Program Handbook

Doctor of Psychology (PsyD)



Francis Marion University

2026-2027

FRANCIS MARION UNIVERSITY

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For additional forms and detailed information, candidates are encouraged to visit the program's website or contact the administrative office directly.

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Welcome Message

Welcome to the Francis Marion University Doctor of Psychology (PsyD) Program in Health Service Psychology. The program provides doctoral education and training in health service psychology through a combined clinical-school model. The program is full-time and delivered in person. Students complete three years of full-time academic coursework and supervised practicum training, followed by an approved internship in the fourth year. The doctoral culminating project begins in Year 3 and may continue into Year 4 if not completed by the end of Year 3. This handbook explains the program's structure, expectations, policies, procedures, and required milestones. Students are responsible for reading the handbook carefully, remaining familiar with current program requirements, and using the handbook together with the program's official companion documents, university policies, and official public program disclosures.

Purpose of the Handbook

This handbook serves as the official candidate handbook for the Francis Marion University Doctor of Psychology (PsyD) Program in Health Service Psychology. It provides program-specific policies, procedures, expectations, and guidance related to doctoral training, progression, evaluation, clinical training, research training, due process, graduation, and transition to professional practice.

This handbook supplements, but does not replace, applicable university policies, graduate catalog provisions, candidate conduct policies, disability accommodation procedures, Title IX and nondiscrimination policies, and other official university requirements. Students are responsible for complying with both university-wide and program-specific requirements.

How to Use the Handbook

Students should read this handbook in full at program entry and consult it throughout training. The handbook should be used together with the program's current companion documents, including the Program of Study, practicum and internship contracts or manuals, evaluation forms, remediation forms, portfolio materials, doctoral culminating project manual, and official public program disclosures. Students are expected to rely on the most current approved version of each governing document.

The program will provide reasonable written notice of material changes to policies, procedures, curriculum, or training requirements that affect enrolled candidates. When changes occur, the program will specify the effective date and whether the change applies to current candidates, future cohorts, or both. Students remain responsible for reviewing official notices and using current approved documents.

Relationship Between This Handbook and Other Governing Documents

This handbook is one component of the program's official documentation system. University-wide policies govern matters assigned to the university by law or institutional authority, including general academic regulations, candidate conduct processes, disability accommodation procedures, Title IX procedures, and other institution-wide requirements. Program-specific academic, training, evaluation, and progression requirements are governed by this handbook together with the program's official companion documents.

Where a companion document provides more detailed operational procedures that are consistent with this handbook and is identified by the program as controlling for a specific process, that companion document governs implementation of that process. The official program website governs public-facing disclosures, including accreditation status language and required Student Admissions, Outcomes, and Other Data disclosures. Students are responsible for using current versions of all governing documents.

Program Identity

The Francis Marion University Doctor of Psychology (PsyD) Program in Health Service Psychology is a full-time, in-person doctoral program that uses a combined clinical-school model. The program provides broad and general preparation in scientific psychology and in the foundations of practice in health service psychology. It follows a practitioner-scholar model and prepares candidates for broad entry-level practice through integrated academic coursework, supervised practicum training, benchmark evaluation, the doctoral culminating project, and internship.

The program emphasizes ethical, evidence-based, developmentally informed, and culturally responsive practice across clinical, school, healthcare, and community settings. It also emphasizes service to rural and underserved populations and preparation for work with children, adolescents, families, schools, and related service systems.

Accreditation Contact Information

Francis Marion University is institutionally accredited by the Southern Association of Colleges and Schools Commission on Colleges.

The Doctor of Psychology (PsyD) Program in Health Service Psychology at Francis Marion University is pursuing accreditation from the Commission on Accreditation of the American Psychological Association as a combined clinical-school doctoral program. The program is not currently accredited by the APA Commission on Accreditation. Intent to Apply is not an accredited status and does not constitute a judgment by the Commission on Accreditation regarding program quality.

Questions related to the program's accreditation status may be directed to:

Commission on Accreditation
Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, NE
Washington, DC 20002
Phone: (202) 336-5979
Email: apaaccred@apa.org
Website: www.apa.org/ed/accreditation

Students should consult the official program website for the most current accreditation language and status updates.

Program Training Model

The PsyD program uses a developmental, competency-based training model within a combined clinical-school model. The program is full-time and delivered in person. Training is sequential, cumulative, and graded in complexity, and is grounded in the reciprocal integration of psychological science and professional practice. Students complete three years of full-time academic coursework and supervised practicum training, followed by an approved internship in the fourth year. The doctoral culminating project begins in Year 3 and may continue into Year 4 if not completed by the end of Year 3. Students progress through didactic coursework, supervised practicum experiences, benchmark evaluations, comprehensive examinations, the doctoral culminating project, and internship. The program evaluates both discipline-specific knowledge and profession-wide competencies across training levels using multiple methods, including coursework, examinations, direct observation, supervisor ratings, portfolios, applied work samples, and formal annual review. The curriculum is designed to support broad and general preparation for internship and, upon completion of all degree requirements, readiness for entry-level practice in health service psychology.

Distinctive Features of the Combined Clinical-School Model

The program's combined clinical-school model is reflected not only in the range of courses candidates complete, but also in the integrated way candidates are trained to think, assess, intervene, consult, supervise, and function across child, family, school, healthcare, and community contexts. The curriculum is intentionally designed to integrate clinical psychology and school psychology rather than treat them as separate tracks.

Across the sequence of training, candidates learn to conceptualize problems using developmental, family, educational, behavioral, health, and systems perspectives and to apply that integrated reasoning across assessment, intervention, consultation, prevention, crisis response, supervision, and interprofessional practice. Training emphasizes both individual-level and systems-level work and includes services delivered in schools, clinics, hospitals, and community settings.

This combined clinical-school model prepares candidates for broad entry-level practice in health service psychology with particular strength in work involving children, adolescents, families, schools, and related service systems. It also supports the program's mission of preparing psychologists who can deliver flexible, contextually informed services across settings and systems, particularly in rural and underserved communities.

Program Aims

The Francis Marion University Doctor of Psychology (PsyD) Program in Health Service Psychology has three broad aims.

Aim 1: To prepare entry-level health service psychologists who demonstrate broad and general knowledge in scientific psychology and foundational competence in the practice of health service psychology within a combined clinical-school model.

Aim 2: To prepare candidates to provide ethical, evidence-based, developmentally informed, and culturally responsive assessment, intervention, consultation, supervision, and professional communication across clinical, school, and related service settings.

Aim 3: To prepare candidates to integrate research and practice by critically consuming scientific literature, using data to inform professional decision-making, and completing scholarly work consistent with doctoral-level training in health service psychology.

Program Leadership, Advising, and Communication

The PsyD program is administered through the Department of Psychology at Francis Marion University. Program leadership includes faculty and staff responsible for academic oversight, clinical training, advising, placement coordination, candidate evaluation, and program administration.

Each candidate is assigned an academic advisor or other designated faculty mentor. The advisor helps the candidate plan the sequence of training, monitor progress, discuss professional goals, review concerns that may affect training, and connect the candidate with needed resources.

Students are expected to communicate in a timely, professional, and respectful manner with faculty, supervisors, staff, and program leadership. University email is an official method of communication. Students must monitor university email and other approved program systems regularly and respond as needed to course, practicum, internship, research, and program-related messages.

Questions should generally be directed first to the person most closely connected to the issue. Course questions should go first to the instructor. Practicum questions should go first to the site supervisor and then to the Director of Clinical Training or other designated clinical training leader as needed. Internship questions should go first to the site training director or internship supervisor and then to the Director of Clinical Training or other designated clinical training leader as needed. Academic planning and progression questions should go to the candidate's advisor or program leadership. Doctoral culminating project questions should go first to the capstone or doctoral culminating project advisor and then to the Program Director as needed.

Disability or support-service questions should go to the appropriate university office, with advisor support as needed. When candidates are unsure where to begin, the advisor is the best first point of contact.

Faculty Sufficiency and Continuity

The PsyD program is supported by core faculty, designated program leadership, and additional contributing faculty whose roles together support curriculum delivery, advising, clinical training oversight, benchmark evaluation, scholarly mentorship, and program administration. The program relies primarily on its core faculty for doctoral program governance, candidate evaluation, progression decisions, and oversight of training quality.

Governance and Committee Structure

Program governance is carried out through the core program faculty and designated program leadership. Program faculty hold primary responsibility for major decisions related to admissions, candidate evaluation, annual review, remediation, internship readiness, degree progression, and recommendation for degree completion and graduation.

The program may use standing or ad hoc committees to support specific functions, including admissions review, comprehensive examinations, doctoral culminating project review, curriculum review, and candidate progress review. The program may also gather candidate input through program meetings, surveys, and representation on appropriate committees, consistent with confidentiality requirements and the protection of candidate records.

Required Advising and Communication Expectations

Students are expected to meet with their academic advisor at least once each semester and at key progression points, including before registration when needed for sequence planning, before beginning practicum, before applying for internship, when developing or revising the doctoral culminating project plan, when concerns arise related to academic standing, professional conduct, or progression, and when planning graduation or postdoctoral transition.

Students are also required to participate in designated advising or progress-check meetings used to review academic progress, adjustment to graduate training, practicum or internship readiness, benchmark preparation, professional goals, and any concerns affecting progression.

Students are responsible for responding promptly to official program communications, monitoring their university email account regularly, attending required meetings and orientations, completing required forms by stated deadlines, and seeking clarification when questions arise. Failure to review official communications, program notices, or required documents does not excuse noncompliance with program requirements.

Faculty Roles in Governance, Evaluation, and Gatekeeping

The PsyD program is governed primarily by the core program faculty together with designated program leadership. Core faculty hold primary responsibility for the development, implementation, oversight, and evaluation of the doctoral program in health service psychology. Consistent with their role in maintaining program quality and protecting the public, core faculty are principally responsible for decisions related to curriculum, admissions, candidate progress review, annual evaluation, remediation, internship readiness, degree progression, and recommendation for degree completion and graduation.

Program leadership roles support the implementation of these responsibilities. The Program Director provides overall academic and administrative leadership for the program and helps ensure consistency across policies, curriculum, public disclosures, and candidate progression processes. The Director of Clinical Training provides leadership for practicum and internship training, site approval and oversight, clinical readiness review, and internship approval processes. The Associate Program Director and other designated leaders may assist with program operations, candidate review, advising coordination, assessment oversight, and implementation of program procedures as assigned by the program.

Adjunct faculty, experimental faculty, affiliated faculty, and other contributors may participate in teaching, supervision, mentoring, committee service, or other designated roles that support the program's training mission. These faculty members may provide important expertise and contribute to candidate development, but they do not replace the primary governance and gatekeeping responsibilities of the core program faculty. When adjunct, experimental, or affiliated faculty provide input relevant to candidate progress, clinical performance, or professionalism, that input may be considered by the core faculty or designated program leadership in formal review and progression decisions.

Because doctoral training in health service psychology includes evaluative and gatekeeping responsibilities, faculty review of candidate performance may include academic, clinical, scholarly, ethical, and professional functioning. Program decisions are made developmentally and with attention to candidate support, fairness, due process, client welfare, and readiness for increased levels of responsibility. Students should understand that successful progression in the program depends not only on course completion, but also on satisfactory development across the broader domains of doctoral training evaluated by the program.

Chapter 1. Program of Study and Curriculum

1.1 Program Overview

The Doctor of Psychology (PsyD) Program in Health Service Psychology is full-time and delivered in person. The curriculum is sequential, integrated, and graded in complexity. The program uses a combined clinical-school model. Its curriculum, practicum sequence, supervision model, and competency evaluation system are intentionally designed to integrate clinical and school psychology across assessment, intervention, consultation, supervision, prevention, systems work, and interprofessional practice. The program does not treat clinical and school training as separate tracks; rather, candidates complete a unified sequence of doctoral preparation that prepares them for broad entry-level practice in health service psychology across child, family, school, healthcare, and community contexts.

Students complete three years of full-time academic coursework and supervised practicum training, followed by an approved internship in the fourth year. The doctoral culminating project begins in Year 3 and may continue into Year 4 if not completed by the end of Year 3. Together, these training experiences are intended to support progressive development in discipline-specific knowledge, profession-wide competencies, ethical and professional practice, and readiness for entry-level work in health service psychology.

1.2 Program Structure and Time to Degree

The approved Doctor of Psychology (PsyD) Program in Health Service Psychology requires a minimum four-year, full-time sequence of study and 130 total credit hours. Students complete three years of full-time academic coursework and supervised practicum training, followed by an approved internship in the fourth year. The doctoral culminating project begins in Year 3 and may continue into Year 4 if not completed by the end of Year 3. The doctoral culminating project may be completed as either a Capstone Project or a Dissertation. The doctoral degree is awarded only after successful completion of all program requirements, including internship.

Students begin the doctoral culminating project sequence in the third year through PSYC 798F Capstone Project/Dissertation Proposal and PSYC 798S Capstone Project/Dissertation Completion. Students are expected to make timely progress toward completion of the Doctoral culminating project before internship. However, when the doctoral culminating project is not completed by the end of the third year, approved continuation into the fourth year may occur consistent with program policy, faculty supervision availability, and degree-completion requirements. Approved continuation into the fourth year does not waive any program, graduation, or final-submission requirements.

Students must complete at least three full-time academic years of graduate study before the doctoral degree is awarded. Consistent with APA doctoral residency expectations, candidates complete at least two of the three academic training years within the Francis Marion University PsyD program, and at least one full-time academic year in residence at Francis Marion University. Students must complete the degree within six years and must maintain a cumulative graduate GPA of at least 3.0.

1.3 Admissions Information

The PsyD program uses a holistic admissions process designed to identify applicants who show academic preparation, professional promise, interpersonal readiness, and fit with the program's training model and mission. Admissions practices are intended to be consistent with the program's aim of preparing candidates for broad and general doctoral training in health service psychology through a combined clinical-school model.

Applicants must have earned an undergraduate degree from a regionally accredited institution, as evidenced by official transcript(s). Transcripts are reviewed for overall academic preparation and relevance to graduate study in psychology. Applicants should present a cumulative grade point average of 3.0 or higher in undergraduate and graduate coursework completed at the time of application. A 3.0 GPA is recommended rather than guaranteed as an admissions threshold. The GRE is not required for admission. Applicants may submit GRE scores as optional supplemental information, and scores will be considered if provided.

Applicants must have completed the following prerequisite coursework from an accredited institution:

- ☐ one semester of general biology
- ☐ one semester of behavioral statistics
- ☐ one semester of general psychology
- ☐ one semester of developmental psychology

Applicants must submit all materials required by the current university and program admissions process. Required materials include:

- ☐ the graduate application and nonrefundable graduate application fee
- ☐ official transcripts from all undergraduate and graduate institutions attended
- ☐ two letters of recommendation from former professors or professional supervisors who can attest to the applicant's academic potential, with letters from faculty members in academic settings preferred
- ☐ a personal statement, generally 500 to 750 words in length, indicating the applicant's interests in applied psychology, career goals, and reasons for seeking admission to the PsyD program
- ☐ any additional materials required by the current admissions cycle
- ☐ optional GRE scores, if the applicant chooses to submit them

Completed applications are reviewed for merit by the Department of Psychology Graduate Committee. Determination of merit is based on consideration of all components of the application packet. In the first step of the admissions process, consideration is given to both the merit of each application received and the number of available program slots at the time of application. Selected applicants may be invited to interview as part of the admissions review process. Interview performance is considered together with all other components of the completed application. Offers of admission are based on a holistic review of the completed application and interview performance, when applicable.

To be guaranteed timely consideration for admission, applicants should submit all required materials no later than February 1. Application materials received after the application deadline may still be considered, contingent on the availability of positions within the program. Only completed applications will be reviewed unless the current admissions process expressly

allows otherwise. Applicants and prospective candidates must use the current official program website and university admissions materials for the most up-to-date instructions, requirements, and deadlines.

Admission to the PsyD program is competitive. Meeting recommended or minimum qualifications does not guarantee admission. The program may consider academic history, writing quality, fit with the program, interpersonal readiness, relevant experience, recommendations, and interview performance when applicable. The program is committed to fair admissions practices and does not discriminate based on protected characteristics under applicable law and university policy.

1.4 Approved Plan of Study

Students are expected to follow the published Program of Study unless a formal change is approved through program and university procedures. The approved Program of Study and prescribed course sequence identify the standard order in which required courses, practica, benchmark activities, doctoral culminating project work, and internship are completed. These materials help candidates understand how required courses support discipline-specific knowledge, profession-wide competencies, and progression through the program.

The prescribed course sequence should be reproduced in the handbook exactly as approved, using the same course numbers, titles, and credit hours as the current Program of Study. If the sequence is revised through approved program and university procedures, the revised Program of Study controls. Students are responsible for using the current approved version when planning registration, benchmark timing, practicum readiness, internship application, and graduation.

Table 1.1 Prescribed Course Sequence Table[1]

Year	Fall Semester	Spring Semester	Summer Semester
1	**PSYC 501:** Principles of Applied Behavior Analysis (3 credits) **PSYC 606:** Psychoeducational Assessment: Intelligence, Ability, and Achievement Testing (3 credits) **PSYC 615:** Child/Adolescent Psychopathology (3 credits) **PSYC 610:** Interviewing, Observation, and Case Formulation (3 credits) **PSYC 650:** Foundations of School Psychology: History, Ethics, and Legal Issues (3 credits) **PSYC 600A:** Professional Psychology Practicum (1 credit)	**PSYC 604:** Behavioral Assessment and Intervention (3 credits) **PSYC 616:** Psychoeducational Assessment: Diagnosis of Learning and Behavior Disorders (3 credits) **PSYC 620:** Psychopathology (3 credits) **PSYC 636:** Individual Counseling and Psychotherapy (3 credits) **PSYC 600B:** Psychological Assessment Practicum (1 credit)	**PSYC 503:** Ethics and Professional Practice in Applied Behavior Analysis (3 credits) **PSYC 601:** Psychology of Autism, Intellectual, and Neurodevelopmental Disabilities (3 credits) **PSYC 634:** Developmental Psychology (3 credits) **PSYC 635:** Learning and Cognition (3 credits) **PSYC 600C:** Psychological Consultation/Intervention Practicum (1 credit)
2	**PSYC 574:** Advanced Applications of Applied Behavior Analysis (3 credits) **PSYC 639:** Career and Lifestyle Counseling: Theory and Practice (3 credits) **PSYC 674:** Academic Assessment and Intervention: Literacy (3 credits) **PSYC 646:** Advanced Topics in Child and Adolescent Assessment and Diagnosis (3 credits) **PSYC 651:** Professional/Ethical Issues in Counseling Psychology (3 credits) **PSYC 700B:** Advanced Psychological Assessment Practicum (1 credit)	**PSYC 631:** Psychological Assessment: Personality and Psychopathology (3 credits) **PSYC 632:** Quantitative Psychology and Research Methods (3 credits) **PSYC 725:** Integrated Behavioral Health Psychology (3 credits) **PSYC 774:** Academic Assessment and Intervention: Mathematics (3 credits) **PSYC 700B:** Advanced Psychological Assessment Practicum (1 credit)	**PSYC 504:** Contemporary Topics and Applications of Applied Behavior Analysis (3 credits) **PSYC 505:** Theoretical and Conceptual Foundations of Behavior Analysis (3 credits) **PSYC 602:** Biological Basis of Behavior (3 credits) **PSYC 740:** Training & Supervision: The Expanding Role of Health Service Psychologists (3 credits) **PSYC 700C:** Advanced Psychological Consultation/ Intervention Practicum (1 credit)
3	**PSYC 502:** Research Methods in Applied Behavior Analysis (3 credits) **PSYC 643:** Couple and Family Therapy (3 credits) **PSYC 644:** Substance Abuse Counseling (3 credits) **PSYC 703:** Counseling for Social Justice and Diversity (3 credits) **PSYC 798F:** Capstone Project/Dissertation Proposal (1 credit) **PSYC 700C:** Advanced Psychological Consultation/ Intervention Practicum (1 credit)	**PSYC 633:** Group Counseling and Psychotherapy (3 credits) **PSYC 649:** Psychological Consultation in Schools and Agencies (3 credits) **PSYC 714:** Child/Adolescent Counseling and Therapy (3 credits) **PSYC 715:** Pediatric Health Psychology (3 credits) **PSYC 798S:** Capstone Project/Dissertation Completion (1 credit) **PSYC 700E:** Integrated Pre-Internship Practicum (1 credit)	**PSYC 605:** Personality and Social Psychology (3 credits) **PSYC 735:** Advanced Integrated Behavioral Health Psychology (3 credits) **PSYC 750:** History and Systems in Psychology (3 credits) **PSYC 759:** School-Wide Prevention, Intervention, and Crisis Programs (3 credits)
4	**PSYC 799F:** Internship (3 credits)	**PSYC 799S:** Internship (3 credits)	—

[1] Students are expected to follow this sequence unless a formal exception or individualized plan is approved through program and university procedures. The PsyD program is a full-time, in person doctoral program, and this table should be read together with the current Program of Study and handbook policies.

1.5 Discipline-Specific Knowledge and Profession-Wide Competencies

Students are trained and evaluated in the discipline-specific knowledge areas required for doctoral education in health service psychology and in the required profession-wide competencies. The discipline-specific knowledge base includes history and systems of psychology; the basic content areas in scientific psychology, including affective, biological, cognitive, developmental, and social aspects of behavior; advanced integrative knowledge in scientific psychology; and research methods, statistical analysis, and psychometrics.

Students are also trained and evaluated in the nine profession-wide competencies required in doctoral education in health service psychology: research; ethical and legal standards; individual and cultural diversity; professional values, attitudes, and behaviors; communication and interpersonal skills; assessment; intervention; supervision; and consultation and interprofessional or interdisciplinary skills.

The official DSK table, official PWC table, and Minimum Levels of Achievement Summary Table are provided in the appendices. These materials document how required training activities, evaluation tools, and minimum levels of achievement are mapped to APA-required knowledge areas and competencies. For each DSK area, minimum level of achievement is defined as both: (a) a final course grade of B or higher, and (b) a score of at least 80% on the designated DSKa-ligned assignment(s) or exam component(s) identified in the course syllabus for that knowledge area. For each profession-wide competency, the program defines stage-specific minimum levels of achievement on the applicable competency evaluation forms. Students must earn ratings at or above the designated developmental benchmark for each required element at the conclusion of each training year in order to progress.

Supplemental crosswalks or planning tools may also be provided for reference, but they do not replace the official DSK table, official PWC table, or the official Minimum Levels of Achievement Summary Table.

1.6 Transfer Credit

Because doctoral training in health service psychology is developmental, sequential, and integrated across coursework, practica, internship, and the doctoral culminating project, transfer credit is reviewed on an individual basis. Doctor of Psychology candidates may request to transfer in up to 20 percent of the credit hours required for the degree from institutions accredited by recognized accrediting bodies approved by the U.S. Department of Education, the Council for Higher Education Accreditation, or equivalent international organizations. All transfer credits are subject to review and approval by the program director and must be verified by an official transcript from the institution where the graduate study was undertaken.

No graduate coursework may be transferred for which grades lower than a B were earned, and grades transferred from other institutions will not be included in the candidate's Francis Marion University graduate GPA. No credit will be transferred for correspondence courses or courses taught on a pass/fail or satisfactory/unsatisfactory grading scale. Grades of S, U, P, or F will not be accepted.

Transfer credit is not awarded for practicum coursework, internship, other clinical field experiences, or the doctoral culminating project, including either the Capstone Project or the Dissertation. Approval of transfer credit does not waive residency requirements, does

notshorten the required sequence of doctoral training, and does not guarantee a reduced time to degree. When approved, transfer credit may reduce a candidate's course load in a given term, but candidates must still complete all required program milestones and training expectations. Final decisions regarding transfer credit are made by the program in accordance with university policy.

1.7 Course Repetition

Progression policies in the PsyD program comply with the FMU catalog for graduate programs. To progress successfully through the PsyD program, the candidate must complete the degree within the program's maximum time limit, maintain a cumulative graduate GPA of at least 3.0, and meet all course-specific and program-specific minimum levels of achievement for required coursework, practica, internship, and the doctoral culminating project.

Students may retake one didactic course with program approval. Practicum and internship coursework may not be retaken except as permitted by program policy. Repetition of coursework may affect sequence planning, benchmark timing, practicum readiness, internship eligibility, and time to degree.

1.8 Registration and Enrollment Expectations

The Doctor of Psychology (PsyD) Program in Health Service Psychology is a full-time, in-person doctoral program. Students are expected to follow the approved sequence of training unless a formal exception or individualized plan is approved through program and university procedures. This sequence should be read together with the current Program of Study and applicable handbook policies.

Students are expected to remain continuously enrolled in the approved sequence of training unless an approved leave of absence or other formal exception is granted. Because required PsyD courses are generally offered on a fixed sequence and many are offered only once each academic year, failure to complete a required course, withdrawal from a required course, or unapproved deviation from the sequence may delay progression, practicum readiness, internship eligibility, and graduation. Students must discuss any proposed deviation from the approved sequence with their academic advisor and obtain all required program and university approvals. Students are responsible for monitoring their progress through the program and for using the approved Program of Study, course sequence table, and other current planning tools to track degree requirements and benchmark timing.

1.9 Tuition, Fees, and Financial Responsibility

Students are responsible for paying all tuition, fees, and related educational expenses associated with enrollment in the PsyD program. Francis Marion University establishes tuition and mandatory university fees, which may change from year to year. Current university tuition and fee schedules control.

In addition to tuition and mandatory university fees, PsyD candidates may incur program-related expenses such as books, course materials, liability insurance, background checks, practicum- or internship-related expenses, professional memberships, conference attendance, testing or technology subscriptions, doctoral culminating project expenses, graduation-related fees, and licensure-preparation costs. Students are responsible for

planning for both university charges and program-related expenses. Questions about billing, payment deadlines, refunds, and account balances should be directed to the appropriate university office. Questions about program-specific expenses may be directed to the PsyD program.

1.10 Program-Specific Training Expenses

In addition to tuition and mandatory university fees, candidates may be responsible for program-specific expenses associated with assessment training, protocol use, test-material access, scoring platforms, practicum and internship preparation, liability insurance, and other training requirements. Current amounts, procedures, and payment expectations are maintained through official university or program communications and may change over time. Students are responsible for reviewing and responding to these communications promptly.

1.11 Residency Classification for Tuition Purposes

Tuition classification as an in-state or out-of-state candidate is determined by Francis Marion University under current residency policies and procedures. Students who wish to seek in-state residency classification for tuition purposes are responsible for reviewing current eligibility requirements, deadlines, documentation rules, and appeal procedures through the appropriate university office. University residency policies and decisions control tuition classification. This handbook does not replace those policies.

For more information regarding residency tuition laws and regulations, you should consult the Graduate Office and the Admissions Office, and you also may refer to the Commission on Higher Education's website (www.che.sc.gov).

1.12 Financial Aid, FAFSA, and Assistantship Support

Students seeking federal financial aid should complete the Free Application for Federal Student Aid and any additional university financial aid requirements by current deadlines. Eligibility, verification, awards, satisfactory academic progress, and disbursement are governed by current federal requirements and university financial-aid policies. Students are responsible for monitoring deadlines, submitting required materials, and communicating with the appropriate university financial aid office regarding aid questions.

Students interested in assistantships, scholarships, or other support should use current university and program materials for availability, eligibility, application procedures, and deadlines. Where assistantship or scholarship support is offered, such support is governed by current university and program requirements and is not guaranteed unless expressly awarded.

1.13 Outside Employment and Outside Professional Activity

The Doctor of Psychology (PsyD) Program in Health Service Psychology is full-time and delivered in person, with a fixed developmental sequence of coursework, practicum, benchmark review, doctoral culminating project requirements, and internship preparation. Because required activities often occur during daytime business, school, clinic, or hospital hours, full-time outside employment is typically not feasible.

Students who engage in outside employment, contract work, or other substantial outside professional activity remain fully responsible for meeting all academic, clinical, benchmark, advising, documentation, and professional requirements of the program. Outside employment or professional activity must not interfere with coursework, practicum, supervision, internship readiness, required meetings, timely documentation, or other program responsibilities.

The program may require a candidate to modify, reduce, or discontinue outside employment or outside professional activity when it interferes with training quality, progression, professionalism, client welfare, or timely completion of program requirements.

Chapter 2. Technical Standards / Essential Functions

2.1 Overview

The Doctor of Psychology (PsyD) Program in Health Service Psychology requires that candidates possess and maintain the essential abilities, attributes, and functioning needed to complete doctoral training in a safe, ethical, responsible, and effective manner. These Technical Standards, sometimes referred to as Essential Functions, are not intended to discourage applicants or candidates from seeking admission, accommodations, or support. Rather, they identify the core capacities required for admission, progression, practicum and internship participation, doctoral culminating project completion, internship approval, and graduation.

These standards are consistent with the program's responsibility to prepare candidates for doctoral-level education and training in health service psychology, protect client welfare, support sound professional judgment, and ensure fair and developmentally appropriate evaluation across academic, clinical, scholarly, and professional settings.

2.2 Applicability of Technical Standards

These Technical Standards apply to applicants for admission and to enrolled candidates throughout all phases of doctoral training. Students must be able to satisfy these standards, with or without reasonable accommodation, in order to be admitted to the program, to continue in good standing, to participate in practicum and internship training, and to complete the PsyD degree.

The program evaluates candidate performance developmentally and in context. The existence of a disability, health condition, mental health condition, or other personal challenge does not by itself mean that a candidate cannot meet these standards. However, candidates must be able to perform the essential functions of doctoral training in a manner that is safe, ethical, timely, and consistent with professional expectations.

2.3 Relationship to Non-Discrimination and Reasonable Accommodation

Francis Marion University and the PsyD program are committed to equal educational opportunity, non-discrimination, and reasonable accommodation for qualified individuals with disabilities in accordance with applicable law and university policy. The program does not discriminate on the basis of disability or other protected characteristics.

Students who seek disability-related accommodations must use the university's established procedures through the appropriate campus office. The program does not independently determine disability status or approve accommodations outside that process. Reasonable accommodations may support access to training, but they do not eliminate or substantially alter the essential academic, clinical, ethical, interpersonal, or professional requirements of the PsyD program.

2.4 Ethical and Professional Conduct Functions

Students must be able to demonstrate the ethical and professional conduct required for doctoral training in health service psychology. This includes the ability to:

- understand and follow the APA Ethical Principles of Psychologists and Code of Conduct, applicable law, university policy, site policy, and program policy;
- act with honesty, integrity, accountability, and appropriate respect for confidentiality, privacy, and professional boundaries;
- use sound judgment in academic, clinical, research, and professional settings;
- respond responsibly to risk, safety, supervision, and reporting obligations; and
- conduct oneself in a manner consistent with the welfare of clients, classmates, supervisors, faculty, staff, and the public.

Students must also be able to refrain from behavior that is exploitative, deceptive, unsafe, abusive, discriminatory, or otherwise incompatible with the ethical practice of health service psychology.

2.5 Cognitive and Academic Functions

Students must be able to perform the cognitive and academic functions required for doctoral-level training. This includes the ability to:

- comprehend, retain, integrate, and apply complex information from coursework, supervision, research, clinical documentation, and professional literature;
- engage in critical thinking, clinical reasoning, and scholarly analysis;
- synthesize information from multiple sources and use it to guide professional decision-making;
- learn effectively through multiple modalities, including classroom instruction, supervision, small-group discussion, independent reading, scholarly writing, direct observation, case review, and technology-based learning systems;
- complete required written, oral, and applied academic work with sufficient accuracy, clarity, and timeliness; and
- manage the volume, pace, and complexity of doctoral training responsibilities.

2.6 Communication Functions

Students must be able to communicate effectively, professionally, and appropriately in academic, clinical, supervisory, research, and interprofessional settings. This includes the ability to:

- comprehend and produce spoken, written, and professional communication with sufficient clarity and accuracy for doctoral training;
- gather, document, interpret, and communicate information in a manner appropriate to the training setting and audience;
- participate effectively in supervision, consultation, classroom discussion, and case-based communication;
- communicate respectfully and professionally with clients, families, classmates, faculty, supervisors, staff, and other professionals; and
- use communication in ways that support ethical practice, accurate documentation, informed professional judgment, and effective collaboration.

When communication-related accommodations are appropriate and approved through university procedures, they must function in a way that supports access without fundamentally altering the essential requirements of training.

2.7 Interpersonal and Relational Functions

Students must be able to develop and maintain appropriate professional relationships in a range of training settings. This includes the ability to:

- interact respectfully, appropriately, and effectively with clients, families, peers, faculty, supervisors, staff, and community partners;
- participate collaboratively in supervision, consultation, classroom learning, and interprofessional activities;
- understand and appropriately manage the power, trust, and responsibility inherent in professional roles;
- receive, integrate, and appropriately respond to feedback;
- provide feedback and engage in disagreement or conflict in a respectful and professionally appropriate manner; and
- demonstrate empathy, perspective-taking, and professional regard for persons with backgrounds, values, identities, and lived experiences different from one's own.

2.8 Emotional, Behavioral, and Self-Regulation Functions

Students must possess sufficient emotional and behavioral stability to participate safely, ethically, and effectively in doctoral training. This includes the ability to:

- manage stress, workload, uncertainty, interpersonal challenge, and emotionally demanding training experiences with sufficient stability and responsibility;
- regulate emotional and behavioral responses in ways that support safe and effective functioning;
- maintain judgment, reliability, and professionalism under typical conditions of doctoral training;
- monitor one's own functioning and seek help, consultation, or support when needed;
- accept responsibility for one's behavior and functioning; and
- modify behavior appropriately in response to supervision, feedback, correction, or changing professional demands.

Students are not expected to be free from stress, personal difficulty, or emotional challenge. However, they must be able to function with sufficient responsibility, self-awareness, and responsiveness to support to meet training requirements safely and professionally.

2.9 Observation, Perception, and Information-Processing Functions

Students must be able to obtain, interpret, and use information needed for academic, clinical, and professional functioning. This includes the ability to:

- attend to verbal, nonverbal, written, behavioral, emotional, and contextual information relevant to assessment, intervention, consultation, supervision, and research;

- observe and interpret information accurately enough to support training-appropriate professional decision-making;
- review records, test materials, written products, and other sources of information with sufficient attention and accuracy; and
- use technology, data systems, and training tools appropriately and responsibly when required in coursework, research, practicum, internship, and program communication.

2.10 Task Management, Reliability, and Professional Responsibility

Students must be able to meet the organizational and responsibility demands of doctoral training. This includes the ability to:

- attend required classes, meetings, supervision, clinical placements, examinations, and other training activities;
- prepare adequately for academic, clinical, and scholarly responsibilities;
- complete documentation, assignments, evaluations, forms, and other required tasks accurately and on time;
- manage multiple responsibilities across academic, clinical, scholarly, and administrative domains;
- follow policies, procedures, and site requirements; and
- maintain professional reliability in attendance, communication, recordkeeping, and follow-through.

2.11 Diversity, Inclusion, and Work With Diverse Populations

Consistent with doctoral training in health service psychology, candidates must be able to work effectively and professionally with individuals and groups whose identities, backgrounds, worldviews, values, or life experiences differ from their own. Students must be able to:

- engage in self-reflection regarding personal values, assumptions, biases, and reactions;
- participate in diversity-related learning and supervision;
- provide or support professionally appropriate services to clients placed in their care;
- interact respectfully and professionally with diverse peers, faculty, staff, and community members; and
- work developmentally toward culturally responsive, respectful, and contextually informed professional practice.

Students do not have the option to refuse to develop professional competence with particular populations because of personal attitudes, beliefs, or value conflicts. When such tensions arise, the program uses a developmental training approach that supports growth, supervision, reflection, and professionally competent practice.

2.12 Review of Technical Standards During Training

Technical Standards are relevant at admission and throughout all phases of the program. Questions about a candidate's ability to meet these standards may arise in connection with coursework, practicum, internship, research, professionalism review, remediation, annual review, due process, or other program processes.

When concerns arise, the program will review the matter using applicable handbook provisions and university procedures. Depending on the nature of the concern, the response may include advising, supportive consultation, referral for university accommodation review, developmental guidance, increased monitoring, remediation, probation, temporary interruption of clinical activity, leave, or dismissal.

2.13 Student Responsibility

Students are responsible for monitoring their ability to meet the Technical Standards of the program and for seeking appropriate support, accommodation, consultation, or guidance when questions arise regarding their functioning. Students are encouraged to raise concerns early, especially when health, disability, personal stress, or other circumstances may affect academic, clinical, or professional performance.

Seeking support is viewed as a responsible professional action. However, candidates remain responsible for meeting program requirements unless and until an accommodation, leave, or other formal adjustment has been approved through the appropriate process.

2.14 Relationship to Other Policies

This chapter describes the essential functions required for participation in the PsyD program. It should be read together with other applicable sections of this handbook, including professional standards and conduct, candidate evaluation and progress review, candidate rights and due process, candidate support and accessibility, clinical training policies, remediation procedures, and dismissal procedures. University policies related to disability accommodations, non-discrimination, Title IX, and candidate conduct also apply where relevant.

Chapter 3. Clinical Training

3.1 Overview of Clinical Training

Clinical training is a core part of the PsyD program. Through practicum and internship training, candidates apply classroom learning, develop competence in assessment, intervention, consultation, supervision, and interprofessional practice, and prepare for entry-level work in health service psychology. Clinical training is sequential, cumulative, and graded in complexity. Clinical training experiences are designed to support broad and general preparation in health service psychology through the program's combined clinical-school model and to promote progressive development of profession-wide and program-specific competencies.

Clinical training is governed by this handbook together with the current approved practicum and internship contracts, benchmark forms, competency evaluation forms, remediation policies, and other official program documents. Where the handbook provides general policy and a current approved practicum or internship contract provides more specific operational requirements for a particular placement, the current approved contract controls that placement.

3.2 Use of Trainee Titles

Students must accurately represent their training status in all clinical, academic, public, digital, and professional settings. Students must use trainee titles appropriate to their role, such as practicum candidate, psychology trainee, intern, or other approved designation, and may not represent themselves as licensed psychologists or as functioning independently.

3.3 Practicum Training Sequence

Practicum experiences occur during the first three years of training and support progressive development in professional practice, assessment, consultation, intervention, and readiness for internship. Required practicum courses are PSYC 600A, PSYC 600B, PSYC 600C, PSYC 700B, PSYC 700C, and PSYC 700E.

Practicum training is structured to match the candidate's stage of training and to provide progressively greater responsibility under supervision. Early practica emphasize professional role development, observation, foundational applied skills, and beginning clinical documentation. Later practica emphasize increasing competence in assessment, intervention, consultation, case conceptualization, interdisciplinary collaboration, and readiness for advanced doctoral training.

Students should understand that practicum training often requires availability during normal daytime business, clinic, hospital, or school hours and may limit outside scheduling flexibility. Students are responsible for planning accordingly so that practicum obligations, supervision, direct observation, documentation, and related training activities can be completed as required. Failure to meet practicum scheduling, attendance, documentation, supervision, or professional participation requirements may affect readiness for continued practicum training, internship eligibility, and timely progression through the program.

Students are evaluated throughout practicum training through direct observation where required, supervisor feedback, formal competency-based evaluations, review of required documentation and work samples, and assessment of professional behavior, ethical practice, and responsiveness to supervision. Satisfactory progress in practicum is required for continued progression in clinical training and for internship readiness.

3.4 Practicum Site Approval and Oversight

Students may not begin practicum training or log practicum hours until the placement has been approved by the program, a fully executed practicum contract is on file, and all required site onboarding procedures have been completed. Unless the program approves a different timeline in writing, the completed practicum contract must be submitted by the deadline established in current program procedures.

In reviewing a practicum placement, the program considers the fit between the site's services and the program's training goals; the breadth and depth of training opportunities; the populations served; the qualifications of the proposed supervisors; the site's infrastructure and capacity to support training; the availability of appropriate supervision and direct observation; and the degree to which the placement supports progressive development in assessment, intervention, consultation, professionalism, and related competencies appropriate to the candidate's level of training.

Approved practicum sites should provide a planned, supervised training experience that is consistent with health service psychology and with the program's aims. Approved settings may include school districts and systems, clinics, hospitals and medical centers, community mental health centers, university counseling centers, independent practices, and other approved service settings.

The program monitors practicum-site quality through contracts, review of supervisor credentials, review of required evaluations and documentation, communication with sites, and other program-approved quality-assurance procedures. The program may discontinue or decline to renew a site when the site no longer provides training experiences, supervision, documentation, or professional conditions that are adequate for doctoral practicum training.

3.5 Practicum Contracts and Required Documentation

The practicum contract documents the training relationship among the candidate, the practicum site, the university, and the Primary Psychology Supervisor of Record. The contract specifies the practicum course, the period of training, supervisory structure, required supervision, direct observation expectations, site responsibilities, candidate responsibilities, and other placement-specific conditions.

Students are responsible for maintaining accurate records of practicum hours, supervision, evaluations, and other required documentation. Students must complete all required site orientation and onboarding procedures before beginning services at the practicum site. Students must also maintain any other required documentation identified by the site, the contract, the program handbook, portfolio requirements, or related program procedures.

The practicum candidate may not be used in place of professional staff personnel and may practice only within the scope of training, supervision, and responsibilities authorized under

the practicum agreement and applicable law. The candidate must be identified accurately to clients and other professionals as a psychology practicum trainee, practicum candidate, or other approved trainee role and not as an independently licensed psychologist.

3.6 Supervision Structure and Supervisor Qualifications

All practicum candidates must receive regular supervision from a licensed doctoral-level psychologist who is clearly designated as the Primary Psychology Supervisor of Record. The Primary Psychology Supervisor of Record assumes clinical responsibility for the psychological services provided under the agreement, including oversight of assessment, intervention, documentation, and risk management.

Practicum supervision must occur at a minimum ratio of one hour of supervision for every ten hours on site, and practicum candidates must receive not less than one hour of supervision each week from the Primary Psychology Supervisor of Record or as otherwise specified in the current practicum contract. Supervision may occur in person or through approved synchronous audio-video methods when consistent with program policy, site policy, and applicable law.

If supplemental or delegated supervision is provided by another qualified professional, that supervision occurs under the authority and oversight of the Primary Psychology Supervisor of Record. Other licensed mental health professionals may participate in supplemental or cosupervisory roles when approved, but they may not serve as the primary or sole supervisor of record for a doctoral practicum experience intended to satisfy PsyD training requirements.

The Primary Psychology Supervisor of Record retains ultimate clinical responsibility for supervised psychological services, including review and approval of clinical documentation, assessment reports, intervention plans, and formal evaluations as required by the practicum agreement and site policy. Supervision should include review of clinical work, case conceptualization, treatment or intervention planning, documentation, risk assessment and management, ethical and legal guidance, and feedback intended to support progressive competency development. In addition to formal evaluation points, candidates should expect ongoing formative feedback during training.

3.7 Direct Observation Requirements

Formal evaluation of practicum performance must be based in part on direct observation of the candidate's clinical work. Direct observation may include live in-person observation, live synchronous audio-video observation, or review of audio-video recordings when permitted by law, site policy, and program policy. Audio-only review is not ordinarily sufficient except in rare, documented circumstances approved by the program and consistent with applicable requirements.

At minimum, each formal practicum evaluation period must include direct observation sufficient to contribute meaningfully to the evaluation of competencies relevant to that practicum placement. The supervisor responsible for the formal evaluation must base part of that evaluation on direct observation conducted directly or reviewed under appropriate supervisory authority.

Direct observation of internship performance must also occur when required by the internship site, the internship contract, applicable accreditation expectations, or program policy. Internship evaluation must be informed, at least in part, by direct observation of the intern's clinical work.

3.8 Telesupervision Policy and Documentation

Telesupervision may be used only when permitted by program policy, site policy, and applicable law or regulation. Any telesupervision must occur through secure, synchronous audio-video technology and must be documented clearly in supervision records.

At the practicum level, telesupervision may not account for more than 50 percent of the minimum required supervision at a given practicum site and ordinarily may not be used until the candidate has completed the first intervention practicum experience and demonstrated sufficient readiness for this supervision modality. The program must determine that the use of telesupervision is appropriate for the candidate's stage of training and the nature of the services provided.

When telesupervision or other electronically mediated methods are used in clinical training, the site and the program must protect privacy, confidentiality, secure communication, and professional boundaries and must follow applicable ethical, legal, institutional, and sitespecific requirements. More detailed operational procedures may be provided in practicum and internship contracts, course materials, clinic procedures, telehealth procedures, or other current program documents.

3.9 Hour Requirements and Hour Tracking

Students must meet the practicum, internship, and documentation requirements established by the program, the site, and the relevant contract. Students must keep accurate, timely, and complete records of hours and activities in the format required by the program and, when applicable, by the site.

Students must distinguish among direct service, indirect service, supervision, didactics, and other professional activities as required by the relevant contract or tracking system. Where applicable, candidates must also distinguish between in-person and telesupervision formats and between in-person and other forms of service delivery.

Hours may be counted only for activities that are authorized under the candidate's level of training, the approved placement, the current contract, and applicable law and policy. Students are responsible for the accuracy of their records and for prompt correction of any identified error or discrepancy.

3.10 Clinical Readiness Expectations

Students are expected to enter each practicum and internship experience with the level of knowledge, professionalism, ethical awareness, and supervision responsiveness appropriate to their stage of training. Students are expected to practice only within the scope of training, supervision, and responsibilities approved by the program and the site.

Students are expected to demonstrate professional behavior in scheduling, attendance, communication, case preparation, documentation, confidentiality, respect for clients and

colleagues, and responsiveness to feedback. Students are also expected to disclose clinically relevant concerns, errors, risk issues, and supervision needs in a timely manner and to seek immediate supervision for emergent or high-risk situations through established site procedures.

3.11 Pre-Internship Preparation

Students are expected to begin preparing for internship well before the application cycle opens. Preparation may include attending required program orientations or meetings, reviewing internship expectations, updating application materials, consulting with the academic advisor and Director of Clinical Training, participating in professional development activities, and reviewing site policies and training expectations.

Students are responsible for understanding the relationship between internship structure, accreditation status, licensure planning, and the program's progression requirements. Students should review the licensure requirements of any jurisdiction in which they may later seek licensure and should discuss internship planning with the program before applying to sites that may create portability or licensure limitations.

3.12 Internship Readiness Criteria

Students may apply for internship only when the program determines that they are ready for advanced doctoral training. Internship readiness review considers the candidate's academic standing, practicum performance, profession-wide competency development, direct observation-based evaluations, benchmark performance, comprehensive examination status, portfolio completion, doctoral culminating project status as required by program policy, professionalism, ethical conduct, and completion of required documentation.

Approval to seek internship is not automatic and must be formally granted by the program. The program may delay or deny internship application approval when a candidate has unresolved academic, clinical, ethical, professionalism, documentation, remediation, or benchmark concerns that raise questions about readiness for doctoral internship training.

3.13 Internship Application and Approval Expectations

Internship is the culminating supervised clinical training experience of the doctoral program. Consistent with national expectations for doctoral training in health service psychology, candidates are expected to apply for, and to the extent possible complete, internships that are accredited by the American Psychological Association or the Canadian Psychological Association.

The program may also approve internships that are not APA- or CPA-accredited, including APPIC-member internships and, in limited circumstances, other non-accredited doctoral internship sites, when the program determines in advance that the site provides training of sufficient quality and appropriate documentation for doctoral internship training in health service psychology. Any internship that is not APA- or CPA-accredited requires prior written approval from the program before the candidate applies to, ranks, accepts, or begins training at that site.

In selecting internship sites, candidates are expected to evaluate the quality, scope, and appropriateness of the training opportunity. Relevant considerations include, but are not limited to, the breadth and depth of clinical experiences; populations served; quality and availability of supervision; didactic training and professional development opportunities; opportunities for consultation and interdisciplinary collaboration; quality of evaluation procedures; and the extent to which the site supports the candidate's professional goals and anticipated licensure pathway.

For any internship site that is not APA- or CPA-accredited, the program will determine whether the site satisfies program requirements for an acceptable doctoral internship. In making this determination, the program will review whether the site provides:

(1) an appropriate and clearly defined training plan;
(2) training activities that are planned, programmed, sequential, cumulative, and appropriate for internship-level practice in health service psychology;
(3) supervision by qualified licensed psychologists;
(4) regular and formal written evaluation of trainee performance;
(5) adequate documentation and verification of training experiences and hours;
(6) a professional, ethical, and developmentally appropriate training environment;
(7) evidence of how interns demonstrate competency at the appropriate level; and
(8) training experiences that are consistent with the candidate's educational needs, program competencies, and intended licensure pathway.

Approval of an internship by the program does not constitute a guarantee that the internship will satisfy licensure requirements in every state or jurisdiction. Students are responsible for reviewing licensure requirements in any jurisdiction in which they may later seek licensure and for consulting with the program regarding portability and licensure implications before ranking, accepting, or beginning an internship that is not APA- or CPA-accredited or that uses a school-based 10-month, 1,500-hour structure.

3.14 Internship Structure

Approved internship pathways may include a 12-month, 2,000-hour doctoral internship or, when specifically approved by the program as a school-based option, a 10-month, 1,500-hour school-based internship. Program approval of an internship does not guarantee that the internship will satisfy licensure requirements in every state or jurisdiction.

Regardless of pathway, all internships must provide a doctoral-level training experience in health service psychology that is planned, programmed, sequential, and cumulative. All internships must also include supervision by licensed psychologists sufficient to meet program, ethical, legal, accreditation, and licensure-related expectations; direct service experiences appropriate to the internship setting; formal evaluation procedures; and training experiences consistent with program requirements and applicable professional standards.

For the full-time doctoral internships completed under the standard 12-month structure, the current internship contract requires:

- a planned, programmed, sequential, and cumulative doctoral training experience in health service psychology;
- not less than 2,000 total hours of organized supervised internship training;

- at least 50 percent of the intern's total time devoted to service-related activities;
- a minimum of 1,000 hours of direct client contact as defined by the contract;
- not fewer than 200 hours of supervision;
- not fewer than 550 hours of other work-related professional activities, including documentation, report writing, case preparation, consultation without the client present, and related duties;
- at least 4 hours of supervision each week, including at least 2 hours of individual supervision by licensed psychologists;
- at least 2 hours per week of didactic activities on average; and
- at least 25 percent of total internship time in in-person, face-to-face psychological services whenever APPIC criteria or a stricter jurisdictional rule require that standard.

The current internship contract also permits supervision by multiple licensed psychologists when required by the site or training structure and states that the site will structure, document, and verify the internship in a manner that supports accreditation review, credentialing, and state licensure verification. For any period during which the site seeks, claims, or relies on APPIC membership criteria or when a stricter jurisdictional rule applies, the contract also requires compliance with applicable in-person service requirements.

For the approved 10-month, 1,500-hour school-based pathway, the internship must still constitute a doctoral-level supervised training experience in health service psychology and must satisfy all program approval requirements. Students should understand that a 10-month, 1,500-hour school-based internship may not satisfy psychologist licensure requirements in every state or jurisdiction. Students who are considering this option are responsible for reviewing current licensure requirements in the jurisdictions in which they may later seek licensure and for consulting program leadership before ranking, accepting, or beginning such an internship.

Where the handbook provides a general summary and the current approved internship contract provides more specific operational details, the current approved internship contract controls.

3.15 Liability Insurance and Professional Coverage

Students engaged in practicum or internship must maintain any liability insurance or professional coverage required by the program, the site, or the university. Students are responsible for submitting proof of required coverage by stated deadlines and for maintaining current coverage throughout the required period of clinical training.

Students are also responsible for maintaining any other required professional documentation associated with clinical training, including background checks, candidate releases, required onboarding materials, and other items identified by the site or program.

3.16 Evaluation, Due Process, and Grievance Procedures in Clinical Training

Practicum and internship performance are evaluated within the program's competency-based developmental assessment system. Students are assessed using the program's current approved competency benchmark forms and other approved evaluation tools that correspond to the candidate's level of training. Unless a practicum or internship contract requires a more specific schedule, evaluations are completed according to the review cycle established in the

applicable benchmark form and include designated review points appropriate to the training experience.

Clinical training performance is evaluated through multiple methods. These may include supervisor ratings, direct observation of clinical work, review of clinical documentation and other work samples, feedback from training personnel, and other program-approved assessment methods. Evaluation focuses on the candidate's development of profession-wide and program-specific competencies, as well as professional behavior, ethical conduct, responsiveness to supervision, and readiness for increased levels of responsibility.

When concerns arise regarding a candidate's clinical performance, professional conduct, documentation, or progress in competency development, the program may require additional monitoring, developmental support, targeted skill-building, formal remediation, or other review and action under applicable program policies. These actions are intended to protect clients, support trainee development, and ensure that candidates meet the standards expected for doctoral-level clinical training.

Concerns regarding practicum performance may be addressed through the program's due process, remediation, and grievance procedures, as well as through any applicable site procedures. The practicum contract also permits the university or the agency to request withdrawal of a candidate whose performance, conduct, or professional behavior does not justify continuation in practicum training at the site, subject to discussion of the circumstances and possible courses of action.

For internship training, the site must maintain two separate written procedures: a Due Process Policy addressing concerns regarding intern performance and a Grievance Policy addressing intern concerns regarding supervision, training conditions, or other site-related matters. The site must provide these procedures to the intern in accordance with the internship contract. The internship contract also requires formal written evaluations at least twice during the internship year and written remediation planning when the intern is not meeting expected competence.

Students retain the right to raise concerns about supervision, training conditions, discrimination, harassment, unsafe practices, ethical issues, or other training-related problems through appropriate site-level and program-level channels. Use of a site grievance procedure does not limit or replace the candidate's rights under program-level grievance or due process policies. Likewise, program-level procedures do not replace a site's obligations under applicable law, institutional policy, or training contract.

3.17 Site Quality Assurance and Reapproval

The program conducts ongoing quality assurance review of practicum and internship sites using contracts, supervisor credential review, candidate and supervisor feedback, required evaluation materials, and other program-approved monitoring procedures. When a site no longer provides adequate supervision, documentation, professional conditions, or training experiences consistent with doctoral education in health service psychology, the program may place the site under review, require corrective action, suspend placements, or discontinue the site.

Chapter 4. Research Training and Doctoral Culminating Project

4.1 Overview of Research Training

Research training is an essential part of the PsyD program. It reflects the program's practitioner-scholar model and helps candidates learn to understand, evaluate, apply, and contribute to psychological knowledge in ways that strengthen professional practice in health service psychology. Research training is integrated across coursework, benchmark assessments, the doctoral culminating project sequence, and formal evaluation of profession-wide competencies and discipline-specific knowledge.

4.2 Research Training Philosophy

Research training in the PsyD program is not separate from practice. It is part of how candidates learn to think, make decisions, and function as health service psychologists. Students are expected to use scientific reasoning and current research to guide ethical, evidence-based, and culturally responsive services. In keeping with the practitioner-scholar model, candidates are expected to connect research methods and scholarly inquiry to clinically meaningful questions, service delivery problems, systems issues, and applied decision-making in health service psychology.

4.3 Research Coursework and Foundational Preparation

Students build research competence through required coursework and benchmark activities across the program. Required research-related coursework includes PSYC 502 Research Methods in Applied Behavior Analysis and PSYC 632 Quantitative Psychology and Research Methods. These courses provide training in research design, scientific reasoning, data collection, single-case and group-based methods, statistical reasoning, interpretation of findings, psychometrics, and scholarly writing. Research training is further extended through PSYC 798F Capstone Project/Dissertation Proposal and PSYC 798S Capstone Project/Dissertation Completion, as well as through the Research Methods and Statistics domain of the Written Comprehensive Examination and research-relevant dimensions of the Oral Comprehensive Examination.

4.4 Doctoral Culminating Project Requirement

The PsyD program requires completion of a doctoral culminating project as part of doctoral training in health service psychology. This requirement may be satisfied through either a Capstone Project or a Dissertation. The doctoral culminating project is intended to help candidates integrate scientific inquiry, critical thinking, and evidence-based professional practice in a scholarly product that is relevant to health service psychology and consistent with doctoral-level training.

4.5 Doctoral Culminating Project Options

Depending on program approval and the candidate's training goals, the doctoral culminating project may take the form of empirical research, program evaluation, needs assessment,

intervention development, literature synthesis or integrative review, case-based scholarly work, instrument development, mixed-methods work, or another approved scholarly product. Regardless of format, the project must address an important professional question or problem, use an appropriate methodological or evaluative framework, demonstrate scholarly rigor and ethical responsibility, and show clear relevance to professional psychology practice.

4.6 Sequence and Timing of the Doctoral Culminating Project

Students begin the doctoral culminating project sequence during Year 3 of the program. Under the standard sequence, candidates complete three years of full-time academic coursework and supervised practicum training, followed by an approved internship in the fourth year. The doctoral culminating project begins in Year 3 and may continue into Year 4 if not completed by the end of Year 3.

Under this standard sequence, candidates are expected to progress through topic development, proposal preparation, proposal approval, any required ethical or institutional approvals, project implementation as applicable, analysis or scholarly synthesis, manuscript development, and oral presentation and defense preparation.

Students are expected to make timely progress toward completion of the Doctoral culminating project before internship. However, when the doctoral culminating project is not completed by the end of Year 3, approved continuation into Year 4 may occur consistent with program policy, faculty supervision availability, and degree-completion requirements. Continuation into Year 4 does not waive any internship, graduation, or final-submission requirements. The doctoral degree is awarded only after successful completion of all program requirements, including internship.

4.7 Advisor Selection

Each candidate completing a doctoral culminating project must work with an approved faculty advisor who serves as the primary mentor throughout the project. Students are responsible for initiating contact with prospective faculty mentors, discussing topic fit and feasibility, and completing any required advisor approval procedures described in the current doctoral culminating project handbook and related program materials.

4.8 Committee Composition and Roles

The doctoral culminating project is completed under committee oversight. In addition to the advisor, the candidate must work with additional approved committee members in accordance with current program policy and the controlling doctoral culminating project handbook. Committee members provide methodological, ethical, scholarly, and professional feedback across the development, implementation, writing, and final review stages of the project. Students are responsible for using the current official handbook and forms to establish committee composition and document committee approval.

4.9 Proposal Development and Approval

Students must complete a formal project proposal before moving forward to implementation of any project requiring approval. The proposal must clearly identify the project question, problem, or purpose; review relevant literature; describe the proposed method, design, or evaluative

framework; address ethical considerations; and include an appropriate plan for data collection, analysis, interpretation, or other approved scholarly evaluation procedures. Where applicable, the project should include operationalized variables, defined outcomes, or clearly specified criteria for evaluating impact. Students may not proceed to implementation, data collection, or other activity requiring formal approval until all required proposal and ethical approvals are in place.

4.10 Institutional Review Board and Ethical Research Requirements

All research involving human participants must receive Institutional Review Board approval before participant recruitment, data collection, or any other human-subjects research activity begins. Students are responsible for completing any required ethics or IRB training, preparing materials in the required format, obtaining advisor approval before submission, and complying fully with all applicable ethical, legal, institutional, site, and professional requirements. Students must also maintain confidentiality, data security, and appropriate documentation throughout the project.

4.11 Project Implementation, Analysis, and Writing

Once the proposal is approved and all required permissions are in place, the candidate completes the project under advisor and committee guidance and prepares a written product that communicates the problem, literature, method, outcomes, interpretation, limitations, implications, and scholarly relevance clearly and professionally. Depending on the project type, this may include data collection, systematic analysis, interpretation of findings, consideration of limitations, practical recommendations, and discussion of the project's scholarly or applied significance. Students are expected to complete the project with sufficient methodological and scholarly rigor to support a clear written product and the required oral presentation and defense.

4.12 Oral Presentation and Defense

The doctoral culminating project concludes with a final oral presentation and defense. The oral component is intended to assess the candidate's ability to communicate the project clearly, respond to scholarly questions, demonstrate command of the literature and methods, and discuss the professional relevance of the work. The specific format, expectations, scoring procedures, and timelines for the oral presentation and defense are governed by current program procedures and the controlling Doctoral Culminating Project Handbook.

4.13 Completion, Final Submission, and Dissemination

To complete the doctoral culminating project, the candidate must satisfy all required milestones, earn satisfactory grades in PSYC 798F and PSYC 798S, complete the required oral presentation and defense, revise the project as directed, and submit the final approved version through the required program and university channels. Completion of both semesters of PSYC 798 is required for graduation clearance.

Students are expected to present the project in the format required by the program and are encouraged to pursue additional dissemination through professional conference presentations, manuscripts, posters, or other scholarly outlets when appropriate. Students must also follow

the current Doctoral Culminating Project Handbook for specific dissemination requirements, including any required RED Day presentation, poster procedures, authorship planning, and related submission timelines.

4.14 Evaluation of the Doctoral Culminating Project

The doctoral culminating project is evaluated through a staged process that includes proposal development, committee-guided milestone review, formal evaluation of the final scholarly product, and evaluation of oral defense performance. Evaluation may include review of literature integration, methodological quality, execution, analysis, interpretation, scholarly writing, APA style, oral presentation and defense performance, and overall relevance to professional psychology practice. More detailed scoring criteria are provided in the current Doctoral Culminating Project scoring rubric and related program materials.

4.15 Relationship to Other Benchmark Assessments

Research training is reinforced and reassessed through benchmark measures including the Written Comprehensive Examination and the Oral Comprehensive Examination. Researchrelevant knowledge and skills are also reflected in course-based evaluations, proposal development, milestone completion, and the final culminating-project sequence. These multiple assessment points help the program evaluate candidates' development in research competency, scientific reasoning, scholarly writing, and integration of research and practice across training.

4.16 Student Responsibilities in Research Training

Students are responsible for engaging fully in required research coursework and benchmark activities, planning ahead, communicating regularly with the advisor, meeting deadlines, maintaining accurate records, following ethical and legal requirements, using current official forms and manuals, and seeking clarification promptly when questions arise. Students are also responsible for completing required drafts, revisions, meetings, submissions, and presentation requirements in a timely and professional manner.

4.17 Controlling Documents for Research Training

This chapter provides the program's general framework for research training and the doctoral culminating project. More detailed operational guidance is contained in the current Doctoral culminating project handbook, the approved Program of Study, official course materials, current scoring rubrics, official assessment materials, and relevant university and Institutional Review Board requirements. Where those materials provide more specific operational procedures that are consistent with this handbook, the controlling current approved document governs implementation of that specific process.

Chapter 5. Examinations, Benchmarks, and Evaluation

5.1 Overview of the Evaluation System

The PsyD program uses a developmental, competency-based evaluation system to assess candidate progress across academic, clinical, professional, and scholarly domains. Evaluation occurs across coursework, benchmark examinations, practica, internship, portfolio review, and the doctoral culminating project. Students are evaluated using multiple sources of data rather than any single measure in isolation. These sources may include course performance, benchmark examination results, practicum and internship competency evaluations, direct observation where required, portfolio artifacts, doctoral culminating project milestones, supervisor feedback, faculty review, and other approved evaluation tools.

The program evaluates candidate growth in both discipline-specific knowledge and profession-wide competencies across the sequence of training. Evaluation data are used for formative feedback, developmental support, remediation when needed, and progression decisions. Consistent with the program's broader evaluation framework, benchmark results are interpreted together with other relevant academic and training data rather than in isolation.

5.2 Course-Based Evaluation

Faculty evaluate candidates in coursework through examinations, written assignments, presentations, case-based products, participation, skill demonstrations, and other graded activities identified in course syllabi. Minimum acceptable performance in doctoral coursework is generally a grade of B or higher unless a more specific requirement applies.

Course-based evaluation contributes to candidate progression decisions and may also provide proximal evidence of discipline-specific knowledge and profession-wide competencies. Course grades alone do not replace the program's broader benchmark and competency evaluation system, but they are one important source of evidence considered in annual review, academic support, and progression decisions.

5.3 Written Comprehensive Examination

The Written Comprehensive Examination is a cumulative benchmark examination designed to assess candidates' retention, integration, and application of foundational doctoral knowledge across major required domains of training in health service psychology. The examination serves as one component of the program's broader candidate evaluation system and provides evidence that candidates are progressing toward the level of discipline-specific knowledge expected for doctoral training and readiness for advanced stages of professional preparation.

The Written Comprehensive Examination is a cumulative, multiple-choice examination consisting of 90 questions administered in a two-hour testing period. The examination is generated from a question pool organized across eight content domains and follows a fixed examination blueprint. The examination assesses the following domains:

i. biological bases of behavior
ii. cognitive-affective bases of behavior
iii. social and cultural bases of behavior
iv. growth and lifespan development

v. assessment and diagnosis
vi. treatment, intervention, prevention, and supervision
vii. research methods and statistics
viii. ethical, legal, and professional issues

Students take the Written Comprehensive Examination in September of Year 1 as a baseline and in May at the end of Years 1, 2, and 3 in accordance with program policy. The September administration is formative and is used to identify initial strengths and areas for study. It is not used by itself to determine progression decisions, and no progression benchmark is attached to the September baseline administration.

The examination is administered electronically under timed, standardized, and proctored conditions. Approved testing accommodations are provided in accordance with university policy and documented accommodations on file through the appropriate university office.

The Written Comprehensive Examination is scored using a predefined answer key and examination blueprint. Student performance is reviewed at both the total-score level and the domain level so that the program can evaluate cumulative knowledge acquisition and identify areas in which additional academic support may be needed. Program benchmarks for acceptable performance are based on the total examination score and are 60 percent at the end of Year 1, 70 percent at the end of Year 2, and 80 percent at the end of Year 3. Domain-level results are used to guide feedback, advising, and targeted study support.

All candidates receive feedback regarding their performance, including areas of relative strength and areas needing additional study. Written Comprehensive Examination results are used together with course performance, practicum evaluations, benchmark reviews, and other assessment data to inform advising, candidate support, and review of readiness for subsequent stages of training, including advanced practica and internship.

5.4 Oral Comprehensive Examination

The Oral Comprehensive Examination uses a structured rubric to evaluate case-based professional reasoning, applied knowledge, and selected profession-wide competencies and discipline-specific knowledge areas. Depending on the case content and rubric dimensions, the oral examination may assess communication and interpersonal skills, consultation and interprofessional or interdisciplinary reasoning, cultural and contextual responsiveness, assessment and intervention reasoning, ethical and legal judgment, supervision-related reasoning, research methods, graphing and visual data display, and data analysis.

The Oral Comprehensive Examination occurs at the training point established by current program policy and official oral examination procedures. Students are responsible for following the current procedures for scheduling, preparation, required materials, administration, scoring, and any permitted reassessment process. Oral examination performance is interpreted within the program's broader evaluation system and is considered together with other academic, clinical, and benchmark data.

5.5 Portfolio Requirements

The program uses year-specific portfolios to document candidate progression, work samples, benchmark evidence, and required training materials across the sequence of doctoral training.

Students must use the current official portfolio checklist for their year in the program and must submit required materials in the format and by the deadlines established by the program.

Portfolio materials may include practicum or internship agreements, the Program of Study, practicum or internship logs, psychological reports, consultation materials, behavioral or academic intervention case studies, counseling case studies, self-evaluations, supervisor evaluations, direct observation verification where applicable, proof of liability insurance, proof of professional membership or conference participation when required, and doctoral culminating project milestone materials when applicable.

Portfolio review contributes to progression decisions and helps the program verify completion of required experiences, benchmark evidence, and developmental training products across years of study.

5.6 Competency Benchmarks and Evaluation Tools

The program evaluates growth in both discipline-specific knowledge and profession-wide competencies across required coursework, benchmark examinations, practica, internship, and scholarly work. The current DSK table and PWC table document how required training activities, evaluation tools, and minimum levels of achievement are mapped to the APA-required knowledge areas and competencies.

Current official evaluation tools may include the Written Comprehensive Examination, the Oral Comprehensive Examination rubric, current practicum and internship competency benchmark forms, the Psychological Evaluation Report Rubric, the Sharing Assessment Findings Form, the Treatment Planning Rubric, the Behavioral or Academic Intervention Case Study Rubric, the Therapy Case Presentation Rubric, the Consultation Satisfaction Questionnaire, the doctoral culminating project rubric, and other approved program evaluation forms. Not every tool applies at every stage of training, and candidates must use the current approved version of each required form.

Minimum levels of achievement for specific tools are defined in the current approved program documents associated with those tools. Students are responsible for understanding and meeting the applicable benchmark expectations for their stage of training.

5.7 Retake, Reassessment, and Academic Support

If a candidate does not meet the applicable benchmark on the Written Comprehensive Examination, the result will be addressed through the program's formal Discipline-Specific Knowledge remediation process. DSK remediation is a developmental, documented academic support process that is distinct from procedures used for impairment, professionalism, misconduct, or other non-academic concerns.

When DSK remediation is initiated, the program will develop an individualized written DSK Remediation Plan. The plan will identify the relevant knowledge domains needing additional work, the supporting data, the benchmark or expectation for acceptable performance, the required study or support activities, faculty supports and responsibilities, the timeframe for completion, the reassessment method, follow-up meeting dates, and the consequences if remediation is unsuccessful.

For Written Comprehensive Examination remediation, the standard reassessment method is a retake examination following the remediation period. Students who do not meet the required benchmark on the May administration are eligible for a retake following the remediation period specified in the candidate's written remediation plan and current approved examination materials. During this period, candidates may receive structured academic support, which may include guided study plans, review of weak content areas, faculty meetings, assigned readings or practice questions, tutoring or other structured academic support when available, and development of targeted study tools.

Students who do not meet the benchmark after the standard retake or other planned reassessment may be reviewed through the program's academic review and remediation procedures and may be required to complete additional structured support and reassessment before progression decisions are finalized.

5.8 Milestone Timelines

Major benchmark points include the baseline Written Comprehensive Examination in September of Year 1, annual written benchmark reviews at the end of Years 1 through 3, the Oral Comprehensive Examination at the training point established by current program policy, practicum and internship evaluations at required intervals, portfolio review by training year, and doctoral culminating project milestones.

A summary table of major evaluation points, assessment methods, and progression implications should be provided in the appendices to help candidates understand how benchmark decisions are made across the sequence of training.

Table 5.1. Examinations, Benchmarks, and Evaluation[2]

Training Year	*Major Academic and Training Activities*	*Major Evaluation / Benchmark Points*	*Progression Implications*
Year 1	1. Complete first-year didactic coursework and introductory practicum sequence, including PSYC 600A, PSYC 600B, and PSYC 600C. 2. Begin development of foundational skills in interviewing, observation, case formulation, assessment, intervention, ethical practice, professional communication, and supervised applied work. 3. Establish advising relationship and begin portfolio development.	1. September baseline Written Comprehensive Examination. 2. Course-based evaluations. 3. Practicum evaluations, including direct observation where required. 4. Year-specific portfolio review. Annual review.	Baseline Written Comprehensive Examination is formative only and does not independently determine progression. Student must maintain required GPA, complete required coursework and practicum expectations, demonstrate satisfactory professional and academic functioning, and meet Year 1 benchmark expectations to progress to Year 2.
Year 2	1. Complete second-year didactic coursework and advanced practicum sequence, including PSYC 700B and PSYC 700C. 2. Continue development in assessment, intervention, consultation, supervision foundations, integrated behavioral health, and research methods/statistics. Expand portfolio documentation and applied work samples.	1. May Written Comprehensive Examination benchmark for Year 2. 2. Course-based evaluations. 3. Advanced practicum evaluations, including direct observation where required. 4. Year-specific portfolio review. Annual review.	Student must meet Year 2 benchmark expectations, maintain good standing, demonstrate satisfactory progress in advanced practicum, and show continued development in profession-wide competencies and discipline-specific knowledge to progress to Year 3.

[2]This table is a candidate-facing summary of major milestones across the sequence of training. It is intended to help candidates anticipate the timing and relationship of major benchmark activities, but it does not replace the official DSK table, PWC table, Minimum Levels of Achievement Summary Table, practicum and internship contracts, portfolio requirements, doctoral culminating project materials, or other controlling program documents. Where a more specific current approved policy, form, contract, or handbook provision applies, the controlling document governs.

Training Year	*Major Academic and Training Activities*	*Major Evaluation / Benchmark Points*	*Progression Implications*
Year 3	1. Complete third-year coursework, advanced practicum, pre-internship preparation, and doctoral culminating project sequence, including PSYC 798F and PSYC 798S. 2. Complete advanced applied training through PSYC 700C and PSYC 700E. 3. Prepare for internship application and final benchmark review.	1. May Written Comprehensive Examination benchmark for Year 3. 2. Oral Comprehensive Examination at the training point established by program policy. 3. Advanced practicum evaluations, including direct observation where required. Portfolio review. 4. Doctoral culminating project milestone review. 5. Annual review. 6. Formal internship-readiness review.	Student must meet applicable written and oral benchmark expectations, demonstrate readiness for advanced doctoral training, complete required portfolio materials and documentation, and receive formal program approval for internship. Internship application approval is not automatic and may be delayed if readiness concerns remain unresolved.
Year 4	1. Complete approved doctoral internship and any remaining approved doctoral culminating project requirements if continuation into Year 4 has been approved under program policy. 2. Complete final portfolio and graduation-clearance requirements. Prepare for postdoctoral transition, employment, and licensure planning.	1. Internship midpoint and final evaluations, or equivalent required review points. 2. Direct observation where required by site, contract, or program policy. 3. Review of internship documentation and required final materials. Graduation-readiness review.	The doctoral degree is awarded only after successful completion of all program requirements, including internship. Unresolved academic, clinical, ethical, documentation, or benchmark concerns may delay graduation.

5.9 Relationship Among Examinations, Portfolios, and Progression Decisions

The Written Comprehensive Examination, Oral Comprehensive Examination, portfolio materials, practicum and internship evaluations, course performance, and the doctoral culminating project work together within the program's broader evaluation system. Faculty interpret these data together rather than in isolation.

No single benchmark or evaluation tool fully defines candidate progress or readiness by itself. Rather, the program uses multiple forms of evidence to evaluate candidate development, identify strengths and areas of concern, provide feedback and support, and make decisions regarding progression, remediation, internship readiness, degree completion, and graduation.

5.10 Controlling Documents for Examinations, Benchmarks, and Evaluation

This chapter provides the program's general framework for examinations, benchmark expectations, and evaluation. More detailed operational guidance is contained in the current Written Comprehensive Examination materials, Oral Comprehensive Examination materials, DSK and PWC tables, current competency benchmark forms, portfolio checklists, remediation policies, rubrics, and other official program documents. Where a current approved companion document provides more specific operational procedures that are consistent with this handbook, the current approved companion document controls implementation of that specific process.

Chapter 6. Student Evaluation and Progress Review

6.1 Overview

The PsyD program uses a developmental, competency-based review process to monitor candidate progress across academic, clinical, professional, and scholarly areas. Student evaluation occurs across coursework, benchmark examinations, practicum and internship training, portfolio review, and the doctoral culminating project. The program uses multiple sources of data rather than relying on any single measure in isolation. Evaluation is intended to support candidate development, identify strengths and areas needing support, promote timely completion of the program, protect client welfare, and ensure that candidates meet the standards expected for doctoral training in health service psychology.

6.2 Criteria for Satisfactory Progress

To remain in good standing and progress satisfactorily through the program, a candidate must:

- maintain the required cumulative graduate GPA;
- complete required coursework, practicum, internship, and other training requirements in the approved sequence unless a formal exception is approved;
- meet applicable minimum levels of achievement for discipline-specific knowledge, profession-wide competencies, and other required program benchmarks;
- demonstrate satisfactory progress in academic, clinical, professional, and scholarly domains;
- respond appropriately to supervision, feedback, and developmental guidance;
- demonstrate ethical, professional, and responsible conduct;
- complete required documentation, portfolio materials, and benchmark activities by established deadlines; and
- complete the degree within the program's maximum time limit.

Satisfactory progress is determined by the program on the basis of the full evaluation record. Meeting one requirement alone does not guarantee that a candidate is in good standing if substantial concerns are present in other areas of functioning or performance.

6.3 Sources of Evaluation Data

The program uses multiple sources of information to evaluate candidate progress. Depending on the candidate's stage of training, these sources may include course grades; written and oral benchmark examinations; practicum and internship evaluations; direct observation where required; portfolio submissions; doctoral culminating project milestones; faculty feedback; supervisor feedback; self-evaluations; professionalism-related documentation; and remediation-related documentation when applicable.

Official evaluation materials may include the current competency benchmark forms, the Written Comprehensive Examination, the Oral Comprehensive Examination rubric, psychological report and case-based rubrics, consultation feedback tools, doctoral culminating project evaluation tools, and other approved program forms. For practicum and internship, the current approved competency benchmark forms and the applicable practicum or internship contract govern the specific evaluation schedule and required documentation.

6.4 Developmental Review of Student Progress

Student progress is reviewed on a regular basis throughout the program through routine faculty discussion, scheduled annual review, benchmark review, practicum and internship review, and other formal or informal progress-monitoring processes. Review is developmental in nature and is intended to evaluate the candidate's current level of performance in relation to expected progress at that stage of training.

Developmental review may address academic knowledge, competency development, professional behavior, ethical functioning, responsiveness to supervision, progress toward benchmark completion, scholarly development, and readiness for increasing levels of responsibility. Developmental review may also identify strengths, support needs, and patterns of concern that warrant closer monitoring or formal follow-up.

6.5 Annual Review

The program conducts at least one formal review of each candidate's progress during each academic year. Annual review is completed by the PsyD faculty or other designated program review body using relevant information from coursework, benchmark examinations, practicum or internship performance, portfolio materials, the doctoral culminating project, and any formal professionalism or remediation data relevant to candidate progress.

The annual review process includes:

- collection of relevant academic, clinical, scholarly, and professional data;
- review of the candidate's progress in relation to program expectations and developmental benchmarks;
- identification of strengths, concerns, and needed supports;
- determination of whether the candidate is in good standing, requires developmental guidance, or requires formal review, remediation, or increased monitoring; and
- preparation of a written summary of the review outcome.

Students receive written feedback or a written summary of the annual review within a reasonable period after the review is completed. Formal annual review summaries and any associated formal remediation documentation are placed in the candidate's training file. When permitted by program procedures, the candidate may submit a written response for inclusion in the file.

6.6 Academic Standing

A candidate may be considered in good standing when the candidate is meeting academic, clinical, professional, and programmatic expectations for progression. A candidate may be considered not in good standing when there is significant difficulty in one or more areas, including but not limited to academic performance, benchmark attainment, practicum or internship performance, professional conduct, ethical judgment, responsiveness to supervision, required documentation, or timely completion of program milestones.

Academic standing decisions are made by the program on the basis of the full evaluation record and may result in continued good standing, developmental guidance, increased monitoring,

formal remediation, probationary status, delayed progression, or other action under applicable program policies.

6.7 Feedback Procedures

Timely and constructive feedback is an important part of doctoral training. Faculty and supervisors are expected to provide feedback that helps candidates understand their current level of performance, identify strengths, and address areas needing improvement. Feedback may occur through course-based evaluation, supervision, benchmark review, practicum and internship evaluations, advising meetings, annual review, and other program processes.

When concerns are identified, candidates should receive timely notice of the concern, guidance regarding expected improvement, and information about any next steps, supports, or follow-up review processes. Feedback may be verbal, written, or both, depending on the nature and seriousness of the issue and the program context.

6.8 Triggered Review

In some cases, candidate performance concerns require review before the regular annual review cycle. A triggered review may occur when a candidate does not meet a benchmark, earns a concerning grade, shows significant practicum or internship difficulty, demonstrates unprofessional or unethical behavior, fails to complete required milestones, fails to respond adequately to prior feedback, or shows a pattern of concern suggesting risk to progression or client welfare.

A triggered review may be initiated by course faculty, practicum or internship supervisors, the advisor, the Director of Clinical Training, the Program Director, or the program faculty. A triggered review may lead to developmental guidance, increased monitoring, formal remediation, probationary status, referral for due process review, or other action consistent with current program policies.

6.9 Remediation Planning and Monitoring

When a candidate does not meet expected standards, the program may develop a remediation plan. A remediation plan identifies the area or areas of concern, the evidence supporting the concern, the expected level of performance, the required remediation activities, supports or resources to be provided, the timeline for completion, the method of reassessment, and the consequences if sufficient improvement does not occur.

Remediation plans are individualized and may address academic, clinical, professional, or scholarly concerns. Depending on the nature of the concern, remediation may include targeted study, additional supervision, increased review of documentation, repeated skill practice, focused readings, writing support, structured advising meetings, additional benchmark monitoring, or other program-approved supports.

When the concern involves discipline-specific knowledge or other academic performance issues, the relevant academic remediation policy governs that process. When the concern involves professionalism, conduct, impairment, or other non-academic concerns, other applicable program policies and due process procedures govern.

6.10 Probationary Status and Increased Monitoring

When concerns are more serious, persistent, or widespread, the program may place a candidate on probationary status or another form of increased monitoring. Probationary status is used when the program determines that ordinary developmental guidance is not sufficient and that formal, structured monitoring is needed to protect training quality, client welfare, or candidate progress.

A candidate placed on probationary status or increased monitoring will receive written notice describing the basis for the action, the expectations for improvement, any required remediation activities, the timeline for review, and the possible consequences if the concerns are not adequately resolved. Probationary status may affect eligibility for continued practicum training, internship application, graduation clearance, or other progression decisions.

6.11 Outcomes of Review and Remediation

Following review, reassessment, or remediation, the program may determine that the candidate has:

- met expectations and remains in good standing;
- met expectations with recommendations for continued developmental attention;
- partially met expectations and requires continued support or monitoring;
- not met expectations and requires formal remediation, probation, or additional review; or
- not met expectations to a degree that may lead to delayed progression, removal from a training experience, leave, dismissal, or other action under applicable program policies.

Program decisions are based on the full evaluation record and the candidate's demonstrated response to feedback, support, and reassessment opportunities.

6.12 Documentation in the Student File

The program maintains documentation related to candidate progress and formal review processes in accordance with university and program procedures. Such documentation may include annual review summaries, formal benchmark results, practicum and internship evaluations, portfolio-related review materials, formal remediation plans, probationary notices, reassessment outcomes, and other official candidate-progress materials.

Students should be informed of the program's candidate-records practices through the handbook and other official university or program materials. Documentation in the training file supports continuity of training, accurate progression decisions, institutional accountability, and future credentialing or verification needs where appropriate.

6.13 Relationship to Other Policies

This chapter provides the general framework for candidate evaluation and progress review. More specific procedures governing particular areas may be described in other sections of the handbook and in controlling program materials, including course syllabi, benchmark materials, remediation policies, practicum and internship contracts, competency evaluation forms, portfolio checklists, and doctoral culminating project procedures.

When a current approved companion document provides more specific operational procedures that are consistent with this handbook, that document controls implementation of the specific process it governs.

6.14 Student Responsibility in the Review Process

Students are expected to participate actively and professionally in the evaluation and progress-review process. This includes monitoring their own progress, responding to feedback in a timely manner, meeting with advisors and supervisors as required, completing required documentation and portfolio materials, participating in remediation or follow-up processes when required, and seeking clarification when expectations are unclear.

Students are also responsible for reviewing written feedback, retaining copies of important program documents when appropriate, meeting deadlines, and addressing concerns proactively rather than waiting until progression problems become more serious.

6.15 Graduation Readiness Review

As candidates approach the end of the program, the PsyD program may conduct a graduation-readiness review to confirm completion of required coursework, benchmark expectations, practicum and internship requirements, portfolio materials, the doctoral culminating project, and any additional program or university graduation requirements.

Graduation readiness review may also include confirmation that there are no unresolved academic, clinical, professional, ethical, documentation, or remediation issues that would prevent degree clearance. Successful completion of coursework alone does not guarantee graduation if other required doctoral training elements remain incomplete or unresolved.

Table 6.1. Student Review, Support, and Progression Pathway[3]

STAGE	TYPICAL TRIGGER	USUAL PROGRAM RESPONSE	POSSIBLE DOCUMENTATION	POSSIBLE OUTCOME
Routine Developmental Feedback	Ordinary areas for growth identified in coursework, supervision, benchmark review, or advising	Verbal or written feedback, advising, developmental guidance, or targeted support	Course feedback, supervision notes, advising notes, benchmark comments	Continued progression with developmental attention
Triggered Review	Significant concern in academic, clinical, scholarly, ethical, professional, or milestone areas; pattern of concern; missed benchmark; concerning grade; practicum or internship difficulty	Program-level review before the next annual review cycle	Triggered review documentation, faculty discussion summary, supervisor input, benchmark results	Developmental guidance, increased monitoring, remediation, probationary status, or other follow-up action
Formal Remediation	Student does not meet expected standards or minimum levels of achievement in one or more areas	Individualized written remediation plan with defined expectations, supports, timeline, reassessment method, and consequences if concerns remain unresolved	Written remediation plan, follow-up review records, reassessment results	Successful remediation, continued remediation, increased monitoring, probation, delayed progression, or other action under program policy
Probationary Status / Increased Monitoring	Concerns are more serious, persistent, widespread, or not adequately resolved through prior feedback or remediation	Formal written notice of status, structured monitoring, required corrective actions, timeline for review, and stated consequences if sufficient improvement does not occur	Probation notice, updated remediation materials, follow-up review summary, faculty decision record	Return to good standing, continued probation, delayed progression, restriction from practicum/internship/graduation, or referral for further action

[3] This table is a candidate-facing summary of the usual pathway from feedback to review, remediation, probation, delayed progression, and possible final action. It is intended to help candidates understand how concerns may be addressed developmentally over time. Not every concern follows every step, and the program may respond differently depending on the nature, seriousness, persistence, or urgency of the issue. This table does not replace the more specific procedures described in this handbook, the applicable remediation policy, practicum or internship contracts, university procedures, or due process requirements. Where a more specific current approved policy or governing document applies, that document controls.

STAGE	TYPICAL TRIGGER	USUAL PROGRAM RESPONSE	POSSIBLE DOCUMENTATION	POSSIBLE OUTCOME
Delayed Progression / Delayed Internship Eligibility	Required benchmarks, competency expectations, readiness criteria, documentation, or milestone requirements remain unresolved	Student may continue with support and review, but progression to the next stage is delayed until requirements are met	Faculty decision record, updated planning materials, remediation or reassessment records	Delayed course progression, delayed practicum continuation, delayed internship application/ approval, or delayed graduation
Removal from Training Activity / Leave / Dismissal	Serious, unresolved, or high-risk concerns involving competence, ethics, conduct, safety, or failure to meet required standards despite prior intervention, or circumstances warranting leave	Action under applicable due process, university procedures, and program policies	Due process notice, review records, leave documentation, dismissal documentation, appeal materials when applicable	Leave, removal from a placement, dismissal, or other final action consistent with policy
Return to Good Standing	Student demonstrates sufficient improvement and meets required expectations following review, remediation, or probation	Formal review of improvement and confirmation of status	Review summary, reassessment data, faculty determination	Good standing restored; candidate continues in approved sequence

Chapter 7. Professional Standards and Conduct

7.1 Overview

Professional standards and conduct are central to doctoral training in the PsyD program. Students are expected to develop the knowledge, skills, attitudes, and habits needed for ethical, responsible, and effective practice in health service psychology. Professional conduct expectations apply across academic, clinical, research, supervisory, service, and public-facing settings. These expectations are part of the program's developmental training model and are evaluated through coursework, supervision, benchmark review, annual review, practicum and internship evaluations, and other formal and informal program processes.

7.2 Ethical and Legal Standards

Students must know and follow the current APA Ethical Principles of Psychologists and Code of Conduct in all academic, clinical, research, supervisory, and professional activities. Students must also follow all applicable federal and state laws; applicable South Carolina law and regulation where relevant to training; current Francis Marion University policies and procedures; current PsyD program policies and procedures; and current practicum, internship, clinic, school, healthcare, or other site policies and requirements.

Required sources of governing professional authority during training include, as applicable, ethical standards, nondiscrimination and harassment requirements, confidentiality and privacy requirements, documentation and record-retention requirements, test-security requirements, informed-consent requirements, professional-boundary requirements, mandated-reporting obligations, supervision requirements, and other legal or regulatory requirements applicable to the student's role, setting, and level of training. Students are responsible for using the current official version of each applicable authority and may not rely on outdated summaries, prior versions, or informal guidance when a current official source is available.

Students are expected to recognize ethical and legal issues as they arise, seek consultation or supervision promptly when questions or concerns emerge, and conduct themselves in a manner consistent with the ethical and legal standards of health service psychology. Ethical and legal compliance is an ongoing expectation and is not limited to formal clinical settings. Failure to meet these expectations may result in developmental feedback, remediation, restriction from training activity, due process review, or other action under applicable program and university procedures.

7.3 Academic Integrity

Academic integrity is a basic expectation of doctoral training. Students must be honest, accurate, and responsible in all academic and scholarly work. Students may not engage in plagiarism, cheating, fabrication, falsification, misrepresentation of authorship, unauthorized collaboration, duplicate submission of work without permission, or any other form of academic dishonesty.

The use of artificial intelligence tools does not relieve candidates of responsibility for the originality, accuracy, authorship, and integrity of their academic and scholarly work. Unless a course instructor or controlling program document expressly permits a specific use, candidates may not use artificial intelligence tools to generate substantive academic, clinical, scholarly, or evaluative content for submission as their own work. Limited support uses such as grammar review, formatting assistance, or reference-format checking may be permissible when consistent with course expectations, program policy, and applicable university policy. Unauthorized use of AI-generated content may be treated as academic dishonesty and may result in academic consequences, professional review, disciplinary action, or other action under university and program policies.

Students must also represent their training experiences, hours, documentation, clinical work, research activity, and scholarly products truthfully and accurately. Violations of academic integrity may result in academic consequences, professional review, disciplinary action, or other action under university and program policies.

7.4 Professionalism and Interpersonal Conduct

Students are expected to behave in a professional, respectful, and developmentally appropriate manner in all training settings. Professional conduct includes reliability, honesty, accountability, respect for others, appropriate boundaries, responsible communication, timely follow-through, and conduct consistent with the welfare of clients, classmates, faculty, supervisors, staff, and community partners.

Students are expected to interact with others in a collegial and respectful manner, including during periods of disagreement, stress, or corrective feedback. Disruptive, hostile, demeaning, exploitative, threatening, or discriminatory conduct is inconsistent with professional training expectations and may lead to formal review.

7.5 Attendance, Participation, and Training Engagement

Regular attendance, preparation, and active participation in coursework, seminars, practica, supervision, meetings, examinations, and other required training activities are expected. Students are responsible for communicating appropriately and promptly about absences, completing required work, and meeting course and training expectations.

Doctoral training requires consistent engagement. Repeated lateness, missed supervision, missed classes, failure to complete required documentation, poor participation, or failure to follow through on assigned responsibilities may be considered professionalism concerns in addition to academic concerns when such patterns interfere with training, supervision, client care, or program functioning.

7.6 Reflective Practice and Openness to Feedback

Professional development requires self-awareness, reflection, and openness to learning. Students are expected to reflect on their strengths, limits, values, assumptions, biases, and emotional responses and to consider how these affect their academic, clinical, scholarly, and professional functioning.

Doctoral training requires openness to learning, willingness to receive and use feedback, and readiness to engage in experiences that may feel new, challenging, or outside a candidate's prior comfort zone. Students are expected to approach training with humility, effort, curiosity, and accountability and to work developmentally toward broader competence across academic, clinical, scholarly, and professional domains.

7.7 Self-Awareness, Self-Care, and Responsible Functioning

Students are expected to maintain a level of personal and professional functioning that supports safe, effective, and responsible participation in doctoral training. Students are responsible for monitoring their functioning and taking appropriate steps when stress, health concerns, personal difficulties, or other factors begin to interfere with academic performance, professional conduct, supervision, judgment, reliability, or client care.

Students are encouraged to use appropriate supports and resources, including consultation with advisors, supervisors, and relevant university services when needed. Seeking help is viewed as a responsible professional action. At the same time, candidates remain responsible for meeting professional obligations, following applicable policies, and communicating promptly when functioning concerns may affect training responsibilities or client welfare.

7.8 Responsiveness to Supervision

Responsiveness to supervision is a core part of professional training. Students are expected to attend supervision as scheduled, come prepared, discuss cases honestly and accurately, disclose mistakes and concerns, seek help early, and follow supervisory guidance unless there is a compelling ethical or legal reason not to do so.

Students are expected to be open, respectful, and developmentally responsive in supervision. This includes acknowledging uncertainty, incorporating feedback, communicating concerns appropriately, and using supervision to support client welfare and professional growth. Failure to respond adequately to supervision, withholding important information, repeated defensiveness that interferes with training, or disregard of supervisory guidance may result in formal review.

7.9 Diversity and Culturally Responsive Practice

Students are expected to demonstrate respect for individual and cultural diversity in all aspects of training and to work toward culturally responsive, respectful, and contextually informed practice. This expectation applies across academic work, clinical services, supervision, consultation, research, peer interactions, and public professional conduct.

Students are expected to develop awareness of how their own identities, values, assumptions, and experiences may shape their perceptions and professional actions. Students are also expected to engage constructively with diversity-related learning, consider context and systems in their work, and demonstrate willingness to grow in their capacity to work effectively and respectfully with individuals and communities whose backgrounds, worldviews, identities, and lived experiences differ from their own.

7.10 Professional Communication and Use of Technology

Students are expected to communicate in a professional, respectful, accurate, and timely manner and to use technology responsibly. This expectation applies to email, written documentation, messaging systems, learning platforms, telehealth tools, presentation materials, and any other forms of communication used in academic, clinical, research, or professional settings.

Students must protect confidentiality, maintain appropriate boundaries, use secure and approved systems when required, and avoid careless, misleading, disrespectful, or unprofessional communication. Students are responsible for following university, site, and program requirements related to privacy, data security, professional communication, and technology use.

7.11 Social Media and Public Professional Conduct

Students are expected to use social media and other public communication platforms in ways that are consistent with ethical and professional standards. Public conduct, whether in person or online, may affect client trust, supervisory relationships, internship opportunities, professional reputation, and the standing of the profession.

Students must not disclose confidential or identifying information, misrepresent their training status or qualifications, engage in harassment or discriminatory conduct, or post material that reasonably undermines professional credibility, client welfare, or the integrity of training relationships. Students are expected to exercise sound professional judgment in all public and semi-public communication settings.

7.12 Online Professional Presence

Students must protect confidentiality, avoid misrepresentation of professional role or qualifications, maintain appropriate boundaries, and avoid online behavior that could reasonably undermine trust, client welfare, training relationships, internship opportunities, or the reputation of the profession.

When candidates maintain professional or quasi-professional online profiles, websites, biographies, or public-facing materials, those materials must accurately represent the candidate's training status, role, and credentials. Students may not represent themselves as independently licensed psychologists when they are functioning as trainees and must use trainee titles accurately in online and public materials.

7.13 Reporting Obligations

Students must report serious concerns when reporting is required by law, ethics, university policy, site policy, or professional responsibility. Depending on the situation, this may include concerns involving client safety, abuse or neglect, threats of harm, serious ethical violations, discrimination or harassment, unsafe supervision, significant misconduct, breaches of confidentiality, falsification of records, or other conduct that may endanger clients, candidates, staff, or the public.

Students are expected to raise concerns through appropriate channels, which may include the site supervisor, Primary Psychology Supervisor of Record, Director of Clinical Training, advisor,

Program Director, or appropriate university office. Failure to report serious concerns when reporting is required may itself constitute a professionalism or ethical concern.

7.14 Impairment, Misconduct, and Unsafe Behavior

When a candidate's behavior, functioning, judgment, or performance appears to interfere with competent academic or professional functioning, relevant faculty or supervisors may address the concern through advising, increased monitoring, developmental support, remediation, probation, referral to university processes, leave, removal from a training experience, or dismissal, depending on the seriousness and persistence of the concern.

Concerns may involve academic dishonesty, unethical behavior, unsafe clinical performance, repeated disregard of supervisory guidance, significant professionalism problems, boundary violations, harassment or discrimination, serious failure to meet documentation or attendance expectations, impaired functioning, or other conduct inconsistent with doctoral training standards.

The program will address such concerns using the procedures and protections provided in the applicable sections of this handbook and related controlling documents. Nothing in this chapter replaces more specific due process, grievance, remediation, practicum, internship, or university disciplinary procedures that may apply to a particular situation.

Chapter 8. Student Rights, Due Process, and Problem Resolution

8.1 Overview

The PsyD program is committed to a training environment that is fair, respectful, developmentally appropriate, and consistent with university policy, professional standards, and applicable law. Students are entitled to clear expectations, systematic evaluation, timely feedback, and fair procedures when concerns arise. At the same time, candidates are responsible for engaging professionally in the program's academic, clinical, research, and administrative processes.

This chapter describes the general framework for candidate rights, due process, grievance procedures, formal complaints, and related problem-resolution processes at the program level. Some concerns are governed by more specific university procedures, including grade appeals, disability accommodations, Title IX matters, discrimination and harassment complaints, and candidate disciplinary matters. When a more specific university procedure applies, that procedure controls.

8.2 Student Rights in the PsyD Program

Students in the PsyD program have the right to:

- a high-quality doctoral education and training experience consistent with the program's aims and current professional standards;
- fair, systematic, and developmentally appropriate evaluation;
- timely feedback regarding academic, clinical, scholarly, and professional performance;
- a learning and training environment free from unlawful discrimination, harassment, and retaliation;
- reasonable accommodations through established university procedures;
- appropriate confidentiality of educational records, subject to applicable law and institutional policy;
- due process when formal academic, clinical, professional, or ethical concerns arise;
- access to grievance, complaint, and appeal procedures as applicable; and
- participate in academic, clinical, research, and professional training in an environment that supports safety, respect, and professional growth.

8.3 Student Responsibilities in the PsyD Program

Students are responsible for:

- upholding ethical, legal, and professional standards;
- engaging actively in education and training;
- knowing and following current university and program policies;
- monitoring official communication channels and responding in a timely manner;
- completing required academic, clinical, research, and administrative responsibilities;
- participating honestly and professionally in evaluation, review, and remediation processes;
- using appropriate channels to raise concerns; and

- contributing to a respectful, inclusive, and professionally responsible training environment.

Students are also responsible for reporting concerns when reporting is required by law, ethics, university policy, site policy, or professional responsibility.

8.4 Informal Problem Resolution

Whenever appropriate, candidates are encouraged to try to resolve concerns informally before starting a formal grievance or appeal. Informal resolution may involve discussion with the person most directly connected to the concern, consultation with the academic advisor, consultation with the Director of Clinical Training, or discussion with another appropriate program representative.

Informal resolution is not required when the concern involves safety, discrimination, harassment, retaliation, serious ethical concerns, significant power differentials, or other circumstances in which informal resolution would be inappropriate or unlikely to be effective.

Use of informal problem resolution does not prevent a candidate from later using a formal grievance, complaint, or appeal process within the applicable time limits.

8.5 Program-Level Grievance Procedures

A grievance is a formal complaint about a program-related concern that a candidate believes has not been resolved appropriately through informal means or that is serious enough to require formal review at the outset. This program-level grievance process applies to concerns that are not more specifically governed by another university procedure, such as a grade appeal, Title IX complaint, disability-accommodation process, or formal university disciplinary matter.

Unless informal resolution is inappropriate because of safety, discrimination, harassment, retaliation, or another serious concern, candidates are encouraged to try to resolve the issue informally first with the person most directly connected to the concern.

When a formal program-level grievance is needed, the candidate should follow these steps:

Step 1: Written Grievance

Within 10 business days of the unresolved concern, or within 10 business days of the failed informal resolution when informal resolution is used, the candidate submits a written grievance to the Program Director or other designated program administrator. The written grievance should include:

- a clear description of the concern;
- the relevant dates, people, and circumstances;
- steps already taken to address the issue, if any;
- supporting documentation, if available; and
- the resolution sought by the candidate.

Step 2: Initial Review

Within 10 business days of receiving the grievance, the Program Director or designee acknowledges receipt, reviews the materials, and determines whether:

- the grievance falls within the program-level process;
- the grievance should be referred to another university process; or
- additional information is needed before review continues.

Step 3: Meeting or Information Gathering

When the grievance remains within the program process, the Program Director or designee may meet with the candidate, the respondent, or other relevant parties and may review additional documents. This step should normally occur within 15 business days of the initial review, unless more time is reasonably needed.

Step 4: Written Program Decision

The Program Director or designee issues a written decision summarizing the concern, the review process, the findings, and any action to be taken. This written decision should normally be issued within 10 business days after the review is completed.

Step 5: Program-Level Appeal

If the candidate believes the grievance was not resolved appropriately, the candidate may submit a written appeal within 10 business days of the written decision to the Department Chair or other next-level academic administrator designated by current university structure. The appeal should state the basis for appeal and include any supporting materials.

Step 6: Final Academic or Administrative Review

The Department Chair or next-level administrator reviews the appeal and issues a written decision within 15 business days, or within a reasonable time if the matter requires consultation. If university policy provides a further level of review, the candidate may use that process. Otherwise, this decision is final at the program level.

This program-level grievance process does not replace or limit any formal university complaint process required for discrimination, harassment, Title IX matters, disability-related concerns, or other issues governed by separate university procedures.

8.6 Grade Appeal Procedures

Students have the right to appeal a final course grade when they believe the grade was assigned improperly under applicable university standards. Grade appeals must be made through the university's formal grade appeal process. The PsyD program's grievance procedures do not replace the university's grade appeal process when that process governs the issue.

8.7 Remediation Procedures

When a candidate does not meet academic, clinical, professional, or competency expectations, the program may initiate remediation. Remediation is a developmental and documented process intended to identify concerns, specify expected improvements, provide

support where appropriate, and reassess whether the candidate has met the required standard.

More specific remediation procedures may be governed by the applicable remediation policy, benchmark procedure, practicum or internship document, or other controlling program material, depending on the nature of the concern.

8.8 Due Process Protections

When the program takes formal action based on a candidate's academic, clinical, professional, or ethical performance, the candidate is entitled to due process consistent with applicable university and program procedures. Depending on the nature of the action, due process generally includes:

- written notice of the concern or proposed action;
- identification of the basis for the concern or action;
- an opportunity for the candidate to respond;
- review by an appropriate faculty body or administrative decision-maker;
- written notice of the decision; and
- information about any available appeal rights.

Nothing in this section limits more specific rights or procedures provided by university policy, Title IX procedures, disability-related procedures, grade appeal procedures, or other governing university processes.

8.9 Dismissal and Termination Procedures

Dismissal from the PsyD program may occur when a candidate:

- fails to meet academic standards;
- fails to satisfy program-specific minimum levels of achievement;
- fails to comply with an approved remediation plan;
- engages in academic dishonesty;
- engages in serious ethical or professional misconduct;
- demonstrates behavior incompatible with competent professional training; or
- otherwise fails to meet program or university expectations necessary for continuation in doctoral training.

When dismissal or termination is being considered, the program will review the available information, apply the relevant policies and procedures, and provide written notice of the decision and any available appeal rights.

8.10 Appeal of Program-Level Dismissal or Termination

When a candidate is dismissed or terminated from the PsyD program for academic, clinical, professional, or ethical reasons, the program will provide written notice of the decision and notice of any available appeal rights.

Unless a more specific university policy governs, the appeal route for a program-level dismissal decision is:

1) written appeal to the Program Director or designated program decision-maker if the initial decision was made by a faculty review body and the candidate has not yet had programdirector review;
2) written appeal to the Department Chair if the Program Director has already issued or affirmed the decision;
3) written appeal to the appropriate college-level or university academic administrator if such review is available under current university policy.

A written appeal should normally be filed within 10 business days of the candidate's receipt of the dismissal notice or prior appeal decision, unless the applicable university procedure states a different deadline. The appeal should identify the basis for appeal and include any supporting documentation.

Possible bases for appeal may include:

- procedural error;
- new information not reasonably available at the time of the original decision;
- disproportionate outcome in relation to the documented concern; or
- other grounds recognized by current university policy.

The candidate remains subject to the terms of the dismissal decision unless the program or university authorizes a different status during the appeal process.

8.11 Leave of Absence

Students may request a leave of absence for personal, medical, family, or professional reasons in accordance with university and program procedures. A leave of absence is not automatic and must be approved through the applicable process. Students should consult program leadership and the appropriate university office as early as possible when a leave may be needed.

A leave of absence may affect the candidate's course sequence, practicum or internship timing, benchmark schedule, financial aid, assistantship status, time-to-degree, and graduation timeline. Students are responsible for understanding these implications before the leave is finalized.

8.12 Withdrawal from the Program

Students who wish to withdraw from the PsyD program or from an individual course must follow university withdrawal procedures and must notify the PsyD program through the process designated by program leadership. Withdrawal from the program or from a required course may affect the candidate's program sequence, practicum readiness, internship eligibility, time-to-degree, and ability to reenroll.

8.13 Reenrollment

A candidate who withdraws from the PsyD program is not automatically entitled to reenroll. A candidate seeking reenrollment must follow the applicable university and program procedures in effect at the time of the request. Approval of reenrollment, if granted, may be subject to conditions related to curriculum changes, benchmark status, remediation history, time-to-degree limits, and availability of program space and resources.

8.14 Student Records and Confidentiality

The program maintains formal records related to candidate progression in accordance with university and program procedures. These records may include admissions-related program materials, annual review summaries, benchmark results, practicum and internship evaluations, portfolio review materials, remediation documents, probationary notices, dismissal or appeal materials, graduation-clearance materials, and other official candidate-progress records.

The Program Director, or another designated program administrator, serves as custodian of the program's candidate-progress records unless the university assigns that responsibility elsewhere. Access to educational records is governed by applicable law and university policy. Students may review or request access to educational records through the applicable university and program procedures.

Records of formal grievances and formal complaints are maintained in accordance with Section 13.15 and applicable university policy.

Students may submit written responses for inclusion in the training file when permitted by program procedure.

8.15 Formal Complaint Procedures

Students may use formal complaint procedures when concerns involve discrimination, harassment, retaliation, unsafe conditions, or other serious matters that cannot be resolved appropriately through ordinary advising, supervision, or grievance channels. When a concern falls within a formal university complaint process, the candidate should use that university process.

If a serious concern does not fall within a more specific university procedure, the candidate may submit a formal written complaint to the Program Director or other designated administrator. The complaint should describe the concern, identify relevant dates and individuals, include supporting documentation if available, and state the action or response sought. The program will review the complaint, determine the appropriate process, and either address the matter within the program's authority or refer it to the appropriate university office or official process.

8.16 Anti-Retaliation Statement

Retaliation against a candidate for making a good-faith report, grievance, complaint, or appeal is prohibited. Retaliation includes adverse treatment taken because a candidate raised a concern, participated in a review, served as a witness, or used an available reporting or appeal process in good faith.

Students who believe they have experienced retaliation should report the concern promptly through the appropriate program or university channel.

8.17 Title IX, Harassment, and Nondiscrimination Reporting

Concerns related to discrimination, harassment, sexual misconduct, retaliation, or Title IX matters are governed by current university policy and must be reported through the appropriate

university office or official reporting channel. Students should use the current university procedures and contact information for these matters. Program-level grievance procedures do not replace university processes for Title IX, discrimination, or other protected-status complaints.

When a program administrator receives a concern that appears to fall within one of these formal university processes, the administrator may refer the matter to the appropriate office and inform the candidate of that referral.

Chapter 9. Student Support and Accessibility

9.1 Overview

Francis Marion University and the PsyD program are committed to supporting candidates' academic success, professional development, well-being, and access to university resources throughout doctoral training. Student support is an important part of a high-quality and developmentally appropriate training environment. At the same time, use of support services does not replace program requirements, academic standards, clinical expectations, or formal university procedures that govern accommodations, complaints, financial aid, and related matters.

9.2 Inclusive Environment, Accessibility, and Nondiscrimination

The PsyD program and Francis Marion University are committed to an inclusive learning environment that is free from unlawful discrimination, harassment, and retaliation. Students are entitled to an educational and training environment that supports dignity, access, respect, and fair treatment consistent with applicable law, university policy, and professional standards.

Students who need disability-related accommodations or accessibility support must follow the university's established procedures through the appropriate campus office. The PsyD program does not grant accommodations independently of the university's formal accommodation process. Students are encouraged to begin the accommodation process as early as possible because accommodations are not typically applied retroactively and some supports may require time for review and implementation.

9.3 Counseling, Testing, and Student Well-Being Services

The university may provide counseling, testing, and related candidate-support services to help candidates address emotional, psychological, academic, and personal concerns that may affect functioning, learning, or well-being. Students are encouraged to use these resources proactively when support is needed.

Use of counseling or wellness services is a responsible step and does not, by itself, indicate inability to continue in doctoral training. However, candidates remain responsible for meeting academic, clinical, ethical, and professional requirements unless a formal accommodation, leave, or other approved adjustment is granted through the appropriate university or program process.

9.4 Academic Support Services

Francis Marion University may provide academic support resources that help candidates strengthen learning, organization, time management, study skills, and academic performance. Such resources may include tutoring, learning support, academic coaching, workshops, or other services made available through university offices.

Because PsyD training is rigorous and cumulative, candidates are encouraged to seek academic support early rather than waiting until concerns become more significant. Use of academic support services may be recommended by advisors, instructors, or program leadership when

concerns arise regarding coursework, examinations, writing, or benchmark performance.

9.5 Writing and Scholarly Support

Writing support is a valuable resource for PsyD candidates because doctoral training requires frequent academic, professional, clinical, and scholarly writing. Students may benefit from university writing support services, faculty guidance, approved scholarly resources, and structured feedback from program reviewers.

Students remain responsible for the content, accuracy, integrity, citation practices, and timely submission of all written work. Writing support may assist candidates in improving clarity, organization, style, grammar, and scholarly presentation, but it does not replace independent candidate responsibility for the final submitted work.

9.6 Career Development Resources

The university may provide career-development resources for candidates and alumni. These resources may include résumé or curriculum vitae support, interview preparation, job-search guidance, networking opportunities, and related professional-development services.

Within the PsyD program, career development also includes advising related to practicum planning, internship preparation, licensure pathway considerations, professional identity development, conference participation, and transition to postdoctoral or early career roles. Students are encouraged to discuss career planning with their advisor and other appropriate program leaders throughout training.

9.7 Financial Aid and Assistantship Support

Information about tuition, fees, and financial responsibility is provided in Chapter 1. Francis Marion University and the Department of Psychology may offer scholarships, assistantships, and other support opportunities to eligible candidates. Availability, eligibility criteria, duties, award amounts, deadlines, and application procedures may vary from year to year.

Departmental and university assistantships may include responsibilities such as administrative support, teaching-related duties, research support, clinic or program support, or other approved university assignments. Assistantships and other candidate employment opportunities may require a specified weekly work commitment and may be subject to university employment rules, enrollment requirements, performance expectations, and other applicable policies.

Students are responsible for reviewing current application procedures, deadlines, eligibility requirements, and award conditions through the appropriate university and program channels. Questions about financial aid should be directed to the appropriate university financial aid office. Questions about departmental scholarships, assistantships, or program-related opportunities should be directed to the PsyD program or the Department of Psychology.

9.8 Health and Wellness Resources

Students may access university health and wellness services as available through Francis Marion University. Depending on current university offerings, these resources may include

health education, wellness programming, stress-management support, prevention services, referral information, or other services intended to support candidate well-being.

Students are encouraged to use health and wellness resources proactively and to seek appropriate care when health needs may affect academic, clinical, or professional functioning. When health or wellness concerns may interfere significantly with training responsibilities, candidates should also consult the appropriate university office, advisor, or program leader as needed regarding available options and responsibilities.

9.9 Departmental and Program Resources

In addition to university-wide candidate services, PsyD candidates may have access to departmental and program-specific resources that support coursework, assessment training, intervention training, research, supervision, and professional development. These resources may include testing materials, supervised training settings, clinic or assessment spaces, research spaces, program forms and reference materials, and designated candidate workspace or shared graduate work areas when available.

Access to particular resources may depend on current program structure, site arrangements, scheduling, training level, and university procedures. Students are responsible for using these resources appropriately, returning borrowed materials as required, following test-security and confidentiality expectations, and complying with any access or reservation procedures established by the program or department.

9.10 Library, Technology, and Research Support

Students have access to university library resources, academic computing services, secure university technology platforms, and research-support tools used in doctoral training. The university may provide access to scholarly databases, electronic holdings, statistical software, and other resources relevant to coursework, research, and clinical training.

The program may also use approved educational and supervision-support technologies, including secure audio-video platforms, video-review tools, program portals, and shared resource systems, to support coursework, supervision, feedback, and related training activities. Students are responsible for using only approved systems and for following current program, site, university, legal, and ethical requirements related to privacy, confidentiality, recording, storage, access, and test security. Technical support and platform-specific guidance may be provided through official university, site, or program channels.

9.11 Program Forms, Shared Materials, and Workspace

The PsyD program may maintain shared access points for current forms, checklists, handbooks, announcements, and other program resources through approved university or program platforms. Students are responsible for using the current approved system designated by the program and for monitoring official communications about access, deadlines, and updates.

When available, candidates may also be assigned or granted access to shared graduate workspace, program rooms, or other department-managed work areas in accordance with

current department procedures. Use of such spaces is a privilege and must remain consistent with university policy, confidentiality requirements, and professional conduct expectations.

9.12 Official Communication and Program Information

University email is an official method of communication for the PsyD program and Francis Marion University. Students are expected to monitor their university email regularly and to respond in a timely and professional manner to communications related to coursework, advising, practicum, internship, research, benchmark activities, and other program responsibilities.

Students are responsible for reviewing official notices, program updates, deadlines, required forms, and other communications distributed through approved university or program channels. Failure to monitor official communication systems does not excuse missed deadlines or noncompliance with program expectations.

9.13 Required Check-Ins and Use of Appropriate Support Channels

Students are expected to maintain regular contact with their academic advisor and to participate in required advising meetings, check-ins, and other scheduled review points as directed by the program. These meetings may be used to review progress, discuss support needs, plan upcoming training steps, and address concerns affecting candidate success.

Questions should generally be directed first to the person most closely connected to the issue. Course matters should be directed first to the course instructor. Practicum matters should be directed first to the site supervisor and then to the program's clinical training leadership as needed. Internship matters should be directed first to the internship supervisor or internship training leadership and then to program clinical training leadership as needed. Doctoral culminating project matters should be directed first to the advisor and then to program leadership as needed. Disability or support-service questions should be directed to the appropriate university office, with advisor support as needed.

9.14 Student Responsibility for Using Support Services

Students are encouraged to use support services proactively and early and remain responsible for following university procedures, meeting deadlines, requesting help in a timely manner, and communicating with advisors or program leadership when support is needed.

Seeking support is encouraged, but candidates remain responsible for meeting academic, clinical, ethical, and professional obligations unless a formal accommodation, approved leave, or other official adjustment has been granted through the appropriate process. Students are also responsible for understanding the difference between informal support, formal accommodations, and changes that require official approval.

9.15 Audio, Video, and Photography in Educational and Training Settings

Students may not make audio recordings, video recordings, screenshots, photographs, or other reproductions of classes, supervision, meetings, training sessions, clinical material, or other educational interactions without prior permission consistent with university, program, instructor, supervisor, site, legal, and ethical requirements.

Additional restrictions apply in clinical and training settings involving confidential information, protected health information, test security, or client privacy. Unauthorized recording, photographing, or sharing of protected, confidential, or otherwise restricted content may result in remediation, disciplinary action, removal from a training setting, or other consequences under program, university, site, legal, or ethical standards.

9.16 Annual Student Compliance Requirements

Students are responsible for maintaining current completion of all annual or recurring program requirements applicable to their stage of training. Depending on the candidate's year and training activities, these requirements may include liability insurance, portfolio submissions, required practicum or internship documentation, current contact information, handbook acknowledgment forms, confidentiality or technology-use acknowledgments, background checks or site clearances, onboarding materials, and other recurring program or site requirements.

Annual or recurring compliance requirements may also include acknowledgment that the student has reviewed and will follow applicable professional and institutional authorities, including this handbook, applicable university conduct and nondiscrimination requirements, the APA Ethical Principles of Psychologists and Code of Conduct, confidentiality and privacy requirements, documentation and test-security requirements, technology and recording restrictions, and other required program, site, or licensure-related materials applicable to the student's stage of training.

Students are responsible for monitoring official program communications regarding annual deadlines and required forms. Failure to maintain required annual compliance materials may affect practicum participation, internship readiness, registration planning, benchmark review, graduation clearance, or continued participation in specific training activities, as determined under applicable program or university procedures.

Chapter 10. Licensure Preparation and Transition to Profession

10.1 Overview

The PsyD program is designed to prepare candidates for licensure-eligible, entry-level professional practice in health service psychology, subject to successful completion of program requirements and the laws and regulations of the jurisdiction in which a graduate seeks licensure. Licensure is governed by state, territorial, provincial, or other jurisdictionspecific authorities, and requirements may change over time. Accordingly, this chapter provides general educational guidance only and does not replace current licensing-board rules, forms, instructions, or legal requirements.

Chapter 7 governs ethical and legal expectations applicable during doctoral training. This chapter addresses licensure-related planning, jurisdiction-specific requirements, and transition-to-profession issues that may affect internship decisions, supervised-experience planning, postdoctoral training, portability, and later independent practice.

10.2 Student Responsibility for Reviewing Jurisdiction-Specific Requirements

Students are responsible for learning the licensure requirements of any state or jurisdiction in which they may seek supervised postdoctoral experience, licensure, or independent practice. Students should review current licensing-board materials directly and should not rely solely on general summaries, prior practice in other jurisdictions, or informal advice from others. This responsibility applies throughout training and is especially important when candidates are making decisions about internship structure, supervised-experience planning, examination timing, portability, and postdoctoral training.

Students should understand that compliance with the ethical and legal standards governing conduct during training, as described in Chapter 7, does not by itself establish that a particular internship, postdoctoral plan, or degree pathway will satisfy licensure requirements in a particular jurisdiction. Students remain responsible for reviewing current jurisdiction-specific requirements directly with the relevant authority and for consulting the program when licensure-planning questions may affect training decisions.

10.3 Program Preparation for Licensure-Related Readiness

The PsyD program supports licensure preparation through required coursework, practicum and internship training, benchmark assessment, portfolio documentation, and the doctoral culminating project. The program helps candidates prepare for internship and later licensure by providing advising related to internship selection, supervision structure, direct service expectations, jurisdiction-specific licensure planning, and professional transition. The program may also assist candidates by providing general guidance about licensure planning, examination timing, documentation of training, and the relationship between internship structure and jurisdiction-specific requirements. Students remain responsible for reviewing the current requirements of the jurisdiction in which they may later seek licensure and for using current licensing-board materials in the jurisdiction where they intend to apply.

10.4 Relationship Between Internship Structure and Licensure Eligibility

The PsyD program requires completion of an approved doctoral internship. Approved internship pathways may include either a 12-month, 2,000-hour doctoral internship or, when specifically approved by the program as a school-based option, a 10-month, 1,500-hour school-based internship. Students are expected to apply for, and to the extent possible complete, internships that are accredited by the American Psychological Association or the Canadian Psychological Association. The program may also approve certain non-APA/CPA internships in accordance with program policy, but candidates should understand that internship structure, accreditation status, supervision arrangements, and documentation practices may affect licensure eligibility and later portability across jurisdictions.

Students pursuing the 10-month, 1,500-hour school-based internship option should review jurisdiction-specific licensure requirements with particular care. A school-based internship structure that is acceptable for one credentialing or employment pathway may not satisfy psychologist licensure requirements in every jurisdiction. Approval of an internship by the program does not constitute a guarantee that the internship will satisfy licensure requirements in every state or jurisdiction.

10.5 State-by-State Licensure Disclosures

The program maintains public disclosures regarding licensure-related educational alignment as required by university policy and applicable regulations. Students and applicants should review the official program website for current state-by-state licensure disclosures. These disclosures are intended to support informed decision-making but do not replace the candidate's responsibility to verify current requirements directly with the relevant licensing board.

10.6 Examination and Supervised-Experience Planning

Most jurisdictions require completion of the doctoral degree in psychology, documentation of supervised experience, and passage of the Examination for Professional Practice in Psychology. Some jurisdictions also require an additional jurisprudence examination, an oral examination, or other jurisdiction-specific review steps. A majority of jurisdictions require two years of supervised experience for licensure, typically one year during doctoral training and a second year after the doctoral degree, although requirements vary by jurisdiction. Students are responsible for reviewing the current requirements of the jurisdiction in which they may seek licensure and for planning examination timing, supervised experience, and postdoctoral training accordingly.

10.7 South Carolina Licensure Note

Students who may later seek psychologist licensure in South Carolina should review the current requirements of the South Carolina Board of Examiners in Psychology directly. Based on the Board's current published materials, South Carolina licensure requires evidence of a passing score on the EPPP, two years of supervised experience totaling at least 3,000 hours, with one year completed postdoctorally, and successful completion of a structured oral examination administered by Board members. The Board's published licensure materials also indicate that a predoctoral internship may count as one of the two years of supervised

experience if properly documented, and that postdoctoral supervision must be approved by the Board through a supervision contract before that supervision begins. The Board's current forms, instructions, fees, statutes, regulations, and published guidance control South Carolina licensure requirements. This handbook provides general educational guidance only and does not replace current Board requirements.

10.8 Graduation Readiness

Graduation from the PsyD program requires successful completion of all approved degree requirements. Completion of coursework alone does not guarantee graduation if other required elements of doctoral training remain incomplete, including practicum, internship, portfolio materials, benchmark expectations, the doctoral culminating project, or required university graduation procedures.

10.9 Degree Conferral Procedures

Students must follow current university procedures for degree application, graduation clearance, and final document submission. The doctoral degree is awarded only after successful completion of all program requirements, including internship.

10.10 Graduation Checklist

Before degree conferral, candidates are responsible for confirming completion of all required program and university steps. At a minimum, candidates should verify completion of all required coursework, required practicum and internship experiences, the doctoral culminating project, required portfolio or final program materials, required internship verification and evaluation materials, the application for graduation through current university procedures, and any other university or program deadlines related to graduation clearance.

10.11 Transition to Postdoctoral Training or Employment

Graduation from the PsyD program marks the transition from doctoral candidate to early career psychologist. Depending on the candidate's intended jurisdiction and career path, this transition may include postdoctoral supervised experience, formal licensure application, preparation for jurisdiction-specific examinations, credentialing for employment, and continued consultation with supervisors, mentors, and licensing boards. Students are encouraged to begin this planning before internship is completed so that postdoctoral or employment transitions can occur in a timely and well-documented manner.

10.12 Continuing Professional Development After Graduation

Professional development continues after graduation. Once licensed, psychologists must comply with the continuing education, renewal, ethical, and record-keeping requirements of the jurisdiction in which they are licensed. In South Carolina, the Board's current published materials state that licensed psychologists must complete a minimum of 24 approved continuing education credits during each two-year licensure period, with at least 12 credits from Category A offerings and no more than 12 credits from Category B offerings. Graduates must verify the current number of hours, category rules, deadlines, reporting procedures, and renewal requirements directly with the Board.

10.13 Professional Organizations and Relevant Boards

Students are encouraged to become familiar with professional organizations and regulatory bodies that shape psychology training, licensure, and practice. These may include state licensing boards, the Association of State and Provincial Psychology Boards, APA and state psychological associations, and other organizations relevant to internship, licensure, ethics, continuing education, and early career development.

Chapter 11. Student Organizations and Professional Involvement

11.1 Overview

The PsyD program encourages candidates to participate in professional, scholarly, service, and leadership activities that support doctoral training and professional identity development. Professional involvement can strengthen learning, networking, leadership, service, and preparation for internship, licensure, and employment. At the same time, participation in these activities does not replace required academic, clinical, scholarly, or professional responsibilities.

11.2 Purpose of Professional Involvement

Professional involvement helps candidates extend learning beyond required coursework and supervised training. Such involvement may support leadership development, scholarly engagement, service, collaboration, advocacy, and broader understanding of the profession of psychology. Students are encouraged to participate in activities that are consistent with their stage of training, professional goals, and program responsibilities.

11.3 Student Organizations

Students may choose to participate in university-wide, department-based, or psychology-related candidate organizations when those opportunities are available. Such organizations may provide opportunities for leadership, service, scholarly discussion, networking, mentorship, and community building. Available organizations, activities, and levels of participation may vary from year to year. Students should use current university and program communications for the most up-to-date information.

11.4 Honor Societies and Graduate Student Organizations

Students who are eligible for honor societies or graduate candidate organizations are encouraged to consider participation when those opportunities support their academic and professional development. Participation in such organizations may offer opportunities for recognition, leadership, networking, service, and scholarly engagement. Eligibility, benefits, and activity level are governed by the current rules and structure of the organization.

11.5 Departmental and University Committee Participation

Students may also have opportunities to participate in departmental or university committees, advisory groups, diversity-related initiatives, research teams, or other service activities when such opportunities are available and appropriate to the candidate's level of training. Participation in these activities can support leadership development, collaboration, advocacy, and contribution to program improvement.

11.6 Research Involvement Beyond Required Coursework

Students may pursue research involvement beyond required coursework when such opportunities are available and consistent with faculty mentorship, program resources, and

the candidate's stage of training. Additional research involvement may include collaboration on faculty projects, attendance at research meetings or seminars, scholarly presentations, or participation in other approved research activities.

11.7 Community Engagement and Outreach

Community engagement and outreach may support professional development, service, and applied learning in psychology. Students may participate in community-based activities, workshops, service programs, outreach events, or other approved opportunities when available and appropriate to their training level. Students must ensure that any such participation remains consistent with ethical standards, supervision expectations, trainee role boundaries, and program requirements.

11.8 Professional Conferences, Workshops, and Events

Students are encouraged to attend conferences, workshops, lectures, seminars, and other professional-development activities that support their training and career goals. Such activities may strengthen professional identity, ethical awareness, scholarly engagement, networking, and readiness for internship, licensure, and early career practice. The program may identify some activities as expected or required for particular courses, cohorts, assistantships, or stages of training. Students are responsible for following current program expectations and for balancing professional involvement with required academic, clinical, scholarly, and professional responsibilities.

11.9 Professional Organizations

Students are encouraged to become familiar with professional organizations relevant to psychology, school psychology, health service psychology, and related practice areas. Membership or participation in professional organizations may provide access to conferences, publications, networking, leadership, continuing education, and profession-specific resources.

11.10 Leadership and Professional Responsibility

Students who participate in organizations, committees, outreach, research, conferences, or other professional activities are expected to do so in a manner consistent with the standards of doctoral training in psychology. Professional conduct expectations, including ethical behavior, respectful communication, appropriate boundaries, accurate representation of trainee status, and responsible follow-through, apply to these activities.

11.11 Balance Between Involvement and Required Training Responsibilities

Professional involvement is encouraged, but required doctoral training responsibilities remain the candidate's first priority. Participation in extracurricular, service, leadership, or professional-development activities must not interfere with coursework, practicum, supervision, benchmark requirements, doctoral culminating project responsibilities, or other program obligations.

11.12 Current Information About Opportunities

Students should use current program communications, department announcements, university materials, and official candidate-life resources to identify active opportunities, eligibility requirements, deadlines, and current expectations related to organizations, conferences, leadership, service, and professional involvement.

Chapter 12. Social Justice, Equity, Diversity, and Inclusion

12.1 Overview

The PsyD program is committed to a training environment that is inclusive, respectful, equitable, and responsive to the diversity of candidates, faculty, staff, clients, and communities. Social justice, equity, diversity, and inclusion are integral to doctoral education and training in health service psychology and are reflected in the program's aims, curriculum, clinical training, supervision, evaluation processes, and professional-development expectations.

The program understands diversity and inclusion as essential to ethical practice, evidence-based service delivery, professional formation, and preparation for work in varied clinical, school, community, and interprofessional settings. The program also recognizes that development in this area is ongoing and requires attention to knowledge, self-awareness, skills, context, systems, and professional responsibility.

12.2 Broad Understanding of Diversity

The program understands diversity broadly, including age, disability, ethnicity, gender, gender identity and expression, language, national origin, race, religion, culture, sexual orientation, socioeconomic status, family structure, immigration-related experience, rural or urban background, and other aspects of identity, lived experience, and social context.

The program also recognizes that individuals and communities are shaped by intersecting identities, systems, opportunities, barriers, and histories. Students are expected to approach diversity in a way that is respectful, contextually informed, developmentally appropriate, and attentive to both individual experience and broader systemic influences.

12.3 Diversity as a Core Part of Professional Training

The PsyD curriculum includes training experiences that address individual and cultural diversity as a required area of professional competence. Diversity, equity, inclusion, and culturally responsive practice are addressed across the sequence of doctoral training through coursework, practicum and internship experiences, supervision, benchmark review, and professional-development activities.

Required and program-supported experiences may include diversity-focused coursework, discussion of diversity in practicum and internship supervision, case formulation and intervention planning that attend to context and identity, community or campus diversity programming, scholarly work addressing individual and cultural diversity, and other developmentally appropriate training activities. The program may also use year-specific training activities or developmental expectations to help candidates build awareness, knowledge, and applied skill over time. Current required activities and expectations are maintained through official program materials and may be revised as the curriculum develops.

12.4 Respectful and Inclusive Conduct

Students are expected to contribute to a respectful and inclusive learning environment. This includes interacting with others in a manner that is professional, respectful, and consistent with

the dignity of classmates, faculty, staff, supervisors, clients, families, and community partners.

Conduct that demeans, excludes, harasses, stereotypes, intimidates, or shows disregard for others on the basis of identity, background, worldview, or lived experience is inconsistent with program expectations and university policy. Students are expected to engage difficult conversations, differences, and feedback in a manner that reflects professionalism, curiosity, accountability, and respect.

12.5 Cultural Humility and Self-Reflection

The program expects candidates to engage in ongoing self-reflection about their own values, assumptions, biases, identities, and experiences. Cultural humility includes openness to learning, awareness of limits, willingness to examine one's own perspective, and commitment to continued growth rather than assuming complete mastery.

Students are expected to consider how their personal and professional perspectives may influence assessment, intervention, consultation, supervision, research, classroom participation, and other aspects of training. Students are also expected to use supervision, coursework, feedback, and reflective practice to strengthen their capacity for culturally responsive and ethically grounded professional functioning.

12.6 Inclusive Teaching, Supervision, and Mentoring

The program expects faculty and supervisors to support inclusive teaching, supervision, mentoring, and evaluation practices. This includes fostering respectful learning environments, attending to power and context in training relationships, encouraging thoughtful discussion of diversity-related issues, and supporting candidates' development in culturally responsive professional practice.

Faculty and supervisors are also expected to integrate attention to diversity and context into training, feedback, and evaluation processes where relevant, and to model professional behavior consistent with equity, respect, and inclusion. Program-level efforts in this area may include curriculum development, climate review, advising support, training discussions, and other activities that strengthen the quality of the learning environment.

12.7 Diversity in Clinical, School, and Community Practice

Students are expected to develop the ability to work effectively with diverse individuals, families, groups, schools, systems, and communities. This includes learning to consider culture, context, identity, language, access, family systems, community conditions, and systemic influences in assessment, intervention, consultation, supervision, and interprofessional practice.

Students are expected to work toward culturally responsive, respectful, and contextually informed services and to recognize when additional learning, supervision, consultation, or referral is needed. Development in this area is evaluated as part of the profession-wide competency in individual and cultural diversity and may also be reflected across other competency areas, including assessment, intervention, communication, consultation, supervision, ethics, and professional values.

12.8 Equity and Access in Training

The program seeks to support equity and access in the training environment. This includes attention to fair processes, inclusive practices, access to support resources, and avoidance of unnecessary barriers to participation and success that are unrelated to competence or program requirements.

Consistent with university policy and applicable law, candidates who need disability-related accommodations or accessibility support must use the university's established procedures through the appropriate campus office. The program also seeks to support equitable participation by communicating expectations clearly, encouraging timely use of support services, and reviewing aspects of the training environment that may affect belonging, inclusion, and access.

12.9 Reporting and Support Pathways

Discrimination, harassment, retaliation, and other conduct that undermines an inclusive and respectful training environment are inconsistent with program expectations and university policy. Students who experience or observe such concerns should use the appropriate reporting or support pathway based on the nature of the concern.

Program-level advising, informal problem resolution, or supportive consultation may be appropriate for some concerns. Other concerns, including discrimination, harassment, retaliation, or Title IX matters, may require referral to formal university procedures. Program-level support does not replace the university processes that govern those matters.

12.10 Student Participation in Diversity, Equity, and Inclusion Efforts

Students are encouraged to take part in educational and professional opportunities that strengthen their understanding of diversity, equity, access, and culturally responsive practice. Such opportunities may include coursework, workshops, campus programming, community engagement, scholarly activities, candidate organizations, professional conferences, and other approved learning experiences.

Participation in these efforts can support professional growth, ethical development, and readiness for work in diverse settings. Students are encouraged to approach such opportunities thoughtfully and professionally and to use them as part of their ongoing development as health service psychologists.

12.11 Program-Level Diversity Recruitment, Retention, and Climate Review

In addition to integrating diversity, equity, inclusion, and access across coursework, practicum, supervision, evaluation, and professional development, the PsyD program engages in program-level review of recruitment, retention, and training climate. These review processes are intended to support a respectful, inclusive, and developmentally appropriate doctoral training environment and to guide continuous program improvement.

The program may review available information related to admissions patterns, candidate retention, candidate progression, use of support resources, training-climate feedback, and diversity-related strengths or concerns raised through appropriate program or university channels. Review may also include consideration of curriculum coverage, supervision

experiences, professional-development opportunities, and the extent to which candidates experience the program as respectful, accessible, and supportive of culturally responsive professional development.

Program-level review in this area is conducted in a manner consistent with university policy, candidate-record protections, and applicable confidentiality requirements. Individual candidate records, personnel matters, and protected university processes are handled through the appropriate channels and are not replaced by general program climate review.

When concerns or opportunities for improvement are identified, the program may use this information to guide revisions in curriculum, advising practices, support pathways, professional-development programming, supervision expectations, recruitment efforts, climate-responsive practices, or other aspects of doctoral training. Students may contribute to this continuous-improvement process through surveys, meetings, representation on appropriate committees, and other approved feedback channels consistent with confidentiality requirements and program procedures.

The program uses these review processes to strengthen training quality, support equitable access to learning and professional development, and improve the program's preparation of candidates for culturally responsive health service psychology practice.

12.12 Continuous Improvement

The program values candidate feedback about the training climate and about issues related to equity, inclusion, belonging, and access. Consistent with its broader self-study and quality-improvement processes, the program may review feedback, training experiences, curriculum, and other relevant information to identify strengths, concerns, and opportunities for improvement.

Continuous improvement in this area may include revision of training activities, support practices, curriculum content, climate-related efforts, advising approaches, or other aspects of the program. Students are encouraged to provide constructive feedback through appropriate program and university channels.

Chapter 13. Public Disclosures and Companion Documents

13.1 Overview

The PsyD program is committed to clear, accurate, timely, and professionally appropriate communication with candidates, applicants, university personnel, practicum and internship sites, accrediting bodies, and the public. Communication practices support informed decision-making, fair notice of program requirements, continuity of training, and accountability to current professional, institutional, and accreditation expectations. The program maintains both internal program documents and public-facing materials, and candidates are responsible for understanding the role of each.

13.2 Data-Informed Program Improvement

The program uses available program-level data, including admissions information, benchmark results, practicum and internship outcomes, progression patterns, completion information, and other relevant feedback, to support ongoing review of curriculum, training quality, candidate support, and public disclosures. These review processes are intended to strengthen program quality and inform continuous improvement.

13.3 Relationship Between Internal Program Documents and Public-Facing Materials

The program uses multiple forms of communication and documentation, including the Program Handbook, the official program website, the University Catalog, course syllabi, practicum and internship contracts, benchmark materials, portfolio checklists, and other current approved program documents. These materials serve related but distinct purposes.

The Program Handbook is the primary internal candidate guide for program-specific policies, procedures, expectations, and decision-making processes. The official program website is the primary public-facing source for applicants, candidates, and the public regarding program overview, admissions information, public disclosures, accreditation-status language, and licensure-related disclosures. The University Catalog governs university-approved course descriptions, degree requirements, and catalog-level academic regulations. Course syllabi govern the requirements and grading expectations of individual courses. Practicum and internship contracts and other designated companion documents govern the detailed operation of specific training placements or benchmark processes.

13.4 Accuracy and Currency of Program Information

The program is committed to maintaining accurate and current information in its official materials. Public and internal documents should describe the program in a manner that is complete, truthful, and consistent with current approved policies and requirements. Program materials should be updated as needed when changes occur in curriculum, requirements, timelines, public disclosures, university procedures, or other matters affecting candidates or applicants.

Students are responsible for using current official materials rather than relying on outdated copies, informal advice, or prior versions of documents. When questions arise

about currentrequirements, candidates should consult the most recent approved program materials and, when needed, seek clarification from appropriate program leadership.

13.5 Annual Review and Synchronization of Program Documents and Public Disclosures

To promote accuracy, transparency, and consistency across internal and public-facing materials, the PsyD program conducts an annual review of its principal governing and disclosure documents before the beginning of each academic year. This review is intended to ensure that the Program Handbook, official program website, University Catalog entries, Program of Study, practicum and internship contracts, doctoral culminating project handbook, benchmark materials, portfolio requirements, and other current approved companion documents remain aligned with one another and with current university policy, accreditation expectations, and applicable regulatory requirements.

As part of this annual review process, the program verifies, as applicable, the accuracy of program identity language, training model descriptions, curriculum and sequencing information, admissions requirements, transfer-credit policy, residency expectations, clinical training requirements, benchmark expectations, accreditation-status language, Student Admissions, Outcomes, and Other Data disclosures, licensure-related public information, and other required public statements. When revisions are made to one governing or public-facing document, related documents are reviewed and updated as needed so that candidates, applicants, practicum and internship sites, and the public receive clear and consistent information.

The program will provide reasonable notice of material changes affecting enrolled candidates in accordance with applicable handbook and university procedures. Students are responsible for using the current approved versions of program documents and public disclosures and for consulting the program when questions arise regarding which version controls.

This annual synchronization process supports institutional accountability, informed decision-making by candidates and applicants, and compliance with applicable accreditation and public-disclosure expectations.

13.6 Program Website and Public Disclosures

The official program website is the primary public-facing location for information that supports informed decision-making by prospective and current candidates. Public-facing information may include program overview, training model, aims, admissions information, transfer-credit policy, practicum and internship information, licensure-related disclosures, accreditation-status language, and Student Admissions, Outcomes, and Other Data disclosures.

Where required by university policy, accreditation expectations, or other governing requirements, the program will maintain public disclosures through the official website in the current required format. Students and applicants should use the official website for the most current version of public disclosures. Website summaries do not replace the need to review full governing documents and current licensing-board materials where applicable.

13.7 Distance Education and Student Identity

The program is full-time and delivered in person. If any course element uses distance or electronically mediated instruction as a supplemental modality, the program and university apply secure, privacy-preserving procedures for positive candidate identification consistent with the Higher Education Opportunity Act, university policy, and applicable accreditation expectations. Students must use current approved university and program procedures when electronically mediated instruction, supervision, or training tools are used.

13.8 Accreditation Status and Related Public Communication

Public statements about accreditation must accurately reflect the program's status and must use current approved language. The program may identify the specific academic program covered by that status, and questions related to accreditation status may be directed to the appropriate accrediting body as identified in current public materials. Students should not represent the program as holding an accreditation status that it does not currently hold.

13.9 Student Admissions, Outcomes, and Other Data

In accordance with current public-disclosure expectations, the program will maintain Student Admissions, Outcomes, and Other Data disclosures in the required location and format through its public-facing materials. These disclosures are intended to support informed decision-making by applicants and the public and may include information such as admissions data, time to completion, program costs, internship placement, attrition, and licensure outcomes, when reportable. Current official public disclosures control over informal summaries or draft materials.

13.10 Licensure-Related Public Information

The program may provide public licensure-related disclosures and general educational guidance regarding licensure pathways. Such information is intended to support informed decision-making and planning, but licensure is governed by the laws and regulations of the jurisdiction in which a graduate seeks licensure. Students and applicants remain responsible for reviewing current jurisdiction-specific requirements directly with the relevant licensing authority. General program materials, including website disclosures and handbook summaries, do not replace licensing-board rules, forms, or instructions.

13.11 Official Communication with Students

University email is an official method of communication for the PsyD program and Francis Marion University. Students are expected to monitor their university email regularly and to respond in a timely and professional manner to messages related to coursework, advising, benchmark activities, practicum, internship, research training, portfolio deadlines, and other program responsibilities.

The program may also use approved university or program systems to distribute forms, handbooks, checklists, announcements, and other official materials. Students are responsible for monitoring these systems and for reviewing official notices, deadlines, and program updates

in a timely manner. Failure to review official communications does not excuse missed deadlines or noncompliance with program expectations.

13.12 Notice of Changes to Program Requirements or Procedures

The program will provide reasonable notice of material changes to policies, procedures, curriculum, benchmark processes, public disclosures, or training requirements that affect enrolled candidates. When changes occur, the program should identify the effective date of the change and, when relevant, whether the change applies to current candidates, future cohorts, or both.

Students are responsible for reading official notices and for clarifying any question about how a change affects their individual training plan, benchmark timing, practicum or internship process, or graduation timeline.

13.13 Controlling Documents and Order of Authority

Because doctoral training involves multiple documents serving different functions, candidates must understand which document controls when overlap exists.

Unless a more specific current approved document governs a particular matter, the general order of authority is as follows:

- applicable federal and state law, and controlling university-wide policy
- the current approved University Catalog for catalog-governed academic rules and course descriptions
- the current approved Program Handbook for program-level policies, procedures, and expectations
- current approved companion documents for the specific process they govern, such as practicum and internship contracts, benchmark materials, portfolio checklists, remediation policies, and doctoral culminating project procedures
- current course syllabi for course-specific requirements and grading policies
- official public website materials for public-facing disclosures, accreditation-status language, and licensure-related disclosures

When a current approved companion document provides more specific operational procedures that are consistent with this handbook, that companion document controls implementation of the specific process it governs. When a university policy or catalog rule governs a matter, that rule controls over program-level language.

13.14 Student Responsibility for Using Current Documents

Students are responsible for using current approved program and university materials throughout training. This includes reviewing updated handbook provisions, current companion documents, current portfolio checklists, current practicum and internship contracts, current benchmark materials, and current public disclosures as applicable.

Students should not rely on prior versions of documents, drafts, screenshots, or informal communications when official current materials are available. When uncertainty exists about which version controls, candidates should consult program leadership promptly.

13.15 Records of Program-Level Complaints and Formal Grievances

For purposes of program recordkeeping, a formal grievance is a written candidate challenge to a program-related decision, process, or condition that is pursued through the formal grievance process. A formal complaint is a written allegation regarding program operations, conduct, supervision, discrimination, harassment, retaliation, unsafe practices, or other serious concern requiring formal review. Informal advising conversations, routine feedback, and minor concerns resolved without a formal written submission are not ordinarily treated as formal grievances or formal complaints for purposes of this recordkeeping requirement.

The program maintains records of formal grievances and formal complaints of which it is aware that are filed against the program and/or against individuals associated with the program, consistent with university policy and applicable accreditation expectations. These records are maintained separately from ordinary advising communications and candidate academic records to support institutional accountability, continuity of review, and compliance with applicable review expectations. The Program Director, or another designated program administrator, serves as custodian of these records unless the university assigns that responsibility elsewhere.

13.16 Contact Information and Referral to Appropriate Offices

Students, applicants, and members of the public should direct questions to the office or person most appropriate to the issue. General program questions may be directed to the PsyD program or Department of Psychology. Questions about billing, financial aid, accommodations, Title IX, discrimination, grade appeals, or other university-governed matters should be directed to the appropriate university office. Questions about accreditation status should be directed using the current contact information provided in official public materials. Questions about licensure should be directed to the relevant jurisdictional licensing board.

Chapter 14. Appendices and Required Forms

14.1 Overview

The appendices and companion documents contain the forms, templates, contracts, checklists, rubrics, handbooks, and reference materials that support candidate progression through the PsyD program. These materials are part of the program's official documentation system and should be used together with this handbook, the University Catalog, the official program website, and other current approved program documents.

14.2 Purpose of Appendices and Forms

Appendices and required forms help document candidate progression, support practicum and internship training, record benchmark and evaluation activities, guide remediation and review processes, support graduation and degree completion, maintain accurate program records, and promote consistency in communication and documentation across the program.

14.3 Required Appendices and Companion Documents

The PsyD program uses both handbook appendices and separately maintained companion documents. Some materials are included directly in this handbook, and others are maintained as current official program documents outside the handbook because they are revised more frequently or function as stand-alone forms, contracts, rubrics, or manuals.

Students are responsible for using the current approved version of each required appendix or companion document.

Required handbook appendices and companion documents include:

- Appendix A. Approved Program of Study
- Appendix B. Official DSK Table
- Appendix C. Official PWC Table
- Appendix D. Minimum Levels of Achievement Summary Table
- Appendix E. Course Objectives Matrix
- Appendix F. Evaluation Point Assessment Table
- Appendix G. Student Review and Support Pathway Summary
- Appendix H. Graduation Clearance Checklist
- Appendix I. Student Acknowledgment of Receipt and Responsibility

Separately maintained companion documents that candidates may be required to use, as applicable to their stage of training, include:

- current practicum contract
- current internship contract
- current doctoral culminating project handbook
- current year-specific portfolio checklists
- current First-Year Competency Evaluation Form
- current Second- and Third-Year Competency Evaluation Form
- current Internship Competency Evaluation Form

- current Written Comprehensive Examination blueprint and related administration materials
- current Oral Comprehensive Examination rubric and procedures
- current DSK remediation policy
- current program rubrics and forms used for benchmark, practicum, internship, and doctoral culminating project evaluation
- other current official program forms, templates, timelines, and reference materials maintained through approved program channels

Students are responsible for reviewing and following the current approved version of each document that applies to their training. When a current approved companion document provides more specific operational procedures that are consistent with this handbook, that companion document controls implementation of the specific process it governs.

Table 14.1. Required Forms by Process[4]

Process Area	*Typical Required Form(s) / Governing Document(s)*	*Primary Responsible Party*	*When Required*
Admission	Graduate application; official transcripts; letters of recommendation; personal statement; interview materials when applicable; any current admissions-cycle materials required by the university or program	Applicant; Graduate Admissions; Program	During application for admission
Advising and Program Planning	Approved Program of Study; semester advising records or program planning materials as used by the program; Student Acknowledgment of Receipt and Responsibility	Student; Academic Advisor	At program entry and throughout training as needed
Annual Student Acknowledgment and Compliance	Student Acknowledgment of Receipt and Responsibility; current contact information; annual compliance materials required by the program or site	Student	At program entry and annually or as otherwise required
Practicum Approval	Current Practicum Contract; required site onboarding materials; proof of liability insurance if required; background check or clearance materials if required by site; practicum-readiness documentation if required by program policy	Student; Director of Clinical Training; Practicum Site; Primary Psychology Supervisor of Record	Before any practicum begins and whenever a new practicum site or contract period begins
Practicum Documentation and Evaluation	Practicum logs; direct observation documentation where required; current competency evaluation forms; required portfolio artifacts; site-specific documentation required by contract or site	Student; Site Supervisor; University Supervisor when applicable	Throughout each practicum term and at designated evaluation points
Annual Review and Progress Review	Annual review summary; current competency benchmark forms; portfolio checklist; benchmark results; relevant faculty review materials	Program Faculty; Program Leadership; Student	At least annually and at other designated review points
DSK Remediation	Written DSK Remediation Plan; supporting benchmark data; reassessment documentation; follow-up review summary	Program Faculty; Student	When a candidate does not meet an established DSK benchmark

[4] This chart is a candidate-facing summary of common forms and governing documents used across major program processes. It is intended to help candidates identify the usual documentation associated with admission, advising, clinical training, review, remediation, internship, the doctoral culminating project, and graduation. Because forms, procedures, and deadlines may be updated over time, candidates are responsible for using the current approved version of each required document. Where a specific university policy, practicum or internship contract, benchmark form, portfolio checklist, doctoral culminating project handbook, or other current approved companion document provides more detailed operational requirements, the controlling document governs.

Process Area	*Typical Required Form(s) / Governing Document(s)*	*Primary Responsible Party*	*When Required*
Other Academic, Clinical, or Professional Remediation	Written remediation plan; follow-up review documentation; reassessment or monitoring records	Program Faculty; Student; relevant supervisor(s) as applicable	When a candidate does not meet expected academic, clinical, scholarly, or professional standards
Internship Approval	Internshipreadiness review materials; current portfolio checklist; benchmark data; practicum evaluations; current Internship Contract for approved placement; any required site documentation	Student; Director of Clinical Training; Program Faculty	Before a candidate applies to, ranks, accepts, or begins an internship, as required by program policy
Internship Documentation and Evaluation	Internship contract; internship logs; direct observation verification where required; midpoint and final evaluations; required internship portfolio artifacts; site grievance and due process materials as required by contract	Student; Internship Site; Internship Supervisors; Program	Throughout internship and at designated review points
Doctoral Culminating Project Planning	Current Doctoral culminating project handbook; advisor approval materials; committee approval materials; milestone calendar or planning forms as required by current program procedures	Student; Advisor; Committee	Beginning in Year 3 and as required by project sequence
Proposal Approval and IRB	Proposal approval documentation; IRB application and approval documents when applicable; ethics training documentation when required	Student; Advisor; Committee; IRB	Before data collection, implementation, or other activity requiring formal approval
Doctoral Culminating Project Evaluation	Current scoring rubric; milestone review documentation; oral presentation and defense materials; final submission records	Student; Advisor; Committee; Program	Throughout project development and at final evaluation
Graduation Clearance	Graduation Clearance Checklist; final portfolio or program materials; final internship documentation; doctoral culminating project completion records; university graduation application and related university forms	Student; Advisor; Program Leadership; University	At graduation-readiness review and before degree conferral
Grievance, Complaint, and Appeal	Written grievance or complaint; supporting documentation; written appeal materials when applicable; records maintained under program or university policy	Student; Program Director or designee; appropriate university official as applicable	When a candidate initiates a formal grievance, complaint, or appeal

14.4 Portfolio and Evaluation Appendices

Students must use the current portfolio checklists and evaluation forms appropriate to their year in the program. Required materials differ by training year and may include practicum agreements, internship agreements, logs, reports, consultation documents, intervention case studies, professional membership documentation, liability-insurance verification, self-evaluations, site-supervisor evaluations, university-supervisor evaluations when applicable, direct-observation verification, and doctoral culminating project materials.

Portfolio and evaluation appendices should be read together with the current benchmark forms, practicum and internship contracts, rubric materials, and other official evaluation documents.

14.5 Program of Study

Appendix A contains the approved Program of Study, which serves as an essential roadmap for coursework and major training milestones across the PsyD program. Students are responsible for following the current approved Program of Study unless a formal change is approved through program and university procedures.

14.6 Graduation Clearance Checklist

Appendix H contains the current Graduation Clearance Checklist used to verify completion of academic, clinical, scholarly, and administrative requirements for degree conferral. Students are responsible for completing this checklist with their advisor and program leadership as required. Completion of the checklist does not by itself guarantee graduation clearance if additional university or program requirements remain incomplete.

14.7 Grievance, Complaint, and Appeal Materials

The program and university maintain current grievance, complaint, and appeal forms and procedures through official program and university channels. Students are responsible for using the correct process and current required form, if any, for the specific concern they wish to raise. Program-level grievance procedures do not replace university procedures that govern grade appeals, Title IX matters, disability-related concerns, discrimination or harassment complaints, or other matters assigned to a separate university process.

14.8 Annual Review and Competency Materials

The program maintains current annual review, competency benchmark, and evaluation forms through official program channels. Students must use the current approved forms applicable to their stage of training and should review these materials together with the official DSK table, official PWC table, benchmark expectations, and related rubric materials.

14.9 Remediation and Review Templates

The program maintains current remediation and review templates for use when concerns arise related to academic performance, clinical functioning, professionalism, ethical conduct,

or progression. These templates may include academic-remediation forms, competency remediation forms, probation-related documentation, review summaries, follow-up plans, or other program-approved materials used to document and monitor candidate progress.

14.10 Planning Tools and Checklists

The program may provide current planning tools and reference materials to help candidates monitor progression through the PsyD program. These materials may include a course completion checklist, benchmark timeline, portfolio checklist, practicum and internship planning tools, doctoral culminating project milestone timeline, and graduation-readiness checklist. Students are responsible for using the current approved versions of these materials when they are provided and for reviewing them together with the Program of Study, handbook, competency benchmark materials, and other controlling program documents.

14.11 Curriculum Competency Crosswalks and Reference Materials

The program maintains current curriculum crosswalks and reference materials showing how required coursework and training experiences support program aims, discipline-specific knowledge, profession-wide competencies, assessment methods, and minimum levels of achievement. These materials may include the official DSK table, the official PWC table, the Course Objectives Matrix, the Prescribed Course Sequence Table, and the Minimum Levels of Achievement Summary Table. These materials are intended to help candidates understand the structure and logic of the curriculum. They do not replace controlling documents that establish specific requirements, benchmarks, procedures, or progression decisions.

14.12 Student Acknowledgment and Attestation Forms

Appendix I contains the Student Acknowledgment of Receipt and Responsibility. Students may also be required to complete other acknowledgment or attestation forms through official program channels, including forms related to handbook receipt, practicum or internship expectations, technology use, confidentiality, liability insurance, or other training requirements.

14.13 Student Responsibility for Recordkeeping

Students are expected to maintain organized copies of important program documents and submissions, including forms, evaluations, contracts, logs, benchmark materials, portfolio submissions, remediation plans, graduation documents, and other records relevant to their progress through the program. Student recordkeeping does not replace the program's responsibility to maintain official training records, but candidates are strongly encouraged to keep their own organized copies for planning, credentialing, and future licensure or employment needs.

Appendix A. Approved Program of Study

Francis Marion University
Doctor of Psychology (PsyD) Program
Course of Study

130	114	8	6	2
Total Program Hours	Course Credits	Practica Credits	Internship Credits	Research Credits

FIRST YEAR

FALL TERM - 16 HOURS | CUMULATIVE HOURS: 16

Course	Course Title	Hrs
PSYC 501	Principles of Applied Behavior Analysis	3
PSYC 606	Psychoeducational Assessment: Intelligence, Ability, and Achievement Testing	3
PSYC 615	Child/Adolescent Psychopathology	3
PSYC 610	Interviewing, Observation, and Case Formulation	3
PSYC 650	Foundations of School Psychology: History, Ethics, and Legal Issues	3
PSYC 600A	Professional Psychology Practicum	1

SPRING TERM - 13 HOURS | CUMULATIVE HOURS: 29

Course	Course Title	Hrs
PSYC 604	Behavioral Assessment and Intervention	3
PSYC 616	Psychoeducational Assessment: Diagnosis of Learning and Behavior Disorders	3
PSYC 620	Psychopathology	3
PSYC 636	Individual Counseling and Psychotherapy	3
PSYC 600B	Psychological Assessment Practicum	1

SUMMER TERM - 13 HOURS | CUMULATIVE HOURS: 42

Course	Course Title	Hrs
PSYC 503	Ethics and Professional Practice in Applied Behavior Analysis	3
PSYC 601	Psychology of Autism, Intellectual, and Neurodevelopmental Disabilities	3
PSYC 634	Developmental Psychology	3
PSYC 635	Learning and Cognition	3
PSYC 600C	Psychological Consultation/Intervention Practicum	1

SECOND YEAR

FALL TERM - 16 HOURS | CUMULATIVE HOURS: 58

Course	Course Title	Hrs
PSYC 574	Advanced Applications of Applied Behavior Analysis	3
PSYC 639	Career and Lifestyle Counseling: Theory and Practice	3
PSYC 674	Academic Assessment and Intervention: Literacy	3
PSYC 646	Advanced Topics in Child and Adolescent Assessment and Diagnosis	3
PSYC 651	Professional/Ethical Issues in Counseling Psychology	3
PSYC 700B	Advanced Psychological Assessment Practicum	1

SPRING TERM - 13 HOURS | CUMULATIVE HOURS: 71

Course	Course Title	Hrs
PSYC 631	Psychological Assessment: Personality and Psychopathology	3
PSYC 632	Quantitative Psychology and Research Methods	3
PSYC 725	Integrated Behavioral Health Psychology	3
PSYC 774	Academic Assessment and Intervention: Mathematics	3
PSYC 700B	Advanced Psychological Assessment Practicum	1

SUMMER TERM - 13 HOURS | CUMULATIVE HOURS: 84

Course	Course Title	Hrs
PSYC 504	Contemporary Topics and Applications of Applied Behavior Analysis	3
PSYC 505	Theoretical and Conceptual Foundations of Behavior Analysis	3
PSYC 602	Biological Basis of Behavior	3
PSYC 740	Training & Supervision: The Expanding Role of Health Service Psychologists	3
PSYC 700C	Advanced Psychological Consultation/Intervention Practicum	1

THIRD YEAR

FALL TERM - 14 HOURS | CUMULATIVE HOURS: 98

Course	Course Title	Hrs
PSYC 502	Research Methods in Applied Behavior Analysis	3
PSYC 643	Couple and Family Therapy	3
PSYC 644	Substance Abuse Counseling	3
PSYC 703	Counseling for Social Justice and Diversity	3
PSYC 798F	Capstone Project/Dissertation Proposal	1
PSYC 700C	Advanced Psychological Consultation/Intervention Practicum	1

SPRING TERM - 14 HOURS | CUMULATIVE HOURS: 112		
Course	**Course Title**	**Hrs**
PSYC 633	Group Counseling and Psychotherapy	3
PSYC 649	Psychological Consultation in Schools and Agencies	3
PSYC 714	Child/Adolescent Counseling and Therapy	3
PSYC 715	Pediatric Health Psychology	3
PSYC 798S	Capstone Project/Dissertation Completion	1
PSYC 700E	Integrated Pre-Internship Practicum	1

CAPSTONE / DISSERTATION MILESTONE	▪ **Complete the Capstone Project/Dissertation Proposal and Completion sequence.** • **Apply for graduation.** • **Graduate with the Master of Science in Applied Psychology (MSAP).**

SUMMER TERM - 12 HOURS | CUMULATIVE HOURS: 124		
Course	**Course Title**	**Hrs**
PSYC 605	Personality and Social Psychology	3
PSYC 735	Advanced Integrated Behavioral Health Psychology	3
PSYC 750	History and Systems in Psychology	3
PSYC 759	School-Wide Prevention, Intervention, and Crisis Programs	3

FOURTH YEAR

FALL TERM - 3 HOURS | CUMULATIVE HOURS: 127		
Course	**Course Title**	**Hrs**
PSYC 799F	Internship	3

SPRING TERM - 3 HOURS | CUMULATIVE HOURS: 130		
Course	**Course Title**	**Hrs**
PSYC 799S	Internship	3

INTERNSHIP MILESTONE	▪ **Complete the doctoral internship sequence across the fourth fall and spring terms.** • **Apply for graduation.** • **Graduate with the Doctor of Psychology PsyD).**

Total Program Hours Doctor of Psychology (PsyD)	**130** **credit hours**

Important Notes
Note 1: This course sequence is a planning guide and may be updated based on program, university, accreditation, or licensure requirements.
Note 2: Students should consult the official Graduate Catalog, Program Handbook, and academic advisor for current requirements and progression policies.

Appendix B. Official Discipline Specific Knowledge (DSK) Table

Provide information below to illustrate how the program ensures that candidates possess substantial understanding of and competence in:		
Knowledge Area:	*History and Systems of Psychology*	
How does the program ensure that candidates possess knowledge?	Students complete *PSYC 750: History and Systems in Psychology*, the program's primary course for this disciplinespecific knowledge area. The course provides doctoral-level instruction in the historical development of psychology, major systems and schools of thought, key figures, and the philosophical, scientific, and sociocultural influences that shaped the field. *PSYC 505: Theoretical and Conceptual Foundations of Behavior Analysis* provides secondary reinforcement through conceptual and philosophical foundations relevant to this domain.	
How does the program assess candidates' knowledge in this area?	**How outcomes are measured:** • In PSYC 750, candidates are assessed through weekly reflection papers, discussion leadership and participation, a biographical/historical analysis paper, and a final examination. • In PSYC 505, candidates are assessed through study questions, discussion participation, and a final examination.	**Evaluation tool and location:** • PSYC 750 syllabus • PSYC 505 syllabus
For each outcome above, what minimum level of achievement (MLA) must be met?	• PSYC 750: Final course grade of B or higher and satisfactory performance on major written and examination components addressing historical and systems foundations. • PSYC 505: Final course grade of B or higher and satisfactory performance on major evaluative components relevant to conceptual and theoretical foundations.	
Knowledge Area:	*Affective Aspects of Behavior*	
How does the program ensure that candidates possess knowledge?	Students receive primary graduatelevel instruction in affective aspects of behavior in *PSYC 620: Psychopathology*, which addresses affective functioning as it relates to symptom presentation, differential diagnosis, contextualized case conceptualization, and links between diagnosis and treatment planning. Affective knowledge is also reinforced in *PSYC 634: Developmental Psychology* and *PSYC 639: Career and Lifestyle Counseling: Theory and Practice*.	
How does the program assess candidates' knowledge in this area?	**How outcomes are measured:** • In PSYC 620, candidates are assessed through Outreach Briefs, a Clinical Presentation, a Midterm Examination, and a Final Examination. • In PSYC 634, candidates are assessed through the Midterm Examination, Final Examination, Scholarly Presentation, and Integrative Paper. • In PSYC 639, candidates are assessed through graded written and applied products requiring integration of emotional functioning, vocational stress, identity, coping, and assessment-informed recommendations.	**Evaluation tool and location:** • PSYC 620 syllabus • PSYC 634 syllabus • PSYC 639 syllabus • Written Comprehensive Exam Blueprint

	• Affective knowledge is also reassessed through the Cognitive-Affective Bases of Behavior domain of the Written Comprehensive Exam.	
For each outcome above, what minimum level of achievement (MLA) must be met?	• PSYC 620: Final course grade of B or higher and satisfactory performance on major examinations and applied assignments addressing affective functioning. • PSYC 634: Final course grade of B or higher and satisfactory performance on major examinations and integrative assignments. • PSYC 639: Final course grade of B or higher and satisfactory performance on major graded written and applied course products relevant to affective functioning. • Written Comprehensive Exam: Passing performance on the relevant content domain consistent with program expectations.	

Knowledge Area:	*Biological Aspects of Behavior*	
How does the program ensure that candidates possess knowledge?	Students complete *PSYC 602: Biological Basis of Behavior*, the program's primary course for this disciplinespecific knowledge area. The course provides doctoral-level instruction in neuroanatomy, neural communication, neurodevelopment, learning and memory, psychopharmacology, and brain-behavior relationships. Biological principles are also recinforced and applied in *PSYC 620: Psychopathology, PSYC 715: Pediatric Health Psychology, PSYC 725: Integrated Behavioral Health Psychology*, and *PSYC 735: Advanced Integrated Behavioral Health Psychology*.	
How does the program assess candidates' knowledge in this area?	**How outcomes are measured:** • In PSYC 602, candidates are assessed through the Applied Neurobiology Brief, Brain-Behavior Map, Case-Based Learning and Memory Analysis, Case Formulation Paper, weekly reading/application quizzes, and the final examination. • In PSYC 620, candidates are assessed through Outreach Briefs, a Clinical Presentation, a Midterm Examination, and a Final Examination. • In PSYC 715, PSYC 725, and PSYC 735, candidates complete examinations, case-based assignments, presentations, and applied written work requiring integration of biological and health-related factors into clinical reasoning. • Biological knowledge is also reassessed through the Biological Bases of Behavior domain of the Written Comprehensive Exam.	**Evaluation tool and location:** • PSYC 602 syllabus • PSYC 620 syllabus • PSYC 715 syllabus • PSYC 725 syllabus • PSYC 735 syllabus • Written Comprehensive Exam Blueprint
For each outcome above, what minimum level of achievement (MLA) must be met?	• PSYC 602: Final course grade of B or higher and satisfactory performance on major biological foundations assignments and examinations. • PSYC 620: Final course grade of B or higher and satisfactory performance on major assignments and examinations relevant to biological aspects of psychopathology. • PSYC 715 / 725 / 735: Final course grade of B or higher and satisfactory performance on major applied assignments, examinations, and presentations requiring biological integration.	

	• Written Comprehensive Exam: Passing performance on the relevant content domain consistent with program expectations.

Knowledge Area:	*Cognitive Aspects of Behavior*	
How does the program ensure that candidates possess knowledge?	Students complete *PSYC 635: Learning and Cognition*, the program's primary course for this disciplinespecific knowledge area. The course provides doctoral-level instruction in learning theory, memory, attention, language, executive functioning, and related cognitive processes. Cognitive knowledge is also reinforced and applied in the assessment sequence, particularly PSYC 606, PSYC 616, and PSYC 646, where candidates interpret cognitive data and integrate those findings into case conceptualization and written reports.	
How does the program assess candidates' knowledge in this area?	**How outcomes are measured:** • In PSYC 635, candidates are assessed through class discussion and professional participation, two paper submissions, a Midterm Examination, and a Final Examination. • In PSYC 606, candidates are assessed through administration and scoring of cognitive and achievement measures, protocol reviews, and a written psychoeducational report requiring interpretation of cognitive findings. • In PSYC 616, candidates are assessed through quizzes and assignments, psychological reports, and a Case Presentation requiring integration of cognitive and academic data into diagnostic and/or eligibility reasoning. • In PSYC 646, candidates are assessed through formal case evaluations, psychological reports, case presentation, and related assignments requiring interpretation of cognitive and diagnostic findings. • Cognitive knowledge is also reassessed through the Cognitive-Affective Bases of Behavior domain of the Written Comprehensive Exam.	**Evaluation tool and location:** • PSYC 635 syllabus • PSYC 606 syllabus • PSYC 616 syllabus • PSYC 646 syllabus • Written Comprehensive Exam Blueprint
For each outcome above, what minimum level of achievement (MLA) must be met?	• PSYC 635: Final course grade of B or higher and satisfactory performance on major papers and examinations addressing cognitive processes. • PSYC 606 / 616 / 646: Final course grade of B or higher; satisfactory administration, scoring, interpretation, and report-writing performance on required assessment products; and minimum proficient-level performance on core report or presentation rubric domains. • Written Comprehensive Exam: Passing performance on the relevant content domain consistent with program expectations.	

Knowledge Area:	*Developmental Aspects of Behavior*
How does the program ensure that candidates possess knowledge?	Students complete *PSYC 634: Developmental Psychology*, the program's primary course for this disciplinespecific knowledge area. The course provides doctoral-level instruction in human development across the lifespan, including physical, cognitive,

	emotional, and social domains. Developmental knowledge is also secondarily evaluated in *PSYC 615: Child/Adolescent Psychopathology*, where candidates distinguish developmentally typical from atypical behavior and apply developmental reasoning to diagnostic formulation and case conceptualization.	
How does the program assess candidates' knowledge in this area?	**How outcomes are measured:** • In PSYC 634, candidates are assessed through the Midterm Examination, Final Examination, Scholarly Presentation, and Integrative Paper. • In PSYC 615, candidates are assessed through the Applied Midterm Examination, Applied Final Examination, and the Diagnostic Case Analysis Portfolio. • Developmental knowledge is also reassessed through the Growth and Lifespan Development domain of the Written Comprehensive Exam.	**Evaluation tool and location:** • PSYC 634 syllabus • PSYC 615 syllabus • Written Comprehensive Exam Blueprint
For each outcome above, what minimum level of achievement (MLA) must be met?	• PSYC 634: Final course grade of B or higher and satisfactory performance on major examinations and integrative assignments addressing developmental functioning. • PSYC 615: Final course grade of B or higher and satisfactory performance on major applied examinations and the diagnostic case analysis portfolio. • Written Comprehensive Exam: Passing performance on the relevant content domain consistent with program expectations.	
Knowledge Area:	*Social Aspects of Behavior*	
How does the program ensure that candidates possess knowledge?	Students complete *PSYC 605: Personality and Social Psychology,* the program's primary course for this disciplinespecific knowledge area. The course provides doctoral-level instruction in social psychological theory and research, including group processes, prejudice, social cognition, interpersonal processes, and the interaction of person and context. Social knowledge is also reinforced and applied in *PSYC 633: Group Counseling and Psychotherapy* and *PSYC 703: Counseling for Social Justice and Diversity*.	
How does the program assess candidates' knowledge in this area?	**How outcomes are measured:** • In PSYC 605, candidates are assessed through Weekly Online Discussion Seminars, Reaction Papers, Applied Media Analyses, and the Final Integrative Paper. • In PSYC 633, candidates are assessed through the Midterm Applied Examination, Integrative Paper, and Mock Group Facilitation performance. • In PSYC 703, candidates complete analytic reflections, examinations, an applied diversity case conceptualization and treatment planning assignment, and an oral consultation/presentation component. • Social knowledge is also reassessed through the Social and Cultural Bases of Behavior domain of the Written Comprehensive Exam.	**Evaluation tool and location:** • PSYC 605 syllabus • PSYC 633 syllabus • PSYC 703 syllabus • Written Comprehensive Exam Blueprint

For each outcome above, what minimum level of achievement (MLA) must be met?	• PSYC 605: Final course grade of B or higher and satisfactory performance on major written assignments. • PSYC 633: Final course grade of B or higher and satisfactory performance on major applied and facilitation assignments. • PSYC 703: Final course grade of B or higher and satisfactory performance on major diversity-focused written and oral assignments. • Written Comprehensive Exam: Passing performance on the relevant content domain consistent with program expectations.	
Knowledge Area:	*Advanced Integrative Knowledge of Basic DisciplineSpecific Content Areas (excluding History and Systems)*	
How does the program ensure that candidates possess knowledge?	Students complete *PSYC 715: Pediatric Health Psychology, PSYC 725: Integrated Behavioral Health Psychology,* and *PSYC 735: Advanced Integrated Behavioral Health Psychology*, three doctoral-level courses that require synthesis of multiple basic DSK areas in applied health service psychology contexts. PSYC 715 integrates biological, developmental, and affective knowledge in pediatric health contexts. PSYC 725 integrates biological, cognitive, affective, social, and contextual knowledge in integrated behavioral health settings. PSYC 735 requires advanced synthesis of biological, cognitive, affective, developmental, and social knowledge in complex case-based work focused on chronic disease, behavior change, and health equity.	
How does the program assess candidates' knowledge in this area?	**How outcomes are measured:** • In PSYC 715, candidates are assessed through quizzes, major applied assignments, examinations, and a clinical presentation requiring integration of multiple DSK areas. • In PSYC 725, candidates are assessed through the Midterm Examination, Final Examination, Intervention Paper, clinic analysis and presentation activities, and participation in applied course work requiring integration of multiple DSK areas. • In PSYC 735, candidates are assessed through the Final Examination, Class Presentation, Research Paper, medical terminology and content quizzes, and weekly applied discussions requiring integration of multiple DSK areas. • Advanced integrative knowledge is also assessed through the Oral Comprehensive Exam, including the Advanced Integrative Knowledge dimension of the Oral Exam Rubric.	**Evaluation tool and location:** • PSYC 715 syllabus • PSYC 725 syllabus • PSYC 735 syllabus • Oral Exam Rubric
For each outcome above, what minimum level of achievement (MLA) must be met?	• PSYC 715 / 725 / 735: Final course grade of B or higher and satisfactory performance on major examinations, presentations, and applied assignments requiring cross-domain integration. • Oral Comprehensive Exam: Performance at or above the program's expected level on the Advanced Integrative Knowledge dimension of the Oral Exam Rubric.	
Knowledge Area:	*Research Methods*	

How does the program ensure that candidates possess knowledge?	Students complete *PSYC 502: Research Methods in Applied Behavior Analysis* and *PSYC 632: Quantitative Psychology and Research Methods*, two required doctoral-level research courses that provide instruction in research design, scientific reasoning, data collection, research literacy, and analysis of empirical questions. Students extend this training in *PSYC 798F: Capstone Project* and *PSYC 798S: Capstone Project*, where they develop and complete a scholarly project under faculty supervision. Research methods knowledge is also reassessed through the Research Methods and Statistics domain of the Written Comprehensive Exam.	
How does the program assess candidates' knowledge in this area?	**How outcomes are measured:** • In PSYC 502, candidates are assessed through lesson quizzes, exams, and a Research Proposal. • In PSYC 632, candidates are assessed through the Midterm Examination, Final Examination, homework assignments, and SPSS assignments. • In PSYC 798F and PSYC 798S, candidates are assessed through proposal materials, committee-guided doctoral culminating project work, end-of-semester milestone products, and the Doctoral Culminating Project Scoring Rubric. • Research methods knowledge is also reassessed through the Research Methods and Statistics domain of the Written Comprehensive Exam.	**Evaluation tool and location:** • PSYC 502 syllabus • PSYC 632 syllabus • PSYC 798 syllabus • Doctoral Culminating Project Scoring Rubric • Written Comprehensive Exam Blueprint
For each outcome above, what minimum level of achievement (MLA) must be met?	• PSYC 502: Final course grade of B or higher and satisfactory performance on major research proposal and examination components. • PSYC 632: Final course grade of B or higher and satisfactory performance on major examinations, homework, and SPSS assignments. • PSYC 798F / 798S: Grade of S and satisfactory completion of required semester milestones consistent with the candidate's stage of doctoral culminating project development. • Written Comprehensive Exam: Passing performance on the relevant content domain consistent with program expectations.	

Knowledge Area:	*Quantitative Methods*	
How does the program ensure that candidates possess knowledge?	Students complete *PSYC 632: Quantitative Psychology and Research Methods*, the required doctorallevel course providing primary instruction in descriptive and inferential statistics, hypothesis testing, statistical reasoning, interpretation of results, and quantitative decision making in psychological research. Students extend this work in *PSYC 798F: Capstone Project* and *PSYC 798S: Capstone Project* as appropriate to their project. Quantitative methods knowledge is also reassessed through the Research Methods and Statistics domain of the Written Comprehensive Exam.	
How does the program assess candidates' knowledge in this area?	**How outcomes are measured:** • In PSYC 632, candidates are assessed through homework assignments, SPSS assignments, the Midterm Examination and the Final Examination.	**Evaluation tool and location:** • PSYC 632 syllabus • PSYC 798 syllabus • Doctoral Culminating Project Scoring Rubric • Written Comprehensive Exam Blueprint

	• In PSYC 798F and PSYC 798S, candidates are assessed through proposal materials, committee-guided doctoral culminating project work, end-of-semester milestone products, and the Doctoral Culminating Project Scoring Rubric. • Quantitative methods knowledge is also reassessed through the Research Methods and Statistics domain of the Written Comprehensive Exam.	
For each outcome above, what minimum level of achievement (MLA) must be met?	• PSYC 632: Final course grade of B or higher and satisfactory performance on major examinations, homework, and SPSS assignments. • PSYC 798F / 798S: Grade of S and satisfactory completion of required semester milestones involving quantitative reasoning, as appropriate to the project. • Written Comprehensive Exam: Passing performance on the relevant content domain consistent with program expectations.	
Knowledge Area:	*Psychometrics*	
How does the program ensure that candidates possess knowledge?	Students receive progressive doctorallevel training in psychometric principles and their application through the assessment sequence: *PSYC 606: Psychoeducational Assessment: Intelligence, Ability, & Achievement Testing in School Psychology, PSYC 616: Psychoeducational Assessment: Diagnosis of Learning & Behavioral Disorders, PSYC 631: Psychological Assessment: Personality & Psychopathology, and PSYC 646: Advanced Topics in Child & Adolescent Assessment & Diagnosis*. Across these courses, candidates learn and apply psychometric concepts through test administration, scoring, protocol review, interpretation of score patterns, evaluation of test strengths and limitations, and use of assessment data in written reports and case presentations.	
How does the program assess candidates' knowledge in this area?	**How outcomes are measured:** • In PSYC 606, candidates are assessed through administration and scoring of cognitive and achievement measures, protocol reviews, quizzes and assignments, a test presentation, and a written psychoeducational report. • In PSYC 616, candidates are assessed through quizzes and assignments, a Test Review Presentation, a Mini-Specialty Area Presentation, psychological reports, and a Case Presentation requiring interpretation of psychometric findings. • In PSYC 631, candidates are assessed through the MMPI-3 interpretation report and feedback recording, R-PAS coding and interpretation report and feedback recording, and an assessment instrument presentation. • In PSYC 646, candidates are assessed through the Referred Case Psychological Report, Typical Case Psychological Report, Test Comparison Assignment,	**Evaluation tool and location:** • PSYC 606 syllabus • PSYC 616 syllabus • PSYC 631 syllabus • PSYC 646 syllabus • Psychological Assessment and Report Rubric • Written Comprehensive Exam Blueprint

	ADIR and ADOS2 reliability activities, case presentation, and related quizzes and assignments. • Psychometric reasoning is secondarily sampled through the Assessment and Diagnosis domain of the Written Comprehensive Exam.	
For each outcome above, what minimum level of achievement (MLA) must be met?	• PSYC 606 / 616 / 631 / 646: Final course grade of B or higher and satisfactory performance on required administration, scoring, interpretation, report-writing, and presentation tasks; with minimum proficient-level performance on core psychometric and communication rubric domains. • Written Comprehensive Exam: Passing performance on relevant assessment/diagnostic content, where applicable.	

Appendix C. Official Profession Wide Competencies (PWC) Table

Provide information below to illustrate how the program ensures that ALL candidates can acquire and demonstrate substantial understanding of and competence in:		
Competency:	*(i) Research*	
Elements associated with this competency from IR C-8 D	Demonstrate the substantially independent ability to conduct research or other scholarly activities that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base. Critically evaluate and disseminate research or other scholarly activity via professional publication or presentation at the local (including the host institution), regional, or national level.	
Program-defined elements associated with this competency (if applicable; see table description above)	1.a. Design, analyze, and interpret both groupbased and singlecase empirical research. 1.b. Apply scientific reasoning, statistical knowledge, and APA-style academic writing to psychological research. 2.a. Independently complete and present a scholarly project that integrates research design, theory, and applied relevance.	
Required training and experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	**PSYC 502: Research Methods in Applied Behavior Analysis** Provides direct instruction and evaluation in single-case design, behavioral measurement, graphing, visual analysis, and applied research methodology. **(1.a., 1.b.)** **PSYC 632: Quantitative Psychology and Research Methods** Provides direct instruction and evaluation in quantitative research design, statistical reasoning, interpretation of results, SPSS-based analysis, and scientific writing. **(1.a., 1.b., 2.a.) PSYC 798F and PSYC 798S: Dissertation** Requires completion of a scholarly project sequence involving proposal development, literature review, methodology, implementation or advanced milestone work, and final written and oral scholarly products under faculty supervision. **(1.a., 1.b., 2.a.)** **Written Comprehensive Exam (WCE)** The Written Comprehensive Exam assesses eight program-defined domains: Biological Bases of Behavior; Cognitive-Affective Bases of Behavior; Social and Cultural Bases of Behavior; Growth and Lifespan Development; Assessment and Diagnosis; Treatment, Intervention, Prevention, and Supervision; Research Methods and Statistics; and Ethical, Legal, and Professional Issues. (1.a., 1.b.) **Oral Comprehensive Exam (OCE)** Students complete a structured Oral Comprehensive Exam scored with a standardized rubric. Research-relevant domains include **Graphing and Visual Data Display (Single Case Design), Data Analysis: Rate of Improvement and Effect Size, Research Methods**, and **Statistical Analysis**. (1.a., 1.b., 2.a.)	
How outcomes are measured for each training and experiential activity listed above. List where in the self-study all associated evaluation tools are located.	**How outcomes are measured:** **PSYC 502:** quizzes, examinations, and research proposal **PSYC 632:** midterm examination, final examination, homework assignments, and SPSS assignments **PSYC 798F and PSYC 798S:** proposal materials, committee-guided scholarly project work, end-of-	**Evaluation tool and selfstudy location:** PSYC 502 syllabus PSYC 632 syllabus PSYC 798 syllabus Doctoral Culminating Project Scoring Rubric Oral Exam Rubric

	semester milestones, and Doctoral Culminating Project Scoring Rubric **Written Comprehensive Exam:** Research Methods and Statistics domain **Oral Comprehensive Exam (OCE):** research-relevant rubric dimensions, including graphing and visual data display, data analysis, research methods, and statistical analysis	Written Comprehensive Exam blueprint and administration materials
Minimum levels of achievement (MLAs) for each outcome measure and evaluation tool listed above.	**PSYC 502:** Final course grade of B or higher and satisfactory performance on major proposal and examination components. **PSYC 632:** Final course grade of B or higher and satisfactory performance on major examinations, homework, and SPSS assignments. **PSYC 798F and PSYC 798S:** Grade of S and satisfactory completion of required semester milestones consistent with the candidate's stage of doctoral culminating project development. **Written Comprehensive Exam:** Passing performance on the Research Methods and Statistics domain consistent with program expectations. **Oral Comprehensive Exam (OCE):** Performance at or above the program's expected level on the research-relevant Oral Exam Rubric dimensions.	

Competency:	*(ii) Ethical and legal standards*
Elements associated with this competency from IR C-8 D	• Be knowledgeable of and act in accordance with each of the following: • the current version of the APA Ethical Principles of Psychologists and Code of Conduct; • Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and • Relevant professional standards and guidelines. • Recognize ethical dilemmas as they arise and apply ethical decision-making processes to resolve the dilemmas. • Conduct self in an ethical manner in all professional activities.
Program-defined elements associated with this competency (if applicable)	1.a. Apply ethical and legal standards across assessment, intervention, consultation, supervision, and professional conduct. 2.a. Use structured ethical decision-making and reflective practice in resolving professional dilemmas. 3.a. Demonstrate consistent professional conduct, appropriate boundaries, and responsiveness to supervision.
Required training and experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	• **PSYC 650: Foundations of School Psychology: History, Ethics, and Legal Issues** Provides direct instruction and evaluation in ethical principles, laws and regulations, case law, procedural safeguards, professional conduct, and ethical/legal reasoning. **(1.a., 2.a., 3.a.)** • **PSYC 503: Ethics and Professional Practice in Applied Behavior Analysis** Provides supplemental instruction and evaluation in applied ethical decision-making and professional standards relevant to doctoral training. **(1.a., 2.a., 3.a.)** • **Practicum and internship sequence** Requires candidates to apply ethical and legal standards in supervised practicum and internship settings. **(1.a., 2.a., 3.a.)** • **Written Comprehensive Exam** Assesses Ethical, Legal, and Professional Issues. **(1.a., 2.a.)**

	• **Oral Comprehensive Exam** Evaluates ethical and legal reasoning through the standardized Oral Exam Rubric. **(1.a., 2.a., 3.a.)**	
How outcomes are measured for each training and experiential activity listed above. List where in the self-study all associated evaluation tools are located.	**How outcomes are measured:** • **PSYC 650:** reading/application quizzes, midterm examination, final examination, case law presentation, Prior Written Notice assignment, SCASP reflection paper, and discussion board work • **PSYC 503:** applied ethics review assignment, BCBA or BCaBA interview, graduate mini-lesson presentation, and final examination • **Practicum and internship sequence:** supervisor evaluations, benchmark reviews, supervision and documentation review, and formal midpoint/final evaluations • **Written Comprehensive Exam:** Ethical, Legal, and Professional Issues domain • **Oral Comprehensive Exam (OCE):** Ethical and Legal Reasoning dimension	**Evaluation tool and selfstudy location:** • PSYC 503 syllabus • PSYC 650 syllabus • Practicum and internship syllabi • First-Year Competency Evaluation Form • Second- and Third-Year Competency Evaluation Form • Internship Competency Evaluation Form • Oral Exam Rubric • Written Comprehensive Exam blueprint and administration materials
Minimum levels of achievement (MLAs) for each outcome measure and evaluation tool listed above.	• **PSYC 650:** Final course grade of B or higher and satisfactory performance on major ethics/legal assignments and examinations. • **PSYC 503:** Final course grade of B or higher and satisfactory performance on major ethics-related assignments. • **Practicum and internship sequence:** Completion of required activities, supervision, documentation, benchmark reviews, and formal midpoint/final evaluations, with performance consistent with stage-of-training expectations in ethical and legal conduct. • **Written Comprehensive Exam:** Passing performance on the Ethical, Legal, and Professional Issues domain consistent with program expectations. • **Oral Comprehensive Exam (OCE):** Performance at or above the program's expected level on the Ethical and Legal Reasoning dimension.	

Competency:	*(iii) Individual and cultural diversity*
Elements associated with this competency from IR C-8 D	• Demonstrate an understanding of how their own personal and cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. • Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision and consultation, and service. • Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences, including intersectionality, in articulating an approach to working effectively with diverse individuals and groups. • Demonstrate the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews differ with their own.

Program-defined elements associated with this competency (if applicable)	1.a. Develop awareness of personal cultural identities, assumptions, and biases and reflect on how they influence professional work. 2.a. Apply multicultural and culturally responsive frameworks to case conceptualization, assessment, intervention, consultation, and professional decision-making. 3.a. Monitor growth in cultural responsiveness through self-assessment, supervision, and benchmark reviews. 4.a. Demonstrate culturally responsive professional work with diverse individuals, groups, and systems.	
Required training and experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	• **PSYC 703: Counseling for Social Justice and Diversity** Provides the program's core didactic training and direct evaluation in multicultural knowledge, cultural humility, identity, oppression, intersectionality, and culturally responsive practice. **(1.a., 2.a., 4.a.)** • **Practicum and internship sequence** Requires candidates to apply culturally responsive reasoning and practice in supervised settings and includes evaluation through benchmark reviews and formal supervisor feedback. **(2.a., 3.a., 4.a.)** • **Oral Comprehensive Exam (OCE)** Evaluates culturally and contextually responsive professional reasoning through the standardized Oral Exam Rubric. **(2.a., 4.a.)**	
How outcomes are measured for each training and experiential activity listed above. List where in the self-study all associated evaluation tools are located.	**How outcomes are measured:** • **PSYC 703:** weekly analytic reflection journals, examinations, applied diversity case conceptualization/treatment planning assignment, and oral case consultation/presentation • **Practicum and internship sequence:** case presentations, written case products, supervisor ratings, and benchmark reviews • **Oral Comprehensive Exam (OCE):** Cultural and Contextual Responsiveness dimension	**Evaluation tool and selfstudy location:** • PSYC 703 syllabus • Practicum and internship syllabi • First-Year Competency Evaluation Form • Second- and Third-Year Competency Evaluation Form • Internship Competency Evaluation Form • Oral Exam Rubric
Minimum levels of achievement (MLAs) for each outcome measure and evaluation tool listed above.	• **PSYC 703:** Final course grade of B or higher and satisfactory performance on major examinations, reflection assignments, applied diversity case conceptualization/treatment planning, and oral case consultation/presentation. • **Practicum and internship sequence:** Completion of required activities, supervision, documentation, benchmark reviews, and formal midpoint/final evaluations, with performance consistent with stage-of-training expectations in diversity-related domains. • **Oral Comprehensive Exam (OCE):** Performance at or above the program's expected level on the Cultural and Contextual Responsiveness dimension.	

Competency:	*(iv) Professional values, attitudes, and behaviors*
Elements associated with this competency from IR C-8 D	• Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, the integration of science and practice, professional identity, accountability, and concern for the welfare of others • Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.

	• Actively seek and demonstrate openness and responsiveness to feedback and supervision.	
Program-defined elements associated with this competency (if applicable)	1.a. Demonstrate developing professional identity and use supervision to support professional growth. 1.b. Demonstrate professional conduct, accountability, integrity, and appropriate boundaries across training settings. 2.a. Engage in reflective practice, self-monitoring, and professional self-awareness. 3.a. Seek, receive, and respond to supervision and feedback in a professional manner.	
Required training and experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	• **PSYC 650: Foundations of School Psychology: History, Ethics, and Legal Issues** Provides direct instruction and evaluation in professional values, professional identity, accountability, reflective practice, and ethical conduct. **(1.a., 1.b., 2.a., 3.a.)** • **Practicum and internship sequence** Requires candidates to demonstrate professional conduct, accountability, reflective practice, and responsiveness to supervision across training settings. **(1.a., 1.b., 2.a., 3.a.)** • **Oral Comprehensive Exam (OCE)** Evaluates professional comportment and reasoning through the standardized Oral Exam Rubric, including the Professional Behavior and Presentation dimension. **(1.a., 3.a.)**	
How outcomes are measured for each training and experiential activity listed above. List where in the self-study all associated evaluation tools are located.	**How outcomes are measured:** • **PSYC 650:** quizzes, examinations, case law presentation, SCASP reflection paper, and discussion board work • **Practicum and internship sequence:** supervisor evaluations, benchmark ratings, supervision documentation, seminar participation, and formal midpoint/final evaluations • **Oral Comprehensive Exam (OCE):** Professional Behavior and Presentation dimension	**Evaluation tool and selfstudy location:** • PSYC 650 syllabus • PSYC 600A syllabus • PSYC 600C syllabus • PSYC 700E syllabus • PSYC 799F syllabus • PSYC 799S syllabus • First-Year Competency Evaluation Form • Second- and Third-Year Competency Evaluation Form • Internship Competency Evaluation Form • Oral Exam Rubric • Internship Contract
Minimum levels of achievement (MLAs) for each outcome measure and evaluation tool listed above.	• **PSYC 650:** Final course grade of B or higher and satisfactory performance on major ethics/legal and reflection-based assignments. • **Practicum and internship sequence:** Completion of required activities, supervision, documentation, benchmark reviews, and formal midpoint/final evaluations, with performance consistent with developmental expectations for professional behavior, reflective practice, accountability, and responsiveness to feedback. • **Oral Comprehensive Exam (OCE):** Performance at or above the program's expected level on the Professional Behavior and Presentation dimension.	

Competency:	*(v) Communication and interpersonal skills*
Elements associated with this competency from IR C-8 D	• Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

	• Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. • Manage difficult communication well.	
Program-defined elements associated with this competency (if applicable)	1.a. Develop and maintain effective professional relationships with clients, families, supervisors, and interdisciplinary team members. 2.a. Produce clear, organized, audience-sensitive written reports and case formulations. 3.a. Communicate assessment findings and recommendations effectively in oral feedback, case presentations, and professional consultation.	
Required training and experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	• **PSYC 610: Interviewing, Observation, and Case Formulation** Provides direct instruction and evaluation in interviewing, oral and written case formulation, and professional communication. **(1.a., 2.a.)** • **PSYC 616: Psychoeducational Assessment: Diagnosis of Learning and Behavior Disorders** Evaluates written and oral communication through reports, presentations, and case discussion. **(2.a., 3.a.)** • **PSYC 631: Psychological Assessment: Personality and Psychopathology** Evaluates professional communication through written reports, oral feedback recordings, and assessment instrument presentation. **(2.a., 3.a.)** • **PSYC 646: Advanced Topics in Assessment and Diagnosis** Evaluates advanced written and oral communication through reports, case presentations, and test presentations. **(2.a., 3.a.)** • **PSYC 600B, PSYC 700B, PSYC 799F, PSYC 799S** Require professional written, oral, and interpersonal communication in supervised practicum and internship settings. **(1.a., 2.a., 3.a.)** • **Oral Comprehensive Exam (OCE)** Evaluates communication and interdisciplinary collaboration through the standardized Oral Exam Rubric. **(3.a.)**	
How outcomes are measured for each training and experiential activity listed above. List where in the self-study all associated evaluation tools are located.	**How outcomes are measured:** • **PSYC 610**: Interview Report and Initial Case Formulation, examinations, and weekly applied briefs • **PSYC 616:** reports, presentations, and case presentation • **PSYC 631:** MMPI-3 and R-PAS reports and feedback recordings, and assessment instrument presentation • **PSYC 646: r**eports, case presentation, and test presentation • **Practicum and internship sequence: re**ports, feedback products, direct observation, and supervisor evaluations • **Program-wide tools:** Psychological Assessment and Report Rubric and Sharing Assessment Findings form	**Evaluation tool and selfstudy location:** • PSYC 610 syllabus • PSYC 616 syllabus • PSYC 631 syllabus • PSYC 646 syllabus • PSYC 600B syllabus • PSYC 700B syllabus • PSYC 799F syllabus • PSYC 799S syllabus • Psychological Assessment and Report Rubric • Sharing Assessment Findings form • Oral Exam Rubric

	• **Oral Comprehensive Exam (OCE):** Communication and Interdisciplinary Collaboration dimension	
Minimum levels of achievement (MLAs) for each outcome measure and evaluation tool listed above.	• **PSYC 610:** Final course grade of B or higher and minimally acceptable graduate-level performance on the Interview Report and Initial Case Formulation. • **PSYC 616, PSYC 631, and PSYC 646:** Final course grade of B or higher and minimum proficient-level performance on major reports, presentations, or feedback tasks. • **Practicum and internship sequence:** Completion of required activities and formal midpoint/final evaluations, with performance consistent with developmental expectations in communication and interpersonal skills. • **Psychological Assessment and Report Rubric and Sharing Assessment Findings form:** Minimum proficient-level performance on core domains when used. • **Oral Comprehensive Exam (OCE):** Performance at or above the program's expected level on the Communication and Interdisciplinary Collaboration dimension.	

Competency:	*(vi) Assessment*
Elements associated with this competency from IR C-8 D	• Demonstrate current knowledge and application of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology. • Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics and contextual influences (e.g., family, social, societal, and cultural) of the service recipient. • Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. • Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
Program-defined elements associated with this competency (if applicable)	1.a. Apply diagnostic and case formulation knowledge, including DSM5TR use where appropriate, to referraldriven assessment. 2.a. Demonstrate fidelity to standardized test administration procedures. 2.b. Demonstrate scoring accuracy and appropriate protocol review prior to formal interpretation and reporting. 3.a. Use assessment findings to support case conceptualization, classification, eligibility determination, and recommendations. 4.a. Communicate assessment findings clearly and professionally in written reports, oral feedback, case presentations, and consultation-oriented formats.
Required training and experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	• **PSYC 606: Psychoeducational Assessment: Intelligence, Ability, and Achievement Testing** Provides direct instruction and evaluation in referral-driven assessment, standardized administration, scoring, interpretation, and report writing. **(1.a., 2.a., 2.b., 3.a., 4.a.)** • **PSYC 610: Interviewing, Observation, and Case Formulation** Provides instruction and evaluation in interview-based data collection, behavioral observation, and case formulation. **(1.a., 3.a., 4.a.)**

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- **PSYC 616: Psychoeducational Assessment: Diagnosis of Learning and Behavior Disorders**
  Evaluates diagnostic and eligibility-oriented assessment, interpretation, and communication of findings. **(1.a., 2.a., 2.b., 3.a., 4.a.)**
- **PSYC 631: Psychological Assessment: Personality and Psychopathology**
  Evaluates multi-method personality and psychopathology assessment, interpretation, and oral/written feedback. **(1.a., 2.a., 2.b., 3.a., 4.a.)**
- **PSYC 646: Advanced Topics in Assessment and Diagnosis**
  Evaluates advanced integrated assessment, interpretation, and communication for complex cases. **(1.a., 2.a., 2.b., 3.a., 4.a.)**
- **PSYC 600B, PSYC 700B, PSYC 700E, PSYC 799F and PSYC 799S**
  Require supervised administration, scoring, interpretation, reporting, and oral feedback in applied assessment settings. **(1.a., 2.a., 2.b., 3.a., 4.a.)**
- **Written Comprehensive Exam (WCE)**
  Assesses the Assessment and Diagnosis domain. **(1.a., 3.a.)**
- **Oral Comprehensive Exam (OCE)**
  Evaluates assessment-related reasoning and communication through the standardized Oral Exam Rubric. **(1.a., 3.a., 4.a.)**

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<tr><td>How outcomes are measured for each training and experiential activity listed above. List where in the self-study all associated evaluation tools are located.</td><td>

How outcomes are measured:

- **Assessment coursework:** administration and scoring checks, protocol reviews, written reports, case presentations, and oral feedback products
- **Practicum and internship sequence:** benchmark forms and applied assessment work samples
- **Program-wide tools:** Psychological Assessment and Report Rubric and Sharing Assessment Findings form
- **Written Comprehensive Exam:** Assessment and Diagnosis domain
- **Oral Comprehensive Exam (OCE):** assessment-relevant rubric dimensions

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Evaluation tool and selfstudy location:

- All relevant assessment-course syllabi
- Practicum and internship syllabi
- First-Year Competency Evaluation Form
- Second- and Third-Year Competency Evaluation Form
- Internship Competency Evaluation Form
- Psychological Assessment and Report Rubric
- Sharing Assessment Findings form
- Written Comprehensive Exam blueprint and administration materials
- Oral Exam Rubric

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<tr><td>Minimum levels of achievement (MLAs) for each outcome measure and evaluation tool listed above.</td><td colspan="2">

- **Required assessment coursework:** Final course grade of B or higher and satisfactory performance on required administration, scoring, protocol review, interpretation, and report-writing products.
- **Psychological Assessment and Report Rubric and Sharing Assessment Findings form:** Minimum proficient-level performance on core domains when used.
- **Practicum and internship sequence:** Completion of required activities, supervision, documentation, benchmark reviews, and formal midpoint/final evaluations, with performance consistent with stage-of-training expectations in assessment.
- **Written Comprehensive Exam:** Passing performance on the Assessment and Diagnosis domain consistent with program expectations.

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	• **Oral Comprehensive Exam (OCE):** Performance at or above the program's expected level on relevant assessment-related rubric dimensions.

Competency:	*(vii) Intervention*
Elements associated with this competency from IR C-8 D	• Establish and maintain effective relationships with the recipients of psychological services. • Develop and implement evidence-based intervention plans specific to the service delivery goals informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. This includes the ability to modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking. • Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing progress evaluation.
Program-defined elements associated with this competency (if applicable)	1.a. Establish and maintain effective professional relationships with recipients of psychological services across intervention settings. 2.a. Develop and implement evidence-based intervention plans informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. 3.a. Evaluate intervention effectiveness and adapt intervention goals and methods based on ongoing progress monitoring and case review.
Required training and experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	• **PSYC 604: Behavioral Assessment and Intervention** Provides direct instruction and evaluation in functional assessment, behavior intervention planning, and progress monitoring. **(1.a., 2.a., 3.a.)** • **PSYC 633: Group Counseling and Psychotherapy** Evaluates intervention planning, group process facilitation, and outcome monitoring in group treatment contexts. **(1.a., 2.a., 3.a.)** • **PSYC 703: Counseling for Social Justice and Diversity** Evaluates culturally responsive intervention planning and adaptation across diverse contexts. **(2.a., 3.a.)** • **PSYC 714: Child/Adolescent Counseling and Therapy** Evaluates child and adolescent intervention planning, implementation, and adaptation. **(1.a., 2.a., 3.a.)** • **PSYC 725: Integrated Behavioral Health Psychology** Evaluates brief evidence-based intervention, adaptation, and collaboration in integrated care settings. **(1.a., 2.a., 3.a.)** • **PSYC 735: Advanced Integrated Behavioral Health Psychology** Evaluates advanced intervention design, implementation, and evaluation in complex integrated care contexts. **(1.a., 2.a., 3.a.)** • **PSYC 600C, PSYC 700C, PSYC 700E, PSYC 799F and PSYC 799S** Require supervised intervention planning, implementation, progress monitoring, and adaptation across practica and internship. **(1.a., 2.a., 3.a.)** • **Written Comprehensive Exam (WCE)** Assesses the Treatment, Intervention, Prevention, and Supervision domain. **(2.a., 3.a.)** • **Oral Comprehensive Exam (OCE)** Evaluates intervention design and evaluation of intervention effectiveness through the standardized Oral Exam Rubric. **(3.a.)**

How outcomes are measured for each training and experiential activity listed above. List where in the self-study all associated evaluation tools are located.	**How outcomes are measured:** • **Intervention coursework:** treatment plans, intervention case studies, applied intervention presentations, and examinations • **Practicum and internship sequence:** practicum/internship work samples and benchmark forms • **Program-wide tools:** Treatment Planning Rubric and Behavioral or Academic Intervention Case Study Rubric • **Written Comprehensive Exam:** Treatment, Intervention, Prevention, and Supervision domain • **Oral Comprehensive Exam (OCE):** intervention-relevant rubric dimensions	**Evaluation tool and selfstudy location:** • All relevant intervention-course syllabi • Practicum and internship syllabi • First-Year Competency Evaluation Form • Second- and Third-Year Competency Evaluation Form • Internship Competency Evaluation Form • Treatment Planning Rubric • Behavioral or Academic Intervention Case Study Rubric • Written Comprehensive Exam blueprint and administration materials • Oral Exam Rubric
Minimum levels of achievement (MLAs) for each outcome measure and evaluation tool listed above.	• **Required intervention coursework:** Final course grade of B or higher and satisfactory performance on major treatment-planning, intervention case study, or applied intervention products. • **Treatment Planning Rubric/Behavioral or Academic Intervention Case Study Rubric:** Minimum proficient-level performance on core domains when used. • **Practicum and internship sequence:** Completion of required activities, supervision, documentation, benchmark reviews, and formal evaluations, with performance consistent with stage-of-training expectations in intervention. • **Written Comprehensive Exam:** Passing performance on the Treatment, Intervention, Prevention, and Supervision domain consistent with program expectations. • **Oral Comprehensive Exam (OCE):** Performance at or above the program's expected level on relevant intervention-related rubric dimensions.	

Competency:	*(viii) Supervision*
Elements associated with this competency from IR C-8 D	• Demonstrate knowledge of supervision models and practices. • Demonstrate knowledge of contemporary evidence-based supervision literature.
Program-defined elements associated with this competency (if applicable)	1.a. Apply developmental, multicultural, and evidencebased supervision frameworks. 1.b. Understand the ethical, legal, evaluative, and gatekeeping foundations of supervisory relationships. 2.a. Demonstrate beginning supervisory skills through structured supervision activities, feedback, and guided review of trainee work.
Required training and experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	• **PSYC 740: Training and Supervision: The Expanding Role of Health Service Psychologists** Provides direct instruction and evaluation in supervision models, supervision literature, multicultural supervision, gatekeeping, evaluation, and supervision-related ethics. **(1.a., 1.b., 2.a.)** • **PSYC 700B, PSYC 700C, PSYC 700E** Provide supervised opportunities for candidates to apply supervision concepts, use feedback, and demonstrate beginning supervision-related skills through structured advanced practicum activities. **(2.a.)**

	• **Written Comprehensive Exam (WCE)** Assesses the Treatment, Intervention, Prevention, and Supervision domain. **(1.b., 2.a.)** • **Oral Comprehensive Exam (OCE)** Evaluates supervision-related reasoning through the Supervision dimension of the standardized Oral Exam Rubric. **(1.b.)**	
How outcomes are measured for each training and experiential activity listed above. List where in the self-study all associated evaluation tools are located.	**How outcomes are measured:** • **PSYC 740:** discussion analyses, multicultural supervision case analysis, recorded supervision demonstration and process analysis, ethics/ gatekeeping/remediation memorandum, supervision contract and evaluation plan, evidence review matrix, supervision philosophy, and quizzes • **Advanced practicum experiences:** benchmark forms and supervision-related items • **Written Comprehensive Exam:** Treatment, Intervention, Prevention, and Supervision domain • **Oral Comprehensive Exam (OCE):** Supervision dimension	**Evaluation tool and selfstudy location:** • PSYC 740 syllabus • Second- and Third-Year Competency Evaluation Form • Internship Competency Evaluation Form • Internship Portfolio requirements • Internship Contract • Written Comprehensive Exam blueprint and administration materials • Oral Exam Rubric
Minimum levels of achievement (MLAs) for each outcome measure and evaluation tool listed above.	• **PSYC 740:** Final course grade of B or higher and satisfactory performance on major supervision-related assignments. • **Advanced practicum experiences:** Completion of required activities, benchmark reviews, and formal evaluations, with performance consistent with stage-of-training expectations on supervision-related items. • **Written Comprehensive Exam:** Passing performance on the Treatment, Intervention, Prevention, and Supervision domain consistent with program expectations. • **Oral Comprehensive Exam (OCE):** Performance at or above the program's expected level on the Supervision dimension.	

Competency:	*(ix) Consultation and interprofessional/interdisciplinary skills*
Elements associated with this competency from IR C-8 D	• Demonstrate knowledge and respect for the roles and perspectives of other professions. • Demonstrates knowledge of consultation models and practices.
Program-defined elements associated with this competency (if applicable)	1.a. Apply ecological consultation frameworks and systemsbased problemsolving. 2.a. Collaborate effectively with teachers, healthcare professionals, families, and other service providers across settings. 2.b. Adapt consultation strategies to diverse stakeholders, including school-based, agency-based, and interdisciplinary teams.
Required training and experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	• **PSYC 649: Psychological Consultation in Schools and Agencies** Provides direct instruction and evaluation in consultation models, ecological problem solving, stakeholder communication, and school- and agency-based consultation practice. **(1.a., 2.a., 2.b.)** • **PSYC 600C, PSYC 700C, PSYC 700E, PSYC 799F and PSYC 799S** Require consultation-oriented case discussion, collaboration with service providers, and interdisciplinary/ interprofessional communication in applied training settings. **(1.a., 2.a., 2.b.)**

	• **Oral Comprehensive Exam (OCE)** Evaluates consultation and interdisciplinary collaboration through the standardized Oral Exam Rubric. **(1.a., 2.a., 2.b.)**	
How outcomes are measured for each training and experiential activity listed above. List where in the self-study all associated evaluation tools are located.	**How outcomes are measured:** • **PSYC 649:** midterm examination, final examination, weekly readings-to-practice briefs, mock consultation interviews, and consultation case products and final consultation report • **Practicum and internship sequence:** consultation-oriented written products, case presentations, supervisor evaluations, direct observation, and additional portfolio documentation when required by the training setting • **Oral Comprehensive Exam (OCE):** Communication and Interdisciplinary Collaboration and Consultation Skills dimensions	**Evaluation tool and selfstudy location:** • PSYC 649 syllabus • PSYC 600C syllabus • PSYC 700C syllabus • PSYC 700E syllabus • PSYC 799F syllabus • PSYC 799S syllabus • First-Year Competency Evaluation Form • Second- and Third-Year Competency Evaluation Form • Internship Competency Evaluation Form • Internship Portfolio requirements • Internship Contract • Oral Exam Rubric
Minimum levels of achievement (MLAs) for each outcome measure and evaluation tool listed above.	• **PSYC 649:** Final course grade of B or higher and satisfactory performance on major consultation case products, mock consultation interviews, and written/oral consultation assignments. • **Practicum and internship sequence:** Completion of required activities, supervision, documentation, benchmark reviews, and formal evaluations, with performance consistent with developmental expectations in consultation and interprofessional/interdisciplinary skills. • **Oral Comprehensive Exam (OCE):** Performance at or above the program's expected level on the Communication and Interdisciplinary Collaboration and Consultation Skills dimensions.	

Appendix D. Minimum Levels of Achievement Table

Training Area / Evaluation Point	Minimum Level of Achievement	Primary Evidence / Governing Materials	If Minimum Level Is Not Met
Admission / Entry	Applicant meets program and university admission requirements and demonstrates sufficient academic preparation, professional promise, and fit for doctoral training in health service psychology	Application materials, transcripts, letters of recommendation, personal statement, interview when applicable	Waitlist, further review, or denial of admission
Good Standing Across Training	Student remains in good standing by maintaining required cumulative graduate GPA, completing required training in approved sequence unless formally approved otherwise, meeting applicable benchmark expectations, demonstrating satisfactory academic, clinical, professional, and scholarly progress, responding appropriately to supervision and feedback, demonstrating ethical and professional conduct, completing required documentation and portfolio materials by deadlines, and completing the degree within the program's maximum time limit	Annual review, faculty review, course performance, benchmark data, practicum and internship evaluations, portfolio materials, doctoral culminating project progress, professionalism-related documentation	Developmental guidance, increased monitoring, remediation, probationary status, delayed progression, or other action under applicable program policies
Coursework	Minimum acceptable performance in doctoral coursework is generally a grade of B or higher unless a more specific requirement applies	Course syllabi, graded assignments, exams, papers, presentations, faculty evaluation	Developmental feedback, academic concern review, remediation, possible probation, possible delayed progression
Written Comprehensive Examination Baseline, September Year 1	Baseline administration completed; no independent progression benchmark is attached to the baseline administration	Written Comprehensive Examination administration and score report	Baseline score recorded for developmental tracking; no independent progression consequence based solely on baseline administration
Written Comprehensive Examination, End of Year 1	Minimum benchmark is 60 percent total score	Written Comprehensive Examination score report and blueprint	DSK remediation plan, retake or reassessment as provided by current policy, possible delayed progression, possible probation if concerns persist

Training Area / Evaluation Point	Minimum Level of Achievement	Primary Evidence / Governing Materials	If Minimum Level Is Not Met
Written Comprehensive Examination, End of Year 2	Minimum benchmark is 70 percent total score	Written Comprehensive Examination score report and blueprint	DSK remediation plan, retake or reassessment as provided by current policy, possible delayed progression, possible probation if concerns persist
Written Comprehensive Examination, End of Year 3	Minimum benchmark is 80 percent total score	Written Comprehensive Examination score report and blueprint	DSK remediation plan, retake or reassessment as provided by current policy, delayed internship eligibility if relevant, possible probation, possible further academic review
Oral Comprehensive Examination	Student meets the passing standard established in the current official Oral Comprehensive Examination procedures and rubric at the training point established by program policy	Oral Comprehensive Examination rubric, official oral examination procedures, faculty scoring	Remediation, reassessment when permitted by current policy, delayed progression or delayed internship readiness if unresolved
Portfolio Requirements	Student submits required year-specific portfolio materials in the required format and by established deadlines	Current official portfolio checklist, portfolio artifacts, faculty review	Developmental feedback, remediation, delayed benchmark review, delayed progression if required materials remain incomplete
Practicum Readiness and Ongoing Practicum Performance	Student demonstrates readiness appropriate to stage of training and satisfactory progress in practicum, including professional behavior, ethical practice, responsiveness to supervision, required documentation, and competency development	Current practicum contract, competency benchmark forms, direct observation where required, supervisor evaluations, logs, work samples	Developmental guidance, increased monitoring, formal remediation, probation, delayed continuation in practicum, withdrawal from site if required, delayed internship eligibility
Direct Observation Requirement in Practicum	Formal practicum evaluation must be based in part on direct observation sufficient to contribute meaningfully to evaluation of competencies relevant to the practicum placement	Direct observation records, supervisor evaluation, practicum benchmark forms	Evaluation cannot rely solely on indirect data; additional observation and review may be required before progression decisions are finalized

Training Area / Evaluation Point	Minimum Level of Achievement	Primary Evidence / Governing Materials	If Minimum Level Is Not Met
Telesupervision in Practicum	Telesupervision may be used only when permitted by program policy, site policy, and applicable law; must use secure synchronous audio-video methods; may not exceed 50 percent of minimum required supervision at a practicum site; ordinarily may not be used until after the first intervention practicum and demonstration of sufficient readiness	Supervision records, practicum contract, program policy, site policy	Supervision arrangement must be revised; hours or supervision structure may be disallowed if not compliant
Annual Review	Student receives at least one formal review each academic year and is judged to be meeting expectations for developmental stage across academic, clinical, scholarly, and professional domains	Annual review summary, coursework, benchmark data, practicum or internship data, portfolio, doctoral culminating project progress, remediation documentation when applicable	Developmental guidance, increased monitoring, remediation, probationary status, delayed progression, or other action under applicable policy
Triggered Review	Student does not show significant unresolved concern in academic, clinical, ethical, professional, or milestone areas that would require immediate review outside the regular annual cycle	Faculty report, supervisor report, benchmark data, grade concerns, professionalism documentation, milestone completion records	Triggered review, developmental guidance, increased monitoring, remediation, probationary status, referral for due process review, or other action
Remediation Compliance	When placed on a remediation plan, candidate completes required remediation activities within the stated timeline and demonstrates sufficient improvement on reassessment	Written remediation plan, followup review, reassessment data, faculty or supervisor review	Continued remediation, probationary status, delayed progression, delayed internship eligibility, or dismissal if concerns are severe or unresolved
Probationary Status / Increased Monitoring	Student resolves serious, persistent, or widespread concerns within the timeframe established by written notice and returns to satisfactory progress	Probation notice, remediation documentation, follow-up review, faculty decision	Continued probation, delayed progression, restricted eligibility for practicum/internship/ graduation, or dismissal under applicable policies
Doctoral Culminating Project Progress	Student makes timely progress in PSYC 798F and PSYC 798S, completes required milestones, obtains proposal approval before implementation where required, completes any required ethical approvals, and completes the final approved scholarly product and oral presentation and defense as required	PSYC 798F/798S grades, proposal approval, committee review, oral presentation and defense results, Doctoral culminating project handbook, final submission records	Remediation, delayed internship readiness if relevant, continuation into Year 4 when approved, delayed graduation if incomplete

Training Area / Evaluation Point	Minimum Level of Achievement	Primary Evidence / Governing Materials	If Minimum Level Is Not Met
Internship Readiness	Student is formally approved by the program for internship based on academic standing, practicum performance, profession-wide competency development, direct observation-based evaluations, benchmark performance, comprehensive examination status, portfolio completion, doctoral culminating project status as required by policy, professionalism, ethical conduct, and completion of required documentation	Faculty review, annual review, portfolio, practicum evaluations, Written Comprehensive Examination, Oral Comprehensive Examination when scheduled, doctoral culminating project progress, readiness review records	Delayed or denied permission to apply for internship, remediation, probation, delayed internship eligibility
Internship Performance	Student satisfactorily completes internship requirements, including competency evaluations, required supervision, required documentation, and any midpoint and final evaluations required by the internship site and program	Internship contract, internship competency evaluations, supervisor feedback, direct observation where required, logs, final training documentation	Remediation, probationary monitoring, delayed completion of internship, delayed graduation if requirements remain incomplete
Graduation Readiness	Student completes all required coursework, maintains required GPA, satisfies benchmark expectations, completes practicum and internship, completes the doctoral culminating project, submits required portfolio/final program materials, and completes graduation-clearance documentation	Graduation Clearance Checklist, transcript, benchmark records, practicum and internship completion records, doctoral culminating project completion, portfolio/final materials	Delayed degree conferral pending unmet requirements
Degree Completion / Post-Graduation Transition	Degree is conferred only after successful completion of all program requirements, including the doctoral culminating project and internship	University graduation clearance, internship verification, final program records	Degree not conferred until all requirements are complete

Appendix E. Table 4. Course Objectives Matrix

Course No.	Course Title	Discipline Specific Knowledge[5]				Profession Wide Competencies[6]								
		DS-K1	DS-K2	DS-K3	DS-K4	PW-C1	PW-C2	PW-C3	PW-C4	PW-C5	PW-C6	PW-C7	PW-C8	PW-C9
501	Principles of Applied Behavior Analysis											X		
502	Research Methods in Applied Behavior Analysis			X		X								
503	Ethics and Professional Practice in Applied Behavior Analysis						X							
504	Contemporary Topics and Applications of Applied Behavior Analysis											X		
505	Theoretical and Conceptual Foundations of Behavior Analysis	X												
574	Advanced Applications of Applied Behavior Analysis											X		
601	Psychology of Autism, Intellectual, and Neurodevelopmental Disabilities			X										
602	Biological Basis of Behavior		X											
604	Behavioral Assessment and Intervention											X		
605	Personality and Social Psychology		X											
606	Psychoeducational Assessment: Intelligence, Ability, and Achievement Testing		X											
610	Interviewing, Observation, and Case Formulation									X	X			
615	Child/Adolescent Psychopathology		X								X			

[5] **Discipline-Specific Knowledge Categories**

- DS-C1: History and Systems of Psychology
- DS-C2: Basic Content Areas in Scientific Psychology
- DS-C3: Advanced Integrative Knowledge in Scientific Psychology
- DS-C4: Research Methods, Statistical Analysis, and Psychometrics

[6] **Profession-Wide Competencies**

- PW-C1: Research
- PW-C2: Ethical and Legal Standards
- PW-C3: Individual and Cultural Diversity
- PW-C4: Professional Values and Attitudes
- PW-C5: Communication and Interpersonal Skills
- PW-C6: Assessment
- PW-C7: Intervention
- PW-C8: Supervision
- PW-C9: Consultation and Interprofessional/Interdisciplinary Skills

Course No.	Course Title	Discipline Specific Knowledge[5]				Profession Wide Competencies[6]								
		DS-K1	DS-K2	DS-K3	DS-K4	PW-C1	PW-C2	PW-C3	PW-C4	PW-C5	PW-C6	PW-C7	PW-C8	PW-C9
616	Psychoeducational Assessment: Diagnosis of Learning and Behavior Disorders		X							X	X			
620	Psychopathology		X								X			
631	Psychological Assessment: Personality and Psychopathology									X	X			
632	Quantitative Psychology and Research Methods			X	X	X								
633	Group Counseling and Psychotherapy		X									X		
634	Developmental Psychology		X											
635	Learning and Cognition		X											
636	Individual Counseling and Psychotherapy											X		
639	Career and Lifestyle Counseling: Theory and Practice		X											
643	Couple and Family Therapy											X		
644	Substance Abuse Counseling											X		
646	Advanced Topics in Child and Adolescent Assessment and Diagnosis		X							X	X			
649	Psychological Consultation in Schools and Agencies													X
650	Foundations of School Psychology: History, Ethics, and Legal Issues						X		X					
651	Professional/Ethical Issues in Counseling Psychology						X		X					
674	Academic Assessment and Intervention: Literacy										X	X		X
703	Counseling for Social Justice and Diversity		X					X				X		
714	Child/Adolescent Counseling and Therapy											X		
715	Pediatric Health Psychology			X								X		
725	Integrated Behavioral Health Psychology			X								X		
735	Advanced Integrated Behavioral Health Psychology			X								X		
740	Training & Supervision: The Expanding Role of Health Service Psychologists												X	
750	History and Systems in Psychology	X												
759	School-Wide Prevention, Intervention, and Crisis Programs												X	X
774	Academic Assessment and Intervention: Mathematics										X	X		X

Course No.	Course Title	Discipline Specific Knowledge[5]				Profession Wide Competencies[6]								
		DS-K1	DS-K2	DS-K3	DS-K4	PW-C1	PW-C2	PW-C3	PW-C4	PW-C5	PW-C6	PW-C7	PW-C8	PW-C9
798F	Capstone Project/Dissertation Proposal			X	X	X								
798S	Capstone Project/Dissertation Completion			X	X	X								
600A	Professional Psychology Practicum						X		X					
600B	Psychological Assessment Practicum						X		X	X	X			
600C	Psychological Consultation/Intervention Practicum						X		X			X		X
700B	Advanced Psychological Assessment Practicum						X	X	X	X	X		X	
700C	Advanced Psychological Consultation/Intervention Practicum						X	X	X	X		X	X	X
700E	Integrated Pre-Internship Practicum	X	X	X	X	X	X	X	X	X	X	X	X	X
799F	Internship	X	X	X	X	X	X	X	X	X	X	X	X	X
799S	Internship	X	X	X	X	X	X	X	X	X	X	X	X	X

Appendix F. Table 5. Evaluation Point Assessment Table for the PsyD Program

Evaluation Point	Assessment Methods	Possible Outcomes
Admission / Entry Review	Completed application; transcripts; letters of recommendation; personal statement or professional goals statement; CV or résumé; optional GRE scores if submitted; interview when applicable	Admission Waitlist or further review Denial of admission
Year 1 Coursework and Practicum	Course grades; exams; papers; presentations; practicum evaluation data; portfolio artifacts; supervisor feedback; self-evaluations; key performance products such as psychoeducational assessment work, intervention products, and counseling case-based work when assigned	Continue in Year 1 Developmental feedback; Remediation Probation if warranted Review for Year 1 benchmark decisions
Written Comprehensive Examination Baseline (September Year 1)	Baseline Written Comprehensive Examination administration	Baseline score recorded for developmental tracking No independent progression decision based solely on baseline administration
End of Year 1 Review	Cumulative GPA; May Written Comprehensive Examination benchmark; portfolio review; annual review; practicum evaluation data; faculty review of academic, professional, and clinical progression	Progress to Year 2 Remediation; probation Delayed progression Dismissal if concerns are severe or unresolved
Year 2 Coursework and Practicum	Course grades; exams; papers; presentations; practicum evaluation data; portfolio artifacts; supervisor feedback; self-evaluations; key performance products such as psychological reports, academic or behavioral intervention case studies, consultation products, and counseling case-based work when assigned	Continue in Year 2 Developmental feedback Remediation; probation if warranted Review for Year 2 benchmark decisions
End of Year 2 Review	Cumulative GPA; May Written Comprehensive Examination benchmark; portfolio review; annual review; practicum evaluation data; faculty review of academic, professional, and clinical progression	Progress to Year 3 Remediation Probation Delayed progression Dismissal if concerns are severe or unresolved
Year 3 Coursework, Advanced Practicum, and Doctoral Culminating Project Progress	Course grades; exams; papers; presentations; practicum evaluation data; portfolio artifacts; supervisor feedback; self-evaluations; PSYC 798F/798S milestones; proposal approval; oral exam at the training point established by program policy; key performance products as required	Continue in Year 3 Developmental feedback Remediation Probation if warranted Internship-readiness review
End of Year 3 Review / Internship Readiness Review	Cumulative GPA; May Written Comprehensive Examination benchmark; Oral Comprehensive Examination, when scheduled by program policy; portfolio review; practicum evaluation data; doctoral culminating project progress; annual review; faculty review of academic, professional, and clinical readiness for internship	Permission to apply for internship or begin approved internship process Remediation Probation Delayed internship eligibility Dismissal if concerns are severe or unresolved
Internship Year	Internship competency evaluations; midpoint and final evaluations for each supervised training experience or rotation as required; direct observation where required; portfolio/final training materials; university and site supervisor	Continue internship Remediation Probationary monitoring

Evaluation Point	Assessment Methods	Possible Outcomes
	feedback; internship documentation; doctoral culminating project completion if applicable under current approved sequence and documents	Successful completion of internship requirements Delayed graduation if requirements remain incomplete
Graduation Readiness Review	Confirmation of completed coursework; GPA; benchmark expectations; successful practicum and internship completion; doctoral culminating project completion; portfolio/final program materials; graduation clearance documentation	Application for graduation Graduation clearance Delayed degree conferral pending unmet requirements
Post-Graduation Transition to Profession	Degree conferral; internship verification; licensure-related planning; alumni or outcome follow-up where used by the program	Postdoctoral training or employment EPPP planning Jurisdiction-specific licensure application Ongoing professional development

Note. This chart is a candidate-facing summary of common forms and governing documents used across major program processes. It is intended to help candidates identify the usual documentation associated with admission, advising, clinical training, review, remediation, internship, the doctoral culminating project, and graduation. Because forms, procedures, and deadlines may be updated over time, candidates are responsible for using the current approved version of each required document. Where a specific university policy, practicum or internship contract, benchmark form, portfolio checklist, doctoral culminating project handbook, or other current approved companion document provides more detailed operational requirements, the controlling document governs.

Appendix G. Student Review and Support Pathway Summary

Student Name: _____ Student ID: _____

Cohort Year: _____ Date of Review: _____

Advisor: _____

Reviewer(s): _____

Area(s) of Concern:

- ☐ Academic performance
- ☐ DSK benchmark
- ☐ PWC / competency development
- ☐ Practicum performance
- ☐ Internship performance
- ☐ Professional conduct
- ☐ Ethical / legal concern
- ☐ Documentation / timeliness
- ☐ Doctoral culminating project progress
- ☐ Other: _____

Current Stage:

- ☐ Developmental feedback
- ☐ Triggered review
- ☐ Formal remediation
- ☐ Probationary status / increased monitoring
- ☐ Delayed progression / delayed internship eligibility
- ☐ Removal from training activity / leave / dismissal review
- ☐ Return to good standing

Summary of Concern(s):

_____

_____

_____

Required Actions / Supports:

_____

_____

_____

Timeline for Follow-Up:

_____

_____

_____

Reassessment Method:

Possible Next Outcome if Expectations Are Met:

Possible Next Outcome if Expectations Are Not Met:

Student Signature: _____

Date: _____

Advisor Review: _____

Date: _____

Program Approval: _____

Date: _____

Appendix H. Graduation Clearance Checklist

Student Name: _____

Student ID: _____

Cohort Year: _____

Advisor: _____

Expected Graduation Term: _____

Please verify completion of each item below.

Academic Completion

- ☐ All required coursework completed
- ☐ Required cumulative GPA maintained
- ☐ Written Comprehensive Examination requirements satisfied
- ☐ Oral Comprehensive Examination requirements satisfied
- ☐ Required portfolio materials completed and submitted

Clinical Training Completion

- ☐ All required practicum experiences completed
- ☐ Practicum contracts, logs, and evaluations completed and filed
- ☐ Internship completed as approved
- ☐ Internship contract, logs, direct observation verification, and evaluations completed and filed

Doctoral Culminating Project Completion

- ☐ Doctoral Culminating Project completed
- ☐ Proposal and milestone requirements completed
- ☐ Required approvals obtained
- ☐ Final presentation and defense completed
- ☐ Final approved document submitted through required channels

Administrative Completion

- ☐ Application for graduation submitted through university procedures
- ☐ Any required university financial or administrative obligations resolved
- ☐ Student acknowledgment and required final forms submitted

Student Signature: _____

Date: _____

Advisor Review: _____

Date: _____

Program Approval: _____

Date: _____

Appendix I. Student Acknowledgment of Receipt and Responsibility

I acknowledge that I have received access to the current handbook for the Francis Marion University Doctor of Psychology (PsyD) Program in Health Service Psychology.

I understand that this handbook contains important information about program requirements, policies, procedures, expectations, and candidate responsibilities. I understand that this handbook supplements, but does not replace, the current Francis Marion University Graduate Catalog, official university policies, practicum and internship contracts, the doctoral culminating project handbook, and other applicable program documents.

I understand that I am responsible for reading, understanding, and following the current version of the handbook for the Doctor of Psychology (PsyD) Program in Health Service Psychology and all other governing university and program documents that apply to my training.

I understand that policies, procedures, forms, and related program documents may be revised over time. I understand that I am responsible for following the current approved version of these materials as communicated by the program and the university.

I understand that lack of familiarity with handbook policies or related program requirements does not excuse noncompliance.

I understand that I am responsible for monitoring my university email and other official program communication channels and for responding to required communications in a timely and professional manner.

I understand that I am responsible for asking questions when expectations or procedures are unclear and for seeking guidance from my advisor, faculty, supervisor, or program leadership when needed.

By signing below, I acknowledge receipt of the PsyD Program Handbook and accept responsibility for complying with the program and university requirements that govern my doctoral training.

Student Name: _____

Student Signature: _____

Date: _____

Cohort Year: _____

Academic Advisor: _____