Antioch University
New England PsyD Student Handbook
(revised August, 2021)

Note: This Handbook addresses most PsyD Program policies, *except for* Practicum, Internship, and Dissertation, for which we have developed separate, specific Handbooks. All four of these PsyD Handbooks are posted to the program website.

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SECTION I: GENERAL PRINCIPLES

Student-Trainee Competence

Professional psychologists are expected to demonstrate competence within and across a number of interrelated dimensions. Programs that educate and train professional psychologists also strive to protect the public and profession. Therefore, faculty, training staff, supervisors, and administrators in such programs have a duty and responsibility to evaluate the competence of students and trainees across multiple aspects of performance, development, and functioning.

It is important that students and trainees in professional psychology programs (at the doctoral, internship, or postdoctoral level) know at the outset of training that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, professional psychology education and training programs strive not to advance, recommend, or graduate students or trainees with identified problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve problems).

This is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly (a) impacts the performance, development, or functioning of the student-trainee; (b) raises questions of an ethical nature; (c) represents a risk to public safety; or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

Although the purpose here is to inform students and trainees that evaluation will occur in these areas, it should be emphasized that the program's evaluation processes and content include: (a) information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable); (b) information regarding the primary purpose of evaluation (e.g., to facilitate student or trainee development; to enhance self-awareness, self-reflection, and self- assessment; to emphasize strengths as well as areas for improvement; to assist in the development of remediation plans when necessary); (c) seeking more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and (d) opportunities for remediation, provided that faculty, training staff, or supervisors conclude that satisfactory remediation is possible for a given student-trainee.

Essential Values of the PsyD Program

In addition to integrating diversity into the program, the department is incorporating its commitment to addressing the essential values of relationship soundness, social justice, and evidence based practice.

Relationship Soundness

We view a range of professional relationships as central and necessary to successful functioning as a professional psychologist. Relationship soundness is viewed as a foundational competency in our Program. This assertion is bolstered by the expanding literature that includes work by the Association of Psychology Training Clinics, the National Council of Schools of Professional Psychology, and the Council of Chairs of Training Councils of the American Psychological Association. Some of the elements of the relationship competency include: use of reflective practice, considering multiple perspectives, being patient with both self and others, asserting one's perspective in a mature manner, demonstrating civility and respect in word and manner, using self disclosure appropriately, managing one's affect appropriately in self and with others, moving from a stance of judgment to one of curiosity, and listening. Addressing relationship soundness lies within the context of the Department's evaluation rich culture and the ongoing natural conversations and interactions regarding relationship soundness between faculty and students inform an organic yet sensible definition of relationship soundness.

Social Justice

Rooted in the spirit of Antioch College's first president, Horace Mann, who stated, "Be ashamed to die until you have won some victory for humanity," the Psy.D. program views awareness of injustices, and action toward social justice as central to our training of clinical psychologists. We also believe that social justice extends beyond attitudes and into actions that promote the creation of a space for the human spirit to thrive and the establishment and continuation of just relationships. Students are encouraged to become agents of change as they integrate the values of social justice in their professional work. Social justice entails respect, care, and equity; with a consciousness about the impact of race, class, gender, sexual orientation, family responsibility of family status, marital status, religious or political conviction, pregnancy, age, and disability. By recognizing the dignity of each individual the Department seeks to build a healthy community based on social justice.

Evidence-Based Practice

We define Evidence-Based Practice (EBP) as an evidence-informed *process* of decision-making for the purpose of promoting the mental and social health of individuals and communities. The EBP process integrates the best available local evidence and empirical research and scholarship, with practitioners' skills and expertise and the cultural and economic conditions, needs, values, and preferences of clients who are served and affected (Council of Training in Evidence-Based Behavioral Practice, 2008). Multiple types of evidence support decision-making in practice: clinical observation and practice based evidence, qualitative research, systematic case studies, single-case designs, epidemiological and ethnographic research, process-outcome studies, randomized clinical trials, studies of interventions as they are delivered in naturalistic settings (effectiveness research), basic psychological and health science, and meta-analyses (APA, 2006). Experimental studies are read critically with regard to treatment contexts and settings, the constitution of experimental and control groups, methodology, threats to validity, and effect sizes (Wampold & Bhati, 2004). When used for making decisions, we ask whether the study's methods and findings justify causal explanations, particularly as applied in a local context (Shedler, 2015). In evaluating the evidence used in clinical decision-making, we pay particular attention to issues related to social justice and cultural relevance, and we view evidence as ecologically or systemically embedded as well as historical, and evaluate it accordingly (APA Task Force for Multicultural Guidelines, 2017).

Our students apply EBP decision-making through:

- Systematic acquisition and use of local, practice-based evidence to inform practice
- Critical analysis of scholarly evidence, including its source, methodology, and analysis
- Acquiring evidence of best available research and scholarship
- Appraising whether the evidence fits clients and groups in their specific social, cultural, historical, and economic contexts

- Utilization of assessment procedures that are context-specific in their validity for local populations
- Assessing in an unbiased manner their own level of expertise to implement interventions
- Decision-making with collaborators and supervisors
- Applying a wide-range of clinical theories
- Implementing interventions supported by evidence
- Evaluating, Disseminating, and Following-Up for quality improvement, change analysis, and practice adjustment.

Students receive training in the evolution of EBP and strategies for retrieving and evaluating relevant evidence in their first year Intervention sequence. The Program provides training to both students and practicum sites in the use of clinical feedback systems, and requires that students describe how they monitor client progress as part of Case Conference and the Intervention

Qualifying Exam. The Department's Center for Behavioral Health Innovation employs students in research and evaluation projects in which naturalistic practice systems are engaged in using evidence based standards in combination with formative, local data to strategically and incrementally refine their practice in accord with local circumstances.

References

APA Presidential Task Force on Evidence-Based Practice. (2006). Evidence-based practice in psychology. *American Psychologist, 61, 271-285.*

APA Task Force for Multicultural Guidelines: Clauss-Ehlers, C., Tummala-Nara, P., Roysircar, G., Hunter, S., & Chiriboga, D. (2017). *Re-envisioning the multicultural guidelines for the 21st Century*. Washington DC: APA.

Council for Training in Evidence-Based Behavioral Practice: Beck, J. G, Castonguay, L. G., Chronis-Tuscano, A., Klonsky, E. D., McGinn, L. K., & Youngstrom, E. A. (2008). *Definition and competencies for evidence-based behavioral practice* (EBBP). From www.ebbp.org/documents/ebbp_competencies.pdf

Shedler, J. (2015). Where is the evidence for "evidence-based" therapy?" *The Journal of Psychological Therapies in Primary Care, 4:* 47-59.

Wampold, B., & Bhati, K. (2004). Attending to the omissions: A historical examination of evidenced-based practice movements. *Professional Psychology: Research and Practice, 35*(6), 563-570.

Professional Conduct of Students

Antioch's Department of Clinical Psychology subscribes to the American Psychological Association's Code of Ethics and all students are bound by the principles enumerated in the Code. Deviation from the Code may result in disciplinary action, including recommendation for disenrollment from the Department's academic programs.

Antioch New England Communication via Email and the Department Listserv

All students are required to participate in Antioch New England's email and conferencing system as well as the Department's listserv. This is necessary so as to be assured that important notices and communications can be exchanged.

Student-Faculty Relations

The Department aims for collegial, mutually respectful relationships between faculty and students. The program aspires to create a non-competitive, mutually supportive environment. This requires a high level of professionalism and personal integrity on the part of everyone.

Student-Faculty Collaborative Research

With respect to collaborative research: a) faculty and student should discuss ownership of data and authorship on presentations and publications early enough in the collaborative process so that each is aware of his/her role; and b) faculty and student should publicly acknowledge one another's contributions at conferences, in written work, etc. Guidelines about authorship and author order are addressed in greater detail in the APA Ethical Standards.

Advanced Students as Teaching Assistants

Teaching Assistants are in a position of authority with other students. As such, they are governed by the same standards of conduct in the performance of their academic responsibilities as are members of the faculty. All Teaching Assistants shall respect the rights and opinions of students and uphold the academic standards of ANE.

Records Access Policy

The Family Educational Rights and Privacy Act of 1974, known as "The Buckley Amendment," addresses the subject of access to educational records. The act requires institutions to establish policies which set forth the procedure by which these records are to be reviewed or inspected. Students have a right to inspect and review their records. Student requests must be made to the Department Office Manager in writing with at least one week notice. University policy in this matter is specified in the current ANE Student Handbook.

By virtue of completing an ANE application for admission, applicants are giving informed consent to the admissions committee (which includes admissions personnel, ANE faculty, and Department of Clinical Psychology graduate students) to review all material in the admissions file.

Transfer Policy

Students wishing to transfer into the doctoral program in clinical psychology must follow the procedures and meet the criteria outlined below:

Students wishing to apply to transfer must seek approval of the Director of Admissions in the Department of Clinical Psychology. Transfer requests will be considered throughout the school year.

1. Transfer applicants must be students in good standing at an APA-accredited doctoral program in clinical or counseling psychology. Only a grade of B or better will be accepted for advanced standing credit if the institution uses a traditional graded system of evaluation.
2. Transfer applicants must submit a non-refundable application fee prior to review of their application and graduate records.
3. Transfer applicants must submit syllabi from their previous Doctoral Program that demonstrate an equivalent course. Equivalency is defined as one that shares at least 75 percent of the current content and readings with a Department of Clinical Psychology course.
4. The Director of Student Affairs will work with transfer students to determine a viable curriculum that enables them to enter the doctoral program as efficiently as possible. No waiver or transfer credit will be granted for practicum experience.
5. Transfer students are required to spend a minimum of three years, full-time, on-site at Antioch New England, plus one year of Internship. Prior to this, it may also be necessary for transfer students to assume part-time, "special" student status

in order to complete particular courses which enable them to move into sequence in our developmental curriculum.

Waiver Policy

Waivers grant permission not to take a particular course in the program; they do not reduce the required number of credits to graduate, or shorten the program. A student who is granted a course waiver selects an alternative course to take instead. The program remains full time, and except for transfer students, it cannot be shortened. Students granted transfer credit for less than one full year may be given advanced standing and may have a reduction in tuition.

The criterion for waiving a course is evidence of having successfully passed an *equivalent graduate level course* in the area. "Equivalent" is defined as either sharing at least 75 percent of the content and readings with a Department of Clinical Psychology course, or one in which the student passes an examination (written and/or oral) administered by department faculty.

No advanced standing credits are awarded by the Doctoral Program for master's level work, only waivers are awarded for master's level work. Neither waivers nor advanced standing credits are awarded for practica, case conferences, or advanced electives. All doctoral students must maintain a full-time load. Typically, students who waive courses take the next required course available in the same time slot. Students who therefore have completed elements of the curriculum early, use that time to make additional progress on their dissertation. Waivers are only evaluated for matriculated students.

Concerns about Non-Academic Actions

The Department hires faculty and staff as well as admits students who are believed to uphold the standards of the American Psychological Association. In alignment with the American Psychological Association's Code of Ethics, concerns about conduct of a student, staff, or faculty member should first be addressed with the individual or individuals directly involved; however, it is acknowledged that there may be instances when such concerns may necessitate additional guidance and support. The Department provides two potential paths for consultation—the Director of Student Affairs (DoSA) and the Chair. These two individuals can provide information about University resources or guidance for resolving concerns (cf. Next section for Grievance policies).

Student Grievances of Non-Academic Actions

Grievances are governed by Antioch University *Policy 6.109: Student Grievances* (of non-academic actions)[1]. Students can access the University student handbook through the Antioch University Repository and Archive (AURA).

The Grievance Policy applies to students who believe they have received unfair, inconsistent, or inequitable treatment regarding *non-academic concerns*, by AU faculty or staff. Academic concerns are covered by the Academic Appeals policy, described in the next section.

[1] Non-academic actions can include but are not limited to interpersonal and professional issues. The University maintains a separate process for academic concerns, such as those involving evaluations of courses, for instance.

As described in the relevant AU policy, a student wishing to file a grievance must address the complaint, in writing, to the Department Chair, within 30 days of the action being appealed. If the Chair is the subject of the complaint, then it should be addressed to the campus Provost.

Part-time Status

Students are expected to be enrolled full-time in the program. Exceptions to this are those instances in which the student may be placed on part-time status due to health reasons, disability, or through administrative initiative.

Special Students

A decision to admit Special Students (students not matriculated in the PsyD Program at ANE) lies with the discretion of the Director of Student Affairs. In general, Special Students are not permitted to register for required courses unless enrollment in such courses is unusually low.

Incompletes

If you cannot complete the required work by the due date you may request an extension of work due which will result in an incomplete grade from your instructor. This extension of time is granted by the instructor and is not an automatic right. It must be requested before the due date of the required work. If approved, your work will be due at least two weeks before the end of the following term (or earlier) on the date agreed upon between you and the instructor. According to AU Policy surrounding Satisfactory Academic Progress, grades of Incomplete should be rare, and may result in an Academic Warning.

Individual faculty members do not have the authority to award extended time beyond the final due date. If an incomplete grade is not submitted by the deadline, it will be changed to a No Credit. Students would then need to register for the class again to earn the credit.

Personal Difficulties and Professional Work

There are times when personal difficulties may interfere with any of our ability to fulfill our professional function. Consistent with APA’s code of ethics, it is a trainee's responsibility to be alert for and recognize impairments in their effectiveness, and to refrain from professional activities if their performance may be problematic and those whom they are serving might be harmed. As a trainee, a first step in such a circumstance would be to discuss the possible impact of one’s personal problems with one’s clinical supervisor and/or academic advisor. There are a variety of avenues to explore, including obtaining assistance with one's personal difficulties, suspending or postponing one's training in direct service, taking a leave of absence from the program, etc.

We (faculty and students) collectively share a responsibility to take action if we believe that any colleague's personal problems may result in harm to the actor or to those being served.

Appropriate responses may include bringing the concern to the attention of the person whom one believes to be exhibiting problematic behaviors, or consulting with a member of the faculty.
Faculty who are concerned about a student's impairment may consult the student's advisor and/or the Director of Student Affairs. A Process of Remediation may result to assess and intervene to assist the student. Process of Remediation outcomes include: (a) the student's accessing helpful resources inside or outside the program; (b) the student's taking a leave of absence from the program; or (c) a recommendation that the student withdraw from the program.

Personal Difficulties and Academic Work

Students generally know when they are falling behind in their course assignments and required documentation. If one is not able to meet a particular deadline or finish course work in a class, students should talk directly with the faculty member involved. Solutions to these dilemmas can often be found when pursued cooperatively and creatively. If unresolved, students are encouraged to talk with their advisor and/or the Director of Student Affairs.

Personal Therapy

In keeping with our emphasis on reflective practice, we encourage students who wish to do so to engage in therapy during their graduate training. In some circumstances, it may be required as the result of our Annual Review process. It is the policy of the program that no student enters a therapeutic relationship with a faculty member in the Department; however, it is perfectly acceptable for a faculty member to assist a student in finding a suitable therapist.

Attendance

Attendance at all class sessions is expected. Students should have no more than three absences in each of the Spring and Fall semesters and one during the Summer semester (that is, to miss no more than 20% of class meeting time). It is the faculty's prerogative to have more stringent attendance requirements. Students who miss more than the maximum number of absences risk failing the course. When classes are cancelled by Antioch's administration because of inclement weather, this is not counted toward a student's three absences.

Students are encouraged to communicate with the faculty regarding matters of their attendance. Course syllabi should specify if the instructor's attendance requirement differs from the "20% rule." Should a faculty member or student believe that there is an attendance concern, either is expected to contact the student's advisor. An identifiable concern may include, but not be limited to, a student having two absences in a three-credit course or one absence in a one or two-credit course. At such time, and in

consultation with the Director of Student Affairs, a Process of Remediation process may be initiated.

Confidentiality in Professional Seminars

Antioch New England's Clinical Psychology Program values the development of both professional knowledge and awareness of how one brings one's self to the work. Whether in classes, in Professional Seminars, in clinical supervision, or elsewhere in the training program, students may be asked to reflect on ways in which their experience shapes their professional development or interaction with clients or others. Consistent with the APA Ethical Code, students will be asked to reveal matters of a personal nature only in the service of training objectives. Sometimes, this may occur in the form of a general assignment. Other times, a more pointed request of a student may be part of an attempt to understand the student's performance, coping strategies, or professional/clinical functioning. Faculty who learn of personal information that affects the professional functioning of students will share that information with other faculty as appropriate to support training processes, while also respecting students' privacy.

Student "electronic presence" via websites, blogs, email signatures, voicemail messages, etc.

Multiple training groups and APA's journal *Training and Education in Professional Psychology* have all weighed in on the issue of student online presence in the last few years. As technology changes, one part of professional training is to become aware of the implications that may arise from these aspects of a student's "public face." For example:

- Internship programs report conducting web searches on applicants' names before inviting applicants for interviews and before deciding to rank applicants in the match.
- Clients are conducting web-based searches on trainees' names and finding information about therapists (and declining to come to clinics based on what they find).
- Employers are conducting on-line searches of potential employees prior to interviews and job offers.
- Legal authorities are looking at websites for evidence of illegal activities. Some prima facie evidence may be gained from websites such as photographs, but text may also alert authorities to investigate further.
- Postings to a variety of listserves might reflect poorly on oneself and the program. It is especially important to consider if these listserves are non-professional in nature.
- Although signature lines are ways of indicating your uniqueness and philosophy, one is not in control of where the emails will ever end up and might affect how others view you as a professional. Quotations on personal philosophy, religious beliefs, and political attitudes might cause unanticipated adverse reactions from other people.

- Voicemail greetings that might be entertaining to your peers, express your individuality, and be indications of indicate your sense of humor may also not portray you in a positive professional manner. If you ever use your cell phone or home telephone for professional purposes (research, teaching, or clinical activities), be sure your greeting is appropriate and professional in demeanor and content.

Information that seems to be fun, informative, and candid might put the student and the program in a bad light. What might be seen as “private” self-disclosure among friends is actually often very public. Because anything on the Internet is potentially available to all who search for it, students should be mindful of how their communication could be perceived by clients, colleagues, faculty, future employers, and others.

We urge students to minimize material that may be deemed inappropriate for a psychologist in training, to set their security settings to “private,” and to avoid posting information or photos or using language that could jeopardize their professional image. Trainees should never include clients as part of their social network, or include any information that might compromise client confidentiality in any way. Trainees are reminded that, if you identify yourself as a graduate student in the program, then we have some interest in how you portray yourself. If you report doing something unethical or illegal, this information may be used by the program to determine probation or in extreme cases, disenrollment.

SECTION II: ACADEMIC AFFAIRS

Student Advising First and Second-Year Student Advising

Incoming (first-year) students are assigned a Core Faculty Advisor. The advisor plays an important role in the student's orientation to the program during the first year. Specifically, the tasks of first and second year advising include:

- Conducting group and individual advising meetings throughout the year which address academic and developmental issues and concerns.
- Advising students as they plan their academic program each semester.
- Holding initial discussions regarding individual or class-wide problems or concerns and determining when to involve the Director of Student Affairs or other program administrators as necessary.
- Conducting each student's Annual Review (see Annual Review section) and, at times, Process of Remediation (see Process of Remediation section) that may be necessary in situations where there appears to be personal, interpersonal, academic, or clinical (practicum) problems. The Academic Review process is overseen by the Director of Student Affairs.
- Serving as a link to the practicum system and, second to the Professional Seminar leader in providing general guidance around practicum selection and the practicum experience. The practicum system is overseen by the Director of Practica (see Practica section).

Third and Fourth-Year Student Advising

During the second year, each student is matched with a Core Faculty Advisor who is expected to remain their advisor from that point through the completion of internship and the dissertation project. The Advisor serves as the student's Dissertation Chairperson and leads the Doctoral Research Seminar for his or her advisees. The Doctoral Research Seminar system is overseen by the Director of Research (see Dissertation section).

Specifically, the tasks of third and fourth-year advising include**:**

- Holding group and individual meetings with advisees;
- Advising students as they plan their academic program each semester;
- Providing academic and career advisement as appropriate;
- Conducting each student's Annual Review (see Annual Review section), and, at times, Process of Remediation (see Process of Remediation section) that may be necessary in unusual situations where there appear to be personal, interpersonal, academic, or clinical (practicum or internship) problems;
- Work with the Director of Practica or Internship and the student's Case Conference leader to address problems that may arise at a training site.

- Work with the Director of Research to address problems that may arise with the dissertation project.
- Serve as the Practica Liaison for 4th year and Special Proficiency Practica.

Integration of Diversity Material into the PsyD Program

Faculty and students support the on-going development of a department wide commitment to addressing issues of diversity. This policy marks one of the critical components of that commitment in that it directly impacts the curriculum. Also, other programmatic responses continue to be developed with the curriculum being but one aspect of a multidimensional approach to managing the issue of diversity in the Department. The Department, in conjunction with the Director of Diversity Issues, is responsible for monitoring the following:

1. The faculty is committed to include issues of diversity (including race, age, gender, physical status, ethnicity, culture, class, sexual orientation, and disability) throughout the curriculum. The program does not isolate these issues into one or two courses or workshops, but instead distributes the responsibility for addressing these issues across many training experiences.
2. Some courses do carry the primary responsibility for addressing issues of diversity: Psychotherapeutic Intervention I and II
   Psychological Development
   Human Diversity and the Clinical Enterprise
3. Psychology in the Community
4. All other courses in the program integrate consideration of issues of diversity into their syllabus and coursework wherever possible and appropriate. The Director of Diversity Issues is available to help faculty consider how their respective course(s) might better address issues of diversity.
5. In order to facilitate the process of gaining awareness and additional information concerning issues of diversity and the training of psychologists, the Department organizes and provides appropriate workshops, colloquia, consultation, and training to the faculty.
6. Faculty with particular concerns about teaching in an area about which they feel they have little information are encouraged to undertake professional development activities in the area (e.g., attend a workshop, do extra readings, seek consultation, etc.). The Department will provide assistance when needed and appropriate.

Plagiarism

Plagiarism is defined according to *Webster's New World Dictionary of the American Language* (1970) as, "to take (ideas, writings, etc.) from (another) and to pass them off as one's own" (p. 1987). It is the writer's responsibility to inform the reader when credit for ideas, specific wording, general organization, or any other aspect of written material should be shared with another author. Most obviously, directly quoting another author's

words without appropriate acknowledgement (i.e., quotation marks and a citation) constitutes plagiarism. Less obviously, so does closely paraphrasing another's sentences or presenting another's ideas as though they were original to you. Copying paragraph organization — or a general way of organizing a topic — can also qualify as plagiarism. A student should limit direct quotes and acknowledge other's ideas and frameworks whenever citing or using them. If in doubt, the student should ask for feedback from a colleague or advisor.

The vast majority of plagiarism encountered at Antioch is unintentional, and much of this appears to arise from two kinds of errors. One is being unaware of appropriate citation procedures, and thus failing to appropriately identify material that is directly quoted. The second is taking notes from primary sources, failing to distinguish which of these are direct quotes, and then inserting them directly into the student's writing. It is important to note that intent is not part of the definition of plagiarism, and both of these circumstances meet that definition.

To assist students in recognizing and avoiding plagiarism, the Department provides links to relevant web-based resources, as students enter the program. In order to ensure that students are exposed to proper procedures and formats for citing and using source material, all students are required to submit, during their first semester in the doctoral program, a signed copy of the Department's "Citing the Work of Others" form. This signed form comprises a memorandum of understanding, attesting that students have read, comprehend, and agree to abide by the principles and practices described on the website(s) cited above. Students are held to a high standard concerning these matters, and the Department shares APA's commitment regarding plagiarism as a violation of the professional ethics code. In accordance with the policies of Antioch University New England and the Department of Clinical Psychology, plagiarism may result in a recommendation for disenrollment, subject to Process of Remediation.

Academic Review Process

The mechanism for review of student academic progress includes information gathered from instructor evaluations of student performance in courses, practicum supervisor evaluations, annual reviews, and any remediation processes. It is understood that constructive feedback should come from instructors and supervisors both through formal written means (e.g., evaluations, papers) and through informal conversations.

Specific ratings used in student performance evaluations are as follows:

For coursework: O (outstanding), E (excellent), V (very good), G (good), S (satisfactory), U (unsatisfactory)

For practicum: E (exceeds expectations), M (meets expectations), N (needs improvement), U (unsatisfactory), and N/A (not applicable)

The Student Performance Evaluations for coursework include ratings of Class Participation, Mastery of Course Content, Quality of Documentation and Overall Course Performance. The performance evaluation includes a narrative on the student's

performance and a space to indicate whether the instructor has specific concerns related to writing, relationship soundness, or other concerns. The Practicum Evaluation Form includes ratings on performance domains, which include Integration of Theory and Practice, Professional and Interpersonal Skills, Quality of Documentation and Overall Practicum Performance.

Each May just after evaluations have been submitted for the year, there is a formal Annual Review (see Annual Review section) of each student's academic records by the student's advisor, to determine whether satisfactory progress is being made. This review considers each student's academic, interpersonal, and professional performance.

Annual Faculty Review of Students

The Annual Faculty Review of Students (AFRS) process, which is overseen by the Director of Student Affairs, involves the advisor reviewing a full year's record of a student's performance, documenting the pattern of performance, and then meeting with the student to discuss it. The purpose of the Annual Review is to promote student and faculty awareness of performance patterns, strengths, and challenges, and to support students' development. The Annual Review process may also establish any applicable contingencies for those whose performance has been problematic.

The Annual Review is designed to be a snapshot of each student's progress at a given point in time. It is not an overall grade based on a year's work. Rather, it is used as part of the Department's emphasis on feedback and evaluation within a developmental frame.

The AFRS addresses competence and progress regarding a student meeting the minimum level of achievement These areas are rated as follows: satisfactory; satisfactory and unsatisfactory. Consistent with Antioch University New England's policies on the Suspension and Reinstatement of Financial Aid, "unsatisfactory" ratings in any of the three areas may be grounds for the suspension of financial aid.

The Annual Review (AR) form guides and documents our process of annual review of students by maintaining a cumulative accounting of MLA across all PWC and DSK areas, identifying areas in need of remediation, and tracking overall Satisfactory Performance in PWC and DSK areas. This form is completed by the Academic Advisor in the context of the full Annual Faculty Review of Students (AFRS) that is held at the conclusion of the spring semester each academic year. Core faculty members attend this meeting where we, as a department, review the academic progress of all students enrolled in the program. In addition to tracking PWC and DSK performance and benchmarks across all courses and practica, the AFRS, and accompanying AR form, also tracks progress on Qualifying Exams, Dissertation, and Internship. The AFRS and accompanying AR form ensure that all members of our core faculty are directly involved in the evaluation and monitoring of the academic progress of our students.

The Annual Review process has the authority to develop special, sometimes additional, requirements. For example, the Annual Review can determine whether and how late papers or other assignments will be accepted and documented, whether additional practicum experiences are necessary, when and under what circumstances a student who takes an unusual interim can return, whether part-time study is possible, and so forth.

If the advisor is unable to complete the Annual Review form, the Director of Student Affairs (or their designee) may conduct the Annual Review.

Each student receives a copy of their Annual Review form.

In addition to the Annual Review, the faculty meet at least once per month to review any students who have had a Process of Remediation form filed with the Director of Student Affairs. This form can be filed at any time during the year when a student may require remediation for interpersonal, clinical, professional, or academic reasons. The process for remediation is discussed following this section. These meetings involve consideration of the students' course and practicum ratings as well as their academic, interpersonal, and professional performance.

Remediation

The **Process of Remediation** (PR) creates and monitors remediation plans for students who have not met the minimum level of achievement (MLA) for particular profession wide competencies (PWC) and/or domain specific knowledge (DSK) areas. For a student to meet the MLA for a course, he/she/they must attain an evaluative descriptor of **Good** on all PWCs and/or DSKs; for a student to meet the MLA for practica, he/she/they must earn "Meets Expectations" in all domains.

The PR form includes methods for tracking student progress towards, and achievement of, MLA. The process of remediation can be initiated at any time by any faculty member who has concern about a student's lack of progress in meeting any of the defined MLA(s). This often occurs after informal attempts to remediate the behavior are in place (i.e., Discussions with students about the concern). To initiate the process, the faculty member completes the Process of Remediation form and submits it to the Director of Student Affairs.

The Academic Advisor, in consultation with the Director of Student Affairs and other faculty as appropriate, completes this form. For concerns regarding practica, the student's ProSem leader or Case Conference leader will complete the PR form when concerns arise prior to the end of semester evaluation; the Director of Practica will submit the PR form upon reviewing the student's evaluation. For concerns regarding the predoctoral internship, the student's Doctoral Research Seminar faculty in consultation with the Director of Internship will complete the PR form. Students who are unable to achieve MLA following a Process of Remediation are then referred to a Review of Unsatisfactory Performance (in PWC and DSK Areas; RUP).

Students will not be verified for academic permission to apply for pre-doctoral internship until MLA has been achieved in PWC and DSK areas by the date of internship application (i.e., course, practicum, Qualifying Exam, and dissertation work through the third year), and they will not be able to complete the program and graduate until MLA has been met for all PWC and DSK areas.

Unsatisfactory Process

If a student is unable to achieve MLA following a Process of Remediation, the Core Faculty (along with the representative of the Affiliate Faculty) in a Review of Unsatisfactory Performance (in PWC and DSK Areas) (RUP), reviews the student's academic record and problem(s) in achieving MLA. The RUP determines whether the student will be placed on Academic Probation with specified contingencies for continuation in the program or recommended to the University Registrar for Administrative Withdrawal (disenrollment).

Frequent Remediation

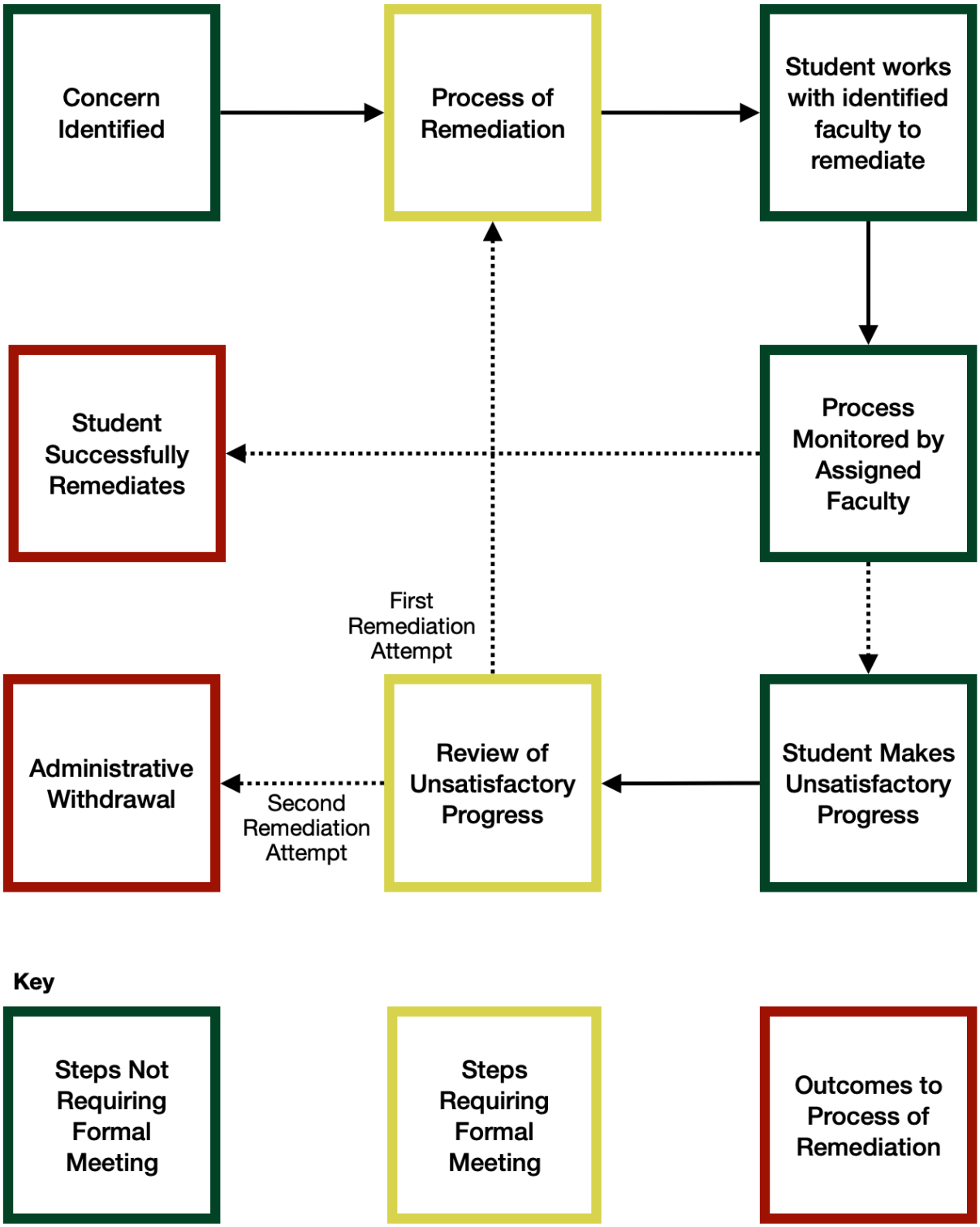
If a student is involved in frequent remediation processes, particularly around similar PWC or DSK areas, the faculty, during their AFRS or during their monthly review of students, may determine that the student has significant performance difficulties or unable to perform at a doctoral level. For instance, students who, across multiple semesters or courses, fail to meet the MLAs may be identified as not meeting the technical standards of the profession, which are capacities necessary for building competency. In the event that faculty identify a student as needing remediation around such capacities, the process of remediation would be used to either identify mechanisms to enhance the student's capacity or to counsel the student to consider professional paths that may be better suited to the student's capacities.

The following is a set of technical standards that is necessary for a student to meet in order to build competence over the course of their training. This set of standards is used in addition to the Ethics Code of the American Psychological Association and other technical standards adopted by Antioch University. Below are the behavioral and functional benchmarks that faculty use in evaluating students. Behavioral benchmarks can simply be understood as what is observed by others while functional benchmarks can simply be understood as what the effect of an action has on work, training, group functioning, and clinical practice, to provide a non-exhaustive list.

1. Interpersonal Capacity
    a. Psychologists must have the interpersonal capacity to work with a wide range of patients, organizations, professionals, and colleagues in order to function within the field. As such, students must demonstrate various skills at developmentally appropriate levels that are related to interpersonal functioning. Below is a non-exhaustive list of behavioral anchors that demonstrate interpersonal capacity.
        i. Listening with empathy
        ii. Showing respect, humility, and curiosity about individual and cultural experiences

iii. Demonstrating verbal and non-verbal skills
iv. Tolerating ambiguity
v. Demonstrating affect tolerance
vi. Engaging in reflection so as to identify one's own areas of growth and strength

2. Learning and Analytic Capacities
    a. Psychologists must show a capacity to learn and expand their abilities to learn over the course of their career. As such, students must demonstrate various skills at developmentally appropriate levels that are related to capacity to learn and think analytically. Performance within courses is the most face valid anchor for this capacity. Below is a non-exhaustive list of behavioral anchors that students demonstrate in courses that demonstrate learning and analytic capacity.
        i. Consistently demonstrating MLAs with DSKs and PWCs
        ii. Demonstrating proficiency in writing (e.g., professional tone, adherence to APA style)
        iii. Actively participating in class (e.g., verbal discourse, forums, reflection papers)
        iv. Turning assignments into faculty in a timely fashion
        v. Demonstrating a in writing and in class the ability to critically analyze professional works for strengths and shortcomings
        vi. Demonstrating the ability to generalize concepts between research, supervision, and practice
3. Professional Capacity
    a. Psychologists must be able to work in a professional manner that are necessary for the multiple roles in which psychologists work. As such, students must demonstrate various skills at developmentally appropriate levels that are related to professional capacity. Below is a non-exhaustive list of behavioral anchors that demonstrate one's professional capacity.
        i. Demonstrating adherence to professional standards regarding dress, hygiene, and language
        ii. Demonstrating honesty and integrity in professional settings (e.g., practicum, conferences, professional meetings)
        iii. Completing administrative tasks in a timely fashion
        iv. Demonstrating knowledge and sound decision making using the ethics code and legal standards of the profession


Concern Identified
Process of Remediation
Student works with identified faculty to remediate
Student Successfully Remediates
Process Monitored by Assigned Faculty
First Remediation Attempt
Administrative Withdrawal
Second Remediation Attempt
Review of Unsatisfactory Progress
Student Makes Unsatisfactory Progress
Key
Steps Not Requiring Formal Meeting
Steps Requiring Formal Meeting
Outcomes to Process of Remediation
Process to next step dependent on student performance
Process to next step independent of student performance

Satisfactory Program Progress

In addition to the standards outlined in Student Rights and Responsibilities for maintaining Satisfactory Academic Progress, which is a determination for financial aid eligibility, the Department of Clinical Psychology maintains additional standards for assessing and monitoring of student advancement through the degree program.

Academic Status

In accordance with the Antioch University Student Rights and Responsibilities, a student's enrollment may be terminated by the graduate school for any of the following reasons:

- Failure to perform satisfactorily at the graduate level and/or make satisfactory progress toward the degree.
- Failure to register for more than one expected semester without an authorized leave of absence.
- Failure to graduate within the maximum time allowed.

Satisfactory Program Progress

1. To maintain satisfactory program progress, students are expected to:
2. Accumulate departmental credit hours, verified by credit reports, as follows:
    - End of year 1: 30-32 credit hours on average
    - End of year 2: 60-64 credit hours on average
    - End of year 3: 90-96 credit hours on average
    - End of year 4: 120-128 credit hours
3. Complete the program within the 7 year maximum time to completion, or within extensions to the maximum time to completion as articulated in the Student Rights and Responsibilities. (A student who has taken an approved leave or forced interim will have the maximum time frame for completion of the program extended for the length of the leave or interim period.)
4. Be up-to-date on all program requirements including, but not limited to, completion of required courses and practica and the timely completion of Qualifying Examinations.
5. Students are expected to earn a rating of "Good" or better in the "Overall Course Performance" category for all courses. The "Overall Course Performance" is the overall rating that a faculty member gives in their course evaluations.

Academic Warning

Academic Warning can be assigned out of any academic review process including advisor meeting, Process of Remediation, annual review. Any of the following situations automatically trigger an academic warning:

- Failure to complete the minimum required credits for each term as specified in the Viewbook. A student who has dropped a required course is failing to complete the minimum credit hours.
- Receipt of more than one “Overall Course Performance” rating of “Satisfactory with Concerns” in a semester length course.
- Receipt of one “No Credit” or “Unsatisfactory” in an “Overall Course Performance” rating in any course.

Academic Probation

Probationary status indicates substandard performance which, if the pattern persists, would result in disenrollment from the doctoral program. Formal designation of probationary status is intended to alert the student and faculty to the severity of the problem, and to mobilize appropriate efforts to resolve it.

A student may also be placed on Probation for a variety of performance or conduct as an outcome of an Annual Review or unsatisfactory progress stemming from a Process of Remediation. Such concerns include but are not limited to issues of interpersonal fitness, unprofessional behavior, ethical violations, lack of dissertation progress, a pattern of “Satisfactory” or “Unsatisfactory” descriptors that are not in the “Overall Course Performance” area, problems on internship, etc. This may be done even if the student passes the course or practicum in which the problematic incident occurred and credit was received.

Students will receive written or email notification of academic probation from the Office of Student Affairs within three weeks (counting only weeks when school is in session) after the determination of probationary status.

Steps necessary to remove probationary status will be documented as part of the same Process of Remediation that institutes the probation. Typically, probation is resolved by: Retaking the courses that were problematic and achieving a “Good” or better in the “Overall Course Performance” rating or any of the previously remediated competency areas. A successful retake establishes the student's competence in the relevant domain, but it does not eradicate the earlier evaluation for purposes of cumulative review. In particular, the earlier evaluation will still be counted toward the total number of credits of S or U, which are among the triggers for Process of Remediation.

Attaining candidacy, which requires that all academic and probationary requirements up to the Fall of the fourth year be satisfactorily completed. In some circumstances candidacy may be granted if there is a viable plan for completing all outstanding elements of the program with the exception of the dissertation within the year prior to internship (e.g., completing a required workshop that was not done earlier). Students must obtain candidacy to apply for internship.

Disenrollment

Students are automatically recommended for disenrollment to the Antioch New England Registrar for failure to perform satisfactorily at the graduate level and/or make satisfactory progress toward the degree for any of the following reasons:

- Failure to meet the requirements for removal from Academic Probation by the end of the 6th year in the program.
- Receipt of an “Overall Course Performance” rating in two or more courses of “No Credit” or “Unsatisfactory”, including a retake of the same course.
- If a student is makes unsatisfactory progress twice towards remediation goals following the Process of Remediation, a Recommendation for Disenrollment can also be initiated.
- By two failures of EITHER the Comprehensive Section of the Qualifying Examination or the Intervention Section of the Qualifying Examination (students would not be automatically recommended for disenrollment until they had failed two administrations of the same QE section)

Note: “Automatically” means that the outcome is not subject to, nor can it be overruled by, the Process of Remediation. No meeting is required for this to occur.

A student may also be recommended for disenrollment for other serious reasons according to the judgment of an Annual Review. They include but are not limited to issues surrounding interpersonal fitness, unprofessional behavior, ethical violations, lack of dissertation progress, a pattern of ”Satisfactory with Concerns” or “Unsatisfactory” descriptors that are not in the *Overall* rating, problems on internship, etc. This may be done even if the student passes the course or practicum in which the problematic incident occurred and credit was received.

Students will receive written or email notification of the recommendation for disenrollment from the Department within three weeks (counting only weeks when school is in session), after the determination of that status.

The disenrollment policy applies whether or not a student is currently or was previously on probation.

Reenrollment

The program does not accept applications for reenrollment from former students who were asked to leave the program or who left not in good standing. Under certain circumstances, with permission from the program and space available, the Department may accept applications for reenrollment from students who left in good standing. For all reenrolling students, the currency of courses will be evaluated.

Academic Appeals

Academic Appeals are governed by Antioch University *Policy 6.111: Academic Appeals* Academic appeals must allege an unfair or inaccurate program action or faculty evaluation, arising from one of the following:

- Failure to accurately notify students of evaluation criteria and standards.
- Evaluation based on something other that the described evaluation criteria and standards.
- Evaluation based on something other than student performance.
- Inconsistent or inequitable application of standards.
- Factual or technical errors in the evaluation.

One intention of this procedure is to minimize disputes which are basically on matters of faculty judgment (e.g., whether a paper is "good" or "excellent" or a student's class participation is “satisfactory” or “minimal,” etc.).

As described in the relevant AU policy, a student wishing to file an appeal must address the complaint, in writing, to the Dept Chair, within 30 days of the action being appealed. The Chair’s role is to make sure that any evaluative decision has been made in a fashion consistent with all applicable policies. In a way that parallels the function of an appeals court, the chair does *not* review the situation and the data anew, but instead looks for procedural errors. In his or her decision, the Chair also is bound by those policies. If procedural errors are identified, then instructions are given to those involved as to how to remediate the action consistent with the policy.

In considering an appeal, the Department makes the following assumptions:

1. The Department hires faculty who are conscientious and professionally grounded persons dedicated to the principles and ethics of the profession and who, by the nature of their role and position, are expected to exercise sound and professional judgment. Therefore, in the matter of appeals, the burden of proof for change of a faculty evaluation or comment must lie with the student.
2. The process should be consistent with the tasks, roles, and responsibilities assumed by the faculty. We see the task of faculty in the Department as providing educational experiences in every course for the students in all three of the following areas: academic, professional/clinical, and personal/interpersonal. Faculty persons act in multiple roles as: teacher, facilitator, mentor, advisor, evaluator, administrator, and most importantly, overarching all others, as a role model exemplifying personal and interpersonal behavior consistent with the highest professional standards.
3. In addition to educative and supervisory functions, faculty are expected to evaluate student progress integrating academic, personal, and professional functioning. Faculty are expected to view evaluations of students as a place both to reflect on the strength of the emerging professional and to identify, in a concise, constructive fashion, areas that need, in his/her opinion, further examination, change, and/or growth. Faculty evaluations are not to be based only on papers or exams but are expected to integrate all three of the areas mentioned above.

4. It is evident that in a large department, the department chairperson should not be continually placed in a role of arbitrator for student/faculty disputes, consuming energies and time.
5. On occasion, both students and faculty, no matter how dedicated, can get caught up with individual, interpersonal, and/or organizational dynamics where issues are matters of interpretation or perspective rather than fact. Consequently, the search for the “real” truth is often a fruitless chase. No appeals process, no matter how conscientious, can resolve all differences in interpretation or evaluation of a particular set of circumstances. The Appeal Guidelines are designed to minimize energy and time expenditures around these irresolvable issues while, at the same time, permitting both parties the chance to resolve serious, bona fide differences.
6. By law, students have access to their student files. As the files are a cumulative record of the student's career at Antioch, it is appropriate that any material a faculty person feels is germane to a student’s career and performance at Antioch be placed in his/her file. Students at Antioch University New England have the right to add comments to an item or to include a rebuttal but may not appeal the fact that items are placed in the file. It is to the student's advantage that all material, even that which may be perceived as controversial, be placed in his/her file in order that it may be examined.

SECTION III: QUALIFYING EXAMS

Development and Rationale

Inclusion of qualifying examinations is standard among clinical psychology doctoral programs, although they take different forms that reflect differing program philosophies. Such examinations are consistent with the guidelines for accreditation with the North Central Association, the APA, and the Program's educational model. Further, examinations such as these are similar to those required for state licensure or ABPP, and are part of contemporary practice in clinical psychology.

The philosophy of the Qualifying Examination in the Program is as follows:

1. The Examination tests a student's ability to effectively apply and integrate the basic knowledge in clinical psychology in written form.
2. The Examination does not focus on professional specialization or concentration, which is sampled and evaluated elsewhere, especially in the dissertation.
3. The Examination itself evaluates important aspects of the written and oral skills expected of clinical psychologists.
4. The Examination is designed, in so far as possible, to not overwhelm or substantially distract attention from the other important activities of the year.
5. The Examination is intended to be essentially the same for all students.
6. While the Examination is an important marker of a student's progress in the Doctoral Program, it should be seen in the context of the broad range of experiences and requirements necessary to attain the PsyD. While some aspects of a student's competencies are evaluated in this Examination, completion of course work, practica, internship, Professional Seminar, Case Conference, and the dissertation each reflect other aspects of preparation as a clinical psychologist.
7. If, in fact, a student has satisfactorily completed course work, practica, and so forth, it could be argued that an overall review of progress such as occurs in the Doctoral Candidacy Review is a better measure of student competence and quality than the narrow example obtained on this sort of Examination. There are three responses to this position. First, the departmental Doctoral Candidacy Review is the arena in which advancement to candidacy occurs. Second, the level of quality necessary to pass the Qualifying Examination is higher than that necessary to pass any particular course. Specifically, the Qualifying Examination measures a student's ability to apply and integrate material across all required courses, think critically, and integrate theory with practice. Since course work is one area in which students learn the skills necessary to pass the Examination, it is unrealistic to expect all course performance to reflect the level of competence that the Exam requires. It is conceivable that a student who had regularly completed courses and practicum experiences at the bottom of the distribution might not have the skills necessary to pass the Exam. As such, the written and oral parts of the Examination constitute an achievement test.

8. It is the clear consensus of the Faculty that, in a professional program, the faculty should see and approve an audio and/or videotaped example of the work of each student before graduation. Following faculty discussion and debate, it was concluded that tapes of interventions should be submitted and evaluated in the Case Conference. Furthermore, it was determined that the Intervention Section should have broad enough requirements that a tape
9. would be neither necessary nor practical (e.g., community interventions, groups, etc.) for the Qualifying Exam itself.
10. Given the Faculty's experience and this rationale, passing the Qualifying Examination is viewed as a sign of mastery of the critical programmatic requirements toward the PsyD.

Two Formats: Comprehensive and Intervention

The Qualifying Examination, administered by the Coordinator of Qualifying Examinations, is comprised of two sections, customarily taken by students at two separate times during the third year. Successful completion of the Qualifying Examination, as well as other academic and applied work, makes the student eligible for Doctoral Candidacy.

Comprehensive Examination

The **Comprehensive Examination** is a 15-page paper that comprises the first section of the Qualifying Exam, submitted at the conclusion of Summer semester following second year. The Comprehensive Examination assesses students' ability to identify and conceptualize a topic of professional interest and to apply and integrate that topic with key concepts from their coursework. It is intended to draw on the content areas of the program and the general knowledge base of clinical psychology, as well as the student's ability to develop a coherent and scholarly written argument. The Comprehensive Examination relates most strongly to the Diversity, Research and Evaluation, Intervention, and Assessment competencies, while also taking into account the scientific foundations of psychology, the three program emphases (evidence based practice, relationship, and social justice), and ethics. The Comprehensive Examination also provides an opportunity – but not a requirement – for students to work on a topic relevant to the dissertation as they wish.

Perfection on every facet of the exam is not expected, but students do need to adequately conceptualize the topic; accurately and faithfully apply and integrate it with core concepts; develop an organized, coherent, and scholarly argument/narrative, and display acceptable writing mechanics and APA style. The paper must be limited to 15 double-spaced typewritten pages using 12-point Times New Roman font in proper APA format. The page limit does not include title page, abstract, and references. Students are held accountable for strict observance of APA standards for acknowledging the work of others and avoiding plagiarism. These standards are addressed in the APA Publication Manual.

The Comprehensive Examination is due prior to the start of the Fall semester of the third year on a date specified each year. The Comprehensive Examination is scored

along several dimensions according to the Guidelines of the Qualifying Examination statement (see Guidelines below). The papers are read by two faculty members who render a consensus evaluation of “Pass,” “Pass with stipulations,” or “Fail.”

Intervention Section

2. The **Intervention Section** of the Qualifying Examination consists of an Intervention Paper and an Oral Examination, based on an intervention drawn from the student's own professional work, and is intended to integrate theory and practice. The first component is the Intervention Paper, which describes and evaluates a real intervention. The Paper must be limited to 15 double-spaced type-written pages using 12-point Times New Roman font in proper APA format.

The page limit does not include title page, abstract, and references. Students are held accountable for strict observance of APA standards for acknowledging the work of others and avoiding plagiarism. These standards are addressed in the APA Publication Manual. The Intervention Paper is scored along several dimensions according to the Guidelines of the Qualifying Examination statement (see Guidelines). The papers are read and evaluated by two faculty members who are assigned as readers.

The second component is a one-hour Oral Examination, conducted by the same faculty readers during the Spring semester of the third year. It begins with a brief (10-15 minute) presentation that is directly related to the Intervention Paper. In the remaining time, faculty readers/examiners question the student on issues and concerns raised by the written material and the oral presentation. After the Oral Exam, a brief conference is held by the faculty readers/examiners. Then the student is immediately informed of the results of the Intervention Section of the Qualifying Examination.

Requirements for original work

The boundaries on help from colleagues and faculty, other types of sharing, and the re-submission of old work are central concerns in a take-home examination of this sort. The task is to balance the usual interactive process of scholarship and case discussion, the necessity to teach and learn about these competencies, and the necessity of having an examination that is, indeed, an examination. Inherent in this is the principle that the papers represent the student's own work. Therefore, this is operationalized in the following fashion:

1. The papers must be new products, though it is understood that the thinking and ideas may be similar to those in other products. To assure fairness between students, no paper that is to be submitted for the Qualifying Examination, even in an early draft or a written outline, should have the advantage of being read and responded to verbally or in writing by colleagues, faculty, or others, at Antioch or elsewhere. In no event can students have received written or oral comment on written material about the specific intervention discussed in the Intervention portion of the Qualifying Examination. It is the responsibility of both faculty and students to monitor this process and ensure that no feedback on a Qualifying Examination is received. Each student must perform their own editing, although this is meant to restrict neither typing help nor secretarial support at the level of typing/word processing assistance. The Comprehensive Examination and

Intervention Paper cannot be read for editorial purposes, including proof-reading (i.e., content editing, grammatical correction, spelling correction, etc.) by anyone other than the examinee.

2. Students may verbally discuss their thinking on the Comprehensive Examination and the Intervention Paper as often and as widely as they want. For example, a case may well have been presented orally, formally or informally, in a course, in supervision, in the Case Conference, or to a colleague.
3. Faculty who wish to help students prepare for the Qualifying Examination are encouraged to provide opportunities for students to discuss their work on the papers, but they are not to read the papers. Faculty are also encouraged to help students with their professional writing on other products and develop course assignments that require similar skills. For example, a third-year Case Conference leader may assign an intervention paper during the first semester
4. based on the Qualifying Examination Guidelines, and they may provide ample feedback. However, it would not be appropriate to submit that particular case for the Intervention Section of the Qualifying Exam.
5. Students not abiding by the criteria specified in the Format fail the Qualifying Exam.
6. Criteria for scoring and evaluation of both the Comprehensive and Intervention Sections of the Qualifying Examination appear in the Guidelines below.

Faculty Committees, Evaluation and Feedback

Both Comprehensive and Intervention QEs are evaluated by (different) two-person faculty committees. The Faculty Committee readers are drawn from the Core and Associate Faculty, with a Core Faculty member serving as the Chairperson for each Committee. The Faculty Committees are assigned to students by the Coordinator, with no student being evaluated by their Case Conference leader or advisor. In so far as possible in a program in which faculty and students know each other, it is intended that readers not be identified to students. In addition, students are not identified to the Faculty Committee, so the process is "double blind" until preparations for the Oral Exam. Student papers are coded with the last four digits of their social security numbers to insure both anonymity to the readers and identification by the Program. This process is administered by the Coordinator.

The Coordinator has the option of selecting a third faculty member to be involved as a consultant to the Faculty Committee for any part of the Qualifying Examination whenever it is deemed useful.

Any papers not abiding by the format, or not received on time by the Department, may not pass that particular section of the Qualifying Examination.

All students must complete and pass both sections of the Qualifying Exam to attain Doctoral Candidacy and to be eligible to apply for internship.

Comprehensive Section. Each Faculty Committee member is charged with making an initial, independent decision on the Comprehensive Exam. There is an expectation that, through conversation and negotiation, the Faculty Committee members will reach consensus on a single evaluation. Students are notified of the results of their Comprehensive Exam no later than four weeks after submission by a process and date specified each year. Faculty can make one of the following three judgments in their evaluation of the Comprehensive Section:

- **Full pass:** Students receive written verification from the QE Coordinator and continue with their academic program.
- **Pass with stipulations:** Students who receive this evaluation have a will move through the Process of Remediation. The faculty developing the remediation plan recommends specific course selections within the available curriculum, require additional academic experiences, and/or take additional action appropriate to the situation. Requirements are based on an identified need for the student to focus on a particular aspect of additional training.
- **Fail:** Students who receive this evaluation move through the Process of Remediation and retake the Comprehensive Examination no later than the end of spring semester of the third year. Students who pass the second administration of the Comprehensive Section of the Qualifying Exam receive written verification from the Coordinator and continue with their academic program. Students who do not pass the Comprehensive Section of the Qualifying Examination the second time are automatically recommended for disenrollment from the Program, subject to the Academic Review Process and University regulations.

Intervention Section. Faculty can make only one of the following three judgments in their evaluation of the Intervention Section. These are:

- **Full pass:** Students receive written verification from the QE Coordinator and continue with their academic program.
- **Pass with stipulations:** Students who receive this evaluation will move through the Process of Remediation. This review may include one of the readers/examiners of their Intervention Paper and Oral Exam. The faculty may recommend or mandate specific course selections within the available curriculum, require additional practica experiences, and/or take additional action appropriate to the situation. Requirements are based on an identified need for the student to focus on a particular aspect of additional clinical training.
- **Fail:** Students who do not pass the first administration of the Intervention section of the Qualifying Exam may retake the Intervention QE any time up to and including the next regular administration. While it will make sense for most students to retake the Intervention QE in the summer immediately following the first administration to stay on schedule for applying to internship in the fourth year, for other students it may be in their best interest to retake the Intervention QE at a later time and delay applying for internship by one year. At any rate, these students submit a second Intervention Paper at a time and date approved

by their advisor and the QE director. They have an Oral Exam sometime during the following two weeks. Students who pass the second administration of the Intervention Section of the QE continue with their academic program Students who fail the Intervention Section for a second time are automatically recommended for disenrollment from the Program, subject to the Annual Review Process and University Regulations.

Faculty Committee Responsibilities. There are specific responsibilities of the Faculty Committee and limitations on its authority:

- The Faculty Committee can determine that either the Comprehensive Section or Intervention Section must be repeated, consistent with the decisions outlined above. In this situation, the Committee provides the student with a written statement or completed evaluation form regarding those specific areas that were found to be unsatisfactory. For both the Comprehensive and Intervention Exam, these written comments should relate to the criteria specified in the Guidelines, and serve as guides for the student so that they may be able to clearly recognize what content areas, conceptual issues, etc. are found to be unsatisfactory. For the Intervention Exam, the Faculty Committee provides students with brief verbal feedback at the end of the Oral Exam. Faculty do not return the Comprehensive Examination or Intervention Paper to the students.
- The Faculty Committee that evaluates the Comprehensive or Intervention Section as “Pass with stipulations” may conclude that a certain type of elective course work or other experience within the boundaries of the usual curriculum is desirable. In this case, the Faculty Committee may make recommendations as part of the Process of Remediation. Changes in the student’s program are specified according to the Annual Review policy (see Doctoral Student Handbook).
- The Faculty Committee that evaluates the Intervention Section as “Fail” cannot independently determine that a student must repeat Case Conference I & II, or assume tasks or responsibilities beyond the usual curriculum. This decision is made in the Process of Remediation and must encompass all the data about the student. If a Faculty Committee believes that repeating the Case Conference or another specific plan is or may be appropriate, the Committee can make this recommendation for consideration in the Process of Remediation.

Timeline. Except in certain unusual circumstances, all full-time matriculated students are required to take the Qualifying Examination during their third year. The standard timeline is as follows:

The **Comprehensive Examination,** along with the work leading up to it, may be started at any time. The Faculty recommends that this work begin during the Spring semester of the second year. Students must supply three copies of their exam, with one of the three copies having their name and the last four digits of their social security number and the two remaining copies having only the last four digits of their social security number. Answers must be hand delivered to the department OR sent via overnight mail by 5PM on the specified date. Students

are notified of the results of the Comprehensive Section no later than four weeks after submission, by a process and date to be specified each year.

The **Intervention Paper,** along with the work leading up to it, may be started at any time. The Faculty recommends that this work begin during the Fall semester of the third year. Students must supply three copies of their exam, with one of the three copies having their name and the last four digits of their social security number and the two remaining copies having only the last four digits of their social security number. The Intervention Paper is due on a specified date no earlier than the 6th week of classes in the Spring semester of the third year. This date is scheduled to be at least two weeks prior to the beginning of the Oral Examinations. The Intervention Papers must be hand delivered to the department by 5:00 p.m. on the specified date.

The **Oral Examination** is scheduled by the Coordinator to take place during a Tuesday, Wednesday, or Thursday of the Spring semester. Students are notified of the results of the Intervention Section of the Qualifying Examination immediately following their Oral Exam.

Additional Information and Clarification. Additional information and clarification regarding the Qualifying Examination may be requested when necessary by students and faculty. In this context:

Assume that the Policy and Guideline statements in this document describe all of the procedures and possibilities for the Qualifying Examination.

All questions regarding the Qualifying Examination should be directed to the Coordinator of Qualifying Examinations. Only written responses from the QE Coordinator should be considered binding.

Qualifying Exam Instructions

General Instructions

(For both the Comprehensive and Intervention Sections of the Qualifying Examination)

1. Written papers are to be consistent with the current edition of the *Publication Manual of the American Psychological Association.* Be sure to attend to the following elements:
    a. Inclusion of a title page
    b. Inclusion of an abstract not exceeding 250 words
    c. 1” margins
    d. 12-point font Times New Roman
    e. Double-spacing all lines
    f. Levels and formatting of headings

g. Citation procedures in text and corresponding reference list

h. Provision of page numbers for single-word quotations and longer block quotes

2. Plagiarism: Please be advised that plagiarism is regarded as a serious ethical and academic violation in this program. See the statement regarding Plagiarism in the Clinical Psychology Handbook.
3. Clarity of Communication: Although writing ability is not the only criterion for evaluating the QE, it does enter into evaluation of the QE. Pay careful attention to the mechanics of writing (sentence construction, subject and verb agreement, tense consistency, use of quotation marks, etc.). Proof-reading and editing are necessary to produce a paper of good quality.
4. Qualifying Examinations are to be submitted in triplicate, one for each of the two people who compose the student's Faculty Committee and a third for the student's doctoral file.
6. Each paper must have an abstract prepared according to the current APA Publication manual.
7. The Comprehensive Exam and the Intervention Paper must be submitted as follows: The cover page of one copy should include the name of the student and the last four digits of the social security number. The remaining two copies should have only the last four digits of the social security number.
8. Papers must be written within the established guidelines for length—15 double-spaced pages for both the Comprehensive Examination and Intervention Paper (not including references, title pages, format explanation notes, abstract, and footnotes).

Comprehensive Exam

The Comprehensive Examination assesses students' ability to develop a compelling, coherent, and scholarly written argument and apply the basic content knowledge acquired over the first two years of the program to a topic of their choosing. Students must address the following in their Comprehensive Examination:

1. **Problem identification and conceptualization** (~5 pages)
    a. Identify a specific problem, need, or phenomenon ("topic") of relevance to psychology, being careful to describe both the topic and the context in which it arises/applies
    b. Carefully define the key constructs/concepts, making sure to clearly differentiate them from other similar concepts/constructs
    c. Choose and describe a conceptual model or framework that you will use to help you understand the topic, and support that choice on evidentiary, social justice, and pragmatic/applied grounds
2. **Application to Clinical Psychology** (~ 5 pages)

a. Make a compelling scholarly case for why the topic is of applied importance for at least some segment of society
b. Discuss the implications of the topic for **ONE** of the following domains:
    i. Diagnosis, assessment, or patient selection for intervention
    ii. Treatment or intervention (e.g., prevention; community, group, family, couple's, or individual intervention); consultation; advocacy
    iii. Evaluation and/or monitoring of clinical practice/programs 3.

3. **Intersection with other critical topics** (~5 pages)
    a. Describe how the problem or need relates to **AT LEAST ONE** of our program emphases
        i. Social justice
        ii. Relationship
        iii. Evidence-based practice
    b. Discuss how the need/problem intersects with **EACH** of the following:
        i. Diversity
        ii. Ethics
        iii. **ONE** psychological foundation (i.e., Biological, Cognitive/Affective, Developmental, Individual Differences, or Social)

Scoring of the Comprehensive QE

The Comprehensive QE is designed to assess students' ability to craft a compelling, coherent, and scholarly written argument, as well as to apply content acquired through the first two years of the program to a topic of personal interest. The Comprehensive Exam is evaluated along the following dimensions, with the understanding that the Faculty Committee members use their judgment in interpreting these basic descriptions:

- Problem identification and conceptualization
- Application to Clinical Psychology
- Intersection with other critical topics
- Presentation, organization, writing mechanics, and APA style

The examiners rate each dimension as "Good," "Satisfactory with Concerns," or "Unsatisfactory." Examinations with at least THREE "Good" ratings and NO "Unacceptable" ratings receive a "Pass." Examinations with TWO "Good" ratings and NO "Unacceptable" ratings receive "Satisfactory with Concerns." Examinations with THREE or more "Satisfactory" ratings or ANY unacceptable ratings "Fail." ANY instance of plagiarism constitutes automatic failure of the QE.

Intervention QE Paper

The Intervention Paper is a written presentation of a real intervention (including, but not limited to, therapy cases). Assume that the case is to be presented to an audience of colleagues— people at a professional level of expertise. A standard evaluation report or case summary, even a high quality one fitting for clinical files or an informal clinical staff meeting, is not appropriate for this purpose. The Intervention Paper is scored according to the criteria stated below. The organization of the paper should fit the content. Therefore, it would be inappropriate to propose a standard outline. Intervention Papers may include descriptions of the following: how the problem came to the student's attention; how it was originally presented; the nature of the assessment/analysis and how the problem was redefined; the intervention itself; and/or a retrospective accounting of the intervention. At a relevant point (or points), there should be a theoretical formulation. The theoretical formulation should illuminate the intervention and include current references.

Intervention QE Oral Examination

The Oral Examination is scored on the same criteria as the Intervention Paper (see below). First, the student gives a formal presentation on what they have accomplished in the Intervention Paper. This can be a very brief summary and may include: what the student sees as strengths and limitations in their intervention or Intervention Paper; what they have learned about themselves as a clinician in the process; and/or the effects this intervention has had on the student. Then, the Faculty Committee directs the student to discuss areas in which there are interests, questions, or concerns. Based on the scoring of both the Intervention Paper and the Oral Exam, students receive a single evaluation by the Faculty Committee. This evaluation is for the Intervention Section of the Qualifying Examination and the Committee makes one of three judgments: "Pass," "Pass with stipulations," or "Fail."

Scoring of the Intervention QE

The Intervention Paper and Oral Examination are evaluated on the following criteria, with the understanding that the Faculty Committee members use their judgment in interpreting these basic descriptions:

- Writing mechanics and APA style (for the Paper) and overall quality of the oral presentation
- A concise and relevant description of the client
- The presence, accuracy, depth, and breadth of an explicit frame or model for the intervention(s)
- A formulation that ties the client, frame, and intervention together
- A detailed/concrete sense of an actual intervention (or series of interventions) conveyed
- The internal consistency among the aforementioned dimensions
- Evidence of student self-reflection on her or his own work

SECTION IV: GOVERNANCE

Rationale and Assumptions

Assumptions and Definitions

The AUNE Provost and campus leadership are responsible for policies, problems, and issues that impact across departments.

The Clinical Psychology Department Management Group is responsible for departmental policies, problems, and issues. The Management Group consists of all the Core Faculty in the Clinical Psychology Department plus an Affiliate Faculty representative.
Core Faculty at Antioch New England are faculty with a half time or more contract within the Clinical Psychology Doctoral Program. The term Core Faculty includes chairpersons, program directors, and associate program directors, directors of research, directors of internships and practica, and the like as well as those faculty without a particular administrative title. With varying balances, all Core Faculty have both administrative and faculty roles.

Affiliate Faculty in the Clinical Psychology Department are faculty who teach a Professional Seminar and/or Case Conference and are not Core Faculty. Affiliate Faculty may also be contracted to teach other academic courses, take on focused administrative roles, serve on Qualifying Examination, Admissions, and Dissertation Committees, and the like.

Adjunct Faculty in the Clinical Psychology Department teach an academic course or workshop but are not Core or Affiliate Faculty. Adjunct Faculty may be contacted to serve on Qualifying Examination, Admissions, and the like, but typically do not engage in these activities.

Organizational Context

This governance policy applies to the internal workings of the doctoral program. Issues that pertain to the Clinical Psychology Department as a whole require action by the Clinical Psychology Management Group. Other issues pertain to the larger context and require action by campus or university administration with a representation from the department (e.g. Financial Aid policy, Registrar's policy).

Affiliate Faculty Role and Issues

1. Affiliate Faculty deserve and quite reasonably expect to have a voice in policy matters.
2. Affiliate Faculty have a particular perspective and particular interests, both of which are legitimate and important to the policy formation process.
3. Though all faculty members are valued members of the PsyD community, it is particularly important that Affiliate Faculty—as individuals, as a group, and in the

sense of role—both survive and prosper for the sake of program continuity, solidity, mentoring, and the like.

4. The Chairperson and Associate Chairperson meet with the Affiliate and Adjunct Faculty periodically. These meetings are intended to maintain a strong connection to the Affiliate and Adjunct Faculty regarding any issues of concern to them, as well as keeping them informed of current or impending changes in the program as a whole. In addition, the Chair and Associate Chair meet with Professional Seminar leaders (Affiliate Faculty) on a monthly basis.
5. The main functions of the role of Affiliate Faculty Representative (AFR):
    a. The Affiliate Faculty Representative participates in the daily management of the department with the Core Faculty. The AFR acts both as an independent member of the Department Management Team (consisting otherwise of the Core Faculty) and as an articulated voice for the consensus of the Affiliate Faculty. The Affiliate Faculty Representative becomes a full working and voting member of the team with an ear for Affiliate Faculty issues regarding doctoral students and the program. This requires participation in regular Management Team meetings and appropriate subcommittees.
    b. The Affiliate Faculty Representative serves as liaison between the Affiliate Faculty and the Core Faculty regarding student and program issues. This activity requires keeping the Affiliate Faculty informed of upcoming and past issues and reporting to the Department Management Team any ideas or input regarding the doctoral students and program. Participation in meetings as scheduled with the Faculty is required.
    c. The Affiliate Faculty Representative is not a legally constituted bargaining agent for positions, salaries, or working conditions for Affiliate Faculty. Though it is appropriate for the AFR to facilitate general information exchange, the Affiliate Faculty Representative does not provide the channel through which Affiliate Faculty complaints are formally made or Departmental problems are formally communicated. Affiliate Faculty should meet with the Chair and Associate Chair directly to deal with these concerns. However, like any other member of the Doctoral Management Team, the Affiliate Faculty Representative can raise general policy issues for the program.

Core Faculty Role and Issues

Core faculty roles include the following areas, that are also evaluated on faculty annual reviews:

- Engagement in Student Learning: Student learning is measured by evidence of both the quality and quantity of engagement with students including course-based and non-course- based learning, advising, supervising, chairing and participating in theses and dissertation committees and the like. For Core Library Faculty, student learning is measured by evidence of both the quality and quantity of engagement with students including course- based and non-course-

based learning, individual consultations, reference, classroom and other group instruction, academic reader's advisory, as well as other activities in support of student learning. All Antioch Core Faculty are expected to meet or exceed expectations in student learning.

- Engagement with Scholarship: The university encourages professional growth and scholarship among its faculty. “Scholarship” is commonly understood to include four categories as defined by the Rice/Boyer model: discovery, integration, application (now called “practice”), and teaching. In each case, scholarship (1) leads to the creation of new knowledge, (2) is publicly available in some way, (3) is presented and shared with a community of scholars, and (4) enriches knowledge and practice in the discipline or professional practice. The University endorses this model and, consequently, if professional work lacks one or more of these criteria, the work does not satisfy the scholarship category and should be classified as professional service.
- Engagement in Service (external service): The university further encourages service by its faculty to the community. “Service” refers to service to the professional community and to the general community; service to the institution is a separate category (Institutional Citizenship). Service to the profession is achieved by carrying out responsibilities, usually but not necessarily related to one’s area of expertise in professional organizations or the general community. Service to the general community is achieved through service that brings one’s area of expertise to the service of others outside the university, including the local or global community.
- Engagement with Institutional Citizenship (internal service): Service to the institution is defined as carrying out non-teaching responsibilities not necessarily related to one’s area of expertise or even academic in nature that contribute the operations of Antioch University – unit, campus, and larger institution.

Student Role

- Students have a voice on policy matters that impact them.
- Students have a particular perspective and particular interests, both of which are legitimate and important to the policy formation process. Students' perspectives and interests, as they advance through the program, may differ substantially from those of the Core and/or Affiliate Faculty.
- There are some issues that are primarily the domain of the faculty (e.g., rank, faculty organization), others that are primarily the domain of the students (e.g., election of student representatives, formation of student advocacy groups), and still others that involve both groups.
- Additional information can be found through the Antioch University portal, under University Policies.

Requirements for Program Policy Development

- Policy decisions need the support of all the various relevant constituencies.

- Policy decisions should lie primarily with those charged with the responsibility and authority by the University.
- Policy makers must be involved on a regular, usually daily basis with the issues under concern such that the policy development process and resulting actions can occur.
- Policy makers must be in the position to act very quickly when necessary to facilitate administrative action. Yet policy makers must have access to all available information on a given topic. This often turns out to be a question of time. It is the responsibility of the program faculty and administration to balance these two needs.
- It is important to make a distinction between two inter-related elements of administration—policy development and policy implementation.

Meetings, Groups, and Procedures

The Doctoral Management Group

- The Doctoral Management Group has both the authority and responsibility to develop policy in the Doctoral Program, informed by the advice of the Full Faculty and the advice (on certain issues only) of the Psy.D. Cabinet, and subject to the veto of the Program Director.
- The Doctoral Management Group consists of all members of the Core Faculty and the Affiliate Faculty Representative.
- The Doctoral Management Group meets at least once per month on Thursdays.

Doctoral Faculty Retreats

One of the tasks of the Doctoral Faculty Retreats is to review, suggest, and clarify policy but not to decide policy or implement it.

- Doctoral Faculty Retreats are not regularly scheduled, but called by the Chairperson of the Department. Affiliate Faculty may request a meeting by notifying the Chairperson.
- All Affiliate and Adjunct Faculty are invited but not required to attend, although a part- time Faculty Representative is always present.
- The purpose of these meetings is to provide a longer time period to work on major program issues not easily containable in the shorter meetings with Affiliate Faculty.
- Focused agendas are set in advance by the Director of the Doctoral Program. The Director will put particular items on the agenda at the request of the Affiliate Faculty.
- The meetings are chaired by the Director of the Doctoral Program or her/his delegate.
- Meetings are conducted so as to advance the policy development process, at a level of familiarity with the issues that is represented by the senior Affiliate

Faculty. If necessary, an orientation to the history and background of an issue for newer faculty will be presented by the Program Directors, senior Affiliate Faculty, or others as appropriate at some other time.

- While certain individuals may be more or less active and invested in certain policy matters, it is expected that work will go on even if not everyone can be present at a given meeting. Information, opinions, and views from those who we know in advance cannot attend a particular meeting are welcome and effort will be made to include these perspectives in the discussion. Since this is not a voting group, we will not use "mail ballots", etc.
- Conclusions reached in Doctoral Faculty Retreats are advisory to the Doctoral Management Group. This section (B.1.) specifies the circumstances under which Doctoral Faculty Retreats, with the responsibility and authority spelled out in this Governance Policy, will occur. Nothing in this Policy should be construed as preventing the faculty as a whole or in any sub-group from calling meetings for purposes determined by that particular group.

The Psy.D. Cabinet

The Psy.D. Cabinet consists of the Director of Student Affairs and two student representatives of each cohort in Years 1–4. The Cabinet meets at least two times per semester and once per summer. The Cabinet advises the Doctoral Management Group on matters of program policy that impact directly on students, advises on (and in some cases gives direction on) issues that are student-focused, gives feedback to Program Directors, and identifies areas in need of administrative and/or policy attention.

- Each class elects up to two representatives to the Cabinet.
- The class representatives have the authority to call meetings of her/his constituents and represent the opinions and views of various groups to these constituents and vice versa, both in formal and informal communications.
- Meetings of the Psy.D. Cabinet are open. Observers are welcome.

Ad Hoc Committees

Ad Hoc Committees are formed from time to time to carry a charge or do work beyond a particular meeting. Such committees may work on behalf of the Full Doctoral Faculty or the Doctoral Management Group and do not have independent authority. Though such committees may be the source of a policy initiative or help to flesh out a policy document, they never replace the Policy Promulgation process. Their findings, recommendations, or conclusions are subject to the approval of the Doctoral Management Group.

AUNE Student Government

Input from the Department’s Student Cabinet and the campus student government groups is sought as appropriate for input on policy decisions.

Policy Promulgation and Response
This Policy Promulgation and Response process applies to all written policies. It is understood that in a complex system, some less important policies remain unwritten.

The Steps in the Process include**:**

1. After a series of formal and informal discussions, a draft version of a proposed policy is developed by the Doctoral Management Group.
2. The draft is circulated for feedback from the entire Psy.D. community (due by a specified date). Sometimes the Faculty will receive the draft first for comment, review, and revision prior to solicitation of student feedback; other times the process will occur simultaneously for both groups.
3. The Doctoral Management Group revises the draft in light of the feedback and distributes the revised version. If the policy is not particularly controversial and community consensus is clear, then this new draft will be distributed as policy. If, in the view of the Doctoral Management Group, unresolved issues remain, an ad hoc meeting may be set up for general discussion of the revised draft among the interested parties.
4. The Doctoral Management Group may adopt the resulting draft as policy or determine that it is appropriate to repeat parts of steps 2 and 3.

Course/Teacher Evaluation
Course evaluations are completed using an online evaluation tool. At the end of each semester, students receive an email with a link which provides access to their course evaluation forms. Student identity is not connected with the data entered so that ratings and comments remain confidential.

SECTION V: DEPARTMENTAL CENTERS

The Antioch Psychological Services Center (PSC)

The Antioch Psychological Services Center (PSC) is a training and service facility operated by the Department of Clinical Psychology. It functions as a mental health clinic providing a range of psychological services to residents from Keene and surrounding communities, and to Antioch New England students in programs other than clinical psychology. These services include individual psychotherapy, couple and family therapy, group therapy, and various problem- specific psychoeducational groups and seminars. In addition, the PSC is actively involved in community outreach services; clinicians are encouraged to pursue public education and consultation activities, and to work in collaboration with other social service agencies for the purpose of ongoing community needs assessment and program development.

In its function as a training facility, the PSC is a practicum site for approximately 10-12 doctoral students each year. These students are generally in their second or third year of study in the clinical psychology department, and are under the direct supervision of core and affiliate faculty. A practicum at the PSC offers the student a unique opportunity for more concentrated interaction with faculty—through supervision, training, and involvement in applied clinical and research projects of mutual interest. Specialized training opportunities exist for students interested in health psychology, family therapy, the treatment of trauma survivors, and assessment. Additionally, the PSC accepts one or two senior mentor fourth year students, whose duties may include mentoring and supervision of specialized service contracts or arrangements with community agencies. These students also supervise selected cases in the PSC and perform assorted administrative duties.

Center for Diversity and Social Justice (DSJ)

The Center for Diversity and Social Justice (DSJ), established in the fall of 2019, aims to combine efforts towards multicultural research and social justice advocacy in one center with a committee model. Several core and affiliated faculty serve on the committee and contribute to the many efforts of the center.

The DSJ commits to taking action to advocate with individuals who identify with marginalized identities, integrate social justice into the curriculum and clinical training, and facilitate dialogues across difference on the AUNE campus, locally, regionally, nationally, and globally.

Each year, there are multiple student affinity groups that dedicate meeting and asynchronous time to advancing knowledge, advocacy, and activism around a given topic. For example, the Affinity Group for Racial and Ethnic Equality (AGREE) meets several times per semester to discuss anti-racism, support of students of color, and campus activism. Another affinity group attends to the global climate crisis, from which a course on Ecopsychology emerged.

Also on the website, you'll find ongoing research projects and presentations that students are involved in. There is also a DSJ research collaborative that meets monthly to support the ongoing research projects to be published in academic journals and the public media. The DSJ is dedicated to developing social justice research as a form of activism.

In addition to numerous activities that include student involvement, the DSJ is engaged in helping professors decolonize curricula, training faculty on anti-racist and social justice principles, and promoting university-level policies and procedures that are anti-racist. One example of this work includes the development of social justice benchmarks, including those focused on self-awareness and critical consciousness. The DSJ works to promote an international network of psychologists to help create a more just and peaceful world.

SECTION VI: DEPARTMENTAL AWARDS

Diversity Award

Description
This award may be given no more than annually to a Psy.D. student at Antioch University New England who has taken some manner of exemplary action related to diversity, broadly defined, including (but not limited to) a project of social action and/or social change that focuses on members of oppressed groups, racial and ethnic minority societies, class, sex/gender, religion/spirituality, sexual orientation, or ability status, as well as more general issues such as stigma, dominance, and other indices of power relations in society. The project may be related to social action, clinical, programmatic, and/or research endeavors. Priority will be given to social action endeavors and projects with clear social action implications.

Eligibility
Any currently enrolled student in Antioch's Department of Clinical Psychology is eligible. Candidates for the award may be nominated by any member of the department, including by students, faculty, staff, or by a person outside of Antioch. Self-nominations are encouraged. While the Diversity Award may potentially be given on an annual basis, the decision to give or withhold the award in a given year is at the discretion of the committee.

Criteria
The successful candidate for the Diversity Award will be the doctoral student who offers a project that exemplifies some or all of the following:

1. A project that demonstrates commitment and creativity in regard to positive social change I in areas of diversity, broadly defined (see above);
2. A project that stands outside of the usual academic or clinical requirements for the graduate program, but could include a class paper on a project developed and carried out by a student; a dissertation; or a program development project;
3. A project that demonstrates innovative approaches to dealing with issues of diversity;
4. A project that has been initiated and carried out with attention to ethical principles; and
5. A project that has been carried out within the year prior to when the award is given — however, the project may not necessarily be completed and could be ongoing.

Selection Process
The Diversity Award may be given annually. Nominations will be sought in the spring semester with April 1st as the final date for submitting nominations. The nominations will include a written description of the project, not to exceed 3 pages, and up to two letters of support for the nomination. Letters of support may be written by any person, within or

outside of Antioch, who is familiar with the project and who can attest to its value and signs of positive outcome.

Selection Committee
The Diversity Award selection committee will be appointed annually by the Department of Clinical Psychology management team. The committee will consist of three members of the core, associate, and/or adjunct faculty, and, when feasible, the winner of the previous year's Diversity Award.

Award
The student who wins the Diversity Award will have his or her name entered into a permanent plaque in the Department, receive a **$250** cash honorarium, and be given the opportunity to present on campus a colloquium for which the award was given.

Gene Pekarik Memorial Award for Research on Psychological Practice Purpose
In honor of our colleague, teacher, and friend, Gene Pekarik, PhD, who died in April 2001—but whose ideas, influence, and work continue at Antioch University New England through the Center for Behavioral Health Innovation—the Department has established the Gene Pekarik Memorial Award for Research on Psychological Practice. This award is intended to recognize excellence and innovation in student research within one or more of the following areas:

1. Program evaluation, including assessment of mental health needs or outcomes.
2. Studies of mental health policy, as it affects service utilization or access.
3. Development of novel treatments or delivery strategies.
4. Development of methods or measures for mental health practice research.

Eligibility
This award requires a completed research project, or series of projects (may or may not be the student's dissertation), addressing the purposes described above. The investigator must have been a student in the doctoral program at the time the project was formally initiated. Although the project(s) need not have been sole the work of the student, it must reflect substantial independent initiative on her/his part. While the GPM Award may be given on an annual basis, the decision to give or withhold the award in a given year is at the discretion of the committee.

Criteria
Applications will be evaluated for fit with the purpose(s) stated above, clarity of objectives, sound research design, potential for contribution to mental health practice.

Process
Applications must be submitted to the Director of Research by April 1st in order to be eligible for consideration. Applications will be evaluated by a committee of three core and/or associate faculty. The Director of Research will coordinate this process and solicit faculty to serve on the committee. The application will consist of three short essays, as follows:

1. Describe the rationale underlying the research. Include mention of theoretical foundations for the research, and why the topic should be considered compelling. Response not to exceed 250 words (approximately 1/2 page, single-spaced).
2. Briefly describe your research methodology. Response not to exceed 400 words (approximately 1 page, single-spaced).
3. Explain your results, and their potential implications for mental health practice. Response not to exceed 400 words.

Award

The Award, including a cash honorarium of $250, will be presented on the last day of classes of the spring semester. The Award recipient will have her or his name added to a plaque displayed in the Department, and will be invited to present her/his research at a Department colloquium during the subsequent fall.