

PsyD in Clinical Psychology

Advisement and Orientation

The Advisement system has three component parts: First and Second Year Student Advisement, Third and Fourth Year Student Advisement, and Practicum and Internship Advisement. A good deal of formal and informal advisement occurs throughout the week by telephone and email. Both advisors and Professional Seminar and Case Conference leaders are available in this fashion.

First and Second Year Student Advisement

Upon entering the PsyD program, students are assigned an advisor from among the core faculty. That person serves as advisor until spring of the 2nd year, when each student selects a dissertation chairperson. The chairperson becomes the student's advisor for the remainder of the program.

Third and Fourth Year Student Advisement

At the end of the second year, each student is assigned a Core Faculty Advisor through a procedure based in part upon student preferences. This Core Faculty Advisor becomes the student's dissertation chairperson and leads the third and fourth year Dissertation Research Seminars for his or her advisees. This is often a key opportunity to develop a mentoring relationship. The Doctoral Research Seminar system is overseen by the Director of Research.

Practicum and Internship Advisement

Practicum and internship advisement procedures are under the supervision of the director of practica and the director of internships, respectively. The daily work surrounding this aspect of students' clinical training is handled primarily by the Professional Seminar Leader (first and second year), the Case Conference Leader (third year), and the Advisor (fourth year). Annually, the director of practica and the director of internships each hold a series of relevant information and advisement meetings to facilitate the application and search process.

Course Documentation and Evaluation

Students are required to verify all learning (courses, seminars, weekend courses, practica, and supervised individual studies) for which they expect to receive credit by submitting documentation materials which demonstrate proficiency in the specific learning objectives of the course. This typically consists of papers, presentations, and examinations. The instructor then completes a qualitative assessment of the student's learning, which becomes a part of the student's permanent file. Students are evaluated for class participation, documentation, mastery of course material, and overall course performance. The levels of performance are: Outstanding, Excellent, Very Good, Good, Satisfactory with Concerns, and Unsatisfactory. Good denotes the baseline of work which is considered adequate at the doctoral level.