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University History

Alaska Pacific University (APU) is a small, liberal arts college located in Anchorage, Alaska. The university was established in 1960, one year after Alaska was incorporated as a state. The school operated as Alaska Methodist University until 1978, when it was restructured as non-denominational and renamed Alaska Pacific University. APU attracts students from around Alaska, the United States, and the world. The school holds strong values and commitment to student-centered, experiential learning that emphasizes rigorous academics and challenging field work in the arts and sciences. Adhering to a founding commitment to help Alaskans achieve higher education that contributes to Alaska’s well-being, today APU emphasizes teaching and research that engages the region’s social, cultural, environmental and geopolitical issues. APU is accredited by the Northwest Commission on Colleges and Universities and is authorized as a university by the Commission on Postsecondary Education, State of Alaska.

Program History

The APU Doctor of Psychology (PsyD) program was developed in 2011 in response to the need for doctoral-level training programs for psychologists in the state of Alaska. The majority of the state of Alaska qualifies for the Health Resources and Services Administration (HRSA) designation of Mental Health Professional Shortage Area (MHPSAs), and the need for licensed, doctoral-level psychologists in the state is clear. Currently, the APU PsyD program represents one of only two training programs for doctoral-level psychologists in Alaska. Specifically, the APU PsyD program was developed for masters-level professionals who are interested in obtaining doctoral-level knowledge and skills to serve the communities in which they work. The unique training model of the APU PsyD program allows it to serve students even in the most remote areas of the state.

Accreditation Status

The APU PsyD program is not currently accredited by the American Psychological Association (APA). The program plans to submit an application for APA accreditation in the fall of 2015.

Questions related to the program’s accreditation status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979
Email: apaaccred@apa.org
Mission Statement

The mission of the Alaska Pacific University Doctor of Psychology (APU PsyD) program is to prepare culturally competent, doctoral-level psychologists who, through their practice, will help to alleviate suffering and empower individuals, groups, and communities towards psychological wellbeing.

Educational Philosophy

The APU Educational Philosophy is based in the core themes of Counseling Psychology, as outlined by Gelso and Fretz (2001) and elaborated on by Murdock et al. (1998). These include:

- An emphasis on working within a developmental perspective across the full range of psychological functioning;
- Working with assets and strengths across all levels of functioning;
- Use of relatively brief counseling and treatment interventions;
- A broad focus on person-environment interactions, as opposed to exclusive attention to either the person or environment;
- An emphasis on educational, vocational and career development;
- A stress on prevention and psycho-educational interventions;
- An essential commitment and valuing of the integration of individual and cultural diversity and the vital importance of multiculturalism within US society today; and
- An essential attitude of critical and scientific inquiry accentuating the importance of evaluating and improving services and emphasizing the integration of science and practice.

Furthermore, APU provides emphasis and training in the profession-wide competencies for health service psychologists, as outlined by the American Psychological Association:

- Evidence-based practice in intervention;
- Evidence-based practice in assessment;
- Ethical and legal standards;
- Individual and cultural diversity;
- Research;
- Professional values and attitudes;
- Communication and interpersonal skills;
- Interprofessional and interdisciplinary consultation;
- Supervision; and
- Reflective practice.

In addition to these guiding principles set forth by the professional field, the APU PsyD program prides itself in a unique and comprehensive training model built for the distinctive needs of mid-
career professionals living in the geographically challenging state of Alaska. This model is based on each of the following:

- **Faculty Professional and Cultural Expertise.** The core faculty members within the APU PsyD program have diverse expertise and interests in a variety of clinical, research, and cultural areas. Faculty bring this knowledge to the classroom, which provides the foundation for the broad and general training that students receive during their time in the PsyD program.

- **Self-Directed Learning.** In addition to the faculty-led didactic components of the program curriculum, the PsyD program places value on the university-wide emphasis on active, self-directed learning. This emphasis allows for students to apply the theories and principles taught in each class toward areas of their own professional interest. Thus, information from each class is immediately translated to clinical application.

- **Blended Classes.** APU PsyD faculty members have developed an effective class structure that allows for the blending of face-to-face and technology-supported instruction to meet the needs of non-traditional students separated by challenging geography. Students meet in-person for several days of intensive instruction approximately every four weeks (three times per 15-week semester). Between in-person meetings, students meet together virtually using video, listen to real-time or pre-recorded lectures, and participate in an online learning community. APU’s blended class structure was developed with consultation from the University of Texas Center for Teaching and Learning to provide a learning platform to meet the needs of APU PsyD students while providing education of great quality. The APU PsyD faculty members are proud of this model, as it allows for the education of students who live and practice in remote, high need areas of the state of Alaska.

**Program Training Model**

The APU PsyD program follows a practitioner-scholar model of training. In line with traditional PsyD models, the program aims to prepare students to use empirically-informed knowledge and methods in their practice of psychology. Therefore, scholarly inquiry is emphasized throughout the program and evidence-based methodologies are included in all practice-based coursework. While different therapeutic modalities are taught throughout the program; overall, the APU PsyD program subscribes to an integrative modality of intervention and assessment.
APU PsyD Goals and Objectives

The APU PsyD program has 10 main goals with related objectives and competencies. These form the foundation for the program’s coursework and practicum training.

**Goal 1: Students will demonstrate competence in the theory and practice of evidence-based practice in intervention.**

**Objective 1.A. Use of science to inform practice**

- **Competency 1.A.1.** Demonstrate the application of scientific literature to professional practice when working with individuals or groups
- **Competency 1.A.2.** Demonstrate knowledge of a variety of theoretical perspectives related to clinical work

**Objective 1.B. Case conceptualization and treatment planning**

- **Competency 1.B.1.** Appropriately conceptualize and describe presenting issues
- **Competency 1.B.2.** Demonstrate ability to use and prioritize interventions consistent with client's clinical presentation

**Objective 1.C. Implementation of therapeutic interventions**

- **Competency 1.C.1.** Seek supervision and consultation as appropriate
- **Competency 1.C.2.** Appropriately assess for risk of harm to self or others

**Objective 1.D. Therapeutic skills**

- **Competency 1.D.1.** Build rapport with most clients
- **Competency 1.D.2.** Evaluate client response to treatment and adapt treatment accordingly
- **Competency 1.D.3.** Demonstrate skill in multiple treatment modalities

**Goal 2: Students will demonstrate competence in the theory and practice of evidence-based practice in assessment.**

**Objective 2.A. Diagnostic skill**

- **Competency 2.A.1.** Demonstrate a thorough working knowledge of psychological diagnostic
- **Competency 2.A.2.** Utilize historical, interview and psychometric data to diagnose accurately
- **Competency 2.A.3.** Use effective decision-making processes to determine diagnoses
OBJECTIVE 2.B. INSTRUMENT SELECTION, ADMINISTRATION AND SCORING

- Competency 2.B.1. Select appropriate assessment instruments
- Competency 2.B.2. Accurately administer and score assessment instruments

OBJECTIVE 2.C. TEST INTERPRETATION AND CLINICAL FORMULATION

- Competency 2.C.1. Appropriately interpret results of assessment instruments
- Competency 2.C.2. Generate recommendations consistent with assessment findings

OBJECTIVE 2.D. REPORT WRITING

- Competency 2.D.1. Integrate relevant data to answer presented assessment questions in a psychological report
- Competency 2.D.2. Write reports in a professional manner appropriate to audience

OBJECTIVE 2.E. COMMUNICATING RESULTS

- Competency 2.E.1. Appropriately convey assessment results, conclusions and recommendations to client and relevant parties

GOAL 3: STUDENTS WILL DEMONSTRATE COMPETENCE IN THE KNOWLEDGE AND APPLICATION OF ETHICAL AND LEGAL STANDARDS.

OBJECTIVE 3.A. UNDERSTANDING AND APPLICATION OF ETHICAL AND LEGAL STANDARDS

- Competency 3.A.1. Demonstrate knowledge of and abide by ethical principles of professional practice as outlined in the APA Ethical Principles of Psychologists and Code of Conduct
- Competency 3.A.2. Demonstrate knowledge of and abide by legal regulations pertaining to psychological practice and research, as well as professional guidelines that document standards of practice
- Competency 3.A.3. Apply ethical guidelines in all roles within the university (i.e., as professional colleagues, counselors, researchers, educators, etc.)

GOAL 4: STUDENTS WILL DEMONSTRATE COMPETENCE IN INDIVIDUAL AND CULTURAL DIVERSITY.

OBJECTIVE 4.A. CULTURAL CONSIDERATION IN THE PRACTICE OF PSYCHOLOGY

- Competency 4.A.1. Demonstrate a socially and culturally sensitive understanding of psychopathology
• Competency 4.A.2. Demonstrate consideration of cultural diversity during the planning and implementation of psychological intervention
• Competency 4.A.3. Utilize information about cultural diversity when making a clinical diagnosis (e.g., culture, belief structures, religion, gender, etc.)
• Competency 4.A.4. Demonstrate consideration of cultural diversity in choosing and implementing assessments
• Competency 4.A.5. Demonstrate consideration of cultural diversity in the development of assessment recommendations

OBJECTIVE 4.B. CULTURAL CONSIDERATION IN SCHOLARLY WORK

• Competency 4.B.1. Critically evaluate scientific literature in terms of attention to diversity issues
• Competency 4.B.2. Demonstrate consideration of cultural diversity when completing psychological research

OBJECTIVE 4.C. CULTURAL CONSIDERATION IN PROFESSIONAL INTERACTIONS

• Competency 4.C.1. Demonstrate the ability to establish and maintain productive and respectful working relationships with peers, supervisors and other colleagues from diverse social and cultural contexts

GOAL 5: STUDENTS WILL DEMONSTRATE COMPETENCE IN RESEARCH.

OBJECTIVE 5.A. UTILIZATION OF RESEARCH TO INFORM SCHOLARLY WORK

• Competency 5.A.1. Critically evaluate professional literature in terms of scientific rigor
• Competency 5.A.2. Develop mastery of scientific topics through intensive literature review
• Competency 5.A.3. Complete scholarly work informed by scientific literature
• Competency 5.A.4. Effectively communicate research findings to professional audiences in written and verbal forms

OBJECTIVE 5.B. KNOWLEDGE OF TEST CONSTRUCTION, QUANTITATIVE AND QUALITATIVE RESEARCH METHODS, AND TECHNIQUES OF DATA ANALYSIS

• Competency 5.B.1. Integrate and apply knowledge about test construction to assessments commonly used in the field
• Competency 5.B.2. Integrate and apply knowledge about research methods in order to critically evaluate both quantitative and qualitative research
• Competency 5.B.3. Integrate and apply knowledge about data analysis to critically evaluate statistical methodology used in psychology literature
• Competency 5.B.4. Complete psychological research that demonstrates academic and methodological rigor

GOAL 6: STUDENTS WILL DEMONSTRATE COMPETENCE IN PROFESSIONAL VALUES AND ATTITUDES.

OBJECTIVE 6.A. PROFESSIONAL BEHAVIOR

• Competency 6.A.1. Demonstrate awareness of academic and practicum settings and work appropriately within the rules and systems of those settings
• Competency 6.A.2. Demonstrate professionalism across all settings/situations related to professional role
• Competency 6.A.3. Attend and engage in scheduled appointments, training activities, and meetings consistently and on-time
• Competency 6.A.4. Demonstrate appropriate judgment of when to seek supervision or consultation

OBJECTIVE 6.B. SELF-DIRECTED LEARNING

• Competency 6.B.1. Evidence an ability to accurately discern one's own performance in academic coursework and identity areas of growth and attention
• Competency 6.B.2. Utilize quality and skillful self-directed learning to contribute to one's education
• Competency 6.B.3. Evidence positive attitudes and motivation about self-directed learning
• Competency 6.B.4. Realize the need for ongoing self-directed education over the course of a professional career
• Competency 6.B.5. Develop projects that enhance and compliment one's ongoing professional development
• Competency 6.B.6. Take responsibility for ongoing professional development

OBJECTIVE 6.C. SELF CARE

• Competency 6.C.1. Understand the need for and develop a plan for ongoing self-care
• Competency 6.C.2. Discuss and share strategies and techniques for self-care for use during the program and thereafter

GOAL 7: STUDENTS WILL DEMONSTRATE COMPETENCE IN COMMUNICATION AND INTERPERSONAL SKILLS.

OBJECTIVE 7.A. COMMUNICATION SKILLS
Competency 7.A.1. Communicate with clients, supervisors and others in a professional and respectful manner

Competency 7.A.2. Communicate ideas in a clear and competent way

Competency 7.A.3. Demonstrate effective public speaking skills

**Objective 7.B. Interpersonal Skills**

- Competency 7.B.1. Evidence an ability to maintain and effectively respond to professional relationships with peers, faculty and supervisors

- Competency 7.B.2. Maintain appropriate boundaries in professional and clinical relationships

- Competency 7.B.3. Demonstrate appropriate physical conduct, including attire, consistent with context

**Goal 8: Students will demonstrate competence in the theories and practice of Interdisciplinary Consultation.**

**Objective 8.A. Theories of Consultation**

- Competency 8.A.1. Demonstrate knowledge of theories and methods of consultation

**Objective 8.B. Interdisciplinary Consultation**

- Competency 8.B.1. Effectively provide psychological consultation to a variety disciplines

- Competency 8.B.2. Effectively collaborate with professionals across disciplines

**Goal 9: Students will demonstrate competence in the theories of Supervision.**

**Objective 9.A. Theories of Supervision**

- Competency 9.A.1. Demonstrate knowledge of theories and models of supervision

**Objective 9.B. Methods of Supervision**

- Competency 9.B.1. Effectively provide supervision to others

**Goal 10: Students will demonstrate competence in Reflective Practice.**

**Objective 10.A. Self-awareness and self-reflection in Clinical Practice**

• Competency 10.A.2. Evidence an ability to accurately discern one's own performance in clinical work and identify areas of growth and attention
• Competency 10.A.3. Understand professional psychology in an evolving practice that demands continuing educational efforts
• Competency 10.A.4. Demonstrate openness and non-defensiveness in supervision
• Competency 10.A.5. Demonstrate willingness and ability to integrate feedback to improve clinical skills and to further professional development
# APU PsyD Course Sequence and Degree Plan

## Year 1

### Summer Semester

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<td>Psychology of Measurement</td>
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### Fall Semester

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<td>Individual Differences</td>
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<td>Assessment 2: Adult Diagnostic/Personality Assessment</td>
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<tr>
<td>Techniques of Data Analysis &amp; Statistics</td>
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### Spring Semester

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<tr>
<td>Assessment 3: Child &amp; Adolescent Assessment</td>
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<tr>
<td>Research Methodology</td>
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## Year 2

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<td>Intervention 2: Evidence-Based Practice for Affective and Anxiety-Related Disorders</td>
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<td>Practicum 1</td>
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<td>Professional Practice 1: Professional Attitudes and Values</td>
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### Fall Semester

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<td>Intervention 3: Evidence-Based Treatment for Children and Families</td>
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<td>Professional Practice 2: Supervision and Consultation</td>
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### Spring Semester

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<tr>
<td>Intervention 4: Trauma-Informed Practice</td>
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<tr>
<td>Dissertation: Proposal Completion</td>
<td>2</td>
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Practicum 3  
Professional Practice 3: The Business of Practice  

**Year 3**

**Summer Semester**
Practicum 4  
Cognitive and Affective Bases of Behavior  
Dissertation: Research  

**Fall Semester**
Social Bases of Behavior  
Practicum 5  
Dissertation: Completion  

**Spring Semester**
History and Systems of Psychology  
Practicum 6  

**Year 4**

**Summer Semester**
Internship 1  

**Fall Semester**
Internship 2  

**Spring Semester**
Internship 3  

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Total Credits 80

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DATE

Telesupervision Approved
Dissertation Proposed
Dissertation Defended
Internship Completion Date
APU PsyD Faculty and Staff

Robert Lane, PhD – PsyD Program Director, Professor of Psychology

- **Office:** CG212
- **Phone number:** (907) 564-8319
- **Email:** rlane@alaskapacific.edu
- **Master’s Level Courses Taught:**
  - Advanced Abnormal Psychology
  - Design and Principles of Research
  - Professional Seminar
  - Brief Therapy Interventions
  - Substance Abuse Assessment and Interventions
  - Positive Psychology Interventions
- **Doctoral Level Courses Taught or Supervised:**
  - History and Systems of Psychology
  - Social Bases of Behavior
  - Cognitive and Affective Bases of Behavior
  - Practicum (substance use assessment, adult clinical assessment)
  - Doctoral Internship
- **Research and Clinical interests:** Cognitive-behavioral interventions in substance abuse, cognitive-behavioral interventions, mindfulness based interventions, mindfulness-based cognitive therapy, adult assessment, integrated health care, ADHD

Kim Kjaersgaard, PhD – Professor of Psychology, Director MSCP

- **Office:** CG208
- **Phone number:** (907) 564-8279
- **Email:** kls@alaskapacific.edu
- **Master’s Level Courses Taught:**
  - Design & Principles of Research
  - Advanced Educational Psychology
  - Professional Seminar
  - Advanced Human Development
  - Couples and Family Therapy
  - Assessment in Counseling
  - Beginning Practicum in Counseling
  - Internship in Counseling
  - Career and Lifestyle Counseling
  - Advanced Abnormal Psychology
  - Master’s Theses
- **Doctoral Level Courses Taught:**
Research and Clinical interests: Research interests focus on program evaluation, processes of growth and change in adulthood, spiritual development, and relations between spirituality and counseling. Clinical interests include a focus on testing and assessment, and natural therapy.

Ray Pastorino, PhD, JD – Associate Professor of Psychology

- **Office:** CG205
- **Phone number:** (907) 351-9787
- **Email:** rpastorino@alaskapacific.edu
- **Master’s Level Courses Taught:**
  - Conflict Resolution
  - Culture and Society
- **Doctoral Level Courses Taught:**
  - Individual Differences
  - Professional Ethics
  - Biological Bases of Human Behavior
  - History and Systems of Psychology
  - Professional Practice 1: Professional Attitudes and Values
  - Professional Practice 2: Professional Supervision and Consultation
  - Professional Practice 3: The Business of Practice
  - Practicum Supervision

Research and Clinical interests: Conflict-resolution/mediation/non-violent communication, integrated health care, group visits, systems’ models of care, mindfulness based interventions, motivational interviewing techniques, fetal alcohol spectrum disorders (FASD), Acceptance and Commitment Therapy (ACT) interventions, hypnotherapy, biofeedback, non-conventional/cross-cultural interventions, and spiritual paradigms

Bonnie Moore – Psychology & Education Administrative Assistant

- **Phone number:** (907) 564-8225
- **Email:** bmoore@alaskapacific.edu
Program Requirements

Admissions

The APU PsyD program has a rigorous admissions process that takes into account previous coursework, training, clinical work experience, and interview performance. APU requires that all admitted students have taken specific master’s level psychology courses at the time of admission, in addition to having clinically relevant training and/or work experience. The eligibility of an applicant’s masters-level courses is determined by the core faculty at the time of student application using the APU PsyD Required Courses for Admissions Form (Appendix A). Additionally, the applicant’s previous clinical training and work experience is obtained and examined using the APU PsyD Program Previous Clinical Experience Form (Appendix A). Additionally, APU requires a personal statement and essay, letters of recommendation, and copies of any professional licensure currently held. Specific materials required for admission are outlined in the Application and Selection Criteria Policy (Program Policies and Processes, page 18). The deadline for applications is October 15th of every year.

The APU core faculty review applications using the Applicant Rating Form (Appendix A). Once applications have been reviewed individually, the faculty meets together and discusses each applicant as a group. During this meeting, the faculty determines which applicants will be invited for interviews. Interviews typically occur in-person during the month of November. In rare cases, interviews are completed using technology (e.g., Skype or Google Hangouts) depending on applicant travel availability. The APU faculty utilizes a specific set of questions during the interview and provides ratings of applicant performance during interviews on the Applicant Rating Form (Appendix A). After all interviews are completed, the faculty again discusses interviewees as a group and determines those applicants who will be offered admission to the program. Please review the Application and Selection Criteria Policy for further information about the admissions process (Appendix A). APU PsyD cohorts tend to range between 8 and 11 students, on average.

Curriculum

The PsyD program curriculum follows the program requirements outlined in the 2012 APA Commission on Accreditation (CoA) Guidelines and Principles for Accreditation of Programs in Professional Psychology. The curriculum provides a foundation of knowledge, theory, and training that prepares students to meet APA professional competencies to practice as a health service psychologist.

The PsyD program course requirements are 80 credits, including the dissertation and internship. Students are expected to enroll in full-time study during their time in the PsyD program. The
curriculum (paired with previous masters-level coursework) is designed to meet the academic requirements for licensing as a psychologist in the state of Alaska (http://commerce.alaska.gov/dnn/cbpl/ProfessionalLicensing/BoardofPsychologists.aspx).

Upon admission to the program, students are assigned an advisor who assists them in mapping out a degree plan and helps with any registrations or general academic questions and concerns.

Residency

APU’s PsyD program was developed to meet the equivalent of full-time residency for enrolled students. The program was developed in this way in order to meet the PsyD program’s goal to provide training to students across the state of Alaska. Given the size and geographic restrictions of the state, it is not feasible for students to be present on campus on a daily basis. Instead, APU PsyD students come together for weekend intensives approximately every five weeks. Weekend intensives last between two and three days, with students engaged in lecture, active learning activities and course discussion for 8 to 11 hours each day. Students are physically together with faculty minimums of approximately 300 hours in year 1, 190 hours in year 2, and 130 hours in year 3; informal and distance-mediated interaction among students or between students and faculty is in addition to these reported hours. During the weeks between weekend intensives, students are engaged in technology-assisted learning and socialization. The blended course structure of APU PsyD courses is discussed in greater detail on page 4 of this handbook.
Program Policies and Processes

APU PsyD Application Process and Selection Criteria

The APU PsyD program accepts an average of between 8 and 11 students into the doctoral program each year.

Students interested in applying for the doctoral program are instructed to submit an online application through the APU website (http://www.alaskapacific.edu/apply/).

A complete application consists of the following materials:

1. Evidence of a master’s degree in psychology or a closely related discipline that includes the following required courses:
   a. Human Growth and Lifespan Development
   b. Social or Cultural Bases of Behavior OR Diversity Training for Helping Professionals
   c. Helping Relationships OR Counseling Skills and Techniques
   d. Counseling Theory OR Personality Theory
   e. Abnormal Psychology OR Psychopathology
   f. Research Methods
   g. Psychological Assessment OR Psychological Appraisal OR Tests and Measurements
   h. Counseling Practica

   A student who has earned a master’s degree that does not include all of the required courses for admission may still apply but should expect to complete master’s level coursework before starting doctoral coursework. Given that students learn of their admission to the PsyD program by the December prior to the summer start of the program, they will have a full semester to complete additional courses. In this case, a student may be admitted to the APU program on probation and with the expectation that the missing course(s) will be completed by the first day of class in the PsyD program. In some instances, the APU faculty may approve a student starting the PsyD program while still enrolled in the missing master’s level course(s), as long as the coursework is completed within 30 days of beginning the program. This decision is made by the APU faculty on a case-by-case basis.

2. A cumulative GPA of 3.0 or above in the master’s degree program
3. A current professional curriculum vitae (CV) or résumé
4. A 1 to 2 page autobiographical statement
5. An essay that addresses the following questions:
   a. What are your reasons for wanting a PsyD from APU at this time?
   b. What are your short and long-term professional goals? How do you see yourself contributing to the improvement of the community or larger society with the
PsyD?

c. Describe your abilities and desires regarding rigorous independent work within a cohort setting.

d. Describe your plan to balance graduate school, work, and personal life should you be admitted to the program.

6. A recent academic writing sample reflecting current APA style

7. Previous Clinical Experience Form

8. Three letters of reference

a. Recommendation letters should include an appraisal of your ability to work in a significantly self-directed program at the doctoral level, as well as your critical thinking, analytical, and communication skills. References should include the writer’s address, telephone number and/or email, and his or her relationship to you.

9. Official transcripts of all undergraduate and graduate coursework

10. Copy of current clinical license (if applicable)

All application materials must be received by October 15th of the application year in order to be considered for the cohort that begins the following summer. Applications are reviewed by the APU PsyD Program Director and at least one other PsyD faculty member using the APU PsyD Applicant Rating Form (Appendix A). If applicants are invited to interview, they will be notified by email on or before November 15th of the application year. Interviews will be scheduled in-person but can occur via phone, Skype, or Google Hangouts if necessary.

In addition to the application requirements noted above, the APU PsyD program takes into consideration the potential commitment or interest of any prospective student to remain in Alaska following the completion of their graduate education. Developing a strong behavioral health workforce is an important consideration for the state, and an interest in remaining in Alaska to join the workforce will be considered a benefit in a potential student.

Questions regarding the application or interview process may be directed to the APU PsyD Program Director.
APU PsyD Diversity and Non-discrimination Policy

In line with the values of Alaska Pacific University, the APU PsyD program strongly values diversity and believes in creating an equitable, hospitable, appreciative, safe, and inclusive learning environment for its students. Diverse students and faculty members enrich the educational experience, promote personal growth, and strengthen communities and the workplace. Every effort is made by the APU PsyD program to create a climate in which all staff and students feel respected, comfortable, and in which success is possible and obtainable. Faculty and staff from the APU PsyD program strive to make every effort to dispel ignorance or anxiety associated with multicultural experiences. The program’s training curriculum includes an expected competency in diversity training, and multiple experiences are provided to be sure that students are both personally supported and well-trained in this area.

The APU PsyD program welcomes applicants from diverse backgrounds. The training program believes that a diverse training environment contributes to the overall quality of the program. Equal opportunity is provided to all prospective students; the APU PsyD program does not discriminate because of a person’s race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or any other factor that is irrelevant to success as a psychology graduate student. Applicants are evaluated individually in terms of quality of previous training, practicum experiences, and fit with the graduate program. If an applicant or student requires accommodations, they should contact the Program Director to initiate this process.
APU PsyD Minimum Requirements for Program Completion Policy

Doctoral students are expected to complete the following requirements to successfully complete the APU PsyD program:

1. All required coursework (80 credits) outlined below
2. Annual Review
   a. Doctoral students are expected to pass each Annual Student Review. If the Annual Review is not passed, students are expected to complete any remedial plan as outlined in the Due Process procedures. Passing of the Annual Student Review indicates that a student has demonstrated minimum levels of achievement across all APU PsyD goals and competencies as outlined in the Program Goals and Objectives, included in this handbook.
   b. During the student’s final year of the program, the internship year, the evaluation of the student by their internship supervisor serves as the student’s final evaluation. The student must successfully complete minimum requirements during their internship year in order to successfully complete the program (see Doctoral Internship below).
3. Dissertation
   a. A complete, successfully defended, dissertation is required to finish the doctoral degree program. Students must defend their dissertation proposal before applying for internship.
4. Doctoral Internship
   a. A 2000 hour doctoral internship must be completed in one year of full-time or two-years of part-time commitment. A student must register for nine total internship credits over the course of their internship. All internships must be approved by the program director.
   b. If a student completes an APPIC-member internship program, the student must successfully meet all criteria set forth by the internship program in order to successfully graduate from the APU PsyD program. If a student obtains an APPIC-member internship, but is unsuccessful in completing the internship, Due Process procedures will be initiated, and faculty members will determine if the student will be allowed to complete another internship or if he or she will be released from the program.
   c. If a student completes a non-APPIC-member internship program, that student will be evaluated by his or her internship supervisor using the Doctoral Student Evaluation Form, and must obtain a score of three (3) or above on all individual goals and competencies to successfully graduate from the APU PsyD program. If a student does not obtain a score of three or above on all goals and competencies or is otherwise unsuccessful in completing internship, Due Process procedures will be initiated, and faculty members will determine if the student will be
allowed to complete another internship or if he or she will be released from the program.

5. Residency Requirement
   a. Attendance at weekend intensives is required to complete the program. If a first absence occurs, student makeup requirements will be determined by the APU PsyD faculty on a case-by-case basis. Missing a second weekend intensive could result in repeating the course, as determined by the APU PsyD faculty on a case-by-case basis. Doctoral students must attend all weekend intensives held on the APU campus to meet the residency equivalency requirements for three consecutive years.

The following courses (80 total credits) are required of APU PsyD students:

**Counseling Psychology Theories and Methods**
- History and Systems of Psychology (3 credits)
- Substance Abuse Assessment and Non-diagnostic Assessment (3 credits)
- Adult Diagnostic and Personality Assessment (3 credits)
- Intervention I – Prevention and Wellness (3 credits)
- Child and Adolescent Assessment (3 credits)
- Intervention II – Evidence-Based Practice for Affective and Anxiety-Related Disorders (3 credits)
- The Practice of Professional Psychology I (1 credit)
- The Practice of Professional Psychology II (1 credit)
- The Practice of Professional Psychology III (1 credit)
- Evidence-Based Treatment for Children and Families (3 credits)
- Trauma-Informed Practice (3 credits)

**Professional Ethics**
- Professional Ethics (3 credits)

**Individual Differences**
- Individual Differences (3 credits)

**Social Bases of Behavior**
- Social Bases of Behavior (3 credits)

**Biological Bases of Behavior**
- Biological Bases of Behavior (3 credits)

**Cognitive Bases of Behavior**
- Cognitive and Affective Bases of Behavior (3 credits)

**Research Design and Methodology**
- Psychology of Measurement (3 credits)
Techniques of Data Analysis and Statistics (3 credits)
Research Methodology (3 credits)

Clinical Practice
- Practicum I (2 credits)
- Practicum II (2 credits)
- Practicum III (2 credits)
- Practicum IV (2 credits)
- Practicum V (2 credits)
- Internship I (3 credits)
- Internship II (3 credits)
- Internship III (3 credits)

Dissertation
- Dissertation Proposal Introduction (2 credits)
- Dissertation Proposal Completion (2 credits)
- Dissertation Research (2 credits)
- Dissertation Completion (2 credits)
APU PsyD Student Evaluation Policy

Doctoral students are evaluated in four ways during their enrollment in the program: (1) an Evaluation of Course Performance; (2) an Evaluation of Practicum Performance; (3) an annual comprehensive evaluation (Annual Student Review); and (4) an Evaluation of Internship Performance. The procedures for each type of evaluation and expectations for student performance are included below.

**Evaluation Scale:** Each evaluation of student performance using the APU PsyD goals and competencies uses the following 5-point Likert scale:

1=Significant Development Needed  
2=Development Needed  
3=Meets Expectations  
4=Exceeds Expectations  
5=Significantly Exceeds Expectations.

**Evaluation of Course Performance**

Doctoral students are evaluated by their course instructors in two ways: (1) grades and (2) evaluation on selected APU PsyD goals and competencies that are appropriate for the course. Students also complete a self-evaluation of their course performance on the selected goals and competencies and provide them to the course instructor at the end of each course.

Related to grades, doctoral students are expected to obtain grades of “B” or above in all doctoral-level courses and maintain an overall grade point average of 3.0 or above. If a student scores a “B-” or below in a course, certain remedial actions may take place, including the initiation of the Due Process procedures, as deemed appropriate by the course instructor with input from the PsyD Program Director. If a student’s GPA falls below a 3.0, the student is automatically put on academic probation by the APU Registrar’s Office and is given one semester to improve his or her overall GPA to a 3.0 or above. If a student fails to improve his or her overall GPA to 3.0 or above within one semester, he or she will be dropped from degree-seeking status which will result in being dropped from the program. The student must apply to the program to be readmitted into degree-seeking status after one calendar year from the semester they were dropped from the program (see the APU Catalog [catalog.alaskapacific.edu] for more information).

Related to evaluation of selected goals and competencies, the instructor evaluates each student on the APU PsyD goals and competencies that are relevant to the course at hand at the end of each course. The relevant goals and competencies are outlined in the course syllabus that is provided to students at the start of each course. A minimum level of achievement on the evaluation of course performance is defined as a rating of 3 for each goal and individual competency. If a student receives a score less than 3, or if the course instructor has reason to be
concerned about the student’s performance or progress, the program’s Due Process procedures are initiated.

**Evaluation of Practicum Performance**

Doctoral Students are evaluated by their practicum supervisor at the end of each semester the student is enrolled in a practicum. The APU PsyD goals and competencies relevant to each practicum training experience are specified by the practicum site supervisor on the Practicum Training Plan at the beginning of each practicum experience; at the end of each practicum semester, each student is rated by his or her site supervisor on the identified APU PsyD goals and competencies using the Doctoral Student Evaluation form. At the end of each semester, the practicum supervisor returns the completed form to the PsyD Program Director. A minimum level of achievement on this evaluation is defined as a rating of 3 for each goal and individual competency. If a student receives a score less than 3, or if the practicum supervisor indicates to the PsyD Program Director concern about the student’s performance or progress, the program’s Due Process procedures are initiated.

Students also complete a self-evaluation of their practicum performance using the Doctoral Student Evaluation Form and provide a copy to their practicum supervisor and the PsyD Program Director.

**Annual Student Review**

At the end of each academic year, each student is evaluated by their faculty advisor using the Doctoral Student Evaluation Form, which incorporates all broad goals and competencies of the APU PsyD Program. The advisor completes this evaluation using information related to student grades, attendance, progress through program milestones, evaluation by course instructors, evaluation by practicum supervisors, input from other faculty members, and the advisor’s own experience with the student throughout the year. The faculty advisor consolidates this information in an Annual Student Review and completes the Doctoral Student Evaluation Form. The faculty advisor then reviews the results of the Annual Student Review during an individual meeting with each student.

A minimum level of achievement on the Doctoral Student Evaluation Form is defined as a rating of 3 for each broad goal and individual competency. If a student receives a score less than 3 on any broad goals or individual competency, or if the advisor has reason to be concerned about the student’s performance or progress, the program’s Due Process procedures are initiated.

Students complete a self-evaluation of their annual performance using the Doctoral Student Evaluation Form and provide a copy to their advisor for review during the Annual Student Review meeting. Additionally, students complete an annual PsyD Program Evaluation at the end of each academic year and provide a copy of this evaluation to their advisor during the Annual Student Review meeting. This evaluation is also reviewed during the meeting.
Evaluation of Internship Experience

During the student’s final year of the program, the internship year, the Annual Student Review process is not completed. The evaluation of the student by their internship supervisor instead serves as the student’s final evaluation. The student must successfully complete minimum requirements during their internship year in order to successfully complete the program. If a student completes an APPIC-member internship program, the student must successfully meet all criteria set forth by the internship program in order to successfully graduate from the APU PsyD program. If a student completes a non-APPIC-member internship program, that student is evaluated by his or her internship supervisor using the Doctoral Student Evaluation Form, and must obtain a score of 3 or above on all broad goals and individual competencies to successfully graduate from the APU PsyD program. If a student is unsuccessful in completing internship or if a student in a non-APPIC-member program does not obtain a score of 3 or above on all broad goals and individual competencies, the APU PsyD Due Process procedures are initiated. Faculty members will determine if the student will be allowed to complete another internship or if he or she will be released from the program.
APU PsyD Administrative and Financial Assistance Policy

Financial Resources

Program Costs

The cost of enrollment in the APU PsyD program is $840 per credit hour.

Financial Aid

APU PsyD students are eligible to apply for federal financial aid. Instructions for completing an application for federal financial aid are available on the APU Financial Aid office webpage (http://www.alaskapacific.edu/apply/financial-aid/cost-of-attendance/coa-doctoral/).

Graduate Assistantships

APU awards a limited number of graduate assistantships to qualified students who are in good academic standing. A graduate assistant is contracted to render service to the APU through teaching, research, and other duties for a set number of hours per week. The contract is based on one credit offset for 45 hours of work in a 15 week semester. This work will be done providing services on campus, in the department, or related to the PsyD program and may include research, teaching, or service work. Note there may be tax implications for compensation as a graduate assistant. Students interested in an assistantship position should contact the PsyD Program Director.

Student Resources

Upon admission to the PsyD program, students will be given an APU email and will be added to the PsyD email list. New students are provided a comprehensive orientation at the start of their first semester. Students are given access to shared office space in Gould Hall where seating and wireless internet are available to students. Additionally, the APU computer lab is available to all students for use.

Students are appointed an advisor at the time of the student’s admission into the PsyD program. The advisor serves as a primary resource and mentor to the student throughout her or his time in the program, and the student meets with his or her advisor for Annual Student Reviews. Students may opt to change advisors by discussing this matter with both the original and potential new advisors (see Change of Advisor Request Form).

APU PsyD students have full access to the Anchorage Higher Education Consortium Library (www.consortiumlibrary.org). The mission of the Consortium Library is to provide and maintain collections and resources that support the educational and research programs of the University of Alaska and APU. Its collection consists of more than 930,000 volumes, 425,000 government documents from the US Government Printing Office, and 20,000 videos and films. In addition, the library licenses over 250 databases and provides web access to the full text of more than
70,000 journals and e-books. Materials are available free of charge to APU students. The Consortium Library is within walking distance of the APU campus with many resources available online. Conveniently, the APU Academic Support Center serves as a pick-up and drop-off point for inter-library loan items.

In addition to the Consortium Library, PsyD faculty members maintain a small library of resources in Gould Hall that contains books, journal articles, and manuals relevant to the PsyD curriculum. Students are welcome to use this library at their leisure while on campus and checkout resources as needed.

The Counseling Psychology Department also maintains a large test library that houses testing materials and protocols for cognitive, personality, behavioral, developmental, and neuropsychological tests for on-campus use. In addition, it contains testing related resources and computerized scoring/interpretation software for commonly used assessment instruments. If interested in checking resources out or purchasing copies of tests, please contact the PsyD Program Director.

APU PsyD students have free access to other campus resources, including the Counseling and Wellness Center (http://www.alaskapacific.edu/explore-apu/student-services/counseling-wellness/), the Moseley Sports Center (http://www.alaskapacific.edu/explore-apu/moseley-sports-center/), and the Career Services Center (http://www.alaskapacific.edu/explore-apu/student-services/career-services/). Additional information related to student resources can be obtained at the APU Student Life webpage www.alaskapacific.edu/explore-apu/student-life.
APU Counseling Psychology Due Process and Grievance Policy

The Counseling Psychology Department has a specific grievance procedure for graduate students designed to support dialogue and mediation as the first steps in resolving differences. The policy also exists to allow for professional gate keeping responsibilities outlined in ethics codes and expectations for conduct in counseling psychology professions.

These guidelines are intended to help students with a means to resolve perceived concerns with the behavior of individuals related to the graduate programs. APU does not permit retaliation. Students who pursue grievances in good faith will not experience any adverse professional or educational consequences. Students are encouraged to speak with the program director, their primary practicum or internship supervisor, or any other member of the faculty about any ethical, professional, or administration problems they encounter during their graduate training.

It is expected that a student will maintain current academic progress during the course of any grievance procedure. The faculty hopes to remain open and approachable so that differences may be resolved informally as often as possible.

_Students should follow the department grievance policy prior to activating the university grievance system should there be any conflict with another student, with a faculty member, or with an internship or practicum supervisor._

**Exclusions**

This policy does not apply to issues surrounding Title IX, Sexual Harassment, or the Campus SaVE Act. In those cases, the student will be referred to the appropriate Title IX coordinator. Additional information about the university procedures is available in the APU Catalog and will be provided by department faculty upon student request. Students may access compliance information at any time on the university website (http://www.alaskapacific.edu/about-apu/at-a-glance/heoa/title-ix-compliance).

This policy does not apply to issues that may be resolved under APU’s student Code of Conduct for conduct occurring outside the department’s programs. This policy is intended to address issues that result from and pertain to graduate programs within the Counseling Psychology Department. In the event of a conflict between this grievance policy and any other APU policy, the University-wide policy shall prevail.

This policy does not apply to issues surrounding grades or grading. APU has a specific policy relating to minimum GPA requirements for graduate students and an Academic Appeal Policy related to requests to change grades. Information related to these policies is provided below as a courtesy. Students may access the complete list of Academic Regulations in the _APU Catalog_ and on the university website (http://catalog.alaskapacific.edu/content.php?catoid=8&navoid=204).
Grievance Procedures for GPA/Grade Related Grievances by Students
Specific APU policy states that if a graduate student’s GPA falls below 3.0, the student is placed on academic probation by the Registrar. Students are encouraged to seek out faculty support and guidance if they are having difficulty with particular course information or with the level of academic rigor of the program.

For academic/grade concerns experienced within a specific course, the student is advised first to consult the course instructor to address and resolve any problems. If after this consultation the issue is not resolved, the student may follow the Grade Change Policy. A portion is excerpted here from the APU Catalog: “Alaska Pacific University’s academic standards presume that the instructor of a course is the best qualified person to evaluate the academic work of students in that instructor’s course and is the best person to assign grades to those students. For this reason grades submitted by instructors are not normally subject to review by the University’s administration. However, when a student believes that a particular grade was assigned in a manner that was arbitrary or capricious, or that crucial evidence was not taken into account, the student may appeal the grade. In the case of such an appeal by a student, the burden of proof shall be on the student. (See grade change policy form on APU website.) If a student is still dissatisfied after following designated APU grievance procedures, the student may appeal a decision to the Alaska Commission on Post Secondary Education.” The policy can be found at the link to Academic Regulations above, and in extended detail on the “Change of Grade with Grade Change Policy” form located with other academic forms (MyAPU > Community > Registrar > Student Academic Forms).

Grievance Procedures for Non-GPA/Grade Related Grievances by Students
When a student raises a grievance about a faculty member, supervisor, staff member, fellow student, or the graduate program, the following procedures will be used:

**Informal Review**
Students should first make every effort to resolve the issue informally and directly with the person who is the subject of the grievance. When such resolution is not practical due to power and authority differences or other factors, students are encouraged to seek consultation from the Program Director and/or another faculty member to explore ways of reaching a resolution.

**Formal Review**
If the matter cannot be satisfactorily resolved using informal means, the student may submit a formal grievance in writing to the Program Director. If the Program Director is the object of the grievance, the grievance should be submitted to another identified faculty member.

1. The individual being grieved will be asked to submit a response in writing to the Program Director within 3 business days of notification of the grievance.
2. The Program Director or identified faculty member will meet with the student and the individual being grieved within 7 business days of receipt of the initial grievance. In
some cases, the Program Director may wish to meet with the student and the individual being grieved separately first. The goal of the joint meeting will be to develop a plan of action to resolve the matter.

3. The Program Director or identified faculty member will document the process and outcome of the meeting, including any plan of action to be taken. The student and the individual being grieved will be asked to report back to the Program Director or identified faculty member, in writing, within 7 business days regarding whether the issue has been adequately resolved.

4. If the plan of action fails to adequately resolve this issue, the Program Director or identified faculty member will support the student in utilizing the formal university appeals process (http://catalog.alaskapacific.edu/mime/media/view/8/200/Appeals+Process+with+ACPE+statement+120810.pdf) outlined in the APU Catalog of making a written report to the appropriate Dean.

Due Process Procedures for Non-GPA/Grade Related Grievances about Students
In addition to the student code of conduct outlined in the Student Handbook, the graduate programs have procedures in place to address inadequate or unacceptable student behavior and/or performance during class, internship, and/or programmatic interactions. This policy applies to questions of academic honesty at the graduate level and to behaviors not explicitly covered in the Student Handbook. It is the responsibility of faculty and other members of the profession to ensure that those engaged in professional practice are competent and ethical, in addition to being academically prepared. These procedures help ensure that judgments or decisions made by the program about students are not arbitrary or personally biased. In some cases a grievance procedure will be initiated against a student as follows:

Informal Review
If a faculty member or supervisor believes that a student is not performing in an appropriate/professional manner or that a student’s behavior is becoming problematic, the faculty member or supervisor will address the issue directly, and as soon as possible, with the student in an attempt to resolve the problem. This process will not be documented as part of the student’s professional file.

Formal Review
If a student’s problematic behavior persists following an attempt to resolve the issue informally, or if the student receives less than a “3” on any competency on a practicum, course, or annual evaluation form, the following steps will be taken, documented, and become a permanent part of the student’s record:

1. The faculty member or supervisor will meet with the Program Director and the student to review the problem(s). If the Program Director is the student’s immediate supervisor, another member of the program faculty will also be included in the meeting. Concerns will be shared verbally with the student.
2. The student will have 7 business days to provide a written statement related to his/her response to the problem, but may choose to waive this option.

3. After discussing the problem and the student’s response, the faculty member/supervisor and Program Director will define the student’s problem as concretely and behaviorally as possible, decide on the severity, and assess the potential for remediation. The Program Director and faculty member/supervisor may:
   a. Issue an "Acknowledge Notice," which will be provided to the student in writing within 7 business days of the meeting, and will include the following information:
      i. that the faculty is aware of and concerned with the problem
      ii. that the problem has been brought to the attention of the student
      iii. that the faculty will work with the student to specify the steps necessary to rectify the problem or skill deficits addressed by the inadequate evaluation rating
      iv. that the problem is not significant enough to warrant serious action.
   b. Place the student on "Probation" which defines a relationship such that the faculty/supervisor, and Program Director, actively and systematically monitor, for a specific length of time, the degree to which the student addresses, changes and/or otherwise improves the problematic behavior or skill deficit. The nature of the probation will be clearly outlined in writing and provided to the student within 7 business days. The length of the probation period will depend upon the nature of the problem and will be determined by the faculty member/supervisor and Program Director. The formal written statement will include:
      i. The actual behaviors or skills deficits associated with the problem
      ii. The specific recommendations for rectifying the problem
      iii. The time frame for the probation during which the problem is expected to be ameliorated
      iv. The procedures designed to ascertain whether the problem has been appropriately rectified
   c. “Terminate” the student from the program. If the problem represents gross misconduct or ethical violations that have the potential to cause harm, the student’s placement may be terminated. The decision to terminate a student’s placement would be made by the entire program faculty and would represent a discontinuation of participation by the student within every aspect of the training program. A written notice to that effect would be provided to the student within 7 business days, and would become effective immediately upon the date of the notice. The student would have 15 calendar days to appeal this decision through the Academic Appeals Process (http://catalog.alaskapacific.edu/mime/media/view/8/200/Appeals+Process+with+ACPE+statement+120810.pdf) outlined in the APU Catalog.

4. Once an Acknowledgment Notice or Probation Notice is issued by the Program Director, it
is expected that the status of the problem or inadequate rating will be reviewed no later than the end of the following semester or, in the case of probation, no later than the time limits identified in the probation statement. If the problem has been rectified to the satisfaction of the faculty at this time, a written notice to that effect will be placed in the student’s file and no further action will be taken. Should the problem persist, the Program Director will meet with program faculty to revisit the Formal Review process.

**Administrative Review**

If the student wishes to challenge the decisions made with respect to an Acknowledgement or Probation decision, he or she may request an Administrative Review. This request must be made in writing--an email will suffice--to the Department Chair within 15 business days of notification. The Administrative Review will be conducted by the Department Chair, will include a review of all written documentation, may include interviews with those involved in the process if necessary, and will include consultation with the Academic Dean and/or consultation with legal counsel. An Administrative Review may uphold the decisions made previously or may modify them. The Department Chair has final discretion regarding outcome. The findings of the Administrative Review will be provided in writing to the student within 15 business days of the written request for review. Results of the Administrative Review may be appealed within 15 calendar days of the date of the written notice using the Academic Appeals Process ([http://catalog.alaskapacific.edu/mime/media/view/8/200/Appeals+Process+with+ACPE+statement+120810.pdf](http://catalog.alaskapacific.edu/mime/media/view/8/200/Appeals+Process+with+ACPE+statement+120810.pdf)) outlined in the *APU Catalog.*
APU PsyD Videoconference Supervision & Training Policy

The APU PsyD program uses videoconferencing throughout the program, including for some aspects of didactic courses as well as sometimes to provide supervision. This format is utilized in order to promote interaction and socialization among students and faculty. When videoconferencing technology is used, students and faculty meet in a virtual conference room. APU places high value on cohesion and socialization of doctoral students, and virtual meetings via videoconferencing are an effective way to foster connection during the intervals between in-person weekend intensives.

APU recognizes the importance of supervisory relationships and relationships amongst students. Telesupervision accounts for a maximum of 50% of the supervision received by each student at a given practicum; the majority of supervision is provided in-person by a licensed site supervisor.

Given the geographical distance between students’ homes, the use of distance-mediated technology allows students to form greater connections with one another and with faculty than would be experienced otherwise. Additionally, it allows for the doctoral training program to have a wider impact in the provision of services state-wide. It is expected that the foundation for these student and faculty relationships will be cultivated initially during orientation and in subsequent weekend intensives, such that students will have formed relationships with the entire training faculty prior to engaging in videoconference group supervision and these relationships will continue to grow in breadth and depth throughout the training program. Before engaging in telesupervision, all students are required to have participated in a didactic sequence on supervision and must have been deemed ready to engage in telesupervision. (Please see the APU PsyD Practicum Guideline Policy for more information.) For all clinical cases discussed during telesupervision, full professional responsibility remains with the student’s primary supervisor. Any crises or other time-sensitive issues are reported immediately to the supervisor with clinical responsibility.

Although supervision with both site supervisors and a licensed faculty member are regularly scheduled, all students are provided with contact information, including email and phone number, for each of their supervisors in order to ensure availability for non-scheduled consultation and crisis management.

All students are provided with instruction regarding the use of the videoconferencing equipment during orientation, at the outset of their first year. Supervision sessions are never recorded and occur via secure connections, thus assuring privacy and confidentiality for clients and students. Technical difficulties that cannot be resolved on site are directed to the bridge Administrator.
APU PsyD Practicum Guideline Policy

The APU PsyD clinic is the primary practicum placement for doctoral students. All students will participate in practicum experiences starting at the beginning of their second year of enrollment (Summer semester). Practica placements involve the supervised practice of psychology including individual child and adult, family, and group psychotherapy, psychological assessment, consultation, supervision, and psychoeducational activities at the University Clinic or an approved off-campus site. Practicum placements at the University Clinic are organized and supervised by the APU PsyD Program Director.

Practicum Training Plan
A completed APU Practicum Training Plan is required before a student begins his or her experience at a practicum training site. The training plan outlines how the trainee’s time is allotted at the site, the goals and objectives of the practicum experience, the methods of evaluation of the trainee’s performance, the number of required supervision hours, jurisdictional regulations governing the supervisory experience, and how the experience fits within the larger APU PsyD training curriculum.

Total Hours Required
Students are required to complete six semesters of practicum coursework successfully to complete the APU PsyD program successfully. APU students are expected to spend a minimum of 8 hours each week engaged in practicum activity. In line with the Association of State and Provincial Psychology Boards (ASPPB) guidelines, at least 50% of the total hours of supervised practicum experience accrued shall be in service-related activities, defined as treatment/intervention, assessment, interviews, report-writing, case presentations, and consultations. At least 25% of the supervised professional experience shall be devoted to face-to-face patient/client contact.

Supervision Hours
Trainees should receive one hour of individual face-to-face supervision with a licensed psychologist each week.

Use of Distance-Mediated Technology in Supervision
A didactic training sequence on supervision is included in the Professional Ethics course, taken in the Summer of first year. Students are not eligible to receive supervision via distance-mediated technology until they have taken this course and been deemed by an APU PsyD faculty member to be qualified to utilize distance-mediated technology for supervision. Students receive no more than 50% of their total supervision time in a given practicum via distance-mediated technology.

Please Note: All students must engage in the supervision didactic sequence and be deemed as qualified to utilize distance-mediated technology for supervision by an APU PsyD faculty member before engaging in distance-mediated supervision. Students generally begin their first
practicum in the Summer of second year. Students able to engage in supervision in-person with a licensed psychologist during this semester may begin their first practicum as scheduled. Students who only are able to conduct their first practicum at a site where in-person supervision with a licensed psychologist is not possible must have been deemed as qualified by an APU PsyD faculty member or delay their first practicum until they have.

Practicum Evaluation
Students are evaluated by their practicum supervisors at the end of each semester of practicum enrollment utilizing the Doctoral Student Practicum Evaluation form. This form assesses students on their attainment of the goals and objectives of the APU PsyD program as they relate to the practicum experience. Practicum supervisors provide a signed copy of this evaluation to the PsyD Program Director. A score of less than “3” on any goals or competencies within the evaluation will result in the initiation of the APU Due Process Procedures in order to begin a formal process to support the success of the student in the identified area(s) of weakness (see APU PsyD Student Evaluation Policy for more details).

Hours Tracking
All practicum hours, including direct-service hours and indirect hours, must be logged and submitted to the APU Program Director, who will review hours at the mid-point and end of each semester that a student is enrolled in a practicum. If a student’s log does not reflect an adequate number of hours in his or her practicum experience, the Due Process Procedures will be initiated. If doing a practicum off-site, practicum hours must be verified by the off-site supervisor before being submitted to the Program Director. Students are expected to use the Time to Track application to log their practicum hours. The department purchases a membership to this application for all enrolled students (http://time2track.com). Please contact the Program Director with any questions related to Time to Track or logging practicum hours.

Student Liability Insurance
Liability insurance is required for participation in practicum training. Students should provide the Program Director with a copy of their proof of liability insurance certificate of 1 million per incident/3 million aggregate annually during their annual evaluations in May. Students should also provide a copy of their liability insurance to each practicum supervisor. Student liability insurance can be purchased through The Trust for $35 per year. More information can be found here: http://www.trustinsurance.com/products/studentliability/.

Off Site Practicum Placements
Off-site practicum placements must meet specific criteria and are approved on a case-by-case basis. When a potential practicum training site is identified, the APU PsyD Program Director completes a site-qualification structured interview with the identified site supervisor using the APU PsyD Practicum Site Qualification Form. The approval of a potential training site is granted by the consensus of the Program Director and at least one other PsyD faculty member. Practicum
placements are reviewed annually by the Program Director to ensure that the training site continues to meet APU training requirements.

Every effort is made to ensure that a licensed psychologist is on staff and available to supervise the student placed at a practicum site. However, given the shortage of licensed psychologists within Alaska, the rurality, wilderness, and frontier nature of most of the state, and the large geographical area of the state, licensed psychologists may not be available at all practicum sites. In this case, a licensed mental health professional is designated as the on-site supervisor and the student receives one hour of supplemental weekly supervision by a licensed APU PsyD faculty member provided either in-person or through the use of videotechnology. APU is committed to training students to work in rural, wilderness, and frontier areas of the state and therefore utilizes this approach to continue to provide high quality training and supervision while serving areas and populations that need the most support. (Please see section about use of distance-mediated technology in supervision for more information.)
APU PsyD Doctoral Internship Policy

The APU PsyD program regards the internship as the final field experience that builds on prior practica and coursework, allowing students increasing autonomy in providing comprehensive psychological services under supervision. Philosophically, the APU PsyD program faculty believes that all students should be presented with internship training opportunities that will make them eligible for licensure by psychology boards as health service provider psychologists. Following are the Program’s specific policy and procedures regarding the doctoral internship.

Expectations and Planning for the Internship Experience

1. Students may apply for an internship position after successfully defending their dissertation proposal.
2. The internship year takes place after students have completed all APU PsyD required content coursework.
3. Because applying to the APPIC Match sometimes involves meeting November application deadlines, if you wish to enter into this application process you must have a signed, approved dissertation proposal on file by October 15th of the year prior to the start of the internship. It is suggested that the dissertation proposal defense meeting date be agreed to by all committee members by September 30th. The reason for specifying the above dates is to allow faculty to write the strongest, most favorable letters of recommendation, a scenario made possible only if faculty can unequivocally state that a student will have his or her proposal approved before beginning internship. See the APPIC Match information (http://www.appic.org/Match/About-The-APPIC-Match) for more information about the process.
4. The program strongly recommends that students participate in the APPIC Match and obtain an APPIC-member and/or APA-accredited internship program. The faculty is aware that there are a limited number of APPIC-member/APA-accredited internship programs in Alaska. If a student wishes to obtain an internship that is not part of the APPIC Match, the internship placement will need to be vetted and approved by the Program Training Director using the Internship Site Qualification Form to ensure that it meets all standards for the student to obtain licensure in the state of Alaska. Additionally, an APU internship agreement form will need to be completed and signed by the internship primary supervisor, the student, and the APU Program Director. As outlined in the APU internship agreement, the internship supervisor must agree to evaluate the student’s performance in the internship at least at the mid-point and end of the internship training year and submit these evaluations to the APU PsyD Program Director. Additionally, the student must keep track of all training hours during the internship year and submit an hours log using Time2Track to the APU Program Director at the middle and end of the training year. Students must complete 2000 hours of internship training in order to complete the APU PsyD internship requirement.
Acknowledgement

Please sign this acknowledgement page and return to the APU PsyD Program Director.

Acknowledgment

I acknowledge that I have received and reviewed the APU PsyD Program Handbook. I agree to abide by the procedures outlined in this document. I have been provided with a copy of the document to keep in my files.

________________________________________
Print Name

________________________________________
Signature

________________________________________
Date
Appendices

Appendix A: Program Forms for Admissions

APU PsyD Required Courses for Admission Form

An appropriate master’s degree is defined as including the following coursework from a regionally accredited university:

a. Human Growth and Lifespan Development
b. Social or Cultural Bases of Behavior OR Diversity Training for Helping Professionals
c. Helping Relationships OR Counseling Skills and Techniques
d. Counseling Theory OR Personality Theory
e. Abnormal Psychology OR Psychopathology
f. Research Methods
g. Psychological Assessment OR Psychological Appraisal OR Tests and Measurements
h. Counseling Practica

Applicants who have a deficit in one or more of the areas listed above, and who otherwise would qualify for entrance into the program, may be considered for admission with the understanding that the deficit must be remedied during the first year of the doctoral program. If you have too many prerequisite deficits, the APU PsyD may need to defer application for admittance to the following year.

<table>
<thead>
<tr>
<th>Course</th>
<th>Date of Transcript Review</th>
<th>Approved (Y/N)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Growth and Lifespan Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social or Cultural Bases of Behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helping Relationships or Counseling Skills and Techniques</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling Theory or Personality Theory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abnormal Psychology or Psychopathology</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Research Methods</td>
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<tr>
<td>--------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychological Assessment or Psychological Appraisal or Tests and Measurements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling Practica</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What remedial classes will this applicant need to take?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APU PsyD Previous Clinical Experience Form

Please complete this form related to your previous clinical experience. Previous experience includes employment, clinical volunteering, practica, and internships.

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Nearest Metropolitan Area</th>
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<td></td>
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</table>

Have you had prior clinical experience? (Highlight the correct cell)

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Inclusive dates for all formal graduate education</th>
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<tbody>
<tr>
<td>TO</td>
</tr>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Total years of clinically relevant employment</th>
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</table>

**Direct Service**

Please indicate which modalities you have used. (Mark appropriate items with an X)

<table>
<thead>
<tr>
<th>Individual</th>
<th>Group</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Couple</th>
<th>Family</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Estimated number of hours of direct, face-to-face intervention with clients.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estimated number of hours spent in direct, face-to-face psychological assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>--------------------------------------------------------------------------------</td>
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</tbody>
</table>

Tests administered under supervision. (Mark appropriate items)

<table>
<thead>
<tr>
<th>Mental Status Exam</th>
<th>Rorschach</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Behavioral Observation</th>
<th>TAT/CAT/SAT</th>
</tr>
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<tbody>
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<table>
<thead>
<tr>
<th>WAIS/WISC/WPPSI/WJ-COG</th>
<th>Projective Drawings</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Bender/V-M Tests</th>
<th>Neuropsychological Tests</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>MMPI-2/MMPI-A/MMPI-2RF</th>
<th>MCM/MAPI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Symptom Inventories (e.g., BDI, SCL-90)

<table>
<thead>
<tr>
<th>Other (please include)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
**Supervision experience:**

Estimated # of hours of **one-to-one, face-to-face** supervision with a **licensed psychologist** received:  
Estimated number of hours of **face-to-face group/peer** supervision received:  
Estimated number of hours of supervision provided to others:  

**Consultation experience:**

Estimated number of hours of clinical consultation provided to others:  
Estimated number of hours of research consultation provided to others:  

**Program development/evaluation:**

Estimated number of hours of program development/evaluation:  

**Prior Training Sites/Supervisors** (please attach additional documentation if needed).

1. Site Name and Address:  
2. Site Name and Address:  
3. Site Name and Address:  

Licenses currently held and in what state(s). Please attach a copy of all current licenses to your application.

1. Type of License, Number, and State:  
2. Type of License, Number, and State:  

Have you had any previous complaints or disciplinary actions filed against you?  

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
If yes, please explain (attach additional documentation if needed).

Current employment (if clinical in nature):

Site Name and Address:

Any clinical relevant volunteer activities:

Site Name and Address:

Please list any possible practicum training sites (within reasonable commuting distance) you are aware of:

Site Name and Address:

Site Name and Address:

Site Name and Address:

Site Name and Address:
APU PsyD Applicant Rating Form

Applicant’s Name ________________________________

University/Degree ________________________________

Reviewer’s Name ________________________________

Rating System: 1 = Poor  2 = Below Average  3 = Average  4 = Above Average  5 = Exceptional

<table>
<thead>
<tr>
<th>Autobiographical Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Writing Sample</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

Essay:

- Reasons for applying 1 2 3 4 5
- Short/long term goals 1 2 3 4 5
- Contrib. to society 1 2 3 4 5
- Independent work 1 2 3 4 5
- Work/life balance 1 2 3 4 5

Letters of Recommendation 1 2 3 4 5

**Practicum and Work Experience**

Number of hours in direct clinical intervention: ________

Number of hours in completing psychological assessments: ________

Area(s) of clinical focus:

Licensed at master’s level? Yes No Any previous disciplinary actions? Yes No

Overall rating of Practicum/Work Experience: 1 2 3 4 5

**Previous Coursework**

Has student completed all required coursework for admission? Yes No

If no, which additional classes will the student need to complete?
### Additional Comments:

### Total Applicant Score: ____/45

<table>
<thead>
<tr>
<th>Interview:</th>
<th>Yes</th>
<th>No</th>
<th>Maybe</th>
</tr>
</thead>
</table>

### Interview Process:

**Rating System:** 1 = Poor  2 = Below Average  3 = Average  4 = Above Average  5 = Exceptional

<table>
<thead>
<tr>
<th>Establishes Rapport</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Reflective</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Positive Cohort Member</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Red Flags</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
</table>

Also include input from Bonnie (APU administrative assistant)

If Yes or Maybe, please explain:

<table>
<thead>
<tr>
<th>Specific Strengths</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

If Yes or Maybe, please explain:
Appendix B: Program Forms for Practicum

APU PsyD Practicum Site Qualification Form

This form is used to qualify new practicum sites and update information for previously approved sites. Students planning to apply to a practicum site should contact Robert Lane, PhD, the Program Director, who will vet the site using this form. When the site is qualified or verified, Dr. Lane will notify the student and discuss the next steps for initiation of a practicum experience at the site.

Student Name:  
Student E-mail:
Student’s Faculty Advisor:

**DESCRIPTION OF THE SITE**

Site Name:
Site Address:
City:  State:  ZIP:
Phone:  Fax:  Web Site:

**SITE SUPERVISION INFORMATION**

Name of Clinical Training Director:
Degree:  License#:  State:
E-mail:  Phone:  ext.  fax:

Name of Primary Supervisor:
Degree:  License#:  State:
E-mail:  Phone:  ext.  fax:

**TYPE OF SITE (Please check all that apply):**

- [ ] Child Guidance Clinic
- [ ] Community Mental Health Center
- [ ] Department Clinic
- [ ] Forensic/Justice Setting
- [ ] Inpatient Psychiatric Hospital
- [ ] Medical Clinic/Hospital
- [ ] Outpatient Psychiatric
- [ ] Partial Hospitalization/Intensive Outpatient
- [ ] Private Practice
- [ ] Residential/Group Home
- [ ] School District/System
- [ ] University Counseling Center
- [ ] VA Medical Center
- [ ] Other (please describe)

**ACTIVITIES (Please check all that apply):**

- [ ] Administration
- [ ] Assessment
- [ ] Consultation
- [ ] Psychotherapy
- [ ] Research
- [ ] Supervision
- [ ] Teaching
- [ ] Didactic Training/Professional Development
- [ ] Other (please describe)
For “assessment” sites (Please check all that apply):

- Cognitive/Behavioral: ■ WISC-IV ■ WAIS-IV ■ Other:
- Achievement: ■ WJ-ACH ■ WRAT ■ Other:
- Objective/Personality: ■ MMPI, MMPI-2, MMPI-2RF, ■ PAI, ■ MCMI ■ Other:
- Projective: ■ TAT ■ Rorschach ■ Other:
- Substance Abuse: Other:
- Child protection/Forensic: Other:

Notes:

POPULATION SERVED (Please check all that apply):

- Children ■ Adolescents ■ Adults
- Geriatric ■ Families ■ Couples
- Other (please describe)

TREATMENT ISSUES OF PRIMARY DISORDERS OF CLIENTS AT SITE
(Please check all that apply):

- Psychotic ■ Personality ■ Depression
- Behavioral ■ Trauma ■ Anxiety
- Affective ■ Substance Abuse ■ Other (please describe)

ETHNIC AND CULTURAL DIVERSITY OF POPULATIONS SERVED
(Please check all that apply):

- African-American/Black/African Origin ■ Latino-a/Hispanic
- Asian-American/Asian Original/Pacific Islander ■ European Origin/White
- American Indian/Alaska Native/Aboriginal Canadian ■ Bi-racial/Multi-racial
- Other race/ethnicity (please describe)
- Physical/Orthopedic ■ Blind/Visually Impaired ■ Deaf/Hard of Hearing
- Learning/Cognitive Disability ■ Developmental Disability ■ Serious Mental Illness
- Other disability (please describe)
- Male ■ Female ■ Transgender ■ Other (please describe)
- Heterosexual ■ Gay/Lesbian ■ Bisexual ■ Other (please describe)

GEOGRAPHIC LOCATION OF POPULATION SERVED

- “On-the-road” ■ “Off-the-road” ■ Homeless ■ Other (please describe)

STAFF:

How many psychologists do contract work or have hospital privileges at the site (non-employees with whom the student may have contact)?

PhD/PsyD Psychologists—Licensed: ■ Psychiatrists:

Staff members (not independent contractors) employed at the site:

PhD Psychologists—Licensed: ■ Psych Associate – LPA-Level:
- Psychiatrists: ■ Counselors-M.A.-Level, Licensed:
- PhD Psychologists-Unlicensed: ■ Social Workers-M.A.-Level, Licensed:
- Psych Nurses: ■ Other (please describe)
TRAINNEES:
Does site train other students? □ Yes □ No
If “yes,” please indicate the number of other trainees at the site during the student’s tenure:
Psychology—doctoral: □ Social Work:
Psychology—M.A. Level, practicum: □ Post-doctoral:
Psychiatry: □ Other (please describe)

Other schools site is affiliated with:

SITE QUALIFICATION CHECKLIST

Supervision
□ The Primary supervisors are licensed, doctoral-level psychologists
OR
□ The Primary supervisors is a licensed mental health professional
    Degree/license:
□ Supervisors agree to meet for a minimum of one hour weekly for individual supervision.
□ The supervisor/s have met the state requirements to qualify as clinical supervisors
□ The supervisor is clinically responsible for the student’s work
    If not, please explain:
□ Supervisor is an employee of the site or has a contractual arrangement with the site
Number of hours the supervisor is on the site
Notes:
Please list other supervision experiences offered at the site (e.g., group, peer):
Notes:

Training Program
□ The site offers training in intervention
□ The site offers training in psychological assessment
Notes:

Ethical Standards
□ The site abides by and provides training in the:
    □ state’s/province’s legal and ethical standards;
    □ APA’s/CPA’s legal and ethical standards.

Empirically Supported Treatments:
□ The site provides training in empirically supported treatments.

Cultural Diversity
□ The site provides culturally sensitive training.

Optional
□ The site provides training in supervision of other students’ direct service
Student’s designation at the site:
Payment, if any, will be made to student for services provided □ yes □ no
Are there any other financial agreements between the student and site or supervisor? □ yes □ no
    If “yes,” please describe:
Has student had any other relationship, e.g., employment at site prior to practicum? □ yes □ no
    If “yes,” please describe:

SITE IS APPROVED

_____________________________________________ DATE: __________
ROBERT LANE, PHD, APU PSYD PROGRAM DIRECTOR
APU PsyD Practicum Training Plan

Instructions
Students, please complete this form jointly with your practicum site supervisor at the start of each practicum experience. The purpose of this practicum training plan is (a) to serve as documentation for the program to describe the nature of training and supervision this student is receiving, (b) for documentation for internship and licensure applications, and (c) to establish an initial consensus between the student and practicum supervisor about mutual responsibilities.

It is the intent of this document to encourage dialogue about both the training and the supervision to be provided throughout the practicum. It is hoped that future conversations will build on this dialogue in order to deepen the training experience for both trainee and supervisor. Students and supervisors, please think through and discuss the following questions jointly before completing the Training Plan form.

Questions to guide the trainee:
- What are you looking for in a supervisory experience?
- What have your previous experiences with supervision been? What has worked for you, and what has not?
- What areas of growth or knowledge do you hope to achieve this semester?
- How comfortable are you with self-disclosure (both of yourself and your supervisor)?
- What limitations should your supervisor be aware of with regards to your time (class time, employment, research time, program requirements)?
- To what extent do you incorporate multicultural competencies in your practice?

Questions to guide the supervisor:
- What are you looking for in a trainee?
- What is your theoretical orientation as a supervisor? As a psychologist/mental health professional?
- How do you like to structure the supervision time?
- What is your “door policy” (i.e., your availability outside of the supervision hour)?
- What is your style of providing feedback? How often? How direct? Are you comfortable with the trainee asking for feedback?
- What is your comfort with receiving feedback from the trainee? How often or when is this appropriate?
- To what extent do you incorporate multicultural competencies in your supervisory support?
Alaska Pacific University (APU) Counseling Psychology Doctoral Program
PRACTICUM TRAINING PLAN

This is a non-binding agreement that documents an initial understanding between
_____________________________________, a student in the Counseling Psychology Doctoral
Program at APU, and _____________________________ (name, credentials, and license number of site supervisor) at
___________________________________________________________ (name of training site).

Starting date of practicum: ________________ Ending date of practicum: ________________

Anticipated absences that the student is not expected to be present at the practicum site:
__________________________________________________________________________

Supervisor contact preferences outside of supervision time:
__________________________________________________________________________

Number of hours per week the trainee is expected to devote to this practicum, including on-site
and off-site work time: __________________________________________________________

Number of hours per week the trainee is required to be on-site: ____________________________

Has the practicum student provided a copy of his or her liability insurance to the APU program
director and the practicum supervisor? y/n
Number of supervision hours per week provided by site (minimum 1 hour per week): _______

Type of supervision (individual, group, both):_________________________________________

Is the supervisor listed above clinically responsible for the clients to whom the student is
providing services? 
Yes No (If no, the supervisor should contact the APU PsyD Program Director.)

Is the supervisor listed above licensed in the state in which the student will be providing
services?
Yes No (If no, the supervisor should contact the APU PsyD Program Director.)
If yes, in which field is the supervisor licensed?? ____________________________

If the supervisor is not a licensed psychologist, the student will receive an additional hour of
supervision each week from a licensed APU PsyD Faculty member. Will the student require an
additional hour of supervision from a licensed APU PsyD Faculty member?
Yes No
If yes, please include the name of the licensed APU supervisor, license number, and mode of
supervision (telesupervision or in-person)._________________________________________
The student will have _______ direct client contact hours weekly, approximately distributed as:

_____ Individual therapy  ____ Intake assessment
_____ Group therapy  ____ Psychological assessment
_____ Marital and/or family therapy  ____ Psychological assessment
_____ Consultation  ___ Other: _________________________
_____ Crisis Intervention  ___ Other: _________________________

Additional student duties will include:

_____ Writing case notes  ____ Case conferences
_____ Administrative meetings  ____ Assessment reports
_____ Outreach Activities  ____ Other: _________________________
_____ Training/Prof. Development  ___ Other: _________________________
_____ Preparation for clients  ___ Other: _________________________

For assessment-related duties, please note the types of assessment the student will gain experience with and the specific functions the student will be performing with regard to each. Check all that apply:

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<th>Interpret</th>
<th>Report</th>
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</thead>
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</tr>
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<tr>
<td>Other:</td>
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<td>Other:</td>
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</tr>
</tbody>
</table>

Site Supervisor Contact Information
Name: _____________________________________________________________________
Phone: _____________________________________________________________________
Email: _____________________________________________________________________

The student will be evaluated at the end of each semester by the practicum site supervisor using the APU Practicum Evaluation Form. The practicum site supervisor will provide a copy of this student’s evaluation to the APU PsyD Program Director (Robert Lane, PhD rlane@alaskapacific.edu; 907-564-8319) by the following date: __________________________
Please indicate the Goals and Objectives of the Practicum by indicating the APU PsyD program training objectives that will be covered in this practicum experience. Check all that apply:

<table>
<thead>
<tr>
<th>Goal 1: Students will demonstrate competence in the theory and practice of Evidence-Based Practice in Intervention.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1.A.</strong> Use of science to inform practice</td>
</tr>
<tr>
<td><strong>Objective 1.B.</strong> Case conceptualization and treatment planning</td>
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<tr>
<td><strong>Objective 1.C.</strong> Implementation of therapeutic interventions</td>
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<tr>
<td><strong>Objective 1.D.</strong> Therapeutic skills</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Goal 2: Students will demonstrate competence in the theory and practice of Evidence-Based Practice in Assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 2.A.</strong> Diagnostic skill</td>
</tr>
<tr>
<td><strong>Objective 2.B.</strong> Instrument selection, administration and scoring</td>
</tr>
<tr>
<td><strong>Objective 2.C.</strong> Test interpretation and clinical formulation</td>
</tr>
<tr>
<td><strong>Objective 2.D.</strong> Report writing</td>
</tr>
<tr>
<td><strong>Objective 2.E.</strong> Communicating results</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 3: Students will demonstrate competence in the knowledge and application of Ethical and Legal Standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 3.A.</strong> Understanding and application of ethical and legal standards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 4: Students will demonstrate competence in Individual and Cultural Diversity.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 4.A.</strong> Cultural consideration in the practice of psychology</td>
</tr>
<tr>
<td><strong>Objective 4.B.</strong> Cultural consideration in scholarly work</td>
</tr>
<tr>
<td><strong>Objective 4.C.</strong> Cultural consideration in professional interactions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 5: Students will demonstrate competence in Research.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 5.A.</strong> Utilization of research to inform scholarly work</td>
</tr>
<tr>
<td><strong>Objective 5.B.</strong> Knowledge of test construction, quantitative and qualitative research methods, and techniques of data analysis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 6: Students will demonstrate competence in Professional Values and Attitudes.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 6.A.</strong> Professional behavior</td>
</tr>
<tr>
<td><strong>Objective 6.B.</strong> Self-directed learning</td>
</tr>
<tr>
<td><strong>Objective 6.C.</strong> Self care</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 7: Students will demonstrate competence in Communication and Interpersonal Skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 7.A.</strong> Communication skills</td>
</tr>
<tr>
<td>Objective 7.B. Interpersonal skills</td>
</tr>
<tr>
<td>-----------------------------------</td>
</tr>
</tbody>
</table>

**Goal 8: Students will demonstrate competence in the theories and practice of Interdisciplinary Consultation.**

- **Objective 8.A. Theories of consultation**
- **Objective 8.B. Interdisciplinary consultation**

<table>
<thead>
<tr>
<th>Objective 9.A. Theories of supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 9.B. Methods of supervision</td>
</tr>
</tbody>
</table>

**Goal 9: Students will demonstrate competence in the theories of Supervision.**

<table>
<thead>
<tr>
<th>Objective 10.A. Self-awareness and self-reflection in clinical practice</th>
</tr>
</thead>
</table>

**Goal 10: Students will demonstrate competence in Reflective Practice**

For Student: The signing of this practicum training plan hereby releases faculty members and teaching assistants for the PsyD practicum course in the APU PsyD program to disclose information regarding my performance and status as a student in the PsyD program and my performance in the practicum course during the semester listed above. Communication between the APU PsyD program director and the practicum supervisor is encouraged. The student also releases from any liability the practicum site named herein and any of its personnel who act as practicum site supervisors to respond to inquiries from faculty members of the APU PsyD program concerning any and all matters related to my performance during my practicum placement. I further authorize the release of any documents created or maintained by the practicum site concerning my practicum performance.

__________________________  ________________________
Signature of Practicum Student  Date

__________________________  ________________________
Signature of Practicum Site Supervisor  Date

__________________________  ________________________
Signature of APU PsyD Program Director  Date
Appendix C: Program Forms for Internship

APU PsyD Internship Site Qualification Form
This form is used to qualify new internship sites and update information for previously approved sites. Students planning to apply to an internship site should contact Robert Lane, PhD, the Program Director, who will vet the site using this form. When the site is qualified or verified, Dr. Lane will notify the student and discuss the next steps for initiation of an internship experience at the site.

Student Name:  
Student E-mail:
Student’s Faculty Advisor:

DESCRIPTION OF THE SITE
Site Name:
Site Address:
City:  State:  ZIP:
Phone:  Fax:  Web Site:

SITE SUPERVISION INFORMATION
Name of Clinical Training Director:
Degree:  License#:  State:
E-mail:  Phone:  ext.  fax:
Name of Primary Supervisor:
Degree:  License#:  State:
E-mail:  Phone:  ext.  fax:

TYPE OF SITE (Please check all that apply):
- Child Guidance Clinic
- Community Mental Health Center
- Department Clinic
- Forensic/Justice Setting
- Inpatient Psychiatric Hospital
- Medical Clinic/Hospital
- Outpatient Psychiatric
- Partial Hospitalization/Intensive Outpatient
- Private Practice
- Residential/Group Home
- School District/System
- University Counseling Center
- VA Medical Center
- Other (please describe)

ACTIVITIES (Please check all that apply):
- Administration
- Assessment
- Consultation
- Psychotherapy
- Research
- Supervision
- Teaching
- Didactic Training/Professional Development
- Other (please describe)
For “assessment” sites (Please check all that apply):
- Cognitive/Behavioral: [ ] WISC-IV [ ] WAIS-IV [ ] Other:
- Achievement: [ ] WJ-ACH [ ] WRAT [ ] Other:
- Objective/Personality: [ ] MMPI, MMPI-2, MMPI-2RF, [ ] PAI, [ ] MCMI [ ] Other:
- Projective: [ ] TAT [ ] Rorschach [ ] Other:
- Substance Abuse: [ ] Other:
- Child protection/Forensic: [ ] Other:

Notes:

POPULATION SERVED (Please check all that apply):
- Children
- Adolescents
- Adults
- Geriatric
- Families
- Couples
- Other (please describe)

TREATMENT ISSUES OF PRIMARY DISORDERS OF CLIENTS AT SITE
(Please check all that apply):
- Psychotic
- Personality
- Depression
- Behavioral
- Trauma
- Anxiety
- Affective
- Substance Abuse
- Other (please describe)

ETHNIC AND CULTURAL DIVERSITY OF POPULATIONS SERVED
(Please check all that apply):
- African-American/Black/African Origin
- Latino-a/Hispanic
- Asian-American/Asian Original/Pacific Islander
- European Origin/White
- American Indian/Alaska Native/Aboriginal Canadian
- Bi-racial/Multi-racial
- Other race/ethnicity (please describe)
- Physical/Orthopedic
- Blind/Visually Impaired
- Deaf/Hard of Hearing
- Learning/Cognitive Disability
- Developmental Disability
- Serious Mental Illness
- Other disability (please describe)
- Male
- Female
- Transgender
- Other (please describe)
- Heterosexual
- Gay/Lesbian
- Bisexual
- Other (please describe)

GEOGRAPHIC LOCATION OF POPULATION SERVED
- “On-the-road”
- “Off-the-road”
- Homeless
- Other (please describe)

STAFF:
How many psychologists do contract work or have hospital privileges at the site (non-employees with whom the student may have contact)?

PhD/PsyD Psychologists—Licensed: Psychiatrists:

Staff members (not independent contractors) employed at the site:
- PhD Psychologists—Licensed: Psych Associate – LPA-Level:
- Psychiatrists:
- Counselors-M.A.-Level, Licensed:
- PhD Psychologists-Unlicensed: Social Workers-M.A.-Level, Licensed:
- Psych Nurses:
- Other (please describe)
**Trainees:**
Does site train other students? □ Yes □ No
If “yes,” please indicate the number of other trainees at the site during the student’s tenure:
Psychology—doctoral: Social Work:
Psychology—M.A. Level, practicum: Post-doctoral:
Psychiatry: Other (please describe)

Other schools site is affiliated with:

**Site Qualification Checklist**

**Supervision**
□ The Primary supervisors are licensed, doctoral-level psychologists
□ Supervisors agree to meet for a minimum of two hours of weekly for individual supervision.
□ There are two additional hours of group or individual supervision available to the student for a total of four supervision hours per week.
□ The supervisor/s have met the state requirements to qualify as clinical supervisors
□ The supervisor is clinically responsible for the student’s work
   If not, please explain:
□ Supervisor is an employee of the site or has a contractual arrangement with the site
Number of hours the supervisor is on the site
Notes:
Please list other supervision experiences offered at the site (e.g., group, peer):
Notes:

**Training Program**
□ The site offers training in intervention
□ The site offers training in psychological assessment
Notes:

**Ethical Standards**
□ The site abides by and provides training in the:
   □ state’s/province’s legal and ethical standards;
   □ APA’s/CPA’s legal and ethical standards.

**Empirically Supported Treatments:**
□ The site provides training in empirically supported treatments.

**Cultural Diversity**
□ The site provides culturally sensitive training.

**Optional**
□ The site provides training in supervision of other students’ direct service.
Student’s designation at the site:
Payment, if any, will be made to student for services provided □ yes □ no
Are there any other financial agreements between the student and site or supervisor? □ yes □ no
   If “yes,” please describe:
Has student had any other relationship, e.g., employment at site prior to practicum? □ yes □ no
   If “yes,” please describe:

SITE IS APPROVED

_____________________________________________  D A T E: __________

ROBERT LANE, PhD, APU PSYD PROGRAM DIRECTOR
APU PsyD Internship Training Plan

Instructions
Students, please complete this form jointly with your internship site supervisor at the start of each internship experience. The purpose of this internship training plan is (a) to serve as documentation for the program to describe the nature of training and supervision this student is receiving, (b) for documentation for internship and licensure applications, and (c) to establish an initial consensus between the student and internship supervisor about mutual responsibilities. It is the intent of this document to encourage dialogue about both the training and the supervision to be provided throughout the internship. It is hoped that future conversations will build on this dialogue in order to deepen the training experience for both trainee and supervisor. Students and supervisors, please think through and discuss the following questions jointly before completing the Training Plan form.

Questions to guide the trainee:
- What are you looking for in a supervisory experience?
- What have your previous experiences with supervision been? What has worked for you, and what has not?
- What areas of growth or knowledge do you hope to achieve this semester?
- How comfortable are you with self-disclosure (both of yourself and your supervisor)?
- What limitations should your supervisor be aware of with regards to your time (class time, employment, research time, program requirements)?
- To what extent do you incorporate multicultural competencies in your practice?

Questions to guide the supervisor:
- What are you looking for in a trainee?
- What is your theoretical orientation as a supervisor? As a psychologist/mental health professional?
- How do you like to structure the supervision time?
- What is your “door policy” (i.e., your availability outside of the supervision hour)?
- What is your style of providing feedback? How often? How direct? Are you comfortable with the trainee asking for feedback?
- What is your comfort with receiving feedback from the trainee? How often or when is this appropriate?
- To what extent do you incorporate multicultural competencies in your supervisory support?
Alaska Pacific University (APU) Counseling Psychology Doctoral Program

INTERNSHIP TRAINING PLAN

This is a non-binding agreement that documents an initial understanding between

_____________________________________, a student in the Counseling Psychology Doctoral
Program at APU, and __________________________________________________________
(name, credentials, and license number of site supervisor) at
___________________________________________________________ (name of training site).
Starting date of internship: ________________ Ending date of internship: ________________

Anticipated absences that the student is not expected to be present at the internship site:

__________________________________________________________________________

Supervisor contact preferences outside of supervision time:

__________________________________________________________________________

Number of hours per week the trainee is expected to devote to this internship, including on-site
and off-site work time: ___________________________________________________________

Number of hours per week the trainee is required to be on-site: ________________

Number of total hours trainee will complete at the internship site: ________________

Has the internship student provided a copy of his or her liability insurance to the APU program
director and the internship supervisor? y/n
Number of individual, face-to-face supervision hours per week provided by site (minimum 2
hours per week): ______

Number of total supervision hours per week (including individual, face-to-face hours): ______

Type of supervision (individual, group, both):_________________________________________

Is the supervisor listed above clinically responsible for the clients to whom the student is
providing services?  Yes  No  (If no, the supervisor should contact the APU PsyD
Program Director.)

Is the supervisor listed above licensed in the state in which the student will be providing
services?  Yes  No  (If no, the supervisor should contact the APU PsyD Program
Director.)  If yes, in which field is the supervisor licensed?? __________________________
The student will have _______ direct client contact hours weekly, approximately distributed as:
_____Individual therapy  _____Intake assessment
_____Group therapy    _____Psychological assessment
_____Marital and/or family therapy  _____Neuropsychological assessment
_____Consultation  _____Other: _________________________
_____Crisis Intervention  _____Other: _________________________

Additional student duties will include:
_____Writing case notes  _____Case conferences
_____Administrative meetings  _____Assessment reports
_____Outreach Activities  _____Other: _________________________
_____Training/Prof. Development  _____Other: _________________________
_____Preparation for clients  _____Other: _________________________

For assessment-related duties, please note the types of assessment the student will gain experience with and the specific functions the student will be performing with regard to each. Check all that apply:

<table>
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<th>Type of Assessment</th>
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</tbody>
</table>

Site Supervisor Contact Information
Name: _____________________________________________________________________
Phone: _____________________________________________________________________
Email: _____________________________________________________________________

The student will be evaluated at the mid-point and end of the internship by the internship site supervisor using the APU Internship Evaluation Form. The internship site supervisor will provide a copy of this student’s evaluation to the APU PsyD Program Director (Robert Lane, PhD, rlane@alaskapacific.edu; 907-564-8319) by the following dates:
The student will be evaluated on each of the following APU PsyD Goals and Objectives included on the Internship Evaluation Form.

**Goal 1: Students will demonstrate competence in the theory and practice of Evidence-Based Practice in Intervention.**

<table>
<thead>
<tr>
<th>Objective 1.A.</th>
<th>Use of science to inform practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1.B.</td>
<td>Case conceptualization and treatment planning</td>
</tr>
<tr>
<td>Objective 1.C.</td>
<td>Implementation of therapeutic interventions</td>
</tr>
<tr>
<td>Objective 1.D.</td>
<td>Therapeutic skills</td>
</tr>
</tbody>
</table>

**Goal 2: Students will demonstrate competence in the theory and practice of Evidence-Based Practice in Assessment.**

<table>
<thead>
<tr>
<th>Objective 2.A.</th>
<th>Diagnostic skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 2.B.</td>
<td>Instrument selection, administration and scoring</td>
</tr>
<tr>
<td>Objective 2.C.</td>
<td>Test interpretation and clinical formulation</td>
</tr>
<tr>
<td>Objective 2.D.</td>
<td>Report writing</td>
</tr>
<tr>
<td>Objective 2.E.</td>
<td>Communicating results</td>
</tr>
</tbody>
</table>

**Goal 3: Students will demonstrate competence in the knowledge and application of Ethical and Legal Standards.**

| Objective 3.A. | Understanding and application of ethical and legal standards |

**Goal 4: Students will demonstrate competence in Individual and Cultural Diversity.**

<table>
<thead>
<tr>
<th>Objective 4.A.</th>
<th>Cultural consideration in the practice of psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 4.B.</td>
<td>Cultural consideration in scholarly work</td>
</tr>
<tr>
<td>Objective 4.C.</td>
<td>Cultural consideration in professional interactions</td>
</tr>
</tbody>
</table>

**Goal 5: Students will demonstrate competence in Research.**

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<tr>
<th>Objective 5.A.</th>
<th>Utilization of research to inform scholarly work</th>
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</thead>
<tbody>
<tr>
<td>Objective 5.B.</td>
<td>Knowledge of test construction, quantitative and qualitative research methods, and techniques of data analysis</td>
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**Goal 6: Students will demonstrate competence in Professional Values and Attitudes.**

<table>
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<th>Objective 6.A.</th>
<th>Professional behavior</th>
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<tr>
<td>Objective 6.B.</td>
<td>Self-directed learning</td>
</tr>
<tr>
<td>Objective 6.C.</td>
<td>Self care</td>
</tr>
</tbody>
</table>

**Goal 7: Students will demonstrate competence in Communication and Interpersonal Skills.**

| Objective 7.A. | Communication skills |

63
<table>
<thead>
<tr>
<th><strong>Objective 7.B.</strong> Interpersonal skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 8: Students will demonstrate competence in the theories and practice of Interdisciplinary Consultation.</strong></td>
</tr>
<tr>
<td><strong>Objective 8.A.</strong> Theories of consultation</td>
</tr>
<tr>
<td><strong>Objective 8.B.</strong> Interdisciplinary consultation</td>
</tr>
<tr>
<td><strong>Goal 9: Students will demonstrate competence in the theories of Supervision.</strong></td>
</tr>
<tr>
<td><strong>Objective 9.A.</strong> Theories of supervision</td>
</tr>
<tr>
<td><strong>Objective 9.B.</strong> Methods of supervision</td>
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<td><strong>Goal 10: Students will demonstrate competence in Reflective Practice</strong></td>
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<tr>
<td><strong>Objective 10.A.</strong> Self-awareness and self-reflection in clinical practice</td>
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</tbody>
</table>

**For Student:** The signing of this internship training plan hereby releases faculty members and teaching assistants for the PsyD internship course in the APU PsyD program to disclose information regarding my performance and status as a student in the PsyD program and my performance in the internship course during the semester listed above. Communication between the APU PsyD program director and the internship supervisor is encouraged. The student also releases from any liability the internship site named herein and any of its personnel who act as internship site supervisors to respond to inquiries from faculty members of the APU PsyD program concerning any and all matters related to my performance during my internship placement. I further authorize the release of any documents created or maintained by the internship site concerning my internship performance.

__________________________________________________________  ______________________________________
Signature of Internship Student                               Date

__________________________________________________________  ______________________________________
Signature of Internship Site Supervisor                       Date

__________________________________________________________  ______________________________________
Signature of APU PsyD Program Director                        Date
Appendix D: Program Forms for Student Evaluations

APU PsyD Student Self-Evaluation

**APU Student SELF Evaluation**: To be completed at the completion of each course.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Course: Assessment I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Date: Summer 2015</td>
</tr>
</tbody>
</table>

This evaluation tool is designed to further engage your reflective practice. This is a good time to look back at your experience in the class and think about just how much you have covered and how this course has furthered your journey towards becoming a psychologist. If that was not your experience, it is important we know about that as well (and please make sure you are discussing your experience with a faculty member or the program director.) While not a part of your grade for the class, this document will be a part of your annual review, so your progress through the program can be monitored. Our hope is that you also find the exercise to be a celebration as well as documentation of your dedication and effort!

**Note** – You are strongly encouraged to complete an evaluation of the course and faculty member, which is done on APU Course Evaluation forms through the student web portal. We value your feedback and take note of constructive criticism so we can work to make the classes better. Faculty evaluations have anonymity built into the process.

**Please reflect on the course and provide the following information.**

Briefly list the learning activities that were a part of this class:

Which, if any, of the activities identified above did you find most meaningful for you and why?

Describe how well the course goals and objectives were met (or not)?
Please provide a list of your final bibliography for the class:

Please use the scoring criteria below to assess your current level of achievement and competence in each area. Please also make notes of strengths you already have as well as up to three specific training goals related to the competency area.

<table>
<thead>
<tr>
<th>Scoring Criteria</th>
<th>Self Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Significant Development Needed--Significant improvement in functioning is needed to meet expectations</td>
<td></td>
</tr>
<tr>
<td>2 Development Needed- Some improvement in functioning is needed to meet expectations</td>
<td></td>
</tr>
<tr>
<td>3 Meets Expectations--Functions adequately for level of training</td>
<td></td>
</tr>
<tr>
<td>4 Exceeds Expectations--Functions above average for level of training</td>
<td></td>
</tr>
<tr>
<td>5 Significantly Exceeds Expectations--Functions exceptionally for level of training</td>
<td></td>
</tr>
<tr>
<td>N/A--Not Applicable/Not Observed/Cannot Say</td>
<td></td>
</tr>
</tbody>
</table>

### The theory and practice of Evidence-Based Practice in Intervention

Strengths & Training Goals related to Broad Competency:

<table>
<thead>
<tr>
<th></th>
<th>Self Score:</th>
</tr>
</thead>
</table>

### The theory and practice of Evidence-Based Practice in Assessment

Strengths & Training Goals related to Broad Competency:

<table>
<thead>
<tr>
<th></th>
<th>Self Score:</th>
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</table>

### Research

<table>
<thead>
<tr>
<th></th>
<th>Self Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths &amp; Training Goals related to Broad Competency:</td>
<td>Self Score:</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>------------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Professional Values and Attitudes</strong></th>
<th>Self Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths &amp; Training Goals related to Broad Competency:</td>
<td>Self Score:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Communication and Interpersonal Skills</strong></th>
<th>Self Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths &amp; Training Goals related to Broad Competency:</td>
<td>Self Score:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Reflective Practice</strong></th>
<th>Self Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths &amp; Training Goals related to Broad Competency:</td>
<td>Self Score:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student's Signature:</th>
<th>Date:</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Faculty's Signature:</th>
<th>Date:</th>
</tr>
</thead>
</table>
**APU PsyD Doctoral Student Evaluation Form**

**APU Doctoral Student Evaluation Form**

Student: ________________________________ Supervisor: ________________________________

Practicum Evaluation or Annual Program Evaluation (please highlight one)

Dates of Evaluation: __________ to __________

<table>
<thead>
<tr>
<th>Scoring Criteria:</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Significant Development Needed</strong> -- Significant improvement in functioning is needed to meet expectations</td>
<td></td>
</tr>
<tr>
<td><strong>2 Development Needed</strong> -- Some improvement in functioning is needed to meet expectations</td>
<td></td>
</tr>
<tr>
<td><strong>3 Meets Expectations</strong> -- Functions adequately for level of training</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>5 Significantly Exceeds Expectations</strong> -- Functions exceptionally for level of training</td>
<td></td>
</tr>
<tr>
<td><strong>N/A</strong> -- Not Applicable/Not Observed/Cannot Say</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** As described in APU policies, any score below a "3" on a broad domain will trigger APU’s formal Due Process Procedures. Additionally, any score below a 3 on any individual item will result in close monitoring of the competency by the program faculty and additional support will be provided to the student as deemed appropriate by the program faculty.

**I. Evidence-Based Practice in Intervention**

<p>| Demonstrate the application of scientific literature to professional practice when working with individual or groups | |
| Demonstrate knowledge of a variety of theoretical perspectives related to clinical work | |
| Appropriately conceptualize and describe presenting issues | |
| Develop treatment plans utilizing client input, consultation with others, and available records | |
| Demonstrate ability to use and prioritize interventions consistent with client's clinical presentation | |
| Seek supervision and consultation as appropriate | |
| Appropriately assess for risk of harm to self or others | |
| Build rapport with most clients | |</p>
<table>
<thead>
<tr>
<th>II. Evidence-Based Practice in Assessment</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate client response to treatment and adapt treatment accordingly</td>
<td></td>
</tr>
<tr>
<td>Demonstrate skill in multiple treatment modalities</td>
<td></td>
</tr>
<tr>
<td>AVERAGE SCORE FOR BROAD COMPETENCY</td>
<td>#DIV/0!</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

**II. Evidence-Based Practice in Assessment**

- Demonstrate a thorough working knowledge of psychological diagnostic nomenclature
- Utilize historical, interview, and psychometric data to diagnose accurately
- Use effective decision-making process to determine diagnosis
- Select appropriate assessment instruments
- Demonstrate knowledge of a variety of psychological tests commonly used with adults, adolescents, and children
- Accurately administer and score assessment instruments
- Appropriately interpret results of assessment instruments
- Generate recommendations consistent with assessment findings
- Integrate relevant data to answer presented assessment questions in a psychological report
- Write reports in a professional manner appropriate to audience
Appropriately convey assessment results, conclusions, and recommendations to client and relevant parties

<table>
<thead>
<tr>
<th>AVERAGE SCORE FOR BROAD COMPETENCY</th>
<th>#DIV/0!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
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</table>

### III. Ethical & Legal Standards

<table>
<thead>
<tr>
<th>Rating</th>
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<tbody>
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</tbody>
</table>

- Demonstrate knowledge of and abide by ethical principles of professional practice as outlined in the APA Ethical Principles of Psychologists and Code of Conduct
- Demonstrate knowledge of and abide by legal regulations pertaining to psychological practice and research, as well as professional guidelines that document standards of practice
- Apply ethical guidelines in all roles within the university (i.e., as professional colleagues, counselors, researchers, educators, etc.)

<table>
<thead>
<tr>
<th>AVERAGE SCORE FOR BROAD COMPETENCY</th>
<th>#DIV/0!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

### IV. Individual & Cultural Diversity

<table>
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<tr>
<th>Rating</th>
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<tbody>
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</tbody>
</table>

- Demonstrate a socially and culturally sensitive understanding of psychopathology
- Demonstrate consideration of cultural diversity during the planning and implementation of psychological intervention
- Utilize information about cultural diversity when making a clinical diagnosis (e.g., culture, belief structures, religion, gender, etc.)
- Demonstrate consideration of cultural diversity in choosing and implementing assessments

<p>| | |
| | |
| | |
| | |</p>
<table>
<thead>
<tr>
<th>Demonstrate consideration of cultural diversity in the development of assessment recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critically evaluate scientific literature in terms of attention to diversity issues</td>
</tr>
<tr>
<td>Demonstrate consideration of cultural diversity when completing psychological research</td>
</tr>
<tr>
<td>Demonstrate the ability to establish and maintain productive and respectful working relationships with peers, supervisors, and other colleagues from diverse social and cultural contexts</td>
</tr>
</tbody>
</table>

**V. Research**

<table>
<thead>
<tr>
<th>V. Research</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critically evaluate professional literature in terms of scientific rigor</td>
<td></td>
</tr>
<tr>
<td>Develop mastery of scientific topics through intensive literature review</td>
<td></td>
</tr>
<tr>
<td>Complete scholarly work informed by scientific literature</td>
<td></td>
</tr>
<tr>
<td>Effectively communicate research findings to professional audiences in written and verbal forms</td>
<td></td>
</tr>
<tr>
<td>Integrate and apply knowledge about test construction to assessments commonly used in the field</td>
<td></td>
</tr>
<tr>
<td>Integrate and apply knowledge about research methods in order to critically evaluate both quantitative and qualitative research</td>
<td></td>
</tr>
<tr>
<td>Integrate and apply knowledge about data analysis to critically evaluate statistical methodology used in psychology literature</td>
<td></td>
</tr>
</tbody>
</table>
Complete psychological research that demonstrates academic and methodological rigor

**AVERAGE SCORE FOR BROAD COMPETENCY**

#DIV/0!

Comments:

<table>
<thead>
<tr>
<th>VI. Professional Values and Attitudes</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate awareness of academic and practicum settings and work appropriately within the rules and systems of those settings</td>
<td></td>
</tr>
<tr>
<td>Demonstrate professionalism across all settings/situations related to professional role</td>
<td></td>
</tr>
<tr>
<td>Attend and engage in scheduled appointments, training activities, and meetings consistently and on-time</td>
<td></td>
</tr>
<tr>
<td>Demonstrate appropriate judgment of when to seek supervision or consultation</td>
<td></td>
</tr>
<tr>
<td>Evidence an ability to accurately discern one's own performance in academic coursework and identity areas of growth and attention</td>
<td></td>
</tr>
<tr>
<td>Utilize quality and skillful self-directed learning to contribute to one's education</td>
<td></td>
</tr>
<tr>
<td>Evidence positive attitudes and motivation about self-directed learning</td>
<td></td>
</tr>
<tr>
<td>Realize the need for ongoing self-directed education over the course of a professional career</td>
<td></td>
</tr>
<tr>
<td>Develop projects that enhance and compliment one's ongoing professional development</td>
<td></td>
</tr>
<tr>
<td>Take responsibility for ongoing professional development</td>
<td></td>
</tr>
</tbody>
</table>
Understand the need for and develop a plan for ongoing self-care

Discuss and share strategies and techniques for self-care for use during the program and thereafter

<table>
<thead>
<tr>
<th>VII. Communication and Interpersonal Skills</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate with clients, supervisors, and others in a professional and respectful manner</td>
<td></td>
</tr>
<tr>
<td>Communicate ideas in a clear and competent way</td>
<td></td>
</tr>
<tr>
<td>Demonstrate effective public speaking skills</td>
<td></td>
</tr>
<tr>
<td>Evidence an ability to maintain and effectively respond to professional relationships with peers, faculty, and supervisors</td>
<td></td>
</tr>
<tr>
<td>Maintain appropriate boundaries in professional and clinical relationships</td>
<td></td>
</tr>
<tr>
<td>Demonstrate appropriate physical conduct, including attire, consistent with context</td>
<td></td>
</tr>
</tbody>
</table>

AVERAGE SCORE FOR BROAD COMPETENCY #DIV/0!

Comments:

AVERAGE SCORE FOR BROAD COMPETENCY #DIV/0!

Comments:
### VIII. Interdisciplinary Consultation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge of theories and methods of consultation</td>
<td></td>
</tr>
<tr>
<td>Effectively provide psychological consultation to a variety disciplines</td>
<td></td>
</tr>
<tr>
<td>Effectively collaborate with professionals across disciplines</td>
<td></td>
</tr>
<tr>
<td><strong>AVERAGE SCORE FOR BROAD COMPETENCY</strong></td>
<td>#DIV/0!</td>
</tr>
</tbody>
</table>

Comments:

### IX. Supervision

<table>
<thead>
<tr>
<th>Activity</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge of theories and models of supervision</td>
<td></td>
</tr>
<tr>
<td>Effectively provide supervision to others</td>
<td></td>
</tr>
<tr>
<td><strong>AVERAGE SCORE FOR BROAD COMPETENCY</strong></td>
<td>#DIV/0!</td>
</tr>
</tbody>
</table>

Comments:

### X. Reflective Practice

<table>
<thead>
<tr>
<th>Activity</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate self-awareness and impact of self on therapeutic relationship</td>
<td></td>
</tr>
<tr>
<td>Evidence an ability to accurately discern one's own performance in clinical work and identify areas of growth and attention</td>
<td></td>
</tr>
<tr>
<td>Understand professional psychology in an evolving practice that demands continuing educational efforts</td>
<td></td>
</tr>
<tr>
<td>Demonstrate openness and non-defensiveness in supervision</td>
<td></td>
</tr>
<tr>
<td>Demonstrate willingness and ability to integrate feedback to improve clinical skills and to further professional development</td>
<td></td>
</tr>
<tr>
<td>AVERAGE SCORE FOR BROAD COMPETENCY</td>
<td>#DIV/0!</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>OVERALL RATING (average of broad competency scores)</td>
<td>#DIV/0!</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>
APU PsyD Program Evaluation

**APU PsyD Program Evaluation:** To be completed by student at end of each academic year and discussed with advisor during annual student review meeting

<table>
<thead>
<tr>
<th>Student: __________________________</th>
<th>Advisor: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates of Evaluation: ____________ to ______________</td>
<td></td>
</tr>
</tbody>
</table>

This Program Evaluation is utilized by APU to continually improve and enhance the training program. All responses are reviewed by the APU PsyD Faculty Members, and your feedback is carefully considered. Any ratings of "Poor" or "Fair" will result in action by the Faculty Members to address the problematic item, so please include detailed explanatory comments wherever applicable in order to help us respond most effectively. No retaliatory action will be taken against a student for rating any component "Poor" or "Fair."

**This evaluation period covers the previous academic year. What year are you in the program?**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
</tr>
</thead>
</table>

**Please rank the following training activities provided through the program.**

- Faculty lectures within academic courses
  - Poor
  - Fair
  - Good
  - Excellent

- Student presentations within academic courses
  - Poor
  - Fair
  - Good
  - Excellent

- Course material and content
  - Poor
  - Fair
  - Good
  - Excellent

- Practicum training experiences [if applicable]
  - Poor
  - Fair
  - Good
  - Excellent
  - N/A

- Practicum supervision (Site Supervisor) [if applicable]
<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum supervision (Faculty Supervisor) [if applicable]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>Excellent</td>
<td>N/A</td>
</tr>
<tr>
<td>APU PsyD advising process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>Excellent</td>
<td></td>
</tr>
</tbody>
</table>

Please provide additional comments/feedback about the training activities:

### Overall Quality of Training in Major Areas of Professional Functioning

For the following questions, please consider education you have received through **required coursework, clinical training experiences, and professional development opportunities.**

**Evidence-Based Practice in Intervention**

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
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</tbody>
</table>

**Evidence-Based Practice in Assessment**

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
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</tbody>
</table>

**Ethical and Legal Standards**

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
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</table>

77
<table>
<thead>
<tr>
<th>Comments:</th>
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</table>

<table>
<thead>
<tr>
<th>Individual and Cultural Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Poor</strong></td>
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<table>
<thead>
<tr>
<th>Comments:</th>
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<table>
<thead>
<tr>
<th>Research</th>
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<tbody>
<tr>
<td><strong>Poor</strong></td>
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<table>
<thead>
<tr>
<th>Comments:</th>
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<table>
<thead>
<tr>
<th>Professional Values and Attitudes</th>
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</thead>
<tbody>
<tr>
<td><strong>Poor</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Comments:</th>
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</table>

<table>
<thead>
<tr>
<th>Communication and Interpersonal Skills</th>
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<tbody>
<tr>
<td><strong>Poor</strong></td>
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<table>
<thead>
<tr>
<th>Comments:</th>
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<tbody>
<tr>
<td>Interdisciplinary Consultation</td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td><strong>Poor</strong></td>
</tr>
<tr>
<td>Comments:</td>
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<table>
<thead>
<tr>
<th>Supervision</th>
</tr>
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<tbody>
<tr>
<td><strong>Poor</strong></td>
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<tr>
<td>Comments:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflective Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Poor</strong></td>
</tr>
<tr>
<td>Comments:</td>
</tr>
</tbody>
</table>

Please provide additional comments/feedback about the training provided by the APU PsyD program in the areas of professional functioning for health service psychologists.

Please answer the following questions regarding your experience at APU.

Clarity of expectations and responsibilities for student

<table>
<thead>
<tr>
<th><strong>Poor</strong></th>
<th><strong>Fair</strong></th>
<th><strong>Good</strong></th>
<th><strong>Excellent</strong></th>
</tr>
</thead>
</table>
### Role of student as related to academic work

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

### Role of student at practicum site [if applicable]

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
<th>N/A</th>
</tr>
</thead>
</table>

### Appropriate workload to meet educational needs:

- **Yes**
- **No**

### Please provide additional comments/feedback about your experience at APU:

### Please answer the following question regarding your experiences with faculty feedback and supervision.

#### Helpfulness of feedback/supervision

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

#### Ability of faculty/supervisors

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

#### Frequency of feedback/supervision

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

#### Faculty/Supervisors as professional role models

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

#### Effectiveness of teaching

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>
Please provide additional comments/feedback about your feedback/supervision experience and provide explanations for any "poor" or "fair" ratings above:

Please answer the following miscellaneous items regarding your student experience during the past academic year.

<table>
<thead>
<tr>
<th>Orientation [if you completed orientation this academic year]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
</tr>
<tr>
<td>Comments/Recommendations for enhancement of Orientation experience.</td>
</tr>
</tbody>
</table>

Please provide any other feedback and recommendations that you believe might be helpful or might improve the program.

Please provide any feedback that you think would help improve this program evaluation survey:

| Student's Signature ___________________________ | Date: ____________ |
| Advisor's Signature ___________________________ | Date: ____________ |
References