support training processes, while also respecting students' privacy.

SECTION II:
ACADEMIC AFFAIRS

A. Student Advising

1. First and Second-Year Student Advising

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

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

2. Third and Fourth-Year Student Advising

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

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

- a. Holding a number of group and individual meetings with their advisees;
- b. Advising students as they plan their academic program each semester;
- c. Providing academic and career advisement as appropriate;
- d. Conducting each student's Annual Review (see Annual Review section), and, at times, Special Reviews (see Special Review section) that may be necessary in unusual situations where there appear to be personal, interpersonal, academic, or clinical (practicum or internship) problems;
- e. Work with the Director of Practica or Internship and the student's Case Conference leader to address problems that may arise at a training site.
- f. Work with the Director of Research to address problems that may arise with the dissertation project.

B. Integration of Diversity Material into the Curriculum

There is much support from both faculty and students for developing a curricular response to the Department's commitment to addressing issues of diversity. This policy marks one of the critical steps in that direction in that it directly impacts the curriculum. Also, other programmatic responses continue to be developed with the curriculum being but one aspect of a multidimensional approach to managing the issue of diversity in the Department. The Diversity Committee, in conjunction with the Curriculum Committee of the Core Faculty, is responsible for monitoring these curriculum changes.

1. The faculty is committed to include issues of diversity (including race, age, gender, physical status, ethnicity, culture, class, sexual orientation, and disability) throughout the curriculum. The program will not isolate these issues into one or two courses or workshops, but instead will distribute the responsibility for addressing these issues across many courses.
2. Some courses will carry the primary responsibility for addressing issues of diversity. The Diversity Committee will facilitate the integration of appropriate content into these courses. The respective courses include:

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

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

C. Plagiarism

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

organizing a topic — can also qualify as plagiarism. A student should limit direct quotes and acknowledge other's ideas and frameworks whenever citing or using them. If in doubt, the student should ask for feedback from a colleague or advisor.

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

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

D. Academic Review

1. Academic Review Process

a. During the Fall semester, the Department administrative assistants collate student comment forms, site visit reports, and field supervisor reports for the previous Summer, Fall, and Spring semesters. The Review process may involve a single meeting or a sequence of meetings. If a Review must be started prior to a faculty person's completion of a relevant Student Comment Form, the Review is understood to be provisional, subject to the anticipated completion of satisfactory work.

b. Mechanism for Review of Student Progress

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

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

c. Ratings for coursework are as follows:

1) Ratings of "satisfactory" are noted along with a brief narrative.

2) Ratings of "satisfactory with concerns" and "unsatisfactory" require specific written explanation and rationale. The explanations include suggestions, recommendations, contingencies, possible actions to be taken, and the like. When the Annual Review is considering enforced contingencies or potential recommendation for change in status (i.e. leave of absence), they must be included in the Annual Review report.

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

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

2. Annual Review

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

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

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

d. The Annual Review is not the only opportunity for faculty feedback to students. It is understood that constructive feedback should come from instructors and supervisors both through formal written means (e.g., evaluations, papers) and through informal conversations.

e. The Annual Review covers each student's competence and progress in the following three areas:

1) Professional/Clinical Functioning.

2) Personal and Interpersonal Functioning.

3) Academic Functioning.

f. Each of the areas is rated as follows:

1) Satisfactory.

2) Satisfactory with concerns.

3) Unsatisfactory. Consistent with Antioch University New England's policies on the Suspension and Reinstatement of Financial Aid, "unsatisfactory" ratings in any of the three areas may be grounds for the suspension of financial aid.

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

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

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

3. Special Review

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

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

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

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

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

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

4. Special Review Process

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

a. Advisor Review:

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

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

Automatically triggered by one or more of the following:

- Accumulation of two S and/or U ratings across all courses and including any of the three performance domains (Participation, Mastery of Content, Documentation).
- Accumulation of two "concerns" from instructors checking either "warrants program's/advisor's concern" or "writing concern" box on student comment forms.

b. Academic Alert:

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

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

Automatically triggered by any one or more of the following:

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

c. Special Review Committee (SRC):

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

d. Convening the SRC:

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

e. SRC Composition:

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

f. SRC Responsibility:

The Special Review Committee (SRC) holds the decision-making authority for the Special Review (SR). The committee's charge is to conduct its own review of the immediate precipitant and any other emergent or ongoing matters it considers relevant, and to report its findings, conclusions, and decisions upon completion of its review process. Those findings may include a remediation plan, as well as provisions and a timeline for determining satisfactory completion of that plan. The SRC may recommend a variety of other measures or recommend disenrollment to the University Registrar. The SRC's findings (which may follow a series of meetings) will be communicated in writing to the student, academic advisor, and Director of Student Affairs, with a copy to the student's file. Once the final SRC report is communicated in writing then the committee's function is complete and it is no longer an active committee. The Director of Student Affairs assures compliance with the SRC Report. All SRC meetings will be recorded and preserved in suitable medium (e.g., electronic file, disk).

E. Academic Progress

1. Academic Status

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

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

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

For failure to register for two or more consecutive semesters without an authorized leave of absence.

For failure to graduate within the maximum time limit allowed by the graduate school.

2. Satisfactory Progress

To maintain satisfactory progress, students are expected to:

- a. Accumulate departmental credit hours, verified by credit reports, as follows:
 - End of year 1: 30-32 credit hours
 - End of year 2: 60-64 credit hours
 - End of year 3: 90-96 credit hours
 - End of year 4: 120-128 credit hours(with the exception of the student who takes a half-time internship in their fourth year; in which case the credit hours for year 4 are 24).
- b. Completion of the program within 7 years, consistent with the Program’s Statute of Limitations policy. (A student who has taken an approved leave or forced interim will have the maximum time frame for completion of the program extended for the length of the leave or interim period.)
- c. Be up-to-date on all program requirements including, but not limited to, completion of required courses and practica and the timely completion of Qualifying Examinations.
- d. Students must earn a rating of “Good” or better in the “Overall Course Performance” category for all courses, in which “Satisfactory with Concerns” will constitute minimally satisfactory academic progress. The “Overall Course Performance” is the overall rating that a faculty member gives in their course evaluations.

3. Academic Warning

Academic Warning is considered a pre-probationary warning and can be assigned out of any academic review process [advisor meeting, special review, annual review].

Academic Probation

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

Any of the following situations automatically trigger probationary status:

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

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

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

d. Probationary status ends by:

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

(e.g., completing a required workshop that was not done earlier). Students must obtain candidacy to apply for internships.

5. Disenrollment

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

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

- b. A student may also be recommended for disenrollment for other serious reasons according to the judgment of an Annual Review. They include but are not limited to issues surrounding interpersonal fitness, unprofessional behavior, ethical violations, lack of dissertation progress, a pattern of “Satisfactory with Concerns” or “Unsatisfactory” descriptors that are not in the overall area, problems on internship, etc. This may be done even if the student passes the course or practicum in which the problematic incident occurred and credit was received.
- c. Students will receive written or email notification of the recommendation for disenrollment from the Office of Student Affairs within three weeks (counting only weeks when school is in session, after the determination of that status).
- d. The disenrollment policy applies whether or not a student is currently or was previously on probation.

6. Reenrollment

The program does not accept applications for reenrollment from former students who were asked to leave the program or who left not in good standing. Under certain circumstances, with permission from the program and space available, the Department may accept

applications for reenrollment from students who left in good standing. For all reenrolling students, the currency of courses will be evaluated.

**SECTION III:
PRACTICA AND
INTERNSHIP TRAINING**

PRACTICA AND INTERNSHIP TRAINING

Philosophy of Training

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

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

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

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

At Antioch New England, clinical training is a purposeful and directed developmental interpersonal process that values diversity on all levels. The training is a multitheoretical, generalist training with a strong emphasis on ethics and socialization into professional psychology. Each of these seven necessarily interrelated elements is further described in the following paragraphs.

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

Seminar Leader, Case Conference Leader, Advisor, and Directors of Internships and Practica through written correspondence, phone contact, and visits.

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

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

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

psychology. Diversity of level of intervention may include individual, couple, family, and group therapy and systems level interventions. A student should be exposed to many of these possibilities within the course of his or her practicum and internship training.

5. Training is multitheoretical. Psychology at Antioch is viewed as a discipline encompassing a wide range of accepted theories. By bringing together faculty and supervisors who can strongly articulate different perspectives, the Department intends to broaden students' knowledge and appreciation of the diversity of viewpoints within psychology rather than to teach or promulgate one particular perspective. The student should have, over the course of practica and internship years, exposure to a variety of theories and theoretical perspectives of clinical intervention and human functioning, and should be able to speak in at least two psychological "languages". Field Site Supervisors, Case Conference Leaders, Professional Seminar Leaders, and Advisors should all have an appreciation of the multitheoretical nature of psychology.

6. Training is as generalists. Students are being trained as generalists in the field of clinical psychology, and thus their training is best served by those practicum placements that also value generalist training on the predoctoral level, leaving more specialized types of experiences for postdoctoral years. Although students may have specific interests represented in their practica, it is the Department's intent and obligation to educate students more broadly in the general practice of psychology.

7. Training demands a strong emphasis on ethics and professional socialization within professional psychology. Psychologists are afforded a place of influence and at times power within our society, and must always be aware of the profession's stated goal of promoting human welfare as well as the potential for abuses of that power. Students must be trained within the parameters of the American Psychological Association's Ethical Principles of Psychologists. Supervisors must be able to work with the students in practical, real life situations to further understanding of ethical practice and promote ethical behavior. Students also need to become members of the profession of psychology in more general ways. As such, they need exposure to multiple role models in the field of psychology, and need to be socialized into the field by senior psychologists. Both the overt and intangible values of the profession are to be taught in supervision and through other avenues at practicum and internship sites.

PRACTICA

A. Practicum Policies

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

Consistent with the goals and philosophy of the Doctoral Program, the clinical training sequence aims to provide a variety of professional opportunities for students who choose to pursue training in or near their home communities by networking with human service agencies from the entire

New England region. By so doing it not only allows students to develop the skills necessary to function in the multiple roles necessary for psychologists in the region's varied rural, semi-rural and urban settings, it also provides an avenue for the continued growth and development of professional psychology in New England.

The type of student served by the program and the nature of the communities from which many of them come present unique challenges to the development and management of our practicum and internship system. One challenge is to ensure that students receive high quality training which meets nationally recognized professional standards, while considering the needs and backgrounds of our students, who range from Bachelor's level graduates to experienced professionals and adult learners. A second challenge is afforded by the lack of training resources, and often the lack of high quality mental health services, available in both rural and urban underserved areas from which many of our students come, and which we are committed to serve.

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

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

Specific policies include the following:

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

There may be times in which a student works at a very large institution such as a teaching hospital or for an agency that has merged or affiliated with other agencies. A student may request in writing to do his or her practicum at a functionally different site within one of these structures. The following criteria must be met for this to be approved. The site must entail a bonafide supervision and training experience, consist of a distinct work group

from the student's work group in his or her paid work position, the supervisors must not be colleagues or present supervisors of the student, it must be a sufficiently different experience from the student's employment, it should be physically located in a different space from the student's job, and it should be an experience or training opportunity that the student cannot easily obtain elsewhere.

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

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

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

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

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

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

6. Switching Practica Placement Before Starting or Before Completing the Minimum Time Requirement: If, for any reason, a student is unwilling or unable to

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

The student has an ethical responsibility to fulfill contractual commitments unless relieved of them explicitly by the agency or unless the agency has not lived up to its obligations under the contract. In any case, problem-solving prior to termination should always be attempted. The Director of Practica makes the final decision about ending a practicum.

7. Professional Dress is Required at ALL practicum sites: What might be considered appropriate professional attire varies from site to site, as the location, culture, and activities of each site will vary. Students are encouraged to speak with supervisors about professional dress for their particular site with regard to both customs and concerns at the site and how it may affect clinical practice.

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

9. Resolution of Conflicts: Clearly the best way to resolve difficulties which may arise is for the issue to be worked out between the student and the agency. Should any problem arise which cannot be successfully resolved in this manner, the student's Professional Seminar or Case Conference Leader should be contacted. If this does not result in a satisfactory resolution, the Director of Practica should then be contacted.

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

11. Audio/Video Taping of Clinical Work: In order for the Professional Seminar or Case Conference Leader to become familiar with and be able to evaluate each student's clinical progress, it is helpful for students to bring taped samples of their work, with the permission of their clients and the practicum site, to their Professional Seminar or Case Conference. The availability of taping is highly encouraged for second year practica, and it is a requirement for third year practica for presentation in Case Conference.

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

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

B. Practicum Training Sequence Overview and Requirements

The clinical training sequence is designed to complement the course work aspect of the program. The clinical training experiences give the student opportunities for supervised practice in the areas of clinical psychology which are studied in courses, seminars, and workshops.

The Second-Year Practicum includes experiences in a variety of intervention modalities and also provides the student with opportunities to develop psychological testing skills. The Third-Year Practicum allows students to continue developing the clinical skills begun during the previous practicum, particularly psychotherapy, as well as to engage in other supervised experiences which would increase their repertoire of professional skills. In addition, students may elect to do an Advanced Practicum or a Special Proficiency Practicum during the fourth year in order to sharpen and/or broaden their clinical skills.

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

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

1. Basic Requirements

a. There is a **minimum** requirement of 600 hours of practicum per year, usually completed over a nine-month academic period. Practica typically start in September. For second-year students at sites other than the Psychological Services Center (PSC), there is no exception to this policy. Students wishing to extend the practicum over a longer period of time with fewer hours per week must negotiate with the Professional Seminar or Case Conference leader and the Director of Practica, using the normal course extension process if the practicum is to continue into the summer. There is, however, a minimum requirement of 12 hours per week. In such cases the Professional Seminar or Case Conference leader must make arrangements with the Director of Practica for monitoring the student's performance at the practicum site during the summer term. Credit for the practicum can only be awarded after the practicum has been finished and verification to that effect has been received from the Field Supervisor. As a general rule, half of the time spent at the practicum should be devoted to providing direct services and

the other half of the time should be spent in supervision and other appropriate training activities. Students must have Mondays free to attend classes.

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

2. Second-Year Practicum: Since the required courses taken during the first year and the Summer term of the second year focus on developing broad-based intervention and assessment skills, this year of practicum should include supervised experiences in the following areas:

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

In the Spring Term students must administer, score, interpret, and write a report on at least **three full psychological test batteries** under appropriate supervision.

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

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

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

The student should devote about one half of the practicum direct-service time to assessment activities and the other half to intervention. The balance among the intervention modalities will vary according to both student needs and interests and the

particular strengths of the practicum agency. In some instances a particular practicum agency may not be able to offer training experiences in all of the intervention areas outlined above, but may still be an appropriate practicum site because of the overall strength of its training program. Students wishing to do a Second-Year Practicum at an agency which is not able to provide adequate training experiences in all of the areas listed above must receive prior permission to do so from the Director of Practica.

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

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

3. Third-Year Practicum: This year of practicum provides an opportunity for students to continue the development of the intervention skills which was begun during the previous practicum. This may involve work with new populations and/or the use of new techniques. Students who may not have received strong enough training in one of the specified areas of intervention during the previous year should deepen their skills in that area during this practicum year. This is an important year to work on and start to consolidate psychotherapy skills and case conceptualization abilities. In addition, students may choose to spend some of this practicum year in activities that would broaden their repertoire of professional skills. As a general rule, half of the practicum time during this year should be dedicated to additional training in the intervention skills which were required during the Second-Year Practicum, and the other half may be spent obtaining supervised experiences in other appropriate professional activities. These other activities may include consultation, supervision, administration, research, program development, teaching, and more specialized forms of assessment, subject to the approval of the Director of Practica.

During this practicum year students participate in an intensive Case Conference at Antioch. Each Case Conference typically consists of four students and a Core Faculty member as a Case Conference Leader. These groups provide students with the opportunity of receiving additional input and feedback regarding the clinical cases which they are carrying while on the practicum. The Field Supervisor, however, retains authority for case supervision. Because students in their Case Conference groups will be required to present tapes of their clinical practicum work, they will **need to ensure that their practicum sites will permit the audio or video taping of their practicum sessions.**

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

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

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

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

In order to train students to function professionally as psychologists, it is essential that they receive supervision from licensed, doctoral level psychologists. Normally, both weekly supervisory hours should be conducted by licensed, doctoral level psychologists. At times, however, a specific practicum agency may only have the resources to offer one weekly hour of supervision with a licensed, doctoral level psychologist. Students wishing to do a practicum at such an agency must request approval in writing from the Director of Practica. In addition to a letter requesting approval, students must submit evidence of the experience and credentials of the proposed supervisor who is not a licensed, doctoral level psychologist and a letter from the agency's Director of Training or Clinical Director supporting the request. Supervisors who are not licensed, doctoral level psychologists must have demonstrated competence in the clinical area which they will be supervising and significant experience as supervisors. Competence must be demonstrated by such things as experience supervising in the area of training, publications, and/or courses taught in the area of supervision. If a student splits a practicum between two agencies, the supervisor at each agency must be a licensed, doctoral level psychologist.

It is equally acceptable that both hours of supervision be provided by the same supervisor or that each of the two hours be provided by different supervisors. If one of the supervisory hours is not provided by a licensed, doctoral level psychologist, the licensed, doctoral level psychologist must be the primary supervisor while the other supervisor acts in a secondary capacity. In all circumstances the primary supervisor must have line

responsibility within the practicum agency. The supervisor must also be present at all times when the student is at the site. If this is not possible, the supervisor should designate another staff member who is clearly available to the student for consultation during those times when the supervisor is not at the site.

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

C. Practicum Selection

Selection of a practicum for the following academic year takes place in the Spring Term. First and Second-Year students, as well as third-year students doing a practicum in the fourth year, select their practica during February and March of the prior year.

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

After decisions have been made regarding the types of experiences appropriate for the student, he or she should search the Practicum Files in the department office or online using FirstClass for a site which offers those experiences and which is geographically accessible to him/her. These files contain information on all of the sites which are affiliated with the program. The information is updated every year, and includes evaluations by previous students at those sites. In addition to the information in the files, the Department also maintains site evaluations done by Professional Seminar and Case Conference Leaders after their site visits. These evaluations are not directly available to the students, but the Director of Practica may inform students of general information as it applies to the site. Students are encouraged to carefully review these evaluations. Students are also encouraged to consult with the Director of Practica regarding the various sites which they may be considering. Students typically choose sites within a 4 to 5-hour drive of Antioch New England.

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

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

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

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

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

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

D. The Practicum Contract

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

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

1. Name of student
Name of practicum site
Starting and ending dates of practicum
Hours per week expected
Vacation periods
Total number of hours altogether—**600** is a minimum and does not include vacation time.
2. Compensation—Under no circumstances can this be fee for service or resemble fee for service. It must be in the form of an educational stipend.

3. Student's goals and objectives for the practicum—What does she/he want or hope to learn for this year? Student's goals and objectives must be in keeping with those in the Handbook for that year.
4. Activities that will be engaged in to address the goals and objectives. This section must be very specific, such as number of client contacts expected per week, number of batteries expected per semester. Students must give a clear sense of how they will spend their time at the site. See specific requirements for each year in the Handbook.
5. Supervision arrangements. The following must be specified: name(s) of supervisor(s), degree and license, face-to-face supervision, hours per week, type of supervision (i.e., individual, group), and area of supervision (e.g. psychological testing, psychotherapy with children, family therapy). See Handbook for specific requirements.
6. Additional learning opportunities (e.g., seminars, case conferences, team meetings, grand rounds). Give specific examples. There must be at least 2 hours per week of some type of learning opportunity.
7. A statement indicating that the student and the Site representative have read and discussed the list of Six Important Capacities and have used them in formulating appropriate activities for the student's training.
8. A statement detailing the procedures to be used to evaluate the student's work. Antioch will send forms to the Field Site Supervisor at the end of each semester. The Field Site Supervisor will fill out the forms, review them with the student, and both parties will sign them before sending them back to Antioch. Evaluations should be returned within a month of distribution.
9. A statement indicating that the student will be free to attend classes at Antioch on Mondays.
10. The name of the student's Professional Seminar Leader, Case Conference Leader, or Advisor with an explanation to the effect that it is he or she who will be the primary liaison between Antioch and the practicum site. A mid-year Traineeship review meeting will be arranged in the winter to discuss the student's progress. Antioch will sponsor one Field Supervisors Day, usually held in February, to facilitate this meeting. Site visits may also be arranged individually in lieu of or in addition to participation in the Field Supervisors Day. Mid-year traineeship review meetings are not required for 4th year students.
11. Name of the agency's Director of Training.
12. A statement indicating that the student has never been employed at the practicum site and is not currently employed there.
13. A statement indicating that the student has not done a previous Antioch practicum at the site or, if the student has, that he or she has the written support of his or her ProSem Leader, the Director of Training, and the permission of the Director of Practica to do a second practicum at the site.
14. For third-year students, a statement indicating that the student will be allowed to audio or videotape and bring those tapes to Antioch for educational purposes. Permission of the client will also, of course, be required.

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

The student has primary responsibility for the development of the practicum contract. During the preparation of the contract, in the Spring prior to the practicum year, the student should consult with his or her Professional Seminar Leader or Case Conference Leader, his or her Advisor, and with the practicum site's Director of Training and designated supervisors. Antioch's Director of Practica is also available to assist in this process. The contract is signed by all three parties—the student, the University, and the practicum site. The Professional Seminar Leader, Case Conference Leader, or Advisor and the Director of Practica sign for Antioch. The agency's Director of Training should sign for the practicum site. Copies of the finalized contract are given by the students to the site's Director of Training, and to the Professional Seminar Leader, Case Conference Leader, or Advisor. The Director of Practica receives the original, gives copies to the Registrar, then files it in the Department student files. If any major changes occur during the training year, such as a switch in supervisors, this must be reflected in a contract addendum signed by all parties. A student is not allowed to do a practicum without a fully signed contract. Any student in a practicum without a contract by the final due date is doing an unauthorized practicum and risks removal from the site as well as loss of credit. Fully signed contracts are due by the 4th Monday of classes in the Fall semester.

E. Six Important Capacities Crucial to Practicum Training

The Department adheres to the following APA Guidelines in creating and supporting Practicum experiences for our students. These guidelines, known as "Six Important Capacities Crucial to Practicum Training" are as follows:

1. Understanding of and commitment to professional and social responsibility as defined by statutes of the ethical code of the profession.
2. The capacity to conceptualize human problems.
3. Awareness of the full range of human variability along dimensions such as race, ethnicity, sexual orientation, gender identity, class, age, disability, religion, etc.
4. Understanding of one's own personality and biases, and of one's impact on others in professional interaction.
5. Skill in relevant interpersonal interactions such as systematic observation of behavior, interviewing, psychological testing, psychotherapy, counseling, and consultation.
6. Ability to contribute to current knowledge and practice.

F. The Links Between the Department and the Practicum Site

Students' practicum training experiences are linked to the Program's faculty primarily through the Professional Seminar or Case Conference Leader, or Advisor for fourth year students. A key part of the Professional Seminar or Case Conference leader's role involves monitoring students' practica, including the quality and adequacy of supervision and the students' growth and progress

as clinicians. As part of Professional Seminar or Case Conference, students discuss with each other and with the faculty leader a variety of concerns and questions for further exploration arising out of their work at the practicum site. Clinical, professional, interpersonal, ethical, and other issues are covered in connection with case presentations and discussion of specific events and situations. In the Case Conference, which takes place in the third year, the groups are smaller and focus more intensively on case presentations and case conceptualizations.

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

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

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

b. **Ensure that the requirements are clear to all parties.** If appropriate, the Professional Seminar Leader, Case Conference Leader, or Advisor might discuss the nature and specific tasks of supervision, clarify the practicum requirements in general, and review the specific terms of the contract for the student. Expectations and responsibilities of the agency, the Field Supervisor, the trainee, Antioch, and the Professional Seminar, Case Conference Leader, or Advisor should be made clear. Any major areas of question or concern should be directed to the Director of Practica.

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

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

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

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

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

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

b. **An understanding of the nature of the supervision** received by the trainee on-site should be obtained. Questions should be directed to both the Field Supervisor and the trainee regarding the nature of the supervision process, their

feelings about how supervision is going, and an evaluation of the types of supervision experiences they are having or have had.

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

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

e. **If major problems or concerns are presented** (i.e., the Field Supervisor presents concerns regarding the student's appropriateness as a trainee at the agency, the student's capabilities as an Antioch New England student and professional), it is recommended that the Professional Seminar or Case Conference Leader consider a special meeting to clarify and hopefully resolve the situation. Details should also be presented to the Director of Practica and be included in the Mid-Year Traineeship Review Report.

f. **Final Notes**

1. It is expected that the Mid-Year Traineeship Review will last approximately two hours for an on-site visit and one hour at Field Supervisors Day.

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

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

a. The date of the review and the approximate length of time the student has been on practicum at the time of the review.

- b. Names of persons attending the meetings, and the content and nature of the meetings.
- c. Evaluative comments regarding the student's learning needs, progress, areas of improvement, etc.
- d. Indications of major problems of which the faculty became aware during the visit.
- e. Comments on the nature and quality of supervision received by the trainee site, including areas of strength and weaknesses.
- f. Comments on the degree to which the agency is (or is not) able to meet the needs of Antioch students. For what students would or would not this be an appropriate placement?
- g. Any recommendations felt to be appropriate. Such statements may focus on the trainee, the agency or Field Supervisor, the relationship between Antioch and the agency, etc.

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

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

7. The Practicum Summary Form: In order to facilitate continuity in the student's clinical training, at the end of each academic year (or when practicum experiences are completed), the Professional Seminar or Case Conference Leader completes this form for each student in his or her Professional Seminar or Case Conference Group. In addition to providing a summary of the year's practicum experience, this form should specify any concerns, constraints on future training experiences, and any special arrangements that have been approved.

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

9. Director of Practica: The Director of Practica is responsible for maintaining a comprehensive overview of practicum opportunities and of each student's clinical

training history. Toward this end she/he regularly solicits, through both formal and informal channels, current information on sites and on students' training experiences. She/he is available to students on an ongoing basis and meets regularly with Professional Seminar and Case Conference leaders to consult around any practicum related matter.

G. Benefits for Field Supervisors and Agencies

1. **Faculty Appointments:** Each Field Supervisor obtains an appointment as Adjunct Clinical Faculty in the Doctoral Program at Antioch University New England. This is done through a letter from the President of Antioch University New England which will follow the completion of an Affiliation agreement between Antioch and the practicum site.
2. **Free Courses and Workshops:** For each academic semester of supervision, the agency is entitled to enrollment by a person of its choice in one course or workshop at Antioch New England. It should be understood, however, that the person must meet whatever prerequisite requirements are established for that course and that, in courses where enrollment is limited, priority is given to degree candidates. Courses and workshops must be taken concurrently or within one term after the supervision was given. These learning experiences are tuition-free. Complete registration and course scheduling information may be obtained from the Registrar's Office at (603) 283-2470.

H. Student Practicum Progress Required Documentation

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

1. **Field Training Information Form.** This contains basic information concerning the student's placement (site, address, supervisor, etc.) and is to be completed as early in the fall semester as possible. Letters to Field Supervisors and departmental statistics on field placements are derived from this form.
2. **Learning Contract.** This is described above.
3. **Student Comment Forms.** Professional Seminar and Case Conference Leaders are required to complete Student Comment Forms for both Fall and Spring semesters of the Professional Seminar or Case Conference. Specific reference to the Practicum should be made on these forms.
4. **Field Supervisor Evaluation Forms.** This form is to be completed twice by the Field Supervisor for the fall and spring semesters. Students cannot receive credit for their practicum until these have been received. Guidelines accompany the form. The primary supervisor is responsible for assuring that the evaluation includes feedback from all supervisors.
5. **Mid-Year Traineeship Review Report.** This is to be completed by the Professional Seminar and Case Conference Leaders after the meeting on Field Supervisors Day or at the site. It should be turned in to the Clinical Psychology office by mid-March.

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

7. Practicum Summary. This form is designed to transfer information to future Professional Seminar Leaders, Case Conference Leaders, or Advisors. It should be completed by the Professional Seminar or Case Conference Leader, usually in conjunction with the student, by the end of the Spring semester.

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

I. Reviewing the Yearly Practicum Process

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

Attending to the practicum process is a year-round enterprise involving many people from the Department of Clinical Psychology, the training sites, and the students in a concerted effort to secure and ascertain high quality, consistent practicum experiences for Antioch students. Selecting a practicum site is an important and careful process that works best when everyone is an active and knowledgeable participant. Monitoring the progress of the student and the ability of the site to meet Antioch's expectations requires effort and interest on each person's part. In the Department, the Director of Practica, the Administrative Assistant to the Director of Practica, the Professional Seminar and Case Conference Leaders, the Advisors, and the Practicum/Internship Committee are part of this effort, and each has a very significant function that contributes to the overall success of the practicum system. In the field, the Directors of Training and the Field Site Supervisors contribute greatly to the processes of practicum development and selection, the training itself, and evaluation of the student. The students work to assure for themselves that they will select and have the best possible practicum experience, and also become involved in the process of monitoring and evaluating their learning and progress.

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

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

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

1. Staff Roles

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

b. **Administrative Assistant to the Director of Practica.** The person in this role has the responsibility to assist the Director in order to maintain orderly records of the practicum system and each student's progress through it. She or he helps to maintain and update the Practicum Files and Practicum Lists, both of which are used by students in selecting practicum sites. She or he disseminates information to all the affiliated sites and the possible new sites. She or he monitors the receipt of the paperwork such as student contracts, Field Site Supervisor Evaluations, Mid-Year Traineeship Review Reports, and Practicum Verification forms, and helps to let faculty and students know when an important piece of paperwork is missing.

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

The Professional Seminar and Case Conference Leaders have the following responsibilities: liaison with the Field Site Supervisors; review, approve, and sign practicum contracts; perform annual Mid-year Traineeship Review Meetings with the

Field Site Supervisors and students; monitor the process of the practicum experience; consult to students in regard to their upcoming year's training experience; complete an array of evaluative materials on student training and competence; and discuss all of these issues in the Professional Seminar or Case Conference itself.

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

2. Sequence of Steps for Practicum

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

The practicum application process is complex, but quite manageable, when all parties apply themselves to the tasks at hand. The Director of Practica provides information and problem solving group and individual meetings, carries the larger systems level regulations and concerns, and communicates with Directors of Training during this application process. The Professional Seminar Leaders advise students about their particular training needs and may also provide feedback about and liaisons to potential sites. The students are actively involved with applying, interviewing, and at times helping to develop new sites.

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

There are some students who may want or need to apply to sites that have not been used previously by Antioch students, and they may attempt to develop a new site for Antioch. There are several reasons why this is necessary. The first has to do with the changing geographic locations of the students. A student may find that he or she lives in an area from which we have never before had a student, or had a student many years ago, and thus there are no affiliated sites. A student may also have worked in the one site in his or her area, and thus be unable to undertake a practicum there. Previous sites may close and

become unavailable to students (in these difficult economic times this has become increasingly problematic). A student may also feel strongly that there are certain reasons particular to his or her training needs to necessitate the investigation of a new site. Antioch recognizes the twin needs for on-going stability of its practicum system and the necessity for flexibility regarding the development of new and sometimes better sites.

Before students begin looking into new site possibilities, they are reminded of Antioch's requirements for practica, and told that the Department can work collaboratively to help develop a viable site for them. Students are asked to explore potential sites that exist in their locations which might be possibilities, such as community mental health centers, general or psychiatric hospitals, college counseling centers, VA Medical Centers, medical schools, and private clinics. They are encouraged to make the initial contact, if that feels comfortable to them, or defer it to the Practicum Director. The Director of Practica lets them know that in his/her role they can expect her to have phone contact with the Director of Training, send the program's practicum information to the Director, work to ascertain the goodness of fit between the site and Department's needs, offer assistance to the site for their development as an Antioch site, develop an Affiliation Agreement with the site, and arrange for a new site visit to take place prior to the student's training period. Some Directors of Training want to talk with a Department representative prior to meeting the student, but many wish to meet with the student first to get a sense of the possible match between the site and the student. There may be a series of phone calls involving the student, site, and Department before it is decided that a viable placement is possible.

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

Toward the end of the semester, the Director of Practica holds an orientation and information meeting to prepare students for the formal process of selecting an appropriate practicum site. The students attend Practicum meetings according to their geographic relationship to Boston, Massachusetts. Those students who live in or near Boston meet separately from those who live in the rest of New England and New York. There are several reasons for this. The first is that the whole group of approximately 50 students is too unwieldy for one meeting; yet, at the same time, it is helpful to have the more experienced second year students available to offer information and support to the newer students. The second is that the Boston practicum process is much more regulated, formal, and competitive than that elsewhere, and thus the timetable for those students as well as the affect around selecting a practicum is different.

At this initial meeting, there are two main goals. The first is to apprise students of the parameters of practica at Antioch. The second is to help students begin their individual

searches for the best sites for each of them. To achieve the first goal, the Director of Practica reviews the major criteria for practica, as out-lined in the *Doctoral Program Handbook*. In addition, students are introduced to the idea of "Affiliated Sites", that is, that students are expected to go to the practica we have successfully used in the past and with whom we are maintaining relationships. To achieve the second goal, students are given lists of current and past Antioch sites and some brief descriptions of them, as well as the name of the student who is at each presently active site to contact for further information. The students in the meeting share opinions and information about each site with each other also. Students are told to look in the Practicum Files containing information on our affiliated practicum sites, active and non-active, as well as the Field Site Feedback forms with previous students' feedback from past sites, also located in each site file. These files are kept in the department office. On-line files have recently become available for student use also.

At the end of this meeting, students in the Boston area are instructed to start actively looking into the sites via our files and phone calls or letters of inquiry to the sites, discussing the sites with students who have been there, and applying to the practica. It is suggested that they apply to about five sites. They are also reminded to talk with their Professional Seminar leaders about what types of experiences would be best for them as individuals. Certain practica have early deadlines, and may want formal letters of recommendation and transcripts, thus students are told that they need to check the files for specific information on applying to each site. Most sites want a Vita. Boston area students have one more meeting with the Director of Practica before the end of the Fall semester. The Director of Practica is available for discussion about particular sites and any problems the students might encounter in this process.

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

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

b. Spring Semester. The Mid-Year Traineeship Review Meeting takes place in the Winter, either during Field Supervisors Day at Antioch, sponsored by the Department, or

during a visit to the site by the ProSem or Case Conference Leader. For this meeting, the Professional Seminar or Case Conference Leader travels to the placement site and meets with the primary Field Supervisor and the student to review the course of the traineeship experience and address any difficulties which may be identified. Occasionally a secondary Field Supervisor or the Director of Training may be included in the meeting. This meeting is an excellent opportunity for a representative of the Department to get first hand knowledge of the day to day practicum experience of the student and supervisors, and to see the relationships that the student has developed at the site. It is also a time for the Field Site Supervisors to feel more connected to the Department, and their comments or concerns about the program are always welcome. During this time there may be phone contact between the Director of Practica and the Director of Training at the Field Site to discuss anything that may have changed at the site, or to work out details. This can be an exciting and potentially anxiety provoking time for students, and during the semester break and in the beginning of the Spring semester the Director of Practica is available through email, phone contact, formal and informal individual meetings with students, and larger group meetings in which students can share their impressions of various sites with each other and work with the Director on questions of appropriate training and sites.

During the early Spring, January through March, students are continuing the application process for next year's practica. If a student is applying to an already established Antioch site, the procedure is fairly straightforward: students apply by letter or phone, are interviewed, and are either offered a position or not offered a position. If offered a position the student either accepts and lets the Professional Seminar Leader and the Director of Practica know of his or her acceptance, or rejects it and waits for another offer or accepts another offer already in hand. If the student is not offered a position, he or she continues applying to other suitable sites. Once a student accepts a position verbally, that acceptance is binding unless some emergency situation was to develop.

By the end of March, the Mid-Year Traineeship Review Meetings are over, the practicum year is beginning to wind down, and the majority of students have chosen practica for the following year. The next step is for the student to begin to develop a contract between the student, Antioch, and the site that will carefully spell out all of the requirements of each party, and will describe the contents of the practicum in detail. In April the Director of Practica holds a contract writing meeting for all students entering practica in the fall semester. This is to orient them to the form and purpose of the contract. Contract information is also available to them in their *Doctoral Program Handbook*, and on-going consultation about the contract development is provided by the Professional Seminar Leaders and the Director of Practica. This is the time for students to start seriously discussing the details of next year's practica with their Professional Seminar Leaders and the Field Site Supervisor or Director of Training. At this point in the year the Professional Seminar Leader will have had substantial time to assess the student's strengths and weaknesses and can use that knowledge to help the student draw up the most appropriate plan for practicum. For some students, writing their contract will be fairly straightforward and direct, with all parts of the practicum experience clearly and easily defined. For others, significant details may remain to be worked out, such as the names of specific supervisors or the exact activities that will be available to them, and the

actual contract will not be completed until the practicum is underway in the Fall. In all cases, the contracts must conform to the Antioch requirements for practica.

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

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

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

d. **Fall Semester.** Students and faculty enjoy vacation in August, and return in September ready to begin new practica. As the school year starts, students are settling into their new classes and second and third year students are getting oriented to their new practica. For some students, their practicum contracts, which spell out the nature of the training and expectations for the year, are completed and signed by all parties, and the beginning of the practicum proceeds smoothly. For others, details of the practica may still require fine tuning, and there will be continued dialogue with Professional Seminar and Case Conference Leaders, the Advisors, the Director of Practica, and the Field Site Supervisor and Director of Training in order to finalize the contract. In all cases, participation in the practica begins in September unless an exception has been made and contracts must be finalized by the fourth Monday of the semester. The Professional Seminar or Case Conference Leaders are actively exploring with the student the nature of their initial experiences in the practicum, asking questions about training issues such as being oriented to the site, obtaining clients, supervision dynamics, ethical concerns, or the stability of the organization. Any problems that arise are first handled in the Professional Seminar or Case Conference, and then brought to the attention of the Director of Practica if there is no earlier resolution.

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

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

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

INTERNSHIP

The pre-doctoral internship occurs in an organized health care setting away from Antioch and requires another application process, which is overseen by the Director of Internships. It is an integral component of the Doctoral Program and the final experience in the clinical training sequence. During the internship the student is expected to assume significant responsibilities and to perform major professional functions under the supervision of qualified psychologists. As the culminating clinical training experience, the internship is expected to provide the student with a variety of appropriate role models, as well as intensive and diverse supervised opportunities to function in the various roles performed by a clinical psychologist.

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

A. Internship Requirements

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

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

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

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

B. The Internship Contract

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

Internship Site Name
Site Street
Site City, State Zip

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

1. The internship experience is for a minimum of 1800 hours, completed within 24 months.
2. The psychology internship is an organized training program which, in contrast to supervised experience or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences. The primary focus and purpose is assuring breadth and quality of training.
3. The internship agency has a clearly designated doctoral level staff psychologist who is responsible for the integrity and quality of the training program. This person is actively licensed, certified, or registered by the appropriate State Board of Examiners in the jurisdiction where the program exists, and is present at the training facility for a minimum of 20 hours a week.

4. The internship agency training staff consists of at least two full time equivalent doctoral level psychologists who serve as primary supervisors, who are actively licensed, certified, or registered as a psychologist by the Board of Examiners in the jurisdiction where the program exists.
5. Intern supervision is provided by staff members of the internship agency or by qualified affiliates of that agency who carry clinical responsibility for the cases being supervised. At least two hours per week of regularly scheduled, face-to-face individual supervision is provided by one or more doctoral level licensed psychologists regardless of whether the internship is completed in one year or two. Supervision is provided with the specific intent of dealing with psychological services rendered directly by the intern.
6. The internship provides training in a range of psychological assessment and intervention activities conducted directly with recipients of psychological services.
7. At least 25% of the trainee's time is in face-to-face psychological services with patient/clients.
8. The internship must provide at least two hours per week in didactic activities such as case conferences, seminars, in-services training, or grand rounds.
9. Internship training is at post-clerkship, post-practicum and post-externship level, and precedes the granting of the doctoral degree.
10. The internship agency has a minimum of two doctoral level interns at the internship level of training during any period of training.
11. The internship level psychology trainees have a title such as "Intern", "Resident," "Fellow," or other designation of trainee status.
12. The internship agency has a written statement or brochure which provides clear description of the nature of the training program, including the goal and content of the internship and clear expectations for quantity and quality of the trainee's work. It is made available to prospective interns and is attached to this contract.
13. Internship programs have documented due process procedures, including notice, hearing, and appeal for interns. These procedures are given to interns at the beginning of the training period.
14. At least twice a year, the internship program conducts formal written evaluations on the intern's performance.
15. The internship includes a minimum of 4 hours in structured learning activities on issues related to racial/ethnic bases of behavior with a focus on people of color. (Note: This item is applicable to Massachusetts licensure regulations only.)

Director of Training

Date

C. Internship Policies

1. **Internship and a Paid Professional Position at the Same Site:** A paid professional position may never serve as an internship.
2. **Private Practice as an Internship:** Independent private practice may not be used as an internship. Because of the large amount of resources that must be committed to an internship program, even large group practices normally find it prohibitive to set up such a training experience.
3. **Compensation:** Students on internship should expect to be compensated. Compensation should be in the form of an agreed upon stipend.
4. **Dual Relationships with Supervisors:** It is unethical for students to engage in an internship which is administered by or in which they receive supervision from a person with whom they relate in some other professional capacity.
5. **Leaving an Internship Before Its Completion:** A student needing to leave an internship before completing the agreed upon minimum amount of time should notify their Advisor and the Director of Internships as soon as the need becomes known. Early termination of an internship may have serious implications for the student and the site, thus any steps in this direction must be considered carefully. Students should remember that they must complete the internship within 24 months and that it is usually very difficult to begin new internship experiences in mid-year.
6. **Consortia:** At times an agency may be eager to start an internship, but may lack all of the necessary resources to develop and maintain such a training program. In those cases, the creation of a consortium in which two or more agencies share training resources may be an appropriate solution. The doctoral program, primarily through the Director of Internships, is committed to helping agencies develop such arrangements.

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

- a. A consortium is formed by a group of administratively independent agencies which join to offer a coherent and unified training program.
- b. The consortium must have a written agreement which clearly articulates the rationale for the training arrangement and which specifies the commitment of each agency to participate in the program.
- c. There must be central coordination of the program. Selection of interns, the setting of stipend levels, supervision arrangements, quality control, intern assignments, and intern evaluations must be administered centrally.

- d. A qualified psychologist must be identified as responsible for the training program of each intern.
- e. Each site of the consortium must have, at least, two qualified and experienced psychologists who are available to offer supervision to the interns.
- f. Although each intern need not spend time at each of the consortium's agencies, he or she should receive part of his or her training at, at least two of the agencies which form the consortium, and, ideally, should have access to all of the consortium member facilities.
- g. The amount of time that an intern spends at each agency should be of sufficient duration so that he or she can meaningfully profit from the training offered at that particular component of the consortium.
- h. The consortium as a unit must meet all of the requirements for internships which are listed elsewhere in this document.

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

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

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

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

D. Recording Practicum Hours for Preparation for Internship Application

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

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

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

E. Internship Selection

The process of selecting an internship is complex and time consuming. Students who elect to apply for internships that are APA accredited and/or APPIC listed will need to follow a clearly defined match process and will face a set of very restrictive deadlines. Students who would like to consider programs which are neither APA accredited nor APPIC listed, or students who would like to help develop a new internship, will need to give themselves plenty of time to search and to seriously explore possibilities with appropriate sites. Normally, students following this route will be expected to adhere to the same general time line required by APPIC listed internships and, thus, will be beginning their application process in the early Fall preceding the internship year. Only in unusual circumstances, with permission from the Director of Internships will a shorter development and application time be allowed. Thus, in either case the process of internship selection must begin at least one year prior to the time at which the student wants to begin the internship.

In order to facilitate this process, a series of meetings are held each year in which the Director of Internships discusses the internship requirements and application procedures with all students thinking about applying during that academic year.

The first of these meetings takes place at the end of the spring semester of the third year of study. This is designed so that students can use that time to prepare some of the documents they will need to enclose with the applications, and to write for information and applications from the various internship sites of interest. At least three more meetings are held during the Fall semester and early in the Spring semester to discuss other aspects of the selection process and to give students an opportunity to compare their experiences in this area with each other. All students planning to apply for internships during a specific academic year are expected to attend all of the internship advisement meetings for that academic year. Also, it is expected that students will specifically coordinate their application process with their Advisor.

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

The Department encourages students to apply mainly to APA and APPIC listed sites. Those sites that are not APA or APPIC listed and that would like to be involved in training on the internship level must adhere to APPIC guidelines.

Students wishing to develop internship possibilities at a site which does not have an ongoing internship program should discuss this with the Director of Internships as soon as possible. Sufficient time should be given to the process of joining with the site in the development of a training program which meets Antioch's standards for internship training. If at all possible, efforts to develop this type of program should begin about one year prior to the desired starting date.

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

It is anticipated that most students will have completed the process of internship selection by the end of February of the year they intend to begin the internship. Students applying to APA accredited and/or APPIC listed programs will most likely finalize their choices during February as part of the APPIC Internship Match Day or during the Spring term if using the APPIC Clearinghouse processes.

F. Supervisor Internship Evaluations

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

**SECTION IV:
QUALIFYING
EXAMINATIONS**

Overview

The Qualifying Examination is comprised of two sections—the Comprehensive Section and the Intervention Section. The Qualifying Examination is administered by the Coordinator of Qualifying Examinations. It is customarily taken by students at two separate times during the third year. The two sections are:

1. **The Comprehensive Section:** This involves a Comprehensive Examination in which the student answers one to three questions developed by the faculty, and is intended to draw on the basic content areas of the program and the general knowledge base of clinical psychology; and,
2. **The Intervention Section:** This includes both an Intervention Paper and Oral Examination. The Intervention Paper and Oral Examination are based on an intervention drawn from the student's own professional work, and is intended to integrate theory and practice.

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

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

A. The Comprehensive Section

The Comprehensive Section of the Qualifying Examination consists of the Comprehensive Examination. Students receive a set of one to three questions on the final Monday of the Summer semester of the third year. Students have two weeks to complete their response. The written paper must be limited to 10 type-written pages, consistent with APA format. The page limit does not include title page, abstract, and references.

Each student's Comprehensive Examination is read by two faculty who are assigned as readers. The examination is designed to assess students' ability to draw from, integrate, and apply knowledge they have gained from coursework in the first and second years, and the Summer semester of the third year. It is scored and evaluated according to the Guidelines of the Qualifying Examination statement (see Guidelines, sec. D). The evaluation for the Comprehensive Examination is either a "Pass" or "Fail" (see Policy, sec. C). Each student is notified of the results of their Comprehensive Exam no later than the first Monday of classes of the Fall semester through a process and date specified each year.

B. The Intervention Section

The Intervention Section of the Qualifying Examination consists of an Intervention Paper and an Oral Examination. The Intervention Paper is due in the Spring semester of the third year on a

date specified each year. This date is scheduled to be at least two weeks prior to the beginning of the Oral Exams. The Intervention Paper must be limited to 15 type-written pages, consistent with APA format. The page limit does not include title page, abstract, and references. The Intervention Paper is scored along several dimensions according to the Guidelines of the Qualifying Examination statement (see Guidelines, sec. D). The papers are read and evaluated by two faculty members who are assigned as readers. Then students have their Oral Examination.

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

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

C. Qualifying Exam Policy

1. Development and Rationale

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

The Qualifying Examination, together with the departmental Doctoral Candidacy Review, constitutes a boundary marker in the Psy.D. program. The Doctoral Candidacy Review—the Annual Review which occurs following the third year—focuses on the same inclusive three areas as other Annual Reviews: Professional/Clinical functioning, Personal and Interpersonal functioning, and Academic functioning (see the Doctoral Student Handbook, Annual Review policy statement). Important components of the data for this Review consist of satisfactory completion of the course work and practicum experiences of the first and second years (as reflected in the student's previous Annual Reviews), the course work and practicum experience of the third year, an appropriate resolution of any concerns that have emerged from previous Special Reviews, and a passing evaluation on the Qualifying Examination.

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

- a. The Examination tests a student's ability to effectively apply and integrate the basic knowledge in clinical psychology in written form.

- b. The Examination does not focus on professional specialization or concentration which is sampled and evaluated elsewhere, especially in the dissertation.
- c. The Examination itself evaluates important aspects of the written and oral skills expected of clinical psychologists.
- d. The Examination is designed, in so far as possible, to not overwhelm or substantially distract attention from the other important activities of the year.
- e. The Examination is intended to be essentially the same for all students.
- f. While the Examination is an important marker of a student's progress in the Doctoral Program, it should be seen in the context of the broad range of experiences and requirements necessary to attain the PsyD. While some aspects of a student's competencies are evaluated in this Examination, in the larger view, completion of course work, practica, internship, Professional Seminar, Case Conference, and the dissertation each require many more hours of effort and attention and reflect other aspects of preparation as a clinical psychologist.
- g. If, in fact, a student has satisfactorily completed course work, practica, and so forth, it could be argued that an overall review of progress such as occurs in the Doctoral Candidacy Review is a better measure of student competence and quality than the narrow example obtained on this sort of Examination. There are three responses to this position. First, the departmental Doctoral Candidacy Review is the arena in which advancement to candidacy occurs. Second, the level of quality necessary to pass the Qualifying Examination is higher than that necessary to pass any particular course. Specifically, the Qualifying Examination measures a student's ability to apply and integrate material across all required courses, think critically, and integrate theory with practice. Since course work is one area in which students learn the skills necessary to pass the Examination, it is unrealistic to expect all course performance to reflect the level of competence that the Exam requires. It is conceivable that a student who had regularly completed courses and practicum experiences at the bottom of the distribution might not have the skills necessary to pass the Exam. As such, the written and oral parts of the Examination constitute an achievement test.
- h. It is the clear consensus of the Faculty that, in a professional program, the faculty should see and approve an audio and/or video taped example of the work of each student before graduation. Following faculty discussion and debate, it was concluded that tapes of interventions should be submitted and evaluated in the Case Conference. Furthermore, it was determined that the Intervention Section should have broad enough requirements that a tape would be neither necessary nor practical (e.g., community interventions, groups, etc.) for the Qualifying Exam itself.
- i. Given the Faculty's experience and this rationale, passing the Qualifying Examination is viewed as a sign of mastery of the critical programmatic requirements toward the PsyD. Although the exact location of the line for measurement is often a subject of debate, the Faculty believes that there is an absolute standard of competence which all

students are expected to have mastered at this point in the program. Although it is unlikely that all the students taking the Examination in a particular year could pass or fail, there is no "grading on the curve."

2. Format

a. The **Comprehensive Examination** comprises the first section of the Qualifying Exam and involves a demonstration of mastery across the basic content areas of the program. This section is an essay test that measures the student's competencies of the required courses that have been presented in the first and second years, and in the Summer semester of the year (see Guidelines, sec. D).

The Exam is comprised of one to three questions. Each question may have sub-parts. The written paper must be limited to 10 double-spaced typewritten pages using 12-point Times New Roman font in proper APA format. The page limit does not include title page, abstract, and references. Students are held accountable for strict observance of APA standards for acknowledging the work of others and avoiding plagiarism. These standards are addressed in the APA Publication Manual.

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

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

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

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

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

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

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

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

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

3. Faculty Committees, Evaluation and Feedback

a. General Comments

1) A two-person Faculty Committee for each student reads the written material and conducts the Oral Examination. There is one Faculty Committee for the Comprehensive Section of the Qualifying Exam and a different Faculty Committee for the Intervention Section. The Faculty Committee readers are drawn from the Core and Associate Faculty, with a Core Faculty member serving as the Chairperson for each Committee. The Faculty Committees are assigned to students by the Coordinator, with no student being evaluated by their Case Conference leader or advisor. In so far as possible in a program in which faculty and students know each other, it is intended that readers not be identified to students. In addition, students are not identified to the Faculty Committee so the process is "double blind." Student papers are coded with the last four digits of

their social security numbers to insure both anonymity to the readers and identification by the Program. This process is administered by the Coordinator.

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

3) Any papers not received on time by the Department do not pass that particular section of the Qualifying Examination.

4) All students must complete and pass both sections of the Qualifying Exam to attain Doctoral Candidacy, to pursue studies in their fourth year, and to be eligible to apply for internship.

b. Comprehensive Section

1) Each Faculty Committee member is charged with making an initial, independent decision on the Comprehensive Exam. There is an expectation that, through conversation and negotiation, the Faculty Committee members will then reach consensus on a single evaluation. This evaluation is judged as either “Pass” or “Fail.” In the event of a continuing disagreement, the Coordinator selects a third faculty member who, acting as a consultant, reviews the material and either helps the Faculty Committee to reach consensus or, if necessary, makes a binding decision.

2) Students are notified of the results of their Comprehensive Exam no later than the first Monday of classes of the fall semester by a process and date specified each year.

3) Students who pass the Comprehensive Section of the Qualifying Exam receive written verification from the Coordinator and continue with their academic program. Students who do not pass the Comprehensive Section of the Qualifying Exam have a Special Review and re-take the Comprehensive Examination at the end of the summer semester of the fourth year on a date specified each year.

4) Students who pass the second testing receive written verification from the Coordinator and continue with their academic program. Students who do not pass the Comprehensive Section of the Qualifying Examination the second time are recommended for automatic disenrollment from the Program, subject to the Annual Review process and University regulations.

c. Intervention Section

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

- 1) Full pass: Students receive written verification from the QE Coordinator and continue with their academic program.
- 2) Pass with stipulations: Students who receive this evaluation have a Special Review which may include one of the readers/examiners of their Intervention Paper and Oral Exam. The Special Review Committee may recommend or mandate specific course selections within the available curriculum, require additional practica experiences, and/or take additional action appropriate to the situation. Requirements are based on an identified need for the student to focus on a particular aspect of additional clinical training. Students who “Pass with stipulations” may be required to take "Case Conference III” when it’s offered in the Fall semester of the fourth year.
- 3) Fail: Students who receive this evaluation have a Special Review which may include one of the readers/examiners of their Intervention Paper and Oral Exam. These students submit a second Intervention Paper, due on the Monday of the last week of classes of the Summer semester of the fourth year. They have an Oral Exam sometime during the following two weeks. Students who pass the Intervention Section this time may still be required to take Case Conference III the following year, if that were a result of a previous Special Review. They remain with their class. Students who fail the Intervention Section for a second time are required to leave the Program, subject to the Annual Review Process and University Regulations.

d. Faculty Committee Responsibilities

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

- 1) The Faculty Committee can determine that either the Comprehensive Section or Intervention Section must be repeated, consistent with the decisions outlined above. In this situation, the Committee provides the student with a written statement or completed evaluation form regarding those specific areas which were found to be unsatisfactory. For the Comprehensive Exam, these written comments should be guides for the student so that they may be able to clearly recognize what content areas, conceptual issues, etc. are found to be unsatisfactory. For the Intervention Paper, students receive written feedback related to the criteria specified in the Guidelines (see Guidelines, sec. D). The Faculty Committee provides students with brief verbal feedback at the end of the Oral Exam. Faculty do not return the Intervention Paper to the students.
- 2) The Faculty Committee that evaluates the Intervention Section as “Pass with stipulations” may conclude that a certain type of elective course work or other experience within the boundaries of the usual curriculum (e.g., a course which has a strong emphasis on case conceptualization or an additional practicum with a particular focus) is desirable. In this case, the Faculty Committee makes recommendations to the student’s advisor as part of the Special Review process.

Changes in the student's program are specified according to the Annual Review policy (see Doctoral Student Handbook).

3) The Faculty Committee that evaluates the Intervention Section as "Fail" cannot independently determine that a student must repeat Case Conference I & II, or assume tasks or responsibilities beyond the usual curriculum. This decision is made in the Special Review and must encompass all the data about the student. If a Committee believes that repeating the Case Conference or another specific plan is or may be appropriate, the Committee can make this recommendation as part of the Special Review process.

4. Timeline

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

a. The **Comprehensive Examination** questions are distributed to students on the last day of classes at the end of the Summer semester of the third year. Students must supply three copies of their exam, with one of the three copies having their name and the last four digits of their social security number and the two remaining copies having only the last four digits of their social security number. Answers must be hand delivered to the department OR sent via overnight mail by 5:00 p.m. on the specified date. Students are notified of the results of the Comprehensive Section of the Qualifying Examination no later than the first Monday of classes in the Fall semester of the third year, by a process and date to be specified each year.

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

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

5. Additional Information and Clarification

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

- a. Assume that the Policy and Guideline statements in this document describe all of the procedures and possibilities for the Qualifying Examination. For this reason, it seems prudent to hold the view that the specific policy and guidelines, as stated, serve to frame most clearly and completely the task of the Qualifying Examination.
- b. All questions regarding the Qualifying Examination should be directed to the Coordinator of Qualifying Examinations. Only written responses from the QE Coordinator should be considered binding.
- c. It is understood that the Qualifying Examination policy and guidelines exist with, and function within, the context of the policies of the Department outlined in the Clinical Psychology Handbook and in the procedures of the University as outlined in the Antioch University New England's Student Handbook.

D. Guidelines

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

1. General Instructions

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

- a. Written papers are to be consistent with the current edition of the *Publication Manual of the American Psychological Association*. Be sure to attend to the following elements:
 - 1) inclusion of a title page
 - 2) inclusion of an abstract not exceeding 250 words
 - 3) 1" margins
 - 4) 12-point font Times New Roman
 - 5) double-spacing all lines
 - 6) levels and formatting of headings
 - 7) citation procedures in text and corresponding reference list
 - 8) provision of page numbers for single-word quotations and longer block quotes
- b. Plagiarism. Please be advised that plagiarism is regarded as a serious ethical and academic violation in this program. See the statement regarding Plagiarism in the Clinical Psychology Handbook.
- c. Clarity of Communication. Although writing ability is not the only criterion for evaluating the QE, it does enter into evaluation of the QE. Pay careful attention to the mechanics of writing (sentence construction, subject and verb agreement, tense consistency, use of quotation marks, etc.) Proof-reading and editing are necessary to produce a paper of good quality.
- d. Qualifying Examinations are to be submitted in triplicate, one for each of the two people who compose the student's Faculty Committee and a third for the student's doctoral file.

- e. Each paper must have an abstract prepared according to the current APA Publication manual.
- f. The Comprehensive Exam and the Intervention Paper must be submitted as follows: The cover page of one copy should include the name of the student and the last four digits of the social security number. The remaining two copies should have only the last four digits of the social security number.
- g. Papers must be written within the established guidelines for length—no more than 10 double-spaced pages for the Comprehensive Examination and no more than 15 double-spaced pages for the Intervention Paper (not including references, title pages, format explanation notes, abstract, and footnotes).

2. Comprehensive Exam

The Comprehensive Examination demonstrates the student's mastery of the basic content areas of the program. This section of the Qualifying Examination is an essay test based on the material in the required courses of the first and second years, and the Summer semester of the third year. While any question inevitably may draw upon or emphasize material from one subset of courses rather than another, the universe within which the question is developed includes the full range of courses. It is understood that the course material may need to be applied to situations or circumstances developed specifically for the Comprehensive Exam.

The Exam is scored and evaluated on the basis of inclusion of relevant material from these courses and the competency of the student in responding to the questions using the material in the basic courses, such that additional reading is not required. Because the Exam is designed to evaluate overall mastery, and not levels of competency, the Comprehensive Section is evaluated either as a “Pass” or “Fail”. Attention to qualitative evaluation above the pass point is neither the purpose of the Qualifying Exam nor is it built into its design.

3. Intervention Paper

The Intervention Paper is a written presentation of a real intervention (including, but not limited to, therapy cases). Assume that the case is to be presented to an audience of colleagues— people at a professional level of expertise. A standard evaluation report or case summary, even a high quality one fitting for clinical files or an informal clinical staff meeting, is not appropriate for this purpose. The Intervention Paper is scored according to the criteria stated below. The organization of the paper should fit the content. Therefore, it would be inappropriate to propose a standard outline. Intervention Papers may include descriptions of the following: how the problem came to the student’s attention; how it was originally presented; the nature of the assessment/analysis and how the problem was redefined; the intervention itself; and/or a retrospective accounting of the intervention. At a relevant point (or points), there should be a theoretical formulation. The theoretical formulation should illuminate the intervention and include current references.

4. Oral Examination

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

5. Scoring

The Comprehensive QE is designed to test mastery of course content through the first five semesters of the program; it does not *require* additional outside research. That means we do not expect that students will be expert in every facet of the exam. However, we do expect that they will apply concepts correctly in crafting a potentially useful and practical response to the problem at hand; approach the question in an organized, logical, scholarly, and internally consistent manner; and display acceptable writing mechanics and APA style. As such, Comprehensive Exams are evaluated along the following dimensions, with the understanding that the Faculty Committee members use their judgment in interpreting these basic descriptions:

- a. **Appropriate application of knowledge base** (relevant information from coursework is applied correctly to the problem at hand)
- b. **Comprehensiveness** (All elements of the question are addressed in full)
- c. **Presentation and organization** (the answer is presented in a clear, logical, and coherent manner)
- d. **Writing mechanics and APA style** (grammar, punctuation, headings, references)

The examiners rate each dimension as “Good,” “Satisfactory with Concerns,” or “Unsatisfactory.” In order to pass, answers must receive at least TWO “Good” ratings and CANNOT receive ANY “Unacceptable” ratings. ANY instance of plagiarism constitutes automatic failure of the QE.

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

- a. Writing mechanics and APA style (for the Paper) and overall quality of the oral presentation
- b. A concise and relevant description of the client

- c. The presence, accuracy, depth, and breadth of an explicit frame or model for the intervention(s)
- d. A formulation that ties the client, frame, and intervention together
- e. A detailed/concrete sense of an actual intervention (or series of interventions) conveyed
- f. The internal consistency among the aforementioned dimensions
- g. Evidence of student self-reflection on her or his own work

**SECTION V:
DISSERTATION**

A. Overview

The Psy.D. degree at Antioch New England is awarded only after the completion of the doctoral Dissertation. The Psy.D. Dissertation is viewed primarily as an educational vehicle that contributes to the development of a practitioner with the knowledge and skills of a scholar, capable of bringing scientific inquiry into the various realms of professional psychology. Purposive, disciplined inquiry and formal research for the Psy.D. are seen as integral to, rather than distinct from, his or her professional practice in real, locally meaningful situations.

The Dissertation process challenges students to integrate psychological theory and research, consonant with their professional mission, with a repertoire of scholarly and scientific methodologies in order to develop answers to a set of problems. We encourage students to tap into a broad range of research methods in their consideration of the Dissertation design. In addition, the Psy.D. Dissertation should address and seek to inform an identifiable audience beyond the Dissertation Committee, and represent a contribution to identifiable domains of professional psychological practice and/or scholarship. In order to reach such an audience, the PsyD program requires students to archive their dissertation manuscripts, currently through the ProQuest. Thus, students are expressly required to identify specific exemplars within current psychological, social science, and relevant professional literature (e.g., published journal articles and book chapters) upon which to model their Dissertation design and expository format. In order for the core of the final document to be in a form readily accessible to its identified audience, it normally would range in length from approximately 40 - 80 pages.

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

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

B. Nature of the Problem

The Dissertation draws on one's capacities for social planning, organizing, and task execution. Ideas, no matter how brilliant and sincere, must be located within a context, and contained within a structure that both focuses and delimits their scope. For the doctoral student, this context consists of the psychological and relevant social science literature as archived in major libraries; the current practices and guiding theoretical frameworks of the profession; and the particular knowledge, interests, and theoretical predilections of the student's doctoral committee (see

below). The Psy.D. Dissertation should adhere to standards of parsimony, focused scholarship, and conceptual depth, in order that it may find a receptive audience within the range of contexts available to professional psychologists (for example, professional publications, specific agencies or institutions, funding sources, professional presentations and training, consultations, and other psychological forums). The student must carefully attend to the exigencies of time, clarity of the project's conceptualization, availability of resources, personal strength and weakness, methodology, and institutional and faculty cooperation in designing a project.

Some examples of projects a student might pursue follow:

1. **Empirical Study.** This involves the collection, analysis, and interpretation of original data (broadly defined to include secondary analysis of archival data already available, replications, content analysis, media, etc.) to address a problem of theoretical or practical interest.
2. **Theoretical Paper.** A thorough review of the literature pertaining to a problem which integrates two or more theoretical positions, or which places an array of research findings under a new theoretical umbrella. This work should be rigorous, integrative, critical, and parsimonious. It should communicate a clear viewpoint developed by the student in the course of the research. In addition, the practical and empirical implications of the analysis should be delineated.
3. **Program Evaluation.** An empirical study explicitly intended to support the design, delivery or impact of a human service program. May include questions pertaining to program utilization, implementation, fine-tuning, and effectiveness. The use of traditional empirical, as well as action research methods is supported.
4. **Integrative Case Study.** A clinical case (or cases) is used to test, substantiate, or clarify a specific theoretical proposition that exists in the professional psychology literature. The Case Study overlaps with the Theoretical Paper in its integration or contrasting of two or more theoretical positions with respect to a phenomenon; and in the requirement that it be thorough, critical, and rigorously presented. It differs in the extent to which clinical case material is used to illustrate particular points. Case studies are particularly appropriate when instances of a phenomenon are rare, when a phenomenon is best illustrated as exemplary cases rather than in descriptions of populations attributes; when the investigation involves mobilization of resources that would prohibit more traditional analyses, when replications within or between a small number of cases are possible and particularly illuminating, and/or when the phenomenon is so complex as to demand extensive localized observation and description.
5. **Design and Implementation of an Innovative Program.** This includes a theoretical and practical justification for the program, goals and objectives, plans for program implementation, and a workable plan for program evaluation. Kinds of programs studied can include treatment interventions, prevention programs, organization consultations, etc.

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

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

C. The Doctoral Dissertation Committee

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

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

1. The Dissertation Committee's Mission

The Doctoral Dissertation Committee assumes the important dual role of providing guidance in completing a Dissertation project that significantly contributes to the student's education as a professional psychologist, and in evaluating the quality and acceptability of the student's work. It is important for the student to understand the two "constituencies" engendered by this role so that he/she may develop a realistic relationship with the Committee as a working body, and better anticipate its behavior at various stages of the Dissertation project. The first "constituency" is the doctoral student him or herself. At Antioch our primary objective is to offer a Dissertation process that will enhance the student's understanding of psychological knowledge, how it is developed, and how professionals participate in the development and dissemination of that knowledge, regardless of the particular roles they eventually fill as practitioners.

Thus, there is a strong person orientation in our system; one that values the project's ultimate contribution to a student's learning about science, research, and scholarship in psychology and his/her own abilities as a thoughtful, articulate professional. In line with these values, Committee members, almost without exception, will be individuals dedicated to doctoral training in clinical psychology, and interested in the intellectual and personal rewards afforded by the role of educator. They will have a strong interest in seeing the student to completion of projects that reflect his/her best effort, and that demonstrate competent acceptance and mastery of the intellectual responsibilities associated with doctoral-level expertise in clinical psychology. The student's personal, academic, and professional development are all part of this endeavor; the Committee role as guide and advisor is fulfilled to the extent that positive development in these areas is expressed in the Dissertation project.

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

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

2. Task Outline for Dissertation Committee Members

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

Dissertation Committee Members will:

- a. Participate in Dissertation Proposal development by providing consultation, including a thorough review of the written draft and suggestions for changes required to make it acceptable. The Committee may meet to consult at the Preproposal Meeting.

- b. Formally review and accept in writing (on forms to be provided) the finalized proposal as of the date of the Proposal Acceptance Meeting (one hour). Thereafter, the Dissertation Proposal becomes an institutional contract for the award of the Psy.D. degree upon satisfactory completion of the outlined project. This meeting must be attended by the student and all Committee Members, either in person or via telephone conference call.
- c. Be available for brief consultation with the student as he/she implements the project. While the Chairperson has the authority to resolve dilemmas that arise in between formal Committee functions, the student will occasionally contact Committee Members with questions and progress updates. The Chairperson has the responsibility to monitor this activity and ensure that the student's needs are being satisfied without overburdening Committee Members.
- d. Read and suggest revisions to a near-final Dissertation Draft and attend the Draft Review Meeting (one hour) where any substantive changes needed for completion of the written portion of the project will be determined. Again, this meeting must be attended by the student and all Committee Members, either in person or by telephone conference call.
- e. Attend the student's Final Orals (1.5 hours) wherein the student will present and publicly defend the thesis. This is the only meeting that the student and the entire Committee must attend in person. These meetings must be held at the Graduate School and will be scheduled during normal business hours. The Chairperson will be responsible for determining that any minor changes in the Dissertation suggested at this meeting are carried out in a satisfactory manner.

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

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

D. Processes and Tasks Toward Completing the Dissertation

1. The Dissertation Manager

Our Dissertation Manager is designated to monitor and record the Dissertation progress within the Department of Clinical Psychology. The Dissertation Manager must be notified of committee member selection. The Dissertation Manager must be notified of all steps in the

dissertation process and receive copies of the Dissertation Proposal, meeting memos, and the final Dissertation Draft. In particular, he or she must be notified in advance of the time and date of any formal Committee meetings so that any required administrative procedures may be implemented in a timely fashion. The Dissertation Manager maintains a record of each student's dissertation progress and assists in the deposit of the final draft with the Graduate School.

E. The Sequence of Events

The broad sequence of how one proceeds toward completion of the Dissertation is as follows

Spring, Year 2:	Exploration of potential dissertation topics in research courses; pairing in late Spring with an Advisor/Dissertation Chairperson.
Year 3:	One-credit Dissertation Seminar (5 meetings) in Fall and two credits (10 meetings) in Spring. Develop dissertation proposal, select and consult with Committee members.
Year 4:	Two-credit Dissertation Seminar (10 meetings) in Fall and one credit (5 meetings) in Spring. Perform dissertation research under guidance of Dissertation Chairperson.
ASAP	Ideally during Year 4, draft final report, submit for Draft Review by Committee, revise as necessary for Final Orals, and deposit final Dissertation Draft.

Below is the detailed description of the formal sequence of tasks and meetings:

1. Selection of a topic and Doctoral Dissertation Chairperson.

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

Students begin regularly scheduled meetings with their Dissertation Chairperson during Year 3 (15 Doctoral Research Seminar sessions scheduled throughout the Fall and Spring semesters) to develop a proposal. Third-year students are also encouraged to arrange for a Supervised Independent Study (SIS) with their Chairperson to achieve more prior to their fourth year. During Year 4, another 15 course periods are devoted to Doctoral Research Seminar. The students work with their Chairpersons, typically as part of a consultative group that consists of 2-3 of their classmates, to carry out as much of the project as possible.

2. Selection and convening of a Dissertation Committee.

The student is responsible for organizing the scheduling of all his or her formal Dissertation meetings, as described below. This requires obtaining from Committee members their available times to meet and their respective locations and phone numbers.

Proposal and Draft Review meetings can be transacted as telephone conference calls, set up and paid for by the Clinical Psychology Department. Once there is a secure date and time for the meeting, the student then provides that information (along with Committee members' phone numbers) to the Dissertation Manager, who will make arrangements for the teleconference and send out an announcement/reminder, via memo or email, of the meeting to each committee member.

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

3. The Dissertation proposal is sent to the student's Dissertation Committee members after the Chairperson has read and approved the draft. The Dissertation proposal is formally accepted by the Doctoral Dissertation Committee at the Proposal Acceptance Meeting where the operational plan for the project is elaborated in detail.

This meeting begins with the student briefly summarizing the rationale, goals, and methods of the proposed project. Any questions raised by the individual members are then worked through, and a plan is developed for the completion of the Dissertation. This plan is formalized in the proposal itself and any modifications of the project that are agreed upon at the Proposal Acceptance Meeting. The memo, written by the student, is submitted to the Dissertation Manager, along with a clean copy of the most recent draft of the Dissertation Proposal, to be filed in the student's file under "Dissertation Progress."

4. Once the proposal has been approved by the Committee, the student and advisor, in consultation with the Director of Research, must determine whether an application for ethical involvement of human research participants is in order. Information to assist with this determination, along with procedures and application forms, is available at the Antioch New England Human Research Committee webpage (<http://www.antiochne.edu/hrc/>). If HRC review is required, approval must be obtained prior to undertaking the project, under the primary supervision of the Dissertation Chairperson.

5. Once the research and report of the project is complete, and the student and Dissertation Chairperson agree that the draft is ready for review by the Dissertation Committee, the draft is distributed and, typically two weeks or more later, the Committee convenes once again for the Draft Review Meeting. This is a work meeting during which Committee members outline any changes that are necessary for the draft to attain acceptable final form. This meeting may also happen as a telephone conference call following the same steps in planning with the Dissertation Manager as done with the Proposal Acceptance meeting. Following the Draft Review meeting, the student compiles notes from the meeting and writes a memo that is submitted to all Committee members and the Dissertation Manager. This memo is filed by the Dissertation Manager.

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

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

7. The Dissertation process is completed with the deposit of one final copy of the Dissertation, incorporating any format changes outlined at the Final Orals, along with the *Author Agreement Form* and required fees for binding and publication of the Dissertation found in the publisher's booklet *Publishing Your Dissertation*. This copy must strictly meet the requirements for APA format and style. If completion of the Dissertation occurs after the student finishes his/her predoctoral internship, the date of the Chairperson's acceptance signature marks the formal completion of the student's doctoral training requirements at Antioch.

1. The Dissertation Proposal

The primary task of the Dissertation Proposal is to identify a problem of study, succinctly review the literature(s) relevant to the problem, and develop an operational plan for solving the problem. In essence, it is a condensed version of the completed dissertation except that the literature review may be more abbreviated, the method is proposed in the future tense, and the results and discussion are discussed in a speculative fashion. If the proposal is directed and precise, the student will write an important part of the final dissertation in preparing it.

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

What follows is a summary of the structure of the proposal. [Consult the current APA Publication Manual for additional stylistic expectations.] This structure can be modified to adapt to your particular project's design, and is intended as simply a model for your use.

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

b. **Table of Contents:** This includes chapter headings and other major headings within chapters, with corresponding page numbers, as well as Appendixes.

c. **Abstract:** This paragraph should cue the reader as to the theoretical, practical, and empirical (if any) bases of the work; the nature of the specific problem; the expected results stated in general terms; and a brief comment on the potential implications of the study. The importance of this paragraph (usually the last thing written in developing a draft of the proposal) should not be underestimated. If a clear and compelling Abstract can be developed from a proposal, it is likely that the project will meet professional requirements for clarity and logical organization. Conversely, if the Abstract is difficult to write, then it is likely that further work will be needed in framing the problem and organizing the presentation before the proposal will be acceptable.

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

- 1) capture the reader's interest and attention with respect to the problem;
- 2) state the specific objectives of the study, explicitly delineating the particular aspect of the problem to be addressed by the proposed research, and indicate its potential significance for the field of professional psychology;
- 3) briefly, but critically elaborate the theoretical frameworks that guide the literature and the proposed study, outlining the rationale for the particular approach to be used;
- 4) the specific research questions to be addressed. One consideration in framing the Introduction involves the explicit statement of hypotheses. While there are no hard and fast rules, hypotheses are generally best placed at the end of the Introduction following a brief statement of the intent of the research to be operationally outlined in the Method. The appropriateness of this placement, and indeed whether formal statement of hypotheses is required or reasonable, depends on the project and should be determined in consultation with the Dissertation Committee.

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

e. **Literature Review:** The literature review can in some instances be included in the introductory chapter. The literature review portion of the Introduction is especially important in that it ties the student's work to the larger knowledge base of psychology. In keeping with the basic structure and intent of literature review articles, as outlined in the APA Publication Manual (most current edition), this portion of the Introduction should accomplish the following:

- 1) further define, focus, and clarify the problem of study;
- 2) summarize previous empirical, theoretical, and clinical writings that are relevant to the problem, thereby informing the reader about the state of current knowledge and the basic issues the problem raises;

3) critically evaluate the literature by identifying relations, contradictions, gaps, and inconsistencies that exist within it;

4) use the literature to establish an explicit rationale for the proposed research (e.g., by identifying the need for a particular empirical research project, theoretical development, or whatever).

The literature review portion of the Introduction can be organized according to substantive relations among published materials, a logical theoretical organization based on a clearly articulated theoretical framework, or a historical chronology, depending on which organization facilitates clarity and economy of expression with respect to the identified problem. It should be kept in mind that this literature review is a review with a purpose, the primary task being to build a logical argument that attracts the reader's interest in the problem, while guiding him/her through the relevant aspects of current published knowledge. Comprehensiveness is only required to the extent it contributes directly to the understanding of the problem or issue outlined by the student in the initial sections of the paper. In identifying the problem, the student should discuss its importance in the broader context clinical theory and practice, then follow with material that is regularly tied back to the problem. In this way, the reader's attention is kept focused on the writer's developing argument, which should culminate in a proposed Method.

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

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

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

h. **Discussion:** This section is devoted to a discussion of how the major results should be interpreted, including those counter to the student's expectations. It also should include a discussion of the theoretical and professional implications of the work, elaboration of any

potential shortcomings of the work, and likely suggestions for future inquiry given the hypothesized results.

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

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

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

2. The Dissertation Draft

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

a. Dissertation Abstracts may be up to 350 words in length (a departure from APA Style guidelines). Given that the Abstract is the only part of your dissertation manuscript that will be electronically accessible, it behooves you to utilize those 350 words fully and effectively.

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

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

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

A typical Discussion (modeled after published empirical studies) should accomplish the following five goals in roughly the order given. First, the major findings of the research (including theoretical works, program evaluations, etc.) should be briefly recapitulated. In so doing, each finding should be discussed in a critical fashion while avoiding apology; that is, observations, conclusions, and speculations should be proffered with appropriate care to empirical and logical justification while allowing them to stand on their own merit. This material should be regularly tied to relevant literature(s). Second, having offered a reasonable accounting for the results, the reader should also be cautioned about any methodological problems that may limit their reliability and/or validity and the generality of any conclusions drawn. Again, the goal is to highlight potential problems without gratuitous apology for any imperfections in the study. Third, this material should be followed by a general discussion of the implications of the findings for future research in the area of concern and in related areas. Fourth, clinical implications are elaborated as explicitly as possible given the data and conclusions drawn. Finally, the reader is left with any closing thoughts that have not yet been discussed in earlier portions of the Discussion (e.g., about the importance of the area of study, or personal observations).

e. In addition, there are several other sections in the finalized project including a Signature Page (prepared by the Dissertation Manager), Dedication and/or Acknowledgments (optional), and Appendixes. Because it will need to be a polished document, available for public consumption, the student should expect it to go through more than one draft, and perhaps several, before it is accepted by the Dissertation Committee. The length of the body of the Dissertation (excluding Appendixes) should range from 40 - 80 pages.

3. The Dissertation Defense/Final Orals

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

At this meeting:

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

In general, the Final Orals should not be scheduled unless the project is acceptable to the Committee. However, it is possible in rare circumstances that the oral presentation will need to be repeated for the Committee before the final signatures are given. Any final revisions in the Dissertation recommended at this meeting should be little more than cosmetic, and the Dissertation Chairperson has the responsibility for seeing that they are carried out before the Dissertation is deposited with the Department's Dissertation Manager. The Dissertation Chairperson and student also share responsibility for ensuring that the final document conforms to current APA formatting requirements PRIOR TO the Committee signing off on the student's passing of Final Orals.

4. Depositing the Dissertation

The Dissertation process is complete when one copy of the Dissertation is deposited and the format has been verified by the Dissertation Chair, and the Department Chairperson has signed the cover sheet of the Dissertation formalizing its acceptance by the Department of Clinical Psychology.

To both simplify and standardize the procedure of dissertation binding, we have developed a "standing order" policy with ProQuest, a Michigan-based company that specializes in the publishing and binding of Master's theses and doctoral dissertations. UMI/ProQuest has a standing agreement with Antioch New England to process and bind the Dissertation copies of all students who have completed the Psy.D. program.

To fulfill the "standard" requirement for all Antioch graduates, we will request the following services for students from University Microfilms:

- Preparation of a master negative microfilm of the Dissertation
- Storage of the negative in University Microfilm's vault
- Printing of the abstract in *Dissertation Abstracts International*
- Listing of the Dissertation in the *Comprehensive Dissertation Index*

In addition, ProQuest will prepare five library-bound (hard cover) paper copies of the Dissertation, to be returned to the Dissertation Manager. She will see to it that the copies are distributed to the student's Dissertation Chairperson, two Committee members, the Clinical Psychology Department, and the Antioch University New England Library. The cost of these required copies is the responsibility of the student.

The microfilming and the five bound copies will fulfill the Antioch requirement; however, most students like to have personal copies of their Dissertations created at the same time. For an additional fee, ProQuest will create as many personal copies as the student desires and ship them to any address. In addition, University Microfilms will also file a copyright claim on the student's behalf for the Dissertation—a service we recommend but do not require.

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

5. The Dissertation Abstract

(From *Publishing Your Dissertation: How to Prepare Your Manuscript for Publication*, ProQuest, Ann Arbor, MI, 2003.) Because your Abstract will be used by researchers to determine whether or not they wish to access your complete Dissertation, it should provide a succinct, descriptive account of your work. And since it will also appear on-line, it must not exceed 350 words. (Abstracts exceeding 350 words are returned to the author for condensing.) Your abstract should be prepared carefully, since it will be published exactly as you submit it. Please follow these guidelines:

- a. Type or printout on one side of the paper only, double-spaced.
- b. Include all pertinent place names and other proper nouns. These are very useful in automated retrieval.
- c. Display symbols, as well as foreign words and phrases, clearly and accurately.
- d. Do not include graphs, charts, tables or illustrations in the abstract.

Note that the Abstract begins page 1 of the dissertation and that preceding pages are numbered using lower-case Roman numerals.

6. Dissertation Formatting

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

- a. **Margins**
All pages must be one inch on all sides. This includes tables, figures, and appendixes.
- b. **Order of Pages** (some pages are optional)
Signature Page (prepared by Dissertation Manager)

Title Page (required, see sample)
Dedication (optional)
Acknowledgments (optional)
Table of Contents (see sample)
List of Tables
List of Figures
Abstract (required) **THIS BEGINS PAGE 1 OF THE DISSERTATION**
Body of Dissertation
References (required)
Appendixes (optional)

c. Page Numbers

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

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

- 1) Tables and/or Figures appear in the body of the Dissertation text.
- 2) Tables and/or Figures may be formatted to appear either horizontal or vertical on 8 1/2" x 11" paper (If table is horizontal on 8 1/2" x 11" paper and continues onto a second page, please set the manuscript pages so the first page appears on an even numbered page.)
- 3) Titles (that run more than one line) are to be singled spaced and flush left. Titles are italicized. The Table number is not underlined. Double-space between Table # and Table title.
- 4) For complete information on tables and figures consult the *Publication Manual* (Current Edition) Table Examples, and Figure Examples, and Exhibits.
- 5) If a Table or Figure is two or more pages long, type (table continues) at the bottom right-hand corner of the page. Begin the second and subsequent pages by typing the Table number (continued) on top of the page (flush left) and repeat column headings.
- 6) All can be full-page and should be placed as the next page following their first mention in the text.

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

7. Dissertation Publication and Binding

As ProQuest will be binding copies of a student's Dissertation, certain requirements need to be met. These requirements appear in the materials that students receive at the Final Orals, but for convenience we also include them here. The manuscript must be prepared using a typewriter, word processor, or personal computer. The following reminders from ProQuest should be observed in all cases:

- Type or print the manuscript on high-quality, white paper, minimum 20-pound weight, and 8 1/2" x 11" in size. Please do not use erasable papers.
- All textual materials should be double-spaced.
- A 12-point font in an acceptable APA typeface must be used.
- The print should be letter quality (typewriter or letter-quality printer,) with dark black characters that are consistently clear and dense.
- Computer printouts with small and indistinct print and/or very narrow margins may be illegible in microform.
- Photocopies made from poor quality originals cannot be reproduced properly in microform. These poor quality copies tend to occur most frequently in manuscript appendices.
- To avoid delays in publication, please make certain that the copy submitted includes all the pages of the manuscript.

F. Dissertation Support after the Fourth Year

1. Monitoring and Supporting Dissertation Progress after Year Five

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

The Annual Review Process will be maintained after students have completed their fourth year in the program. Subsequent Annual Reviews will occur at the end of each respective year (April-May), beginning at the end of students' fifth year. Each completed Annual Review Form will be given to the Director of Research. The Annual Review forms will then be passed on to the dissertation manager, who will send a copy of the form to both the student and the advisor, and then place the original in the student's file. These post-year four Annual Reviews are to be signed by the dissertation advisor and the Director of Research. Students rated "Satisfactory with

Concerns" or "Unsatisfactory" will be expected to have a Special Review (Please see Special Review section in this Handbook).

The fifth year Annual Reviews will, in most cases, focus on students' internship experiences. Subsequent evaluations will concern students' progress completing their dissertations. The faculty will naturally take into consideration unforeseen life-contextual factors that may interfere with a student's progress. They are typically viewed as legitimate interruptions. However, students are expected to initiate regular contact with their Dissertation Chairs, and upon completion of their predoctoral internships, are expected to set up a schedule of regular conversations and/or meetings with their Dissertation Chairs over the following year.

The schedule of programmatic responses to students' unacceptable progress with the dissertation will follow this pattern: Students who have not completed their dissertations at the end of their seventh year will have to petition for an extension of the Statute of Limitations. Annual Reviews act as a record of post-FIFTH YEAR students' academic standing in the program and the quality of their progress on the final degree requirement (see *Enforcement of the Seven Year Statute of Limitations* in this Clinical Psychology Handbook).

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

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

Some criteria for deciding Unsatisfactory on an Annual Review:

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

2. Statute of Limitations

Doctoral students are expected to complete all degree requirements, including the dissertation, within 7 years of entering the program. Students who fail to meet this expectation may apply for an extension of the statute of limitations, showing cause for this delay and articulating a clear set of plans for completing the project in a timely fashion. Students who have a history of "Satisfactory with Concerns" or "Unsatisfactory" on their Annual Reviews, in spite of Special Reviews and their concomitant plans to address the problem, are less likely to be granted an extension of the statute of limitations. Given that approval of extensions is contingent on

satisfactory progress, such approval becomes less likely with each subsequent year that your progress is delayed. In any case, extensions will not be granted beyond the 10th year.

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

3. Process for Requesting an Extension of the Statute of Limitations

Students should communicate with their Dissertation Chair in the Spring of their seventh year, about. The Dissertation Chair will usually be expected to set up a meeting with the student, to which the student will bring the following: (a) documentation of their progress to date; (b) a narrative or outline that articulates their causes for delay; (c) any documentation, if applicable, to support their claims; and (d) a sketch of specific plans for completing the project in the coming year (these plans will be refined in dialogue with your Chair). After reviewing the student's documentation and Annual Reviews, the Dissertation Chair will help the student decide whether to submit an application for an extension of the Statute.

Applications for extensions are letters composed to the Director of Research, articulating the student's request for an extension, and including the materials they brought to the meeting with their Dissertation Chair. The Director of Research will then consult with the Dissertation Chair (and others if s/he sees fit) to evaluate the request, and will notify the student of their determination in writing. If the extension is approved, the student is granted an additional year to complete the dissertation process. If the extension is not approved, the Director of Research communicates this decision to the Director of Student Affairs, who forwards to the Registrar a recommendation for the student's permanent disenrollment from the program. Students wishing to appeal this decision should refer to the section on Appeal Procedure in the *Clinical Psychology Handbook*.

Formal Procedures for the Changing of a Dissertation Chairperson

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

- a. The student brings this wish to their current chairperson. The two of them discuss the issues and concerns raised by the student and come to an agreement either to continue working together or to have the student seek a different chair. If the latter, the student submits to the Director of Research a letter that briefly describes the reasons for the desired change of chair, and the outcome of the discussion with the current Chair. This will be placed in the student's file, along with a response and disposition by the Director of Research.
- b. The student may *either* recruit a new advisor/chair from the ranks of Core Faculty, and so inform the Director of Research, *or* follow the procedure outlined in c), below.
- c. Procedure for petitioning the dissertation faculty to seek a new Advisor/Chair. The student puts together the following packet of information, and submits this to the Director of Research:

- 1) A Pre-proposal, or a description of the dissertation project, including the methodological approach he or she is considering using, and a bibliography-in-progress.
- 2) The student's ranking of her or his preferences among the eligible dissertation faculty. The student should interview prospective chairs in order to make the most informed rankings she or he can. The student may not ask for a specific commitment from those faculty they interview, but may request a statement of encouragement or discouragement. Commitments are made in collaboration with the Director of Research.

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

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

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

H. Policy for the Protection of Human Subjects in Research

All research involving human subjects is subject to Antioch New England's human subjects review policies, as published by the Office of the VP for Academic Affairs. Student investigators and their faculty sponsors/advisors are jointly responsible for adhering to these policies.

I. Important Dates and Timelines

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

1. Degree Conferral Dates. Antioch has three Degree Conferral Dates each year: one in November, April, and July. The deadlines related to each conferral date can be found on FirstClass and on the Antioch New England website. To qualify for degree conferral on any of these three dates, students must complete their Final Orals and deposit their dissertation according to timelines posted each semester, in FirstClass under Dissertation Deadlines. It is the

student's responsibility to negotiate timelines for dissertation progress with sufficient foresight and respect for the availability of faculty on the dissertation committee, so that faculty are not pressed to compromise the quality of the final product or process.

2. Date of Dissertation Deposit. State licensing boards typically require a year of post-doctoral supervised training, thus, it is very important for students to know at what point they may begin "counting" post-doc hours in order to sit for your state's licensing exam. The formal date that serves this purpose is not the Degree Conferral Date, but rather the date at which you have completed all of your degree requirements, which includes Dissertation and predoctoral internship. This date is recorded on your transcript. If your Dissertation is your final remaining requirement, then the registrar will record the date of your completion of all requirements as the date of the Department Chairperson's signature on your Dissertation Signature Page. This signature is dated *when your format of the final Dissertation has been approved by the Dissertation Manager* (see above section *Depositing the Dissertation*).

3. Commencement Exercise. Participation in the May Commencement Exercises (highly recommended) is for all those who have completed all their degree requirements anytime between April of the preceding academic year and the deadline for the current April Degree Conferral. In addition, for those students who cannot make the April Degree Conferral deadline but intend to schedule their final orals just slightly (within a month) later, a timeline has been made so that they can participate as "finishers" in the Commencement. This timeline is as follows:

- a. Formally notify your Dissertation Chairperson and Committee Members, in writing by the last day of the fall semester, of your intent to complete your Dissertation work in the coming spring. Your letter should include a realistic discussion of why you think you can complete the work and tentative dates drafts will be submitted to the Chairperson.
- b. A date in mid-February is the last day your Chairperson can schedule a Draft Review Meeting. To do this, the Chairperson will have to have approved a good draft submitted by you early enough that he/she can read it and make the approval decision. This is a program deadline around which there can be no exceptions; the Chairperson, however, based on his/her workload and that of Dissertation Committee members, may set final deadlines earlier than this date. Make sure you have a clear arrangement with your Chairperson.
- c. The first week of March (one month before the Last day for Final Orals), is the last day that your Draft Review Meeting can be held. Again, the Chairperson and the Committee may need to set an earlier deadline in order to handle the workload.
- d. A day in mid-March is the last day for Orals and Dissertation deposit.

**SECTION VI:
GOVERNANCE**

A. Rationale and Assumptions

1. Definitions

- a. The Executive Committee along with the President is responsible for policies, problems, and issues that impact across departments. The Executive Committee consists of the President, all academic department Chairpersons, the Registrar, the Director of Finance, the Director of Admissions.
- b. The Clinical Psychology Department Management Group is responsible for departmental policies, problems, and issues that impact across departmental programs. It consists of all the Core Faculty in the Clinical Psychology Department. Within the Management Group, there is the Psy.D. Executive Committee, consisting of the Department Chairperson, the Associate Director of the program, a Core Faculty Representative, and an Associate Faculty Representative. The latter two are revolving positions.
- c. Core Faculty at Antioch New England are faculty with a half time or more contract with A/NE. The term Core Faculty includes chairpersons, program directors, and associate program directors, directors of research, directors of internships and practica, and the like as well as those faculty without a particular administrative title. With varying balances, all core faculty have both administrative and faculty roles.
- d. Associate Faculty in the Psychology Department are faculty who teach a Professional Seminar and are not Core Faculty. Associate Faculty may also be contracted to teach academic courses, serve as advisors, take on focused administrative roles, serve on Qualifying Examination, Admissions, and Dissertation Committees, and the like.
- e. Senior Associate Faculty in the Psychology Department are people who have served as Associate Faculty for at least three years.
- f. Adjunct Faculty in the Psychology Department are people who teach an academic course or workshop but are not Core or Associate Faculty. Adjunct Faculty may be contacted to serve on Qualifying Examination, Admissions, and Dissertation Committees, and the like.

2. Organizational Context

- a. This governance policy applies to the internal workings of the doctoral program.
- b. Issues which pertain to the Clinical Psychology Department as a whole require action by the Clinical Psychology Management Group. Other issues pertain to the larger context and require action by the Executive Committee and the President. Still other issues that impact on the program are primarily the province of other units (e.g., Financial Aid policy, Registrar's policy) and might require political and diplomatic efforts as well as action by the Executive Committee and the President.

c. The unusual variety of faculty roles—administrative, Core, Associate, and Adjunct—with varying amounts of contracted time, make the usual sorts of university governance systems unworkable. For example, weekly two hour full department (or even full program) meetings or weekly Academic Senate meetings are viable only in a context where the great majority of the faculty are full time. Similarly, total administrative control (from whatever level) over issues in which Associate Faculty are centrally involved is not viable. Potentially caught in the middle, Core Faculty must be responsive to but not solely or even primarily the instruments of the Antioch University administration, A/NE or departmental administration, program director administration, an Associate Faculty policy group, or, for that matter, a student group.

3. Associate Faculty Role and Issues

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

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

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

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

e. The Chairperson and Associate Chairperson meet with the Associate and Adjunct Faculty twice during the academic year, once in each the Fall and Spring semesters. These meetings are intended to maintain a strong connection to the Associate and Adjunct Faculty regarding any issues of concern to them, as well as keeping them informed of current or impending changes in the program as a whole.

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

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

2) The Associate Faculty Representative serves as a member of the Department Executive Committee with the Chair, Associate Chair, and Core Faculty Representative. This activity requires being part of this specific working group to set the agenda for the Department Management Team meetings and manage presentation of issues in a productive way. Again, the Associate Faculty Representative serves as both an individual in this group and a voice for the Associate Faculty regarding student and program issues. This requires weekly participation in a regularly scheduled meeting. All participants in this meeting are privy to full budget information and issues regarding Antioch New England and the University.

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

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

4. Core Faculty Role and Issues

a. By role, in light of the nature of their contracts and primary work commitment, Core Faculty carry a different and higher level of program responsibility and authority than do Associate Faculty. Of course, as individuals, all faculty maintain equally high levels of personal commitment to the program, students, and colleagues.

b. In addition to the student contact common to all faculty, one of the primary rewards for the Core Faculty/program administrators is the ability to help give shape to program direction and policies and take on a leadership role. Given the relatively low pay, it is important to understand the significance of being involved in leadership and policy development in that the traditional academic rewards of research time and long summer vacations are not available in the context. The Core Faculty role is not viable without participation in the central program policy group.

c. As the Faculty grows and diversifies and the program matures, roles and identification groups have/will become more complex. The Faculty might well be seen as composed of the Program Directors, Directors with specialized areas of responsibility (e.g., research, practica/internships), other Core Faculty, Senior Associate Faculty, newer Associate Faculty, and Adjunct Faculty.

5. Student Role

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

6. Requirements for Policy Development

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

B. Meetings, Groups, and Procedures

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

- a. Full Doctoral Faculty Meetings are not regularly scheduled, but called by the Chairperson of the Department. Associate Faculty may request a meeting by notifying the Chairperson.
- b. All Associate faculty are expected to attend; Adjunct Faculty are invited but not required to attend.
- c. The purpose of this meeting is to provide a longer time period to work on major program issues not easily containable in the shorter biweekly meetings with Associate Faculty.
- d. Focused agendas are set in advance by the Director of the Doctoral Program. The Director will put particular items on the agenda at the request of the Associate Faculty.

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

2. The Doctoral Management Group

- a. The Doctoral Management Group has both the authority and responsibility to develop policy in the Doctoral Program informed by the advice of the Full Faculty and the advice (on certain issues only) of the Psy.D. Cabinet, and subject to the veto of the Program Director.
- b. The Doctoral Management Group consists of all members of the Core Faculty and the Associate Faculty Representative.
- c. The Doctoral Management Group meets weekly on Thursdays for a working lunch (noon to 1:00 pm), often followed by working committee meetings (1:00 - 2:00 pm).

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

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

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

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

C. Policy Promulgation and Response

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

The Steps in the Process include:

- a. After a series of formal and informal discussions, a draft version of a proposed policy is developed by the Doctoral Management Group.
- b. The draft is circulated for written reactions within the entire Psy.D. community (due by a specified date). Sometimes the Faculty will receive the draft first for comment, review, and revision prior to solicitation of student feedback; other times the process will occur simultaneously for both groups.
- c. The Doctoral Management Group revises the draft in light of the feedback and distributes the revised version. If the policy is not particularly controversial and community consensus is clear, then this new draft will be distributed as policy. If, in the view of the Doctoral Management Group, unresolved issues remain, an ad hoc meeting may be set up for general discussion of the revised draft among the interested parties.
- d. The Doctoral Management Group may adopt the resulting draft as policy or determine that it is appropriate to repeat parts of steps 2 and 3.

D. Course/Teacher Evaluation Policy

1. Two weeks prior to the end of each school term, course evaluation forms, a large envelope addressed to the Associate Chair of the Department, and a letter of instruction will be distributed to each instructor of each course.
2. All faculty will distribute the evaluation forms to students during the last or second to last class of the term.
3. One student will be responsible for being sure all completed evaluation forms have been placed in the envelope and that the envelope has been sealed. That student will deliver the sealed envelope to the mailbox of the Associate Chairperson (or someone designated by the Associate Chair).

4. The evaluation forms will be reviewed by the Associate Chair or someone designated by the Associate Chair.

5. On the first due date for grades after the instructor has completed grading the work of all those who did not take extensions, the envelopes will be distributed to course instructors for their review. This means that students who have requested extensions or otherwise not completed coursework by the original due date, will have their course evaluations read prior to receiving grades.

6. Instructors will return the forms to the Administrative Assistant designated to handle course related matters. She/he will file them in the Department office where the Antioch New England Clinical Psychology community will have access to the forms.

**SECTION VII:
DEPARTMENTAL CENTERS**

THE ANTIOCH PSYCHOLOGICAL SERVICES CENTER

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

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

CENTER FOR RESEARCH ON PSYCHOLOGICAL PRACTICE (CROPP)

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

MULTICULTURAL CENTER FOR RESEARCH AND PRACTICE (MC CENTER)

The Antioch New England Multicultural Center for Research and Practice (MC Center) promotes multiculturalism within a social justice orientation. The term “multicultural” is applied broadly to include issues of minority or marginalized status, as related to race, ethnicity, culture, class, use of English as a second language, gender, sexual orientation, disability, religion, spirituality, and the elderly. Established in the fall of 2000, the MC Center has a focus on culturally diverse and immigrant youth, adults, and families in the New England area.

The mission of the Antioch New England Multicultural Center has four elements:

1. To develop products and functions, such as multicultural training workshops, panel presentations, and colloquia; mentoring and tutoring outreach to language minority adults and children in school and community ESL programs; conversation services to individuals with disabilities and senior citizens; multicultural assessment consultation; quantitative and qualitative assessment tools; web-based resources on multicultural test titles; multicultural topics in psychology; multicultural awareness exercises; a multicultural syllabus archive; and organizing multiethnic potluck gatherings.
2. To educate and consult with students, trainees, professionals, educators, and other providers and consumers of multicultural services so as to promote social justice.
3. To document through systematic research, the most competent, useful, and reliable ways of providing multicultural services and assessment with solid empirical support.
4. To promote and advance student and community organizations, such as the Support Group for Ethnic and Racial Diversity of the Clinical Psychology program, Keene ESOL Community Education Program, Community Strategies of New Hampshire, and the Newcomers Group of the Keene area.

**SECTION VIII:
DEPARTMENTAL AWARDS**

DIVERSITY AWARD

A. Description

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

B. Eligibility

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

C. Criteria

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

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

D. Selection Process

The Diversity Award may be given annually. Nominations will be sought in the spring semester with April 1st as the final date for submitting nominations. The nominations will include a written description of the project, not to exceed 3 pages, and up to two letters of support for the

nomination. Letters of support may be written by any person, within or outside of Antioch, who is familiar with the project and who can attest to its value and signs of positive outcome.

E. Selection Committee

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

F. Award

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

Gene Pekarik Memorial Award for Research on Psychological Practice

A. Purpose

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

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

B. Eligibility

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

C. Criteria

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

D. Process

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

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

E. Award

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

**SECTION IX:
FACULTY**

THE FACULTY

Faculty Development Policy

A. Faculty Opportunities and Benefits

Some of the opportunities offered to faculty for professional development are as follows:

1. In the Department of Clinical Psychology, full-time Core faculty devote one day per week (20% time) to outside professional activities such as private clinical work; consultation and training; research; scholarship; writing; community service; and participation in organized psychology. Work schedules are arranged so that each Core Faculty member can find time during the normal week for such activities.
2. The professional development benefit provided to Core Faculty is 1 1/2% of salary. Associate Faculty who have been with us for more than 3 years receive \$100 reimbursement for professional development activities, including book purchases, attendance at workshops, etc. All faculty receive a 10% discount on cash purchases at the Antioch Bookstore.
3. The Department of Clinical Psychology is an APA-approved Continuing Education Sponsor. The goal is to provide enhanced professional development opportunities not only for Antioch faculty, but, in keeping with our overall mission, for the rest of the professional community in the southwestern New Hampshire, western Massachusetts, and southeastern Vermont region as well.
4. As a fringe benefit since Fall 1991, the Department pays the tuition for both Core and Associate Faculty to attend our own CE workshops for up to 21 credits per year. This makes it possible for faculty psychologists to meet their state continuing education requirements through Antioch without additional expense.
5. Since 1992, the Department will pay the application and interview fees, as well as other expenses, to take the American Board of Professional Psychology examination for any Core or Associate Faculty with three or more years teaching experience at ANE.
6. The Graduate School has a special faculty professional development grant program, the "President's Discretionary Fund", to which Core and Associate faculty members may apply for funds and release time with which to pursue scholarly and professional development activities.

Faculty Modeling of Professional Work

Faculty engage in the modeling of their professional work in a variety of academic contexts throughout the program: in their course work, in Professional Seminars and Case Conference, and in live consultations at the Psychological Services Center.

Critical locations for this type of activity are Professional Seminar and Psy.D. III Case Conference where, through continuous case presentation, students watch faculty think through clinical issues and grapple with intervention strategies. During the second year Professional Seminar, faculty demonstrate their work by conducting live clinical interviews with students observing from behind a one-way screen. These consultations are then discussed in Professional Seminar. In a somewhat less direct way, faculty demonstrate their clinical work in the context of their academic courses. In addition, in courses such as Psychotherapeutic Intervention I, II, and III, ProSem III and IV, Psychological Assessment, Professional Practice Seminars and Advanced Seminars, faculty bring in case material from their own practices. Role playing and simulations are also widely used in the above-mentioned courses. Direct demonstration of therapeutic techniques is also used as a teaching device in courses such as relevant to groups, hypnotherapy, family therapy, and behavioral medicine.

Syllabi in the Department of Clinical Psychology

A. Background

In the early 1980s, the late 1980s, in 1992, later in the 1990s, and most recently in 2002, the Department of Clinical Psychology has spelled out what is required in departmental syllabi. With a few changes to accommodate new developments, these requirements have remained similar. As a key principle, they must contain the full information about each reference (reading assignment) and about the course for internal and external review.

B. Purposes of Syllabi

1. They must completely inform students about what is expected of them in a course: readings, class participation, case presentation, documentation, or others—in a way that is equivalent to a contract.
2. Syllabi must be fully informative to third persons because
 - a. licensing boards now routinely review syllabi in particular areas (typically submitted by students) to demonstrate whether an idiosyncratic state requirement is met.
 - b. The APA Committee on Accreditation now requires them to be a part of the materials to be submitted to see if they meet the Guidelines and Principles and are consistent with our catalog and the categories in which we have placed them.
 - c. Some specialty boards use syllabi in advanced areas as documentation of appropriate educational background.
 - d. Faculty and students need to be able to see what is being done in other courses for overall curriculum planning and to eliminate redundancies.
 - e. The waiver process requires that the current requirements for each course be available.

- f. It facilitates cooperation between the Department of Applied Psychology and the Department of Clinical Psychology.
3. They must serve as a good example for students of professionally organized and prepared material as well as being in the appropriate citation format of the profession.
4. The Department collects all syllabi, and at its discretion, reviews and approves each one. Notebooks of these syllabi are available in the department office. The Registrar also maintains a library of syllabi for the purposes of regional accreditation.

C. Syllabi Criteria

1. Syllabi must include the following specific data: (see sample in the Appendices)
 - a. the catalog course number (e.g., "PY 720")
 - b. the exact catalog title
 - c. the semester (e.g., Spring 2009)
 - d. the instructor
 - e. how to get access to the instructor if it is not obvious (e.g., phone number, email address)
2. The content and description of the course must be consistent with the catalog description. Though material in a course is appropriately updated every year, if a faculty person believes a course description should be formally revised, contact the Department Chairperson. Do not simply change course content on your own. Otherwise, the Department may be put in an untenable situation with accreditation and licensure bodies in which a syllabus is not consistent with the catalog and does not support its particular categorization.
3. The full requirements for the course (e.g., tests, case presentations, papers, class participation, etc.) must be specified including any unusual pedagogical techniques.
4. Papers should be written in APA format as a requirement. As a rule of thumb, if a paper has references, APA format should be required. This requirement is designed to help students learn the format necessary in our discipline and the one required for Qualifying Examinations and the Dissertation.
5. Make every effort to find suitable texts and books of readings. The department cannot illegally xerox portions of books or journal articles without copyright clearance. Abide by the appropriate copyright laws.
6. The specific class topics must be shown for each class session by date. The inclusion or exclusion of particular topics (such as diversity) is sometimes not obvious from the reading list.
7. Include diversity in all syllabi in a way suitable to the topic, and specifically identify the class topics and sessions where it is to be found.
8. The specific reading assignments must be shown for each class meeting by date. For an authored book, include the chapter titles. For an edited book, include the full citation of the

papers so it is possible to know the content of each assignment, how the materials can be obtained, and their currency. Citations such as “Freeman, et al (1989), chapter X,” “Gergen handout,” or “Parkinson in course pack” though they may communicate to students are not acceptable for published material. (Handouts can, of course, refer to unpublished material.)

9. Full references must be shown for each reading assignment in APA form according to the latest version of the publication manual. It is understood that, rarely, a complete APA citation is not available consistent with syllabi deadlines. The reference for the publication manual is:

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. Sixth edition. Washington, DC: A.P.A.

10. Two hard copies (for the Department and the Registrar) as well as an electronic copy of each syllabi should be submitted to the appropriate Departmental administrative assistant in the Clinical Psychology Office before the beginning of each semester. Post the syllabus to the course list.

11. If substantial changes are made in a syllabus over the semester such that the initial version no longer accurately represents the course for the purposes above, a revised version must be submitted.

12. Help is available from Department administrative assistants to get the syllabi into final form.

Academic Rank in the Department of Clinical Psychology

A. General Issues

1. Antioch University New England has adopted a system of academic rank to which academic Departments may subscribe or pass by at their option.

2. The system of academic rank shall be administered locally, with decisions made by a Departmental Faculty Rank Committee (DFRC) within each academic Department subscribing to the rank system. This DFRC will be composed of 3 Core Faculty of equal or higher rank than the desired rank of the applicant, or, the 3 highest ranking Core Faculty, if the former condition cannot be met. The process will be determined by the Core Faculty. The primary tasks of this committee are:

a. to identify particular departmental criteria for rank consistent with the ANE generic criteria.

b. to make judgments and administer departmental decisions on rank.

3. The decisions of the DFRCs will be subject to review by an Antioch New England Faculty Rank Committee (ANEFRC) chaired by the President ex-officio or his/her designee, and composed of two Department Chairs appointed by the President. The primary tasks of this committee are:

- a. to assure that departmental criteria for rank are consistent with ANE criteria.
 - b. to make sure rank is equally accessible, rather than too hard or too easy, across departments.
 - c. to receive written appeals about decisions on rank made by the DFRCs.
4. The DFRC will ratify long and short forms of a dossier proposed by the Chair and based on the criteria below. The long form will be used as the initial entry form for all faculty and when faculty are requesting advancement from one rank to the next. The short form will be used on an annual basis, once rank has been assigned.
5. This proposal is to be viewed as experimental and is to be reviewed in three years after implementation by the Academic Council. The review is to be conducted in the context of Clinical Psychology's rationale (see Appendix) and include attention to internal morale and as well as to whether rank has been a help in salary determination. The review should also attend to rank's impact on other departments, particularly whether there are concerns regarding inter-department divisiveness, whether a two-tier faculty structure has developed, or whether there is an advance or an erosion of ANE values.
6. At ANE rank has the following constraints and implicit understandings:
- a. One purpose of rank is to differentially respect and reward an ANE perspective on academic values, one that values excellence in teaching and other activities with students, a broad vision of faculty professional development, and performance in assigned duties *without* requiring a high level administrative position. These valued activities are also to be the *sine qua non* of rank.
 - b. While promotion recognizes that faculty may well be very good in one area and excellent in another, good (i.e., mediocre) performance in an area may not be sufficient for promotion. The intent here, for example, is not to promote a person who perhaps writes many articles or has high administrative responsibility without very good teaching.
 - c. There is not an "up or out" system, where unless a person is (typically) promoted from assistant to associate professor, they must find a new job. There is to be no requirement for advancement in rank for continued employment within the system; nor is there to be a right to advancement based solely on years of service. It follows therefore that there is an area of good enough performance sufficient to retain a continued appointment but not sufficient for promotion.
 - d. The annual evaluation process for rank must incorporate the supervisor's evaluation and commentary in each of the areas. The system must incorporate the ANE qualitative criteria (outstanding, excellent, very good, good, satisfactory with concerns, and unsatisfactory). This evaluation must address such things as whether the faculty person has done a sufficient amount of work, whether that work was done competently, whether it was completed, and whether outside professional activities were managed in such a way as to contribute to rather than detract from ANE activities.

e. There is no tenure, (i.e., no guarantee of a permanent contract after a relatively long period, such as 5 years, of positive service).

f. The rank system would both respect years of post-degree experience and allow advancement for unusual achievement.

B. Criteria

1. The terminal degree is that degree which is required in each department or discipline to begin or rise in rank and typically required for a regular teaching appointment in the department. In the department of Clinical Psychology that degree is the doctorate.

2. Eligibility for a particular rank is based on years of academic experience (or the equivalent) after the receipt of the terminal degree. Normally the equivalent of five years of full-time academic experience is required for promotion to Associate Professor and five additional years for a total of ten for promotion to Full Professor. Part-time faculty experience, non-academic administrative experience, and/or full-time clinical experience are not automatically equivalent on a one-to-one basis to full-time academic experience. Each faculty person must make his/her own case based on the relevance of the earlier experience to his/her faculty role.

3. Faculty must have performance commensurate with their rank (a history of "very good" or better ratings) in "student related activities" and "professional development activities" and at least one other area. Faculty must be at least "good" in the fourth area. Specification of expectations for promotion should be in written form in each annual evaluation.

These four (inherently overlapping) criteria are student related activities; professional development activities, including output, input, and leadership in the profession; departmental administrative responsibilities; and service to the university and the community.

a. Student related activities, including:

advising

dissertation and thesis committees; including number completed and realistic load diversity issues attended to; inclusion of diversity in syllabus and course evaluations by students

examination committees (e.g., Qualifying Examinations)

mentoring (e.g., encouraging and promoting student presentations, publications, and special projects)

supervising

syllabus quality, including staying within frame of stated course and coordination with similar courses

teaching

evaluations in on time

b. Professional development activities in three modes, as reflected in output, such as:

book author
book editing
chapter/article
consultation
creative products
curriculum--new designs
development of new special area or redevelopment of old one
new course
papers
presentations
professional practice
program development
publications
reviews/editing
unpublished research and writing that contributes to the professional culture
supervision
workshop presentations
workshops

input, such as:

continuing education
development of a special area
workshop attendance

and **leadership in the profession** on local, state, and national levels, such as:

advanced professional credentials achievement (such as ABPP)
development of community programs/projects
membership, participation, service, and/or liaison on boards (licensing, ethics, task forces, etc.) and committees, community groups, civic organizations outside ANE
planning conference participant
professional organizations--participation, membership, officer, special roles and responsibilities
speaking to the public for informational purposes

c. **Departmental administrative responsibilities**, including:

administrative role
admissions
assigned specific administrative duties
chairing committees outside administrative role
completion of work as assigned and volunteered for departmental committees-- participation
faculty committee participation

getting other paper work done
policy development outside administrative role
problem solving
program development
work attitude (e.g., cooperatively picking up work as it needs to be done)

d. Service to the university, such as:

ANE administrative work
ANE committee membership (e.g., planning, search, policy development—
outside of role)
ANE program development
Antioch University committees
designing new programs
representing Antioch to the public
and the community on local, state, and national levels, such as:

development of community programs/projects
membership, participation, service, and/or liaison on boards (licensing, ethics,
task forces, etc.) and committees, community groups, civic organizations
outside of ANE
planning conference participant
professional organizations--participation, membership, officer, special roles and
responsibilities
speaking to the public for informational purposes, as a service
professional practice

4. Adherence to departmental boundaries for the faculty role (e.g., with regard to professional practice) as they appear in departmental documents must be evaluated.

5. Activities deemed to be outside of one's professional activities should neither be counted positively or negatively in one's application for rank. These may include activities spent out of the departmental field which would ordinarily not be included in the criteria, activities not directly related to one's career away (e.g., time spent child rearing, working on publications or activities unrelated to the field, etc.).

C. Ranks, Salaries, and Categories of Faculty

1. There will be four assigned/earned ranks: The rank of Instructor for those who have not attained the terminal degree and Assistant Professor; Associate Professor; and full Professor. Each professorial rank has a series of steps that correspond to years in rank, such as Assistant Professor 4 or Professor 12.

2. As a matter of equity, core faculty salaries within the Department of Clinical Psychology, after a phase in process, will be commensurate with their rank. The actual salaries will be determined by each Department Chair in conjunction with the President . This salary phase in process will be developed at a time after rank has been initially assigned to all Core Faculty.

3. Additionally, it is the intention to award rank titles to five *categories* of faculty. It is recognized that this document does not provide adequate policies and procedures for the award of rank beyond the Core Faculty level. After rank has been initially assigned for Core Faculty, procedures for categories b., c., d., and e. will be taken on.

- a. Professor, etc. for Core Faculty;
- b. Clinical Professor, etc. for Associate Faculty;
- c. Adjunct Professor, etc. for Adjunct Faculty;
- d. Adjunct Clinical Professor, etc. for field supervisors;
- e. Visiting Professor, etc. for faculty appointed for a brief time span.

D. Evaluative Qualitative Descriptors

Unsatisfactory: In the ANE context, performance was unacceptable and improvement in areas to be specified is necessary for a continued annual appointment.

Satisfactory with Concerns: In the ANE context, performance was minimally acceptable and improvement in areas to be specified is necessary. Though a year's performance at this level does not jeopardize continued annual appointment, unremediated performance at this level for two or more years may.

Good: In the ANE context, faculty person has been adequate (i.e., good enough) in this area. Areas in which to improve should be specified. Performance in this area should lead to continued annual appointment but not to promotion.

Very Good: In the ANE context, faculty person has been well-organized, competent, and effective in this area. Performance at this level should lead to promotion at the usual times.

Excellent: Faculty person has been particularly competent, creative, and original in this area in a way that is consistent with the best ANE might reasonably hope to expect.

Outstanding: Faculty person has been unusually competent, creative, and original in this area in a way that is beyond the best ANE might reasonably hope to expect.

E. Qualitative Descriptions of Accomplishments in Each of Four Criteria Areas

1. This section describes the qualitative differences for each of the inherently overlapping criteria—student related activities; professional development activities, including output, input, and leadership in the profession; departmental administrative responsibilities; and service to the university and the community—necessary for appointment or promotion. Therefore faculty accomplishments at each level *should be equivalent to* the following specific descriptions that exemplify the characteristics accomplishments which are here defined at the excellent level necessary for appointment or promotion to Assistant Professor, Associate Professor, and Full Professor in each of the four categories.

2. Characteristic accomplishments at the very good level for appointment as **Assistant Professor:**

a. Student-related activities at the Assistant Professor level:

Solid teaching and appropriate syllabus in one substantive area while anticipating improvement; availability and beginning level competence as adviser and on dissertation committees (or the equivalent).

b. Professional development activities, including output, input, and leadership in the profession at the Assistant Professor level:

Output: Identification of areas of professional and scholarly interest and the development of a plan of action to enact them. Examples, emerging after the first two years, are: at least one substantial publication and three smaller presentations; preparation of unpublished manuscripts; anticipated sampling of new courses, workshops, and/or consultations; some ongoing professional work (or the equivalent).

Input: Development of special area and continuing education (or the equivalent).

Leadership: Membership in professional organizations or advocacy groups (or the equivalent).

c. Departmental administrative responsibilities at the Assistant Professor level:

Competent, timely, accessible performance in administrative role, assuming close supervision (or the equivalent).

d. Service to the university and the community at the Assistant Professor level:

Cooperative availability for a fair proportion of departmental and ANE committees and responsibilities (e.g., presentations for PSC for community education); membership and beginning level participation in local, state, and/or national, professionally related activities (or the equivalent).

3. Characteristic accomplishments at the very good level for promotion to or appointment as **Associate Professor** (to be understood as including the accomplishments lists under Assistant Professor):

a. Student-related activities at the Associate Professor level:

Very good to excellent evaluations in teaching and appropriate syllabi in one substantive area while developing in another; availability and established competence as adviser and on dissertation committees (or the equivalent); availability and competence as member of Q.E. Committees; evaluations completed in timely fashion; demonstrated diversity awareness in student evaluations and syllabi content; availability/competence in one or more of the following areas: class advising, ProSem, Case Conference, dissertation advising, PSC supervision; availability/competence re: letters of evaluation for students.

b. Professional development activities, including output, input, and leadership in the profession at the Associate Professor level:

Output: Manifestation of scholarly interest and engagement in a pattern of consistent activity relevant to one's professional interest area. Examples include refereed activities, such as: three refereed publications; three presentations; presentation of workshops; editing/reviewing for journals and professional conferences; consulting work solicited due to one's expertise; program development; and other evidence of professional recognition. In the area of professional practice: professional activity is recognized as masterful and/or innovative, as demonstrated by the performance of requested or invited workshops, written work, talks, supervision, consultation, or interviews by popular or professional media.

Input: Consolidation of special area. Continuing Education; training; receipt of expert consultation.

Leadership: Activity on Task Forces, Boards, and other professional groups related to one's interest area; ABPP.

c. Departmental administrative responsibilities at the Associate Professor level:

Commensurate with the assigned administrative role: competent, timely, accessible performance in administrative role, with minimal supervision; cooperative work and problem solving (e.g., participation on committees outside of one's role; familiarity with the training literature relevant to one's role or the equivalent; able to back up others in their roles in a pinch).

d. Service to the university and the community at the Associate Professor level:

Cooperative availability for and leadership in a fair proportion of departmental and ANE committees and responsibilities, such as public relations work, search committees; Involvement in the PSC (beyond regular load), such as supervision, in service training, program development, grant-writing, community liaison consultation.

Leadership: activity on subcommittees and boards in local, state, and/or national, professionally related activities (or the equivalent).

4. Characteristic accomplishments at the very good level for promotion to or appointment as **Full Professor** (to be understood as including the accomplishments lists under Assistant Professor and Associate Professor):

a. Student-related activities at the Full Professor level:

Very good to excellent in teaching, and exemplary syllabi in one substantive area while developing competence in another; leadership and mentoring students in

specialized area(s), through research projects, professional presentations, writing, etc.; availability/competence as dissertation advisor and committee member; availability/competence as leadership on Q.E. committee; evaluations completed on time; demonstrated diversity awareness in student evaluations and syllabi content; very good to excellent level of competence in one or more of the following areas: class advising, ProSem, Case Conference, dissertation advising, PSC supervision; availability/competence regarding letters of evaluation for students; track record of successfully completed dissertations (or the equivalent).

b. Professional development activities, including output, input, and leadership in the profession at the Full Professor level:

Output: Regional or national expertise in area of professional interest and pattern of activity in the area. Examples include refereed professional activities, such as: Four publications and four presentations since promotion to Associate (a total of 7 publications and 7 presentations); presentation of workshops; editing/reviewing for journals and professional conferences; consulting work solicited due to one's expertise; program development; and other evidence of professional recognition. In the area of professional practice: professional activity is recognized as masterful and/or innovative, as demonstrated by the performance of requested or invited workshops, written work, talks, supervision, consultation, or interviews by popular or professional media.

Input: Consolidation of special area. Continuing education; training; receipt of expert consultation.

Leadership: Activity and leadership on Task Forces, Boards, and other professional groups related to one's interest area; ABPP.

c. Departmental administrative responsibilities at the Full Professor level:

Commensurate with the assigned administrative role: competent, timely, accessible performance in administrative role, with minimal supervision including the leadership necessary to help others to do the same. Availability to mentor newer faculty in areas of expertise; familiarity with the training literature relevant to one's role (or the equivalent); cooperative work and problem solving (e.g., participation on committees outside of one's role); able to take major responsibility to back others up, e.g., during summer sabbaticals; develops innovations and appropriate redesigns in program procedures.

d. Service to the university and the community at the Full Professor level:

Cooperative availability for and leadership in a fair proportion of departmental and ANE committees and responsibilities, such as public relations work, search committees; Involvement in the PSC (beyond regular load), such as supervision, in service training, program development, grant-writing, community liaison consultation. Mentor or instruct ANE faculty in area(s) of expertise; represent the department on external boundaries;

Leadership: activity among the leadership of local, state, and/or national, professionally related activities (or the equivalent).

F. The Evaluation and Promotion Process

1. A short or long form dossier to be completed by the faculty member. The long form, which summarizes progress (including activities and data) in the context of the criteria since the last promotion, is required when a faculty person is being reviewed for promotion. This form includes a narrative elaboration of one's professional career or career since the last promotion as well as the case for promotion. Faculty are responsible for making a case that a certain activity belongs in a specific category. The short form, which summarizes progress (including activities and data) for the year, is to be used for all other years. Any unusual circumstances or information which the applicant believes to be relevant should be included.
2. The applicant submits a dossier to the chairperson and associate chairperson. In cases where the chairperson or associate chairperson identifies significant issues that were omitted from the dossier, the chairperson or associate chairperson may append relevant documentation from the applicant's personnel file to the dossier. In these latter cases the appended material is presented to the applicant, who may provide a written response to the appended material; this response will also be appended to the dossier. The chairperson and associate chairperson then complete a single written evaluation, which represents each of their views, of the dossier and any appended material as referred to above. Their written evaluation along with the complete dossier and all appended material is to be presented to the applicant before being sent to the DFRC. At this point, the applicant must decide whether or not to submit the application to the DFRC.
3. The dossier, appendices and chairperson/associate chairperson evaluation referred to in "b" above are given to the DFRC, who upon review of such documents, vote to support or not support the application for promotion. The DFRC's commentary may say something as short as "we concur" or add a detailed discussion. When a promotion is not supported, the reason must be indicated in writing. The DFRC's decision and written evaluation of the application is then sent to the President his/her decision regarding the applicants' request for promotion. At this same point, the DFRC sends its evaluation to the chairperson, associate chairperson, and the applicant.
4. A faculty person who is denied promotion following the President's decision may appeal to the President for reconsideration. The faculty's response, no more than 5 pages long, may respond to the material in the dossier but cannot present new information.
5. Except in unusual circumstances, promotion to the next rank will be considered five years after the last promotion in rank (not including the initial award of rank as in VII or the rank awarded at hiring). However, the chairperson and the DFRC maintain the right to invite a faculty member to apply for a promotion at any year. An eligible faculty person may put himself or herself forward annually for promotion.
6. All faculty will be evaluated on an annual basis based on a timeline set by the Chairperson. If a faculty person does not meet that timeline, the portion of the evaluation completed by their supervisor will be deemed to be the complete record.

G. Initial Rank Placement for Core Faculty

1. At the time of hiring, an Evaluation Committee, made up of the Department Chair, Associate Chair, and one other Core Faculty member, will review the Curriculum Vita and other relevant documentation to determine the initial rank placement of newly hired Core Faculty. Placement will be determined in two stages.

- a. First, the postdoctoral years credited to the faculty member will be determined by using the following formula:

Years as 75-100% time Psychology Faculty Member

+ $\frac{2}{3}$ (Years as 50 – 78% time Psychology Faculty Member)

+ $\frac{1}{2}$ (Years as Associate or Adjunct Psychology Faculty Member)

+ $\frac{1}{3}$ (Years in Practice)

Total Credited Years (TCY) for determination of initial placement*

- 1) It is not possible to count any single calendar year as more than one year even if the total of these experiences is greater than one for that year.
- 2) The TCY will be used to determine the maximum possible rank of the faculty member. In other words, TCY determines that an incoming faculty member is *eligible* for a particular rank, but other criteria must be met for the person to be placed in that rank.

- b. Second, the incoming Core Faculty member's accomplishments will be reviewed. Consistent with Antioch University policy, four areas of achievement will be evaluated: Engagement with

- 1) Student Learning

- 2) Scholarship

- 3) Institutional Citizenship at prior jobs

- 4) Service

- 5) Performance in these areas must substantially meet or exceed the Clinical Psychology Handbook descriptions of expected achievements for each rank in each area of evaluation.

2. If the incoming faculty member has highly unusual qualifications (e.g., an internationally well-known clinician with little formal university teaching), the Evaluation Committee, after consultation with the Core Faculty, may consider offering the incoming faculty member a more advanced rank than the standard evaluation system would indicate.
3. Each of the Evaluation Committee members will review the materials independently and make independent recommendations about initial rank. They will then confer and come to consensus about the rank to be offered to the incoming faculty member.
4. If consensus cannot be reached among the Evaluation Committee members, the Committee may bring the issue to the Management Team for a vote.

**SECTION X:
APPENDICES**

Appendix A: Example of a Syllabus



Roger L. Peterson, Ph.D. ABPP
Professor & Chairperson
Department of Clinical Psychology

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PY 720 COGNITIVE ASPECTS OF BEHAVIOR COURSE SYLLABUS

Fall 2009
Mondays: 4:30 to 7:00 p.m.

This course examines current cognitive, social cognitive, and cognitive constructivist/constructionist theories both with regard to their particular implications and as metatheories. Topics in cognitive psychology include history of the cognitive position; social cognition; cognitive science and its application to the clinical enterprise; the mainstream cognitive positions; cognitivism and constructionism; development; memory; emotion; dynamic psychology and cognition; cognitive self processes, and constructionist views of diversity. (This is not a course on cognitive therapy.)

Texts:

Readings include the following 4 assigned texts as well as a number of relevant articles:

- Gergen, K. J. (2009). *An invitation to social construction*. Second edition. London: Sage. [ISBN 978-1412923019 (pbk)]
- Kagan, J. (2007). *What is emotion? History, measures, and meanings*. New Haven & London, Yale University Press. [ISBN 978-0-300-12474-3]
- Mahoney, M. J. (1991). *Human change processes*. New York: Basic Books. [ISBN 0-465-03118-8] (classic)
- Schacter, D. L. (1996). *Searching for memory: The brain, the mind, and the past*. New York: Basic Books. [ISBN-0-465-07552-5 (pbk)] (classic)

Verification:

(1) Active class participation: Participation in class discussions and debates regarding conceptual/professional issues is valued.

(2) Take-home final examination paper: The exam will be based on a single question that will bring many of the topics in the course together, necessitate careful reading of the course materials, and have some element of choice. The scholarly paper is to be ten pages of text plus or minus one, plus title pages and references. The question will be passed out **November 30**. The exam is due on the last day of class, **December 14**. Plan to complete this on time. This paper is to be a formal example of professional writing. It must **explicitly deal with** some of the literature and positions considered in this course and may include other references, though inclusion of unassigned material is not necessary for excellent performance.

The paper is to be written in APA style according the following manual:

APA. (2009). *Publication manual of the American Psychological Association*. Sixth edition. Washington, DC: APA.

Single copies can be ordered directly from APA or are available in the ANE Bookstore.

The instructor must make two required professional trips in the month of January. It may not be possible to read the papers by the beginning of the second semester. Papers will be read in the order they are received.

(3) Additional written learning opportunities: Based on feedback from other classes, students are invited to write three optional papers answering specific questions, which will be provided. These scholarly papers are to be two pages in length plus references. Their purposes are to help students conceptualize the reading material for the final exam and increase their familiarity with APA writing style. Although these papers will not influence the overall final evaluation, comments will be included in the comment form. They will be read by teaching assistant Randi Hirschberg, available on First Class Randi_Hirschberg@antiochne.edu

(4) Consultation/tutoring/help: Students are also encouraged to contact the Teaching Assistant, Randi Hirschberg, should they have any questions concerning course material prior to the final exam. Randi can be reached via FirstClass.

Topics and Assignments:

(1) August 31:

Course Introduction and Overview

Peterson, R. L., Vincent, W. L., & Ober, M. D. (In press.) The necessary common knowledge approach to broad and general education for professional psychologists. *Training and Education in professional Psychology*. (Sent via email)

(2) September 14:

Cultural and Theoretical Diversity and Collegiality: An Introductory Frame

Peterson, R. L. (2004). Evaluation and the cultures of professional psychology education programs. *Professional Psychology: Research and Practice*, 35, 420-426.
Available in the Electronic Journal Center:
http://journals.ohiolink.edu.proxy.antioch.edu/ejc/article.cgi?issn=07357028&issue=v35i0004&article=420_eatcoppep

General Background

Mahoney, M. J. (1991). *Human change processes*. New York: Basic Books.
Chapter 1: Human change: The ultimate frontier (pp. 3-21); Chapter 2: A brief history of ideas (pp. 22-48); Chapter 3: The foundations and the future of scientific psychology (pp. 49-64).

Cognitivism and Constructionism I

Gergen, K. J. (2009). *An invitation to social construction*. London: Sage.
Preface (p. viii). 1. Revolution in the making (pp. 1-30).

(3) September 21:

Cognitive Science

Mahoney, M. J. (1991). *Human change processes*. New York: Basic Books.
Chapter 4: The cognitive sciences: Revolutions and evolutions (pp. 67-94); Appendix A: Attention and perception (pp. 378-385); Appendix B: Connectionism (pp. 385-390).

Cognitivism and Constructionism II

Gergen, K. J. (2009). *An invitation to social construction*. London: Sage. 2. Constructing the real and the good. (pp. 31-56); 3. Horizons of human enquiry (pp. 57-79).

First short paper due.

(4) September 28:

Cognitivism and Constructionism III

Bruner, J. (1990). *Acts of meaning*. Cambridge, MA: Harvard University Press.
Chapter 2: Folk psychology as an instrument of culture (pp. 33-65).
[ISBN 0-674-00360-8] In coursepack..

Peterson, D. R., & Peterson, R. L. (1997). Ways of knowing in a profession: Toward an epistemology for the education of professional psychologists. In D. R. Peterson, *Educating professional psychologists: History and guiding conception* (pp. 191-228). Washington, DC: APA Books. Available in PsycBOOKS: <http://proxy.antioch.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pzh&scope=site&custid=s3217437&&AN=1997-08602-012&site=ehost-live>

(5) October 5:

Cognitivism and Constructionism IV

Mahoney, M. J. (1991). *Human change processes*. New York: Basic Books. Chapter 5: Constructivism and self-organization (pp. 95-117).

Development

Mahoney, M. J. (1991). *Human change processes*. New York: Basic Books. Chapter 6: Evolution and human development (pp. 118-142); Chapter 7: Human psychological development (pp. 143-174). Optional: Appendix C: Autopoiesis: The self-organization of living systems (pp. 390-396); Appendix D: Developments in psychobiology and brain science (pp. 396-407); Appendix F: Human evolution (pp. 420-445).

(6) October 12:

Memory I

Schacter, D. L. (1996). *Searching for memory: The brain, the mind, and the past*. New York: Basic Books. Introduction. Memory's fragile power (pp. 1-14). 1. On remembering--"A telescope pointed at time" (pp. 15-38). 2. Building memories—Encoding and retrieving present and past (pp. 39-71). 3. Of time and autobiography (pp. 72-97). 4. Reflections in a curved mirror—Memory distortion (pp. 98-133). 5. Vanishing traces—Amnesia and the brain (pp. 134-160).

(7) October 19:

Memory II

Schacter, D. L. (1996). *Searching for memory: The brain, the mind, and the past*. New York: Basic Books. 6. The hidden world of implicit memory (pp. 161-191). 7. Emotional memories—When the past persists (pp. 192-217). 8. Islands in the fog--Psychogenic amnesia (pp. 218-247). 9. The memory wars—Seeking truth in the line of fire (pp. 248-279). 10. Stories of elders (pp. 280-308).

(8) October 26:

Social Cognition

- Baldwin, M. W. (1992). Relational schemas and the processing of social information. *Psychological Bulletin*, 112, 461-484. [ISSN 0033-2909/92]
Available in the Electronic Journal Center:
http://journals.ohiolink.edu.proxy.antioch.edu/ejc/article.cgi?issn=00332909&issue=v112i0003&article=461_rsatposi
- Kiesler, D. J. (1982). Interpersonal theory for personality and psychotherapy. In J. C. Anchin & D. J. Kiesler (Eds.), *Handbook of interpersonal psychotherapy* (pp. 3-24). New York: Pergamon. [Out of print; ISBN 0-08-025959-6] In coursepack.
- Kunda, Z. (1999). *Social cognition: Making sense of people*. Cambridge, MA: MIT Press. 3. Heuristics: Rules of thumb for reasoning (pp. 53-110).
Available in NetLibrary:
<http://voyager.antiochne.edu/vwebv/holdingsInfo?searchId=199&recCount=10&recPointer=0&bibId=19440>
- Neisser, U. (1991, August). *Ecological and social roots of cognition*. Division 24 Presidential Address presented at the Annual Meeting of the American Psychological Association, San Francisco, CA. Handout.

Second short paper due.

(9) November 2:

Emotion I

- Kagan, J. (2007). *What is emotion? History, measures, and meanings*. New Haven and London, Yale University Press. Preface. 1. What are emotions? (pp. 1-54), 2. Classifying human emotions (pp. 55-110).

(10) November 9:

Emotion II:

- Kagan, J. (2007). *What is emotion? History, measures, and meanings*. New Haven and London, Yale University Press. 3. Language and emotions (pp. 111-141), 4. Variation in emotional experience (pp. 142-189).

(11) November 16:

Emotion III:

- Kagan, J. (2007). *What is emotion? History, measures, and meanings*. New Haven and London, Yale University Press. 5. A pair of problems (pp. 190-216).
- Lazarus, R. S. (2001). Relational meaning and discrete emotions. In K. R. Scherer, A. Schorr, & T. Johnstone (Eds.), *Appraisal processes in emotion* (pp. 37-67). New York: Oxford University Press. In coursepack.
- Scher, C. D., Segal, Z. V., & Ingram, R. E. (2004). Beck's theory of depression: Origin, empirical status, and future directions for cognitive vulnerability. In R. L. Leahy (Ed.), *Contemporary cognitive therapy: Theory, research, and practice* (pp. 27-44). New York: Guilford. In coursepack.

(12) November 23:

Self

- Bruner, J. (2002). *Making stories: Law, literature, life*. New York: Farrar, Straus and Giroux. Chapter 3: The narrative creation of self. pp. 63-87); Chapter 4: So why narrative? (pp. 89-107). [ISBN 0-374-20024-6] In coursepack.
- Gergen, K. J. (2009). *An invitation to social construction*. London: Sage. 4. The relational self (pp. 80-108); 5. Dialog: Conflict and transformation (pp. 109-128).
- Mahoney, M. J. (1991). *Human change processes*. New York: Basic Books. Chapter 9: The self in process (pp. 211-248).

(13) November 30:

Dynamic Psychology and Cognition

- Liotti, G. (1987). The resistance to change of cognitive structures: A counterproposal to psychoanalytic metapsychology. *Journal of Cognitive Psychotherapy: An International Quarterly*, 1 (2), 87-104. [ISSN 0889-8391] In coursepack.
- Shapiro, D. (1975). Dynamic and holistic ideas of neurosis and psychotherapy. *Psychiatry*, 38, 218-226. [ISSN 0033-2747] In coursepack.

Diversity, Culture, and Gender

Hawkesworth, M. E. (1989). Knowers, knowing, known: Feminist theory and claims of truth. *Signs: Journal of Women in Culture and Society*, 14, 533-557. [ISSN 0097-9740] In coursepack.

FINAL EXAM QUESTION PASSED OUT

Third short paper due.

(14) December 7:

Diversity & Culture

Gergen, K. J. (2009). *An invitation to social construction*. London: Sage. 6. A profusion of practices (pp. 129-158).

Kunda, Z. (1999). *Social cognition: Making sense of people*. Cambridge, MA: MIT Press. 11. Culture (pp. 515-560).

Available in NetLibrary:

<http://voyager.antiochne.edu/vwebv/holdingsInfo?searchId=199&recCount=10&recPointer=0&bibId=19440>

(15) December 14:

10 PAGE FINAL EXAM DUE

Philosophy of Science, Ideology, and the Future

Gergen, K. J. (2009). *An invitation to social construction*. London: Sage. 7. Social constructionism in question (pp. 159-174).

Mahoney, M. J. (1991). *Human change processes*. New York: Basic Books. Epilogue (pp. 376-377).

Mahoney, M. J. (2001). Behaviorism, cognitivism, and constructivism: Reflections on people and patterns in my intellectual development. In M. R. Goldfried (Ed.), *How therapists change: Personal and professional reflections* (pp. 183-200). Washington, DC: American Psychological Association.

Available in PsycBOOKS:

<http://proxy.antioch.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pzh&scope=site&custid=s3217437&AN=2000-16723-011&site=ehost-live>

Prilleltensky, I. (1990). On the social and political implications of cognitive psychology. *The Journal of Mind and Behavior*, 11, 127-136. [IBBN 021-0137] In coursepack.

Integration; Loose Ends; Course Evaluation

Appendix B: Example of a Dissertation Title Page

Characteristics and Predictability of Violence in Children
in a State Psychiatric Hospital.

by

John A. Doe

B.S., St. Anselm College, 1987
M.A., Boston University, 1992

Submitted in partial fulfillment of the requirements for the degree
of Doctor of Psychology in the Department of Clinical Psychology
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Appendix C: Example of a Dissertation Table of Contents

(using the table feature in Word so that the lines do not show)

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