

THE PROGRAM HANDBOOK for
JAMES MADISON UNIVERSITY'S
DOCTORAL PROGRAM
IN COMBINED-INTEGRATED CLINICAL AND SCHOOL
PSYCHOLOGY

2016-2017

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Note. The following Handbook contains a description of the JMU's Health Service Psychology Doctoral Program in Combined-Integrated Clinical and School Psychology, herein referred to as the C-I program. The handbook contents should be considered the policy and procedures of the C-I program for the academic year 2016-2017. The Core Faculty reserves the right to change or add language, policies, and procedures to this Handbook in order to address various program, student, and faculty issues and needs. As such, it is quite possible that modified, alternative, and/or additional requirements, policies, and procedures may become part of a student's program of study. *Thus, regardless of year or stage in the program, all students should read and become familiar with this and subsequent revisions of the Program Handbook (typically distributed at the beginning of each academic year), and should determine--with their Advisor and/or the Program Director--whether any new requirements, policies, and procedures are applicable to them and their program of study.* Every effort will be made to avoid unreasonable alterations to this Program Handbook, and students will be notified when and if significant changes occur that could substantially affect them. Students must also be familiar with and abide by other relevant guidelines, policies, and documents including but not limited to the APA Ethical Guidelines, Committee on Accreditation Guidelines, and JMU Honor Code.

The Health Service Psychology Doctoral Program in Combined-Integrated Clinical and School Psychology at James Madison University

Program Overview:

A “Combined-Integrated” Program in Health Service Psychology

Health Service Psychology (HSP) refers to the current designation by the American Psychological Association Standards of Accreditation of programs in doctoral psychology that focus on the education and training of psychologists to provide health care services founded on the integration of science and practice (HSPEC, 2015). The doctoral program at JMU is a generalist program in HSP that is grounded in the Combined-Integrated model of training and specializes in the domains of clinical and school psychology. It is an APA-approved program listed under the “Combined” category, and it leads to the awarding of the Doctorate of Psychology (Psy.D.) degree and eligibility for licensure as a clinical and/or a school psychologist.

The C-I program is specifically designed for students already possessing graduate degrees in applied mental health fields (such as clinical, school, or counseling psychology) who wish to further their training and become leaders and advocates in the dynamic field of mental health. The program does not currently accept applications for individuals without a masters degree or equivalent level of graduate training. The mission statement of the program is as follows:

The mission of the C-I Program is to produce leading professional psychologists who are broadly trained in the science and practice of psychology, actively self-reflective, optimally prepared to work in a wide variety of settings with diverse clientele, and demonstrably committed to an ethic of personal responsibility, social awareness, and global engagement.

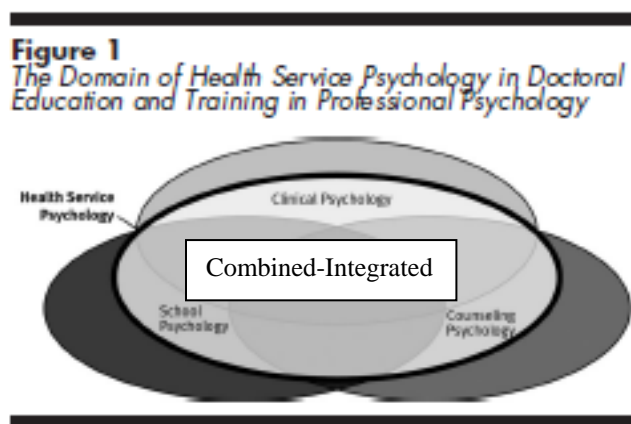
The Madison C-I Model of Psychology Training: Combined-Integrated Training and Its Basic Rationale

Students of psychology should be aware that there are a number of different training models in the field (e.g., clinical scientist, scientist practitioner, practitioner scholar). The doctoral training at JMU is hereafter referred to as the Madison C-I Model. It warrants that title because it reflects a particular commitment to Combined-Integrated (C-I) training that our program spearheaded in the early 2000s. C-I training is an innovative concept that merges the traditional professional specialty areas of clinical, counseling, and school psychology into a generalist approach to professional psychology that provides students with a broad foundation from which to operate as a health service psychologist. A generalist orientation opens up pathways to draw from each of the three practice areas in a manner that is complementary and synergistic. This is different from the specific school approach, which exist, by definition, in contrast to the other practice areas. Under that approach, in order to justify its legitimacy, clinical has to be different from counseling, which in turn has to be different from school psychology. From our generalist professional psychology point of view, the focus on difference and separatism creates problematic schisms, turf wars, the magnification of minor and peripheral differences, and the proliferation of overlapping and redundant concepts.

The rationale for the Madison C-I Model stems from the fact that there is a) tremendous overlap in the basic training of the three core specialty areas of Health Service Psychology: clinical, counseling and school psychology (Cobb et al., 2004); b) there is a need to define the core

competencies of professional psychologists providing health services; and c) there are emerging trends for greater unity within the field (e.g., Henriques, 2011, 2013; Sternberg & Grigorenko, 2001). The need for a new approach is apparent because applied and professional psychology is “at a critical juncture in the continuing evolution of the field” (Olvey, Hogg, & Counts, 2002, p. 327). Although the profession experienced a golden age of sorts during the 60s, 70s and 80s, times have changed and decreases in both the pay and job satisfaction of psychologists have been documented.

The C-I program at JMU has been designed with these issues in mind and has been deliberately fashioned to train students who will function as effective leading professional psychologists in the 21st century. Toward this end, the program adopted a foremost role in defining C-I training by holding the first ever Consensus Conference on Combined-Integrated Training in 2003. Appendix A provides a summary excerpt from Conference and describes the mission, rationale, and principles of Combined-Integrated programs (see also Shealy, 2004a & 2004b). As documented, the C-I model represented in our program directly addresses some of the most perplexing issues that face the field today and provides a flexible, integrative training framework. Figure 1, adapted from the APA’s blueprint on Health Service Psychology, depicts the goal of C-I training to be founded on the intersection of clinical, counseling, and school psychology.



Program History and Accreditation

The C-I program at JMU started in the mid 1990s and was accredited by the American Psychological Association in 1997. Following a site visit by APA’s Committee on Accreditation (apaaccred@apa.org; phone 202-336-5979) in 2010, the program was awarded full, seven-year re-accreditation in 2011 (the next review period is the current 2016-2017 academic year).

The Madison C-I model of training was developed to deepen and broaden the professional training experiences of students possessing advanced graduate degrees and professional experience in applied mental health fields such as clinical, counseling, and school psychology. Furthermore, it should be noted that, although the C-I program is officially designated by the APA as a combined professional-scientific program in clinical and school psychology, our program also integrates the crucial contributions of a counseling psychological perspective as well. As such, the program responds both to clear training and professional needs in this region, as well as larger needs within our field to meet credibly the training needs and professional aspirations of masters-level practitioners and, of course, the complex clinical needs of individuals and organizations experiencing psychological and/or systemic problems.

Program Goals, Objectives, and Competencies

In accordance with the guidelines and principles established by the APA's Commission on Accreditation, the program has clearly developed goals, objectives, and competencies that are in accordance with the mission of the program, and we engage in a systematic process by which the outcomes associated with these components are assessed. To be clear regarding terminology, goals and objectives are descriptions of expected, predicted or desired outcomes. Competencies are the skills exhibited by students which demonstrate that the program is meeting its objectives. An outcome reflects the extent to which a goal or objective has actually been reached. The program has five broad goals, which are as follows:

- 1) We seek to produce professional psychologists who appreciate and understand the broad and general knowledge base that informs the profession of psychology.
- 2) We seek to produce professional psychologists who can effectively diagnose, assess, and treat psychological problems in diverse people across the lifespan in an ethical manner. An emphasis is placed on integrative approaches to therapy and assessment, and conducting effective work in international, interprofessional, and multidisciplinary settings.
- 3) We seek to produce professional psychologists who contribute to the field of psychology by engaging in scientific inquiry in a manner that is epistemologically informed, evidence based, and socio-culturally relevant to theory, research and practice, both locally and globally.
- 4) We seek to produce professional psychologists who have a deep appreciation for individual diversity, awareness of the enormous influence cultural context has on human psychological processes, and who are able to effectively promote communication and understanding of such issues.
- 5) We seek to produce professional psychologists who have the interpersonal skills and proclivities to be leaders, teachers and supervisors in the dynamic field of mental health.

Each goal is associated with a set of more specific objectives, which in turn are associated with specific competencies that are assessed throughout the student's training and beyond. **Appendix B describes in detail the program's goals, objectives and competencies. It is essential that both students and faculty are deeply familiar with this document, as it provides the backbone structure of the program.**

Career Opportunities

Students graduating from the C-I doctoral program assume professional positions in a range of contexts including, but not limited to, health and mental health centers, child and family agencies, public schools, hospitals, administrative positions, training and supervisory roles, academic positions, and private practice. The program prepares students for licensure as clinical and/or school psychologists.

Financial Aid

All students receive substantial financial aid in the form of a twenty hour per week graduate and teaching assistantships that provide a full tuition waiver (up to 36 credit hours per year) and a stipend of approximately \$15,000 for each of the three years the students are on campus. See pages 31-32 for a more detailed articulation of the financial aid package.

Key Elements of the Madison C-I Model Training Philosophy

There are a number of key elements that guide the training philosophy of the Madison C-I Program and they include: a) a practitioner-scientist model of training; b) a focus on integration and unification; c) a scientific humanistic approach that emphasizes critical thought, self-reflective awareness and deep, authentic, meaningful relations with others; d) a meta-level view that emphasizes international, interdisciplinary, and interprofessional perspectives and collaborations; e) a deep respect for diversity; and f) an individualized approach to training that attends to the personal as well as professional development of students. These elements are described in more detail below.

A practitioner-scientist model of training. We consider ourselves a “practitioner-first” program, with primary emphasis on training leading practitioners. At the same time, we teach individuals to be deeply scientific in their thinking and have a goal that students contribute to the field via scientific inquiry. The Madison Model is essentially a “practitioner-scientist” model that balances key elements of the two most dominant training perspectives in health service psychology, (1) the “Vail Model” that produces practitioner-scholars, and (2) the “Boulder Model” focused on creation of scientist-practitioners.

A focus on integration and unification. One of the defining principles of Madison Model C-I training is an emphasis on integration, and our program exemplifies this in a number of ways. First, students are exposed to a wide variety of different supervisors with different backgrounds after being provided with a broad model of theoretical integration that allows these backgrounds to be placed within an encompassing frame. Students are encouraged to integrate and deepen understanding based in coherent views of human personality, development, and change processes. Second, students work in a wide variety of different settings that facilitate practical understanding of diverse problems across the lifespan. Third, there is an explicit emphasis on the crucial role that beliefs and values play in what is promoted and legitimized and why, and this allows students a capacity to empathize with a wide variety of different perspectives. Fourth, the core faculty have played, and continue to play leading roles in defining new visions for training and for theory-based unification of the field (see Henriques, 2011, 2013; Shealy, 2016).

A scientific humanistic approach. One of the most perplexing challenges for the field of professional psychology has been its struggle to navigate the tensions between the cold logic of science and the moral necessities of humanism. Indeed, in a seminal article Kimble (1984) empirically documented the split between science and humanism in the broader field. Shealy (2005) described the issue as follows:

One of the problems for psychology is that we have yet to figure out how to integrate "science" and "humanism" in a way that is credible, recognizable, and compelling. Instead, the scientific theories we create, studies we construct, analyses we conduct, and findings we report are too often too far removed from whatever human

phenomena they are designed to explain, predict, or control... [W]hen we subsequently "feed" such theories and findings to our students and trainees, they often leave the table feeling empty and dissatisfied, because the humanistic "food group" has been scientifically extruded from the main course; the reason being, if we put it on the plate along with everything else that our field has neatly prepared, we're bound to have a mess at the table.

In tune with the focus on integration and unification, the core faculty have strong commitments to the need for scientific methodology and theory, while at the same time recognizing that applied psychology, with its prescriptions for change, require a clear moral value component that cannot be justified solely through the application of the scientific method. Several of the faculty have offered explicit articulations of how to effectively combine a scientific and humanistic ethic (e.g., Shealy, 2005, 2015; Henriques, 2005; 2013; Critchfield & Knox, 2010).

In keeping with a scientific humanistic approach, critical thinking, self-reflective awareness, and the development and maintenance of deep, meaningful relationships are three constants that guide the training philosophy of the program. Because an individual psychologist has the potential for great influence over others, and because clinical work and professional practice can be inherently subjective, it is essential that our students are willing and able to understand and critically explore who they are, what they believe and why, and what they must do—personally and professionally—to become highly knowledgeable, skilled, and competent practitioner-scientists.

An Interprofessional, Interdisciplinary and International Focus. The ability to effectively collaborate with clients and professionals is a key competency that our program emphasizes (see Johnson, Stewart et al. 2004). One of the core faculty members, Dr. Stewart, is the Interprofessional Coordinator for the Department and has extensive knowledge and experience of how to train psychologists in working in a wide range of diverse settings with a wide variety of different health and mental health professionals, agency and organizational leaders, and government officials.

Our program also emphasizes an international perspective. In particular, Core Faculty members Drs. Stewart and Shealy have extensive international experience and connections. For example, Dr. Shealy is the Executive Director of the International Beliefs and Values Institute, in which students are afforded remarkable opportunities to visit other countries and dialogue with luminaries from across the world. Also, Drs. Savina and Stokes are from Russia and Australia, respectively, providing richly lived international experiences and perspectives for our students.

Respect for Diversity. Another important facet of the C-I Program is a deep respect for diversity, at both the individual and cultural levels. First, students in this program show great diversity in a number of domains including ethnic and cultural backgrounds, age, life experience, educational and work background, clinical knowledge and skill, and professional identity. The program values such variability among its students because it provides a rich interpersonal environment that is conducive to personal and professional growth and development. Second, throughout the curriculum plan and program, students are encouraged to understand and appreciate the relevance and impact of sociocultural and ethnic factors on clinical practice, theory, and research in the mental health field. Students have access to clients from a wide range of ethnic and socioeconomic backgrounds in practicum (e.g., at the public schools, rural integrated primary care and behavioral health practice, college counseling center, homeless shelter). In addition, a number of

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faculty in the C-I Program have research and professional interests in multicultural and international issues; Core and Associate Faculty also comprise a diverse range of clinical, counseling, and school psychologists as well as other faculty (e.g., experimental); and the Department of Graduate Psychology's affiliation with the College of Integrated Science and Technology facilitates considerable sharing of intellectual resources. These collaborations allow our students to interact with diverse professionals from both applied and non-applied backgrounds, and widen the purview of their practice, scholarly, and professional possibilities.

An individualized approach that emphasizes professional and personal growth. The Core Faculty recognizes the uniqueness of each student and the training model is designed to accommodate the needs of individuals already possessing advanced degrees in applied areas such as clinical, school, or counseling psychology (or closely related fields such as clinical social work) who are returning to graduate school to pursue the doctoral degree. Training proceeds along a structured sequence of activities that are individualized to the needs of students who enter the program with varying levels of professional experience. Excellent faculty to student ratios (approximately 3 on-campus students to each core faculty member) allows for intensive one-on-one time, and each student's level of clinical skill and knowledge are regularly and thoroughly assessed as they proceed through the program.

It should be noted that students who have devoted a number of years and considerable effort to a specific applied area prior to entering the program can find it a challenge to learn about and apply new perspectives or practices that may directly contradict, revise, or extend the perspectives or practices of the student's former field. However, we see such tensions and the capacity to effectively deal with them as crucial to personal and professional growth. Furthermore, the program recognizes and addresses these issues in several ways. First, in the program's written materials and during individual interviews, prospective students are informed about the philosophy, experiences, and requirements of the program, as well as the specific challenges of the program for students who already feel a strong commitment to the views and practices of their current field. As a result of such a process, prospective students and the program faculty have a better understanding of how well each student "matches" the philosophy, goals, and objectives of the program. Second, beginning formally with the initial advising process and continuing throughout the program, a strong emphasis is placed on identifying and evaluating each student's unique strengths as well as his or her specific personal and professional needs as a doctoral-level student in professional psychology. In this way, the program strives to create program-congruent individualized plans of study that are responsive to each student's unique needs and objectives while avoiding unnecessary replication of previous education and training. This is achieved through strong faculty student relations and a particularly close student-advisor connection (see pg. 28). Finally, the program has a strong commitment to the development of an integrated and coherent identity as a professional health service psychologist.

The C-I Program exists within the context of the James Madison University community and, more specifically, the Department of Graduate Psychology. A brief description of each is provided below.

The University

James Madison University (JMU) was established in 1908 and is named for James Madison, fourth president of the United States and "Father of the Constitution." Over the past several decades, James Madison University has grown from a state and industrial school for women to

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today's comprehensive university. JMU is a coeducational, state-aided university operated by its own board of visitors. As a comprehensive university, JMU offers programs in the liberal arts, sciences, business, education, fine arts, communication, and health and human services, including nearly 50 graduate programs, 8 at the doctoral level. The University is selective, receiving approximately 22,000 applications for admission each year, but enrolling only about 5,000 freshman and transfer students annually. Current total enrollment is approximately 21,000, consisting of approximately 19,000 undergraduate students and 2,000 students taking graduate courses or other classes beyond the baccalaureate level. The student body at JMU is composed of approximately 60% women and 40% men. About 75% of JMU students are Virginians. The largest numbers of out-of-state students come from Maryland, New Jersey, New York, and Pennsylvania. JMU has nearly 150 major campus buildings on 721 acres JMU offers its students a full program of extracurricular and social programs, as well as a diversified program of intercollegiate and intramural athletics (18 intercollegiate and 20 intramural programs).

For the last two decades, JMU has been among the highest ranked public institutions in *U.S. News & World Report's* regional surveys. The University also has been cited by *U.S.A. Today*, *Changing Times*, and *Money* magazines, and in several guides to America's most prestigious colleges and universities. JMU is acclaimed in *The Best Buys in College Education*, a book by the *New York Times* education editor.

The University is located in Harrisonburg, Virginia, a growing community of approximately 50,000, situated in the heart of the beautiful Shenandoah Valley. The area features a wide variety of outdoor recreational activities, including hiking and skiing.

The Department of Graduate Psychology

James Madison University has a long history of graduate training in psychology, dating back to 1968 when the School Psychology and Counseling Psychology programs were started. In 2003-2004, the Department of Graduate Psychology at JMU was established in order to accommodate the unique mission of graduate education and training in psychology at JMU. Eight different programs exist within the Department. In addition to the C-I Doctoral Program, they include the Psychological Sciences Program; the Clinical Mental Health Counseling, School Counseling, and Counseling and Supervision Programs; the School Psychology Program; the College Student Personnel Administration Program; and the Assessment and Measurement Program. Accomplishments of the award winning faculty include numerous national leadership positions in professional organizations such as presidencies, memberships on boards of directors, extensive involvement with accreditation agencies, and significant leadership positions that have influenced the course of professional psychology and counseling. Our faculty has produced numerous books, periodicals, and seminal articles in the fields of psychology and counseling. Within the Commonwealth of Virginia, our faculty hold prominent leadership positions involved with the formulation of public policy regarding the provision of psychological services to children, adolescents, and families.

The Department of Graduate Psychology programs operate with strong links to each other and with education and health and human services programs. This integrated approach is truly unique and strengthens the support for the C-I Doctoral Program.

C-I Program Core Faculty

The Combined-Integrated Doctoral Program has six Core Faculty members who are responsible for leadership of the program, the fulfillment of its mission, the determination of basic program requirements, and the overall training philosophy. The Core Faculty have recognized credentials in those areas which are at the “core” of the program’s mission and they function as appropriate role models for students in their learning and socialization into the discipline and profession. All Core Faculty are licensed and experienced practitioners who are involved in direct clinical work, scholarship, and service to the profession and to the University. Core Faculty members often see on-going cases directly with students as co-clinicians at the Counseling and Psychological Services Clinic and in off-campus settings. All Core Faculty provide supervision of student therapy and assessment. Practicum classes and courses with lab components provide opportunities to discuss cases or provide information about clinical or professional issues. Faculty also serve as role models for research and scholarship. All faculty include students in professional presentations and publications and are involved in projects that contribute to the knowledge base in areas related to professional psychology. In addition, faculty are leaders within the University setting, chairing or serving on committees that have meaningful impact on the University. All faculty are active members of professional organizations and make professional presentations on a regular basis. A summary of Core Faculty, their roles, responsibilities, and professional credentials/interests are as follows:

<u>Faculty Member</u>	<u>Time assigned to program</u>	<u>Role/Contribution to Program</u>
Ken Critchfield, Ph.D.	100%	Co-Director of Clinical Training; Clinical Supervisor; Instructs several basic and required courses
Gregg Henriques, Ph.D.	100%	Director of Clinical Training; Clinical Supervisor; Instructs several basic and required courses
Elena Savina, Ph.D.	100%	Clinical Supervisor; Instructs several basic and required courses; School Psychology Program Liaison;
Craig Shealy, Ph.D.	75%	Clinical Supervisor; Instructs several basic and required courses; Supervises Madison International;
Anne Stewart, Ph.D.	100%	Clinical Supervisor; Internship Program Coordinator; Instructs several basic and required courses; Counseling Program Liaison
Trevor Stokes, Ph.D.	50%	Clinical Supervisor; Director of the Baird Center

Ken Critchfield, Ph.D., C-I Program Co-Director, Assistant Professor (tenure track). Dr. Ken Critchfield received his doctoral degree from the University of Utah. His internship was at the San Francisco VA Medical Center, with post-doctoral training focused on treatment of personality disorders at Weill-Cornell Medical School with John Clarkin, Ph.D. and Otto Kernberg, M.D. Prior to joining the C-I program faculty he was co-director of the Interpersonal Reconstructive Therapy (IRT) clinic at the University of Utah Neuropsychiatric Institute, working closely with IRT's originator, Lorna Smith Benjamin. IRT is an integrative approach that uses an attachment-based case formulation method to optimally tailor treatment for individual patients. Dr. Critchfield's research focuses on efficacy and processes of change for IRT as applied with adults having severe and chronic psychiatric problems often involving comorbid personality disorder and chronic suicidality. Deeply transformative change appears possible with this method, even for patients who have not benefitted from previous "state of the art" treatment attempts. Dr. Critchfield frequently consults on issues of methodology, design, and analysis for projects involving the interface between interpersonal measurement, personality, and psychopathology. He has served as secretary for the Society for Exploration of Psychotherapy Integration (SEPI), as well as past-chair of the Education and Training Committee of Society for Advancement of Psychotherapy (APA Div. 29). He is licensed in Virginia and maintains a small practice applying IRT to a wide range of clinical problems.

Gregg Henriques, Ph.D., C-I Program Director, Professor (tenured). Dr. Henriques received his Master's Degree in Clinical/Community Psychology from the University of North Carolina-Charlotte and his Ph.D. in Clinical Psychology from the University of Vermont (APA-Accredited). He also completed several years of post-doctoral training at the University of Pennsylvania under Aaron T. Beck. Dr. Henriques is a clinical supervisor and teaches courses in personality theory, social psychology, and integrative adult psychotherapy. Dr. Henriques' primary area of interest is in the development of a new unified theory of psychology, which offers a new scientific humanistic philosophy for the field. Dr. Henriques has an active blog on Psychology Today called *Theory of Knowledge*, which has garnered almost 2 million hits and published a book (*A New Unified Theory of Psychology*, 2011) and numerous articles on theoretical unification, including two special issues of the *Journal of Clinical Psychology* [Vol 60(12) and 61(1)] and a special section in *Theory and Psychology* in 2008 (more information is available at <http://psychweb.cisat.jmu.edu/ToKSystem/>). Dr. Henriques is currently utilizing his system to systematically study well-being and personality, and to develop a more unified approach to psychotherapy. Dr. Henriques also has expertise in the assessment and treatment of severe psychopathology, particularly depression and suicide. Dr. Henriques is currently a licensed psychologist in Virginia.

Elena Savina, Ph.D., Associate Professor (tenured). Dr. Savina received her Ph.D. in Developmental and Educational Psychology from Moscow State Pedagogical University, Russia and a Ph.D. in School Psychology from the University of Central Arkansas (APA-Accredited). She completed her postdoctoral residency at Methodist Behavioral Hospital, Maumelle, Arkansas. Dr. Savina also practiced for several years as a Child Psychologist at SOS Children's Village, Lavrovo, Russia, an international welfare organization that provides long-term care for orphans and neglected children. Dr. Savina's areas of teaching and research expertise include assessment, child/family psychotherapy, children with behavioral and emotional problems, transitioning children from residential treatment to school, teacher consultations, teaching of psychology, and socio-cultural psychology. She is a licensed psychologist in Virginia.

Craig Shealy, Ph.D., Professor (tenured). Dr. Shealy received his degree in Clinical Psychology from Auburn University (APA-accredited). He completed his internship at the Florida Mental

Health Institute (APA-Accredited) in Tampa, Florida, and his doctoral residency at the University of South Florida, Department of Pediatrics, and Charter Hospital of Tampa. His areas of teaching and research include integrated approaches to training, beliefs and values, family process/treatment outcome, and developmental psychopathology. He is former Director of the Counseling Center at the University of Maryland University College's international campus in Schwäbisch Gmünd, Germany. Dr. Shealy currently serves as Executive Director of the International Beliefs and Values Institute (IBAVI). Dr. Shealy is the 2003 recipient of the Krasner Early Career Award from Division 29 (Psychotherapy), editor of *Beliefs and Values*, and is licensed as a psychologist in Virginia.

Anne Stewart, Ph.D., Professor (tenured). Dr. Stewart received her degree in Clinical Child/School Psychology from the University of Virginia, an APA-accredited program. She completed an APA accredited internship at Harvard Medical School with an appointment as a Clinical Fellow in Psychology. Dr. Stewart's areas of teaching and scholarship include couple and family therapy, play therapy (she is a member of the national Board of Directors for the Association for Play Therapy and President of the Virginia Association for Play Therapy (see <http://vapt.cisat.jmu.edu>), interpersonal and institutional violence, humanitarian demining, interprofessional education and collaboration, and attachment-based practices. Dr. Stewart is on the editorial board of the *Family Journal* and the *International Journal of Play Therapy* and is the former director of the JMU Human Development Center and Child Development Center. She's the recipient of the Association for Play Therapy's Distinguished Service Award, the Virginia Counselor's Association "Humanitarian and Caring Person" Award and the State Council of Higher Education of Virginia's Outstanding Faculty Award. She is licensed as a psychologist in Virginia.

Trevor Stokes, Ph.D., Professor (tenured). Dr. Trevor Stokes was born and raised in Australia. He received his bachelor's degree with first class honors in psychology from the University of Western Australia. He later graduated from the University of Kansas with a master's degree in Human Development and a Ph.D. in Developmental and Child Psychology. Subsequently, he completed an augmentation program in Clinical Psychology to qualify for APA-approved standards at West Virginia University. He has held academic positions at the University of Manitoba (Canada), West Virginia University, the University of South Florida, and James Madison University, in clinical psychology, school psychology applied behavior analysis, child and family studies, behavioral medicine and psychiatry, and special education. Currently, he is the Alvin V. Baird Centennial Chair in Psychology at James Madison University. For thirty five years, Dr Stokes has maintained an active practice in psychology, with most of that work in homes, schools and hospitals. He has also practiced in community mental health centers and university doctoral training clinics. Dr. Stokes has been recognized of one of the world's top fifty researchers in behavior analysis and therapy. Citation of his publications have been captured over 2050 times by the social science citation index and 5300 times by google scholar, including a seminal paper in applied behavior analysis on the generalization of therapeutic behavior changes which is a citation classic paper in psychology and special education. He has more than 430 publications and professional presentations, has received more than \$3 million in external grants, has taught 15 different undergraduate and 26 different graduate level courses plus multidisciplinary practica and research, has chaired 80 doctoral, specialist, masters, and honors committees as major professor, in clinical psychology, school psychology, interdisciplinary education, and applied behavior analysis, as well as psychology and general honors. He is a licensed psychologist in Virginia, West Virginia and Florida.

Associate Core Faculty

In addition to its 6 Core Faculty members, the C-I program also has two Associate Core Faculty members who teach courses, supervise students and offer additional expertise in psychological training.

Bernice A. Marcopulos, Ph.D., ABPP, Professor (tenured) received her B.A. (High Honors) from the University of Florida and her Ph.D. from the University of Victoria. She has been Board Certified in Clinical Neuropsychology from the American Board of Professional Psychology since 1995. Currently she is Associate Professor of Graduate Psychology at James Madison University and Associate Professor of Psychiatry and Neurobehavioral Sciences at the University of Virginia Health Sciences Center. Previously Dr. Marcopulos was the Director of the Western State Hospital Neuropsychology Laboratory in Staunton, Virginia where she co-directed a nationally recognized post-doctoral program in Clinical Neuropsychology. Her research and clinical interests include the effects of education and culture on neuropsychological testing, dementia, schizophrenia, and criminal forensic issues. She is the editor of the 2012 book, *Clinical Neuropsychological Foundations of Schizophrenia*. She was a Fulbright Fellow in the Psychology Department at the University of Warsaw in 1994 and was elected as a Fellow in NAN and APA. She is currently on the APA Committee for Psychological Tests and Assessment and is a consulting editor for *The Clinical Neuropsychologist*. She has served as a Board Member and Oral Examiner for the American Board of Clinical Neuropsychology, and she currently chairs the Examination Committee of the ABCN. Dr. Marcopulos was recently re-elected as Secretary of the International Neuropsychological Society. She is a licensed psychologist in VA.

Robert (Bob) Harmison, Ph.D., Professor (tenured). Dr. Harmison is the Kibler Professor of Sport Psychology in the Department of Graduate Psychology and also the Director of Sport Psychology within the JMU athletic department. He has experience providing consultation services to high school, college, and elite level athletes and coaches for over two decades, including the 2002, 2006, and 2010 U.S. Olympic Snowboard teams. At JMU, Dr. Harmison teaches, advises, and supervises graduate and undergraduate students with interests in sport psychology, including courses in applied sport psychology, team dynamics/group behavior, athletic counseling, and mental toughness. His research focuses on related, applied sport psychology topics of mental toughness, peak performance, performance enhancement in sport, characteristics of effective sport psychology consultants, and sport psychology consultation-seeking behavior. Dr. Harmison has developed a center for sport psychology that provides services to athletes, coaches, and parents in the region. Reflecting his commitment to both professional practice areas, Dr. Harmison is a member of American Psychological Association (APA) Divisions 13 (Consulting) and 47 (Sport, Exercise and Performance Psychology). He is also a longstanding member of the Association for Applied Sport Psychology (AASP) and was elected in 2015 to Fellow status within the organization in recognition of his ongoing contributions to knowledge and practice within the field of sport psychology.

Additional Expertise and Training Provided by the Associate Core Faculty

The associate core faculty play a crucial role in the program, both in terms of providing students coursework and dissertation supervision, but also in terms of mentoring on key aspects of professional psychology. Bernice Marcopulos offers elective courses in neuropsychology and, through her work at the Crossroads Brain Injury Recovery Clinic, she provides students opportunities to learn how to conduct comprehensive neuropsychological assessments.

Similarly, Dr. Harmison has multiple connections with the JMU Athletic program that affords C-I students opportunities to engage in clinical or counseling work with student athletes and

to engage in sport and performance, as well as athletic consultation. He is part of the JMU C.A.R.E. Team and leads the McMilian Center for Sport Psychology, which partners with JMU and the community to provide sport psychology related services. Students have opportunities to engage in both counseling and consultation work in these areas, and thus gain substantial exposure to the world of sport psychology.

Associate Faculty and Program Liaisons
(Summary Information)

In addition to the Core Faculty, the C-I Program also has important access to other Program Liaisons and Associate Faculty. In addition to teaching responsibilities as Associate Faculty, the Program Liaisons facilitate communication to and from other graduate or service programs in the Department of Graduate Psychology and/or the University. In this role, they are invited to periodic meetings of the C-I Program, and each year there is a CI program gathering. Other Associate Faculty teach courses, provide research supervision, and serve in a variety of other critical support roles for the program (e.g., serving on doctoral dissertation committees, as liaisons to other programs/resources in the School or University).

**ASSOCIATE FACULTY AND OTHER CONTRIBUTORS TO THE
CI DOC PROGRAM 2016-2017**

NAME	TITLE	ROLE IN PROGRAM	OTHER RESPONSIBILITIES
Emily Akerson	Associate Director IIIHHS	Coordinator of BMCW; Diversity Consultant	
Robin Anderson, PsyD	Professor	Course Instructor	Department Head
JeanMarie Barch, PhD	Adjunct Faculty	Course Instructor, Clinical Supervisor	
Eric Cowan, PhD	Associate Professor	Course Instructor, Diss Com Member	
Lennis G. Echterling, Ph.D.	Professor	Instructs several courses in Counseling Psychology	Coordinator, Counseling Psychology Program
Jeanne Horst, PhD	Assistant Professor	Course Instructor	
Donielle Janow, PsyD	Staff Psych	Supervisor	
Debi Kipps-Vaughn, Ph.D.	Associate Professor	Course Instructor	Liaison from School Psychology Program
Sharon Lovell Ph.D.	Associate Professor	Facilitates administrative support.	Dean of CISAT
Cara Meixner, PhD	Assistant Professor	Course Instructor	Liaison from CFI
Neal Rittenhouse, PsyD	Adjunct Faculty	Clinical Supervisor	Instructs a core course; clinical supervisor

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Timothy Schulte, PsyD	Professor	Supervisor	Director of CAPS & ISLA
Katrina Simpson- McCleary	Staff Psyc	Clinical Supervisor	Counseling Center Coordinator
Renee Staton, Ph.D.	Professor	Course Instructor; Diss Supervisor	Liaison from Counseling Program
Lee Sternberger, PhD	Professor	Facilitates Support for International Activ; Dis Comm Member	Liaison to OIP
Jason Stout, PsyD	Staff Psychologist	Clinical Supervisor	
Matt Zimmerman, PhD	Staff Psychologist	Clinical Supervisor	

Course Curriculum

The C-I Doctoral Program curriculum is explicitly designed to provide a system through which students can acquire and demonstrate understanding of, and competence in, those areas that are articulated in the APA accreditation standards and are congruent with the Madison C-I Model's program philosophy, goals, and competencies.

Because all students enter the program with a history of graduate training, it is important that training experiences are not duplicated or redundant, and it is the case that most students transfer in some credit from their previous graduate education. At the same time, there are aspects of the program that are deemed crucial to the unique training and ultimate identity of a Madison Model psychologist.

The program manages this joint tension by having general course requirements which consist of courses which can be transferred in for credit plus a set of required courses, which cannot be transferred in and which the Core Faculty believes make up the essential components of a Madison Model psychologist. These required courses **MUST** be taken here, and no transfer credit will be accepted for these courses. **Required courses are listed in bold below, a separate listing is also given after the general curriculum.**

In line with the Commission on Accreditation's Standards of Accreditation, the course curriculum is divided into two broad domains, knowledge of scientific psychology and knowledge of the foundations of practice. There are also some additional courses listed that may serve to round out an individual's training, depending on career trajectory and prior experience.

Course Curriculum for 2016-2017

DOMAIN I: Discipline Specific Knowledge of Scientific Psychology

The following courses offered by the C-I program are designed to ensure that students have acquired foundational knowledge in the science of psychology. The course or courses listed under each heading represent a primary focus. Of course, there is much overlap and many courses cover a multitude of domains; however, we simply list primary associations here. A variety of relevant

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electives (e.g., advanced research methods, less frequent specialty seminars) are also available but not listed here, as are opportunities that may be available across campus.

<u>Biological Aspects of Behavior</u>		4 Credits
Psyc 625	Human Neuroscience	3 Credits
or		
Psyc 880	Neurophysiology and Pediatric Neuropsychology	
Psyc 601	Psychopharmacology	1 Credit
<u>Cognitive and Affective* Aspects of Behavior</u>		3 Credits
Psyc 613	Cognitive Science	3 Credits
<u>History and Systems</u>		4 Credits
Psyc 825	History, Systems, Ethics and Advocacy	2 Credit/2 sem
Students take four semesters of 825, HSEA. Two of the four sections are devoted to history and systems, where students learn both about the history of the field and professional practice as well as the developments pertaining to the unified theory and the C-I training model.		
<u>Social Aspects of Behavior</u>		3 Credits
Psyc 616	Social Psychology	3 Credits
<u>Statistics/Measurement and Data Analysis</u>		9 Credits
Psyc 600	Intro to Statistics and Measurement	3 Credits
Psyc 605	Intermediate Inferential Stats	3 Credits
Psyc 606	Measurement Theory	3 Credits
<u>Research Methods:</u>		6 Credits
Psyc 881	Issues/Tech in Research and Evaluation	6 Credits
(1 credit each semester for six semesters)		

*As with many programs, training about emotions and the role affect plays in behavior is found in many different courses, including, but not limited to: social psychology, personality psychology, developmental psychopathology, integrative psychotherapy for adults, and processes of psychotherapy.

DOMAIN II: Knowledge of the Foundations of Practice and Profession Wide Competencies

The following courses offered by the C-I program are designed to ensure that students have acquired foundational knowledge directly related to the practice of psychology.

<u>Individual Differences</u>		3 Credits
Psyc 612	Personality Theories	3 Credits
<u>Cultural Differences</u>		3 Credits
Psyc 749	Multicultural Perspectives on Intervention	3 Credits

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<u>Dysfunctional Behavior and Psychopathology</u>		6 Credits
Psyc 685	Psychopathology: Diagnosis and Intervention Planning	3 Credits
Psyc 826	Adv. Seminar in Developmental Psychopathology	3 Credits

<u>Professional Standards and Ethics</u>		4 Credits
Psyc 825	History, Systems, Ethics and Advocacy	2 Credits/2 sem
Students take four semesters of 825, HSEA. Two of the four sections are devoted to ethics and advocacy. The other two are devoted to history and systems and professional identity.		

Evidence Based Assessment and Intervention Courses

<u>Psychological Assessment</u>		6 Credits
Psyc 874	Cognitive and Educational Assessment	3 Credits
Psyc 876	Personality Assessment	3 Credits

<u>Intervention Courses</u>		12 Credits
Psyc 611	School Psychology: Developmental & Social Systems	3 Credits
Psyc 668	Couples and Family Systems	3 Credits
Psyc 864	Processes of Psychotherapy¹	3 Credits
Psyc 865	Integrative Psychotherapy for Adults	3 Credits
Psyc 685*	Adv. Diagnosis, Intervention, and Treatment Planning	3 Credits
(*Will be renumbered 867 in the 2016-2017 academic year)		

¹Note: Students with limited experience in counseling/psychotherapy may be additionally required to take Psy 661 Counseling Techniques and/or Psyc 660 Counseling Theories.

<u>Multidisciplinary Services, Consultation, and Supervision</u>		3 Credits
Psyc 852	Advanced Consultation and Supervision	3 Credits

ADDITIONAL COURSE WORK

<u>Integrative Practica: Interventions and Assessments across the spectrum</u>		16 Credits
Psyc 878	Doctoral Practicum	16 Credits
(see handbook for description of practica experiences)		

<u>Teaching</u>		2 Credits
Psyc 895	Practicum in College Teaching	2 Credits

<u>Research Prep for Dissertation</u>		6 credits
Psyc 881	Issues and techniques in Research and Evaluation	6 Credits

<u>Dissertation</u>		6 credits
Psyc 900	Doctoral Dissertation	6 Credits

<u>Pre-Doctoral Internship</u>		15 Credits
CE 850	Predocotrinal Internship	5 Credits/15 tot
(Fall, Spring and Summer semesters)		

Required Course Work

<u>Course #</u>	<u>Title</u>	<u>Credit Hours</u>
PSYC 668	Couple and Family Systems	3
PSYC 825	Prof Seminar: History, Systems, Ethics and Advocacy (HSEA)	8
PSYC 826	Adv. Seminar in Developmental Psychopathology	3
PSYC 852	Advanced Consultation and Supervision	3
PSYC 864	Processes of Psychotherapy	3
PSYC 865	Integrative Psychotherapy for Adults	3
PSYC 866	Adv. Diagnosis, Intervention, and Treatment Planning	3
PSYC 878	Doctoral Practicum	16
PSYC 895	Practicum in College Teaching	2
PSYC 881	Issues and Techniques in Research and Evaluation	6
PSYC 900	Doctoral Dissertation ¹	6
CE 850	Predoctral Internship (Fall, Spring, Summer)	<u>15</u>
	Total	71

Sample Course Sequence by Semester and Year in Program*

	<u>Fall</u>			<u>Spring</u>			<u>Summer</u>		
	#	Title	Credits	#	Title	Credits	#	Title	Credits
1st Yr	668	Cpl & Fam Sys	3	611	School Psych	3	601	Psychopharm ²	1
	825	HSEA Sem	2	685	Psychopath	3	878	Practicum	3
	826	Adv Dev Psych	3	825	HSEA Sem	2	881	Res & Eval	1
	864	Proc of Psych	3	865	Int Psy Adults	3	895	College Teach	2
	874	Cog/Ed Assess	3	876	Pers Assess	3			
	878	Practicum	3	878	Practicum	3			
	881	Res & Eval	1	881	Res & Eval	1			
2nd Yr	605	Res & Inf Stats	3	606	Meas Theory	3	501	Spec Ed Inter ²	3
	613	Cognitive Science	3	749	Multi-cultural	3	878	Practicum	3
	825	HSEA Sem	2	825	HSEA Sem	2	612	Personality ²	3
	866	Adv. Diag/Plan	3	878	Practicum	3	881	Res & Eval	1
	878	Practicum	3	881	Res & Eval	1			
	881	Res & Eval	1						
3rd Yr	625	Neuropsych	3	612	Person Theo ²	3	616	Social ²	3
	852	Consult & Sup	3	751	Psy Child & Ado	3	878	Practicum	3
	878	Practicum	3	878	Practicum	3			
	900	Dissertation	3	900	Dissertation	3			
4th Yr	CE 850	Predoctrl Inter	5	850	Predoctrl Inter	5	850	Predctorl Inter	5

* Note this represents a sample course sequence based on no transfer of credits. However, because most students transfer credit for several courses, students usually have substantial flexibility in their

¹ Once a student defends his or her dissertation proposal, that student enrolls in PSYC 900, Doctoral Dissertation, rather than PSYC 881, Issues and Techniques in Research and Evaluation.

²Course is offered every other year

schedules. Also, as indicated in the course curriculum, students are often given choices between courses.

Elective Course Work

The foundational and required courses represent the basic educational curriculum that each student who graduates from the Madison C-I Program completes. Although the above represents the minimum curricular requirements for all students, it is also the case that students are encouraged to expand their training with additional course work, depending on professional goals and research and practice interests. Below are elective courses that C-I students have regularly taken to advance these training objectives.

Common Research Electives

Psyc 608	Multivariate Statistics	3 Credits
Psyc 609	Applied Research Methods	3 Credits
Psyc 840	Mixed Methods and Qualitative Research	3 Credits

Common Electives in Assessment and Intervention

Psyc 601	Topics: Neuropsych. Assessment	3 Credits
Psyc 601	Topics: Workshop in the Rorschach	2 Credits
Psyc 610	Applied Behavior Analysis	3 Credits
Psyc 663	Substance Abuse Counseling	3 Credits
Psyc 710	Counseling Strategies: Special Topics	3 Credits
Psyc 751	Psychotherapy with Children and Adolescents	3 Credits
Psyc 752	Theory and Practice of Play Therapy	3 Credits
Psyc 768	Couple and Family Counseling	3 Credits

Developing and Tracking Students' Curriculum Plan:

The Individualized Program of Study & Basic Program Requirements

Because the C-I Doctoral Program is designed for students who have previous graduate degrees and professional experience, it has been important for the program to establish a system by which the acceptability of previous graduate coursework for the program's curriculum can be assessed. The program achieves this via an Individualized Program of Study (IPS). The IPS is a form included in the students' advising packet, which is a packet of forms loaded on the students' office computer. (See Appendix C for a listing of forms included in the Advising Packet). Students may also obtain this form from the C-I program website.

The Individual Program of Study (IPS) lists the current course curriculum, separating the required courses that must be completed in the C-I program from the more general curriculum that could potentially be satisfied by previous coursework. It is designed to allow students to tailor their training to individual career goals and capitalize on past professional training/experience. It also allows students and their program advisors to monitor progress as they proceed through the program. In developing each student's IPS, decisions must be made regarding which of any of the student's previous graduate courses can be accepted to meet the requirements of the courses listed in the course curriculum.

To determine whether a previously completed course can be "accepted" as meeting a course requirement for the Program, it has been necessary to establish a systematic evaluative process, and the IPS provides a method by which faculty and students can help identify any courses that may be

accepted from previous graduate coursework. The IPS thus helps in the planning of each student's curriculum for the entire program, and is codified in the student's Graduation Plan (also included in the students' advising packet).

The IPS is developed by the following sequence: Early in the fall semester of the first year, each incoming student independently reviews all of the courses that are potentially transferable. If the student thinks that he or she has successfully completed one or more of these courses in his or her previous graduate program, the student assembles documentation describing the courses and verifying that the course(s) in question has been satisfactorily completed and submits them to her/his C-I faculty advisor.

The types of documentation that Core Faculty use when making acceptance decisions include 1) transcripts; 2) copies of course syllabi; 3) catalog descriptions; and 4) other supportive materials such as course papers/projects or presentation materials that would help make the case for why a specific course should be accepted as transfer credit. In terms of performance, the individual must have received a B+ or higher in the course. The amount of documentation students must provide may vary depending upon the clarity of the acceptance request. In some cases, the decision to accept or not accept a particular course may not be clear, even after review of relevant documentation. In such situations, the student may be required to attend specific sections of the course in question (e.g., because the student's course appears lacking in some way). During the first semester in the program, the student's advisor and the Core Faculty review each student's "acceptance" requests and a determination is made by the advisor and Core Faculty as to which courses can be accepted (all incoming students typically complete the same set of required courses during their first semester in the program). Examples of IPSs and requests for course transfer are available from each advisor.

Basic Program Requirements (BPR)

Complementing each student's coursework is the Basic Program Requirements (BPR; the form is included in the Advising Packet). Like the Individual Program of Study discussed above, the BPR helps program faculty and students build, evaluate, and monitor each student's progress in the program. The BPR is a comprehensive audit of all of the program requirements that students must complete before they can graduate from the program. It includes information on the students' direct service hours, number of comprehensive assessments, professional presentations, successful passing of comps, successful passing of proposal and dissertation, successful demonstrations of competencies and so forth.

Most students will complete more requirements than are indicated on the BPR during their time in the program. However, students will not advance in the program without completing at least these basic program requirements, unless an explicit exception is made and signed off on by the Core Faculty Advisor, do done so in consultation with the Program Director or Core Faculty as a whole. Because students enter the CI program with different levels of experience, these requirements 1) help clarify expectations and monitor progress, 2) avoid disparities between students in terms of the types of requirements that are made of all students, 3) ensure that basic requirements integral to the philosophy and goals of the program (e.g., completion of clinical, counseling, and school experiences) are maintained, and 4) provide a method of documenting that each student has completed the minimum program requirements before graduating from the program. Students are responsible for identifying these requirements and ensuring that they are met. It is recommended that students review the BPR with their advisor at least once a semester to ensure that the necessary requirements are being met. Students are required to have the BPR form signed after every year.

Other Key Components of the C-I Program Training

In addition to the curriculum and basic program requirements for C-I students, there are a number of other activities and events that afford students crucial learning opportunities, the promotion of their identity as C-I psychologists, and necessary points and methods of evaluation. They include the Skills Assessment Forms; the Evaluations of Psychotherapy Competencies; the Written Foundations Exam; the Clinical Comprehensive Exam; the Dissertation; the Practica Experiences; the Predoctoral Internship; and specific elements that are designed to foster one's professional identity and maximize one's growth during his or her time in the program. These components are described below.

The Skills Assessment Forms

The Skills Assessment Form (SAF) is a primary evaluation tool that all students, program faculty, and site supervisors use to evaluate student progress toward program goals. It actually consists of six different forms. A Basic Skills Assessment Form (BSAF) which is completed midway through the student's first semester, and a separate SAF for each subsequent evaluation (end of year 1; middle of year 2; end of year 2; middle of year 3 and end of year 3). The reason for the separate forms is that each form reflects the expected skill set of the student given their time and development in the program. There are 10 competency domains listed on the SAF, and are as follows: 1) Self-Awareness and Interpersonal Skills; 2) Psychological Assessment 3) Psychological Intervention; 4) Foundational Knowledge in Psychology; 5) Ethics and Professional Judgment; 6) Interprofessional Collaboration, Consultation and Working with Diversity; 7) Professionalism; 8) Personal Growth and enhancement of the Discipline and/or Community; 9) Research and Scholarship; 10) Teaching, Leadership and Supervision.

The SAF explicitly translates program goals into an assessment tool that is completed by students and advisors, with input from supervisors, instructors and the core faculty as a whole. Students complete and turn in these forms to their Core Faculty Advisor during early December, and again in mid to late June of each academic year. In addition, completed SAFs (as well as ongoing student progress) may also be reviewed by the Core or other faculty associated with the program. In this way, students are able to look carefully at their own performance and development, appraise and track that performance and development, and respond to feedback from supervisors and Advisors. In addition to helping track student progress and development, the SAF also helps the program identify and address student problem areas as well as aspects of the program that may also need to be addressed. The SAF becomes a permanent part of each student's record (students should make a copy of the completed SAF for their own records, and return the original to the Program Assistant).

Evaluation of Psychotherapeutic Competency

Prior to taking the Clinical Comprehensive Exam in their final year, students are twice evaluated on their psychotherapeutic competencies. This is done first in the context of their practica experiences in the first and second year. For each evaluation, students are to submit a write-up and two sections of videotaped therapy to be used to assess their competencies in providing psychotherapy. The work is then evaluated in terms of the student's: 1) Counseling and Therapeutic Alliance; 2) Critical Thinking and Case Conceptualization; 3) Intervention and Treatment planning. Specific levels of functioning are specified and in accordance with our training system that expected continued skill development, students in the first year are expected to demonstrate abilities at one level, whereas students in their second year are expected to demonstrate greater abilities.

The Written Foundations Comprehensive Exam

This written exam consists of three comprehensive questions in delivered in three sections (i.e., one question per section): 1) Intervention/Assessment; 2) Research/Theory; and 3) Professional Identity/Professional Psychology. Students have two hours to complete each section of the exam (i.e., approximately two hours per question). The Foundations Comprehensive Exam is designed to assess knowledge and conceptual ability in a wide range of areas. In preparing for the exam, students are advised to develop complete responses that are well supported by appropriate written materials (e.g., books, chapters, and articles that have been assigned in courses). The Foundations Comprehensive Exam for the C-I Program is scheduled during the summer semester of their second year in the program.

The Clinical Comprehensive Exam

This exam is modeled after the format used in the American Board of Professional Psychologists examinations, and is completed at the end of the student's course work. This exam covers both assessment and psychotherapy skills, and typically involves two separate cases. Students must submit a written analysis, as well as a videotape of their counseling performance. They then must defend their performance on these cases orally before at least two Core Faculty Members. Students are evaluated using the same basic metrics that are on the therapy and assessment competency evaluations. This exam is taken in the summer of the student's third year.

The Dissertation

All students must complete a scholarly dissertation. Students are free to choose any topic that matches their professional and career goals and is compatible with the interests and expertise of their PSYC 881 (Issues and Techniques in Research and Evaluation) course instructor (who is also normally the student's advisor). Overall, emphasis is placed on applied research projects. The ability to use applied research is seen as an integral part of each student's overall training, and one befitting a doctoral-level professional psychologist.

At its best, the dissertation should not only constitute a credible and substantial contribution to the larger field of psychology, but should also clearly 1) represent the culmination of a rigorous process of intellectual development; 2) emerge from discussions regarding student's interests and strengths and the expertise and interests of the student's advisor; and 3) be congruent with that student's professional and scholarly aspirations. To approximate this ideal, students are encouraged to approach the dissertation not as an aversive task or hurdle, but rather as an opportunity for intensive exploration, growth, and development. Students should be cautious about choosing their dissertation before they have thoroughly explored their own interests, reviewed relevant literatures, and discussed their ideas thoroughly in the context of PSYC 881. At the same time, students who share research interests with faculty are strongly encouraged to join and extend ongoing programs of research in the context of PSYC 881 and their dissertation. Ultimately, it will be necessary to identify a Core Faculty member and PSYC 881 instructor who serves as Chair of the Dissertation committee; this individual, in particular, can be of great assistance during the process of exploring and identifying a suitable and personally meaningful dissertation topic. The details of the dissertation project are specified in Appendix E.

Practicum Experiences

The Combined-Integrated Doctoral Program's curriculum plan emphasizes the integration of knowledge and theory gained in course work with concurrent, sequenced practicum experiences that culminate in the student's predoctoral internship and facilitate eventual licensure as a clinical

psychologist and/or licensure/certification as a school psychologist. Throughout training, the program emphasizes knowledge and implementation of “recommended practice” interventions that are theoretically grounded and evidence-based. Strong, positive interprofessional relationships are fostered in all practicum settings.

All students are enrolled in a PSYC 878 Practicum class every semester. Practicum experiences are sequenced and organized with supervision and/or instruction by doctoral clinical psychologists to ensure students continue to acquire increasingly complex clinical skills (ASPPB, 2009)³. Every practicum course includes on-site clinical work, in addition to weekly practicum class meetings. Practicum classes are taught by CI program faculty who are licensed psychologists. The practicum classes include didactic material and group and individual supervision. Practicum classes are central to the curriculum plan, as the program wants to ensure that students are prepared for their internship experiences and have the clinical skills necessary to be leaders in the delivery of mental health services. In addition, didactic work and practicum experiences inform and build on prior placements to support the student’s acquisition of foundational and specialized knowledge. The practicum placement sites are varied to ensure C-I students gain experience with a wide range of client characteristics and needs, diverse organizational missions and resources, and the multiple service delivery models.

In addition to developing students’ intervention and assessment skills, the CI practica are designed to facilitate the acquisition and practice of interprofessional collaboration (IPC) and knowledge and skills to practice in local and global contexts. Students are provided with practicum opportunities to promote the development of IPC competencies such as the ability to work effectively in teams across traditional program/agency and discipline lines, to build trust and teamwork efforts with all partners, to examine areas of conflict between client and professional values and their own, and to clarify conflicting values in the delivery of health and human services across cultures (IPEC, 2011; WHO, 2010)⁴. The practicum course instruction and supervision emphasizes cultural sensitivity and humility, examines adverse effects of professional, cultural, and national ethnocentrism on intercultural communications and provides opportunities for students to reflect critically upon their own world view in order to more respectfully and effectively communicate with people holding world views quite different from their own. Students examine the degree to which the practicum site is able to respond to community needs while developing clinical competencies and meeting academic goals. Students are supervised in a manner that helps them learn about themselves and their relationship to the community and world around them. In practica, our students work with clients and staff of different religious, ethical, political, economic and social views.

A primary goal of the JMU practicum sequence is to provide the students with a level of practicum experiences that prepare them for internship as well as high degree of competence as a licensed clinical psychologist and licensed/certified school psychologist. All students must complete

³ ASPPB (2009). ASPPB Guidelines on Practicum Experience For Licensure. Association of State and Provisional Psychology Boards.

⁴ Interprofessional Education Collaborative Expert Panel. (2011). Core competencies for interprofessional collaborative practice: Report of an expert panel. Washington, D.C.: Interprofessional Education Collaborative.
World Health Organization (2010). Framework for action on interprofessional education and collaborative practice. Geneva: WHO Press. Available at: http://www.who.int/hrh/resources/framework_action/en/

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at least one practicum in the JMU community mental health clinic [Counseling and Psychological Services (CAPS) Clinic], the JMU Counseling Center, one in the public schools (exceptions to this may be made if a student has extensive past experience in one of these types of settings).

Practicum Sites. Students in the Combined-Integrated Doctoral Program have access to a rich and diverse array of on-campus and off-campus sites and experiences. On-campus practica occur through three different sites: 1) *Counseling and Psychological Services* (CAPS, a comprehensive university-based outpatient clinical practice); 2) *Interprofessional Strategies for Learning Assessment enter for Learning Strategies* (ISLA, a university-based service center to evaluate students for the presence of learning disabilities), and 3) the JMU Counseling Center (JMU's student counseling center).

Students also plan with their advisor and Practicum Coordinator to select from several relevant, off-campus practicum sites after the first year practicum is successfully completed. The available sites include local public schools, the *Virginia Child and Family Attachment Center* (a clinic assessing attachment and care giving with multi-stressed families in foster care and adoptive homes), *Page County Primary Care and Behavioral Health* (a rural family medicine practice), *the University of Virginia Counseling and Psychological Services Center* (the counseling service for University of Virginia students), *Western State Hospital* (a state in-patient hospital for adults with severe mental illness), *Commonwealth Center for Children and Adolescents* (a residential treatment center for children with emotional, behavioral or substance use problems), *Wilson Workforce and Rehabilitation Center* (a comprehensive interprofessional center for persons with disabilities to receive individualized medical, psychological and vocational services), or *Rockingham Memorial Hospital* (a regional full-service hospital with a behavioral health unit).

In addition to the above mentioned developed sites, students who have an interest in a particular training experience or population that is not currently offered are encouraged to discuss such interests with their advisor, Practicum Coordinator, and the Program Director to determine if a legitimate and high quality practicum experience is available and/or can be developed.

Practicum Selection and Sequencing

Students are placed in practicum every semester and the practicum placements, settings and experiences are organized to build upon and integrate clinical competencies. Practicum experiences are arranged in a sequential fashion with increasingly complex case assignments and independence emerging over the course of training and based on careful assessment of current competencies. Given the integrated nature of training in the Combined-Integrated Doctoral Program, students are expected to complete a practicum and demonstrate competency in each of the three specialty areas of psychology: clinical, counseling, and school psychology. All students must complete at least one practicum in the university-based community mental health clinic, the JMU student counseling center, and the public schools. Those students who have a substantial background in either school or clinical psychology (e.g., conducted school-based assessments as a school psychologist, worked as a therapist in a counseling center) may not be required to complete a practicum in that particular area; however, exceptions to the required practicum sequence will be determined by the Core Faculty on an individual basis after considering 1) past professional experiences of the student, 2) the student's demonstrated strengths and training needs, and 3) the student's career goals.

The Year One practicum course sequence emphasizes the development and consolidation of direct service skills in therapy and assessment. Students are placed at the university-based

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interdisciplinary assessment center, the Interprofessional Strategies for Learning Assessment center (ISLA) and the university counseling center. The Year One ISLA practicum provides opportunities for students to acquire and demonstrate their psychological assessment skills and the counseling center placement emphasizes the development and consolidation of basic therapy skills. Practica seek to support each student's ability to integrate knowledge of individual, family and community health and mental health needs in the context of interprofessional project-based learning while actively engaging in self-reflection.

In Year Two students in the practicum courses are expected to have further developed their professional and interpersonal skills and capacity for self-awareness. Students are typically placed at the university-based mental health clinic, Counseling and Psychological Services (CAPS), and in a public school system setting. The CAPS placement provides opportunities to function as student clinicians in a community mental health organization. Students are supervised working with clients across the age-span for assessment and intervention. The public school placement, also done in year two, provides students an opportunity to develop skills and knowledge in the context of interprofessional psychological services in the schools. Students examine school structures, organization, regular and special education programs, laws and policies as well as community and cultural factors influencing children's school experience.

The practicum sites for Year Three, typically at external sites in the community, are designed to continue to develop the student's clinical competencies and situate them to be optimally prepared for internship. Students are expected to have well developed conceptualization skills and be able to discuss psychological constructs with familiarity. The Year Three practicum course and sites are used to consolidate student's professional practice skills while enhancing or deepening their clinical skills with a special population and/or in a particular service delivery setting. For example, a student more interested in working with children and families and forensic issues might select the *Commonwealth Center for Children and Adolescents* or the *Virginia Child and Family Attachment Center*, while a student more interested in adult in-patient treatment might select *Western State Hospital* for their practicum site. In Year Three clinical practicum experiences are designed to further extend and improve meta-knowledge (the ability to know what you do not know) Hatcher & Lassiter, 2007) and reflective understanding while expanding their experiences with diverse and vulnerable populations and innovative or specialized service delivery models. This requires the program to develop and maintain relationships with a variety of mental health service providers and relevant agencies.

Typical Practicum Sequence for CI program Students

<u>1st Year</u>	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
	Couns Ctr or CAPS/ISLA	Couns Ctr or CAPS/ISLA	CAPS/ISLA
<u>2nd Year</u>	CAPS/ISLA or School Practicum	School Practicum or Approved Site or CAPS/ISLA	School Practicum or Approved Site or CAPS/ISLA
<u>3rd Year</u>	CAPS/ISLA	CAPS/ISLA	CAPS/ISLA

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or
Approved Site

or
Approved Site

or
Approved Site

It is important to note that students come into the program with a range of different professional and clinical backgrounds and the practicum sequence is used to ensure the development of strong and uniformly well-developed clinical skills. For example, if entering students have relatively little assessment training or experience, their practicum sequence will emphasize development of these skills.

Students are expected to work in practica approximately 12 hours per week for the fall, spring, and summer semesters, resulting in about 450-500 clock hours each year. These hours are distributed between 1) direct service (e.g., therapy, assessment, consultation, and supervision for Master's-level counseling students); 2) indirect service (e.g., professional development/case preparation activities); and 3) receiving individual and group supervision. It should be noted that these practicum experiences are in addition to the practica the student may have completed in his or her previous graduate program, as well as any professional experiences acquired prior to entering the program.

At least 50% of the supervised experience is to be in service-related activities (both direct and indirect), such as treatment, assessment, interviews, report-writing, case presentations, and consultations. Individual face-to-face supervision is to be at least 25% of the time spent in service-related activities. For example, if a student was completing 8 hours of direct service each week they would be required to receive at least 2 hours of individual, face-to-face supervision each week (based on 25 % of the 8 hours of direct services).

Evaluation of Students in Practicum

Practicum classes are typically small (3 to 6 students) permitting supervisors to provide intense and personalized supervision as well as on-going feedback regarding progress. Students are supervised by licensed clinicians (on-site and by CI Core Faculty supervisors) during practicum placements. All students are formally evaluated twice a year by their practicum supervisor using the *Skills Assessment Form* (SAF). This form lists knowledge, skills and behaviors associated with important competencies expected to be developed during the training in the CI doctoral program. Ten competency domains are listed: self-awareness and interpersonal skills, psychological assessment, psychological intervention, foundational knowledge in psychology, ethics and professional judgment, interprofessional collaboration, consultation and working with diversity, professionalism, personal growth and enhancement of the discipline and/or community, research or scholarship, and teaching, leadership and supervision.

The definition of the competency is followed by expectations and expected outcomes. The supervisor/advisor is asked to provide a rating of the student's competency in that domain. Following many specific competencies, an expected level of proficiency is stated. The expected level of proficiency, which is either: Novice, Intermediate or Advanced increases as the student progresses through the program. (The competencies and process are based on guidance from the *Report on Practicum Competencies* and Hatcher & Lassiter, 2007).

Predoctoral Internship

All Combined-Integrated Doctoral Program students are required to complete a twelve-month, 2000 clock-hour (i.e., full time or two years part time) internship as part of their pre-doctoral

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course work and as a requirement for eventual licensure as a clinical psychologist and licensure/certification as a school psychologist. Except under extraordinary circumstances, students cannot start their internship until they have successfully completed 1) the Individual Program of Study, 2) the Foundations and Clinical Comprehensive Exams, 3) the defense of their dissertation proposal, and 4) the Basic Program Requirements.

All students are expected to secure an APA-accredited internship. APA-Accredited internships can be identified via the annual APPIC Directory, which is available from the Internship Coordinator. Because applications to APA-accredited internships are often due at the end of each fall semester, students should begin preparing for this process during the spring and summer semesters prior to the fall semester in which applications will be submitted. It should be noted that much of the material students have to develop and document in order to apply for internship will already be completed prior to the formal application process (e.g., in consultation with the Internship Coordinator). APPIC data compiled from 2013, 2014, and 2015, suggest that a typical applicant applies to approximately sixteen internship sites. More applications do not appear to be associated with a significant increase in the likelihood of securing an APA-accredited internship, but fewer applications may be associated with a diminished likelihood of securing such a site. Exceptions to this policy must be approved by the Program Director and Core Faculty and will be considered only when a student has appropriate and compelling reasons for not completing an APA-Accredited internship (see Guidelines and Procedures for Non-Accredited Internships, below).

Combined-Integrated Doctoral Program students have thus far been extremely successful in attaining APA-accredited internships presumably because they 1) applied to a sufficient number of internships that matched their interests and aspirations, 2) consulted with program faculty, the Internship Coordinator, and successful student applicants throughout the process, 3) prepared well-written and well-organized applications, 4) subjected their applications to review by others prior to submission, and 5) prepared for and took seriously on-site internship interviews. All prospective intern applicants are required to meet with the Internship Coordinator at least one time before applying for internship. These meetings should be scheduled early in the fall semester prior to submission of application materials toward the end of this same semester.

The School Requirement. NASP guidelines require that students' eligible for licensure as school psychologists complete at least 600 hours of their pre-doctoral training in the schools. Students who may work in the schools are expected to meet this requirement. Exceptions are to be discussed with the student's advisor.

Guidelines and Procedures for Non-Accredited Internships. Only under exceptional circumstances should students not apply for an APA-accredited internship; such students must have compelling professional and personal reasons not to do so. For example, an occasional student may find him or herself confined to a specific geographic area in searching for internship sites because they have made the commitment to doctoral training well into their career and have extensive family obligations in a given area. In such circumstances students are advised that any proposed internship site must meet the basic criteria stated in the APA Guidelines and Principles for Accreditation of Programs in Professional Psychology for accredited internships. In all cases, the internship must focus on experiences that challenge the student at the doctoral level.

The current procedure for non-accredited internship site selection is as follows. Once the student and his or her Advisor select a potential internship site, the student completes an Internship

Proposal Form for review by the Core Faculty. Once the Core Faculty approves the site, a preliminary working contract between the site and the program is developed, which outlines such things as the expected activities and the percentage of time spent in each activity; the Internship Coordinator should consult with internship site supervisors during the process of contract development. A final contract should be developed prior to the student beginning internship, and should be signed by the Internship Coordinator, Advisor, all Site Supervisors, and student. Students who plan to complete their internship in a non-accredited site should consult with their Advisor, the Internship Coordinator, and any other student who has successfully completed such an internship (if available) at the beginning stages of this process, and at least one year before they plan to begin their internship. In all cases, the internship must focus on experiences that challenge the student at the doctoral level. **Returning to previous sites and continuing to perform in the same role as before entering the program is unacceptable.** However, a student may return to a previous site choosing a different, doctoral-level, focus such as supervision, consultation, or program development/evaluation. The success of such arrangements relies heavily on the flexibility of the internship site in accommodating APA and program criteria in developing a quality internship experience.

Intern and Internship Site Evaluation. The intern's performance is formally evaluated at two points during the internship year: mid-way through the year and again at the end. Accredited sites use their own evaluation procedures (as specified by APPIC). Non-accredited site supervisors should use the Modified Skills Assessment Form and the Internship Evaluation Form to evaluate the performance of C-I program interns. The evaluation system is divided into five sections: (a) Orientation to the site; (b) initial Goal Setting; (c) Performance Evaluation; (d) a Field Site Feedback Form for interns; and, (e) a Supervisor's Feedback Form. Students who are planning on taking this route will be provided these forms. In addition to the formal evaluations, site supervisors are encouraged to give frequent feedback to interns and to contact the program Internship Coordinator if there are concerns. Each intern completes an evaluation of the site at which he or she was placed. Internship sites are reviewed each year by the Combined-Integrated Doctoral Program Committee using the results of the student evaluations and information derived from visits or phone conversations with site supervisors. If there are any concerns, they are discussed with site personnel. A plan is made to resolve the issue(s) before future placements are made at that site. Internship sites that continue to be ineffective training placements after these measures are taken are discontinued.

Additional Components Promoting Professional Identity as a Combined-Integrated Health Service Psychologist

Because many students enter the program with different professional backgrounds, experiences, and perspectives, it is essential to address the growth of each student's professional identity as a doctoral level psychologist. The following components have been developed to facilitate the growth of professional identity in our students.

Mentoring Relationships and Close Faculty-Student Relations. The program places a strong emphasis on the development of mentoring relationships between faculty and students as a means of enhancing students' professional identity. Because the program is small (i.e., approximately one Core Faculty member for every three on-campus students), students have the benefit of considerable interaction with faculty, and there is ample opportunity to receive individualized guidance, instruction, and consultation. These mentoring relationships allow faculty to

model professional attributes in a more personalized fashion. Students historically report very positive benefits associated with the strong emphasis placed on close student-faculty relations.

The Role of the Advisor. The student's Advisor plays a pivotal role in student progression through the program as well as ongoing assessment processes. In consultation with the Program Director and other faculty as appropriate, the Advisor 1) ensures that the Advising Packet for each student is current and complete, 2) consolidates individual performance data on students, 3) identifies goals as well as areas of strength and weakness, 4) develops preliminary remediation plans if necessary (in consultation with the student and Core Faculty), 5) identifies areas that should be addressed to help the student achieve program and professional goals, and 6) addresses and resolves issues relevant to the student's progress through the program. Students may also offer feedback through the Advisor to the program. For example, unexpected setbacks in health or other program difficulties can be communicated from the Advisor to other faculty during program meetings. In addition to recommended ongoing contact and regular meetings, all students must arrange formal meetings with their Advisor in 1) early to mid December and 2) early to mid June in order to review and complete all relevant forms from the Advising Packet (e.g., BPR, IPS, SAF).

Process Group. To help students readjust to the role of graduate student, facilitate personal and professional growth, and manage the stress of graduate study, the program has identified a skilled clinician who is not directly affiliated with the Combined-Integrated Doctoral Program to provide a "process group" for all students during their first year in the program. The process group meets for 1.5 hours weekly during the fall and spring semesters of each academic year (e.g., approximately 10 weeks each semester). All process group activities and discussions are regarded as confidential between program students and the process group clinician.

Individual Therapy for Students. An important component of the Combined-Integrated Doctoral Program is to encourage each student to acknowledge and address personal characteristics that may interfere with competent clinical care. The program faculty believes that individual therapy can be an important part of student growth and development, as a clinician, peer, and professional. Although the program does not mandate that students participate in personal therapy, the program strongly encourages its students to do so. In fact, the majority of students in the program report that they do participate in therapy during the training process, and that this experience is crucial to their overall growth and development, both personally and professionally. To assist with referrals, the program has identified several clinicians in the larger area who have agreed to work with Combined-Integrated Doctoral Program students. All therapy arrangements are made between the student and his or her therapist, with no connection, follow-up, or coordination by the C-I program.

Doctoral Seminar in Combined-Integrated Health Service Psychology. All first and second year students participate together in an ongoing weekly seminar focused around topics at the heart of combined-integrated training in health service psychology. This seminar, PSYC 825: HSEA brings together history, systems, ethics, and advocacy issues to facilitate development of professional identity. The seminar begins upon entry into the program and continues for the first two years of each student's program (in the fall and spring semesters). The seminar facilitates the examination of issues such as the differences/similarities among various specialty areas (e.g., clinical, counseling, and school psychology), ethics, professional standards, theoretical orientation, the history of the field, potential career options, multicultural service delivery, managed care, and other topics relevant to the practice and profession of psychology. Core Faculty members as well as other faculty and professionals from the community contribute to and participate in this course.

Facilitator of a Multicultural Workshop. The C-I Program plays a crucial role in conducting a twice yearly multicultural workshop for faculty and undergraduate students in the Health and Human Services. Students are exposed to a range of multicultural readings and taught how to facilitate group processes around multicultural issues. Participation in the workshop is conducted as part of the HSEA Doctoral Seminar (Psyc 825).

Professional Presentations and Conferences. Part of the professional identity we cultivate in our students involves making professional presentations at conferences, workshops or other settings. **Students must make at least one professional presentation at a local, regional or national conference or document two separate submissions.** In general, students are engaged in much more than this, with the average number of professional presentations made by our students during their tenure being greater than four. The conferences that students most commonly present at are the National Association of School Psychologists, the American Psychological Association, the Society for the Exploration of Psychotherapy Integration and the Eastern Psychological Association.

Professional Organizations. All students are encouraged to become members in professional organizations which best reflect their burgeoning identities as doctoral-level psychologists. Students typically join APA as a means of initiating this important process. The program also strongly encourages students to become actively involved in the American Psychological Association of Graduate Students (APAGS) (an APAGS representative is chosen by the students at the beginning of each academic year). Students receive membership applications for APA and other relevant professional organizations during orientation to the program. Students are especially encouraged to explore APA Divisions 12 (Clinical Psychology), 16 (School Psychology), 17 (Counseling Psychology), 29 (Psychotherapy), 37 (Child, Youth and Family Psychology), and 53 (Child Clinical) since these specialty divisions closely match program foci. In addition, because the program faculty are heavily involved in Division 24 (Theoretical and Philosophical Psychology) and 52 (International psychology), students often become involved in these divisions. Students are also encouraged to attend and present at national and regional conferences (and often do so with faculty). Finally, because of their extensive involvement with clinical populations during training, and concomitant liability issues, all students are required to join the American Psychological Association's Insurance Trust (APAIT). Applications for APAIT are distributed to students as part of the orientation process.

Practicum in College Teaching. As part of the normal sequence in training, students in the Combined-Integrated Doctoral Program teach an undergraduate course in Introductory Psychology during the fall and spring semesters of their second year of study (Exceptions are made for students with extensive prior teaching experience). Most students find this experience to be very rewarding, key to the development of their professional identity, and relevant to prospective internships and employers. In preparation for teaching in their second year of study, all students complete an orientation to teaching seminar during the summer semester of their first year. Students are then permitted to teach under the supervision of a PSYC 895 (Teaching Practicum) supervisor during the fall and spring semesters of their second year of study.

Key Madison C-I Model Processes

The program has well-organized and intensive systems and processes for maintaining

program achievements and making changes. These systems and processes include weekly Core Faculty meetings, Program Faculty meetings each semester, student representative involvement, and informal process meetings, and are described below.

Weekly Core Faculty Meetings. Probably the single-most important venue for the systematic and ongoing review of goals, objectives, competencies, outcomes, training processes, and curriculum has been the weekly meetings of the Core Faculty. These meetings are held every week for 1.5 hours during the fall, spring, and summer semesters, and are crucial to ongoing development and appraisal of program policies and initiatives. In addition, because Core Faculty also serve as student advisors, these meetings provide a logical forum through which the progress and status of students can be openly discussed.

Pizza-Process Meetings. During the fall and spring semesters, program students and faculty meet together one time each month. The program provides pizza for each of these meetings, and students are encouraged to discuss issues that are of concern to the student body and to the program. Pizza Process also provides an opportunity for the faculty to solicit feedback from the larger student group on relevant issues.

Annual Program Meetings/Events. The program holds several regular gatherings that allow for the growth of a sense of community, and building positive social networks. Two are held in the beginning of the year (in Aug & Sept to welcome new students), one in December (to celebrate the holidays), and one in June (at the end of each academic year, involves sending off the interns).

Student Representative Involvement. At the beginning of each academic year, the students elect three representatives (one representative from the first, second, and third year students). These students are responsible for providing regular feedback about any aspect of the program to the program faculty at the monthly meetings. In addition, faculty will frequently ask these representatives to gather feedback from the student body as a whole on proposed policies, procedures, and other program modifications. Student representatives are also elected for the Consortium of Combined and Integrated Doctoral Programs in Psychology (CCIDPIP) (see www.jmu.edu/ccidpip) and the American Psychological Association of Graduate Students (see www.apa.org/apags).

University and CI Program Resources

Student Support

A wide range of support services are available to students and include a university-based counseling service, health center, and office for disability services. An overview of the university-based services is included in the student orientation. Program-based student support is, of course, provided in the context of the student-Advisor relationship, and through specific features of the program including (but not limited to) the 1) orientation program, 2) graduate and teaching assistantships and corresponding supervision, 3) process support group, and 4) informal monthly faculty student luncheons.

At the University Health Center, students have access to services including 1) medical/clinical services, 2) in-house lab testing, 3) fast track self-care, 4) allergy clinic, 5) choices clinic, 6) women's health and men's health clinics, 7) HIV testing and counseling, 8) immunization

clinic, and 9) sexual assault and substance abuse prevention. At the Counseling Center (CC), students have access to services including 1) individual counseling and psychotherapy, 2) group counseling and therapy, 3) Educational Skills Certificate Program, 4) Interpersonal Skills Certificate Program, 5) Anger Management Certificate Program, 6) Psychoeducational Eating Disorders Group, 7) crisis intervention and support, 8) consultation and referral information, 9) substance abuse education, assessment and counseling, 10) programming and educational workshops, and 11) psychological testing. Other relevant support services for students are available in the Office of Academic Advising and Career Development, Office of Disability Services, Affirmative Action Office, Women's Resource Center, Financial Aid Office, and Reading and Writing Resource Centers.

Student Financial Assistance

To date, all students have received financial assistance which includes a teaching or graduate assistantship and includes coverage for tuition (up to 36 hours—and sometimes funds for more credits are available by request—for each academic year, including fall, spring, and summer semesters). The current level of funding for assistantships for doctoral students is approximately \$15,000 (in addition to the full tuition waiver). Because of the unique support provided to the program by the University, students can expect to receive this funding for the three years expected to complete their course work. All extension requests must be approved by the Combined-Integrated Doctoral Program Committee.

Students receive their assistantship funding across 12 months and are expected to commit up to 20 hours per week to assistantship duties during the Fall and Spring semesters and 10 hours per week during the summer semesters. Students who receive unsatisfactory assistantship evaluations are in jeopardy of losing their assistantship funding.

Only full-time students are admitted into the Combined-Integrated Doctoral Program. There are currently no plans to admit part-time students, or to extend significantly the number of full-time students on-campus. Because our students have interrupted their professional careers to enter doctoral training, we feel it is essential that students receive adequate funding to allow them to devote full time effort to their training.

Once students complete the course work portion of the program, they assume financial responsibility for internship credit hours. An arrangement has been developed with the Graduate School whereby students register for five credit hours each semester (CE 850, 5 credits), but are only charged for one. This enables students to be enrolled as half-time, yet is not prohibitively costly. Instate students pay approximately \$400 and out-of-state students pay approximately \$1100 per semester.

Once they complete the course work and internship portions of their program, if they are still working on completing their dissertation, students are usually required to continually enroll (PSYC 899. Dissertation Continuance) each semester, including one summer semester, until they graduate. Students must also assume the financial responsibility for continual enrollment credits; there are no assistantship possibilities for students who have completed program course work and internship.

Resources and Facilities

The Combined-Integrated Doctoral Program is housed in the Department of Graduate Psychology, which is primarily located in Johnston Hall on the main campus. Johnston Hall has 32 offices, three large classrooms, several small classroom/seminar rooms, and a computer lab. CI students are provided with office space, which are located in either Johnston or next door in Miller Hall. There are six offices that house two students and one large office that houses six students. Each student is provided with a desk, a computer with up-to-date software, and access to printers. All doctoral program students are assigned e-mail accounts upon entering the program. JMU offers continuing education classes in computer applications and a program committee member (Lynn Cameron) is available to program faculty and students for individual consultation on the library and information retrieval techniques.

The Combined-Integrated Doctoral Program has access to a range of physical facilities and resources relevant to its training goals and objectives. Both Carrier Library and East Library have resources that support research and study for faculty and students, housing approximately 1,000,000 titles. Articles from thousands of periodicals are provided online through networked computers, and the library also has excellent and well-funded interlibrary loan capacities, which are readily accessible to Combined-Integrated Doctoral Program faculty and students. At the request of the Combined-Integrated Doctoral Program and other Department of Graduate Psychology faculty, the library purchased (in 1999) additional PsycInfo access to include this entire database. James Madison University also has a strong commitment to computer-based technology and services, and faculty and students have ready access to the Media Resources Center and Center for Instructional Technology for software and production of instructional materials.

As noted above, the Combined-Integrated Doctoral Program has access to separate Specialty Clinics through the JMU Counseling and Psychological Services Clinic (CAPS) and the JMU Counseling Center (CC), which has a strong training component. In addition, public school practica are required for students entering the program with relatively little school experience. Other community-based practica experiences are also available.

Both CAPS and the CC have excellent training support equipment. CAPS has one-way glass observational facilities, and both CAPS and the CC have excellent digital (hard drive & DVD) recording equipment with secure access to digital video in supervisor offices. DVD recording equipment is also available in Miller Hall in rooms specified for this purpose. These latter facilities are specifically designed for students to practice counseling techniques and receive feedback. All seminar rooms in Johnston Hall have playback capacity in order to facilitate observation of student progress. Recordings of clinical contacts are used to discuss student progress during practicum class meetings held in the offices of Core Faculty, who can access the recorded sessions on a secure server. The equipment and observational facilities available enhance the ongoing supervision of students and also allow students to develop the clinical materials, which they present as part of the Core Comprehensive Examination.

Assessment of Student Competence and Progress⁵

Because of the student-faculty ratio, student competence and progress throughout the program is closely monitored. This low ratio is by design, and it is unlikely that it will become significantly higher in the future. One of the major features of the HSP Doctoral Program involves the emphasis we place on experiential learning and guided self-growth. In addition, staff meetings at practicum sites along with the meetings of the Core Faculty or Combined-Integrated Doctoral Program Committee provide continuing opportunities to discuss each student's progress and to develop interventions quickly before concerns escalate. Students must complete the entire program including internship and dissertation within six years from entry.

Our program does not rely on any one method of assessing student progress. In addition to the informal processes mentioned above, we have implemented several formal assessment techniques to measure each student's progress. Each of the techniques is explained below. It should be noted that all the techniques used to measure student progress are built on the program's Goals, Objectives, and Competencies (see Appendix B).

Assessment Domains and Procedures

1. **Foundational Knowledge in the Science and Practice of Psychology.** It is our goal to produce practitioner-scientists who appreciate and understand the broad and general knowledge base that informs the profession of psychology. We assess the competencies surrounding this goal in the following ways:

A. Measure/Activity: Performance and grade in content courses

Expected Outcome Criterion: Grade of B or higher or grade of Satisfactory

Course grades are reviewed each semester by the student's Advisor. The standards stated in the JMU Graduate Catalog are applied. In addition, information regarding students' performance in course work is solicited at each Core Faculty meeting. Students are informed by their Advisor immediately if there is a perceived academic problem. Grades of B or higher are expected. If a student receives a grade of C for a course, he or she is allowed one opportunity to retake the course until a grade of B or higher is attained. When a course is graded on a Satisfactory/Unsatisfactory basis (e.g., Psyc 825, Systems, Ethics and Advocacy), the grade of Unsatisfactory is equivalent to a failing grade for that course.

B. Measure/Activity: Foundations Comprehensive Examination

Expected Outcome Criterion: A passing score (1.0 or higher) on all three sections of the Foundations

⁵ As noted above, all incoming and current students in the CI HSP doctoral program should be informed that the HSP program endorses the *Comprehensive Evaluation of Student-Trainee Competence* document developed by the Council of Chairs of Training Councils.

By the midpoint of their first semester, all students are assessed in regards to their Attitudes, Values, Intellectual Abilities and Personal Skills, and Basic Clinical Knowledge. Students need to demonstrate expected competencies in these domains to engage in direct service.

C. Measure/Activity

Skills Assessment Form

Expected Outcome Criterion:

Ratings of “2” or higher on Competency Areas 1, 2, 3, 5, and 7

The Skills Assessment Form (SAF) has five competency domains relevant for this goal and is a form students are assessed with twice each year by site supervisors, core supervisors and their advisor. Relevant to this domain, the form lists expected performance in the areas of self awareness and interpersonal skills, psychological assessment and intervention, ethics and professional judgment, and professionalism.

D. Measure/Activity

Evaluation of Psychotherapeutic Competency, First and Second Year

The Evaluation of Psychotherapeutic Competencies (EPC) takes place at the end of the fall semester of the students' first and second years. The EPC requires students to submit a write up and two sections of taped therapy to be evaluated in three broad areas relevant to evidence based practice: Counseling Skills and Alliance; Conceptualization; and Intervention. Students are scored from 0-3 on six items (two for each domain) that explicitly list various levels of functioning. First year students must score a 6 or better and second year students must score a 9 or better on the EPC for passing grades.

E. Measure/Activity

Clinical Comprehensive Exam

Expected Outcome Criterion:

“Good” or higher on all items on the written portion of the Core

Comprehensive Exam; “3” or higher on the video taped portion of the counseling case; “Pass” or higher on all items of the Final Evaluation Form

The **Clinical Comprehensive Exam** is an advanced clinical examination that occurs at the end of the student's course work, typically at the end of the third year and just prior to a student leaving for internship. It is modeled after the format used in the American Board of Professional Psychologists examinations. Students develop detailed write-ups of an assessment and therapy case, along with a video tape which they submit and defend orally before two members of the Core Faculty. This clinical comprehensive exam is not required in order to apply for internship, and is not what APPIC refers to in its question about whether or not comprehensive exams have been passed (see above, for Foundations Comprehensive Exams). However, our program requires that students must successfully complete the Clinical

Comprehensive Exam in order to begin their internship. Detailed information about the Clinical Comprehensive Exam is available in the Advising Packet

F. Measure/Activity

Internship Performance

Expected Outcome Criterion:

Ratings of “Satisfactory” or higher on all supervisor ratings

For students in APA-accredited internships, performance evaluations are reviewed from internship supervisors midway during their internship year and again at the completion of internship (APA-accredited internships typically forward an evaluation of intern performance directly to the program—such forms should be sent to the program’s Internship Coordinator). In addition, at least one time during the internship experience, students complete an evaluation of the internship experience. The Internship Coordinator reviews all feedback about and from interns, and communicates this information to program faculty.

- 3. Competency in research.** It is our goal to produce professional psychologists who are capable of understanding issues pertaining to research design and methodology and capable of producing their own research. To assess this skill domain, we primarily use:

Measure/Activity:

Research Project Involvement/Research Dissertation Proposal

Expected Outcome Criteria:

Involvement in a research team, identification of topic or area of interest, literature review, write up or presentation at a local or professional conference

Measure/Activity:

Doctoral Dissertation

Expected Outcome Criteria:

Successful proposal meeting, successful defense of dissertation, and a rating of “Pass” or higher on the Oral Defense Evaluation Form, Successful final submission to Graduate School

Students must complete a doctoral dissertation proposal before beginning their internship and they must pass their dissertation defense in order to graduate (an unsuccessful defense is indicated by a failing grade on the Defense Evaluation Form and the grade of "U" or unsatisfactory). The program allows wide latitude in the choice of research topics, but encourages an “applied” emphasis and alignment with the interests and expertise of their advisor. Previous dissertation topics have included both quantitative and qualitative emphases. Representative examples of dissertation topics include program evaluation studies, system-wide program implementation, development of an instructional manual for play therapy, a survey

of African American perspectives of recruitment and retention, and the development of an applied paradigm for therapy with brain injury survivors. Several supportive techniques as well as an ongoing one-credit course (PSYC 881) are devoted, in whole or in part, to assisting the student in developing and completing their dissertation. Please see the above section on “Dissertation” and Appendix E for additional information.

Measure/Activity	Skills Assessment Form
Expected Outcome Criterion:	Ratings of “2” or higher on Competency Areas 4 and 9

The Skills Assessment Form (SAF) has two competency domains relevant for this goal and is a form students are assessed with twice each year. Relevant to this domain, the form lists expected performance in the areas of foundational knowledge and research and scholarship.

- 4. Individual and Cultural Diversity.** It is the goal of our program to produce professional psychologists who have a deep appreciation for individual diversity, awareness of the enormous influence cultural context has on human psychological processes, and who are able to effectively promote communication and understanding of such issues. We assess the competencies surrounding this goal in the following ways:

A. Measure/Activity	Skills Assessment Form
Expected Outcome Criterion:	Ratings of “2” or higher on Competency Areas 1 and 6

The Skills Assessment Form (SAF) has two competency domains relevant for this goal and students are assessed twice each year. Relevant to this domain, the form lists expected performance in the areas of self-awareness and interpersonal skills as well as Interprofessional Collaboration, Consultation and Working with Diversity.

B. Measure/Activity	Building Multicultural Competency Workshop
Expected Outcome Criterion:	Successful participation and leading group discussion of multicultural issues

- 4. Leaders in the Field of Mental Health.** It is the program’s goal to produce professional psychologists who have the interpersonal skills and proclivities to be leaders, teachers and supervisors in the dynamic field of mental health. We assess the competencies surrounding this goal in the following ways:

A. Measure/Activity	Skills Assessment Form
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Expected Outcome Criterion: Ratings of “2” or higher on Competency Areas 1, 7, 8, and 10

The Skills Assessment Form (SAF) has four competency domains relevant for this goal. Relevant to this domain, the form lists expected performance in the areas of Self-awareness and Interpersonal Skills, as well as Professionalism, Personal Growth and Enhancement of the Discipline or Community, and Teaching, Leadership and Supervision.

B. Measure/Activity

Performance in TA/GAships

Outcome Measure:

Satisfactory teacher evaluations, and no problems reported by faculty involved in supervising the TA/GAships

Students receive substantial financial support and a tuition waiver each semester in the context of Graduate or Teaching Assistantships. In keeping with its developmental focus, and in an attempt to maximize learning possibilities, the program has structured GA/TA experiences in a sequential manner, such that first year students typically complete their assistantships with core and departmental faculty to help meet program and departmental needs. In their second year, students typically teach a section of Introductory Psychology in the context of a supervised (PSYC 895) Teaching Assistantship. Third year students may be assigned to supervised assistantships as Assistant Site Coordinators to faculty or clinical staff members on campus who are responsible for one of the CAPS specialty clinics or off-campus programs where students receive training.

In this way, students benefit by receiving supervised research, teaching, and administrative experiences, and the program, school, university, and community benefit by having students' assistance in meeting goals and objectives, and by gaining valuable perspective from students about the sites and venues in which they are completing their assistantships.

In addition, all students participate in an orientation seminar on teaching prior to their teaching year. During their teaching year (i.e., fall and spring semesters), they meet individually with their individual teaching mentor/supervisor for evaluation and feedback. The teaching mentor/supervisor may observe the students as they teach, and may invite or require a student to attend their course lecture. In addition, the performance of all teaching assistants is assessed using a form designed especially for this purpose (and available from the teaching mentor/supervisor). Students who are especially interested in expanding their teaching skills may petition the Program Director and Core Faculty for permission to teach an additional semester or two.

Problem Identification, Remediation, Probation and Dismissal Policies

Students meet with their Advisor at least two times each academic year (in late November/early December, and again in late May/early June) to formally discuss progress and review materials in the Advising Packet (e.g., BPR, SAF). There are many informal opportunities for feedback as well. Due to the size of our program, emphasis on personal relationships, and the formal, as well as informal, nature of our student assessment system, students experiencing difficulties are recognized quickly. In concordance with the Ethical Principles of Psychologists and Code of Conduct, in particular Ethical Standard 6, and the *Comprehensive Evaluation of Student-Trainee Competence* document developed by the Council of Chairs of Training Councils (see Appendix D), the core faculty has developed the following student problem identification, remediation and retention procedures. The program considers not only academic abilities and skill performance when making remediation and or retention decisions about students, but also student characteristics such as appropriate levels of maturity, judgment, competence, emotional stability, sensitivity to others, and personal/professional openness and self-awareness.

Step 1. Informal Problem Identification and Discussion

Student problems typically are identified during the following: formal evaluation processes; following poor grade performances; when a faculty observes problematic behaviors in class, therapy or supervision; and through student reviews at faculty meetings. Upon identification of a problem, the advisor (or other faculty member as appropriate) meets directly with the student and openly discusses the concerns or issues that have arisen. (Because this step is so often necessary if not sufficient for problem resolution, there should be very compelling reasons for its nonoccurrence). Problems or conflicts appear to have the best chance of successful resolution when the parties involved 1) exercise ethical sensitivity, maturity, good judgment, discretion, and care; 2) remain open to feedback and dialogue; 3) take responsibility for personal and professional growth and development; 4) attempt to discern whether problems should be attributed to situational or dispositional factors; and 5) recognize that doctoral-level training can be difficult and stressful at times. Of course, there may be circumstances that suggest a direct meeting is not a good first step, or that consultation with appropriate individuals should proceed or accompany such a meeting. In such cases, an individual who is concerned about a student is advised to consult directly with the student's Advisor and/or the Program Director in an attempt to determine what course of action seems best.

Step 2. Formal Problem Identification, Feedback, and Remediation Plan

Ongoing problems that are not resolved with discussion (Step 1) and/or unsatisfactory performances in coursework or practica (as identified on the SAF) will result in the development of a formal remediation plan. In these instances, the student's Advisor should discuss the situation with Core and other relevant faculty (as appropriate) to determine the best course of action. Following such consultation, the student's Advisor should meet with the student and give specific examples of the identified difficulties. Presuming that the Advisor determines—in consultation with the Core Faculty—that the difficulties may be resolvable, a formal remediation plan will be developed. This plan will be developed in consultation with the student, the advisor, the Program Director, and other relevant parties.

It will consist of specifying the nature of the problem, spell out the required steps for resolution, and offer a time frame for remediation to occur and progress to be assessed. Following the meeting discussing the remedial plan, the Advisor will provide a letter to the student outlining the agreements reached during the meeting. The letter is reviewed by the student for accuracy, and then signed and returned to the Advisor. A copy of the letter is sent to the student and the original is placed in the student's file. A copy of the letter is presented to the Core Faculty at the next scheduled meeting for their review.

Step 3. Recurring Problems/Insufficient Remediation and Probationary Plan

If the student continues to have difficulties and the situation is not sufficiently resolved as a result of Step 2, the student will meet with his or her Advisor, the Program Director, and at least one other Core Faculty member. In such a situation, the Program Director will notify the Department Head as to the nature of the student's difficulties, and may request that other relevant individuals attend the meeting with the student. In some cases, faculty may consult with the University Behavioral Assessment Team, Honors Council, or other appropriate individuals. Concerns are then delineated in writing by this group and are presented to the student at this meeting. During this meeting, the written concerns are discussed and a decision is made regarding possible outcomes of the meeting, which may include

- i. Dismissal from the program and termination of any GA position.
- ii. Probationary continuation in the program and termination of any GA position.
- iii. Probationary continuation in the program and probationary continuation in any GA position.
- iv. Continuation in the program and probationary continuation in the GA position.
- v. Unconditional continuation in the program and in any GA position.

If option i is the arrived at conclusion, the Combined-Integrated Doctoral Program Core Faculty and Department Head may either 1) begin procedures to terminate the student's program (by specifying in writing to the Dean why the student's program is being terminated), or 2) permit the student to withdraw from the program. In either case, a letter is forwarded from the Program Director on behalf of the Core Faculty and Program Committee to 1) the student and 2) the Dept Head and Dean specifying the outcome of this process. If a student's program is terminated, the student's assistantship and tuition funding is ended.

Options ii - iv will involve the development of a probationary plan, and will spell out the recurrent difficulties and expected remedies and outcomes and a timeline for resolution. A written probationary plan will be developed by the Core Faculty and the Dept Head in conjunction with the student. Academic, vocational, and personal counseling may be suggested to the student, and transfer options will be considered and discussed as appropriate. This agreement is signed by all and a copy is given to the student. The original is placed in the student's file.

Any probationary letter will also include Information about how the student could appeal the decision of the faculty in the event of options i - iv. See section below on Students Rights and Grievances.

Step 4. Termination of a Student's Program

If options ii-iv are taken, but the difficulties continue, the student's program is terminated, as described following option i. As noted in the JMU Graduate Catalog, a student may also be terminated from the program for a failing or unsatisfactory grade in a course, for violations of the JMU Honor Code, or for failing "to make satisfactory progress toward the degree." If a student's program is terminated, the student's assistantship and tuition funding is ceased. The student will not be permitted to enroll in any classes where credit will be applied to the Combined-Integrated Doctoral Program. Information regarding program termination and the rights of students also appears in the JMU Student Handbook and the Graduate Catalog.

CRITICAL PROBLEM EXCEPTION: *The above mentioned steps describe the expected procedures for students exhibiting academic, interpersonal or mental health related problems that are interfering with their capacity to perform competently in the expected domains. However, in extreme circumstances—for instance involving a blatant ethical or honor code violation or felony charge—the CI program reserves the right to immediately move to probation or dismissal. Such action would only occur with direct consultation with the Core Faculty, Dept Head and college Dean.*

Students Experiencing Financial, Health, or Emotional Difficulties

Situations involving students who are experiencing unusual financial, or physical/mental health crises, but who are in good standing in the program otherwise, are processed in as confidential a manner as possible. Supportive consultation is offered, and it may be necessary for the student to leave the program on a temporary basis. Students in such situations are strongly encouraged to seek counseling services (potential clinician names and numbers are available to students). Students experiencing financial, physical, or emotional difficulties can meet with any faculty member with whom they feel most comfortable. If the situation must move beyond this meeting, the faculty member should contact the Program Director (in consultation with the student) for further suggestions.

Student Rights and Program Grievance Procedures

In addition to other relevant information provided in the Program Handbook, information regarding student rights appears in the University Student Handbook (<https://www.jmu.edu/osarp/handbook/OSARP/student-rights.shtml>) and Graduate Catalog; additional guidelines for the Department of Graduate Psychology are also available from the Program Assistant. As indicated above in Steps 1-4 (under *Feedback to Students Regarding Progress*), students are encouraged to present any concerns directly to the Program Director and/or their Advisor. If the concern cannot be resolved at the Program Director or Advisor level, the Program Director or Advisor may bring the complaint to the C-I Doctoral Program Core Faculty or Department Head for discussion and decision. The C-I Doctoral Program also has a specific written policy regarding student grievances. The policy is as follows:

Any student having a concern or complaint that is not covered in the existing University procedures regarding student grievances should first address the concern or complaint with his or her Advisor for discussion. All such discussions are considered confidential, within necessary limits. If the student feels that he or she cannot present the concern or complaint to the Advisor, or if the student is unsatisfied with the response of the Advisor, he or she can submit a formal, written grievance to the C-I Doctoral Program Core Faculty. The written document can be presented by the

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student's Advisor, a doctoral student representative to the C-I Doctoral Core Faculty, or the Program Director. The grievance will be presented to the Core Faculty at the next scheduled meeting for discussion and action.

Following this discussion, the Program Director will provide a written response to the student no later than two weeks after discussion of the grievance by the Program. If the student is unsatisfied with this response, he or she may 1) request further review of the grievance by the Head of the C-I Doctoral Program's academic unit and/ or 2) pursue a formal hearing on the grievance via the policies and procedures described in the Graduate Catalog and Student Handbook of James Madison University. In either case, the student is advised to consult the JMU Graduate Catalog and Student Handbook to determine which course of action is most appropriate for the respective grievance; the Graduate Catalog and Student Handbook are distributed to students upon admission to James Madison University. The Graduate Catalog and Student Handbook also provide contact information for various University offices and personnel who may provide additional assistance and/ or information to students regarding due process and grievance procedures (see, for example, <http://www.jmu.edu/gradcatalog/09/geninfo/regulations.htm#GPS>).

Due Process Procedures

Unless the student's difficulties involve a major disciplinary action, all of the above mentioned steps are handled within the Department of Graduate Psychology. The University and the program assure each student that his or her rights are respected and that due process is followed, in accordance with the guidelines in the JMU Student Handbook, the Graduate Catalog, and Department of Graduate Psychology. If a student wishes to challenge a decision by the program, the student has the right to an appeal process as detailed in the JMU Student Handbook (<https://www.jmu.edu/osarp/handbook/OSARP/student-rights.shtml>).

1. If a student decides to appeal a decision of the faculty taken at Step 4, he or she must notify the chair of the department appeals committee of his or her intention to appeal, within two days of receiving notification of the decision. The time and date of this deadline and the name of the appeals committee chair will be included in the letter.

2. The Department of Graduate Psychology Appeals Committee is made up of all program directors with the exception of any who have been involved in the process to this point (e.g. the student's program director) and any who may be involved at a later stage (e.g. a Program Director who also serves as University Ombudsman). The Department Head appoints one of the committee members as chair. The Department Head may meet with the student to act as an impartial guide to the process and procedures. The head also ensures that due process is followed, and that the process is fair.

3. After notifying the chair of the appeals committee of his or her intent to appeal, the student then has up to one week to write a letter explaining the grounds of the appeal. The date that this letter is due and the name of the appeals committee chair will be specified in the letter from the faculty given to the student in Step 3 above.

4. The appeals committee may consider the fairness of the decision, possible flaws in the process, and/or additional evidence. The committee may request a copy of the letter presented to the student in Step 3 and/other documents such as semester performance evaluations. The committee may also choose to meet with the student. The committee's decision will be given to the student in writing as soon as possible but in all cases within one week of the receipt of the appeal letter or meeting with the student, whichever is later.

5. In the event that a student concern emerges for which the procedures described here are inadequate or otherwise unsuited, perhaps because the concern is unusual or unique, the Graduate Coordinating Council of the Department will be convened by the Department Head and an appropriate procedure will be developed.

6. Students are advised that the Office of the University Ombudsman is committed to providing students with impartial, independent and confidential support regarding university policies, procedures and regulations. See <http://www.jmu.edu/stulife>.

The faculty of the JMU Combined-Integrated Doctoral Program in Clinical and School Psychology believes that these procedures are in accord with accepted practices and the Ethical Standards put forth in the Ethical Principles of Psychologists and Code of Conduct.

Licensure as a Clinical Psychologist and Licensure/Certification as a School Psychologist

Upon the successful completion of an APA-Accredited internship, all program students are expected to be able to secure licensure in VA as a clinical psychologist and licensure/certification as a school psychologist. In this regard, the program is mindful of Combined-Integrated Doctoral Program Principles 1 and 5 in particular, which are as follows (see www.jmu.edu/ccidpip):

1. C-I programs provide a unique educational and training model that affords students a wide breadth of training, increases their flexibility and marketability, and optimally prepares them to function as psychologists in a wide variety of professional and academic roles and settings.
5. C-I programs are structured to support prominent student representation, are sensitive to the implications of training requirements for students, and are aware of the interface between training and regulatory/licensing bodies that students will ultimately encounter in their professional development and careers.

To ensure fidelity to these fundamental principles, the program curriculum is designed to help students become eligible for licensure or licensure/certification upon completion of internship⁶. For licensure as a clinical psychologist (or a “psychologist”, depending upon the state), most states explicitly recognize APA Accreditation as a key criterion for taking the licensure exam in psychology.

It should also be noted, however, that following internship, doctoral-level psychologists are often, although not always, required to complete another set of **post-doctoral** supervisory requirements. Typically, these include 2,000 hours of experience that is supervised by at least one licensed clinical psychologist. In Virginia, the number of required hours is 1500, and may be fulfilled by documentation of qualifying, supervised pre-doctoral experience. Such requirements vary by state, however, and students should contact the state board responsible for licensing psychologists in a given state to receive a copy of specific licensure regulations. If a student knows where he or she would like to settle, it is advisable that he/she obtain a copy of these regulations prior to beginning the “licensure year,” which is also known as a “postdoctoral year” or in some cases, the “residency year”.

For licensure/certification as a school psychologist, a program’s curriculum should include coursework, practica, and internship experiences designed to be consistent with APA and NASP (National Association of School Psychologists) standards for school psychology training and

⁶ Students are also advised to consult, Prinstein, M., & Patterson, M. (Eds.) (2003). *The portable mentor: Expert guide to a successful career in psychology*. New York: Kluwer Academic.

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credentialing. The JMU Combined-Integrated Doctoral Program deliberately exposes students to 1) school-based experiences throughout the assessment and intervention curriculum, and 2) two key aspects of role and functioning as a school psychologist: 1) Professional School Psychology, and 2) Education Foundations.

The area of “Professional School Psychology” includes the history and foundations of school psychology; legal and ethical issues; professional issues and standards; alternative models for the delivery of school psychological services; emergent technologies; and roles and functions of the school psychologist. In addition to required practicum experiences in the schools, this content is explicitly covered in PSYC 825: Doctoral Seminar in C-I Psychology”, Psyc 611School Psychology: Developmental & Social Systems, and in the school practicum.

The area of “Educational Foundations” includes the education of exceptional learners; instruction and remedial techniques; and the organization and operation of schools. This content is explicitly covered in Psyc 611School Psychology: Developmental & Social Systems.

For licensure/certification as a school psychologist, it should be noted that the internship should include 600 hours in a school-based site (either towards the end of the C-I program experience or as part of an APA-approved internship).

Throughout the program, students meet with their individual advisors to discuss these issues and ensure that their Individual Plan of Study will help them become eligible for licensure as a clinical psychologist and licensure/certification as a school psychologist upon graduation from the program and completion of subsequent requirements.

Recommended Reading

Four special issues of the *Journal of Clinical Psychology* were devoted to evaluating and elaborating on key ideas promoted by the core faculty of our program. Two [2004, Vol. 60 (9 and 10)] were edited by Dr. Craig Shealy and consisted of a series of 13 articles that outlined the key elements and justifications for C-I doctoral training. The other two special issues [2004, Vol 60(12) and 2005, Vol. 61(1)] were edited by Dr. Gregg Henriques and outlined a new proposal for defining psychology and theoretically unifying the field. Prospective students are encouraged to consult these materials to obtain a clearer understanding of the position our program has laid out on some key issues in the field.

APPENDIX A:
**The Consensus Conference on
Combined and Integrated Doctoral Training in Psychology**⁷

Issue

Although the concept of combined and integrated doctoral training among clinical, counseling, and school psychology programs has existed for a number of years, and is often enthusiastically endorsed by training faculty and students alike (cf., Beutler & Fischer, 1994; Minke & Brown, 1996; Schwebel & Coster, 1998; Shealy, 2002; Stewart, Shealy, & Cobb, 2001; Tryon, 2000), programs that train from this perspective had yet to articulate—in one time and place—the many advantages of a combined and integrated model of training or its unique and timely relevance for the larger field. This lack of consensus has led to unnecessary confusion for prospective students and employers, the profession, accrediting processes, and the public at large, and has hindered the potential of combined and integrated approaches to doctoral training. At the same time, there is great interest in attempting to address and resolve these issues, as evidenced by the “integration movement” in general (e.g., Norcross, 2002), calls for greater unification in our field (cf., Sternberg & Grigorenko, 2001), a symposium on combined and integrated training at APA in August, 2002 (Shealy, 2002), and of particular note, the recent Competencies 2002 Conference held in Scottsdale, Arizona (see www.appic.org).

Background

The “Boulder conference” and its “scientist-practitioner” ethic (cf., Belar, 2000; Benjamin & Baker, 2000; Gaudiano & Statler, 2001) are rightly considered a cornerstone of doctoral training in general. However, a robust and relevant debate over specifics (e.g., how students should be trained, what knowledge, skills, and competencies should be mastered; how programs should articulate and actualize their training objectives) continues to this day (e.g., Belar, 1998; CoA Self-Study, 2002; Fox, 1994; Resnick, 1997; Peterson, Peterson, Abrams, & Stricker, 1997; Shapiro & Wiggins, 1994; Smith, 2001).

At the same time, a consensus appears to be emerging that applied and professional psychology is “at a critical juncture in the continuing evolution of the field” (Olvey, Hogg, & Counts, 2002, p. 327). Although the “causes” of our current situation are economic and historic as well as complex and multidetermined, the effects are not in doubt: the students we are producing are too often saddled with post-graduate debt that will not be covered by the incomes they can reasonably expect in an increasingly competitive milieu, and the time expected of them to obtain licensure seems difficult to justify in terms of costs and benefits. As Olvey, Hogg, and Counts (2002) starkly conclude,

if earnings for psychologists continue to decline, the demographics of students seeking admission into graduate programs of psychology are likely to mirror admissions into lower

⁷ The following background information on combined-integrated training is excerpted from the Final Summary of the *Consensus Conference on Combined and Integrated Doctoral Training in Psychology*; this summary was formally approved at the August 2003 annual business meeting of the Consortium of Combined and Integrated Doctoral Programs in Psychology (CCIDPIP) in Toronto, Ontario. See www.jmu.edu/ccidpip for additional information.

wage helping professions such as social work or masters-level counseling programs...When compared to other professions, professional psychologists are clearly at the top-of-the-line in terms of requirements for licensure. It is also apparent that psychologists lie near the bottom-of-the-heap in terms of earnings...From a big picture perspective, psychology needs to develop a stronger base by broadening its paradigm to focus on a whole range of occupations for its professionals (pp. 327-328).

Complicating matters, it is not at all clear that the training we provide to students reliably predicts either the perception of the professional competencies or their eventual employment outcomes. For example, data from the Association of Psychology Postdoctoral and Internship Centers (APPIC), suggests that internship training directors across a wide range of program types "prefer" or "accept" applicants in a manner that is not predicted by the doctoral program area in which they were trained (e.g., clinical, counseling, or school) (APPIC, 2003). Likewise, data from the Committee on Accreditation of the American Psychological Association indicate that students trained in clinical, counseling, and school psychology are employed across a wide and often overlapping range of employment settings (APA, 2002). Not surprisingly in relation to such perceptions and outcomes, it has proved exceedingly difficult to clarify what are the real and substantive distinctions between the "specialty areas" of clinical, child clinical, counseling, or school psychology; in fact, all four of these areas rightly note that their practitioners work with most of the same clinical populations, presenting problems, and procedures (see Cobb, 2002; www.apa.org/crsppp). In addition to these challenges, the field has not yet resolved a number of other vexing problems having to do with fundamentals of training sequence and specialization and relevance to the current job market (Williams-Nickelson, 2001).

Fortunately, over the past several years, a range of conferences and initiatives within the larger field of professional psychology have addressed aspects of the larger problem in a comprehensive and systematic manner, and have essentially provided crucial "pieces" of a larger puzzle that might now be assembled into a more coherent and appealing whole. Such activities and policies include, but are not limited to, the inaugural *Education Leadership Conference* (Belar, 2002), the educational model of the National Council of Schools and Programs of Professional Psychology (Peterson et al., 1997), *Competencies 2002: Future Directions in Education and Credentialing in Professional Psychology* (Kaslow & Vasquez, 2002; see www.appic.org), the *Commission on Education and Training Leading to Licensure in Psychology* (see Williams-Nickelson, 2001), and the *Comprehensive Principles for Health Services Specialization in Professional Psychology* (see www.apa.org) .

At a crucial and complementary level, there is a growing perception—now codified into regulation at a federal level and in a number of licensure contexts—that professional psychology and applied psychologists (e.g., in clinical, counseling, and school psychology) are rightly considered "health care providers," broadly defined. As the new Chief Executive Officer of the American Psychological Association notes, "Now that the scientific foundation for psychology as a health profession has been established, the challenge for us is to move to the center of health care delivery systems and be viewed as health care providers more generally" (Anderson, 2003, p. 9). This conceptual framework provides important opportunities for applied and professional psychology to redefine its identity and the nature and scope of its impact within the broader health care field. Such possibilities are revealed most dramatically, perhaps, in the new *Graduate Psychology Education* program, which was established in the Bureau of Health Professions in 2002, and provided \$2,000,000 for the education and training of psychologists at the doctoral and internship level. This program is the first ever designed explicitly and exclusively for doctoral-level psychology training.

As significant, at a statutory level, GPE is explicitly "...targeted to *health service psychologists*, who provide evidence-based services in the prevention, diagnosis, treatment, and rehabilitation of a wide range of behavioral health problems" (Levitt, 2003, p. 2).

In consideration of all of these interrelated issues, which directly relate to the nature, scope, and future of education, training, and practice in professional psychology—and in the context of a growing chorus of voices which advocates for a more unified and integrated approach to psychology in general and professional practice in particular (e.g., Norcross, 2002; Shealy, 2002; Sternberg, 2001)—a three-day Consensus Conference on Combined and Integrated Doctoral Training in Psychology was held May 2-4, 2003, at James Madison University in Harrisonburg, Virginia. Among other outcomes, Consensus Conference Participants generated the following mission statement, rationale, and principles for programs that train from a combined-integrated or C-I perspective. For additional information about the Consensus Conference, see <http://www.apa.org/monitor/julaug03/combined.html>; for additional information about combined-integrated training, see the website for the Consortium of Combined-Integrated Doctoral Programs in Psychology (CCIDPIP), at www.jmu.edu/ccidpip.

Consensus Conference: Proceedings and Results

Consensus Conference participants developed specific content and/or recommendations in the following seven areas, which are described below.

A. Program Name

The group changed the name "combined doctoral program" to "combined-integrated or C-I doctoral program."

B. Mission Statement

Participants approved the following mission statement for combined-integrated doctoral training programs in psychology:

"Combined-Integrated Doctoral Training Programs in Psychology produce general practice, primary care, and health service psychologists who are competent to function in a variety of professional and academic settings and roles; these programs achieve this goal by intentionally combining and/or integrating education and training across two or more of the recognized practice areas."

C. Rationale for Combined-Integrated Doctoral Training

In addition to "rationale" elements that were implicit and explicit throughout the Consensus Conference (e.g., see Appendix A), participants also emphasized the following four points:

1. there is tremendous overlap in the basic competencies (i.e., knowledge, skills, and values) needed to function effectively in each of the single practice areas of psychology;
2. psychologists with training across the practice areas are employed in increasingly

similar settings and thus are required to possess comparable competencies;

3. psychologists are perceived as alike by many outside the field, including relevant funding systems and regulatory boards; and
4. competence within and across the practice areas of psychology can and should be taught in a manner that is complementary and synergistic.

D. Distinctiveness of Combined-Integrated Doctoral Training Programs

In addition to “distinctiveness” elements that were implicit and explicit throughout the Consensus Conference, participants also emphasized that combined-integrated doctoral programs:

1. fill a unique and necessary niche in the education and training of psychologists;
2. respond proactively to current realities for and needs of students and the public;
3. operationalize a vision of education and training that would help ensure the long-term viability and prosperity of the profession and field.

E. Principles of Combined-Integrated Doctoral Training in Psychology

Consensus Conference participants completed their work in both a large group and small group format. After a series of presentations, small working groups considered issues within two topic areas (see www.jmu.edu/ccidpip). Following these discussions, the entire group met and developed the following eighteen principles of Combined-Integrated (C-I) Doctoral Training in Psychology.

1. C-I programs provide a unique educational and training model that affords students a wide breadth of training, increases their flexibility and marketability, and optimally prepares them to function as psychologists in a wide variety of professional and academic roles and settings.
2. C-I programs achieve their unique curriculum in large part by intentionally exposing students to the following:
 - a) two or more psychological practice areas, which are woven throughout the curriculum;
 - b) multiple theoretical orientations;
 - c) the wide parameters of practice, including a variety of problems addressed, settings, and populations across the life span.
 - d) population presentations that exist along the functional/adaptive continuum.

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3. C-I programs provide an educational environment that facilitates effective intra- and inter-professional communication, training, and scholarship in a manner that is respectful, collaborative, and informed.
4. C-I programs are committed to developing clear and specific competencies for their programs and students. In that regard, the conclusions of the *Competencies 2002 Conference* (see www.appic.org) including, but not limited to, the Competencies Cube provide a useful framework for guiding program development and modification (e.g., in the context of the *Comprehensive Principles for Health Services Specialization in Professional Psychology*; see www.apa.org).
5. C-I programs are structured to support prominent student representation, are sensitive to the implications of training requirements for students, and are aware of the interface between training and regulatory/licensing bodies that students will ultimately encounter in their professional development and careers.
6. C-I program faculty accept the responsibility for training students to at least an entry-level of competence for a particular area of practice and assume the authority to evaluate student competencies in the relevant practice areas.
7. C-I program faculty seek to protect the integrity and welfare of their programs, the profession, and the public and therefore accept responsibility, insofar as possible, for the timely identification and remediation of student problems as well as any subsequent program actions vis-à-vis the ultimate status of all students in their programs.
8. C-I program faculty accept the responsibility for the relative imbalance of power between faculty and trainees that is inherent in doctoral level training, and subsequently expect training faculty to behave in an appropriate, responsible, and ethical manner, and to exhibit a level of self-awareness that equals or exceeds that required of students.
9. C-I program administrators and faculty demonstrate that they are supportive of the combined-integrated model of education and training, and recognize that aspects of the single practice model (e.g., training processes and cultures) must be modified somewhat in order to create the unique learning environment provided by HSP programs.
10. C-I programs actively work to engender a climate of diversity, and endorse relevant professional and ethical guidelines (e.g., see the 2002 *Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists*, at www.apa.org).
11. C-I programs are committed to teaching an ethic of social responsibility as well as the capacity to respond effectively to evident social and psychological needs within the larger community.
12. C-I programs are sensitive to and aware of issues pertaining to the field of

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psychology at a global level and strive to establish productive relationships and alliances with international psychological training associations, models, and programs.

13. C-I programs endorse the basic knowledge areas identified by the Committee on Accreditation's Guidelines and Procedures including, but not limited to, exposing students to the scientific foundations necessary for informed and competent practice.
14. C-I programs support evidence-based practice that is ecologically valid and relevant for practitioners and scientists alike.
15. C-I programs support the highest standards of quality assurance, and design programs to be simultaneously efficient and rigorous.
16. C-I programs engage in the assessment of outcomes relevant to their programs, use such data to inform program development, and disseminate results as appropriate.
17. C-I programs are actively self-reflective vis-à-vis their model and approach to education and training.
18. C-I programs endorse a commitment from faculty and trainees to continue their professional development throughout their careers.

APPENDIX B
Program Goals, Objectives, and Competencies

Goal #1: Foundational Knowledge of the Science and Practice of Psychology. Graduates will be professional psychologists who appreciate and understand the broad and general knowledge base that informs the profession of psychology.
Objective #1-1 Knowledge of Scientific Psychology. Graduates will have acquired and demonstrated substantial understanding of scientific psychology.
Competency 1-1 Demonstrates acquisition of the current body of knowledge in the following areas: 1-1-a. Biological Aspects of Behavior 1-1-b. Cognitive & Affective Aspects of Behavior 1-1-c. History & Systems of Psychology 1-1-d. Social Aspects of Behavior 1-1-e. Psychological Measurement 1-1-f. Research Methodology and Data Analysis
Objective #1-2 Knowledge of the Foundations of Practice. Graduates will have acquired and demonstrated substantial understanding of the foundations of practice.
Competency 1-2 Demonstrates acquisition of the current body of knowledge in the following areas: 1-2-a. Individual differences 1-2-b. Cultural differences 1-2-c. Human development 1-2-d. Dysfunctional behavior and psychopathology 1-2-e. Professional standards and ethics 1-2-f. Empirically supported principles that inform assessment and intervention 1-2-g. Supervision and consultation
Objective 1-3 Knowledge of the Relationship between Science and Practice. Graduates will understand the relationship between science and practice, including the potential synergy as well as some of the differences and tensions between scientific and humanistic modes of thinking and the influence such modes have historically had on the profession.
Competency 1-3-a Able to articulate a scientific humanistic philosophy that informs their practice Competency 1-3-b Able to describe the ways in which science influences practice and practice influences science
Goal #2 Effective Practitioners. Graduates will be professional psychologists who can effectively diagnose, assess, and treat psychological problems in diverse people across the lifespan in an ethical manner. An emphasis is placed on integrative approaches to therapy and assessment, and conducting effective work in international, interprofessional, and multidisciplinary settings.
Objective #2-1 Therapeutic Aptitude. Graduates will skillfully empathize with their clients and consistently develop deep and meaningful therapeutic alliances.
Competency 2-1-a Demonstrates the ability to form a working alliance with patients and clients. Competency 2-1-b Demonstrates the ability to deeply listen, understand and

<p>validate their clients' phenomenological experiences and worldview</p> <p>Competency 2-1-c Demonstrates the ability to consistently instill hope in clients and achieve good therapeutic engagement and is able to discuss ruptures and resistances</p> <p>Competency 2-1-d Shows good self-reflective skills and awareness of his or her role in the therapeutic process and is aware of own particular feelings, attitudes, and limitations</p> <p>Competency 2-1-e Demonstrates knowledge of ethical issues pertaining to the therapeutic relationship and takes appropriate action around issues of boundaries, confidentiality, and documentation</p>
<p>Objective #2-2 Assessment, Diagnosis, and Conceptualization. Graduates will be able to effectively assess, diagnose, and conceptualize psychological problems across the lifespan in a manner that generates understanding that is helpful to relevant parties.</p>
<p>Competency 2-2-a Demonstrates the ability to effectively conduct a clinical interview</p> <p>Competency 2-2-b Demonstrates the ability to effectively administer, score, and interpret cognitive, achievement, and personality assessments</p> <p>Competency 2-2-c Demonstrates the ability to conduct behavioral observations of children in various settings</p> <p>Competency 2-2-d Demonstrates knowledge of psychiatric diagnostic criteria and can diagnose utilizing the DSM system</p> <p>Competency 2-2-e Demonstrates the ability to integrate information from various sources to generate a rich, holistic account of an individual in a manner that yields clear recommendations</p> <p>Competency 2-2-f Demonstrates the ability to communicate findings both verbally and in writing in an effective manner</p> <p>Competency 2-2-g Demonstrates knowledge of ethical issues pertaining to assessment, such as the appropriate usage of tests and reporting of data</p>
<p>Objective #2-3 Interventions. Graduates will identify as evidence based professional practitioners who are able to effectively intervene with clients presenting with a wide variety of psychological concerns across the lifespan.</p>
<p>Competency 2-3-a Able to identify appropriate treatment goals and specify how the intervention will work toward achieving them, taking into consideration relevant ecological variables, and the client's stage of change</p> <p>Competency 2-3-b Demonstrates familiarity with empirically supported treatment principles and can effectively utilize the literature to guide treatment</p> <p>Competency 2-3-c Able to use outcome data to monitor treatment response and make appropriate alterations as necessary</p> <p>Competency 2-3-d Able to conduct systems based interventions, such as with families or developing school-based prevention programs</p> <p>Competency 2-3-e Able to conduct group interventions</p> <p>Competency 2-3-f Can work effectively with children and adults</p> <p>Competency 2-3-g Demonstrates knowledge of ethical issues pertaining to intervention</p>
<p>Objective #2-4 Consultation and Supervision. Graduates will have the capacity to be effective supervisors and able to effectively consult with other professionals in a wide variety of settings and contexts.</p>

<p>Competency 2-4-a Able to articulate a philosophy and model of supervision</p> <p>Competency 2-4-b Able to create an effective supervision environment for supervisees</p> <p>Competency 2-4-c Provides constructive feedback to supervisees</p> <p>Competency 2-4-d Demonstrates knowledge of the roles of other professionals.</p> <p>Competency 2-4-e Ability to effectively communicate with other professionals, present ideas clearly and without confusing jargon</p> <p>Competency 2-4-f Understands role when serving as a consultant</p>
<p>Goal #3: Scholarship and Research in Professional Psychology. To produce professional psychologists who contribute to the field of psychology by engaging in scientific inquiry in a manner that is epistemologically informed, evidence based, and socio-culturally relevant to theory, research and practice, both locally and globally.</p>
<p>Objective #3-1 Competence in Data-based Decision Making, Research Methodology, and Statistics. Graduates will demonstrate competence in research methodology, data gathering and data analytic procedures.</p>
<p>Competency 3-1-a. Students demonstrate competence in psychological measurement, quantitative and qualitative data analysis, research design and methodology.</p> <p>Competency 3-1-b. Students demonstrate competence in understanding the strengths and weaknesses of different kinds of research evidence that inform the practice of psychology.</p> <p>Competency 3-1-c. Students demonstrate competence in understanding methodologies used in synthesizing research evidence.</p>
<p>Objective #3-2 Capable of Engaging in Scientific Inquiry to Foster the Practice of Psychology. Graduates will engage in the scientific inquiry of relevant issues in professional psychology and communicate their findings and analysis to a broader audience.</p>
<p>Competency 3-2-a. Students demonstrate the ability to determine the current state of scientific knowledge and evidence and evaluate its applicability in guiding their work with a particular individual, group, or organization.</p> <p>Competency 3-2-b: Students demonstrate the ability to write a critical review of the literature and complete a research project in the form of a satisfactorily completed dissertation.</p> <p>Competency 3-2-c. Students demonstrate the capacity to present research findings to a professional audience, in venues such as professional conferences, peer-reviewed journals, and other scholarly outlets (e.g., book chapters).</p>
<p>Goal #4 Individual and Cultural Diversity. Graduates will have a deep appreciation for individual diversity, awareness of the enormous influence cultural context has on human psychological processes, and who are able to effectively promote communication and understanding of such issues.</p>
<p>Objective #4-1 Multicultural Awareness and Effectiveness. Graduates will be able to recognize the pervasive impact cultural context has on knowledge and human psychological experience, and who demonstrates the ability to provide culturally competent services in all their professional roles and integrate an awareness of individual and cultural diversity into ethical decision making.</p>
<p>Competency 4-1-a Able to effectively recognize issues of diversity and demonstrates awareness of how cultural issues may impact practices</p> <p>Competency 4-1-b Demonstrates comfort and cultural sensitivity in discussing issues of diversity and working with diverse clients</p>

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<p>Competency 4-1-c Demonstrates awareness of issues pertaining to applying psychological findings from one group and context to a different group and context</p> <p>Competency 4-1-d Demonstrates self-reflective awareness pertaining to the impact his or her worldview has on the assumptions that are made</p>
<p>Goal #5 Leaders in the Field of Mental Health. Graduates will have the interpersonal skills and proclivities to be leaders, teachers, and supervisors in the dynamic field of mental health.</p>
<p>Objective 5-1 Interpersonal Skills. Graduates will have strong interpersonal and communication skills who are actively self-reflective and add constructively to group processes.</p>
<p>Competency 5-1-a Demonstrates strong interpersonal skills, consistently develops good working relationships, contributes positively to social systems</p> <p>Competency 5-1-b Shows active abilities to self-reflect, demonstrates appropriate levels of self-confidence, understands one's own "issues" and is able to receive constructive feedback nondefensively</p>
<p>Objective 5-2 Teaching and Leadership. Graduates will be able to effectively adopt leadership or teaching roles in professional settings.</p>
<p>Competency 5-2-a Able to communicate ideas effectively in a classroom or during a professional presentation</p> <p>Competency 5-2-b Able to set appropriate boundaries with students or subordinates</p> <p>Competency 5-2-c Shows ability to assume a leadership role in professional interactions.</p>
<p>Objective 5-3 Lifelong learning, Self-Growth, and Enhancement of the Community and Discipline. Graduates will engage in a lifelong process of learning, self-growth, and innovative contributions to the field of mental health.</p>
<p>Competency 5-3-a Demonstrates commitment to enhance the discipline by participating actively in professional organizations, and/or scholarly research</p> <p>Competency 5-3-b Demonstrates striving for personal growth and shows an intrinsic motivation to increase knowledge and skill set</p> <p>Competency 5-3-c Demonstrates a value and commitment to actively engaging in advocacy efforts that develop or change public policy on behalf of underserved populations</p>

APPENDIX C

Forms in the Advising Packet

The Advising Packet consists of a number of crucial documents that are designed for the thorough assessment of student progress and competencies. Following these forms effectively will ensure that students are aware of expectations, key evaluation points and processes, and program components. The following is a list of Advising Packet Forms. The actual Advising Packet is placed in a folder on the student's desktop and includes all the relevant forms. Forms are also available at the CI program webpage. As is noted on several forms, at least two times during each academic year (early December and mid June, after the Fall and Summer semesters), each student should arrange an advising meeting with his or her advisor with the explicit task of ensuring the appropriate forms are completed in a timely fashion. Students are responsible for arranging these meetings each semester. Students should prepare in advance for these meetings (e.g., by completing forms in advance of each meeting, bringing along necessary accompanying materials, etc.).

The C-I Doctoral Program Advising Packet consists of the following forms:

- 1) Individual Program of Study,
- 2) Graduation Plan,
- 3) Basic Program Requirements,
- 4) The BSAF;
- 5) Five different SAFs;
- 6) The Experience and Hours Log;
- 7) The Field Experience Feedback Form;
- 8) The Evaluation of Psychotherapeutic Competency Form
- 9) The Evaluation of Assessment Competency Form
- 10) Sample Questions for Foundations Comps
- 11) The Clinical Comps Description and Evaluation Form
- 12) The Doctoral Dissertation Proposal Agreement Form
- 13) The Dissertation Defense Evaluation Form
- 14) The Program Costs and Financial Aid Overview

Any questions about the forms or advising process should be directed to the student's advisor.

APPENDIX D
**The Comprehensive Evaluation of Student-Trainee Competence in
Professional Psychology Programs**⁸

I. Overview and Rationale

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) will also be 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. This model policy attempts to disclose and make these expectations explicit for student-trainees prior to program entry and at the outset of education and training.

In response to these issues, the Council of Chairs of Training Councils (CCTC) has developed the following model policy that doctoral, internship, and postdoctoral training programs in psychology may use in their respective program handbooks and other written materials (see <http://www.apa.org/ed/graduate/cctc.html>). This policy was developed in consultation with CCTC member organizations, and is consistent with a range of oversight, professional, ethical, and licensure guidelines and procedures that are relevant to processes of training, practice, and the

⁸ This document was developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC) (<http://www.apa.org/ed/graduate/cctc.html>) and approved by the CCTC on March 25, 2004. Impetus for this document arose from the need, identified by a number of CCTC members, that programs in professional psychology needed to clarify for themselves and their student-trainees that the comprehensive academic evaluation of student-trainee competence includes the evaluation of intrapersonal, interpersonal, and professional development and functioning. Because this crucial aspect of academic competency had not heretofore been well addressed by the profession of psychology, CCTC approved the establishment of a "Student Competence Task Force" to examine these issues and develop proposed language. This document was developed during 2003 and 2004 by a 17-member task force comprised of representatives from the various CCTC training councils. Individuals with particular knowledge of scholarship related to the evaluation of competency as well as relevant ethical and legal expertise were represented on this task force. The initial draft of this document was developed by the task force and distributed to all of the training councils represented on CCTC. Feedback was subsequently received from multiple perspectives and constituencies (e.g., student, doctoral, internship), and incorporated into this document, which was edited a final time by the task force and distributed to the CCTC for discussion. This document was approved by consensus at the 3/25/04 meeting of the CCTC with the following clarifications: (a) training councils or programs that adopt this "model policy" do so on a voluntary basis (i.e., it is not a "mandated" policy from CCTC); (b) should a training council or program choose to adopt this "model policy" in whole or in part, an opportunity should be provided to student-trainees to consent to this policy prior to entering a training program; (c) student-trainees should know that information relevant to the evaluation of competence as specified in this document may not be privileged information between the student-trainee and the program and/or appropriate representatives of the program.

assessment of competence within professional psychology (e.g., the Association of State and Provincial Psychology Boards, 2004; *Competencies 2002: Future Directions in Education and Credentialing in Professional Psychology*; *Ethical Principles of Psychologists and Code of Conduct*, 2003; *Guidelines and Principles for Accreditation of Programs in Professional Psychology*, 2003; *Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists*, 2002).

II. Model Policy

Students and trainees in professional psychology programs (at the doctoral, internship, or postdoctoral level) should 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 demonstrable 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 issues or problems).

This policy 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 and demonstrably (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.

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Although the purpose of this policy is to inform students and trainees that evaluation will occur in these areas, it should also be emphasized that a program's evaluation processes and content should typically 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) 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. Finally, the criteria, methods, and processes through which student-trainees will be evaluated should be clearly specified in a program's handbook, which should also include information regarding due process policies and procedures (e.g., including, but not limited to, review of a program's evaluation processes and decisions).

Appendix E: The Dissertation

Dissertation Preparation and Assistance: PSYC 881 Issues and Techniques in Research Evaluation. During the fall semester of their first academic year, students are assigned to a Core Faculty Member. This Core Faculty member is their PSYC 881 instructor, and is assigned to the student based upon the student's stated interests and perceived match with core faculty. Students take Psyc 881 each semester for their first two years (for students on a three year on-campus training sequence). This course is designed to help students identify and clarify their research and scholarly interests, and to facilitate the development of a professional identity that recognizes the value of scholarship for the field of psychology and its members. It should help students think about scholarship in general, and their dissertation and the composition of their dissertation committee in particular.

PSYC 881 should facilitate tangible research products or outcomes for each student. For example, a student might conduct a literature review that could be used for their dissertation or other scholarly activity, collaborate with a faculty member and/or other students (e.g., in the context of a research team) on research and/or grants, or present or publish their findings in a professional forum. In addition to such participation, students are required to meet regularly with their PSYC 881 instructor (e.g., usually once a week for an hour). The course is graded on a Satisfactory, Unsatisfactory, or Incomplete basis.

The primary purpose of Psyc 881 is to foster the development of one's scholarly interests and aptitudes in a manner that facilitates the completion of the dissertation. The various key components of that developmental process is outlined below in the form of a breakdown of the major tasks each semester.

General Dissertation Timeline

YEAR	FALL	SPRING
1	Get assigned advisor, familiar with program, student/faculty interests, survey topics	Identify likely topic, begin literature review
2	Complete literature review/Decide on Specific Nature of Project	Identify Committee/Make Proposal or Pre-proposal
3	Proposal Revision/IRB/Begin Data Collection	Finish Data Collection
4	Dissertation Write-up	Dissertation Defense

Note that once a student has successfully defended their dissertation proposal, they can register for Psyc 900. It is expected that students will defend their proposal in either the end of their second year or beginning of their third, and thus register for their dissertation course during the Spring and Summer of their third year. Students MUST defend their proposal before proceeding on internship.

The Dissertation Committee. The student's Dissertation Committee is made up of at least three faculty members. Guidelines for the formation of the Dissertation Committee appear in the JMU Graduate Catalog (available online: <http://www.jmu.edu/gradcatalog/>). In addition to these guidelines, two other criteria should be noted: 1) the Chair of a doctoral student's Dissertation Committee must be a Core Faculty member of the Combined-Integrated Doctoral Program, and 2) at least two members of the Committee must be members of the Department of Graduate

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Psychology. Providing these criteria are met, a third member of the Committee can be a JMU faculty member from another department or school. It is the policy of JMU that each of the three members of the student's Dissertation Committee be a full-time graduate faculty member. Once the dissertation topic, Chair, and Committee have been established, the student should notify the Program Director and Program Assistant in writing.

In order to encourage students to feel free to use the expertise of faculty members or experts outside the University, students may add additional members to their Dissertation Committee beyond the required three members. These additional committee members may perform as ex-officio consultants to the student's dissertation project, and/or comprehensive examination. Additional committee members, recognized as ex-officio consultants, will not be required to participate in the other activities of the student's Dissertation Committee (e.g., curriculum advising).

When adding committee members, the student must indicate in writing whether or not the additional member(s) will be part of his or her formal Dissertation Committee or if they will perform as an ex-officio consultant to the student's Committee. If the additional members are added to the official Dissertation Committee they will assume the full responsibilities of a Committee member. If they are to function as dissertation consultants only, they will be excused from the other duties of Dissertation Committee members. The student may recognize the contribution of ex-officio consultants by listing them as Dissertation Consultants on the acknowledgment page of the completed dissertation. Ex-officio, consultant members of the student's Dissertation Committee are encouraged to attend the student's final defense of the dissertation project.

The Pre-proposal Meeting and Proposal Defense. In consultation with the Dissertation Chair and committee, the student will then arrange for a pre-proposal meeting with the entire dissertation committee. The purpose of the pre-proposal meeting is to discuss and address preliminary issues relevant to methodology, literature, and so forth, and to ensure that the basic framework, scope, and direction of the dissertation are sound. Materials developed for the pre-proposal meeting should include a brief but organized and comprehensive outline (e.g., 2-4 pages) comprised of at least the following five areas: 1) the purpose of and rationale for the dissertation, 2) major research questions or hypotheses, 3) substantive topics to be covered in the literature review, 4) selected methods, and 5) predicted or plausible findings. On the basis of the pre-proposal meeting, the student will then develop a formal dissertation proposal that will be presented in a proposal defense to the dissertation committee. (Note, in some rare circumstances involving a highly prepared student and clearly defined project, the committee can agree on a single proposal meeting. In such a case, the student will send a request and outline of the project to the entire committee and the pre-proposal will be waived if each committee member agrees it is not necessary).

The proposal defense is designed to ensure that all relevant suggestions or feedback from the pre-proposal meeting have been incorporated into the proposal, and that the exploratory aspects of the dissertation (e.g., data collection) are ready to begin. In addition, the proposal should elaborate upon the five areas of the pre-proposal meeting, with particular attention on the literature review and methods. Following the successful proposal defense, the student and all committee members will sign off on the proposal by completing a proposal form available from the Program Director or Program Assistant. If the proposal involves an empirical research component, the proposal must either be research that has already been approved by the Institutional Review Board

(IRB) at JMU (e.g., when a student is working on a project that can be appropriately subsumed under an extant and approved IRB application) or must submit the proposal for IRB approval. The student's dissertation research must be IRB-approved before any research can be conducted (the Dissertation Chair can provide additional information about this process).

To facilitate the timely completion of the dissertation, all students must complete and successfully defend their dissertation proposal prior to beginning internship. All students are strongly encouraged to complete their dissertation proposal prior to applying to internship. All students are also strongly encouraged to complete collection of any data--or at least to have specific plans established for data collection--prior to leaving for internship. To meet this goal, students should strive to select their dissertation committee and hold their pre-proposal meeting at least one year prior to leaving for internship.

Dissertation Format and Submission. In accordance with the "practitioner-scientist" ethic of the Combined-Integrated Doctoral Program, we seek to produce professional psychologists who are capable of producing their own original research. In this regard, program graduates should demonstrate that they 1) know and value the tradition of critical thought, rigorous methodology, and theoretical innovation that has distinguished psychology as a discipline since its inception; 2) move comfortably within and between the realms of practice and inquiry; 3) are able and motivated to investigate phenomena and processes that are relevant to the real world (defined in the broadest terms); and 4) can clearly communicate such information and perspectives to colleagues and peers, policy makers and administrators, practitioners and clients, and the public at large. As with the acquisition of therapeutic skill, however, such capacities must be cultivated over time, through immersion in the rich literature of our field, ongoing discussion of concepts, ideas, and methods, and most of all, practice--that is, writing and rewriting with the help and support of others who know and value good scholarship.

The submission should conform to APA Publication Manual Guidelines and students should consult the *JMU TGS Thesis and Dissertation Manual*, which is available online at <https://www.jmu.edu/grad/current-students/thesis-dissertation/information.shtml>. The actual style of the dissertation may vary from a manuscript style submission to a more traditional chapter format. The style depends on the discretion of the Chair and student and the nature of the project. Students are encouraged to ask their advisors or check out dissertations from previous students in the program from the library to obtain examples for formatting, length, etc.

The Dissertation Defense. The dissertation defense is the second to last step in the dissertation process, and is completed when individuals have collected all their data, interpreted it, and developed a solid, well-written draft of their dissertation. The student, in consultation with the Dissertation Chair and committee members, will arrange a date and on-campus location for the defense. In essence, the defense provides an opportunity for the student to present an overview of his or her dissertation, and to answer questions from, and discuss relevant issues about any aspect of the manuscript and larger dissertation with the Dissertation Committee. Following the defense, the committee meets without the student to determine if the defense was or was not successful, and what—if any—changes or additional requirements are necessary for successful completion of the dissertation. Whether this occurs at the conclusion of the defense, or at a later date, the entire committee must indicate in writing that the dissertation has been successfully completed in order for the student to complete this program requirement (successful completion would typically include addressing any concerns raised during the defense of the manuscript, and submitting the manuscript

for publication). At the conclusion of a successful defense, all committee members may elect either to 1) sign the form indicating that the dissertation process has in fact been successfully completed and the manuscript is ready for submission (or ready with only minor changes) or 2) sign the form upon receipt of an acceptably revised manuscript.

In most cases, students are expected to develop their dissertations into manuscripts to be submitted for publication. Authorship for all submissions (with dissertations and all scholarly activities) should conform to current APA *Ethical Guidelines*. Because the dissertation should be driven first and foremost by the student's ideas, time, and effort, the student will normally assume first author status on any submission. Presuming that the Chair participates in the process of idea and manuscript development and other key aspects of the research process (which by definition should define the Chair's role), a dissertation Chair will typically assume second author status on any submission. Other committee members (and/or other individuals) who make a significant contribution to the development of the final manuscript may also warrant authorship on the submission. Students are encouraged to talk with their Chair and other committee members and to consult the APA *Ethical Guidelines*⁹ about these and other relevant issues, and to address and clarify these issues directly no later than the proposal defense and as needed thereafter.

Following the official response from the editor(s)/reviewers, (e.g., the manuscript is accepted, needs revisions, is rejected), the student must notify his or her Chair within one month of the date of official response as to the status of the manuscript, and whether or not he or she intends to pursue publication. If the student elects not to pursue publication and/or does not notify the Chair within one month of an official response, the Chair may elect to resubmit the manuscript and to renegotiate authorship as appropriate (e.g., if the student elects not to assume first authorship on the resubmitted manuscript, he or she could become second author). Other committee members (or other individuals) may also assume authorship depending again upon their role in development of the original manuscript and any resubmission(s). If the student does wish to resubmit, he or she has six months from the date of official notice to do so; in this case, authorship will remain the same, with the same proviso that any author may elect not to be listed prior to resubmission. As with the dissertation (and any scholarship submitted for publication), the student will continue to consult with the Chair and other listed authors as appropriate to ensure that the resubmission has been approved by all listed authors. If the student wishes to resubmit and does not do so within six months of the official notice, the Chair reserves the right to assume responsibility for revising and submitting the manuscript as first author and/or to determine how and whether the manuscript is resubmitted, and in what shape, form, or context (in this case, the student would again have the right to assume second author status, and other committee members would assume authorship commensurate with their contribution to the article).

The Dissertation Defense and “Walking” for Graduation. Although students graduate from the program only when all required materials and processes are completed, the university has its primary graduation ceremony in May, and students may “walk” during the May ceremony only if they have completed their dissertation defense by a preceding date negotiated with their advisor. Typical expectation is that dissertation defense and filing will occur prior to the Graduate School

³ All students and faculty engaged in collaborative research should see the following article: Fine, M. & Kurdek, L. (1993). Reflections on determining authorship credit and authorship order on faculty-student collaborations. *American Psychologist*, 48, 1141-1147.

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deadline in April for May graduations. However, students do not formally graduate until they have completed their internship, which is usually in the summer.