



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 all 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.

Non-Discrimination Policy

In accordance with applicable federal and state laws, such as Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination in Employment Act, and the Americans with Disabilities Act and ADA Amendments, the University does not unlawfully discriminate on the basis of sex, race, color, national origin, age, disability, marital status, genetic information, veteran status, or any other protected status under federal, state or local law applicable to the University, in its education programs and activities, in employment policies and practices, and all other areas of the University. As a faith-based institution, the University is exempt from certain laws and regulations concerning discrimination. The University maintains the right, regarding its lifestyle covenant, employment, and other matters, to uphold and apply its religious beliefs related to, among other issues, marriage, sex, gender identity, sexual orientation, and sexual activity.

The University will not tolerate discrimination, discriminatory harassment, or retaliation in any form. The University will promptly and equitably respond to all reports of discrimination,

discriminatory harassment, and retaliation to take steps to eliminate the misconduct, prevent its recurrence, and address its effects on any individual or the community.

For more information regarding the university's policies and procedures on discrimination, please see the University's website (<https://nnu.edu/non-discrimination-policy/>).

Student Records Retention and Security

Education records for all PsyD students that have been accepted and matriculated are kept and maintained by the PsyD Program Office. The education record contains information, including but not limited to: copies of application materials, records of grades earned, assignments, faculty evaluation of student performance, information concerning discipline and counseling for academic and/or professionalism issues, and clinical performance in accordance with the Family Educational Records and Privacy Act (FERPA). All files associated with any student complaints resolved at the University level (e.g., via the formal grievance procedure) are also retained in the program files. All files are stored in a FERPA-compliant, electronic record-keeping system that can only be accessed by PsyD faculty and staff. Additionally, the Office of the Registrar maintains records for the students including: grades for all completed courses, any administrative documents concerning the student's academic progress (i.e. withdrawal, graduation application, academic probation, etc.), and all transcripts. Education records are retained for the length required by law.

Student/Practitioner Requisites

The NNU Clinical Psychology program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists in a broad variety of clinical situations. To achieve that goal, students must be aware of the technical expectations of clinical psychology students and eventual clinical psychology practitioners. Students will be evaluated by the program's faculty regarding these factors for potential inadequacies.

Inadequacies in expected status, appearance, or function, or a diminished capacity/ability to perform these technical standards could affect performance in the program curriculum; selection and performance in practicum, internship, and post-doctoral training; consideration for licensure; and most importantly, delivery of quality and ethical psychological services.

If any of these factors are present prior to matriculation or occur during program enrollment, students must inform program administration to discuss potential supports as well as educational and professional impacts. As we strive not to pass along students with issues or problems that may persist beyond our program, students must meet these requisites with or without accommodations to continue in the program.

Status:

Students are expected to be free of:

- A past or pending dismissal from any academic program or university.
- A past or pending complaint, citation, or conviction for ethical violations or psychology-related misconduct, gross carelessness, manifest incapacity, or incompetency.
- A past demonstration of an inability to practice psychology with reasonable skill and safety to clients by reason of illness, excessive use of any substance, or as a result of any mental or physical condition.

Appearance:

Students are expected not to present with:

- Poor hygiene, unkempt presentation, or unprofessional attire.
- Atypical or excessive physical adornments (i.e., atypical or excessive tattoos, body piercings, hairstyle/coloring, nail style, clothing style).
- Diminished/compromised cognitive or emotional presentation.

Function:

Students are required to*

- Sit and attend for extended periods of time for course, assessment, therapy, consultation/supervision, and related reading and computer work.
- Have the ability to transport themselves or else arrange transportation to and from classes as well as practicum sites.
- Have sufficient fine motor dexterity for activities such as typing and psychological assessment administration.
- Have sufficient visual/auditory acuity for assessment and therapeutic tasks (e.g., psychological diagnoses and treatment depend on the student/psychologist's ability to see and hear patient behaviors such as stimuli responses, eye contact, and mannerisms, both near and far).
- Have graduate-level reading, writing, and speaking skills and comprehension.
- Have graduate-level ability to comprehend, synthesize, and generalize information.
- Have graduate-level accuracy and timeliness with an ability to organize, multitask, and problem solve.
- Follow profession/institution/agency policies (e.g., health/employment clearances, deportment) and ethics (e.g., confidentiality, relationships, information management).
- Demonstrate graduate-level intrapersonal skills (e.g., managing stress, self-evaluating, recognizing deficits, receiving and incorporating feedback, seeking knowledge and improvement, communicating effectively and appropriately, etc.).
- Perform graduate-level interpersonal interactions (e.g., showing support, positivity, and receptivity; managing difficult interactions; managing emotional reactivity; showing maturity and humility; maintaining boundaries; appreciating diversity).

*** Accommodation Statement**

The program recognizes that students may have diagnosed conditions or disabilities that affect their ability to meet the technical standards listed above. In such cases, reasonable accommodations will be considered and arranged in collaboration with the University's Student

Support Services office. All accommodations must be reasonable and consistent with the essential requirements of the PsyD program and the professional standards of psychology, including APA ethical principles. Students are encouraged to engage in this process early to ensure appropriate supports are in place.

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

- **We value individual differences.**
As a community of learners, we understand that our program department is composed 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.
- **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.
- **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-centered 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.
- **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.
- **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 which 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 offering 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.

Professionalism in the Psychology Doctorate Program:

Professionalism is a foundational aspect of our psychology doctorate program and is expected to be demonstrated in all interactions, communications, and academic endeavors. The

following behaviors are essential components of professionalism that students are expected to adhere to:

- **Respectful Communication:**
 - Engage in polite and respectful dialogue with peers, faculty, and staff.
 - Avoid rude or disparaging comments, both in person and online.
- **Timely and Appropriate Email Etiquette:**
 - Respond to emails promptly, within a reasonable time frame (e.g., 48 hours).
 - Use professional language, tone, and format in all email communications.
- **Positive Classroom Demeanor:**
 - Contribute positively to classroom discussions and activities.
 - Demonstrate attentiveness, engagement, and respect for diverse perspectives.
- **Integrity and Honesty:**
 - Uphold academic integrity by avoiding cheating, plagiarism, and other dishonest practices.
 - Be truthful and transparent in all academic and professional interactions.
- **Collaboration and Teamwork:**
 - Work effectively with peers, demonstrating cooperation and mutual respect.
 - Contribute fairly to group projects and respect the ideas and efforts of team members.
- **Professional Boundaries and Confidentiality:**
 - Maintain appropriate professional boundaries with peers, faculty, and clients.
 - Respect and protect the confidentiality of sensitive information.
- **Self-Reflection and Continuous Improvement:**
 - Reflect on personal behavior and seek feedback for continuous growth and improvement.
 - Demonstrate a commitment to personal and professional development.
- **Adherence to Ethical Guidelines and Institutional Policies:**
 - Familiarize oneself with and adhere to the APA Ethics Code and institutional policies related to professionalism.
 - Report any concerns or violations in accordance with established procedures.

By adhering to these principles of professionalism, students contribute to a positive learning environment and uphold the values and standards of the psychology profession. Failure to meet these expectations may result in academic or disciplinary action, as outlined in the program's policies and procedures.

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](#)

Organizational Structure and Responsibilities

PsyD Director

The NNU PsyD Director is responsible for overseeing and administration of the PsyD Program including, but not limited to: administrative responsibilities, admissions, budgets, curriculum, hiring, faculty evaluation and training, accreditation, assessment of student outcomes, and the writing and implementation of policies and procedures.

The PsyD Director is also responsible for: anticipating and responding to the needs and concerns of students and representing NNU and its doctoral program at relevant meetings both internally (to NNU and its constituents) and externally [i.e., Idaho Psychological Association (IPA), Association of Psychology Internship and Postdoctoral Centers (APPIC), National Council of Schools and Programs of Professional Psychology (NCSPP), American Psychological Association (APA), and other relevant meetings].

The PsyD Director works closely with the Director of Clinical Training to ensure quality training experiences and to promote good relationships with training providers.

Director of Clinical Training (DCT)

The NNU Director of Clinical Training is responsible for administering the Psy.D. Clinical program including overseeing practicum and internship training, the Competency Examination, student supervision evaluation, and assistance with maintenance of the program's accreditation. The DCT consults with and makes recommendations to the program's PsyD Director regarding clinical training. The DCT also assists core faculty, associated faculty, and other program contributors relative to students' training issues.

The DCT is also responsible for: addressing the needs and concerns of students in the realm of clinical work; developing appropriate agenda items for the Psy.D. Program Committee, and representing NNU and its doctoral program at relevant meetings [i.e., Idaho Psychological Association (IPA), Association of Psychology Internship and Postdoctoral Centers (APPIC), National Council of Schools and Programs of Professional Psychology (NCSPP), American Psychological Association (APA), and other relevant meetings].

Psychology Program Manager

The Psychology Program Manager (PPM) assists the PsyD Director with the daily operation of the PsyD program. The PPM is responsible for the oversight of all Program Office staff, including Office Assistants and Program Coordinators. The PPM supports program administration through scheduling, communication, record maintenance (excluding clinical training records), and coordination of program events. Additionally, the PPM, where appropriate, represents NNU and its doctoral program at relevant meetings.

PsyD Clinical Coordinator

The PsyD Clinical Coordinator (PCC) supports the Director of Clinical Training (DCT) in all aspects of clinical training for the PsyD program. This role manages and maintains practicum and internship records, assists in tracking student clinical hours, and supports compliance with APA accreditation standards related to clinical training. The Clinical Assistant coordinates communication with practicum and internship sites, oversees documentation from site supervisors, and assists in preparing students and supervisors for evaluations. Additionally, the Clinical Assistant aids in organizing supervisor trainings, site visits, and the matching/placement process for students.

Psy.D. Program Committee (PPC)

The Psy.D. Program Committee (PPC) is composed of all core Psy.D. program faculty. The DCT serves as secretary of this committee and the PsyD Director serves as chair of this committee. The committee meets at least monthly during the academic year. The agenda and minutes of all meetings are made available to the PPC faculty. The PPC is responsible for the formulation of Psy.D. program policies and makes recommendations concerning continuance, modification, or discontinuance of these policies. All decisions are made by majority vote of voting members present at each meeting. Members of the PPC assist the PsyD Director and the DCT with various program-related activities such as admissions and annual evaluation of students' progress. PPC members may also serve as advisors to students relative to clinical training issues.

Diversity Team: The Diversity Team consists of a subset of the PPC, along with students and outside faculty affiliates of the psychology department. This group meets periodically to review and evaluate diversity initiatives, recruitment for faculty and students, training, and other aspects of the program that pertain to diversity, equity, and inclusion.

Psy.D. Student Progress Committee (SPC)

The Psy.D. Student Progress Committee is composed of a quorum of Psy.D. program faculty. The committee is convened at the request of the Psy.D. Director or a student's advisor to discuss concerns about a student's academic progress. The SPC is responsible for evaluating a student's progress and any factors, personal or academic, that may be impacting a student's ability to meet program expectations.

The SPC is responsible for the creation and implementation of any remediation plans, re-examinations for course failures, or decisions to place a student on academic probation. Any decisions to dismiss a student or place them on an administrative leave of absence is made by the SPC. All decisions made by the SPC are made by majority vote of the voting members present at each meeting.

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 through lectures, presentations, and in-class activities where instructors can determine if students can demonstrate effective interpersonal skills and 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. Students who miss class may be able to complete a make-up assignment to recoup lost points. While a written summary of the missed course content is the general expectation, the specific make-up option is determined by the course instructor and must be confirmed with them.

***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 an 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 Director for documentation. The make-up examination must be completed within ten (10) days of the scheduled exam. Failure to follow 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 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 can 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. 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 Director 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, completing professional work assignments, shopping, surfing, emailing, or watching movies will be asked to leave the class that day, counted absent, and not be allowed to bring their computers 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, they will call it to your attention in front of the class and request you to stop. If necessary, you should leave the room if there is an emergency you must attend to.

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).

AI Integrity Policy – NNU PsyD Program

Artificial Intelligence (AI) technology can inadvertently contribute to academic dishonesty when used inappropriately. The NNU PsyD Program has outlined the following policy and behavioral expectations regarding AI usage and plagiarism, unless explicitly directed otherwise by your professor.

1. **AI Usage:** AI technologies, such as large language models, are powerful tools. However, students **must not represent AI-generated content as their own**. When AI-assisted content is used, it must be appropriately cited or acknowledged.
(*APA Ethics Code: 8.11 - Plagiarism; PWC (iv): Professional Values and Attitudes*)
2. **Original Work:** Students are expected to submit their own original work in all assignments, papers, and presentations. If AI tools are used, the **nature and extent of their use must be clearly disclosed**.
(*APA Ethics Code: Principle of Integrity; PWC (iv): Professional Values and Attitudes*)
3. **Writing as a Measured Competency:** In the PsyD program, written communication is a critical skill and a direct learning outcome. Using AI to generate written work—even from your own ideas or references—**constitutes academic dishonesty if it bypasses the student's own writing process**. Students must complete writing assignments using their own language and structure unless explicitly instructed otherwise.
(*PWC (i): Research; PWC (iv): Professional Values and Attitudes*)
4. **AI as a Learning Aid, Not a Writer:** AI may be used for idea generation, clarification of complex topics, or brainstorming, but it **must not replace the student's role in writing and constructing their own arguments or narratives**. Students may use AI to assist in outlining or locating references but not for composing full paragraphs or entire essays.
(*PWC (i): Research*)
5. **Ethical Use of AI:** All AI use must align with the principles of honesty, fairness, and respect. Using AI to infringe copyrights, misrepresent authorship, or evade academic requirements violates both APA and institutional ethics.
(*APA Ethics Code: 8.01a; PWC (ii): Ethical and Legal Standards*)
6. **Disclosure Requirement:** Students are required to disclose any use of AI in written assignments. Failure to disclose AI use will be treated as **intentional misrepresentation**, even if the ideas are originally the student's. Faculty may require submission of drafts or writing logs to verify authorship.
(*APA Ethics Code: 1.08; PWC (iv): Professional Values and Attitudes*)
7. **Consequences of Policy Violations:** Violations may result in grade penalties, academic discipline, or dismissal from the program, depending on severity and intent.
8. **Policy Evolution and Review:** Due to the rapidly evolving nature of artificial intelligence, this policy may be updated periodically to reflect new technologies,

academic standards, and ethical considerations. The program reserves the right to make such changes without prior notice. Students are expected to remain informed of, and adhere to, the most current version of this policy.

The NNU PsyD Department reserves the right to check for plagiarism on any assignment submitted at any time without prior approval or warning.

Plagiarism violates 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:

[Academic Integrity | Northwest Nazarene University](#)

Student Evaluation (Personal Characteristic Forms)

All students enrolled in the PsyD program are evaluated by their instructors for each course on personal characteristics pertinent to their emerging professional role. In addition, program staff or others who work with the student may also be asked to complete a personal characteristics evaluation form (see Appendix A). Student behavior and participation across all aspects of the program are expected to meet the standards of graduate training and the profession of psychology [PWC (iv)].

Student progress is formally reviewed each semester by the Student Progress Committee (SPC). Students meet face-to-face with the SPC at least once a year during their first two years (end of Fall, Year 1; end of Summer/Fall, Year 2) and receive written progress letters for all other semesters (Year 1 Spring; Year 2 Spring; Year 3 Spring; Year 4 Spring). After Year 2, reviews are conducted annually by letter. Additional meetings may be scheduled at any point if concerns arise, such as scores below '3' on the Personal Characteristics Form, behavioral or attendance issues, or other indicators of academic or professional difficulty. These meetings are intended to offer support, resources, and guidance, and are focused on student growth and success.

Students receiving any rating of 'Needs Improvement' may be referred to the SPC to develop and implement a remediation plan before continuing in the program. Student progress on the remediation plan will be reviewed the following semester.

Remediation, Probation, Dismissal, and Failure to Complete Training Program

The following possibilities may occur when inadequate and/or problematic performance is identified:

1. Meeting between the Student Progress Committee (SPC) and the student that results in an informal plan of action for addressing areas of deficit.
2. Development of a formal Remediation Plan (see below), facilitated by the Program Director in consultation with the program faculty and the student.
3. Probation (see below)
4. Dismissal (see below)

The Doctor of Psychology (PsyD) program prioritizes the development of practical clinical knowledge, experience, and independent scholarship over traditional academic metrics. While maintaining passing grades is a requirement of this program for evaluative purposes, assessment extends beyond mere coursework performance. Students will be evaluated from a holistic perspective, considering their engagement in classes, clinical practicum experiences, professional behavior, and demonstrated competencies in clinical settings.

The overarching goal of the NNU PsyD program is to ensure the successful progression of all participants by attaining at least a minimal level of competence across core areas. While our primary focus remains on fostering the success of every student, we acknowledge that instances may arise where performance is deemed impaired or problematic in critical areas, potentially hindering the successful completion of the training program. In such cases, faculty are committed to taking proactive measures to identify specific areas of deficit, establish clear remediation goals, and implement targeted strategies to support student progress.

In the NNU PsyD program, we uphold rigorous standards to ensure that all students are equipped with the necessary skills and competencies to excel in their academic and professional endeavors. Insufficient performance may manifest in various forms, including academic struggles, ethical lapses, or difficulties in meeting practicum requirements. Additionally, ethical conduct is paramount in the field of psychology, and any instances of unethical behavior or actions unbecoming of a professional are taken seriously.

Furthermore, timely progress and quality of work on research requirements are integral components of the PsyD program. Students are expected to demonstrate consistent progress and adhere to established timelines in their academic, clinical, and research endeavors. Practicum experiences provide invaluable opportunities for students to apply theoretical knowledge in real-world settings. Therefore, performance during practicum assignments is closely monitored. If a student's performance in practicum is deemed inadequate, practicum supervisors have the authority to initiate a remediation plan by contacting the Director of Clinical Training.

The initiation of a remediation plan is prompted by various factors, including receiving a low rating on assessments or failing to meet profession-wide competency standards. When such concerns arise, a formal written remediation plan is developed in collaboration with the student. This plan outlines specific activities and interventions tailored to address the identified deficiencies and support the student in achieving satisfactory performance levels.

Throughout this process, open communication and collaboration among faculty, supervisors, and the student are essential. The goal of the remediation plan is to provide targeted support and guidance to help the student overcome challenges and succeed in the PsyD program. Additionally, failure to achieve a rating of '3' or '**Meets Expectations**' in every category of an evaluation from a practicum supervisor automatically triggers the initiation of a remediation plan, ensuring timely intervention when performance falls below expected standards. In order to successfully pass practicum, **students must achieve ratings of '3' or higher in all categories by the end of the practicum experience**. Students who do not meet this requirement will be required to repeat the practicum, which will slow their progress in the program and may extend the time needed to complete degree requirements.

Remediation Plan

In alignment with the evaluation processes outlined, our program has established a comprehensive approach to address concerns raised with students, ensuring timely intervention and support where needed. Here's how we implement this process:

Remediation Plan Process

Upon identification of concerns regarding a student's performance, the Program Director (as the chair of the SPC) has the discretion to initiate either an informal or formal remediation plan. Informal plans may be developed initially, with the aim of addressing issues promptly and collaboratively. Informal plans may be initiated if the student scores less than a "3" or "**Meets Competency Expectations**" in a category on their Personal Characteristics Evaluation or Practicum Supervisor Evaluations. However, if improvements are not observed through informal measures, a formal remediation plan is formulated.

Please note that this process is not strictly linear. Depending on the severity, persistence, or urgency of the concerns, students may move more quickly from remediation to probation or may be placed on remediation and probation simultaneously. The SPC retains the discretion to adjust timelines and steps in order to protect client welfare, uphold program standards, and ensure timely decision-making about a student's continuation in the program.

Components of Formal Remediation Plan:

1. Identification of Concerns:

The remediation plan begins with a clear specification of areas of concern related to inadequate, insufficient, or problematic performance. These concerns are outlined with behavioral examples to provide clarity and context.

2. Student Responsibilities:

The plan delineates specific steps that the student must undertake to address the identified concerns. This includes outlining activities to be completed and strategies to be employed by faculty to assist with remediation, where appropriate.

3. Evaluation and Feedback:

Procedures for evaluating progress towards remediation are established, along with mechanisms for providing specific feedback to the student. Timelines are also outlined to ensure timely monitoring of progress.

4. Re-evaluation and Determination:

A date is set for re-evaluating the student's performance to determine the effectiveness of the remediation efforts. Based on this evaluation, one of the following actions may be taken:

- Removal of the remediation plan if satisfactory progress is observed.
- Revision and/or extension of the remediation plan if further improvements are needed.
- Consideration of probationary status or dismissal from the program if the student fails to meet the specified requirements within the agreed-upon timeframe.

Implementation and Documentation:

1. Ideally, the remediation plan is developed collaboratively between the student and the Program Director/SPC. However, in cases where agreement cannot be reached, the Program Director/SPC retains the authority to implement a program-level remediation plan.
2. The remediation plan is completed and signed by the student and the Program Director and kept in the student's file by the Program Office. An example of the Remediation Plan form is available in [Appendix B](#).
3. Successful completion of the remediation plan, as agreed upon by the student and Program Director/SPC, results in no further action being taken. A copy of the plan is retained in the Program Office files for accreditation or administrative review purposes.

Probationary Status

(Notice of Academic Probation template in [Appendix C](#))

In our program, if a remediation plan proves unsuccessful in addressing concerns about a student's performance, the student may be placed on probationary status, which will be documented in their permanent student record. Probationary status is reserved for situations where the difficulties experienced are deemed sufficiently serious to raise concerns about the student's continued enrollment in the program. This status may be triggered by various issues,

both clinical and nonclinical, such as failure to meet academic deadlines, inappropriate behavior in practicum or academic settings, and ethical or professional shortcomings.

The decision to place a student on probationary status is made by the PsyD-SPC, in consultation with the faculty at large (and clinical supervisors, if appropriate), and is based on a careful assessment of the severity and persistence of the identified concerns. Students who are placed on probation will meet with the SPC before the decision is formally communicated. Students will then be informed by email of the outcome of the meeting and provided with documentation detailing the requirements to have the probationary status removed. Specific contingencies for probation and retention in the program are outlined, detailing the behavioral changes required, criteria for evaluating progress, and timelines for demonstrating improvement. These contingencies are established to address the underlying issues contributing to the student's performance difficulties.

Throughout the probationary period, the PsyD-SPC assumes responsibility for monitoring the student's progress and providing regular updates to the faculty. While probationary status is typically resolved favorably by the end of the practicum or academic year, it may, if necessary, be extended into future practica or academic years until the identified issues are adequately addressed. However, failure to satisfactorily remediate the probation status and fulfill the contingencies outlined may ultimately result in the student's dismissal from the program.

Dismissal

Students may face suspension or dismissal for various reasons, including insufficient progress, conduct unbecoming of a professional, ethical violations, or violations of program policies. However, whenever feasible, we strive to provide students with the opportunity to address concerns through a structured process of remediation and probation.

If concerns are identified regarding a student's progress or conduct, the program aims to implement a remediation plan and probation period as detailed above. However, in instances where the remediation plan and probation period are unsuccessful in addressing the concerns, or if the violation is deemed too substantial to be adequately remediated, the decision may be made by the Student Progress Committee and/or the PsyD Chair to dismiss the student from the program.

Section 3: Graduation Requirements

PsyD Qualification

In the fall of the 2nd year of the program, students will sit for a Pre-PsyD Qualifying exam that will assess their readiness for PsyD work and the PsyD Profession. Students must pass the exam and a full review from NNU professors to be invited to continue to PsyD Qualification. Those who do not pass the exam or have not fulfilled requirements sufficiently will be advised of their options outside of the PsyD.

For the full review, faculty will take into consideration:

- All Personal Characteristic form summaries and any Student reflection on these summaries
- Course Grades
- Faculty and Staff input
- Practicum Supervisor Evaluations
- Qualifying Exam Score

Competency and Readiness Examination Requirements

Comprehensive Exam Requirement

Clinical Competency Exam (CCE) In order to be cleared to apply for internship, students must complete and pass an oral Clinical Competency exam. **For full information regarding this exam, please see the [CCE Handbook](#).**

The Clinical Competency Examination (CCE) is designed to assure that students have achieved the level of clinical knowledge, clinical skills, and ethical knowledge expected of a student ready to begin internship. The CCE requires the student to prepare a written and an oral case presentation through which they demonstrate satisfactory skills in assessing a case, developing an appropriate conceptualization and formulating a treatment plan based on it, conducting pertinent interventions, and evaluating the progress and outcome of the intervention(s) chosen.

Overview: Students will be required to submit video clips of competencies in a session and a transcript of that session and then orally defend this case presentation to a panel of faculty.

In order to maintain a breadth of expertise and to assure impartiality, CCE exams are adjudicated by a panel of faculty members. CCE exams are graded on a pass/fail basis.

Licensing Readiness Exam (LRE – Exit Exam)

In addition to the CCE, students are also required to complete the **Licensing Readiness Exam (LRE)** at the end of their fourth year, just prior to leaving for internship. While the LRE functions as a final, summative exam, it is distinct from the comprehensive exam. The purpose

of the LRE is to provide both the program and the student with an assessment of licensure readiness.

The LRE consists of a mock EPPP multiple-choice exam (225 questions, 4 hours and 15 minutes). Results allow the program to evaluate overall outcomes and offer students a clear measure of their preparedness for the EPPP. Students who perform well on the LRE are encouraged to take the EPPP soon after, reducing the number of requirements remaining for licensure following graduation.

Dissertation

(Please see the Dissertation Handbook for further information)

As a graduation requirement, students will be required to propose, research, write, and successfully defend a PsyD dissertation. A member of the NNU faculty will be selected by the student to act as their dissertation chair. This selection will be completed in the summer of the student's second academic year. In addition to the submission requirements for the type of research selected, each dissertation must 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). The following list is not exhaustive but serves to provide examples of the breadth of options (please see the NNU Dissertation Handbook for more information and a more exhaustive list).

Empirical Research Study:

Uses qualitative, quantitative, or mixed method approaches to collecting (or using archival datasets) and analyzing data regarding an issue relevant to advancing 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 projects throughout their courses in the PsyD program and will be required to submit benchmarks to ensure 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 NNU Dissertation handbook.

Graduation Application

The Office of the Registrar requires that all students complete the Application for Graduation one academic term before completing their degree requirements. The online Application for Graduation can be found on the Registrar's [homepage](#).

Section 4: Practicum and Internship Requirements

Practicum

Students must successfully complete a minimum of 1,500 hours of supervised clinical work across at least six semesters of practicum (Clinical Practicum 201, 202, 301, 302, 401, and 402). Each practicum requires weekly participation in supervision, an average of 12–25 total hours of clinical work, and demonstration of level-appropriate competency on supervision evaluations. Of these hours, students are expected to complete a minimum of 10 direct service hours per week, with the remaining hours consisting of indirect clinical activities. On average, students complete 15–18 total practicum hours per week, although the exact number of weekly hours is determined by the practicum site. Additional details regarding practicum expectations are provided in the NNU Student Clinical Handbook.

Required Costs for Practicum and Internship

- **Malpractice Insurance:** All students are required to purchase student malpractice insurance with a minimum coverage of \$1 million/\$3 million for all practicum years and internship.
- **Incidental Costs:** Practicum placements may involve expenses not included in student success fees. These site-determined costs may include background checks, required vaccines or health screenings, or other requirements. While the program does its best to indicate these costs in the application information whenever possible, students should anticipate incurring such expenses annually prior to beginning practicum.

Also Note: Students may not apply for internships until the requirements for practicum courses are sufficiently met AND students are cleared by the DCT.

Internship

Upon satisfactory completion of all required clinical practica classes, Comprehensive examination, dissertation proposal, and clearance from the DCT, students will meet with the Director of Clinical Training (DCT) and work toward applications for internship in the APPIC (Association of Psychology Postdoctoral and Internships) process or an APPIC equivalent 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 cleared to apply:

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

Additional information and paperwork will be provided in the NNU Student Clinical Handbook and in the [APPIC match information](#).

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 of the following are successfully completed and/or submitted:

- *ALL required coursework*
- *The final version of the dissertation (accepted by the University and Proquest)*
- *Minimum 1500 hours of practicum*
- *Minimum 1500 hours of approved internship*
- *Internship evaluations from the Internship supervisor that shows successful completion*
- *BOTH Comprehensive Exams*

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 Director). This may be done in person or in writing.

If a matter is not resolved satisfactorily, the student may submit a formal written grievance to the PsyD Student Progress Committee (SPC). A formal grievance must include: (1) a clear description of the concern, (2) the impact of the concern on the student's experience or training (with any supporting data, if applicable), and (3) the specific action or resolution being requested. Grievances that do not include a proposed resolution will not be considered actionable.

The SPC will review formal grievances within one week of submission and issue a written response. If the grievance remains unresolved, the matter will proceed under the procedures outlined in 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.

Students are welcome to express general complaints or dissatisfaction informally; however, these are not considered formal grievances and will be addressed informally whenever possible.

Types of Appeals

Students may submit appeals in a variety of circumstances. The following examples illustrate common types of appeals, though this list is not exhaustive:

1. **Grade Appeals:** (such as)
 - Calculation Error: An appeal based on a mistake in calculating a grade.
 - Unfair Assessment: An appeal based on the belief that the grading was biased or inconsistent with the stated criteria.
2. **Disciplinary Appeals:** (such as)
 - Inconsistent Sanction: An appeal based on a belief that the disciplinary action was inconsistent with the offense.
 - Violation of Rights: An appeal based on a perceived violation of student rights or procedural errors in the disciplinary process.
3. **Academic Progress Appeals:** (such as)
 - Medical or Personal Circumstances: An appeal based on medical issues or personal circumstances that affected academic performance.
 - Lack of Accommodation: An appeal based on the failure to provide reasonable accommodations for disabilities or other special needs.
4. **Other Specialized Appeals**

Disciplinary Grievance

After determination of discipline, if any, by the appropriate PsyD-SPC and/or the PsyD Director, 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. The student will have one (1) week to initiate the appeals process from the date of notification of the disciplinary action. Such an 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.

Clinical Training/Practicum Grievances

If a student has a concern regarding a practicum or internship site, supervisor, or training experience, the student is expected to first address the matter informally with the Director of Clinical Training (DCT) as soon as possible. The DCT will review the concern and attempt to resolve the matter directly with the student and, if appropriate, with the site and/or supervisor.

If the concern is not resolved through informal discussion, the student may submit a formal written grievance to the DCT. The DCT will review the grievance and issue a written response within one (1) week of receipt.

If the grievance remains unresolved, the student may then submit the grievance to the PsyD Director for formal review. If the issue is still not resolved to the student's satisfaction, the process will proceed to the Dean of the School of Behavioral and Social Sciences, and, if necessary, to the Vice President for Academic Affairs, following the same steps outlined in the Disciplinary Grievance policy.

Discrimination and Harassment Grievance

The PsyD program and Northwest Nazarene University are committed to maintaining a learning and training environment free from discrimination and harassment. If a student believes they have experienced discrimination, harassment, or inequitable treatment based on a protected category (such as race, color, national origin, sex, disability, age, religion, sexual orientation, or gender identity), the student shall have the right to file a grievance.

Such grievances may be filed directly with the University's Title IX/EEO Coordinator in accordance with University policy. Students may also notify the PsyD Director or a faculty member, who will provide support in connecting the student with the Title IX/EEO office. The University will investigate complaints consistent with federal and state law, as well as institutional policies. Final decisions regarding discrimination and harassment grievances rest with the University's Title IX/EEO process, and outcomes are considered 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 must 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. Independent study format will only be considered in extreme circumstances and will be contingent upon faculty availability and resources. 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).

Program Completion and Student Responsibility

Students are responsible for ensuring that all curriculum and clinical requirements are completed within the seven (7) years allotted for program completion. The program does not assume responsibility for monitoring individual timelines; however, students are expected to consult regularly with the Psy.D. Director and their advisor to develop and maintain a workable completion plan.

To preserve the cohort model, students who miss mandatory courses may be required to complete them through independent study, with associated independent study fees in addition to tuition. The format for making up courses is determined by the Psy.D. Director in consultation with faculty. Students who elect, in consultation with the Director and faculty, to reduce course load or take a leave of absence must still complete all degree requirements within the seven-year limit.

Deferring courses can create additional complications, particularly when a deferred course is a prerequisite for subsequent coursework. Many courses cannot be taken until all prerequisites are satisfied, and it is the student's responsibility to verify prerequisites before enrolling. Any complications arising from postponing, dropping, or withdrawing from required courses remain the student's responsibility. Students must consult with the Psy.D. Director and their advisor before making such decisions.

Students should also be aware that deferring enough courses to fall below full-time or half-time enrollment may affect financial aid eligibility. While student advisors will provide guidance, the

Psy.D. program is not responsible for ensuring students maintain eligibility for financial aid. Additionally, students who take a leave of absence may have their student loans come due. For more information, see the section on full-time/part-time status in the NNU Graduate Catalog.

Leave of Absence Policy

Psy.D. students are eligible to apply for one leave of absence prior to completing all graduation requirements. Leave of absence requests must be approved by the Psy.D. Director. Typically, the **minimum term** of a leave of absence is **one academic year** (3 semesters) unless the student and the Psy.D. Director come to a different arrangement. The period of authorized leave is counted as part of the time allowed for completing all doctoral degree requirements. Students granted a leave of absence are not expected to be progressing toward the completion of degree requirements during that time period.

Contact must be made with the Psy.D. Program Office at least 90 days before the planned end date to begin the re-entry process.

Program Continuation

If a student is finishing degree requirements (e.g., dissertation, internship) in the sixth 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 cannot utilize university resources such as the library, document tracking, and faculty advising. Should a student choose not to 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 readmitted 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 an administrative fee for re-entrance.

Withdrawal Process

In circumstances where a student finds themselves unable to continue their education within the PsyD program, a structured process is in place to facilitate their withdrawal while ensuring they receive appropriate support and guidance.

1. The student must arrange a meeting with the PsyD Director to discuss their situation and any challenges they are facing. This meeting serves as an opportunity to explore potential alternatives to withdrawal, such as adjustments to due dates, taking a leave of absence, and/or utilization of support services on campus.
2. If, after this discussion, the student's final decision is to withdraw from the program, the student should indicate in writing to the PsyD Director and the PsyD office of their decision and they will subsequently be asked to complete the [Voluntary Withdrawal Form](#) (see sample form in [Appendix D](#)). The student will include the reasons for the withdrawal in as much detail as the student feels comfortable sharing. The student's withdrawal from the program will not be processed until a meeting with the PsyD Director has been completed.
3. Upon receiving the withdrawal request, the PsyD Program Manager initiates the necessary administrative procedures, guiding the student through the paperwork and deadlines involved. All communication and paperwork related to the withdrawal are documented and maintained with confidentiality to respect the student's privacy.
4. After the withdrawal is complete, the student may be offered the opportunity to participate in an exit interview or feedback session, providing valuable insights for program improvement and ensuring a positive experience for future students.

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 (7) 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.

Appendix A:

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. This form will be confidential. Scores will be amalgamated and summarized for student evaluation, growth and development, and remediation.*

Instructions: Using the following categories and based on your experience of this student, assign each item a number between 1 & 4 (or n/a as applicable):

Please note: a score of 3 is considered AT competency. Students meeting competency should be scored as a 3.

Score	Criteria	Outcome
1	Behavior often unsuitable for a PsyD student (supporting comments required)	Requires Remediation plan
2	Behavior sometimes unsuitable for a PsyD student (supporting comments required)	Growth plan will be implemented based on comments
3	Behavior at expected competency level for a PsyD student. (Supporting comments encouraged)	Comments utilized to assist goal-setting
4	Behavior exceeds competency level for PsyD student. (Supporting comments encouraged)	Comments utilized for commendation and reflection
N/A	Not observed in my classroom	

Openness	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 (<i>iv</i>)]
Flexibility	Student is able to adapt to changes in classroom processes 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 (<i>iv</i>)]
Positivity	Student is able to see positive aspects in classroom and clinical situations (e.g., uses humor to cope with difficult circumstances 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 (<i>iv</i>)]
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 (<i>iv</i> , <i>v</i>)]
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 (<i>iv</i>)]
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 (<i>iv</i>)]
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 (<i>iv</i> , <i>v</i>)]

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 the 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)]
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)]
Faith Integration	Student demonstrates attempts to conceptualize material from a faith perspective and worldview (AIM 3)
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)]
Professionalism	Student demonstrates respectful communication with peers, faculty, and staff, both in person and via email, adhering to appropriate etiquette and responding promptly; actively engages in discussions and respects diverse perspectives. Integrity and honesty are upheld, avoiding dishonest practices such as cheating or lying, and works collaboratively with peers in a cooperative and respectful manner. Student also adheres to professional boundaries, protects confidentiality, engages in self-reflection for continuous improvement, and complies with the APA Ethics Code and NNU institutional policies.

Appendix B

Student Remediation Plan

Doctorate in Clinical Psychology

Date of the Remediation Plan Meeting:

Student Name:

SAMPLE

Student ID#:

1. Identification of Concerns:

- i. Briefly describe the areas of concern related to inadequate, insufficient, or problematic performance. Please connect with APA PWC's and/or Personal Characteristics forms whenever possible. Provide behavioral examples to illustrate these concerns:

2. Student Responsibilities:

- i. Specify the steps the student must take to address the identified concerns.

- ii. Outline the activities to be completed and strategies to be employed by faculty to assist with remediation, if appropriate. If none exist, put N/A:

3. Evaluation and Feedback:

- i. Describe the procedures for evaluating progress towards remediation. Include mechanisms the faculty may use for providing specific feedback to the student and establish timelines for monitoring progress:

SAMPLE

4. Re-evaluation and Determination:

- i. Please select a date for re-evaluating the student's performance to determine the effectiveness of the remediation efforts:

- ii. Based on this evaluation, please specify the **possible** actions to be taken:
 Removal of the remediation plan if satisfactory progress is observed.
 Revision and/or extension of the remediation plan if further improvements are needed.
 Consideration of probationary status or dismissal from the program if requirements are not met within the agreed-upon timeframe.

Additional Comments/Notes:

Please add any additional comments or notes relevant to the remediation plan (Optional):

Implementation and Documentation:

Please note:

- Ideally, the remediation plan is developed collaboratively between the student and the Student Progress Committee. However, in cases where agreement cannot be reached, the SPC retains the authority to implement a program-level remediation plan.
- Successful completion of the remediation plan, as agreed upon by the student and SPC, results in no further action being taken. A copy of the plan is retained in the PsyD Program Office for accreditation or administrative review purposes.

Appendix C

Notice of Academic Probation

Date:

Student ID #:

Dear

This letter is to inform you that based on the Academic Standing Policy for doctoral students at Northwest Nazarene University, you are currently on Academic Probation. According to the Academic Standing Policy, in order to maintain good standing in the Clinical Psychology program, you must:

1. Complete each course you attempt with a grade of B- or higher **and**
2. Maintain a 3.0 GPA or higher.

You have been placed on Academic Probation because you received a grade lower than B- on the following course(s):

SAMPLE

You will remain on Academic Probation until you have retaken the course listed above and you receive a passing grade of B- or better. While you are on Academic Probation, you must receive passing grades in all courses you are enrolled in. If you receive another failing grade while you are on Academic Probation, you may be asked to leave the program. Once you have received a passing grade in the course, the Academic Probation will be lifted.

If you would like to appeal this decision, please contact the Dean of Social and Behavioral Sciences. Please see pages 27-28 of the Psy.D. Student Handbook for more information on the appeal process.

Your signature is required below to indicate you have received this notice and you understand what is required for you to be removed from Academic Probation and back into good standing. Should you have any questions regarding this letter or your academic standing, please contact the Clinical Psychology Department Chair, Dr. Elizabeth List by emailing elist@nnu.edu or the PsyD Program Manager (acarley-givant@nnu.edu).

Sincerely,

Elizabeth List, Psy.D.

Psy.D. Program Director, Chair of the Department of Psychology

Student Signature:

Date Signed:

Appendix D

Voluntary Withdrawal Form

Please complete this form if you wish to permanently withdraw from the Doctorate in Clinical Psychology (PsyD) program.

A student wishing to withdraw from the PsyD program is **required** to meet with the PsyD Chair to discuss the decision. Requests will not be approved until this meeting is completed.

Please Note: Once this request is approved, you must reapply and be readmitted to the Doctorate in Clinical Psychology to resume your graduate enrollment.

This is not the Leave of Absence form.

Date: _____

Student ID: _____

Student Name: _____

Academic Year: _____

Email Address: _____

Brief Statement of Request:

Please explain why you are voluntarily withdrawing from the PsyD program at NNU.

SAMPLE

IMPORTANT: Withdrawal from the program cannot be retroactive. If this request comes in the middle of a term, the effective date will be entered into the student's record after the student has completely withdrawn from all classes. The Program Manager will initiate the withdrawal process at the request of the PsyD Chair. For more information about the withdrawal process, please see the Doctorate in Clinical Psychology Student Handbook.

Please be aware that voluntarily withdrawing from the PsyD program does not annul any financial responsibility a student holds to the institution or the federal government. Please contact the Office of Financial Aid to verify your account information and any outstanding debt you may owe.

Student Signature

By signing this form, I am indicating the following:

- I am requesting to permanently withdraw from the PsyD program.
- I understand that if I wish to return to the program, I must reapply and be readmitted.
- I understand that withdrawing does not remove any financial responsibility I may have from my participation in the program up to this point.

Signature: _____

Date: _____

Approval of PsyD Chair

Signature: _____

Date: _____

Elizabeth A. List, PsyD

Appendix E

Acknowledgment 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