



NORTHWEST
NAZARENE UNIVERSITY

Doctorate in Clinical Psychology
Student Handbook

PsyD Student Handbook

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Section 1: Introduction

Northwest Nazarene University Mission Statement

The mission of NNU is the transformation of the whole person. Centered in Jesus Christ, the NNU education instills habits of heart, soul, mind and strength to enable each student to become God's creative and redemptive agent in the world.

PsyD Mission Statement

The mission of the PsyD in Clinical Psychology Program at Northwest Nazarene University is to develop diverse-minded health service psychologists who are creative and redemptive agents of change, willing to work to transform themselves and others in order to serve the broader community. The program aims to produce clinical practitioners of psychology who will serve the behavioral and mental health needs of the great State of Idaho and beyond.

Statement of Diversity

NNU's PsyD program recognizes the importance of cultural and individual differences and diversity in the training of psychologists. The program has made and is committed to working toward systematic, coherent, and long-term efforts to attract and retain students and faculty from diverse backgrounds into the program. Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment appropriate for the training of diverse individuals and the provision of training opportunities for a broad spectrum of individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training, either directly or by imposing significant and disproportionate burdens on the basis of the personal and demographic characteristics set forth in the definition of cultural diversity.

Section 2: Attendance and Grading Standards

The PsyD program is dedicated to providing an environment in which students demonstrate the profession-wide competency of communication and interpersonal skills. Much of this is provided by way of lectures, presentations, and in-class activities where instructors have the ability to determine if students can demonstrate effective interpersonal skills and the ability to manage difficult communication. Therefore, the PsyD program has the following expectations:

- Students are expected to attend all classes for the full duration of the class period.
- Students are expected to arrive to class in a timely manner, attend class regularly, and participate in integrated learning tasks. Integrated learning tasks will include (but are not limited to) small group exercises, discussions, in-class activities, quizzes, and other participation activities.
- Attendance will be assessed as participation points in classes.
- Students are expected to read all assigned material **prior to** attending class.
- Students are expected to complete all assignments due on that day **prior to** attending class.
- Students who work on other assignments or outside work during class time are subject to forfeiting credit of attendance and participation for the night.
- In order to successfully complete courses, a student must complete all required assignments, exams, and exercises assigned.

If a student misses a class*, will be late or must leave early, it is their responsibility to:

1. Inform the instructor prior to the class (each instructor will note in their syllabus the best way to contact them).
2. Acquire the lecture notes and/or handouts from their classmates or Canvas (the instructor is **not** responsible for getting this information to the student).

Students will receive an automatic 0 for participation/attendance on the night they do not attend class. Additionally, problems with participation (e.g., working on other assignments or outside work during lecture or class discussion) may lead to 0 credit for participation.

1. In order to recoup lost points from missing class, Students may write a summary of the course content of the missed class and submit it to the instructor of the course the following week.

***Note:** Repeated absences or tardiness (more than 2 across all classes per semester) will trigger an automatic referral to the PsyD Student Progress Committee (SPC).

Late Work

Professors may take late work at their discretion. However, if accepted, late assignments will receive an initial deduction of 20% off of the total earned points and an additional 10% deduction off of the total earned points for each subsequent day the paper is late. **Presentations must be given on the scheduled day.**

Make-up Examinations*

Students may take the examination early but arrangements must be made in advance with the instructor. All prospective requests for an early exam date must be made no later than 72 hours in advance of the exam date.

Due to personal emergencies, personal incapacitation, or other exceptional circumstances, a student may be unable to take an examination as scheduled. Students who miss the scheduled examination must notify the course professor within 48 hours after the examination date to make arrangements for the make-up examination. The Professor of the course will report the make-up exam to the PsyD chair for documentation. The make-up examination must be completed within 10 days of the scheduled exam. Failure to follow up on this policy could result in a 0% for the examination.

***Note:** Repeated make-up examinations may warrant referral to the PsyD-SPC.

Course Failure

The minimum passing course grade for PsyD Courses is B- (80%). A course grade below 80% is considered a course failure and will appear as an F on academic transcripts. As indicated in the Clinical Psychology Program Section of the current NNU Catalog, the student who earns a failing course average (< 80%) at the end of the semester may petition for re-examination (*see this policy in its entirety below*).

Outcomes assignments:

Classes may have an assignment designated as an outcomes assignment. These will be noted in each individual syllabus. These assignments are attached to APA accreditation standards and, therefore, demonstrate proficiency in knowledge, skill, and application of health psychology. In these assignments, the minimum passing grade is B- (80%). An assignment grade below 80% is considered a course failure. Failure to earn an 80% or above demonstrates that the student has not reached competence on the assessment standard. A

student who fails this assignment may qualify for a re-examination (see PsyD Program Re-Examination Policy below).

PsyD Program Re-Examination Policy

Students who earn a failing course grade (less than 80 percent) at the end of the semester may petition the PsyD Student Progress Committee (SPC) for a re-examination of their lowest exam grade or a re-examination of all course content in the form of a cumulative exam or equivalent assessment (as determined by the SPC). The course instructor will assist in stipulating which re-examination method (lowest exam grade or cumulative exam/equivalent assessment) should be utilized. Re-examination will only be allowed if a replacement of their lowest grade or successful re-examination would permit the student to pass the course. The maximum grade for the course is 80. Faculty members are available to answer specific questions, but no formal review sessions will be conducted. Preparation for re-examination is largely an independent study endeavor. Students may take only one re-examination in a course. The maximum number of re-examinations in the entire PsyD program is two. The maximum number of re-examinations may be completed in one semester. Re-examinations will be scheduled by the course instructor and must be completed prior to the start of the next semester. Any student failing to sit for the exam on the scheduled date will receive a grade of zero for the re-examination attempt and fail the course. If re-examination still results in failure, the student is considered to have not satisfactorily completed all academic requirements in order to progress in the program and may therefore be placed on academic probation or suspension as determined by the PsyD-SPC and the Chair of the PsyD.

Electronic Device Policy

When extenuating circumstances necessitate the use of the virtual classroom, students are required to keep their video feed on and/or contact the professor (via email or phone) as soon as possible when disruptions in internet connection or their environment occur. The same policies for in-person attendance and professionalism apply to the virtual classroom.

Laptops/Computers:

Students are allowed to use laptops during class ONLY for taking notes. Students who abuse this by completing assignments for other classes, shopping, surfing, emailing, or watching movies will be asked to leave the class that day, counted absent, and not be allowed to bring their computer back into the classroom.

Conversations:

Please resist carrying on conversations with neighbors during instructions or lectures as this can be distracting to students around you. No conversations are allowed during exams. If you are talking and distract the professor she will call it to your attention in front of the class and request you to stop. If necessary, you will be asked to leave the class and will be counted as absent.

Information on Plagiarism

Plagiarism is the act of representing the work of another as one's own or using someone else's words or ideas without giving them proper credit. Three different acts are considered plagiarism:

1. Failing to cite quotations and borrowed ideas,
2. Failing to enclose borrowed language in quotation marks
3. Failing to put summaries and paraphrases in your own words

Hacker & Sommers, 2012, p. 166

An additional act of plagiarism is as follows: Standard 8.13, Duplicate Publication of Data, "Psychologists do not publish, as original data, data that have been previously published. This does not preclude republishing data when they are accompanied by proper acknowledgment. The usual assumption is that journal articles contain original data unless otherwise specified" (Knapp & Vandecreek, 2012, p. 263). Duplication of data includes resubmitting an assignment that has been submitted in another class.

Plagiarism is in violation of the NNU Student Handbook. It is unethical and unprofessional behavior and is against the American Psychological Association (APA) Code of Ethics. Plagiarism and cheating are serious academic offenses. Any act committed by an NNU clinical psychology student that is considered plagiarism will result in disciplinary action and possible dismissal from the Clinical Psychology Program. The minimum penalty for these academic offenses is a final grade of "F" in the course. A formal complaint can be made to the Vice President of Academic Affairs by the faculty member who encountered the plagiarism. The matter will be referred to the PsyD Student Progress Committee (PsyD-SPC) to address the course failure and unprofessional behavior.

You can find the full academic integrity policy for NNU here:

<https://registrar.nnu.edu/student-information/academic-integrity>

Student Evaluation (Personal Characteristic Forms)

All students enrolled in the PsyD are evaluated by each of their instructors for each course on personal characteristics deemed pertinent to their emerging professional role (See Appendix A). Student's behavior in the classroom and the quality of participation in required academic activities need to reflect expected standards of graduate students and future professional Psychologists [PWC (*iv*)]. Students will meet with their advisor every semester to review a conglomeration of their Personality Characteristics scores and discuss growth areas and areas of strength.

- o Students receiving any rating of "Needs Improvement" may be referred to the PsyD SPC to discuss this concern and to work out a remediation plan prior to continuing with the program.
- o Upon completing the recommendations, the student's progress will be reviewed by the following semester.

Section 3: Graduation Requirements

Comprehensive Exam Requirements

In order to be cleared to apply for internship, students must complete and pass a comprehensive oral exam. Students will be required to submit a video of a session and a transcript of that session and then orally defend this case presentation to a panel of faculty. Specific information regarding this requirement will be submitted during the third year of coursework.

In order to maintain a breadth of expertise and to assure impartiality, oral exams are adjudicated by a panel of three faculty members (the chair of the PsyD or a representative thereof, and two faculty members). Oral exams are graded on a pass/fail basis.

Dissertation

As a graduation requirement, students will be required to propose, research, write, and successfully defend a PsyD dissertation. Dissertations will include a title page, abstract, reference section, and any relevant tables, figures, and/or appendices. See the latest APA Style Manual for formatting requirements.

Types of dissertations include those utilizing traditional research methods (Empirical Research Study, Clinical Case Study, and Program Evaluation) and those designated as applied scholarship (Resource Development and Critical analysis of the Literature).

Empirical Research Study:

Uses qualitative, quantitative, or mixed method approaches to collecting (or using archival datasets) and analyzing data regarding an issue relevant to the advancement of psychological practice and/or research.

Clinical Case Study:

Uses archival clinical information to develop theory, practice and training in psychology (e.g., drawing attention to critical areas of practice, describing and analyzing new approaches to therapy, extending the interpretability of large-scale outcome studies).

Program Evaluation:

Evaluates a treatment or mental health promotion or prevention program. This could include systematic analyses of community needs for professional services or process and outcome measures for service delivery.

Resource Development:

Draws on a scholarly body of literature and translates these empirical findings into practice by using them to develop a professional resource (workshop, training manual, clinical intervention, etc.) for a specific applied setting.

Critical Analysis of the Literature:

Includes synthesis, analysis, and critique (conceptual and methodological) of empirical findings and theory relevant to a focused clinical problem.

Students will work on their dissertation project throughout their courses in the PsyD program and will be notified of benchmarks to assure progress is made appropriately. More information regarding the dissertation process, description of the chair and committee selection process, proposal colloquium, final defense, timelines, and relevant forms can be found in the dissertation handbook.

Section 4: Practicum and Internship Requirements

Practicum

Students will be required to successfully complete 6 semesters of Practicum experience (Clinical Practicum I, II, III, IV, V, & VI). These experiences include participation in classroom supervision, a minimum of 15 hours average of weekly clinical work, and meeting minimal criteria on supervision evaluations. More information regarding practica experience and expectations can be found in the Student Clinical Handbook.

Note: Students may not apply for internship until the requirements for practicum courses I-IV are sufficiently met.

Internship

Upon satisfactory completion of practica classes I-IV, clinical competency examination, and dissertation proposal, students will meet with the Director of Clinical Training (DCT) and work toward applications for internship. Students are expected to work with the DCT but are ultimately responsible for being placed in internship. Students must successfully complete 1500 hours minimum of supervised clinical experience in order to complete their internship training for graduation. The following must be completed in order to be placed:

- Students will purchase malpractice insurance (minimum coverage of \$1 million/ \$3 million policy) for all practicum years and internship.
- Students will pass practica courses
- Students will complete an updated vita

Additional information and paperwork will be provided in the Student Clinical Handbook.

NOTE: *While students may be cleared to participate in graduation ceremonies in May, students should remember that graduation ceremonies do not convey the PsyD degree. THE PSYD DEGREE IS NOT CONFERRED UNTIL ALL COURSEWORK, FINAL VERSION OF THE DISSERTATION IS SUBMITTED TO AND ACCEPTED BY THE UNIVERSITY AND PROQUEST, AND INTERNSHIP EVALUATIONS ARE RECEIVED AS PASSING INTERNSHIP FOR TRAINING DIRECTORS.*

Section 5: Grievances

The NNU PsyD program recognizes the rights of students and faculty to be treated with courtesy and respect. In order to maximize the quality and effectiveness of students' learning experiences, all interactions among students, faculty, and staff should be collegial and conducted in a manner that reflects the highest standards of the scholarly community and of the profession. (See the current APA Ethical Principles of Psychologists and Code of Conduct).

A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance.

The first step in the grievance process is to discuss the matter directly with the faculty member, staff member, or student involved. As part of the practice of professionalism in psychology, it is important to "attempt to resolve the issue by bringing it to the attention of that individual" (APA, 2017, para. 4).

Should the matter not get resolved satisfactorily or if the issue in question is deemed unsafe to proceed in this manner, the next step is to informally discuss the issue with the next level of authority (for a student issue, go to the instructor; for an instructor issue, go to the PsyD chair). This may be done in person or in writing.

Should the matter continue to not be resolved satisfactorily, the student may choose to formally appeal to the PsyD SPC in writing. The SPC will review formal complaints within 1 week of the complaint and will issue a written response to the grievance. If the grievance is still not adequately resolved, the process is the same as the disciplinary grievance process.

Records of all formal complaints and grievances that have been submitted or filed against the program and/or against individuals associated with the program will be kept for accreditation purposes. In addition to these required materials, a separate log of complaints/grievances that does not identify the complainant or the party against whom the complaint was filed will be maintained.

Disciplinary Grievance

After determination of discipline, if any, by the appropriate PsyD-SPC and/or the PsyD chair, the affected student shall have the right to appeal such a decision as to either or both of the decision to render discipline or the disciplinary option selected as follows. Such appeal shall be made to the Dean of the School of Behavior and Social Science. Until the final decision by the Dean, the disciplinary action will not be effective or

implemented unless direct physical, emotional or psychological harm to the student or others might in the opinion of the SPC occur if the student is not immediately required to comply with the disciplinary decision.

If, upon decision by the Dean of the School of Behavior and Social Science, a student believes that disciplinary action by the University is adverse to the student and is erroneous, they may appeal to the Vice President for Academic Affairs of the University by filing a Notice of Appeal with that Vice President within three (3) business days of receipt of the written decision from the Dean concerning such discipline. The Vice President for Academic Affairs shall undertake such processes as are appropriate and shall issue a written decision concerning the appeal within ten (10) business days (unless that Vice President shall, for good cause, extend the time for decision). The Vice President for Academic Affairs may, at their discretion, meet in person with the student or any other persons, or may consider the matter on the basis of the written record created below. Any failure by the student to timely file a Notice of Appeal shall be deemed to be both a waiver of the right to appeal and confirmation of a Final Action by the University. For all matters, the decision by the Vice President for Academic Affairs shall be final.

Section 6: Program Progression and Leave of Absence

The sequence of Psy.D. courses is critical to the complete educational and professional experience in the program. Additionally, the Psy.D. Program is designed to rely heavily on the student cohort model. Thus, students are expected to enroll in every predetermined course scheduled each term. Electives are optional and dependent on a number of factors, including approval by Psy.D. Program staff and faculty.

In an emergency situation, a student may be allowed to withdraw from or defer one or more courses. The Psy.D. Program staff and faculty will formulate a plan for the student to make up the course(s) and complete the program, which may involve an independent study format (and its associated fee) and/or joining another cohort. Considerations for the program completion plan include the cumulative nature of some course sequences (e.g., Research Methods). The student may also wish to consider their need to maintain half-time equivalency for financial aid purposes (e.g., eligibility, deferment; refer to the Academic Catalog for more detail).

The student, not the Psy.D. Program, bears the responsibility for ensuring all curriculum and clinical requirements are fulfilled within the seven year allotment for program completion. Nonetheless, consultation with the Psy.D. Program Office is essential to devise a workable completion plan. In order to preserve the cohort model, the student may be required to make up all missed mandatory courses in an independent study format and to pay the associated independent study fees in addition to the cost of tuition.

In every situation, the format in which the student will make up the course(s) is up to the determination of the Psy.D. Chair and faculty. In addition, should a student decide in conjunction with the Psy.D. Chair and faculty to take fewer courses per semester and/or take a leave of absence the student must complete the entire program within 7 years from their initial start date. It is the student's responsibility, not the Psy.D. Program, for ensuring all curriculum and clinical requirements are fulfilled within the seven year allotment; nonetheless, consultation with Psy.D. Chair and the student's advisor is essential to devise a workable completion plan.

Another consideration when deferring courses is that complications arise when the deferred class is a prerequisite for a subsequent course. Courses cannot be taken unless all prerequisites are fulfilled, and it is the student's responsibility to verify that all prerequisites are met before enrolling in any course. Also, any complications that may occur should a student postpone, drop, or withdraw from a mandatory course are the

student's complete responsibility. The student must confer with the Psy.D. Chair and the student's advisor when deciding to postpone, drop, or withdraw from a mandatory course.

Should a student defer enough courses to put them below the number of credits required to meet full-time or half-time equivalency, and financial aid eligibility may be affected. Additionally, if a student takes a leave of absence, their student loans may come due. See the section on full-time/part-time status of the NNU Graduate Catalog

Program Continuation

If a student is finishing degree requirements (e.g., dissertation, internship) in the fifth year of the program or beyond, the student is considered to be in continuation. The student must remain enrolled in the appropriate continuation courses (e.g., PSYD 9905 Internship Continuation, and/or PSYD 8995 Dissertation Continuation) each semester until the student completes the remaining degree requirements.

Students who do not enroll in continuation by the first day of the term will be unable to utilize university resources such as the library, document tracking, and faculty advising. Should a student choose to not register for a semester while in continuation, the student will be considered on leave without permission and, therefore, will be unable to accrue hours for clinical training or complete work for their dissertation (e.g., unable to seek chair assistance, apply for IRB approval, or defend proposal or final dissertation).

Readmittance Procedure

In order to be re-admitted into the program after taking a leave of absence with permission, the student will need to complete a re-admittance form and meet with program staff or faculty to develop a plan for program completion. After a leave of absence without permission, a student must apply for re-admittance and will be charged continuation course tuition for the semesters the student was not enrolled.

Reapplication Policy

NNU has specific policies and requirements for students who wish to reenter the program after previously withdrawing. Students who have withdrawn must reapply in order to reenter the program. The application will be reviewed by the PsyD Admissions Committee and students are not guaranteed re-admittance. In addition, it is up to the discretion of the PsyD Admissions Committee if the applicant will return to their cohort

or be placed in a new cohort. A readmitted student is responsible for completing the Psy.D. Program within seven years of their original start date of the program. Students may contact Psy.D. Program Manager for assistance in this process.

References

- American Psychological Association. (2017). *APA ethics code: Including 2010 and 2016 amendments*. APA.Org. Retrieved June 23, 2022, from <https://www.apa.org/ethics/code>
- Hacker, D. & Sommers, N. (2012). *A Pocket Style Manual*. Bedford/Saint Martin's.
- Knapp, S. & Vandecreek, L. (2012). *Practical Ethics for Psychologists: A Positive Approach*. American Psychological Association.

PsyD Community Covenant

As an academic and professional learning community, we invite all members to collectively create an environment that promotes care, respect, and support for one another. The Community Covenant presents guiding values and processes for students in an effort to provide expectations and resources to support professional engagement and communication as we learn within a diverse community.

Values

1. We value individual differences.

As a community of learners, we understand that our program department is comprised of members of diverse cultures, values, and beliefs. We not only accept these differences, but we strive to respect our diverse community by valuing the worth and dignity of each community member. Therefore, we resist using language that divides, antagonizes, and harms. Rather, we seek to cultivate a diverse learning community by building up and encouraging our fellow community members.

2. We maintain an open and teachable spirit.

As students in an academic setting, we value the capacity to learn and further expand our understanding and curiosity of the human experience from a multicultural and multi-faceted lens. In doing so, we seek to collaborate with cultural humility as we explore and learn different perspectives and beliefs about humanness, well-being, and healing. As we bring knowledge to the educational setting, we also acknowledge that there is always room to grow and add to our fund knowledge with humility.

3. We demonstrate empathy and kindness.

We engage with one another with kindness and compassion. Despite differences in values and beliefs, we seek to care for one another by practicing culture-centered¹ perspective-taking and assuming the best in one another with patience and grace.. We also strive to remain diligent in our speech, actions, and demeanor when interacting with one another.

4. We aspire to be a community that cultivates relationships and reconciliation.

We value the opportunity to foster relationships within a professional learning community, particularly among our cohorts. In the midst of potential conflict or division, members strive to pursue reconciliation with others and resolution of conflict.

5. We strive to create a safe and inclusive environment.

We collectively seek to promote a nurturing learning atmosphere that fosters safety

and inclusivity by valuing the differences of perspectives and beliefs that emerge within diverse communities. We strive to provide a space where members can participate in open and honest conversations while demonstrating respect and professionalism.

Guiding Processes

In an effort to demonstrate the guiding values and goals of our Community Covenant, members support professional engagement and communication by utilizing the following processes.

Avoidance of Assumptions

Our academic learning community encourages members to share their unique perspectives and beliefs that may differ from other members. At the same time, it is important that we recognize how our language may imply assumptions or overgeneralizations that unintentionally hurt and harm those who are listening. Therefore, when expressing our perspectives, we aim to avoid ascribing assumptions, such as statements based on categorizations and overgeneralizations.

Empathic Listening and Respectful Communication Behaviors

When listening to others speak on matters that may differ from our own, it is important that we recognize how our demeanor and response may impact those who are expressing their perspectives. For instance, both verbal (e.g., interrupting the speaker, ascribing assumptions and attributions) and non-verbal language (e.g., avoiding eye-contact, rolling of the eyes, crossing arms, distorted face) can convey defensive and dismissive communication that may cause harm or hurt. Therefore, we encourage the use of perspective-taking and intentional and empathic listening in the classroom that demonstrates support and an openness to learn from a member's cultural lens. Additionally, members may utilize communication strategies that foster respectful discussions such as:

- Demonstrating interest in the speaker's perspective by asking questions that help clarify one's own understanding.
- Identifying one's feelings and emotions when speaking on an issue (e.g., "I feel...").
- Using statements that express their own perspective or experience without negating others' experiences (e.g., "That has not been my experience...").
- Despite disagreement, responding to others with support (e.g., "While that has not been my experience, I respect your willingness to share about yours and I appreciate having the opportunity to learn from you.")
- Suspending judgments and assumptions, but leaning into discussions with curiosity.

- Utilizing empathic and attending skills.
- Being fully present for important discussions by putting away distractions (e.g., closing laptop).
- Assuming the best in others.

Active Work Toward Engagement and Unity

In an effort to promote unity and reconciliation among members, cohorts may find it beneficial to organize supplemental check-ins or meetings to address any ongoing difficulties or review the community covenant and its guiding values, goals, and processes as a group. Cohorts are encouraged to extend the Community Covenant by collaborating on specific ways in which the cohort can promote professional communication and engagement.

Pursuit of Multicultural Competency:

Multicultural competency promotes effective engagement and communication among individuals from diverse backgrounds. Multicultural competency is not limited to our work as clinicians and researchers, but it extends within the academic as well as clinical setting. Therefore, we aim to enhance our self-awareness in the classroom by reflecting on our personal biases and attitudes and how these beliefs may impact our understanding and interactions with our fellow members.

Student Academic Expectations

As a member of the PsyD Program at Northwest Nazarene University, each student is held to a certain standard of academic attitude and behavior. These include:

- A commitment to rigorous study in order to learn new information.
- A willingness to have one's perspectives challenged and changed.
- A willingness to practice and foster humble curiosity, and hold loosely to preconceived assumptions and knowledge.
- An ability to distinguish between an opinion/belief and a fact.
- An ability to move from subjectivity to objectivity, for the purpose of an assimilation of knowledge that then affects one's subjective practice of the discipline.
- An ability to tolerate disparity/diversity in the knowledge base one is learning.
- A willingness to accept different perspectives of fellow students.
- A willingness to help fellow students learn by providing an environment of mutual respect, and offer space for others' learning styles and needs.

- An ability to conduct independent research; this requires skills in gathering information, synthesizing concepts, performing analysis, conceiving novel patterns and models, and articulating findings, in oral and written form.
- An ability to tolerate failure, and to persevere.
- A willingness to approach learning with humility and a growth mindset.
- An ability to celebrate progress and growth.
- A commitment to grow in character as well as knowledge
- A willingness to take in feedback regarding one's performance and behavior and synthesize the information, without defensiveness, in order to become a better psychologist.

Additional Resources

As both community members and emerging psychologists, we also refer to the various guidelines and codes presented by the American Psychological Association as well as other professional organizations as resources to inform our understanding and process of multicultural competence and professional development.

[American Psychological Association's Multicultural Guidelines](#)
[Effective Conversations About Diversity Issues with Drs. Anatasia Kim and Alicia del Prado](#)



Student Personal Characteristics Evaluation

Student: _____

Course: _____ Cohort: _____

Purpose: *In accordance with the competencies of Professional Values and Attitudes [PWC (iv)] and Communication and Interpersonal Skills [PWC (v)] this is an evaluative measure of students by faculty and supervisors on criteria supported in literature found to be essential to the professional development of Professional Psychologists. Please fill out for each student at the end of your course.*

Instructions: Using the following categories and based on your experience of this student, assign each item a number between 1 & 5 (or n/a as applicable):

1. Behavior *often* unsuitable for a PsyD student (Please Provide comments)
2. Behavior *sometimes* unsuitable for a PsyD student (Please provide comments)
3. Behavior *average* for a PsyD student
4. Behavior *above average* for a PsyD student (Please provide comments)
5. Behavior *exceptional* for a PsyD student (Please provide comments)

N/A Situation not observed in my classroom

<p>Open — student is appropriately willing to share thoughts and feelings about class material and themselves (e.g., student asks questions, shares a personal reaction to material, shares other relevant self-disclosure, questions or challenges presented material, is willing to comment on class material in either written or verbal form). [PWC (iv)]</p>	<p>1 2 3 4 5 NA COMMENTS:</p>
<p>Flexible — student is able to adapt to changes in classroom process and requirements without becoming exceptionally anxious or controlling (e.g., cooperative in response to class expectations, not more likely to complain than others about course requirements). [PWC (iv)]</p>	<p>1 2 3 4 5 NA COMMENTS:</p>
<p>Positive — student is able to see positive aspects in classroom and clinical situations (e.g., uses humor to cope with difficult circumstances)</p>	<p>1 2 3 4 5 NA COMMENTS:</p>

in class settings such as hallway noise, undesirable room temperature, non-working technical equipment; can find growth or learning opportunities in more challenging classroom situations; is able to minimize the negative). [PWC (iv)]	
Cooperative — student is able to work well with the instructor and other students (e.g., attentive when others speak, generally conveys a positive attitude, opposite of hostile). [PWC (iv), (v)]	1 2 3 4 5 NA COMMENTS:
Accepts feedback — a) Student is not overly defensive to feedback (e.g., concerning assignments, tests, clinical skills; able and willing to reflect on clinical feedback or grades). b) Student implements suggestions as needed (e.g., does not repeatedly raise similar complaints; changes in areas of feedback can be observed). [PWC (iv)]	1 2 3 4 5 NA COMMENTS:
Aware of impact on others — student's behavior reflects an awareness of others in the classroom and his/her impact on them (e.g., respect for areas where others may be different from him/her; not characteristically prejudicial or offensive in comments toward others; sensitive to diversity issues including ethnicity, sexual orientation, age, gender, and faith differences). [PWC (iv)]	1 2 3 4 5 NA COMMENTS:
Manages conflict — student does not avoid dealing with differences and does so in a constructive manner (e.g., notes or comments on differences of opinion when they occur; willing to engage in animated discussion without rancor; able both to state own position and listen to that of the other). [PWC (iv), (v)]	1 2 3 4 5 NA COMMENTS:
Personal responsibility — student is non-defensive and willing to examine his/her own behavior by accepting responsibility for his/her action or inaction (e.g., mature and reasonable when issue is brought to his/her attention such as problematic behavior in classroom — excessive talking, lateness, not preparing for class or cell phone disrupting class — or in context of clinical supervisory feedback such as a boundary violation). [PWC (iv)]	1 2 3 4 5 NA COMMENTS:
Expresses feelings effectively and appropriately — student is aware of, acknowledges, and shares feelings as appropriate (e.g., communicates with professor if class material makes them anxious; expresses discomfort if other students in class are offensive or prejudicial in their comments; communicates feelings in a manner that does not escalate tensions or increase level of conflict). [PWC (iv), (v)]	1 2 3 4 5 NA COMMENTS:
Faith integration — student demonstrates attempts to conceptualize material from a faith perspective and worldview (AIM 3)	1 2 3 4 5 NA COMMENTS:
Inclusivity — student demonstrates knowledge, awareness, sensitivity, and skills when working with and/or conceptualizing curriculum regarding diverse individuals and communities who embody a variety of cultural and personal background and characteristics. [PWC (iii)]	1 2 3 4 5 NA COMMENTS:

Additional Comments/Concerns/Accolades:

Faculty Signature

Date

Acknowledgement of Receipt

Student Copy

I acknowledge that I have received and reviewed the NNU PsyD student handbook and will abide by the rules and regulations outlined therein. I understand that this is a working document and that I will be notified about any changes to PsyD or school policies in writing.

Name of Student (Please Print)

Signature of Student

Date

Acknowledgement of Receipt

Department Copy

I acknowledge that I have received and reviewed the NNU PsyD student handbook and will abide by the rules and regulations outlined therein. I understand that this is a working document and that I will be notified about any changes to PsyD or school policies in writing.

Name of Student (Please Print)

Signature of Student

Date