

Doctorate in Clinical Psychology

Mission Statement

The PsyD program in Clinical Psychology is grounded in the practitioner/scholar model with training that underscores the integration of theory and research. The program teaches a variety of theoretical perspectives, emphasizing a developmental understanding of human behavior. The program seeks to establish strong foundations for critical thinking. A commitment to ethical principles, with an appreciation of issues of diversity, service and social justice is a core component of the program.

Educational Objectives

1. To develop clinical skills that are founded on the integration of practice and research
 - a. Students will understand the scientific research behind psychological assessment and develop skills in assessment
 - b. Students will develop skills in diagnosis and clinical conceptualization
 - c. Students will understand and apply evidence-based practices for a wide range of psychological problems
 - d. Students will exemplify professional values, attitudes, and behavior including reflective practice
 - e. Students will gain knowledge of and skills in applying ethical and legal issues in the practice of psychology
 - f. Students will learn proficiency in relationships
2. To develop competence in research and scholarship
 - a. Students will understand the scientific foundations of the broad and general areas of psychology
 - b. Students will appreciate and develop skills in science and research
3. To instill an appreciation of human diversity by serving the underserved
 - a. Students will gain competency in cross-cultural psychology, including personal awareness, knowledge of cultural factors, and skills in culturally-sensitive psychological services
 - b. Students will build skills in client advocacy

Program Philosophy

The educational model of the PsyD Program in Clinical Psychology at CLU is based on the practitioner-scholar model, which was developed for professional schools who were focused on training clinicians and awarded the PsyD degree (Nelson & Messenger, 2003). This training model places particular emphasis on the clinical aspects of professional work while retaining the rigorous and prudent standards for knowing and utilizing the extant research. In addition to maintaining the standards of the practitioner-scholar model, our program is unique in that we place further emphasis on and training in research.

The foundation of CLU's PsyD Program in Clinical Psychology is built upon the deliberate integration of research and clinical practice. As an institution, CLU has adopted three Core Commitments that guide its mission and are manifest in the vision for advanced training in clinical psychology. *Liberal Learning* encompasses the critical thinking that is essential for psychologists to be effective in all domains of their work while preparing for life-long learning. *Professional Preparation* is exemplified by integrating the theoretical, research, and practical frameworks for students to excel as skillful clinicians. Finally, students who will become exceptional citizens and leaders of their communities for psychological good through their work with the underserved will understand the university's focus on *Character and Leadership Development*. The PsyD Program in Clinical Psychology will prepare students to become licensed clinical psychologists and will have a distinctive emphasis in understanding how research contributes to and informs clinical practice.

To these ends, the PsyD program has three goals:

1. To develop clinical skills that are founded on the integration of practice and research
2. To develop competence in research and scholarship
3. To instill an appreciation of human diversity by serving the underserved

This approach to clinical training demonstrates the program's emphasis beyond the broad and general foundations of psychology to embrace the fundamental characteristic of evidence-based clinical practice: *integration*. We aim to ensure that our students are sufficiently knowledgeable about different approaches and change principles so that they can make informed judgments regarding which approach is effective for particular sets of problems with certain clinical populations having specific cultural characteristics. That is, clinicians must be flexible, knowing what works for whom through an integration of the best available research, the client's contextual background and preferences, and clinical judgment. The PsyD Program at California Lutheran University is proud to offer a contemporary, integrated model of professional psychology designed to further the science of behavior and uplift the human condition.

Admission Requirements

Students with a bachelor's degree in psychology or a related major and students with a master's degree in psychology or a related major may apply. Students will need to demonstrate their abilities to succeed in a doctoral level program through GPA, GRE scores, research experience and experience in the field. Students will also need to have well developed writing skills. In addition, students need to demonstrate potential as clinicians by their abilities to engage with and develop interpersonal relationships. The need to target and enroll students from diverse backgrounds will be a priority in recruiting. Ventura County has a strong need for clinical psychologists who are bilingual in English and Spanish and efforts will be made to target potential students who are fluent in both languages. Addressing diversity has been a priority at CLU and will be a priority in the PsyD program as well.

The Priority deadline for the following fall semester is January 15. Applications received after the January 15 deadline will be considered if there is still space available in the cohort.

The PsyD program will consider students when the following requirements have been met:

1. Bachelor's degree from a regionally accredited institution.
2. Minimum GPA of 3.0
3. GRE General Exam - The general test for the Graduate Record Exam (GRE) is required. The test should be taken within the past 5 years. 50th percentile on the Verbal, Quantitative, and Analytical Writing scales is preferred. The psychology subject test of the GRE is recommended but not required.
4. Applicants who do not have an undergraduate or graduate degree in psychology are required to complete 15 units of coursework in psychology from an accredited institution. At least 3 credit hours of statistics with a grade of B or higher preferred and an additional 12 hours of undergraduate or graduate psychology courses. are required.
5. Official transcripts
6. Curriculum vitae
7. Personal statement: Essay stating how the PsyD Program's philosophy fits with the applicant's goals for pursuing a doctoral degree.
8. Clinical Experience Form
9. Research Experience Form
10. Completed application and application fee
11. Two letters of recommendation
12. Interview (for those invited)
13. Writing sample (completed at interview)

International students must provide the following:

1. TOEFL score of at least 600
2. Proof of financial sponsorship
3. Financial statements

Comprehensive Evaluation of Professional Competencies

- <http://www.ccipt.org/cctc-guidelines-for-the-comprehensive-evaluation-of-student-competence>
- Students and trainees in professional psychology programs (at the doctoral, internship, or postdoctoral level) should know—prior to program entry, and 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, 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, 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 issues or problems).
- This policy 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 and demonstrably (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 of this policy is to inform students and trainees that evaluation will occur in these areas, it should also be emphasized that a program's evaluation processes and content should typically 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) 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. Finally, the criteria, methods, and processes through which student-trainees will be evaluated should be clearly specified in a program's handbook, which should also include information regarding due process policies and procedures (e.g., including, but not limited to, review of a program's evaluation processes and decisions).

Program Probation and Dismissal

- Program probation occurs when the student incurs concerns about professional performance or otherwise shows deficiencies in the stated program competencies (please see the section titled, "Competencies Paradigm in Doctoral Education" above). Prior to being placed on program probation, students will be reviewed by the core faculty of the PsyD program, who will determine an appropriate remediation plan in consultation with appropriate administrators. The remediation plan for the student will identify the specific program competency or competencies that need improvement and will articulate a path forward that will help the student be successful. The plan will include a.) a description of the problem and means by which it was communicated to the student, b.) the stated duration of the probationary period, c.) the responsibilities of the student, d.) the responsibilities of the program, and e.) the method of evaluation at the end of the probationary period. Students who are unable or unwilling to follow their remediation plan may be dismissed from the program.
- While program probation can occur whenever there is a concern about student readiness for the profession (please see "Statement of Comprehensive Evaluation of Professional Competencies" above), the following is a non-exhaustive list of circumstances that may automatically trigger program probation:
 - The student fails the Written Competency Exam (Multiple Choice portion) twice.
 - The student fails the Clinical Competency Exam (Vignette portion) once.
 - Academic, professional, or clinical deficiencies in any of the program competencies as noted by the faculty, staff, or supervisors.
 - The student engages in behavior that violates any of the rules or guidelines of the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct or California Lutheran University's Standards of Conduct (see links above under "Student Roles and Responsibilities"; the perceived severity of the offense is at the discretion of the faculty and associated university administrators and can determine whether the student receives probation or dismissal).
- Similar to the policies around program probation, academic dismissal can occur whenever the student incurs serious or repeated concerns regarding their fitness for the profession. Some examples of circumstances that can result in dismissal from the program include but are not limited to:
 - The student does not pass the Clinical Competency Exam (Vignette portion) after two attempts.
 - The student does not pass the Written Competency Exam (Multiple Choice portion) after three attempts.
 - The student is unable or unwilling to follow a remediation plan, or is unable to demonstrate sufficient improvement on a remediation plan.
- The student engages in unlawful behavior or violates any of the rules or guidelines of the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct or California Lutheran University's Standards of Conduct (see links above under "Student Roles and Responsibilities"; the perceived severity of the offense is at the discretion of the faculty and associated university administrators and can determine

whether the student receives probation or dismissal). All issues and decisions related to student misconduct as defined by the CLU Student Handbook or other unlawful behavior is handled by the CLU Student Conduct System under the auspices of Student Life. The full description of the definitions, processes, and potential outcomes can be found at: <http://www.callutheran.edu/students/student-conduct/student-handbook.html>

Requirements for the Doctoral Degree in Psychology

The Psy.D. in Clinical Psychology curriculum includes sequential research courses, practicum experience and an internship in the field:

- Five-year program with a traditional semester format
- 114 course credits required
- Three areas of focus:
 - o Six core courses
 - o Research
 - o Practical skill development courses
- Includes three years of practicum training (one year at CLU)
- One year of internship
- Clinical Competency Exam
- Dissertation

Note: When students who are enrolled in the Psy.D. program successfully complete the requirements for the first two years of the program and either complete a 2nd Year Project or take a Master's level competency exam, they will be awarded a Master's Degree in Advanced Clinical Psychology.

Course Requirements

First Year	Hours
PSYD 701	1
PSYD 702	1
PSYD 705	3
PSYD 706	3
PSYD 711	1
PSYD 712	1
PSYD 716	3
PSYD 740	2
PSYD 741	2
PSYD 745	3
PSYD 762	3
PSYD 763	3
PSYD 780	3
	29
Second Year	Hours
PSYD 703	1
PSYD 704	1
PSYD 713	1
PSYD 714	1
PSYD 717	3
PSYD 718	3
PSYD 721	2
PSYD 722	2
PSYD 728	1
PSYD 729	1
PSYD 743	2
PSYD 744	3
PSYD 750	3
PSYD 751	3
PSYD 770	3
PSYD 771	3
	33
Third Year	Hours
PSYD 719	3
PSYD 723	2
PSYD 724	2
PSYD 731	1

PSYD 732	1
PSYD 746	2
PSYD 752	3
PSYD 753	2
PSYD 761	2
PSYD 781	3
PSYD 782	3
PSYD 792	3
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	27
Fourth Year	Hours
PSYD 725	2
PSYD 726	2
PSYD 733	1
PSYD 734	1
PSYD 747	2
PSYD 754	2
PSYD 755	2
PSYD 791	2
PSYD 792	3
PSYD 792	3
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	20
Fifth Year	Hours
PSYD 795	.5-3
PSYD 796	0.5-3
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	1-6

Total credit hours: 110-115

List of Electives:

PSYD 756	Intro to Dialectical Behavior Therapy	3
PSYD 757	Intro Dialectic Behavior Therapy: Skills	3
PSYD 758	Methods Suicide Risk Assesmnt & Mgmt	3
PSYD 783	Intimate Partner Violence	3
PSYD 784	I.P.V: Adv Cliinical Applications	3
PSYD 790	Neuropsychanalysis	3
PSYD 792	Advanced Topics	3