**PSYD PROGRAM RETENTION POLICY AND PROCEDURE**

***Policy***

The PsyD Program recognizes that student performance must be assessed and evaluated throughout the student’s academic experience. Several methods are utilized to achieve this including course and seminar grades, practicum and internship evaluation scores, qualifying examinations scores, and dissertation proposal and defense grades. The Program also acknowledges the need to provide students with feedback regarding their progress in the program and their achievement of Program requirements. Feedback about academic performance in courses, seminars and dissertation are provided by faculty each term. Feedback about practicum and internship performance is provided by supervisors each term. Additional written feedback is communicated to all students at the end of each academic year. This feedback includes a detailed description of their academic performance and their progress in the Program.

The Program recognizes the need to retain students and provide them with the needed support to achieve academic success. The Program has developed several strategies to assist students while in the Program, such as a formal advising system, referrals to support services, development and monitoring of remediation plans, financial assistantships, and a leadership program. Continued guidance and monitoring is provided to all students by their advisor. Faculty and advisors refer students with specific academic difficulties to the Center for Learning and Teaching. In addition, the Student Development Committee assesses the needs of students when problems and issues have been identified and develop remediation plans.

The Program understands that diverse students may encounter additional needs and is committed to address these concerns by making available financial assistantships and by developing a leadership program. These type additional support services have been found to be effective in increasing the retention of diverse students.

***Procedures***

***Assessment and Evaluation of Student Performance***

The Program assesses and evaluates student performance in a formal and consistent manner. Assessment of program competencies take place in courses, Qualifying Exams (i.e. Knowledge-base and Clinical), Dissertation, Practica, and Internship.

Faculty and supervisors evaluate students in a consistent manner each term.

Assessment of student performance is described in the Catalog, course syllabi, and in several Program handbooks. Below is a table summarizing all Program milestones and requirements with the Minimum Level of Achievement (MLA) for each:

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| --- | --- | --- | --- | --- | --- |
| **Requirement/ Milestone** | | **Description of Requirement/ Milestone** | | **Minimum Level of Achievement (MLA)** | |
| **Courses** | | PsyD core and elective courses | | 80% : (through Summer 2014, and from Fall 2015)  84%: (Only for 2014-15 academic year) | |
| **Seminars** | | Professional Development and Social Responsible Practice, Assessment, Therapy, and Advanced Therapy seminars; (Diversity and Professional Development; Diversity and CSP through FA 2014) | | Credit | |
| *Practica experiences give students the closely supervised opportunity to apply and further develop the knowledge, skills, values, and competencies they gain in course work.* | | | | | |
| **Social Justice Practicum (from Fall 2015)**  **Community Service Practicum (through SU 2015)** | | Practicum training requirements begin with a first year Social Justice Practicum that focuses on developing skills related to community-based interventions, advocacy, social justice, and systemic interventions that benefit human welfare and well-being. | | Pass | |
| **Clinical Practica** | | Second and third year doctoral students should expect to spend at least two days per week over the course of at least nine months at an approved clinical practicum site and must concurrently enroll in Practicum Seminars throughout their field training. A minimum total of 1,500 clock hours of clinical practica is required. The clinical training focuses first on developing skills and providing experience in psychological assessment and second on developing skills related to intervention/treatment. Students conclude their practicum training by taking an advanced practicum in their fourth year, which provides them with deeper level of training within their areas of interest. | | Score of 3 (Proficient) on evaluation (Credit) | |
| **Knowledge-Base Qualifying Exam I** | | This is the first milestone exam in the PsyD program. The milestone exams are integrated throughout the curriculum, and are intended to assess student learning in the program and ability to  integrate the information acquired in class and clinical training. This qualifying exam is a knowledge base exam, which assesses knowledge acquired during the first year in the following foundational courses: Psychopathology I & II, Ethics and Professional Psychology, Diversity and Individual Differences, Assessment I, II, and III, Life Span Development and Community Psychology | | Pass (70%) | |
| ***Clinical Qualifying Exams:*** *Clinical-competency based exams where students are required to synthesize and integrate clinical data from a range of sources to develop a clinical formulation and treatment plan, using theories and methods acquired in the classroom and at practica.* | | | | |
| **Clinical Qualifying Examination- Assessment**  (CQE-A) | This exam consists of a comprehensive psychological report on an individual case integrating assessment material, social history, diagnosis, treatment plan; a paper integrating research with a pertinent clinical issue posed by the case; and a discussion of the impact of social issues on a pertinent clinical issue. Students must register for and complete this exam during the spring term of their diagnostic practicum year. | | Pass | |
| **Clinical Qualifying Examination- Intervention**  **(CQE-I)** | The focus of this exam is on a sample of a therapeutic intervention conducted with a client. The student is required to submit a written case formulation and treatment plan along with an audio taped/videotaped therapy session; a paper integrating research with a pertinent clinical issue posed by the case; a formulation of the case based on two theoretical approaches of which one is Adlerian theory and methods; and a discussion of the impact of social issues on a pertinent clinical issue. Students must register for and complete this exam during the Spring semester of their therapy practicum year. | | Pass | |
| **Dissertation** | The PsyD dissertation is designed to contribute to a student’s knowledge, skills and values in scholarship, and its importance to the practice of professional psychology. Dissertations may span a broad range of interests and methodologies and follow the Local Clinical Scientist model. Traditional empirical studies, qualitative research and theoretical investigations are all accepted forms of dissertation research. | | Pass | |
| **Internship** | Pre-doctoral internship is the capstone training experience required for the doctoral degree in clinical psychology. Internship is a full time, clinical training experience. As an intern, the student will be distinguished from their former role as a practicum student. Students are expected to gain advanced clinical skills, knowledge, and enhance your professional development as a psychologist. | | Overall Score of 3 (Proficient) on evaluation (Credit) | |

Course and seminar syllabi contain an evaluation section, which includes the grading scale, a description of assignments used to measure student performance, and the value/weight for each assignment.

The following handbooks provide students with detailed descriptions of Program milestones and of the manner, competencies and skills are assessed: PsyD Program Student Handbook, Knowledge-Base Qualifying Exam Handbook, Assessment-Clinical Qualifying Exam Handbook, Intervention-Clinical Qualifying Exam Handbook, Dissertation Handbook, Practicum Handbook, and Internship Handbook.

***Annual Student Review***

In addition to the feedback provided by faculty and supervisors each term, the Program reviews in a comprehensive manner student performance each academic year and provide students with written feedback. Each year core faculty meet and discuss collectively the academic and clinical progress of all PsyD students. The *Annual Student Review Meeting* includes discussion of students’ progress, which are recorded on a written form. This form summarizes the students’ progress in the Program. including:

This written feedback form is completed by academic advisors and is emailed annually to each student. It is accompanied with a letter from the Program Chair. A copy of this written feedback is kept by the advisor who meets with the students to discuss issues and, when appropriate, develop an improvement plan. Copies of the forms are also included in the student’s academic record.

Students that showed difficulties or unsatisfactory progress in any of the areas identified below and breaching one or more of the student’s responsibilities will be referred to Student Development Committee (SDC) that will determine if the student meets with the Advisor, SDC or Student Comprehensive Evaluation Committee (SCEC).

Students will be referred to **SDC** for the following reasons:

1. earn a single B- or C grade;
2. earn a second grade of B-, C, or a single D, F, NC, or NP grade;
3. fall below a minimum cumulative GPA of 3.0 on a 4.0 scale for a semester;
4. fail to uphold any rules applicable to conduct in off-campus settings including clinical, field, internship, or in-service activities, as outlined in practicum documents or site-specific procedures;
5. fail to comply with any ethical and professional standards applicable to their program of study (*Student Responsibility 5 from Catalog*);
6. fail to conduct themselves in an ethical, professional, and civil manner (*Student Responsibility 7 from Catalog*);
7. fail to demonstrate respect for the rights of others (*Student Responsibility 8 from Catalog*);
8. auto-plagiarism, inadvertent indirect plagiarism, and misrepresentation of contribution to research;
9. indirect plagiarism, inadvertent direct plagiarism or withholding data or resources in research.

Students will be referred to **SCEC** for the following reasons:

1. earn three (3) grades or more of B- or C, or two (2) or more grades of D, F, NC, or NP;
2. fail to maintain a minimum cumulative GPA of 3.0 on a 4.0 scale for two (2) semesters;
3. fail to comply with any prior academic remediation plan;
4. fail to adhere to any applicable School policies and procedures *(Student Responsibility 1 from Catalog*);
5. fail to abide by any local, state, and federal laws. See policies on Criminal Activity, Sexual Offense, Disorderly Behavior, Unauthorized Entry, Weapons (*Student Responsibility 3 from Catalog*);
6. any form of cheating on examinations, assignments, etc.;
7. direct plagiarism, significant or repeated indirect plagiarism, data manipulation;
8. fraudulent plagiarism, extensive “cut and paste” plagiarism, data fabrication and data falsification.

***Feedback and Advisement***

**Feedback**

Faculty provide students each term verbal and written feedback of their performance in courses and seminars.

Supervisors provide students each term verbal and written feedback of their performance in practicum.

Faculty provide verbal and written feedback of the student’s performance in qualifying exams.

Faculty provide verbal and written feedback of the student’s performance and progress in dissertation.

Advisors provide advisees each term verbal and/or written feedback about their performance in the Program.

The Program provides written feedback annually to students regarding their performance in all Program requirements. Each student receives a letter from the Advisor accompanied with a letter from the Program Chair.

***Advising***

All students are assigned an academic advisor who provides guidance and monitoring to the same group of students for three consecutive academic years or until the student identifies a dissertation chair, who then becomes the academic advisor.

While students are working on their dissertation, their dissertation chair serves as their advisor and continues to mentor and provide guidance, not only in the completion of their dissertation, but also in planning their internship and career path.

Students are required to meet with their academic advisor in an individual manner at least once each term or as needed, to evaluate the student’s academic progress.

Advisors assist students with curricular and academic related issues and processes.

After the *Annual Student Review Meeting*, students with unsatisfactory progress meet with their advisor to discuss issues and, when appropriate, develop an improvement plan.

***Retention of Students***

The Program engages in the following actions to retain students:

**Advisement Process** Students are assigned an advisor who guides and monitors the student’s progress in the Program. The advisor is assigned to a group of students for 3 years (or until the student secures a dissertation chair whom then becomes the advisor). Students meet with their advisor at least once each term for 3 years. This allows for a consistent monitoring of the student’s performance and allows for early identification of difficulties or issues. If issues are identified, the advisor and the student develop an improvement plan. The advisor guides the student in the implementation and monitors the student progress.

*Course-level interventions:* Problems and issues can be identified by faculty. The faculty member meets with the student to find resolution to the issue. The faculty member may consult with the student’s advisor to discuss possible solutions to the issue. The faculty member may also recommend for the student to meet with the advisor to identify additional resources and solutions.

*Program-level interventions:* Students that showed difficulties or unsatisfactory progress will be referred to the PsyD Program SDC. The PsyD faculty meet annually to discuss students’ progress in the Program. Students with unsatisfactory progress meet with their advisor to discuss issues and, when appropriate, develop an improvement plan.

**Referrals to the Center for Learning and Teaching (CLT)** The CLT is a university resource utilized as part of the Program’s retention efforts. It is used as an early intervention strategy to support students’ success in the Program. Faculty can refer students to obtain assistance in the following areas: personal writing consultations, writing boot camp, workshops, presentation skills coaching, research methods and statistics tutoring, dissertation writers’ support group, eResources on academic writing, and personalized academic performance coaching.

**Student Development Committee (SDC)** The SDC provides students with support to ensure academic success. This committee formed by core faculty identifies potential issues affecting academic performance. In consultation with Program faculty the SDC provides tools and strategies to support student-learning needs.

*SDC communicates with students and Advisors.* Student receives a letter via email informing them of whether they will be referred to their advisor, SDC, or SCEC. Advisors are sent an email requesting that they attend the meeting to provide support to the student.

**The Diversity Assistantship Program** It awards two PsyD students from diverse backgrounds with a fifty percent tuition assistantship. This effort provides financial assistance to PsyD students in an effort to attract and retain diverse students.

**Diversity Leadership Program** A mentorship program designed to prepare ethnically and racially diverse PsyD students for success and leadership. This program provides 2nd and 3rd year PsyD students with peer and faculty mentoring and opportunities to develop leadership abilities. These students will in turn mentor incoming ethnically diverse PsyD students. This Program encourage students' participation in and assumption of leadership in student-led organizations. This leadership program, in collaboration with the Campus Diversity Team provide continued support and mentoring of the Adler Black Student Association (ABSA); the Latino/a Student Association; the Gay, Lesbian, Trans-gendered Support Association; and the International Student Association.