



# Medaille College

## PSYD PROGRAM IN CLINICAL PSYCHOLOGY

### *Program Handbook 2013-2014*

This handbook has been prepared as part of and in conjunction with the Medaille College Policy Manuals, Volumes I through VII; detailed or background information on some of the policies and procedures covered in this manual may be found by referencing other volumes. Medaille College has made every effort to provide in this publication accurate, up-to-date information regarding the Programs, policies, personnel, and activities of the College. However, changes are likely to take place during the life of this Handbook which cannot be foreseen, and errors may occur. The College cannot be held responsible for information which becomes outdated or is printed in error.

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This *Program Handbook* serves as the primary source of information, guidelines, and requirements for students in the Clinical Psychology. **Rules and guidelines in this Handbook supersede those in the general Medaille College Graduate Catalog.** Students are encouraged to keep a hard copy of this handbook as a reference. Students are required to follow the guidelines and rules set forth in the handbook for the academic year in which they were admitted. Students must be notified in writing of any changes to these policies.

## Program Description

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The Medaille College Clinical Psychology Program is a 99-credit program leading to a Doctor of Psychology (PsyD) degree in Clinical Psychology. The program is registered at Medaille College's Amherst Campus. The primary goal of the program is to educate and prepare students for careers as professional psychologists. We emphasize the development of knowledge, skills, and attitudes essential in the formation of professional psychologists who are committed to the ethical provision of quality services with diverse clients. Specific objectives of the program include the training of clinical psychologists able to deliver effective diagnostic and therapeutic services to diverse populations of clients and to apply the biological, psychological, and sociological bases of human functioning to the provision of effective quality mental health and health care services. The program follows the Practitioner-Scholar Model of the National Council of Schools and Programs in Professional Psychology and meets the requirements for licensure in New York.

## Competency Areas

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- Broad and General Knowledge
- Assessment
- Intervention
- Diversity
- Teaching and Supervision
- Research
- Ethics

## Delivery Format / Program Structure

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Medaille's PsyD program is offered in a daytime format with each 3-credit course meeting once a week for three hours during the Fall and Spring Semesters and for 6 hours a week during the Summer I Semester. The PsyD in Clinical Psychology Program requires the successful completion of 99 semester credit hours distributed as follows:

- Core course requirements (66 credit hours)
- Elective requirements (18 credit hours)
- Proseminar and practicum requirements (12 credit hours)
- Clinical Dissertation Requirements (3 credit hours)

In addition to fulfilling these credit hour requirements, students must complete the Clinical Competence Examination and a one-year internship.

## Admissions Requirements

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Applicants must demonstrate a potential for success in graduate-level academic work, clinical work, and professionalism. No preliminary or probationary admission is available. In addition to the *Graduate Application*, applicants submit transcripts of all previous academic work, three doctoral reference forms with letters of recommendation, a curriculum vita, GRE scores (waived for applicants with 3.5 GPA in all previous work), and a personal essay. Applicants selected for interviews will interview with at least two faculty members. Please contact the SAGE Admissions Office for admissions procedures.

### *Program Prerequisites: Preliminary Foundation Work*

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Medaille College requires certain undergraduate courses of all students enrolling in the PsyD program. These courses serve as a foundation for courses that will follow. Students must have completed with a grade of “B” or higher a minimum of 15 credit hours of undergraduate psychology courses. Within these 15 credit hours, the following courses must be included:

- one course in abnormal psychology
- one course in general psychology
- one course in statistics or research methods

These courses must be completed prior to admission or during the first semester of enrollment. These foundation courses may be satisfied in one of the following ways:

- all foundation courses must be completed successfully in the specific content area at a regionally accredited institution.
- foundation courses may be completed through Medaille College, if the courses are offered.

## Course Plan

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### First Year (30 credit hours)

#### Fall Semester (12 credit hours)

PSY 700 Psychometrics (3)  
PSY 701 Diagnostic Psychopathology (3)  
PSY 710 Cognitive Assessment (3)  
PSY 727 Psychology of Life Span Development (3)  
PSY 705 Professionalization Group (0)

#### Spring Semester (12 credit hours)

PSY 763 Neuropsychological Assessment (3)  
PSY 720 History and Systems of Psychology (3)  
PSY 764 Clinical Interviewing (3)  
PSY 715 Objective Personality Assessment (3)  
PSY 705 Professionalization Group (0)

#### First Summer (Required) (6 credit hours)

PSY 731 Cognitive and Affective Processes (3)  
PSY 758 Psychodynamic Theories & Therapy (3)

### Second Year (27 credit hours)

#### Fall Semester (12 credit hours)

PSY 749 Physiological Psychology (3)  
PSY 761 Assessment and Treatment of Diverse Populations (3)  
PSY 765 Integrative Assessment (3)  
PSY 751 Proseminar and Practicum I (3)

#### Spring Semester (9 credit hours)

PSY 768 Research Methods (3)  
PSY 770 Cognitive-Behavioral Theory and Treatment (3)  
PSY 752 Proseminar and Practicum II (3)

#### Second Summer (Required) (6 credit hours)

PSY 735 Professional Ethics and Conduct (3)  
PSY 782 Family Therapy (3)

### Third Year (22 credit hours)

#### Fall Semester (12 credit hours)

PSY 769 Statistics (3)  
PSY 780 Group Therapy (3)  
Elective (3)  
PSY 753 Proseminar and Practicum III (3)

#### Spring Semester (9 credit hours)

PSY 794 Clinical Psychopharmacology (3)  
Elective (3)  
PSY 754 Proseminar and Practicum IV (3)

#### Third Summer (Required)

Clinical Competency Exam  
PSY 851 Clinical Dissertation I (1)

### Fourth Year (20 credit hours)

#### Fall Semester (10 credit hours)

PSY 787 Social Psychology (3)  
Elective (3)  
Elective (3)  
PSY 852 Clinical Dissertation II (1)

#### Spring Semester (10 credit hours)

PSY 790 Administration, Consultation, and Supervision (3)  
Elective (3)  
Elective (3)  
PSY 853 Clinical Dissertation III (1)

### Fifth Year

PSY 900 Clinical Psychology Internship (No credit, 3 terms)

## Program Requirements

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### Core Course Requirements (66 Credits) | Students are required to take the following Core Courses:

1. PSY 700 Psychometrics (3 credits)
2. PSY 705 Professionalization Group (0 credits)
3. PSY 701 Diagnostic Psychopathology (3 credits)
4. PSY 710 Cognitive Assessment (3 credits)
5. PSY 763 Neuropsychological Assessment (3 credits)
6. PSY 715 Objective Personality Assessment (3 credits)
7. PSY 720 History and Systems of Psychology (3 credits)
8. PSY 727 Psychology of Life Span Development (3 credits)
9. PSY 731 Cognitive and Affective Processes (3 credits)
10. PSY 735 Professional Ethics and Conduct (3 credits)
11. PSY 749 Physiological Psychology (3 credits)
12. PSY 758 Psychodynamic Theory and Therapy (3 credits)
13. PSY 761 Assessment and Treatment of Diverse Populations (3 credits)
14. PSY 764 Clinical Interviewing (3 credits)
15. PSY 765 Integrative Assessment (3 credits)
16. PSY 768 Research Methods (3 credits)
17. PSY 769 Statistics (3 credits)
18. PSY 770 Cognitive-Behavioral Theory and Treatment (3 credits)
19. PSY 780 Group Therapy (3 credits)
20. PSY 782 Family Therapy (3 credits)
21. PSY 794 Clinical Psychopharmacology (3 credits)
22. PSY 787 Social Psychology (3 credits)
23. PSY 790 Administration, Consultation, and Supervision (3 credits)

## Elective Requirements (15 Credits)

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Students choose five elective courses in consultation with their advisor. Electives can be combined to form a concentration. Each student is encouraged to take enough elective courses to meet the requirements of at least one concentration, or to plan a series of electives that meets specific training goals with his or her advisor.

### *Potential Elective Courses:*

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1. PSY 719 Child & Adolescent Psychopathology (3)
2. PSY 747 Trauma Through the Lifespan (3)
3. PSY 755 Proseminar V\* (3)
4. PSY 756 Proseminar VI\* (3)
5. PSY 762 Substance Abuse and Treatment (3)
6. PSY 771 Treatment and Assessment of Children & Adolescents (3)
7. PSY 778 Psychology of Women (3)
8. PSY 785 Advanced Family Therapy (3)

*\*= PSY 755 Proseminar V and PSY 756 Proseminar VI constitute a two-course sequence*

## PsyD Course Prerequisites:

Course	Prerequisites
PSY 763 Neuropsychological Assessment	PSY 710 Cognitive Assessment
PSY 764 Clinical Interviewing	PSY701 Diagnostic Psychopathology
PSY 758 Psychodynamic Theories and Therapy	PSY 727 Psychology of Life Span Development
PSY 770 Cognitive-Behavioral Theory and Treatment	PSY 731 Cognitive and Affective Processes
PSY 765 Integrative Assessment	PSY 763 Neuropsychological Assessment PSY 715 Objective Personality Assessment PSY 710 Cognitive Assessment
PSY 751 Proseminar and Practicum I	PSY 705 Professionalization Group PSY701 Diagnostic Psychopathology PSY 763 Neuropsychological Assessment PSY 710 Cognitive Assessment PSY 715 Objective Personality Assessment PSY 764 Clinical Interviewing PSY 727 Psychology of Life Span Development
PSY 752 Proseminar and Practicum II	PSY 751 Proseminar and Practicum I
PSY 631 Professional Ethics and Conduct	PSY 705 Professionalization Group
PSY 768 Research Methods	Undergraduate Statistics OR Research Methods
PSY 769 Statistics	PSY 768 Research Methods
PSY 794 Clinical Psychopharmacology	PSY 749 Physiological Psychology
PSY 780 Group Therapy	PSY 770 Cognitive-Behavioral Theory and Therapy
PSY 782 Family Therapy	PSY 727 Psychology of Life Span Development
PSY 753 Proseminar and Practicum III	PSY 758 Psychodynamic Theories and Therapy PSY 764 Clinical Interviewing PSY 735 Professional Ethics and Conduct PSY 751 Proseminar and Practicum I PSY 752 Proseminar and Practicum II
PSY 761 Assessment and Treatment of Diverse Populations	PSY 765 Integrative Assessment PSY 768 Research Methods PSY 770 Cognitive-Behavioral Theory and Rx
PSY 754 Proseminar and Practicum IV	PSY 753 Proseminar and Practicum III
PSY 790 Administration, Consultation & Supervision	PSY 754 Proseminar and Practicum IV
PSY 755 Proseminar and Practicum V	PSY 753 Proseminar and Practicum IV
PSY 850 Clinical Dissertation	PSY 768 Research Methods
PSY 900 Clinical Psychology Internship	Completion of 96 credit hours, CCE, All required coursework



## Professionalization Group Requirements

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The Professionalization Groups are advisement groups for first-year students. These groups meet once a week for one hour and are led by a core faculty member, who will remain the students' advisor until they identify dissertation advisors. Students discuss topics related to professional psychology and the development of a professional identity. The faculty member leading the group will help students with academic advisement, planning for field training, general consultation on problems or difficulties in the program, professional ethics as stated in the APA Ethical Guidelines for Psychologists, and questions emerging during the student's first-year academic experience.

### **Students are required to take the following:**

- PSY 705 Professionalization Group (0 credits) (two semesters in first year)

## Proseminar and Practicum Requirements (12 Credits)

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The Proseminar and Practicum requirements represent the first two of the three required levels of field training and evaluation in the Clinical Psychology Doctoral Program. The first level is the diagnostic practicum (Proseminar and Practicum I and II), while the second level is the therapy practicum (Proseminar and Practicum III and IV). Doctoral students in the Clinical Psychology Program complete the diagnostic practicum in their second year of study and a therapy practicum in their third year of study.

The practicum proseminar serves as an auxiliary training component in students' clinical training. The seminar instructor works with each student's on-site supervisor to oversee education. The seminar instructor is primarily responsible for evaluating student progress in consultation with the on-site supervisor. Students are required to attend the seminar sessions and will be evaluated based on participation in seminar, work samples, and performance in all aspects of clinical and professional work on site. Supervision of individual cases remains the responsibility of the on-site supervisor, who has direct contact with the practicum setting and with the clients. In the proseminar, students receive didactic training, present their clinical work, and consult with peers and the seminar instructor regarding challenging assessment and treatment issues. In keeping with the major objectives, students will:

- demonstrate skills appropriate to their level of training in conceptualization and clinical service;
- be exposed to a variety of clinical issues in different settings;
- increase their capacity to generalize their clinical experiences across domains and groups; and
- develop specific and global clinical competencies.

### **Students are required to take the following Proseminar and Practicum Courses:**

- PSY 751 Proseminar and Practicum I (3 credits)
- PSY 752 Proseminar and Practicum II (3 credits)
- PSY 753 Proseminar and Practicum III (3 credits)
- PSY 754 Proseminar and Practicum IV (3 credits)

**Practicum Placement:** Students who are eligible for practicum for the following academic year will meet with the Director of Clinical Training in the Fall to gain an introduction to the practicum selection process and to explore the sites for the following year. In consultation with his or her academic advisor, each student will develop a list of potential practicum sites in order of his or her preference. Students may not train in settings in which they are employed. Students are not allowed to take Diagnostic and Therapy practicum at the same setting. Students may be allowed to take Advanced practicum at the same setting as an earlier practicum. The Director of Clinical Training will assign students placement interviews based on each student's ranked list. Although every effort will be made to help students obtain placement at a site that meets his or her training needs and goals, no particular site can be guaranteed. See the Training Manual for a specific discussion on practicum procedures and requirements.

**Practicum Eligibility:** The Director of Clinical Training has the authority to determine a student's readiness for practicum. In order for students to apply for practicum or to begin practicum, he or she must be in good academic standing (GPA of 3.0 on a scale of 4.0 and not on academic probation), and must complete all the practicum prerequisite courses prior to the beginning of the practicum. If a student on practicum is placed on probation, the Director of Clinical Training will decide on a case-by-case basis whether practicum can be continued. Students must demonstrate a readiness to assume a professional role and to interact appropriately with clients. Personal adjustment issues, interpersonal difficulties, poor communication skills, or other behavioral problems may reflect on a student's ability to interact with clients in a competent and ethical manner. Students must have been in attendance in the Clinical Psychology Program at Medaille College for a minimum of two semesters before beginning practicum.

**Professional Liability Insurance:** All students enrolled in the Proseminar and Practicum courses must be covered by Professional Liability Insurance. Students purchase this insurance through the American Psychological Association. This is mandatory even if the student is otherwise insured.

## **Clinical Dissertation Requirements (3 Credits)**

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The Clinical Dissertation is a training experience designed to provide students with a guided opportunity for integrating findings from empirical research toward addressing a psychological issue. The Clinical Dissertation must be a sophisticated piece of written scholarship that demonstrates the ability to frame and address a psychological issue. The primary training goal of the Clinical Dissertation is to help students develop the skills needed to become critical consumers of the empirical literature in psychology.

**Students are required to take the following:**

- PSY 851 Clinical Dissertation (1 Credit)
- PSY 852 Clinical Dissertation (1 Credit)
- PSY 853 Clinical Dissertation (1 Credit)

PSY 851, the first term of Clinical dissertation is a weekly seminar in which students work collaboratively to gain an orientation to the dissertation process, explore and refine potential topics and methods, identify individual dissertation advisors, and draft their proposals. This seminar will meet in Summer I of the third year. Students will select their dissertation Chairs during this term, based on faculty availability and expertise with the topic area. See the syllabi for PSY 851, 852, and 853 for specific information about the dissertation project.

Students are expected to address a psychological issue from a theoretical and empirical standpoint. The appropriateness of the project is determined by the Clinical Dissertation Chair and committee members, and is indicated by a potentially publishable review or a synthesis of findings that could be presented to professional psychologists in a conference or workshop setting. The final Clinical Dissertation document must demonstrate the following:

- a mastery of theoretical, clinical, and empirical literature relevant to the topic studied.
- methodological and statistical knowledge relevant to the area of inquiry.
- the ability to integrate specific research findings across studies and to synthesize information to support appropriate conclusions.
- the ability to write clearly and concisely in the style adopted by the profession.

Each committee will consist of 3 members. Chairs must be Medaille faculty members, but committee members may be appointed from the community at the discretion of the chair. A list of available dissertation chairs will be provided. Each student will meet with the Dissertation committee for a proposal meeting to develop a specific topic or project. This is a working meeting during which the student may receive guidance about the appropriateness and acceptable scope of the dissertation. All data-based projects must receive IRB approval. In general, data-based projects should receive IRB review after the proposal meeting, but exceptions will be allowed at the discretion of the chair. The defense of the dissertation will be open to the Medaille community and will involve a full presentation of the research, including questions about the project. Students should submit all revisions to the chair (and other committee members as appropriate) within one semester of the final defense.

**Dissertation Completion:** It is expected that a student will complete his or her dissertation within the 3 semesters allotted. A student who does not complete his or her dissertation within 3 semesters will be required to register for PSY 854 Dissertation Extended. This 0-credit course must be taken each Fall or Spring Semester until the dissertation is completed.

## **Clinical Competence Examination Requirements**

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Students are required to take and successfully pass a Clinical Competence Examination (CCE) during the Summer Semester of their third year of coursework. The CCE includes a treatment summary, a case presentation, a written case analysis, an oral presentation, and an oral examination based on the written and case presentations. This format is designed to assess students' knowledge, clinical reasoning within a conceptual model, technical skills, relationship skills, and ability to communicate in written and oral forms. The CCE evaluates the student's written and oral performance in the following areas:

- Knowledge Base
- Clinical Reasoning
- Technical Skill
- Relationship Skill
- Formal Communication Skills

CCE Reports and Oral Presentations will be evaluated by the faculty to determine students' clinical and academic competence and readiness for internship. Students must demonstrate minimum competence in all areas to pass. Results will include Pass with Distinction, Pass, Revise, and Fail.

**CCE Prerequisites:** In addition to the prerequisite courses required for Proseminar and Practicum I – IV (PSY 751 – PSY 754), students are also required to complete the following courses before beginning the CCE:

- PSY 753 Proseminar and Practicum III
- PSY 754 Proseminar and Practicum IV
- PSY 768 Research Methods
- PSY 769 Statistics
- PSY 780 Group Therapy
- PSY 782 Family Therapy
- PSY 794 Clinical Psychopharmacology
- Two Electives

Students who fail the CCE will be referred to the Student Development Committee to develop a remediation plan. Remediation may include additional practicum experience and/or academic work. Once the remediation is completed, the student may retake the exam once. Re-examination cannot be scheduled before one full term has elapsed. A student who fails the CCE twice will be academically dismissed from the program. Students who are asked to revise their materials will have one month in which to complete the revision and will be given a Pass or Fail result upon evaluation of the revisions.

## Internship Requirements

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Students will complete an 1800-hour internship as a condition for graduation. The internship is an integral component of the doctoral program and the final experience in the clinical training sequence. During the internship, the student is expected to assume significant responsibilities and to perform major professional functions under the supervision of qualified psychologists. Because the internship is typically the last step in the student's preparation for functioning as an independent professional, the internship experience should provide the student with a variety of appropriate role models, as well as intensive and diverse opportunities to function in the various roles expected of a clinical psychologist. Typically, full-time students begin the internship during their fifth year of enrollment.

The internship is intended to be a paid position. Students are strongly encouraged to seek internships that are accredited by the Committee on Accreditation of the American Psychological Association (APA). Students may not seek internships that are not active members of the Association of Psychology Postdoctoral and Internship Centers (APPIC) without prior approval from the Director of Training, who will be responsible for reviewing the appropriateness of these internships based on standards in the field. An internship that is neither APA accredited nor an APPIC member must meet guidelines used by the National Register of Health Service Providers in Psychology to define an internship [http://www.nationalregister.org/internship\\_guidelines.html](http://www.nationalregister.org/internship_guidelines.html)

**Students are required to take the following:** PSY 900 Clinical Psychology Internship

## Concentrations

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The PsyD in Clinical Psychology Program does not require selection of concentrations. For students who desire to follow a particular interest, two optional concentrations are offered.

- Child & Family Psychology
- General Adult Clinical

### *Child & Family Psychology Concentration*

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The Child & Family Concentration provides training in the assessment and treatment of children, adolescents, and families within a variety of settings and contexts with an emphasis on empirically supported methods. In addition students will learn to promote and better understand healthy child and family development as well as the prevention of psychological problems of youth. Additionally, specific treatment issues relating to children, adolescents, and families relative to individual and cultural differences are explored. Students who complete the Child & Family Psychology Concentration will be able to:

- apply concepts of normal development and developmental psychopathology to the understanding of children's unfolding adaptive and maladaptive functioning, involving biological, behavioral, psychosocial, interpersonal, and sociocultural levels of analysis; and
- design and implement interventions directed at the assessment and treatment of children, families, and other related systems.

#### **Potential Electives:**

- PSY 719 Child & Adolescent Psychopathology (3)
- PSY 747 Trauma Through the Lifespan (3)
- PSY 771 Treatment and Assessment of Children & Adolescents (3)
- PSY 785 Advanced Family Therapy (3)

### *General Adult Clinical Concentration*

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The General Adult Clinical Concentration allows students to explore the evaluation, diagnosis, and treatment of problems across the adult life span. Students examine milder stress and adjustment problems of individuals, as well as more severe forms of psychopathology, as they gain advanced skills in psychotherapy and psychological assessment. Theoretical and applied aspects of intervention are explored from multiple perspectives. Additionally, specific treatment issues relating to individual and cultural differences are explored. Students who complete the General Adult Clinical Concentration will be able to:

- apply advanced skills in the evaluation, diagnosis, and treatment of problems across the life span;
- apply advanced skills in psychotherapy and psychological assessment to both milder stress and adjustment problems of individuals, as well as more severe forms of psychopathology; and
- treat patients with a variety of presenting problems across the spectrum of social class, race, ethnicity, gender, sexual orientation and other Individual and Cultural Differences.

#### **Potential Electives:**

- PSY 762 Substance Abuse and Treatment (3)
- PSY 778 Psychology of Women (3)
- PSY 747 Trauma Through the Lifespan (3)
- PSY 779 Geropsychology (3)

## Enrollment

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**Residency Experience:** All students are expected to be enrolled in the Program continuously for the duration of the planned program. Attendance during summer semester is required in years one through three, and the Clinical Competence Examination is given during summer of year three. Most internships are full time for 12 months, and therefore students will register for internship for Fall, Spring, and Summer terms.

**Full-Time Study:** Students taking 9 credit hours during Fall or Spring terms or registered for Internship or Dissertation are considered to be studying full time. 6 credit hours in Fall or Spring is considered half time. Requests for less than full-time study must be approved by the Program Director. Leaves of Absence must be approved by the Program Director and the Dean of the School of Adult and Graduate Education (SAGE) by the second week of the term during which the student goes on leave. Students returning from leave may be referred to the Student Development Committee (SDC) upon their return.

**Attendance:** Attendance is a **critical** and mandatory part of your education and clinical training. In the event of a serious illness or family emergency that will result in an absence, students **must immediately contact their instructor** to notify him or her of their absence. Students who miss a significant amount of class time and fail to contact their instructor in a timely manner and make up the work, or who do not have an excused absence, will be given an F for the course.

## Email Policy

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Upon registration into the program, all students are given a Medaille College email address. It is the student's responsibility to check this account several times a week. Important Program and College information will be sent to this address, (NOT to a personal email account). Students may decide to forward their Medaille email to a personal account. Students should contact helpdesk@medaille.edu or the IT Department on campus if they need assistance setting up their Medaille email account.

## Emergency Notification System

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In the event of a campus closing, general class cancellations, or other emergency situations, Medaille has implemented an emergency notification system that sends notifications through text messaging (SMS), email, and messages to cell and home phone numbers. Students are required to keep their **[contact information up-to-date using a web form](#)** that will ask for the student ID number and Medaille email address. The information collected through this site will be used by authorized College personnel in the event of weather-related campus/class cancellations or other situations where time is of the essence. Test messages to all contact numbers within the system will be sent out once each semester. This information will not be used for any other purpose. Specific instructions are available on the Medaille Website: **[Click here to add or to update your text/cell phone/SMS, email, home phone information](#)**

## Concerns or Questions about a Course or Program Requirement

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In the event that a student has a concern or question about a course he or she is encouraged to consult the instructor of the course before bringing concerns to the Program Director. If the situation is not resolved in consultation with the instructor, concerns and/or questions should be brought to the attention of the Faculty Advisor and then to the Program Director. Further inquiries may be addressed by the Dean of the School of Adult and Graduate Education as described in the Graduate Catalog.

## Student Advisement

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Each student will meet with his or her faculty advisor weekly during the first year of the program during the professionalization group and a minimum of twice per term thereafter. During the dissertation process, the dissertation advisor becomes the student's academic advisor and will be in contact with the student at least once a month, but more often during many phases of the project. Requests for change of advisor must be made in writing and approved by the Program Director.

### **Advisement activities will include, but will not be limited to, the following:**

- providing students with the best information and counsel on policies and processes of the College;
- making students aware of the range of services and educational opportunities pertinent to their objectives;
- assisting students in choosing educational, professional, and related life objectives that are well-suited to their interests and abilities;
- making students aware that they carry the ultimate responsibility for acquainting themselves with academic and other College regulations, as well as for planning their courses in accordance with the published Program requirements, and other College policies and processes;
- closely monitoring academic and clinical developments during all stages of progress throughout a student's graduate career.

**Semiannual Review:** Each student will be evaluated by the entire faculty twice annually, with written feedback given by the advisor. Student's progress toward developing levels of competence appropriate to each stage of training will be documented by faculty, supervisors, and academic advisors. Students exhibiting difficulties may be referred to the faculty advisor at any time. A student whose progress through the program may be in jeopardy will be referred to the Student Development Committee. Although the semiannual meeting can be an opportunity for these referrals to emerge, referrals can be made at any time. Students who perform at outstanding levels will be given commendations during one of the two semiannual meetings.

**Student Development Committee (SDC):** The SDC is charged with facilitating students' acquisition of knowledge, skills, and attitudes necessary for functioning as competent professional psychologists. Advisors and instructors will refer students as needed to the SDC to review and help develop remediation plans for students who are not progressing satisfactorily, and to determine students' readiness to continue the program and/or progress to successive levels of training. Academic, professional, and interpersonal performance will



be considered based on the Clinical Program Comprehensive Evaluation Policy. Recommendations of the SDC typically involve increased advisement and remedial academic or clinical work, but may include leaves of absence or recommendations for dismissal from the program. These recommendations are subject to review by the Program Director and the Dean of SAGE.

## Academic Review/Probation/Dismissal

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**Repeating a Failed Course:** A student earning a grade lower than a B-, in any course or who earns a U in a pass-fail course is required to repeat the course. A student may repeat any course in an effort to earn a higher grade. Both grades will remain on the student's official transcript and the latter grade will be used to compute the student's GPA.

**Satisfactory Progress:** Students must maintain a grade point average (GPA) of 3.0 on a scale of 4.0, and complete the program within seven (7) years after matriculation. The Clinical Competence Examination must be passed by the end of the 5<sup>th</sup> year.

**Maximum Time Frame Requirements: (without approved LOA):**

- Completion of the program in 7 years
- Completion of all required coursework in 5 years
- Completion of the CCE within 5 years

**Academic Warning:** Any student who makes a grade below B- will be issued an academic warning and referred for advisement; any student with borderline GPA, with a second grade below B-, or who is in danger of failing to complete the minimum number of semester hours for each year will be referred to the Student Development Committee (SDC). These referrals will be made in hopes of helping students improve through active mentoring and exploration of options for developing more effectively.

**Academic Probation:** A student who makes a grade of F in a graduate course or whose grade point average falls below 3.0 after completion of 9 credits will be placed on academic probation for the following semester. Students on probation must maintain a GPA of 3.0 for each probationary term and must qualify for removal of probation by the end of the second Fall or Spring term. Students may be placed on probation based on review of the Student Development Committee (SDC) based on the Program Professionalism policy. In these cases, students will be provided with a remediation plan with a time frame for completion. The success of the completion of the plan will be determined by the Student Development Committee (SDC).

**Academic Dismissal:** A student who receives two grades below B- in one term or three grades below B- throughout his or her studies will be dismissed from graduate studies. Grades of F in Pass/Fail courses or U in Satisfactory/Unsatisfactory courses are considered failing grades. Likewise, failure to come off academic probation within two regular (Fall or Spring) terms, failing the Clinical Competence Examination (CCE) twice, or failure to complete minimum time frame requirements (without approved LOA) will result in dismissal. Students may also be dismissed for failure to fulfill terms of a remediation plan within the allotted time frame. In cases of dismissal, students may petition the admissions committee for readmission after one calendar year. Students will be readmitted to the program only in cases of extenuating circumstance IF they are judged to be able to complete the program successfully.

**Academic Integrity:** Medaille’s faculty and administration expect all students to complete their academic assignments with honesty and integrity. Students who engage in any form of academic dishonesty (e.g., plagiarism, cheating on a test, forging a signature or an entire college document) will be dealt with severely, with penalties ranging from an F on a given assignment to failing a course or even academic dismissal from the program. It is important to note that the Graduate School at Medaille College interprets the submission of the same paper, or substantially the same paper, to more than one instructor to be a violation of this code. Students found guilty of such offenses risk dismissal from the College.

## Professionalism

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**Comprehensive Evaluation Policy** (adapted from [The Comprehensive Evaluation of Student-Trainee Competence](#), Council of Chairs of Training Councils, CCTC):

Faculty, training staff, supervisors, and administrators participating in doctoral level psychology training 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, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable 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, faculty, and supervisors will evaluate students’ (a) interpersonal and professional competence (b) self-awareness, self-reflection, and self-evaluation ; (c) openness to processes of supervision; and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner .

When a student’s conduct clearly and demonstrably (a) impacts the student’s performance, development, or functioning, (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, the student will be referred to the Professional Development Committee. Students are required to abide by the American Psychological Association’s Ethical Guidelines and Standards and will sign an agreement upon admission.

## Students with Disabilities

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In compliance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990, Medaille College does not discriminate on the basis of disability. The Office of Disability Services was created to assist students with disabilities in all aspects of college life. College personnel do as much as is reasonable to ensure that individuals with disabilities achieve independence and fully participate in the mainstream of the educational process in a comprehensively accessible environment. Students with disabilities are encouraged to contact the office of Disability Services for information about policies and procedures relevant to the Americans with Disabilities Act *within the first week of the term*. Students are advised of their right that the self-disclosure and accommodation process be carried out as confidentially as possible. Students are not required to discuss the reasons for accommodation with any other faculty or staff member of the institution. In order for an accommodation plan to be implemented for a course, 1) The Office of Disability Services must provide the student with a statement that the student has submitted satisfactory documentation to qualify as disabled and 2) a student deemed qualified as disabled must meet with the instructor to discuss appropriate course-related accommodations.

**Jeffrey Siefert**  
Coordinator of Disability Services  
Student Support Center  
(716) 566-3088

## Waiver of a Course Requirement

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A maximum of 9 credit hours may be transferred into the PsyD program. A Course Substitution Request must be submitted to the Program Director during the first academic year, and must include a course syllabus. Students are encouraged to include copies of major assignments. This request must be approved by the Registrar, the Program Director and the Dean of the School of Adult and Graduate Education. Courses that are have at least 80% overlap with that offered at Medaille will be accepted, at the discretion of the core faculty member who serves as coordinator for the course.

- Courses must have been offered in psychology at the graduate level.
- Courses may not have been used to meet degree requirements for previously earned graduate degrees.
- Courses must have been completed within five years of matriculation in the Department.
- A grade of "B" or above must have been earned in the requested transfer courses.
- The student may be subject to final examination in all coursework transferred into the PsyD Program.
- No credit is granted for correspondence courses or for "credit-by-examination" courses.
- Proseminar and Practicum, Internship, and Dissertation may not be waived.

## Rescheduling Classes in the Event of Inclement Weather

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In the event that the College cancels one day out of the schedule due to inclement weather or other unforeseen circumstances, the Instructor will contact his or her students to inform them of how missed work/time will be made up. Students are encouraged to sign up for weather closure notices at [www.medaille.edu/alert](http://www.medaille.edu/alert)

## Emergency Facilities Closure

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In the case of an emergency facilities closure (i.e., due to natural disaster or pandemic flu), classes will continue online using Blackboard. The link for Blackboard courses can be found at [www.medaille.edu](http://www.medaille.edu) and information regarding completing course requirements can be found on the class syllabus.